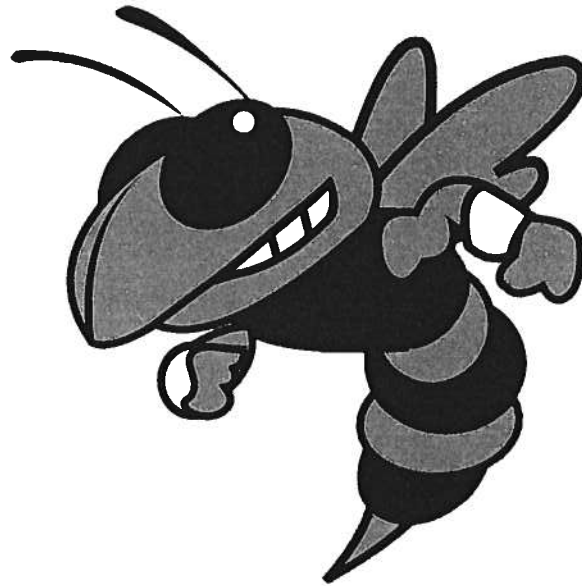


HASTINGS UNION FREE PUBLIC SCHOOLS



K-12 COMPREHENSIVE GUIDANCE PLAN

Jeanette Kocur Director of Guidance

Randie Shaw School Counselor

Jocelyn Perez School Counselor

Joseph Grosso School Counselor

Jennifer Bellas School Counselor

Sharon Quigley School Counselor

Julianne Snyder School Counselor

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DISTRICT OVERVIEW & MISSION STATEMENT

The Hastings-on-Hudson Union Free School District, which includes the village of Hastings-on-Hudson and a portion of the Town of Greenburgh, consists of three schools - Hillside Elementary School, Farragut Middle School, and Hastings High School - each recognized by the United States Department of Education as a National Blue Ribbon School of Excellence.

Exceptional teachers, high expectations for student achievement, concern for the total development of all students, and strong community support are important contributors to the success of the District. In all grades, students consistently perform at the highest levels on local, statewide and national tests. These results place them among the top performers in Westchester, a county with some of the finest schools in the nation. Many students are honor society members and receive acknowledgment from the National Merit Scholarship Program. Each year, well over 90% of graduates enroll in a wide range of private and state colleges and universities.

Extra-curricular activities are an integral part of the Hastings school experience. Over 75% of the student body participates in a variety of programs. Annually, students are selected as All-County musicians and athletes, and gain recognition for their contributions to the visual arts. Of equal importance, Hastings-on-Hudson is a caring school system. Students' individual needs are understood and addressed. Hastings is large enough to offer a rich and varied curriculum and small enough to know and care about each student.

The District enjoys a stable population base, and the approximately 7,800 residents support a talented staff and enriched program. The community's high expectations are reflected in the training, experience, skills and abilities of the School District's staff. Enthusiastic, dedicated, supportive and involved, the staff is concerned with the education of each individual student. Staff members also actively promote parental involvement in the educational process.

The District is fiscally independent and governed by a seven member Board of Education that is elected by district residents. One of the unique features of the Hastings School District is the close working relationship between the Board of Education, staff, students, and community members.

Residents are active in the educational system as they participate in the P.T.S.A., volunteer for school activities, and serve on committees. Civic organizations also support our schools and student groups. We hope you decide to become a part of the Hastings school community and we welcome you.

SCHOOL COUNSELING DEPARTMENT MISSION

The mission of the School Counseling K-12 Guidance department is to provide a comprehensive and sequential program based on the development of the whole child. This program is an integral part of the total education curriculum. School counselors provide services that address the needs of all students and are developed according to the American School Counselor Association (ASCA) and the Naviance College and Career Readiness program. These programs establish effective school counseling frameworks and competencies in the following areas: Academic, Personal-Social development, and Career: Post and Secondary (ASCA National Model is the recommended model by both New York State Education Department and the New York State School Counselor Association).

The school counselors at Hastings -on- Hudson School District believe that all students:

- Have dignity, worth and deserve respect
- Deserve equal access to the school counseling program
- Deserve a counselor that will advocate, support and protect students' best interest against any infringements on the educational program
- Should have access to a full-time, state-certified, masters-degree level school counselor in grades Kindergarten-12 to deliver the school counseling curriculum.

SEL is essential to creating an environment that effectively prepares all students for success in school and in life. In alignment with the New York State Education Department mission, every public school not only seeks to graduate students prepared for responsible citizenship in the 21st century, but they must also address many contextual factors such as student's physical & mental health, safety, socioeconomics, culture, and social-emotional learning.

Goals for SEL for New York State students have been developed based on five (5) social emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and recognize the developmental nature of social emotional skills:

- Develop self-awareness and self-management skills essential to success in school and in life.
- Use social awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

With the support of various stakeholders, the school counseling department helps students achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of society.

THE ROLE OF THE SCHOOL COUNSELOR

The role of the school counselor in the Hastings-on-Hudson School District is integral to the education program and seeks to ensure a positive and fulfilling experience for all students. As advocates, school counselors believe, support, and promote every student's goal to achieve success. School counselors will collaborate with all stakeholders both inside and outside the school system to bring people together for the common good of all students. To achieve its mission the district is committed to creating a systematic framework which acknowledges the academic, physical, and social development of pupils in distinct stages over time. Guidance and pupil related services are a critical component in this framework. Our guidance department provides a wide variety of services at all grade levels. These services are a benefit to students, parents and teachers alike. While the quality of the services that we provide to our community is dependent upon a well - organized and articulated plan it is worth noting that our counselors play a unique role in the lives of our students. Their role is as flexible and adaptable as the needs of our students. The purpose of the plan is to articulate as completely as possible the services and programs that are provided by the Hastings School Counseling Department.

To implement the comprehensive K-12 Developmental Guidance Program, the school counselors, along with the social workers, psychologists, nurses, teachers and administration work collaboratively with students, parents and other stakeholders to support programs and activities that promote family and community engagement.

The Rationale for a Comprehensive School Counseling Program

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive School Counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students that:

- ★ *Ensures equitable access to a rigorous education for all students*
- ★ *Identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school program*
- ★ *Is delivered to all students in a systematic fashion*
- ★ *Is based on data-driven decision making*
- ★ *Is provided by a state-credentialed professional school counselor*

Effective school counseling programs are a collaborative effort between the professional school counselor, families and other educators to create an environment promoting student achievement. Education professionals, including professional school counselors, value and respond to the diversity and

individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process - American School Counseling Association.

School Counselors and Staff Assignments
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- | | | |
|-------------------|----------------------|----------|
| ➤ Jeanette Kocur | Director of Guidance | District |
| ➤ Randie Shaw | School Counselor | (9-12) |
| ➤ Joseph Grosso | School Counselor | (9-12) |
| ➤ Sharon Quigley | School Counselor | (9-12) |
| ➤ Jocelyn Perez | School Counselor | (5-8) |
| ➤ Jennifer Bellas | School Counselor | (5-8) |
| ➤ Julianne Snyder | School Counselor | (K-4) |

NYSSCA - New York State School Counseling Association

School counseling programs in New York State are required to have the components described in The New York State Education Department Commissioner's Regulation Part 100.2(j) Guidance Plan. This regulation, in place since the 1970's, requires each public school district, "shall have a guidance program for all students" that is reviewed annually and updated as necessary, filed in district office and made available for review by any individual.

NYSED Commissioner's Regulation Part 100.2(j) require school counseling programs include the following:

A. In grades K-6, the program should be designed in coordination with the teaching staff to: prepare students to participate effectively in their current and future educational programs; help students who exhibit any attendance, academic, behavioral or adjustment problems; educate students concerning avoidance of child sexual abuse; and, encourage parental involvement.

B. In grades 7-12, the services of certified or licensed school counselors is required as well as: an annual review of each student's educational progress and career plans; instruction at each grade level to help students learn about various careers and about career planning skills; other advisory and individual or group counseling assistance to: - enable students to benefit from the curriculum; - help students develop and implement postsecondary education and career plans; - help students who exhibit any attendance, academic, behavior or adjustment problems; and, - encourage parental involvement.

Additionally, the guidance plan is required to specifically include:

- program objectives, which describe expectations of what students will learn from the program;
- activities to accomplish the objectives;
- staff members and other resources assigned to accomplish the objectives; and,
- provisions for the annual assessment of program results.

No specified format exists or is currently provided by the New York State Education Department Office of Student Support Services; therefore, how a district chooses to write their plan can be individualized. NYSSCA's templates are one way to write and review your guidance plan with the added benefit of seeing not only how well your district has implemented current regulations but also how it will align with the ASCA National Model (revised 2012).

State Regulations Regarding Guidance

The state regulations reprinted below provide the overall structure for our guidance and pupil related services as well as the structure of this document. Guidance counselors, in varying degrees also base their programs on The National Standards for School Counseling Programs generated by the American School Counselor Association. This document is provided in the appendix.

Commissioner's Regulations 100.2

J. Guidance programs

1. Public schools. Each school district shall have a guidance program for all students.

i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

ii. In grades 7-12, the guidance program shall include the following activities or services:

a. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

b. instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that

advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

d. the services of personnel certified or licensed as school counselors.

iii. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

2. Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12

Annual Review of Guidance Plan

Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice each year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.

Additionally, any changes/updates made to this plan shall be documented and entered into the plan as well as being made available to the Superintendent and subsequently posted on the school's website.

**HASTINGS UNION FREE SCHOOL DISTRICT
K-12 GUIDANCE PLAN**

American School Counselor Association - Student Standards

ASCA - ACADEMIC DOMAIN

Standard A - Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B - Students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary options, including college.

Standard C - Students will understand the relationship of academics to the world of work, and to live at home and in the community.

Student Competencies	Activities/Resources
<p>Elementary</p> <ul style="list-style-type: none"> ● Articulate competence and confidence as a learner ● Display a positive interest in learning ● Take pride in work and achievement ● Accept mistakes as an essential part of learning ● Communicate-know when to ask for help ● Take responsibility for actions ● Learn and apply problem solving skills ● Work independently and collaboratively ● Establish challenging academic goals ● Learn and apply critical thinking skills ● Identify attitudes and behaviors that support successful learning ● Become a self-directed and independent learner 	<p>Classroom Teachers Classroom Community School Psychologist School Counselor Consultants</p> <p>Second Steps Program Extra-curricular Clubs & Activities Various outside programs/guest speakers/assemblies</p>
<p>Middle School - in addition to those above</p> <ul style="list-style-type: none"> ● Apply time management and task management skills ● Demonstrate how effort and persistence positively affect learning ● Develop a broad range of interest and abilities ● Demonstrate dependability, productivity and initiative ● Share knowledge ● Demonstrate themotivation to achieve individual potential ● Apply study skills ● Seek information and support from faculty, staff, family and peers ● Organize and apply academic information from a variety of sources ● Use of assessment results in education planning ● Use problem solving and decision-making skills to assess progress towards educational goals ● Understand the relationship between classroom performance and success in school ● Understand the relationship between learning and work 	<p>Classroom Teachers Classroom Community School Counselors School Psychologist School Social Worker Grade Level Teams Consultants</p> <p>Naviance Career & College Planning Second Steps Program RULER</p> <p>Extra-curricular Clubs & Activities Various other programs</p>

<ul style="list-style-type: none"> • Understand that school success is the preparation to make the transition from student to community member • Understand how school success and academic achievement enhance future career and vocational opportunities. 	
<p>High School - in addition to those above</p> <ul style="list-style-type: none"> • Use knowledge of learning styles to positively influence school performance • Develop and implement an annual plan of study to maximize academic ability • Identify post-secondary option consistent with interests, achievement aptitude, and abilities • Seek co-curricular and community experiences to enhance the school experience • Demonstrate understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals 	<p>Classroom Teachers Classroom Community School Counselors School Psychologist School Social Worker</p> <p>Naviance Career & College Planning Community Service National Honor Society Challenge Success Princeton Peer Leadership (PL) Consultants</p>

**HASTINGS UNION FREE SCHOOL DISTRICT
K-12 GUIDANCE PLAN**

American School Counselor Association - Student Standards

ASCA - CAREER DOMAIN

Standard A - Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B - Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C - Students will understand the relationship between personal qualities, education, training, and the world of work.

Student Competencies	Activities/Resources
<p>Elementary</p> <ul style="list-style-type: none"> ● Learn about the variety of traditional & non-traditional careers ● Develop an awareness of personal abilities, skills, interests, and motivations ● Learn how to interact and work collaboratively in a variety of team member roles ● Learn to make decisions ● Learn how to set goals ● Understand the importance of planning (3-4) ● Develop hobbies and vocational interests (3-4) ● Acquire employability skills such as working on a team, problem solving and organizational skills ● Develop a positive attitude toward work and learning ● Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace (3-4) ● Learn to utilize time and task-management skills ● Explain how work can help to achieve personal success and satisfaction 	<p>Classroom Teachers Classroom Community School Counselor</p> <p>Social Studies Curriculum Reading/Research</p>
<p>Middle School - in addition to the above</p> <ul style="list-style-type: none"> ● Develop skills to locate, evaluate, and interpret career information ● Pursue and develop competency in areas of interest ● Balance between work and leisure time ● Know the various ways in which occupations can be classified ● Use research and information resources to obtain career information ● Learn to use the Internet to access career planning information ● Learn how to use conflict management skills with peers and adults 	<p>Classroom Teachers School Counselors School Social Worker</p> <p>Career Day Naviance Career & College Planning, Naviance Curriculum</p> <p>Extra-curricular Clubs & Activities Various Outside Programs</p>

<p>High School - in addition to the above</p> <ul style="list-style-type: none"> ● Apply job readiness skills to seek employment opportunities ● Demonstrate knowledge about the changing workplace ● Learn about the rights and responsibilities of employers and employees ● Learn to respect individual uniqueness in the workplace ● Learn to write a resume ● Apply decision making skills to career planning, course selection, and career transition ● Identify personal skills, interests, and abilities and relate them to career choices ● Demonstrate knowledge of the career planning process ● Understand how changing economic, technological, and societal needs influence employment trends and future training ● Demonstrate awareness of the educational training needed to achieve career goals ● Assess and modify educational plan to support career ● Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience ● Select course work that is related to career interests ● Maintain a career planning portfolio ● Understand the relationship between educational achievement and career success ● Identify personal preferences and interests which influence career choices and success ● Understand that the changing workplace requires lifelong learning and acquiring new skills ● Describe the effect of work on lifestyles ● Understand the importance of equity and access in career choice ● Understand how interests, abilities, and achievement related to achieving personal, social, educational, and career goals ● Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or other mentoring experiences 	<p>Classroom Teachers School Counselors School Social Worker</p> <p>Naviance Career & College Planning, Naviance Curriculum Career Electives</p> <p>Extra-curricular Activities/Clubs Outside Programs Community Members</p>
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**HASTINGS UNION FREE SCHOOL DISTRICT
K-12 GUIDANCE PLAN**

ASCA - PERSONAL/SOCIAL DOMAIN

- Standard A - Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others
- Standard B - Students will make decisions, set goals, and take necessary action to achieve goals
- Standard C - Students will understand safety & survival skills

Student Competencies	Activities/Resources
<p>Elementary</p> <ul style="list-style-type: none"> ● Develop positive attitudes towards self as a unique and worthy person ● Identify values, attitudes and beliefs ● Learn the goal-setting process ● Understand change is a part of growth ● Identify and express feelings ● Distinguish between appropriate and inappropriate behavior ● Recognize personal boundaries, rights, and provide needs ● Understand the need for self-control and how to practice it ● Demonstrate cooperative/collaborative behavior in groups ● Recognize that everyone has rights and responsibilities ● Respect alternative points of view ● Recognize, accept, respect and appreciate individual differences ● Recognize and respect differences in various family configurations ● Use effective communication skills ● Know that communication involves speaking, listening and non-verbal behaviour ● Use a decision-making and problem solving model ● Understand consequences of decisions and choices ● Identify alternative solutions to a problem ● Develop effective coping skills for dealing with problems ● Demonstrate a respect and appreciation for individual and cultural differences ● Use persistence and perseverance in acquiring knowledge & skills ● Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact) ● Learn about relationships between rules, laws, safety, and the protection of the rights of the individual ● Learn about the differences between appropriate and inappropriate physical contact ● Demonstrate the ability to set boundaries, rights, and personal privacy (3-4) 	<p>Classroom Teachers Classroom Community School Psychologist School Counselor Consultants</p> <p>Social Studies Curriculum Health Curriculum Bullying Prevention Activities</p> <p>Second Steps Program PBIS - Positive Behavioral Interventions & Supports</p> <p>MTSS</p> <p>Safety & Emergency Preparedness</p> <p>Extra-Curricular Activities & Clubs</p>

<p>Middle School - in additional to the above</p> <ul style="list-style-type: none"> ● Identify personal strengths and assets ● Identify and discuss changing personal and social roles ● Identify and recognize changing family roles ● Know how to apply conflict resolution skills ● Know when peer pressure is influencing a decision ● Identify long and short term goals ● Identify alternative ways of achieving goals ● Develop an action plan to set and achieve realistic goals ● Differentiate between situations requiring peer support and situations requiring adult professional help ● Identify resource people in the school and community, and know how to seek their help ● Apply effective problem-solving and decision-making skills to make safe and healthy choices ● Learn about the emotional and physical dangers of substance use and abuse ● Learn how to cope with peer pressure ● Learn techniques for managing stress and conflict ● Learn coping skills for managing life events ● Learn and demonstrate self-management skills 	<p>Classroom Teachers Classroom Community School Psychologist School Social Worker School Counselor Consultants</p> <p>Grade Level Teams Health Curriculum</p> <p>Second Steps Program RULER PBIS Courageous Conversations</p> <p>MTSS</p> <p>Extra-Curricular Activities & Clubs</p>
<p>High School - Competencies notes above are supported and reinforced</p>	<p>Classroom Teachers Classroom Community School Psychologist School Social Worker School Counselor Consultants</p> <p>Health Curriculum DASA Committee Challenge Success Princeton Peer Leadership Program</p> <p>MTSS</p> <p>Extra-Curricular Activities & Clubs</p>

Student Standards Planning Template with permission from the American School Counseling Association

American School Counselor Association (2012), *The ASCA National Model : A Framework for School Counseling Program, Fourth Edition*, Alexandria, VA: Author.

Exemplar | Grades 3-5 Naviance Scope & Sequence Activities

3rd Grade

Task	Strand	Details
Roadtrip Nation Reflection Survey	Career Retention and Advancement	Students will explore the Road Trip Nation Interview Archive by interests and themes to expose them to potential careers in their areas of interest. Students will then complete a Roadtrip Nation reflection survey.
Written Reflection- "When I Grow Up..."	Career Awareness and Preparation	Students will finish the following writing prompt, "When I grow up I want to be..." The students will upload their written reflection to Naviance.
Add Career Clusters/Pathways to list of favorites	Career Awareness and Preparation	The "Add career clusters to my list" task will be marked complete once students add at least 1 career clusters to their favorite careers list.
Career and Academic Goals	Career Acquisition	Students will create career and academic goals in Naviance.

4th Grade

Task	Strand	Details
Career and Academic Goals	Career Acquisition	Students will create career and academic goals in Naviance.
Career Research Scavenger Hunt	Career Acquisition	Students will complete a scavenger hunt to answer questions about a career of their choosing. During their scavenger hunt, students will complete a Word document asking them specific questions about their career.
Roadtrip Nation Survey	Career Retention and Advancement	The "Add careers to my list" task will be marked complete once students add at least 1 careers to their favorite careers list.
Add Career(s) to list of favorites	Career Awareness and Preparation	The "Add career(s) to my list" task will be marked complete once students add at least 1 career favorite careers list.

5th Grade

Task	PA Mandate	Details
Career Presentation	Career Acquisition	Students will complete career research in Naviance and then create a PowerPoint presentation about their career. Students will present their career presentations to their class, and upload their presentation into Naviance.
College Research Scavenger Hunt	Entrepreneurship	Students will complete a scavenger hunt to answer questions about a college of their choosing. During their scavenger hunt, students will complete a Word document asking them specific questions about their college.
Add Colleges to list of Favorites	Entrepreneurship	The "Add colleges to my list" task will be marked complete once students add at least 1 college to their favorite careers list.
Career and Academic Goals	Career Acquisition	Students will create career and academic goals in Naviance.

NAVIANCE College and Career Readiness Curriculum | Scope and Sequence

	#	Myself	My Success Skills	My Network	My Career Plan	My College Plan	My Finances
Grade 6							
	6.1						
My Foundation - Middle School							
Self-Confidence	6.2						
Defining My Dreams	6.3						
My Present vs. My Future	6.4						
My Study Plan	6.5						
Taking Responsibility	6.6						
Using My Strengths	6.7						
My Career Interests	6.8						
Goal Setting	6.9						
My Academic Challenges	6.10						
My Study Skills	6.11						
What is College?	6.12						
College Myths	6.13						
Income and Expenses	6.14						
My Middle School Support Network	6.15						

NAVIANCE College and Career Readiness Curriculum | Scope and Sequence

Grade 7						
#	Myself	My Success Skills	My Network	My Career Plan	My College Plan	My Finances
7.1	Listening to Myself ◊					
7.2	What Makes Me Unique? ◊					
7.3	Overcoming Obstacles					
7.4	How I Learn					
7.5	Habits for Success ◊					
7.6	What Are The Rules?					
7.7	Teamwork ◊					
7.8	My Definition of Success					
7.9	Developing My Interests					
7.10	Career Scavenger Hunt ◊					
7.11	Getting Involved ◊					
7.12	My Future Plans					
7.13	Exploring My Options ◊					
7.14	Getting Ready for College					
7.15	What College Costs					

 NAVIANCE College and Career Readiness Curriculum | Scope and Sequence

	#	Myself	My Success Skills	My Network	My Career Plan	My College Plan	My Finances
Grade 8							
Success, Risk, and Failure ▶	8.1						
Working Through Stress ▶	8.2						
Redefining Success ▶	8.3						
Brainstorming My Interests	8.4						
What's Your Road? ▶ 🔄	8.5						
My Career Path 🔄	8.6						
My School Support Network ▶	8.7						
Decision Making ▶	8.8						
Facing Fears About College	8.9						
What Do Colleges Require?	8.1						
My Financial Aid Options	8.11						
Talking with My Family ▶	8.12						
Time Management ▶	8.13						
My High School Preview ▶	8.14						
My Summer Enrichment Plan	8.15						

 NAVIANCE College and Career Readiness Curriculum | Scope and Sequence

	#	Myself	My Success Skills	My Network	My Career Plan	My College Plan	My Finances
Grade 9							
My Foundation - High School ▶	9.1						
My Life's Work ▶	9.2						
Mastering Homework	9.3						
My Strengths Explorer ↻	9.4						
My Learning Style	9.5						
Setting Goals	9.6						
My Career Clusters ↻	9.7						
My High School Resume ↻	9.8						
Working with My Teachers	9.9						
Choosing Courses ▶	9.10						
Teamwork ▶	9.11						
My High School Plan	9.12						
Beginning My College Search ↻	9.13						
How to Pay for College	9.14						
Anatomy of a College Application	9.15						

 **NAVIANCE College and Career Readiness Curriculum | Scope and Sequence**

Grade 10		#	Myself	My Success Skills	My Network	My Career Plan	My College Plan	My Finances
Participating in My Life	10.1							
My Favorite Qualities	10.2							
Working Hard	10.3							
What's Your Road?	10.4							
My Success Habits	10.5							
Connecting My Courses and Careers	10.6							
My College Fears	10.7							
What Debt Looks Like	10.8							
Enhancing My Resume	10.9							
My College Options	10.10							
Support Networks	10.11							
Anatomy of a College Website	10.12							
The College Visit	10.13							
Sharing My Future with My Family	10.14							
The Real Cost of College	10.15							

 NAVIANCE College and Career Readiness Curriculum | Scope and Sequence

Grade 11						
#	Myself	My Success Skills	My Network	My Career Plan	My College Plan	My Finances
11.1						
11.2						
11.3						
11.4						
11.5						
11.6						
11.7						
11.8						
11.9						
11.10						
11.11						
11.12						
11.13						
11.14						
11.15						

 NAVIANCE College and Career Readiness Curriculum | Scope and Sequence

	#	Myself	My Success Skills	My Network	My Career Plan	My College Plan	My Finances
Grade 12							
My College Applications	12.1						
My Personal Brand	12.2						
Being Career-Ready	12.3						
National Scholarship Search	12.4						
My Resume	12.5						
Types of Scholarships	12.6						
Leaving Home	12.7						
FAFSA 4caster	12.8						
Choosing the Right School	12.9						
Completing the FAFSA	12.10						
Beyond the Acceptance Letter	12.11						
Financial Aid Offer Analyzer	12.12						
College Life Skills	12.13						
My College Budget	12.14						
My College Network	12.15						

Hastings-on-Hudson UFSD

School	Delivery			Foundation			Management			Accountability	
	Program Activity or Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment	
				ASCA Standard	NYSED CDOS						
	High School										
High School	Course Selection & Transcript Review	ii (a)	Counselor will meet with students individually to review four year plan, graduation requirements & transcripts	M.4, M.5 M.6, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 5, B-SMS 8, B-SS 3, B-SS 6, B-SS 8	2.1, 3a.3	Throughout school year – individual & group student meetings	Grades 9-12	School Counselors, clerical staff, teachers Resources: Chrome-book, transcripts, tracking sheets	Students will be able to list the NYS graduation requirement and track progress toward graduation	Transcript, Tracking Sheets	
High School	Schedule Adjustments/Changes	ii (a)	Counselors will review all change requests and will assess their validity consistent with state and local expectations	M.1,M.2,M.4, M.5, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SS 8	2.1	Year Round	Grades 9-12	Counselors, teachers, administrators	Students will have a schedule that supports his/her vocational and educational plans while assuring district and state compliance.	Program of Studies Book Student Schedules	
High School	College Application Process	ii (b)	To provide year-long guidance and supervision in the college application process.	M.1, M.3, M.4, B-LS7, B-LS9, B-SMS 1, B-SMS 5, B-SMS 10, B-SS 1, B-SS 3, B-SS 8,	2.1, 3a.1,2,3,4	Sept-Feb June/July	Grade 12	School Counselors, guidance secretaries	Students will be counseled as to the appropriate and "right fit" colleges for them.	Acceptance into college of choice	
High School	Written Recommendations	ii (d)	To provide comprehensive letters of recommendation for students and to complete supporting documentation for scholarships, college, camps, and various study abroad programs	M.4, B-LS1, B-LS 7, B-LS 8, B-LS 910 B-SMS 1, B-SMS 1-10 B-SS 1, B-SS 1-10	N/A	Year Round	Grades 9-12	School Counselors	Students will be provided with written letters of recommendation for various programs and colleges	Letters of Recommendation	

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School	Delivery Program Activity or Service	Foundation				Management				Accountability	
		NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment	
				ASCA Standard	NYSED CDOS						
High School	College Representative Visits	ii (d)	Students will gain a clearer perspective of whether a college will be a good match for them	M.4	1.1, 3b	Sept. - Dec.	Grades 11-12	Counselors, Guidance secretary, College Representatives	Students will be provided with the opportunity to sit down for a period of time with a representative from a potential college	Students will be able to assess a schools' compatibility in a timely, efficient manner.	
High School	College Fairs/Field Trips	ii (b, d)	Students will attend college fairs and meet with college representatives to gather information and determine their mutual compatibility.	M.4, M.6, B-LS 1, B-LS7, B-LS 9, B-SMS 5, B-SMS 10, B-SS 1, B-SS 8, B-SS 9	1.1, 3b	Year-Round Fairs: Oct/May	Grades 10-12	Counselors, college admissions representatives, guidance secretary	Students need to become aware of post-secondary education opportunities in their college selection process	Students and parents will have a better understanding of various college program offerings.	
High School	Game plan survey & college search	ii (a)	Students will be able to identify their post-high school plan and list criteria for identifying colleges	M.2, M.4, M.5, M.6, B-LS 1, B-LS 4, B-LS 5, B-LS 7, B-LS 10, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 5, B-SMS 8, B-SS 1, B-SS6, B-SS8, B-SS9	3a.2, 3a.3, 3a.6, 3a.7	December - February	Grade 11	School Counselors, clerical staff, teachers Resources: Chrome-book, Naviance	Students will be able to list 3 criteria of importance when it comes to searching for college and will be able to identify 5 colleges that meet those criteria	College search worksheets - Naviance: "Colleges I am Thinking About"	
High School	Strengths Explorer	ii (c)	Students will complete assessment of strength and apply knowledge of self to goal setting	M.1, M.5, B-LS 7, B-LS 9, B-SMS 1, B-SMS 6, B-SS6, B-SS 8, B-SS 9	3a.2, 3, 5, 6	January	Grade 9	School Counselors, Clerical Staff, teachers Resources: Chrome-book, Naviance	Students will be able to set 1 academic goal, 1 college goal, and 1 social - emotional goal based on personal strengths	Goal setting worksheet, Naviance - "My Strengths Explorer"	

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School	Delivery		Foundation			Management			Accountability	
	Program Activity or Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment
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High School	Career Clusters/Search	ii (b)	Students will be knowledgeable about careers and the educational requirements necessary to qualify for jobs in those fields.	M.2, 4, 6, B-LS 4,5,7, B-SMS 3,5, B-SS 6,8,9	1.1, 3b	Spring	Grades 10	School Counselors Resources: Chrome-book, Naviance, BLS.gov site	To have students explore careers that fit their interests and abilities, facilitating their college selection process.	To generate a list of several schools that meets the student's needs.
High School	Career Inventories	ii (c)	Students will be exposed to various career inventories to assist them in matching their interests to paralleling careers	M.2, M.4, B-LS 1,2,4,5,7, B-SMS 8, B-SS 6,7,8,9	1.1, 2.1, 3b	Jan - March	Grades 10-12	School Counselors Resources: Chrome-book, Naviance, Holland Search, Meyers-Briggs	To have students become aware of the relationship between their interests and particular careers	Various Career Inventories via Naviance
High School	BOCES Student Visitations	ii (c)	Counselors will facilitate exposure to technical/vocational opportunities for students in grades 11 & 12	M.4,6, B-LS 1,4,5,7,9, B-SMS 1,3,5,8,10, B-SS 1,2,3,5,6,7,8,9	1.1, 3b	Year Round	Grades 10-11	School Counselors, BOCES Personnel, Parents	The district shall provide the opportunity for students who are seeking a CTE (career/technical education) to visit, explore and attend a program at BOCES and/or an alternative program of their choice.	Students will select appropriate BOCES/CTE programs to attend
High School	Military Career Advisement	ii (b)	Students will have the opportunity to receive the most up to date information regarding opportunities in the armed forces	M.1,4, B-LS 1-9, B-SMS 1-10, B-SS 1-9	3b	Year Round	Grades 10-12	Counselors, military personnel, guidance secretary	Students who are interested in the armed forces as a career option will gain information and access via recruiters	Access to military recruiters, hand-outs

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School	Delivery		Foundation			Management			Accountability	
	Program-Activity of Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment
				ASCA Standard	NYSED CDOS					
High School	New Student Placement/Registration	ii (c)	To assess instructional levels of new students entering into the district	M.1,2,3,4,6, B-LS 1,2,4,7,8,9,10 B-SMS 1-10, B-SS 1-9	3a	Year Round	Grades 9-12	Administrator, School Counselor, registrar, guidance secretary, nurse Resources: academic records from past school	Ensure that all students are appropriately placed in academic courses, & levels of courses, AIS, and referred to the Committee on Special Education when deemed appropriate	Students Schedules. Verification of course selection based on previous school record
High School	Maintain Cumulative Records	ii (a)	The school counseling office will accurately maintain all relevant student information in a confidential, central student file	N/A	N/A	Year Round	Grades 9-12	Counselors, Teachers, Admin. , Guidance Secretary	To accurately maintain all relevant student information in a confidential, central student file	An accurate comprehensive and confidential student file will be maintained for each student
High School	Quarterly Grade Check and SMART Goal setting	ii (a)	Students will have the opportunity to monitor their quarterly grades & will learn to set SMART goals for academics	M.2, M.4, M.5, M.6, B-LS 1, B-LS 3, B-LS 4, B-LS 7, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 5, B-SS 8	3a.3.4	Quarterly - Year round	Grades 9-12	School Counselors, administrators, Social Worker, School Psychologist. Resources: Chrome-book, ESD Student Portal	Students will be able to set 1 academic SMART goal per quarter based on previous performance Supports: AIS	Goals sheet
High School	Counselors Articulation Meeting	ii (d)	Consultation with MS 8th grade students transitioning into 9th grade	M1	N/A	May-June	Grade 9	School Counselors, Administrators, School Psychologist, School Social Worker Resources: Student records	Obtaining records and knowledge of students as they move into the next grade/school building	Cumulative records, SST notes

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School	Delivery Program Activity or Service	Foundation		Management			Accountability			
		NYSED Regulation	Program Objective	ASCA Standard	Student Standard	Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment
High School	Grade Level Group Meetings	ii (a,b)	Counselors will meet with students in grades 10-12 monthly as a group, to provide Naviance College & Career Readiness Curriculum	M 1-6, B-LS 1-10, B-SMS 1-10, B-SS 1-9	2.1 NYSED CDOS	Seniors - Fall, Juniors - Winter, Sophomores - Spring, Freshman- June	Grade 10-12 and twice for 9th graders	School Counselors	Students will be prepared for the Next Generation/ 21st Century Skills- College & Career Readiness	Naviance Curriculum 9-12
High School	Parent Presentations	ii (a)	Parents will have the opportunity to meet with counselors to learn about the following topics: MS- HS transition, HS expectations, four-year academic plan, college admissions process, junior informatin, college financial aid.	M.3, M.4 B-LS 5, B-LS 9, B-LS10, B-SMS 1, B-SMS 6, B-SMS 8, B-SMS 10, B-SS 2, B-SS3, B-SS 6	2.1	Various times throughout the year	Parents of 8th, 11th and 12th graders	School Counselors, Guidance Secretary, Parents Resources: Hand-outs, Presentation Slides, Conference sheets.	Parents will obtain information relevant to a variety of college/career/academic and transition topics in order to promote parental involvement	Attendance Sheets, Verbal Feedback.

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School	Delivery		Foundation			Management			Accountability	
	Program Activity or Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment
				ASCA Standard	NYSED CDOS					
High School	Eight Grade Transition Evening	ii (c)	To present information to parents regarding transition from 8th - 9th grade	M1-6	N/A	Spring	Grade 8	Director of guidance, 8th grade School Counselor	Parents will acquire an initial, comprehensive understanding of high school procedures, policies, supports, and its overall functioning	Handouts, Parent Feedback
High School	Freshman Parent Conferences	ii (c)	Parents and students will attend individual family conferences with the school counselors to begin the greeting process. Discussions will include transition, high school expectations, and individual family information.	M1-6	2.1	November - January	Grade 9	School Counselors, Students, Parents Resources: Slide Presentation, Hand-outs	Parents will gain an understanding of expectations, classes, supports and overall functioning for the Freshman Class	Handouts, Parent Feedback, Individual Parent/Family Meetings
High School	Junior Parent Conferences	ii (c)	Parents and students will meet with the school counselors to begin the discussion and planning of the college application process.	M1-6,	2.1	January- March	Grade 11	School Counselors, Students, Parents Resources: Hand-outs	Juniors and their parents will obtain needed information regarding careers, college majors, the college/career application process and their progress toward graduation and their goals.	Student schedules, plan of action sheet, college list

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High School	Senior Parent Conferences	ii (c)	Seniors will continue the post high school planning process individually/with families	M1-6	2.1	September - October	Grade 12	School Counselors, Parents, Students Resources: Hand-outs, Google Classroom codes	Counselors will continue to review graduation status, post high school plans, the college admission process, gap year and vocational options with seniors and/or their parents	Graduation and post high school plans (college, vocational, gap year)
High School	Hastings Alternative School Program (HASP)	ii (a,b,c)	School Counselors will support students in the HASP program in various capacities	M 1-6, B-LS 1-10, B-SMS 1-10, B-SS 1-9	2.1	Year-Round	Grades 9-12	School Counselors	To Support students that are in the Hastings Alternative Program	Weekly Progress Reports, Report Cards, Individual work with students, Naviance Curriculum
High School	Financial Aid Night	ii (a)	Parents & students will obtain information regarding financial planning for college and how to read & complete financial aid forms	N/A	3a.7	March	Grades 10-12	School Counselors, Financial Aid Presenter	Parents and students will better understand and successfully complete the college financial aid application process	Financial Aid Forms
High School	PSAT Administration	ii (d)	Students will be provided with the opportunity to take an early Standardized test in their home district	M2, B-LS 3,4, B-SMS 2,3,6, B-SS 8	2.1, 3a	October	Grades 10-11	School Counselors, Administrators, Teachers	Students need to be given the opportunity to gain experience with college admissions testing. Students will become familiar with standardized testing procedures and the types of questions they can expect when taking the ACT/SAT tests	PSAT Test Results

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	Program Activity, or Service	NYSED Regulation	Program Objective	ASCA Standard	Student Standard	Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment
High School	Standardized Test Interpretation/Implementation - inclusive of School Based Test Administration	ii (d)	To provide students and parents with a standard to compare student progress and achievement	M2, B-LS 3,4, B-SMS 2,3,6, B-SS 8	2.1, 3a NYSED CDOS	Year-Round	Grades 11-12	Counselors, administrators	Students & parents will understand standardized test results and integrate them into planning for the future.	SAT/ACT Test results; Stakeholders clearly understand test scores by successfully integrating the information to their specific needs
High School	Standardized Test Registration for Special Needs Students	ii (d)	Classified students will have the opportunity to complete the PSAT/SAT/ACT with their accommodations via filing with the College Board or ACT.	M2, B-LS 3,4, B-SMS 2,3,6, B-SS 8	2.1, 3a	Year Round	Grades 9-12	Counselors, school psychologists, special education teachers	The district will offer students with disabilities the same accommodations that they receive via the office of Special Education on standardized tests offered by College Board and the American College Testing Service	SSD filings
High School	Individual Counseling	ii(c)	To provide students who are self-referred or referred by parents, teachers and/or outside resources that are experiencing various difficulties	M1-M6, Category 2 Behavior Standards vary by student concerns	1.1, 2.1, 3a,2,3,8	Year Round	Grades 9-12	School Counselors, School Psychologist, School Social Worker. Resources: Outside Agencies, Community Based Organizations	Students will develop strategies to assist them in becoming more successful academically, emotionally and socially. Identification of appropriate referral sources and/or counseling treatment plans for student stability	Counseling treatment plan, feedback

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	Program Activity or Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment		
				ASCA Standard	NYSED CDOS							
High School	Academic At-Risk/Failure Meetings	ii (c)	Students, Parents/Guardians will be informed if student is at-risk of failure	M.2, M.6, B-LS 1,3,6,7,8, B-SMS 1,2,5,7,8,10 B-SS 9	2.1, 3a.1	Quarterly-Year round	Grades 9-12	School Counselors, Parents, Students, Administrators	Students will work with teachers/counselors/school psychologist/social worker/administrator n/parents to reverse academic failures	Letters, phone calls, meetings, written and verbal feedback		
High School	Summer School Mailing/Registration	ii (a)	Student and Parents will be notified of course failures, summer school eligibility and registration	M.4	2.1, 3a.1	June	Grades 9-12	School Counselors, Parents, Guidance Secretary, Administration	Parents/student will receive timely and accurate information regarding failed courses, summer school eligibility and registration	E-School Data, Course Grades, Summer school registration packets		
High School	Instructional Support Team Meetings	ii (c)	To improve the academic performance of students who are at risk	M 1-6	N/A	Year-Round with weekly meetings	Grades 9-12	School Counselors, School Psychologist, School Social Worker, Nurse Administration. Set Weekly Meeting	Development of appropriate educational plans and programs to maximize students' potential.	Student success is reviewed at weekly meetings. An action plan is developed and monitored daily/weekly.		
High School	Case Conferences	ii (c)	School Counselors will facilitate Case Conferences per needs and/or requests	M5, Professional responsibility	2.1	Year-Round	Grades 9-12	School Counselors, Nurse, Administrators, Teachers, Social Worker, School Psychologist	To ensure communication and sharing of information between all parties (parents/teachers)	Plan of Action		

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School	Foundation				Management				Accountability	
	Program, Activity or Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment
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High School	Annual Reviews for Section 504 and CSE students	ii (a,c)	School counselors will attend annual reviews for all Section 504 and CSE Students on their caseload	M1-M6, Category 2 Behavior Standards vary by student concerns	2.1, 3a, 1.2,3,4,6	Spring	Grades 9-12	School Counselors, School Psychologist, School Social Worker, Parents, General Ed. Teacher, Special Ed. Teacher, consultants	The needs of students will be met via the implementation of annual plans for Section 504 and Committee on Special Education	Report Cards, transcripts, graduation rates
	Case Mangers for Section 504 Students	ii (a,c)	School Counselors will act as case managers for students under Section 504	M 5, Professional Responsibility	2.1, 3a,4,7	Year-Round	Grades 9-12	School Counselors, Parents, Resources: 504 plan	The needs of students will be met via the implementation of annual plans for Section 504 and Committee on Special Education	Report Cards, transcripts, support system, graduation rates
	Classroom Observations	ii (c,d)	School Counselors will observe student in classes for evaluatory purposes	Professional Responsibility	N/A	Year-Round	Grades 9-12	School Counselors	Students will be observed during classroom time for evaluatory purposes	Classroom observations forms
Middle School										
Middle School	New Entrant scheduling Planning	ii (a)	Counselors will meet with all new entrants	M.3, B-LS 9, 10, B-SMS 10, B-SS3,8	3a	Year Round	Grades 5-8	School Counselors	To ensure a smooth transition into the Middle School	Records, Schedule

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	Program Activity or Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment				
				ASCA Standard	NYSED CDOS									
Middle School	Scheduling changes	ii (b)	Counselors will review all change requests and will assess their validity consistent with state and local expectations	M 3, B-LS 1, 9, B-SMS 1, 7 B-SS 3, 8	3a	Quarterly	Grades 5-8	Counselors, teachers, administrators	Students will have a schedule that supports his/her vocational and educational plans while assuring district and state compliance.	Student Schedules				
Middle School	Student Grade Level Transition Meetings	ii (a,b)	School Counselors will meet with students to discuss transitions to the next grade level	M1-M6, B-LS 1, 3-5, 7, B-SMS 1, 8, 10		Spring	Grades 5-8	School Counselors	Students will obtain information relevant to a variety of academic/program and transition topics.	Classroom Presentations				
Middle School	Second Step Classes	ii (c,d)	Students will participate in a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.	M1 B-LS 1, 9 B-SMS 2, 7 B-SS 1, 2, 4, 6, 9	2.1, 3a	Year Round	Grades 5,6	Teachers, School Counselor, School Psychologist, Administration Resources: Second Steps Program	By providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.	Second Steps Program, Post Assessment Survey				
Middle School	Progress Report Reviews & Student Follow Ups	ii (a,c)	School Counselors will meet with students to review progress quarterly	M 2, 5, 6, B-LS 1, 3, 7, B-SMS 1, 5, 8	3a. 1,3,4	Quarterly - Year-Round	Grades 5-8	Counselors, teachers, parents	To support student's academic growth and development	Consultation, Development of Goals				
Middle School	Report Card Reviews & Student Follow Ups	ii (a,c)	School Counselors will meet with students to review quarterly report cards	M 2, 5, 6, B-LS 1, 3, 7, B-SMS 1, 5, 8, B-SS 3, 8	3a. 1,3,4	Quarterly - Year-Round	Grades 5-8	Counselors, teachers, parents	To support student's academic growth and development	Development of SMART Goals				

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				ASCA Standard	NYSED CDOS							
Middle School	Career Development Exploration Class	ii (b)	Students will be knowledgeable about careers and the educational requirements necessary to qualify for jobs in those fields.	M 4-5, B-LS 1, 4-5, 7, B-SMS 1, 3, 10, B-SS 1, 9	1.1, 2.1, 3a	Spring	Grade 8	School Counselors Resources: Naviance Curriculum, BLS.gov site	To have students become aware of the relationship between their interests and particular careers	Various Career Inventories via Naviance		
Middle School	Master Scheduling Planning and Implementation	ii (d)	School Counselors will assist in the planning & implementation of a Master Schedule	Professional Responsibility	N/A	Spring	Middle School	School Counselors, Department Chairs, Administration	Creation & Implementation of a schedule for all students	Master Schedule		
Middle School	8th Grade HS Registration	ii (a,c)	The student will work with the school counselor to prepare a schedule for High School	M 4, B-LS 1, 4, 9, B-SMS 5, 10, B-SS 9	2.1, 3a.1,2	Spring	Grade 8	School Counselors	To support the students and parents in their choices regarding a high school Schedule	Registration Forms, Classroom Presentations		
Middle School	Eighth Grade Transition Evening	ii (d)	To present information to parents regarding transition from 8th - 9th grade	M 1-6, B-LS 1, 4, 9, B-SMS 5, 10, B-SS 1-9	N/A	Spring	Grade 8	Director of guidance, 8th grade School Counselor	Parents will be acquire and initial, comprehensive understanding of high school procedures, policies, supports, and overall functioning	Handouts, Parent Feedback		
Middle School	Parent Meetings for Transitions (4-5, 5-6, 8-9)	ii (c,d)	School Counselors will conduct Transition Meetings for Parents	M 1,3, B-LS 7, B-SMS 10, B-SS 3, 6	N/A	Spring	Grades 5,6,8	School Counselors, Administration, Parents	Parents will obtain information relevant to a variety of academic/program and transition topics in order to promote parental involvement	Handouts, Parent Feedback		

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Middle School	Back to School Night Meeting	ii (d)	For the purposes of meeting & greeting student's new classroom teachers & counselors	M 1, 3	N/A	September	Grades 5-8	School Counselors, Administration, Parents,	Parents will have the opportunity to meet their child's teacher in a group forum at the beginning of each school year	Meetings				
Middle School	Team Meetings	ii (c,d)	Grade level teams will meet with each other & school counselors to review academic progress, behaviors & social emotional issues for students	M1.5 Professional Responsibility	2.1, 3a. 1,2,3,4	Weekly - Year Round	Grades 5-8	School Counselors, Team Leaders	To support student's academic, social/emotional development	Meetings, Action Plans				
Middle School	Counselors Articulation Meeting	ii (d)	Consultation with Counselors regarding 4th-5th and 8th - 9th grades transition	M 3, Professional Responsibility	N/A	May-June	Grade 9	School Counselors	Counselors will be knowledgeable of the needs of the incoming students.	Each counselor will have the necessary information about entering students. Cumulative records, SST notes				
Middle School	Parent Meetings individually & with grade level teams	ii (c,d)	School Counselors will meet with parents and grade level teams to work together to develop the best approach to assist & support students academically, socially & emotionally	M 3, Professional Responsibility	2.1, 3a	Year- Round	Grades 5-8	School Counselors, Administration, Grade Level Team Leaders	To work together as a team to support all students in all developmental arena's	Meeting notes, Feedback/Input, report cards, referrals				
Middle School	Meetings and Tours for perspective families	ii (d)	Staff will give tours to perspective families and answer various questions about the district/programs/classes	M1, Professional Responsibility	N/A	Year-Round	Grades 5-8	School Counselors, Administration	To offer an opportunity for possible new-comers to the district to view and learn about the school	Anecdotal Feedback				

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	Program Activity or Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment
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Middle School	Academic and Behavioral Consultations	ii (c,d)	Students will receive various levels of support to improve their academic and behaviors	M 1, 5-6, B-LS 6-7, B-SMS 5, B-SS 2-3, 6,9	2.1, 3a.1-8	Sept-June	Grades 5-8	School Counselors, Administration, Psychologists, Social Worker	To work together as a team to support all students in all developmental arenas's	MTSS
Middle School	State Testing Proctoring/Support	ii (d)	School Counselors will proctor & support students during state testing time	M.5	N/A	April-May	Grades 5-8 (Spec. Ed. /504)	All Staff	State Testing	State Testing
Middle School	New Student Groups	ii (c,d)	Students who are new to the district will join a new students group to become better acquainted with the district norms, meet other students and transition into the school	M2-3, 6, B-LS 4-6, 10, B-SMS 1, 10	1.1, 2.1, 3a.3,4	Fall	Grades 5-8	Counselors, Psychologists, Social Worker	To support new students in their academic transition to the middle school and develop a sense of community through shared experiences/activities	Anecdotal Feedback, class participation, study survey
Middle School	Individual Counseling	ii (c)	To provide students who are self-referred or referred by parents, teachers and/or outside resources that are experiencing various difficulties	M1-M6, Category 2 Behavior Standards vary by student concerns	1.1, 2.1, 3a.2,3,8	Year-Round	Grades 5-8	Counselors, Psychologists, Social Worker	Students will develop strategies to assist them in becoming more successful academically, emotionally and socially. Identification of appropriate referral sources and/or counseling treatment plans for student stability	Counseling, treatment plans

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	Program Activity or Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment
				ASCA Standard	NYSED CDOS					
Middle School	Group Counseling	ii (c)	To provide students who are self-referred or referred by parents, teachers and/or outside resources that are experiencing various difficulties and to work with those students in small groups	M1-M6, Category 2 Behavior Standards vary by student concerns	2.1, 3a, 2,3,4	Year-Round	Grades 5-8	School Counselors, Social Worker, School Psychologist	Students will develop strategies to assist them in becoming more successful academically, emotionally and socially, Identification of appropriate referral sources and/or counseling treatment plans for student stability	Therapeutic games, materials & lessons, discussions
Middle School	Annual Reviews for Section 504 and CSE students	ii (a.c)	School counselors will attend annual reviews for all Section 504 and CSE Students on their caseload	M 5, Professional Responsibility	2.1, 3a, 1,2,3,4,6	Spring	Grades 5-8	School Counselors, Social Worker, School Psychologist	The needs of students will be met via the implementation of annual plans for Section 504 and Committee on Special Education	Report Cards, passing of all classes, graduation to next grade-level
Middle School	Case Mangers for Section 504 Students	ii (a.c)	School Counselors will act as case managers for students under Section 504 and assist with any related issues throughout the year	M 1-6, Professional Responsibility	2.1, 3a,4,7	Year-Round	Grades 5-8	School Counselors	To support students' social, emotional, and academic growth and development	Students receive the appropriate accommodations/modifications
Middle School	Members of School Support, Instructional Support and Crisis Teams	ii (a.c)	Counselors will be involved in weekly meetings to discuss support of students as well as crisis management	M1, Professional Responsibility	N/A	Weekly - Year-Round	Middle School	School Counselors, Social Worker, School Psychologist, Administration, Nurse	To support all students' growth academically, socially & emotionally	Anecdotal feedback, - parent/teacher/ad ministrator, progress reports, report cards

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School	Delivery				Foundation				Management				Accountability	
	Program/Activity or Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/Program Goals	Assessment				
				ASCA Standard	NYSED CDOS									
Middle School	Classroom Observations	ii (c,d)	School Counselors will observe student in classes for evaluatory purposes	Professional Responsibility	N/A	Year-Round	Grades 5-8	School Counselors, Social Worker, School Psychologist	To support all students' growth academically, socially & emotionally	Classroom Observation forms				
Middle School	Support to Administration	ii (d)	Counselors will provide support to administration in areas of student management, mental health, social/emotional and daily management needs	Professional Responsibility	N/A	Year-Round	Middle School	School Counselors, Social Worker, School Psychologist	To support all district personnel in whatever capacity necessary	Master Schedule				
Elementary School														
Elementary School	Second Step Program	ii (c,d)	Students will participate in a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.	M.1 B-LS 1, 9 B-SMS 2, 7 B-SS 1, 2, 4-6, 9	1.1, 2.1, 3a	Year Round	Grades K-4	Teachers, School Counselor, School Psychologist, Administration Resources: Second Steps Program	By providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.	Second Steps Program, Post Assessment Survey				
Elementary School	New Student Entry/Screenings	ii (a)	School Staff will screen all new entrants and place students into Kindergarten classes	M.3	3a	May	Grades K-4	School Counselor, School Psychologist, Kindergarten Teachers, Speech Therapists, School Nurse	Students will be screened and placed appropriately. Resources: Pre-School Data, Screening Instruments, Parent Input, Observations	Review of Records, Parent & Faculty, Feedback				

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School	Delivery		Foundation			Management			Accountability	
	Program Activity or Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment
				ASCA Standard	NYSED CDOS					
Elementary School	Records Review of New Entrants	ii (a)	School Staff will review all new entrants into district and place students into appropriate grade level classes	M.3	3a	Year Round	Grades (K) 1-4	School Counselor, School Psychologist, Principal	Students will be screened and placed appropriately	Review of Records, Parent & Faculty, Feedback
Elementary School	Classroom Lessons - Monthly Themes	ii (b)	Students will benefit from classroom lessons that address social and behavioral needs	M 1-9, B-LS 1-10, B-SMS 1-10, B-SS 1-9	1.1, 2.1, 3a.4	Year Round	Grades K-4	School Counselor	For students to learn skills that strengthen character and support social and behavioral needs with the purpose of developing positive citizens.	Students will participate in exit ticket activity to evaluate understanding.
Elementary School	Monthly Assemblies	ii (b)	Students will attend monthly assemblies on various social/emotional, behavioral & support topics	M 1-9, B-LS 1-10, B-SMS 1-10, B-SS 1-9	1.1, 2.1, 3a.4	Year Round	Grades K-4	School Counselor, School Psychologist, Administration, Parents, Outside Agencies/Programs	For students to learn skills that strengthen character and support social and behavioral needs with the purpose of developing positive citizens.	Students will participate in exit ticket activity to evaluate understanding.
Elementary School	Sweethearts in Heroes Program	ii (c)	Students will be introduced to an "action Plan" and awareness of what Bullying is and how you can recognize it.	M 1,3,5 B-LS 4,5,6,9 B-SMS 1,2,7,9 B-SS 1,2,4,5,6,7,8,9	2.1	Year-Rounds	Grades K-4	All school staff, parents & students	To foster a positive and bully-free climate	5 Bully Buttons, interactive activities/drills, scenarios, ABC Action Plan

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School	Delivery				Foundation				Management				Accountability	
	Program Activity or Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/Program Goal	Assessment				
				ASCA Standard	NYSED CDOS									
Elementary School	Career Day	ii (b)	To have students gain early exposure to careers in order to encourage interests and exploration.	M 2,4,5,6 B-LS 6,7,8 B-SMS 1,2,3,5,8,10 B-SS 1-9	1.1, 2.1, 3a, 3b	May	Grades K-4	School Counselors, School Psychologists, Teachers, Administration, Parents	Students will be knowledgeable of several careers as well as learn general educational requirements	Students will complete assignment demonstrating knowledge of their favorite career that was presented.				
Elementary School	PBIS	ii (c)	Students will practice good behaviors via positive intervention strategies and supports	M 1,3,6 B-SS 2,3,4,6	3a.3,4,7	Year-Round	Grades K-4	School Counselors, School Psychologists, Teachers, Administration, Parents	Students will practice good behavior & kindness towards their peers	Less referrals, Positive School Climate				
Elementary School	At Risk Students - PST (Problem Solving Team)	ii (a,c)	The team meets 2x on a cycle to decide on support services for students through MTSS	M 1,2,3,4 B-LS 1,3,4,7,9 B-SMS 1-10, B-SS 1-10	2.1, 3a.1	Bi-Monthly meetings - Year-Round	Grades K-4	Parents, Teachers, School Counselor, Administration, School Psychologist	Team will meet again in six weeks to review/assess support services. Parents will be notified.	Verbal Assessment, 40% Counselor Allocation of Services				
Elementary School	Attendance	ii (a)	Students attendance will be monitored and intervention put into place for those needed	M 1-6	N/A	Year Round	Grades K-4	School Counselor, Administration	To adhere to NYS Attendance Laws	Records, Parent & Faculty Feedback, Groups				
Elementary School	Parent-Teacher Conferences	ii (c,d)	Parents attend individual meetings with teachers regarding students progress academically, socially and emotionally	M 1, 5-6, B-LS 6-7, B-SMS 5, B-SS 2-3, 6,9	N/A	Fall	Grades K-4	Parents, Teachers, School Counselor, Administration, School Psychologist	Parents will have the opportunity to meet with teachers/school counselor to discuss students progress in the academic, social and emotional arena.	Meetings				

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	Program Activity or Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment		
				ASCA Standard	NYSED CDOS							
Elementary School	Back to School Night	ii (d)	Parents will have the opportunity to meet their child's teacher in a group forum at the beginning of each school year	M 1, 3	N/A	Fall	Grades K-4	School Counselor, School Psychologist, Administration, Parents	Parents will have the opportunity to meet their child's teacher in a group forum at the beginning of each school year	Meetings		
Elementary School	Counselors Articulation Meeting	ii (c,d)	Consultation with MS Counselors regarding 4th grade students transitioning into 5th grade	M 3, Professional Responsibility	N/A	Spring	Grade 4	School Counselor	Counselors will be knowledgeable of the needs of the incoming students.	Each counselor will have the necessary information about entering students.		
Elementary School	Safety- safety drills/fire /lockdown /shelter	ii (d)	Students will be knowledgeable about the various drills performed at the elementary school	M 3	1.1	Fall/Spring	Grades K-4	School Counselor, School Psychologist, Administration, Parents	To provide students' with the necessary information needed for all areas of Safety	Performance on drills, staff feedback		
Elementary School	Guidance newsletters	ii (d)	To provide parent/guardians with a variety of information to assist in their child's development	N/A	N/A	Monthly - Year-round	Grades K-4	School Counselor	Parents will be informed the monthly happenings as well as have various resources available to them	Newsletter		
Elementary School	Individual Counseling	ii (c)	To provide students who are self-referred are referred by parents, teachers and/or outside resources that are experiencing various difficulties	M1-M6, Category 2 Behavior Standards vary by student concerns	1.1, 2.1, 3a.2,3,8	Year-Round	Grades K-4	School Counselor, School Psychologist	Students will develop strategies to assist them in becoming more successful academically, emotionally and socially, Identification of appropriate referral sources and/or counseling treatment plans for student stability	Counseling treatment plan, feedback		

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School	Delivery Program Activity or Service	Foundation			Management			Accountability	
		NYSED Regulation	Program Objective	Student Standard ASCA Standard NYSED CDOS	Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment
Elementary School	Group Counseling	ii (d)	To provide students who are self-referred or referred by parents, teachers and/or outside resources that are experiencing various difficulties and to work with those students in small groups	M1-M6, Category 2 Behavior Standards vary by student concerns 2.1, 3a, 2,3,4	Year-Round	Grades K-4	School Counselor, School Psychologist	Students will develop strategies to assist them in becoming more successful academically, emotionally and socially. Identification of appropriate referral sources and/or counseling treatment plans for student stability	Therapeutic games, materials & lessons, discussions
Elementary School	Collaboration with Teaching Teams	ii (c,d)	To assist with student support either academically or social-emotionally	M 1-6 B-LS 1-10 B-SMS 1-10 B-SS 1-9	Year-Round	Grades K-4	School Counselor, School Psychologist, Parents	Students will develop strategies to assist them in becoming more successful academically, emotionally and socially. Identification of appropriate referral sources and/or counseling treatment plans for student stability	Student progress, Action Plans

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School	Delivery		Foundation			Management			Accountability	
	Program Activity or Service	NYSED Regulation	Program Objective	Student Standard		Timeline	Student Focus	Staff and Resources	District/ Program Goal	Assessment
				ASCA Standard	NYSED CDOS					
Elementary School	CSE/RTI/504 Meetings	ii (c,d)	To assist with student support either academically or social-emotionally	M 1-6 B-LS 1-10 B-SMS 1-10 B-SS 1-9	2.1, 3a. 1,2,3,4,6	Year-Round	Grades K-4	School Counselor, School Psychologist, Administration, Parents	Students will develop strategies to assist them in becoming more successful academically, emotionally and socially, Identification of appropriate referral sources and/or counseling treatment plans for student stability	Student progress, Action Plans
Elementary School	Mindfulness	ii (c)	Students will learn strategies to manage stress and anxiety	M 1,3,5 B-SMS 1-10	3a.2,3	Year-Round	Grades K-4	School Counselor, School Psychologist	Students will be able to employ strategies and techniques to reduce stress & anxiety	"Calm Classroom" Program
Elementary School	Family Mediation	ii (c)	Families will attend mediation with school personnel	M1-6	2.1, 3a. 1,2,3,4,6	Year-Round	Grades K-4	School Counselor, School Psychologist, Administration, Parents	To assist parents in resolving family issues that may be impacting student growth	Meetings, Action Plans
Elementary School	Support to Administration	ii (d)	Counselors will provide support to administration in areas of student management, mental health, social/emotional and daily management needs	Professional Responsibility	N/A	Year-Round	Grades K-4	School Counselor, School Psychologist, Administration, Parents	To support all district personnel in whatever capacity necessary	Positive /Supportive/ Collaborative Climate