

## 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.

**REBECCA SANCHEZ** Title: **GUIDANCE COUNSELOR** Phone: **7188222780** Email: **RSanchez17@schools.nyc.gov**

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 mission of Pugsley Preparatory Academy's Counseling Program is to provide a comprehensive program that will support our students with the school's rigorous academic program. The counseling program supports student's social emotional learning and prepares students for college, post-secondary education/training and a career pathway. Community resources are utilized to enhance student's exposure to learning about themselves, opportunities and contributions they can make to the world. We believe that these efforts will empower our students to be self-confident, well-rounded citizens of the world with a lifelong love of learning.

Pugsley Preparatory Academy's Counseling Program's vision is for all students to develop a love of learning as a bridge to seeking higher education. They will develop strong social and emotional skills as a foundation to promote a healthy, self-aware and responsible lifestyle as a citizen of the world.

Does your school offer a comprehensive School Counseling Activity? YES

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### Program Name: At Risk Counseling Bullying

**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): 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, Social Workers, Teachers, Administrators, Deans**

**Activity Goal/Measurable Outcomes: Targeted student will acquire and practice self-advocacy, problem-solving, decision-making, and coping skills. Bullying student will recognize personal boundaries, rights, and privacy needs of self and others**

### Program Name: At Risk Counseling- Suicidal Ideation

**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, Social Workers, Teachers, Administrators, Deans**

**Activity Goal/Measurable Outcomes: Student will exhibit increased ability to cope with stress and will be referred/engaged in counseling when appropriate.**

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### Program Name: Attendance Counseling

**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:** 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:** 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, Administrators, Deans

**Activity Goal/Measurable Outcomes:** Improve student attendance rate from 80% to 90% which will increase academic performance.

### Program Name: Attendance Team

**Learning Strategies:**

**Self-Management:**

**Social Skills:**

**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, Social Workers, Parent Coordinators, Administrators, Other

**Activity Goal/Measurable Outcomes:** Improve school-wide attendance rate of 87.1% to a rate of 92% or above.

### Program Name: Attendance Team Meeting

**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):** 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, July, August, September, October, November, December

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

**Activity Goal/Measurable Outcomes:** Improve student attendance rate from 80% to 90%

### Program Name: Career Exploration

**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:** College & Career (CCR)

**Tier:** All

**Delivery Process:** Direct

**Time Line:** March, April, May, June

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

**Activity Goal/Measurable Outcomes:** Understanding the connection between school and work by learning about different careers

### Program Name: Counseling Team Meeting

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

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

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**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, July, August, September, October, November, December  
**Who's involved? (Staff and Resources):** Counselors, Social Workers  
**Activity Goal/Measurable Outcomes:** Stay updated on concerns about individual students and the student body as a whole.

**Program Name:** Explore Majors

**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):** 6, 7, 8  
**Academy:** College & Career (CCR)  
**Tier:** All  
**Delivery Process:** Direct  
**Time Line:** January, February, March  
**Who's involved? (Staff and Resources):** Counselors, Other  
**Activity Goal/Measurable Outcomes:** Students develop a list of majors they are interested in.

**Program Name:** Gain College Awareness

**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):** 6, 7, 8  
**Academy:** College & Career (CCR)  
**Tier:** All  
**Delivery Process:** Direct  
**Time Line:** September, October, November, December  
**Who's involved? (Staff and Resources):** Counselors, Teachers, Other  
**Activity Goal/Measurable Outcomes:** Students develop a list of colleges they are interested in.

**Program Name:** Girls on the Run Running 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: SS8.** Demonstrate advocacy skills and ability to assert self  
**Grade Level(s):** 6, 7, 8  
**Academy:** Social/Emotional (SE)  
**Tier:** Some  
**Delivery Process:** Direct  
**Time Line:** March, April, May, June, October, November, December  
**Who's involved? (Staff and Resources):** Counselors, Teachers, Other  
**Activity Goal/Measurable Outcomes:** Increase self-esteem  
Teacher observation

**Program Name:** Group Counseling with IEP 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:** 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):** 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

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

**Activity Goal/Measurable Outcomes: Student will make progress toward meeting their IEP goal(s) and meeting goals.**

**Program Name: High School Articulation**

**Learning Strategies:**

**Self-Management:**

**Social Skills:**

**Grade Level(s): 7, 8**

**Academy: Academic (A)**

**Tier: Some**

**Delivery Process: Indirect**

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

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

**Activity Goal/Measurable Outcomes: Collaborate with counseling team to provide students and families with up to date information on the high process.**

**Program Name: High School Articulation Planning/ Parent Engagement 27th September – March 7th May – June**

**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: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them**

**Grade Level(s): 8**

**Academy: Academic (A)**

**Tier: Some**

**Delivery Process: Indirect**

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

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

**Activity Goal/Measurable Outcomes: Coordinate and collaborate with counseling team and High Schools to provide students and families with up to date information**

**Program Name: High School Articulation Process**

**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): 7, 8**

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

**Tier: Some**

**Delivery Process: Direct**

**Time Line: March, April, May, September, October, November, December**

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

**Activity Goal/Measurable Outcomes: Students will be about to identify a best fit high school that will support their academic, college/career and social emotional aspirations and goals.**

**Program Name: Individual Counseling with IEP 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: 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): 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, Social Workers, Teachers**

**Activity Goal/Measurable Outcomes: Student will make progress toward meeting their IEP goal(s) and meeting goals.**

**Program Name: Liaisons: RFA, STH, CA, Suicide, STSSH, Community Service**

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**Learning Strategies:**

**Self-Management:**

**Social Skills:**

**Grade Level(s):** 6, 7, 8

**Academy:** Social/Emotional (SE)

**Tier:** All

**Delivery Process:** Indirect

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

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

**Activity Goal/Measurable Outcomes:** Connecting the school community to information provided by the NYCDOE on RFA, STH, CA, Suicide, STSSH, Community Service there by improving academic performance by bridging the social emotional gap.

#### **Program Name: Middle School Recruitment**

**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):** 8

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

**Tier:** Few

**Delivery Process:** Direct

**Time Line:** October, November, December

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

**Activity Goal/Measurable Outcomes:** Students will become ambassadors of their school and will educate potential incoming 5th grade students and families on Blueprint Middle School

#### **Program Name: MTSS**

**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:** 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:** 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, Administrators

**Activity Goal/Measurable Outcomes:** Improve school-wide social emotional and academic development.

#### **Program Name: Progress Review: Academically At-Risk**

**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:** SS1. Use effective oral and written communication skills and listening skills

**Grade Level(s):** 6, 7, 8

**Academy:** Academic (A)

**Tier:** Few

**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

**Activity Goal/Measurable Outcomes:** Identify areas of academic concern and provide supports for academic accomplishment.

#### **Program Name: Respect for All – Week: No One Eats Alone**

**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

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**Academy: Social/Emotional (SE)**

**Tier: All**

**Delivery Process: Direct**

**Time Line: March**

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

**Activity Goal/Measurable Outcomes: Increase a cultural and behavioral shift at middle school where every student should feel accepted, included, and valued by their peers and end social isolation.**

**Program Name: [Respect for All: Review of Respect for All and Keeping Our Schools Free of Sexual Harassment Brochures](#); [National Bullying Prevention Awareness Month](#); [Unity Day October 2021](#)**

**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: Social/Emotional (SE)**

**Tier: All**

**Delivery Process: Direct**

**Time Line: September, October**

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

**Activity Goal/Measurable Outcomes: Educated students on unwelcome and uninvited sexual advances, requests for sexual favors, sexually motivated physical conduct and other verbal, non-verbal or physical conduct or communication of a sexual nature which is sufficiently severe, pervasive or persistent. Promote respect for all.**

**Program Name: [Restorative Circles: Bullying, Conflict Resolution, Peer Relationships; Fostering Community](#);**

**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: SS1. Use effective oral and written communication skills and listening skills**

**Grade Level(s): 6, 7, 8**

**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, Administrators, Other**

**Activity Goal/Measurable Outcomes: Fostering community, enhancing communication, and enhancing SEL.**

**Program Name: [The Hance Family Foundation: Beautiful Me](#)**

**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): 6, 7, 8**

**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, Teachers**

**Activity Goal/Measurable Outcomes: Student will be able to develop coping methods to turn negative thoughts or qualities into positives one and provide tools for students to become more independent and confident in your own abilities.**

**Program Name: [Understanding the connection between school and work](#)**

**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): 6, 7, 8**

**Academy: College & Career (CCR)**

**Tier: All**

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**Delivery Process: Direct**

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

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

**Activity Goal/Measurable Outcomes: Student teacher counselor feedback; Career Zone**

