

## 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/>

Vision statement:

The staff of Public School 63/ Authors' Academy is committed to providing all our students with a first class education. Our staff provides an exemplar instructional program by providing an optimum learning environment for all students by making a commitment to small group instruction where the instructional teams design research based high quality differentiated instruction for all our learners and targeted differentiation intervention for our at risk students.

In addition to our academics, we cherish our diversity and strive to nurture tolerance, self-respect, and respect for others.

We embrace the support of our larger school community in an effort to build a solid partnership and also to enrich educational experiences for each of us.

PS 63 Motto

Where teaching and learning is a community affair.

Philosophy of Counseling

"Endeavor to Excel"

Does your school offer a comprehensive School Counseling Activity? YES

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### Program Name: Career Exploration

**Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals**

**Self-Management:**

**Social Skills:**

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

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

**Tier: All**

**Delivery Process: Direct**

**Time Line: May**

**Who's involved? (Staff and Resources): Counselors, Social Workers, Teachers, Parent Coordinators, School Psychologist, Administrators**

**Activity Goal/Measurable Outcomes: School staff will provide all students the opportunity to participate virtual assembly regarding college and career professions.**

### Program Name: Career 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:**

**Social Skills:**

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

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

**Tier:** All

**Delivery Process:** Direct

**Time Line:** May

**Who's involved? (Staff and Resources):** Counselors, Social Workers, Teachers, Parent Coordinators, School Psychologist, Administrators

**Activity Goal/Measurable Outcomes:** The goal is to expose students to a career day activity in which they can meet professionals within the community.

**Program Name:** Classroom Lessons: S.O.A.R., active listening

**Learning Strategies:** LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

**Self-Management:**

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

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

**Academy:** Academic (A)

**Tier:** All

**Delivery Process:** Direct

**Time Line:** January, September, October, November, December

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

**Activity Goal/Measurable Outcomes:** Will provide students with the necessary skills to increase academic performance and achievement.

**Program Name:** College and Career Activity

**Learning Strategies:** LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

**Self-Management:**

**Social Skills:**

**Grade Level(s):** 2, 3, 4, 5

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

**Tier:** All

**Delivery Process:** Direct

**Time Line:** May

**Who's involved? (Staff and Resources):** Counselors, Social Workers, Teachers, Parent Coordinators, School Psychologist, Administrators

**Activity Goal/Measurable Outcomes:** School community will display names of colleges they attended. Students will be encouraged to ask staff a series of questions regarding the college they attended and career.

**Program Name:** College and Career lessons

**Learning Strategies:** LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

**Self-Management:**

**Social Skills:**

**Grade Level(s):** 4, 5

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

**Tier:** All

**Delivery Process:** Direct

**Time Line:** May

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

**Activity Goal/Measurable Outcomes:** Teachers will hold discussions with students regarding college and career.

**Program Name:** Direct and Indirect Services for students within our School Counseling Program

**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

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

**Tier:** All

**Delivery Process:** Direct

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**Time Line:** January, February, March, April, May, June, September, October, November  
**Who's involved? (Staff and Resources):** Counselors, Social Workers, Teachers, School Psychologist, Administrators  
**Activity Goal/Measurable Outcomes:** Authors Academy Administration will continue to work with School Counselor, Psychologist, Social Workers, and School base support team, to identify effective intervention strategies as it implements direct and indirect strategies for the staff as well as students. All stake holders support positive talk, positive reinforcement, class dojo, pbis , ruler program for students.

**Program Name:** Group Activities to teach problem solving skills

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

**Self-Management:**

**Social Skills:**

**Grade Level(s):** 3, 4, 5

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

**Tier:** All

**Delivery Process:** Direct

**Time Line:** January, February, September, October, November, December

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

**Activity Goal/Measurable Outcomes:** Decrease conflicts and discipline referrals.

**Program Name:** Group Counseling : Student's with Disability's

**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

**Academy:** 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, Social Workers, School Psychologist, Administrators

**Activity Goal/Measurable Outcomes:** Meet IEP goals

**Program Name:** Group Counseling Conflict/Coping skills resolution

**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

**Academy:** 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, Teachers, School Psychologist

**Activity Goal/Measurable Outcomes:** Will expose all students with IEP'S using strategies to achieve measurable goals.

**Program Name:** PBIS Program

**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

**Academy:** 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, Social Workers, Teachers, Administrators

**Activity Goal/Measurable Outcomes:** Positive behavioral interventions and supports for all students. Measurable outcome: To improve and integrate all of the data systems, and practices affecting student outcomes everyday within school setting.

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**Program Name: Restorative Practices**

**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

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

**Tier:** All

**Delivery Process:** Direct

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

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

**Activity Goal/Measurable Outcomes:** Goal:

Address and prevent conflicts and teach student skills to make positive decisions when faced with obstacles.

**Program Name: Ruler Approach 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:** 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

**Academy:** 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, Social Workers, Teachers, Administrators

**Activity Goal/Measurable Outcomes:** Introduction for all grades, emotions matter. Will expose all students to program that addresses emotions, understanding, labeling, expressing, regulating. Measurable outcome for students to develop self and mindset.

**Program Name: S.O.A.R. Program/Classroom**

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

**Self-Management:**

**Social Skills:**

**Grade Level(s):** Kindergarten, 1, 2, 4, 5

**Academy:** Academic (A)

**Tier:** All

**Delivery Process:** Direct

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

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

**Activity Goal/Measurable Outcomes:** Will expose all student with strategies and skills to excel in academics. Activities will take place in conjunction with mood meter.

