

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/>

Our vision is of a school in which:

- the counseling program supports the worth, dignity and unique qualities of every student.
- the counseling program provides academic and social/emotional supports that are accessible to students of all cultural backgrounds and developmental levels.
- the counseling program aligns with a model of developmental student competencies for all students throughout their years at PS/MS 007.
- the counseling program supports every student's right to have access to the widest range of career and college options.
- the counseling program is informed by the code of ethics of the American School Counselor Association.

Based on these initiatives, we hope to see a 5% decrease in referrals.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: 6th Grade Application Process

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: SS8. Demonstrate advocacy skills and ability to assert self

Grade Level(s): 5

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

Tier: All

Delivery Process: Direct

Time Line: January, February, March, November, December

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

Activity Goal/Measurable Outcomes: Students consider their academic futures, explore how their past performance may affect future options, and engage in cooperative decision-making with their families.

Program Name: College Awareness

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): 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: January, February, March, April, May, November, December

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

Activity Goal/Measurable Outcomes: College Awareness: Students will envision their academic careers as a path leading to higher education; students will gain knowledge of the connections between college and having wider career and life options.

Program Name: High School Application Process

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): 7, 8

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

Tier: All

Delivery Process: Direct

Time Line: January, February, March, April, September, October, December

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

Activity Goal/Measurable Outcomes: HS process: Students gain understanding of high school process, learn to access their own needs, interests, limitations; learn to set goals and plan for the future; gain entry into a high school that is a good match; process and move on from any possible disappointments; begin to address separation from favored peers.

Program Name: Introduction to Middle School for Parents

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

Grade Level(s): 5, 6

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

Tier: All

Delivery Process: Indirect

Time Line: June, September

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

Activity Goal/Measurable Outcomes: Parents gain insight into the increased demands of middle school, explore changing relationships with emergent adolescents, understand that students will be working with different subject teachers and gain understanding of students' need for greater independence as learners.

Program Name: Respect for All

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): 12, Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: RFA: Students will strengthen empathy skills and will understand the connection between treating others with respect and creating a desirable environment.

Program Name: Targeted Attendance 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: 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): 7, 8, Kindergarten, 1, 2, 3, 4, 5, 6

Academy: Academic (A), 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, Teachers, Parent Coordinators, Administrators, Deans

Activity Goal/Measurable Outcomes: Improve student attendance rate from 88% to 90%. Students will comprehend the connection between attendance and school achievement and will improve attendance.

Program Name: Weekly Counseling with 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): 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, September, October, November, December

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

Activity Goal/Measurable Outcomes: Achieve goals as outlined in IEP; improve functioning in school, improve self-regulation.

