KALFAS MAGNET ELEMENTARY SCHOOL

Counseling Plan

September - June

Developed by:

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SCHOOL MISSION

The mission of Henry J. Kalfas Magnet School, in cooperation with home and community, is to provide a child-centered, stimulating and culturally diverse environment which will foster the development of lifetime productive learners.

VISION

To provide a child-centered, stimulating and culturally diverse environment which fosters the development of lifetime productive learners. The Counseling Center is here to aid in the growth of children physically and emotionally integrating a variety of resources, which are available to help ensure safety in schools and healthy students.

GOAL

Kalfas Elementary Students will be provided with assistance and support in the areas of: academics, personal, social issues and beginning an understanding of opportunities for future education/employment as aligned with the NYS Standards. We will assist in promoting healthy childhood development within our students.

ROLE of the School Counseling Center

The School Counselor and School Social Worker will create opportunities for students to be successful that align with the mission and goals of the school through individual and group counseling, consultation, coordination, advocacy and assisting / serving as a parent and community liaison.

**Distribution of Total School Counseling Center Time**

|  |  |
| --- | --- |
| **Delivery System Component** | **Elementary School % of Time**  |
| **Counseling Curriculum** | **20%** |
| **Direct Student Services** | **20%** |
| **Responsive Services** | **50%** |
| **System Support** | **10%** |

**Goal 1:** Provide students with access to supports that promote positive social-emotional learning and strategies for good mental health.

**Target Population:** All students Grades Pre-K to 2nd.

**Expected Outcomes:**

* Students will understand available resources and how to utilize them.
* Students will learn how to self-monitor, know when to ask for help and work toward solving his/her own problems.
* Students will accept and respect their own uniqueness and others as a result of learning, growth, and individual, group and classroom lessons and meetings.

**Evaluation:**

* Completion of individual goals.
* Counseling log
* If applicable: increased compliance with Tier 2 behavior plans.
* End of the year district survey.
* Counseling core curriculum lesson calendar with a variety of topics.
* BESS

**PK-6 Completed at all District Elementary Schools**

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| **ACTIVITIES** | **TARGET GROUP/****SUBGROUP** | **STAFF ASSIGNED** | **OTHER RESOURCES ASSIGNED** | **DATES OF ACTIVITY** |
| Meet the counselor ~ Introductory lesson | All students | School CounselorSchool Social Worker | Student need surveys | September |
| Open House | All Students and Parents | School Counselor School Social Worker | Psychoeducation (attendance, trauma, coping skills)Resources | September |
| Core Curriculum Classroom lessons | All students | School CounselorSchool Social Worker | Second step, variety of lessons/ literature  | Monthly |
| Classroom Observations | Students in Need | School CounselorSchool Social Worker | FBACSE Documentations, Assessments, Teacher v. Student EngagementStudent v. Peer Engagement | September - June |
| Individual counseling | Red Flag Students Students referred (Administration, teacher, parent/ guardian, student) | School CounselorSchool Social Worker | Best-Practices-LiteratureTools/Resources-toys, games, books, worksheets | September-June |
| Crisis Response | Students in need | School CounselorSchool Social Worker | Safety Planning, Calming Tools (Sensory) Check-ins, Community Involvement (Crisis Services) | September - June |
| Conflict Resolution / De-Escalating Student Behavior | Students in need | School CounselorSchool Social Worker | Circles, Restorative Practices, Group Service Projects | September - June |
| Small group counseling | Red Flag StudentsStudents referred (Administration, teacher, parent/ guardian, student) | School CounseloSchool Social Worker | Best-Practices-LiteratureTools/ResourcesGames, Teambuilding exercises | September –June |
| Large Group Counseling with Parent Engagement | Red Flag Targeted Students | Gym TeacherSchool Social WorkerSchool Counselors, Dean  | Gym class/social emotional skillsClassroom Dojo to connect and involve parents | September - June |
| Student Support Team Meeting-START | Referred students  | Anyone from the Student Support team (PSA, Psychologist, School Counselor, Social Worker, Principal, Dean, Nurse, ENL staff, PEP Staff) | DocumentationAssessments | September-June |
| Liaison with outside community and agencies | Students and families in need | School Counselor,Social WorkerDean | Gateway, Health Homes, District Community Health center,Jewish services, Focus on Families | September-June |
| Home Visits | Students in need | Social WorkerSchool CounselorDean Classroom Teacher | Truancy Officer | \*As Needed  |
| Celebrations-Star StudentsMonthly Attendance Cultural  | All Students | School Wide Staff | ParentsCertificates Rewards/Prizes | September – June |
| Conferences  | Students in need | Classroom TeacherPsychologist Social Worker School Counselor Administration | Intervention plans | September-June |
| Tier 2 Intervention PlansBESS Assessments | Students in Need | School CounselorStudent Support TeamTeacher, School Psychologist and staff, assessment data | DocumentationAssessments | September-June |
| Promotion of Services Offered & Parental/Guardian best practices | All Students & School Community | School Counselor Social Worker Dean | Community based organizations | September-June |

**Goal 2:** Provide the necessary resources and supports for all students to attend school regularly and to ensure that all students have equitable access to all school programs.

**Target Population:** All students Grades Pre-K to 2nd

**Expected Outcomes**

* Students and parents/guardians will acknowledge that educational success depends on regular attendance.
* Student attendance rates will improve.
* Success in the classroom and school environment.
* Daily Social Emotional education (Move this World)

**Evaluation:**

* Student attendance records.
* Increased student participation in school activities both during and after school.
* Counseling core curriculum lesson calendar with a variety of topics.

**PK-2 Completed at all district elementary schools**

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| **ACTIVITIES** | **TARGET GROUP/****SUBGROUP** | **STAFF ASSIGNED** | **OTHER RESOURCES ASSIGNED** | **DATES OF ACTIVITY** |
| Core Curriculum Classroom lessons | All studentsTier 1  | School Counselor School Social Worker | Various | September-June |
| Newsletter, Social Media, Remind and Class Dojo | Tier 1 | Secretary, Web Master, Teachers, Administration |  | Monthly/As needed |
| Bulletin Boards | Tier 1 | School Social Worker |  | Monthly |
| Attendance Incentives | Tier 1 | Social Culture CommitteeSchool Social Worker  | School Index | Weekly or Monthly |
| After-School Clubs | Tier 1 | After-School Building Coordinator  | Site Coordinator Grant | 3-5 times a week |
| Phone Calls and Letters | Tier 2 | TeachersAdministrationSchool Social Worker |  | As needed |
| Parent Meetings | Tier 2 | School Social Worker |  | As needed |
| Lunch Bunch Groups | Tier 2 and 3 | School Social Worker | Circles, Games, Activities | Weekly October – June |
| Attendance Checkins | Tier 2 and 3 | School Social Worker | Trackers | As needed |
| Attendance Team Meetings- START | Tier 2 and 3 | AdministrationSchool CounselorSchool Social WorkerPSA, Teachers | Various-Attendance logs, records, intervention plans | September-June |
| Social/Emotional learning | Tier 1 | School CounselorSocial WorkersTeachers | Pro active lessons and awareness | September -June |
| Home Visits | Tier 2 and 3 | School Social WorkerSchool CounselorDean  | Truancy Officer | September-June  |
| CPS and SPOA | Tier 3 | School Social Worker and Administration |  | As Needed |
| Linkage to Gateway, Tree of Life and Outside Agencies | Tier 3 | START Team, School CounselorSchool Social Worker |  | As Needed |
| Truancy Officer for Transportation | Tier 3 | Truancy Officer School Social Worker |  | As Needed |

**Goal 3:** To create a positive learning environment that promotes long-term academic and career success.

**Target Population:** All students Grades Pre-K to 2.

**Expected Outcomes:**

* Students in Pre-K to 2 will have the ability to set short and long-term goals.
* Students in grade 2 will be orientated into what they can expect for 3rd – 6th grade school.

**Evaluation:**

* Counseling core curriculum lesson calendar with a variety of topics.

**Pre K-2nd completed at all elementary schools**

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| **ACTIVITIES** | **TARGET GROUP/****SUBGROUP** | **STAFF ASSIGNED** | **OTHER RESOURCES ASSIGNED** | **DATES OF ACTIVITY** |
| Individual meeting with all needed students | Referred students | School Counselor | Interest inventory social/emotional, academic goals and workshop | September- October or as students enter school |
| Individual, Group or Core Curriculum Classroom Lessons | All students | School CounselorSchool Social Worker  | Variety of lessons and literature around goals, Interests,mindfulness,coping strategies,organizational skills, social skills. Erin’s La, and any other requested or needed topics affecting our student population. | September-June |
| Transitional fieldtrip | 2nd grade students | School Counselor | Orientation outline, handouts | May-June |

**ONGOING SERVICE DESCRIPTIONS**

Core Curriculum Classroom lessons

* Survey student needs and interests to design specific lessons for that grade level
* Help students be successful in and out of the school environment
* Provide students with knowledge and skills

Classroom Observations

* Observe interactions within the classroom
* Provide feedback/techniques to teachers based on students’ needs
* Conduct sessions with students based on observations/needs

Individual Counseling

* Helps students discover and develop strengths
* Help students cope with feelings
* Help student’s problem solve and use decision making skills
* Teach leadership skills and positive character traits
* Help students excel to the best of their ability
* Enhance peer relationships
* Behavior modification
* Self- image and self- esteem
* Effective social skills
* Help with Anger Management

Crisis Counseling

* Assisting students with immediate, short term support
* Helping students with mental, physical, and behavioral distress find coping skills to deal with their situation.

Conflict Resolution / De-Escalating Student Behavior

 The goal in a confrontation is to avoid the power struggle in a respectful way while students learn concept and strategies to help keep them in control of their words and body.

* Assisting students in learning ways to act not react.
* Modeling positive listening skills and non –aggressive behaviors
* Getting students to understand the power of the tongue.
* Understanding what they say and how they say it.
* Allowing student to find a common ground.

Group Counseling

* Working with peers who share common concerns, issues and self -image
* Assist students in developing and fostering relationship skills
* Increase Coping skills, self- worth and self –esteem
* Help students develop tools they can use in conflict to create better decision making skill and positive resolutions

START

* A universal systematic District intervention model that assists and supports students and teachers in addressing academic, attendance, emotional, social and behavioral needs.

Liaison with outside community and agencies

* Partnerships with community services to further reach family’s needs, additional supports
* School will continue to locate, reach out to and build a strong relationship with local agencies

Home Visits

* Helps to build a strong partnership between school and family
* See students in the home setting
* Allow for student and families to feel more comfortable in their home environment

Celebrations

* Star student assemblies allow for students to be recognized and parents are invited into the school
* Monthly, the grade with the best attendance will be recognized and the student with the best attendance
* Cultural celebrations to recognize different traditions and customs will be determined by the Dean of students, and the ENL department.

Conferences

* Interdisciplinary team will meet with parents to discuss concerns, student’s progress, goals, and attendance concerns.

Tier 2 Intervention Plans

* Students in need of additional supports, interventions are put into place at this level to help with academics, attendance, social-emotional and behavioral needs.

Promotion of Services Offered & Parental/Guardian best practices

* Psychoeducation- educating parents
* Providing resources

Lunch Bunch

* Small group of students who eat lunch while enhancing social skills, friendship, the importance of school attendance, and/or conflict resolution.

Family Engagement: Guardian Contacts

* Designing and implementing plans, parent is involved with designing plan

Attendance

* Track attendance, regular communication with parents, identify barriers to school attendance, and promote importance of school attendance.

DASA - Dignity for All Students Act

* The goal of the Dignity Act is to ensure that each and every student be provided the opportunity to learn in an environment free from harassment, discrimination, bullying and intimidation.

Description of Coordinator Role – DASA

In compliance with the Dignity Act, each school must have a designated trained employee that will handle human relations in the areas of race, color, weight, national origin, ethnic groups, religion, religious practices, disability, sexual orientation, gender and sex.

The School Counselor is a trained advocate through the School District and must have experience addressing and resolving such issues with in the school.