

School Counseling Plan

NYSED state law requires certified school counselor(s) design and develop school's counseling program in collaboration with school 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 need and/or Student Service Manager's feedback.

Contact your Director of Student Services if you do not have a certified counselor in the building.

Please Note: School leaders are advised to delegate coordinator/liaison roles to a variety of current staff members (when possible) to promote distributive leadership and to help individual staff members (e.g. the school counselor) to remain focused on their primary work responsibilities (e.g., the delivery of a comprehensive school counseling program).

First Name	Last Name	Title	Email	Telephone
SUNG HAK	LEE	GUIDANCE COUNSELOR	SLee157@schools.nyc.gov	(718) 286-4722 x____

School counseling program Mission and Vision. The school's counseling program mission and vision statement communicates what the school hopes to see for students five to fifteen years in the future. It aligns to the school's and DOE's vision statement and is informed by the school counseling program's beliefs. For additional resources on how to draft school's counseling vision and mission statement, see "The ASCA National Model: A Framework for School Counseling Programs" at <https://www.schoolcounselor.org/>

P233Q School Counseling Program Mission and Vision

The P233Q School Counseling Department is committed to supporting the academic, social-emotional, college, career, and postsecondary readiness of all students. Working collaboratively with students, families, educators, and community partners, we strive to remove barriers to learning, promote equity and inclusion, and empower students to develop the skills, confidence, and self-advocacy needed to reach their full potential. Through a strengths-based and student-centered approach, we help students identify and pursue meaningful postsecondary pathways aligned with their interests, abilities, and aspirations.

Vision Statement

The P233Q School Counseling Program envisions a future in which all students are empowered to become independent, resilient, and engaged members of their communities. Through equitable access to academic, social-emotional, and career development opportunities, students will develop the integrity, kindness, perseverance, and self-determination needed to achieve success in postsecondary education, employment, independent living, and lifelong learning. We aspire to create a school community where every student is valued, supported, and prepared to thrive as a productive and confident adult.

Does your school offer a comprehensive School Counseling Activity? **Yes**

Program Name: Positive Behavioral Intervention Supports Services

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,01,02,03,04,05,06,07,08,09,10,11,12

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

Tiers: 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,Parent

Coordinators,Administrators,Counselors, Social Worker, Clinician, Teachers,

Activity Goal/Measurable Outcomes: By the June 2027, 50% of P.233Q students participating in PBIS will increase on-task behavior and positive peer interactions through targeted behavioral supports and social emotional learning (SEL) strategies.

Program Name: P.233Q Mandated Counseling Supports

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,01,02,03,04,05,06,07,08,09,10,11,12

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

Tiers: 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,School Psychologist

Activity Goal/Measurable Outcomes: By June 2027, compliance rate of first attended mandated counseling services provided will be at least 80% as measured by compliance reports generated centrally.

Program Name: P233Q Attendance Plan

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,01,02,03,04,05,06,07,08,09,10,11,12

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

Tiers: 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,School Psychologist

Activity Goal/Measurable Outcomes: By June 2027 there will be a 2% increase in student attendance compared to June 2026 attendance.

Program Name: Individual Progress Reports

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,01,02,03,04,05,06,07,08,09,10,11,12

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

Tiers: 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,School Psychologist

Activity Goal/Measurable Outcomes: By June 2027, there will be a 5% increase of IPR completed compared to June 2026 data as measured by counseling schedules.

School Counseling Core Curriculum:

In accordance with [NYSED Commissioner's Regulation 100.2\(j\)](#) requires that school have "a school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s)."

What [school counseling curriculum](#) or program(s) does your school use to deliver the core curriculum (e.g., [NYSSCA lesson bank](#), [NYCPS School Counseling Lessons Suggested Scope and Sequence](#), [Harmony](#), [Overcoming Obstacles](#), [school-created curriculum](#), etc.)?

The school counseling core curriculum at P233Q was designed in accordance with the standards and competencies set by the American School Counselor Association (ASCA). P233Q utilizes programs such as ReThinkEd curriculum and Emotional ABCs to help deliver its School Counseling Core Curriculum to students in grades K–12. The curriculum is supplemented with school-created counseling lessons and activities tailored to the individual learning, communication, and developmental needs of our District 75 students. The program is designed to address the three required areas of academic development, college and career readiness, and social-emotional development.

Lessons focus on skills such as self-management, communication and listening, coping strategies, emotional regulation, social skills, self-advocacy, organizational skills, managing transitions, adapting to change, goal setting, and responsible decision-making. The curriculum is delivered through classroom-based lessons, individual and group counseling, and other developmentally appropriate activities throughout the school year.

Indicate the use of curriculum/lessons/activities (i.e, classroom presentations) for Academic Skills

Program Name: School Counseling Curriculum

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,01,02,03,04,05,06,07,08,09,10,11,12

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

Tiers:

Delivery Process:

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

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

Activity Goal/Measurable Outcomes: By June 2027 students will be presented one or more lessons from the ReThinkEd curriculum which addresses organizational skills as measured by participant attendance sheets.

Indicate the use of curriculum/lessons/activities (i.e, classroom presentations) for Social/Emotional Development

Program Name: Social Emotional

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,01,02,03,04,05,06,07,08,09,10,11,12

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

Tiers:

Delivery Process:

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,School Psychologist

Activity Goal/Measurable Outcomes: By June 2027, students will complete at least one RETHinkEd lesson on social emotional learning, as measured by pre/post test materials.

Indicate the use of curriculum/lessons/activities (i.e, classroom presentations) for Career/College Readiness

Program Name: Career College 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: SS1. Use effective oral and written communication skills and listening skills

Grade Level(s): Kindergarten,01,02,03,04,05,06,07,08,09,10,11,12

Academic Types: Academic (A)

Tiers:

Delivery Process:

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

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

Activity Goal/Measurable Outcomes: By June 2027, 100% of graduating students will complete an individualized transition plan, and at least 80% will participate in two or more career readiness activities (such as job site visits, mock interviews or vocational training), as documented in counseling logs.

Program Name: Attendance

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): 06,07,08,09,10,11,12

Academic Types: College & Career (CCR)

Tiers:

Delivery Process:

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,School Psychologist

Activity Goal/Measurable Outcomes: The school will hold monthly meetings to discuss chronic absent students as measured by sign-in sheets or meeting minutes

Program Name: Mandated 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: 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,01,02,03,04,05,06,07,08,09,10,11,12

Academic Types: Social/Emotional (SE)

Tiers:

Delivery Process:

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

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

Activity Goal/Measurable Outcomes: By June 2027, 80% of students receiving counseling services will demonstrate improvement in at least one targeted social-emotional competency (e.g., self-regulation, coping, conflict resolution, or peer relationships) as measured by teacher checklists, counselor progress notes, or student self-assessments.

Program Name: 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): 06,07,08,09,10,11,12

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

Tiers:

Delivery Process:

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

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

Activity Goal/Measurable Outcomes: By June 2027, there will be a 5% increase in IPR's completed for students in grades 6-12 compared to last year's data, as measured by counseling schedules.

Program Name: Family and Community Engagement

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): Kindergarten,01,02,03,04,05,06,07,08,09,10,11,12

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

Tiers:

Delivery Process:

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,School Psychologist

Activity Goal/Measurable Outcomes: By June 2027, 90% of families will receive at least two direct outreach contacts from the counseling team (through workshops, meetings, or home-school communications), and at least 70% of families will participate in one school- or community-based partnership event, as documented in family engagement logs.

Program Name: Safe and Supportive School Climate

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,01,02,03,04,05,06,07,08,09,10,11,12

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

Tiers:

Delivery Process:

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

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

Activity Goal/Measurable Outcomes: By June 2027, P233Q will foster a safe and supportive school environment by implementing proactive behavioral and social-emotional interventions. As a result, the school will achieve a 5% reduction in the number of students requiring intensive support services (crisis intervention, 1:1 paraprofessional support, or mandated counseling) compared to the baseline data in September 2026. Progress will be measured through counseling logs, related service reports, incident reports and IEPs, demonstrating that students are building greater independence, self-regulation, and engagement in the school community.

Related Services Counseling:

As per federal law, related services counseling (group and individual counseling) is mandated by students' IEPs.

Program Name: Related Services Group and Individual Counseling for Students with Disabilities

Learning Strategies: B.LS7 - Long- and short-term academic, career and social/emotional goals

Self-Management: B-SMS 5 - Perseverance to achieve long- and short-term goals

Social Skills: B-SS 3 - Positive relationships with adults to support success

Grade Level: All

Academy Domain: Academic, Social-Emotional, College and Career

Tier: Two and Three

Delivery Process: Direct

Time Line: September to June

Who's Involved: School Counselor, School Social Worker, School Psychologist

Measurable Outcomes: There will be an increase in the number of students meeting their IEP counseling goals.