

## 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.

**ROSARIO FUNG SALDANA Title: GUIDANCE COUNSELOR Phone: 9175213800 Email: RSaldan@schools.nyc.gov**

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/>

At The Michael J. Buczek School (P.S. 48) we will foster a community of learners where all voices are heard and everyone in the school community is treated with equity, dignity and respect. All stakeholders will work collaboratively to foster a growth mindset and motivate our students to actively engage in the learning process as critical thinkers, while they are working to achieve their full potential as competent, respectful, socially responsible citizens.

Does your school offer a comprehensive School Counseling Activity? YES

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### Program Name: Anger Management Group

**Learning Strategies:**

**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**

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

**Tier: Few**

**Delivery Process: Direct**

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

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

**Activity Goal/Measurable Outcomes: To increase by 10% positive relationships and communication skills among students in order to decrease the number of bullying cases.**

### 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:**

**Social Skills:**

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

**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, Teachers, School Psychologist, Other**

**Activity Goal/Measurable Outcomes: To reduce by 5% the number of mental health and behavioral referrals to outside agencies.**

### Program Name: Attendance Team

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**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:**

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

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

**Tier:** All

**Delivery Process:** Indirect

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

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

**Activity Goal/Measurable Outcomes:** Students' attendance will improve by decreasing absences and lateness by 2%. Attendance goal 95%.

#### **Program Name: Child Abuse Neglect Team**

**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:**

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

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

**Tier:** Few

**Delivery Process:** Indirect

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

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

**Activity Goal/Measurable Outcomes:** To monitor and reduce by 5% the number of students with open cases with Administration for Children Services.

#### **Program Name: Child Abuse Prevention 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:**

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

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

**Tier:** Some

**Delivery Process:** Direct

**Time Line:** January, December

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

**Activity Goal/Measurable Outcomes:** To increase by 5% awareness on how to reduce the number of students exposed or experiencing sexual abuse. Students will learn to identify and report it.

#### **Program Name: Crisis Intervention Team**

**Learning Strategies:**

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

**Tier:** All

**Delivery Process:** Indirect

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

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

**Activity Goal/Measurable Outcomes:** To reduce the number of student incidents by 5% (verbal & physical) in the school building.

#### **Program Name: Mandated Group Counseling**

**Learning Strategies:**

**Self-Management:** SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

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

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

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

**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, Other

**Activity Goal/Measurable Outcomes:** Meet counseling goals as per Individualized Educational Program/Plan.

#### **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:** SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

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

**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, Teachers, Other

**Activity Goal/Measurable Outcomes:** Meet counseling goals as per Individualized Educational Program/Plan.

#### **Program Name: Middle School Applications**

**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:**

**Grade Level(s):** 5

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

**Tier:** Some

**Delivery Process:** Direct

**Time Line:** January, May, June, November, December

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

**Activity Goal/Measurable Outcomes:** 95% of all 5th grade students will complete and submit a Middle School Application by the due date.

#### **Program Name: Middle School Readiness**

**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:**

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

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

**Tier:** Some

**Delivery Process:** Direct

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

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

**Activity Goal/Measurable Outcomes:** students will increase their college and career awareness by 10% by exploring & learning about the many different and middle schools available to them.

#### **Program Name: Mindfulness Yoga**

**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:**

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

**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

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

**Activity Goal/Measurable Outcomes:** To reduce by 25% the impact of trauma & to improve student's overall performance at school and home.

**Program Name:** Newly Arrived Students to the Country Group

**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

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

**Tier:** Some

**Delivery Process:** Indirect

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

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

**Activity Goal/Measurable Outcomes:** To help new students and their family's transition and feel empowered in the new school, home, language, family, and country to name a few.

**Program Name:** Parent Workshops

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

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

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

**Tier:** All

**Delivery Process:** Indirect

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

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

**Activity Goal/Measurable Outcomes:** To increase parental engagement through meetings, phone calls and workshops by 45%.

**Program Name:** Peer Mediation/Conflict Resolution Groups

**Learning Strategies:**

**Self-Management:** SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

**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), 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, Other

**Activity Goal/Measurable Outcomes:** To decrease by 5% the number of conflicts between students during lunch, recess and unstructured time.

**Program Name:** Pupil Personnel Committee

**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:**

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

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

**Tier:** Some

**Delivery Process:** Indirect

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

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

**Activity Goal/Measurable Outcomes:** To reduce by 5% the number of students who are promotion in doubt and are referred for an evaluation or referral.

#### **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:**

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

**Tier:** All

**Delivery Process:** Indirect

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

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

**Activity Goal/Measurable Outcomes:** To promote a safe and supportive community of inclusion among students by 20% where they feel valued and respected.

#### **Program Name: Safe & Unsafe Touch**

**Learning Strategies:**

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

**Tier:** Some

**Delivery Process:** Direct

**Time Line:** October, November

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

**Activity Goal/Measurable Outcomes:** To increase student awareness by 5% of the difference between a safe and unsafe touch.

#### **Program Name: Sanford Harmony (Social Emotional Learning)**

**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:**

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

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

**Tier:** All

**Delivery Process:** Indirect

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

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

**Activity Goal/Measurable Outcomes:** To increase social emotional competencies by 20% in the school building, home and after school programs.

#### **Program Name: Self Care & Puberty Class**

**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:**

**Grade Level(s):** 5

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

**Tier:** Few

**Delivery Process:** Direct

**Time Line:** January, February

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

**Activity Goal/Measurable Outcomes:** To increase self-care & boy awareness by 10% to all 5th grade students of the

changes happening to their bodies.

#### **Program Name: Social Media Workshop**

**Learning Strategies:**

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

**Tier:** All

**Delivery Process:** Indirect

**Time Line:** October, November

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

**Activity Goal/Measurable Outcomes:** To decrease by 10% cyberbullying or bullying incidents by raising awareness on the dangers of social media and cyberbullying.

#### **Program Name: Students In Temporary Housing Team**

**Learning Strategies:**

**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

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

**Tier:** Few

**Delivery Process:** Indirect

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

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

**Activity Goal/Measurable Outcomes:** To ensure students' well-being and safety are being met. To increase students' coping skills abilities when faced with challenges by 10%.

#### **Program Name: Suicide &/or Crisis Intervention**

**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:**

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

**Academy:** Academic (A), 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, Teachers, School Psychologist, Administrators, Other

**Activity Goal/Measurable Outcomes:** To reduce by 4% the number of students expressing to self-inflict pain or harm on themselves &/or others.

#### **Program Name: Teacher(s), Parent(s) & Administrative support**

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

**Tier:** Some

**Delivery Process:** Indirect

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

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

**Activity Goal/Measurable Outcomes:** To decrease by 10% the number of students referred to the Pupil Personnel Committee for behavior or academic concerns.



