

## 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.

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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/>

### Counseling Vision Statement

The School Counseling program at PS 207/Fillmore Academy vision will nurture all students to help them feel supported, empowered and successful. The school counselors will work together to support the academic, social and emotional needs. We strive to insure that all of our students will become successful lifelong learners who value and respect themselves as well as others. We will encourage vocational interests and talents, enhance college readiness, career exploration and life skills. It is our hope that our students will exhibit a healthy curiosity about themselves and the world around them as they grow into well rounded, well-adjusted adults with broad base of experience and knowledge.

### Counseling Vision Statement:

The School Counselors will help establish an atmosphere of security, warmth, and encouragement as PS 207 students work to reach their fullest educational potential in the areas of academic, career and personal development. The School Counselors will also commit to establish a solid foundation as PS 207 students successfully manage their lives as healthy, responsible and productive members of society who respect themselves and others.

Does your school offer a comprehensive School Counseling Activity? YES

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### Program Name: At-Risk Counseling

**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, 1, 2, 3, 4, 5, 6, 7, 8**

**Academy: Academic (A), College & Career (CCR), 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**

**Activity Goal/Measurable Outcomes: Monthly classroom progress reports from teachers, decrease in behavioral issues, increase in academic progress and improved implementation of coping strategies.**

### Program Name: Attendance for Chronically Absent 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: SM2. Demonstrate self-discipline and self-control**

**Social Skills: SS8. Demonstrate advocacy skills and ability to assert self**

**Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8**

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

**Tier: Few**

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**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, Teachers, Administrators, Deans

**Activity Goal/Measurable Outcomes:** There will be a 3% improvement in attendance for the 2022-2023 academic school year for the students that are chronically absent.

#### **Program Name: Career/Vocational Activities**

**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):** Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

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

**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, Deans

**Activity Goal/Measurable Outcomes:** 100% of students that turn 13 during the school year will participate in a Vocational Assessment as part of their Annual Review IEP.

School Staff will plan activities related to College, the application process and plan activities for students to learn more about Colleges and Universities.

#### **Program Name: Cultural Celebrations**

**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):** 7, 8, Kindergarten, 1, 2, 3, 4, 5, 6

**Academy:** 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, Teachers, Parent Coordinators, Administrators, Deans, Other

**Activity Goal/Measurable Outcomes:** Each month, different cultures will be celebrated by activities, music and highlighting important figures in their history. 100% of the students will participate.

#### **Program Name: Harmony**

**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, 1, 2, 3, 4, 5, 6, 7, 8

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

**Tier:** All

**Delivery Process:** Direct

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

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

**Activity Goal/Measurable Outcomes:** Social emotional support group-student share encouraging and supportive message for each other

#### **Program Name: High School Transition**

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

**Tier:** All

**Delivery Process:** Direct

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

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

**Activity Goal/Measurable Outcomes:** Students will have a better grasp on the High School articulation process. Families will be informed via email, google classroom and letters about the application process. 100% of students will complete a High School Application by the deadline.

#### **Program Name: Individual Progress Review (IPR)**

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

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

**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

**Activity Goal/Measurable Outcomes:** 100% of the middle school students (6-8) will meet one on one with the school counselor by June 2024 to discuss academic, social/emotional and career/college goals.

#### **Program Name: mandated counseling group**

**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):** Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

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

**Tier:** Few

**Delivery Process:** Direct

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

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

**Activity Goal/Measurable Outcomes:** All mandated group counseling students will meet their IEP Goals.

#### **Program Name: Mandated Individual Counseling**

**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, 1, 2, 3, 4, 5, 6, 7, 8

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

**Tier:** Some

**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, Teachers, Parent Coordinators, Administrators, Deans

**Activity Goal/Measurable Outcomes:** All Mandated Individual Counseling Students will meet their IEP Goals.

#### **Program Name: McKinney-Vento (Students in Temporary Housing)**

**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:** SS4. Demonstrate empathy

**Grade Level(s):** Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

**Academy:** Academic (A), 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

**Activity Goal/Measurable Outcomes:** Students in Temporary Housing will improve attendance by 3% in the academic

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school year 2022-2023.

#### **Program Name: Meet & Greet with School Counselors**

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

**Grade Level(s):** Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

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

**Tier:** All

**Delivery Process:** Direct

**Time Line:** May, September

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

**Activity Goal/Measurable Outcomes:** Counselor have a google page that highlights each counselor and their roles.

Parents are invited in September and May to log onto a google meet with Counselors and speak directly to them and ask questions.

100% of guardians are invited to participate in meet & greets with school counselors.

#### **Program Name: Middle School Articulation**

**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):** 5

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

**Tier:** All

**Delivery Process:** Direct

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

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

**Activity Goal/Measurable Outcomes:** Students will have a better grasp on the Middle School articulation process. Families will be informed via email, google classroom and letters about the application process. 100% of students will complete a Middle School Application by the deadline.

#### **Program Name: PPT Meetings**

**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):** Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

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

**Tier:** Some

**Delivery Process:** Indirect

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

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

**Activity Goal/Measurable Outcomes:** Every month the PPT meets to discuss student concerns on each grade level.

Meeting minutes are kept, a plan and case manager are assigned and follow up is made each month based on progress.

#### **Program Name: PS I love you day**

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

**Grade Level(s):** Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

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

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**Tier: All**

**Delivery Process: Indirect**

**Time Line: February**

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

**Activity Goal/Measurable Outcomes: Each February, PS 207 participates in PS I love you day which consists of activities each day. 100% students will be given the materials and activities to share with peers.**

#### **Program Name: Respect For All**

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

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

**Social Skills: SS4. Demonstrate empathy**

**Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8**

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

**Activity Goal/Measurable Outcomes: 85% of students will feel safe, as of the completed school surveys, for the academic school year 2022-2023.**

#### **Program Name: Safety Committee, BRT and Crisis Team**

**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): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8**

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

**Tier: All**

**Delivery Process: Indirect**

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

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

**Activity Goal/Measurable Outcomes: Safety Committee, BRT and Crisis Team meets monthly to discuss protocols, issues and come up with solutions regarding building and student safety. Minutes are kept and communication with staff & school community is done accordingly.**

#### **Program Name: Suicide Prevention**

**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, Kindergarten, 1, 2, 3, 4, 5**

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

**Tier: Few**

**Delivery Process: Direct**

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

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

**Activity Goal/Measurable Outcomes: weekly check-ins with at-risk students, follow plans and communication with guardians/outside providers with a decrease in ideation.**

