

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.

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 Guidance Team champions students and staff to exemplify the PACE Pillars (Perseverance, Achievement, Citizenship & Engagement). By exemplifying the pillars students grow to be young adults ready for life beyond middle school. We affirm our school community's experiences. We create space where students can express themselves and situations they encounter to learn how to better navigate these spaces. Therefore, building a toolbox that they can use more independently as they leave Pelham. We partner with teachers, to help them develop positive relationships with students. We help our students and staff build resilience and promote empathy, by ensuring students/teachers develop self awareness and responsibility for themselves and their community.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Academic 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: 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): 6, 7, 8

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, Teachers, Administrators, Deans

Activity Goal/Measurable Outcomes: Meet with students to communicate expectations and support them through the various rigorous/challenges grade level may present. With 6th grade we focus on adjusting to middle school, 7th grade focuses on emphasizing high school selections and 8th grade meeting academic graduation requirements.

Program Name: ACS Collaboration

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): 6, 7, 8

Academy: Academic (A), 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, Teachers, Administrators

Activity Goal/Measurable Outcomes: Ongoing communication with ACS case worker to provide students with all necessary support. In addition, assure student safety outside of school. Provide ACS worker with necessary documents such as attendance progress, report cards and IEPs. Request family's updated contact information when necessary.

Program Name: Advisory 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: SS1. Use effective oral and written communication skills and listening skills

Grade Level(s): 6, 7, 8

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, Teachers, Administrators

Activity Goal/Measurable Outcomes: To provide students with opportunities via different lessons in making their middle school experience successful.

Program Name: Attendance Intervention

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

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

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

Grade Level(s): 6, 7, 8

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, Parent Coordinators, Administrators, Deans, Other

Activity Goal/Measurable Outcomes: Meet with students who are at risk of falling below the recommended city-wide attendance rate. We review attendance reports as per ATS (RISA) and academic progress reports to measure and monitor progress.

Program Name: Crisis Intervention

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): 6, 7, 8

Academy: 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, Teachers, Administrators

Activity Goal/Measurable Outcomes: Engage with student to provide de-escalation strategies. Follow up with student & parent (when necessary) to monitor improvement.

Program Name: High School Admission (8th Grade)

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): 8

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, Administrators, Other

Activity Goal/Measurable Outcomes: Meet with 8th grade students to provide ongoing guidance with their high school application. Provide students with presentations on how to log into myschools utilizing their individual pin. Review practice sheets and provide feedback to the students. Review final application prior to family submitting their application. Meet with individual families when necessary to offer guidance.

Program Name: High School Articulation (7th Grade)

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): 7

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

Tier: Some

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Meet with 7th grade students to begin the high school admission process. We mainly work on developing a practice sheet that students continue to edit as they get closer to their 8th grade year. Students are introduced to myschools website & directory. We discuss options and the importance of commute time and attendance.

Program Name: IEP Mandated Individual and Group Counseling

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): 6, 7, 8

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: 95% of students will successfully complete their grade level work. Attendance will be maintained at above 90%

High level infractions will be less than 10% of the student body.

Program Name: Mandated School Counseling (Individual & Group)

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): 6, 7, 8

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

Activity Goal/Measurable Outcomes: Meet IEP goals for Individual & Group mandated students. Students should increase work productivity & interactions with peers and adults. Measured quarterly via Sesis progress reports and sent home with report cards.

Program Name: Mental Health Collaboration

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): 6, 7, 8

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: Meet Biweekly with Mental Health Consultant QuanAsia Bain-James to discuss appropriate presentations with staff members. Some presentations may include self-care for staff and others are related to

de-escalation and crisis intervention.

Program Name: Minute Meetings (6th Grade)

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): 6

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

Tier: Some

Delivery Process: Direct

Time Line: September, October

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

Activity Goal/Measurable Outcomes: Counselors set up minute meetings with all 6th graders to officially introduce ourselves and communicate the supports that we offer. We also ask students to answer about 5 short questions that help us learn more about them and what supports they may require.

Program Name: Parent Engagement

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): 6, 7, 8

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, Teachers, Administrators, Deans, Other

Activity Goal/Measurable Outcomes: Engage parents in conversations regarding student's academic and social emotional status. Coordinate and facilitate meetings between staff members and parents. Provide parents with constructive feedback and tools to help manage the situation. Follow up with family to hear and discuss concerns. Provide parents appropriate referrals such as mental health outpatient therapy, community based organizations, FAP and other resources for academic or emotional support.

Program Name: Peer Mediation

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): 6, 7, 8

Academy: 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, Teachers, Administrators, Deans, Other

Activity Goal/Measurable Outcomes: Meet with students who are experiencing difficulties in getting along with other peers. Provide students with a safe space to air out their disagreements and frustrations. Allow student to verbalize their side of the story and to listen to another students also express their frustrations. Ideally allow students to agree on a compromise that benefits all parties involved.

Program Name: Proactive School Counseling

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): 6, 7, 8

Academy: Academic (A), 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, Administrators, Deans

Activity Goal/Measurable Outcomes: Meet with students in group or individual as per need & develop a goal to implement and monitor for 6 weeks. Student is to reduce at risk behaviors regarding their academics and social decisions.

Program Name: Respect for All

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): 6, 7, 8

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: February, September, October

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

Activity Goal/Measurable Outcomes: Meet with students to inform and educate them on Chancellor's Regulation A-831 & A-832. Counselors and Dean discuss the importance of Respecting one another. In addition, the students learn how and who to report an incident to. Students also engage in activities/discussion that explain the difference between a peer conflict and a bullying situation. Through ongoing conversations students learn the importance of self advocating and supporting those in need by being an upstander and not a bystander.

Program Name: Staff Collaboration

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): 6, 7, 8

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, Teachers, Administrators

Activity Goal/Measurable Outcomes: Ongoing collaboration with staff members during weekly team grade meetings to discuss students who are in need of additional academic and emotional support.

Turn key presentations informing all staff of important regulations and information such as Child Abuse reporting, RFA, suicide prevention and de-escalation to better support our students.

