

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.

DAVID LESLIE SKALLER Title: SCHOOL PSYCHOLOGIST Phone: 7189045700 Email: DLeslieSkaller@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 District 75 and 176X is to support the mental health needs of students using a multi-tiered framework and through directly providing individual and group counseling to our students as determined by their IEP mandates. Through the use of a Tiered Level of Service, the roles and responsibilities for clinicians and counselors vary according to needs of students.

Beginning with Tier I, the universal level, counselors and clinicians collaborate with school professionals to create respectful, positive, and motivating environments in order to create a safe learning environment for students. At 176X, we utilize No Place for Hate as part of our Respect for All initiative, where we host monthly themes such as anti-bullying campaigning and friendship and inclusion. In response to the COVID19 pandemic, teachers and paraprofessionals have all been trained using the Re-think modules. Our school also engages in weekly mindfulness activities as a staff that may be turn-keyed to students and families. We also offer non-mandated counseling supports to students who have experienced trauma due to the pandemic, as well as resources for families.

Tier II services are in place for students who need more supports. At 176, we offer parent workshops for families on specific topics related to stress and trauma due to the pandemic, as well as supporting a child with a significant disability. For students, we host high interest clubs every Friday at the HS level.

Tier III services address the most challenging student behaviors and difficulties. Counselors and clinicians conduct and coordinate Functional Behavioral Assessments for students who demonstrate the need for additional behavioral support. They assist with the development, implementation, and progress monitoring of individualized behavioral programs, and consult with our SIT to review, interpret, and make decision according to direct and indirect data. Counselors and clinicians use evidence-based practices for intervening when students experience crises, assess for the maltreatment of children and report when outside agencies need to be contacted. They also, interview students to make determinations regarding sexual harassment and incidents of bullying according to Chancellor's regulations, and identify contributory factors that lead to suicidal ideations and actions and determine when outside psychiatric or therapeutic services are warranted.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Mandated Counseling for Students With Disabilities

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, 9, 10, 11, 12

Academy: Academic (A), College & Career (CCR), 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, Social Workers, School Psychologist

Activity Goal/Measurable Outcomes: The number of oors reports for discipline code violations will decrease by 30%.

Program Name: Post-Secondary Transition

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:

Grade Level(s): 6, 7, 8, 9, 10, 11, 12

Academy: College & Career (CCR), 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): Social Workers, Teachers, Parent Coordinators, School Psychologist, Administrators

Activity Goal/Measurable Outcomes: All graduating seniors who are aging out or at completion of TASC will be connected to at least 1 post-secondary agency.

Program Name: Respect for All at 176X

Learning Strategies:

Self-Management:

Social Skills: SS4. Demonstrate empathy

Grade Level(s): 12, 6, 7, 8, 9, 10, 11

Academy: 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): Social Workers, Teachers, Parent Coordinators, School Psychologist, Administrators

Activity Goal/Measurable Outcomes: 176X will have a 3% reduction in A831 and A832 incidents by the end of the school year.

