



Mental Health Supports

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Executive Superintendent
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Queens North

Mental Health and Counseling Supports

- ❑ **Nationally** recognized good practice for school counselors (ASCA National Model 2019, 4th ed)
- ❑ **Equity-** provide effective way to deliver counseling services to every student in a systematic and integrated way.
- ❑ **Accountability** and reporting requirements for school counseling programs that align to district visions and goals. Emphasis on student achievement and success.
- ❑ By aligning a school counseling program with the school/district mission and school improvement plan, school counselors partner **as leaders in systemic change.**
- ❑ Identifies **student knowledge and skills** as a result of the K-12 school counseling program. Promotes academic, social/emotional and postsecondary development for every student.

Access for all students K-12 for a certified counselor

- NYC DOE must define how all students K-12 will have access to a certified school counselor and comprehensive program
- Includes K-5 (1st time!)
 - A K-5 program must be designed by a certified school counselor and provide information related to college and careers.
- Regulation does not impose a requirement for a full time certified school counselor in every school building or for every level.

School Counseling Core Curriculum

- The school counseling curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies related to student competencies: academic, college and career, and social/emotional
- Curriculum is presented systematically through classroom and group activities K - 12.
- Curriculum developed by a certified school counselor in consultation with faculty and other school staff.

Support Services Landscape District 30

School Counselors	Social Workers	High Needs Social Workers	Additional Supports
56	20	18	9 SAPIS
			8 THRIVE
			4 CBO

Bridge to School Plan

The COVID-19 pandemic has resulted in significant stress, trauma, grief, and loss for our 1.1 million students and their families, as well as our nearly 150,000 educators.

These realities require us to thoughtfully plan our homecoming experience as one that centers the humanity and lived experiences of our school communities. Homecoming should be a celebration of community, anchoring in positive relationships between staff, students, families, and communities.