

## 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.

**CHRISTINE REESE** Title: **GUIDANCE COUNSELOR** Phone: **7184478323** Email: **CReese@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/>

The mission of Counseling Program at PS/IS 48 is to aid in the emotional and psychological development of students in the school environment for the purpose of enhancing performance and academic progress for the student while fostering students to be able to improve decision-making; identifying and achieve academic, social and personal success. Our guidance program will assist all students in acquiring the skills, knowledge, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners.

Does your school offer a comprehensive School Counseling Activity? YES

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### Program Name: Cloud 9

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

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

**Activity Goal/Measurable Outcomes: Students will acquire the skills, knowledge, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners.**

### Program Name: Restorative Circles

**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): 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, June, September, October, November, December**

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

**Activity Goal/Measurable Outcomes: Students acquire the skills, knowledge, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners.**

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**Program Name: Sanford Harmony**

**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): 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, June, September, October, November, December**

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

**Activity Goal/Measurable Outcomes: Student will acquire the skills, knowledge, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners.**

