

School Counseling Plan

NYSED state law requires certified school counselor(s) design and develop school's counseling program in collaboration with school 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 need and/or Student Service Manager's feedback.

Contact your Director of Student Services if you do not have a certified counselor in the building.

Please Note: School leaders are advised to delegate coordinator/liaison roles to a variety of current staff members (when possible) to promote distributive leadership and to help individual staff members (e.g. the school counselor) to remain focused on their primary work responsibilities (e.g., the delivery of a comprehensive school counseling program).

First Name	Last Name	Title	Email	Telephone
KETLINE	GLEMAUDAUG USTIN	GUIDANCE COUNSELOR	KGlemaudAugustin@schools.nyc.gov	7184656820

School counseling program Mission and Vision. The school's counseling program mission and vision statement communicates what the school hopes to see for students five to fifteen years in the future. It aligns to the school's and DOE's vision statement and is informed by the school counseling program's beliefs. For additional resources on how to draft school's counseling vision and mission statement, see "The ASCA National Model: A Framework for School Counseling Programs" at <https://www.schoolcounselor.org/>

Guidance Counselor's Vision Statement

The vision is to provide opportunities for all students to develop the mindsets and behaviors necessary to learn workrelated skills, resilience, perseverance, a positive attitude, and a strong work ethic. Students will be equipped with critical thinking skills, global awareness, as well as respect for core values through a rigorous curriculum with collaboration of parents and the entire school community. We will strive to ensure that students are successful in making gains academically and socially.

Guidance Counselor's Mission Statement

We are dedicated to providing a counseling program that ensures an equitable learning environment through a rigorous curriculum for students of all backgrounds and abilities to be engaged globally. We believe students can succeed by addressing their learning gaps to meet the academic, and social-emotional development of all students. We promote a culture where everyone feels safe, supported, and will be able to develop the knowledge that is needed to cultivate positive relationships with others in becoming productive members of our community.

Does your school offer a comprehensive School Counseling Activity? **Yes**

Program Name: School Counseling/Guidance Program

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): Kindergarten,01,02,03,04,05

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

Tiers: 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

Activity Goal/Measurable Outcomes: - Meet to discuss concerns that students are experiencing and by reviewing interventions such as student grades, referrals, data as it relates to students' goals.

- Parents are encouraged to participate in these therapeutic services. In order to help the students, excel academically and socially.

- To have an increase in positive behavior and to also use peaceful ways to resolve conflicts.

- The team will assess and determine what level of intervention/resources are needed for the families.

Program Name: CAPP (Child Abuse Prevention 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,01,02,03,04,05

Academic Types: Social/Emotional (SE)

Tiers: All

Delivery Process: Indirect

Time Line: February,March,April

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

Activity Goal/Measurable Outcomes: Workshops for the students regarding safe and unsafe touches

Program Name: PPT Meetings: A school-based intervention process that is designed to meet various needs of at-risk students.

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

Grade Level(s): Kindergarten,01,02,03,04,05

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

Tiers: 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,School Psychologist,Administrators

Activity Goal/Measurable Outcomes: Meet to discuss concerns that students are experiencing and by reviewing interventions such as student grades, referrals, data as it relates to students' goals.

Program Name: Consultation with Outside Agencies: School collaboration with community agencies such as ACS, Thrive NYC Mental Health. FAP. Mobile Crisis. Preventative agencies, Police Physicians. Etc.

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,01,02,03,04,05

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

Tiers: 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,Teachers,Parent Coordinators,School Psychologist,Administrators

Activity Goal/Measurable Outcomes: Parents are encouraged to participate in these therapeutic services. In order to help the students, excel academically and socially.

Program Name: At-risk Group counseling on anger management to help students identify what triggers their anger.

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,01,02,03,04,05

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

Tiers: 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,Administrators

Activity Goal/Measurable Outcomes: To have an increase in positive behavior and to also use peaceful ways to resolve conflicts

Program Name: Crisis Intervention Team—assembles to identify high risk individuals who are experiencing crisis.

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,01,02,03,04,05

Academic Types: Social/Emotional (SE)

Tiers: 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,School Psychologist

Activity Goal/Measurable Outcomes: The team will assess and determine what level of intervention/resources are needed for the families.

School Counseling Core Curriculum:

In accordance with [NYSED Commissioner's Regulation 100.2\(j\)](#) requires that school have "a school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s)."

What [school counseling curriculum](#) or program(s) does your school use to deliver the core curriculum (e.g., [NYSSCA lesson bank](#), [NYCPS School Counseling Lessons Suggested Scope and Sequence](#), [Harmony](#), [Overcoming Obstacles](#), [school-created curriculum](#), etc.)?

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What school counseling curriculum or program(s) does your school use to deliver the core curriculum (e.g., NYSSCA lesson bank, NYCPS School Counseling Lessons Suggested Scope and Sequence, Harmony, Overcoming Obstacles, schoolcreated curriculum, etc.)?

Program Name CAPP (Child Abuse Prevention 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

Grade Level (s) Kindergarten,01,02,03,04,05

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

Indicate the use of curriculum/lessons/activities (i.e, classroom presentations) for Academic Skills

Program Name: School Counseling/Guidance Program

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): Kindergarten,01,02,03,04,05

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

Tiers:

Delivery Process:

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

Activity Goal/Measurable Outcomes: - Meet to discuss concerns that students are experiencing and by reviewing interventions

such as student grades, referrals, data as it relates to students' goals.

- Parents are encouraged to participate in these therapeutic services. In order to help the students, excel academically and socially.

- To have an increase in positive behavior and to also use peaceful ways to resolve conflicts.

- The team will assess and determine what level of intervention/resources are needed for the families.

Indicate the use of curriculum/lessons/activities (i.e, classroom presentations) for Social/Emotional Development

Program Name: PPT Meetings: A school-based intervention process that is designed to meet various needs of at-risk students.

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

Grade Level(s): Kindergarten,01,02,03,04,05

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

Tiers:

Delivery Process:

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

Activity Goal/Measurable Outcomes: Meet to discuss concerns that students are experiencing and by reviewing interventions

such as student grades, referrals, data as it relates to students' goals.

Indicate the use of curriculum/lessons/activities (i.e, classroom presentations) for Career/College Readiness

Program Name: Consultation with Outside Agencies: School collaboration with community agencies such as ACS, Thrive NYC Mental Health. FAP. Mobile Crisis. Preventative agencies, Police Physicians. Etc.

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): 04,05

Academic Types: College & Career (CCR)

Tiers:

Delivery Process:

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

Activity Goal/Measurable Outcomes: Parents are encouraged to participate in these therapeutic services. In order to help the students, excel academically and socially.

Related Services Counseling:

As per federal law, related services counseling (group and individual counseling) is mandated by students' IEPs.

Program Name: Related Services Group and Individual Counseling for Students with Disabilities

Learning Strategies: B.LS7 - Long- and short-term academic, career and social/emotional goals

Self-Management: B-SMS 5 - Perseverance to achieve long- and short-term goals

Social Skills: B-SS 3 - Positive relationships with adults to support success

Grade Level: All

Academy Domain: Academic, Social-Emotional, College and Career

Tier: Two and Three

Delivery Process: Direct

Time Line: September to June

Who's Involved: School Counselor, School Social Worker, School Psychologist

Measurable Outcomes: There will be an increase in the number of students meeting their IEP counseling goals.