

INSPIRE. EXPLORE. DISCOVER



Hendrick Hudson School District
K-12 Comprehensive Counseling Plan
2024-2025

TABLE OF CONTENTS

- I. New York State Part 100 Regulations - School Counseling Plan Requirements**

- II. Hendrick Hudson School District's School Counseling Plan**
 - A. School Counseling Plan Define**
 - 1. Mission**
 - 2. Vision**
 - 3. Values**

- III. Hendrick Hudson School Counseling Plan Manage**
 - 1. Annual Goals**
 - 2. School Counseling Advisory Council**
 - 3. School Counseling Activities Calendar**

- IV. Hendrick Hudson School District School Counseling Plan Delivery**
 - 1. Direct Services**
 - 2. Indirect Services**

 - A. Goal 1: Provide direct support to students in the following areas: Academic, Behavioral/Social and/or Emotional concerns. Attendance and parent/family support.**

 - B. Goal 2: Educate students concerning their awareness of intrapersonal and interpersonal skills in order to be a meaningful contributor within the greater community.**

 - C. Goal 3: Review each student's educational progress, career directions and future plans.**

- V. Hendrick Hudson School District Counseling Department Accountability**

District Administration

Superintendent of Schools
Executive Director, Curriculum & Instruction
Acting Director of Pupil Personnel Services
Hendrick Hudson High School Principal
Blue Mountain Middle School Principal
Furnace Woods Principal
Frank G. Lindsey Principal
Buchanan-Verplanck Principal

Mr. Michael Tromblee
Dr. Margaret Ruller
Mr. Chris Moreno
Ms. Lauren Scollins
Mr. Anthony Giovinazzi
Mr. Joshua Cohen
Dr. Cynthia Kramer
Mr. James Mackin, Jr.

Director of Counseling Services

Dr. Aaron Kleinman

School Counselors

Hendrick Hudson High School

Ms. Heather McGowan
Ms. Diana Balsamo
Ms. Jessica Downey
Mr. Douglas Grando

Blue Mountain Middle School (6th-8th)

Ms. Debroah Cardenas
Ms. Beth Gagne
Mr. John Morotti

Frank G. Lindsey School (3rd-5th)

Ms. Brooke Bolen

Furnace Woods School (K-2) **Buchanan-Verplank School (K-2)**

Ms. Jennifer Ardisana

New York State Part 100 Regulations - School Counseling Programs

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, School Counseling/Guidance Programs are defined as follows:

- I. Public Schools: Each school district shall have a guidance program for all students.
- II. In grades K-5, the program shall be designed in coordination with the teaching staff to prepare students to effectively participate 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.
- III. In grades 6-12, the School Counseling Program shall include the following activities and services:
 - A. An annual review of each student's educational progress and career plans, with such reviews 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 the school counselor.
 - C. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans; to help students who exhibit any attendance, academic, behavioral or adjustment problems; 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; such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.
- IV. 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. Such a plan should 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; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results.

Note: The State Education Department of New York has released proposed changes for the regulations to be more in line with the ASCA National Model. As a district we understand that this document is fluid as changes are released from the State.

Hendrick Hudson School District's School Counseling Plan

Our K-12 Comprehensive Counseling Plan is designed to be a resource for members of the Hendrick Hudson School District, K-12 Pupil Personnel Services Team and the school community. In support of our district mission, this plan promotes student achievement, college and career planning, and personal social development for all students. This plan is aligned with the Common Core Learning Standards, the New York State School Counselor Association's Model Comprehensive K-12 School Counseling Program and enhanced with practical ideas for activities and assessments from the Pupil Personnel Services Team.

Each year we will review and refine this document for approval by the Board of Education. Our goal as a Pupil Personnel Services team is to be transparent and communicate our work through this plan to optimize student achievement and social emotional learning and growth.

The School Counseling Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

- Acknowledges the work of school counselors as advocates for students.
- Creates results-based counseling programs that support diverse student populations.
- Address learning gaps through referrals and interventions for students to achieve success.
- Aims to reach all students through the use of exemplary strategies that assess academic, career/post-secondary planning, social/emotional progress.
- Is guided by developmentally appropriate and goal-oriented student competencies.

Hendrick Hudson School District School Counseling Department Define District Mission Statement

The mission of the Hendrick Hudson School District, a dynamic, innovative, and supportive educational community, is to ensure each student is an engaged, passionate learner who achieves his or her maximum potential and contributes to society.

This is accomplished in a system characterized by:

- A culture of the highest expectations for all;
- A rigorous, articulated curriculum;
- Diverse, effective instructional strategies and resources;
- An educational environment that is challenging, creative, exploratory, accessible, and nurturing; and
- A fully engaged, supportive community

School Counseling Mission Statement

As the K-12 school counseling department at the Hendrick Hudson School District, we will provide support and advocacy for all students and families. As a result, we will deliver a comprehensive program that supports the social-emotional, academic, career and post secondary skill development of each student. In our department we will ensure every student:

1. Demonstrates an understanding of their present academic status, achievements, interests, abilities, and educational requirements.
2. Experiences a greater self-awareness and responsible decision making
3. Understands that post secondary education and lifelong learning are necessary for long term career success.

Hendrick Hudson School Counselor Vision

- ❖ As a school counseling department, we are certified professionals who advocate for every student.
- ❖ We empower life-long learners and inspire students to become productive responsible citizens.
- ❖ We lead students in developing mental wellness, a sense of belonging, and positive mindsets.
- ❖ School Counselors will support every student in the unique transitions that they encounter during their growth and development, equipping them with post secondary planning abilities.
- ❖ As a department we support students in developing learning strategies, self-management and social skills.

Hendrick Hudson School Counselor Values

As a school counseling department, we are focused on the importance of each student. As a result, we will ensure that every student is a valued member of our school community. In our department;

- ❖ Support and monitor the academic, social and emotional, career/post secondary skill development of each child and deliver personalized services.
- ❖ Each child is provided with a safe and caring environment that enables them to develop appropriate goals.
- ❖ We will continue to grow as a professional team K-12 and build on our strengths.

School Counseling Plan Annual Goals

Program goals are developed annually in alignment with the vision, mission and the goals of the district, school and department.

Values	Goals	Objectives	Action Plan
Support and monitor the academic, social and emotional, career/post secondary skill development of each child and deliver personalized services.	Obtain and review tools that can provide an effective way to create an individualized learning plan for every student,	Research current practices, forms, technology to support developing an individualized learning plan.	Review tools to create an individual learning plan as per NYSED regulations.
Each child is provided with a safe and caring environment that enables them to develop appropriate goals.	Establish a counselor student relationship while communicating a safe, welcoming, open door policy for all students.	To align with the ASCA National Model Competencies, including the understanding of the impact of diverse cultural social and environmental influences on student success and opportunities.	Increase direct student time to support self advocacy, self awareness and academic and emotional growth.
We will continue to grow as a professional team K-12 and build on our strengths.	<p>1A. Establish a quarterly K-12 School Counseling Dept. Meeting.</p> <p>1B. Establish a PD events/calendar with topics relating to the comprehensive school counseling program.</p>	<p>1A. To increase communication between our schools and create best practices.</p> <p>1B. To organize and prioritize collaboration while staying abreast of current trends and norms for School Counselors.</p>	<p>1A. Establish dates for meeting, agendas and gather data.</p> <p>1B. Seek current opportunities, register and attend workshops/PD. Share out to the department.</p>

Student Competencies

As a result of a comprehensive counseling program, students should demonstrate the following mindsets and behaviors as outlined by American School Counselor Association (ASCA):

- **Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.
- **Career /Post Secondary Development** – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

School counselors use these standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential.

Hendrick Hudson School District Counseling Department Delivery

Direct Student Services

The counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12. This is accomplished through:

Goal 1: Provide direct support to students in the following areas: Academic, Behavioral/Social and/or Emotional concerns. Attendance and parent/family support.

ACTIVITIES	Domain	TARGET GROUP	OTHER RESOURCES	DATES	EVALUATION
Record review of new entrants	Academic Personal/ Social	K-12	Transfer records Phone contact with Previous district	July - June	Review of records Parent input Staff input
Placement/Transition meetings	Academic Personal/ Social	K-5 6-12	Teacher reports RTI data Preschool Observations Service Provider Evaluations	July - June	Review of records Parent input Staff input

Identify Students in need of Remediation/ MTSS meetings	Academic	K-12	MTSS data Benchmark Assessments NYS Assessments	Sept - June	Review of records Parent input Staff input
Improving Student Attendance	Academic Personal/ Social	K-12	Infinite Campus DSS Contacts Parent Contact Consultation with outside providers	Sept - June	Review of records Parent input Staff input
Individual and Group Counseling	Academic Personal/ Social	K-5	Counseling Screening IEP/504s Student Records Outside Evaluations Counseling Materials Consultation with outside providers	Sept - June	Counseling Screening, Student Performance Review of records
Crisis Intervention	Personal/ Social	K-12	Staff Input Parent Input Student Input	Sept - June	Clinical Assessment Discipline referrals Student performance Review of Records
Maximize Home/School Connection	Academic Personal/ Social	K-5	Parent/Teacher Conferences Parent Meetings Teacher Websites Outside Agency Contact Infinite Campus Open House	Sept - June	Parent input Staff input Student observations
Career and Strength Exploration	Career	K-12	Vocational Lessons Vocational Data Naviance Exploration for students in Middle and High School Career conversations with counselors-ongoing	Sept - June	Parent input Staff input Student input Teacher Consultation

Classroom Lessons	Academic Personal/ Social	K-5	Child Safety Prevention Bullying Prevention Puberty Lessons SEL	Sept - June	Student Input Parent Input Staff Input
CSE Meetings	Academic Personal/ Social	K-12	IEP, 504 Plans Student Records Staff Input Parent Input	Sept - June	Staff input Review of records Parent input
504 Meetings	Academic Personal/ Social	K-12	504 Plans Medical Records Student Records Staff Input	Sept - June	Staff input Review of records Parent input
Placement/Transition Planning	Academic Personal/ Social	Grades 6-8	Student Transcripts Response to Intervention Data (RTI) Discipline Referrals Individualized Education Plans (IEPs) New Students Screening Consult with Elementary School Staff Consult with High School Staff Transition activities for 5th & 8th graders	Sept- June	Review of records
Incoming 9th grade transition to HHHS	Academic /Social	Grade 8	Curriculum evening program for Students/parents HS counselors orientation at the MS HS counselors visit 8th grade classrooms to discuss course offerings Students select courses for HS	January/ February Early Spring	

			8th grade students come to the HS and tour the building Summer Orientation-Social prior to the start of HS		
Identify students experiencing academic difficulties and/or in need of remediation	Academic	Grades 6-8	Response to Intervention Data (RTI)- MTSS, Iready Benchmarks Classroom Performance NYS Assessments Academic Intervention Services (AIS) Parent/Team Meetings	Sept-June	Review of records

ACTIVITIES	DOMAIN	TARGET GROUP	OTHER RESOURCES	DATES	EVALUATION
Improving Student Attendance	Academic Personal/Social	Grades K-12	Parent Contact Team Meetings Counselor Meetings Parent/Admin meetings Monitor Daily Attendance Collaboration with outside agencies Student/Parent/Counselor/Admin Meetings	Sept-June	Review of records
Maximizing Home-School Connection	Academic Personal/Social	Grades 6-12	Parent Meetings Advocate for outside agency support Act as liaison by bridging the communication	Sept-June	Review of records

			between home and school staff Email Infinite Campus Report Card Interim Report		
Master Schedule Development	Academic	Grades 6-12	Infinite Campus NYS Requirements	Sept - June	Staff input

ACTIVITIES	DOMAIN	TARGET GROUP	OTHER RESOURCES	DATES	EVALUATION
Individual Educational/College/Career Counseling	Academic Social	K-12	IEP's 504 Student records Evaluations Student/Parent interviews	Sept – June	Classroom observation Faculty input Student input Parent input Goal achievement Review of records Naviance
Brief and Solution Focused Counseling	Personal	K-12	Student input Parent input Faculty input IEP's MH Evaluation & assessment	Sept-June	Goal achievement Review of records Referral to outside source
Group Counseling	Academic Personal/ Social	K-8	IEP's 504 Student file Evaluations Counseling curriculum	Sept – June	Classroom observation Faculty input Student input Parent input Goal achievement Review of records

Conflict Resolution	Personal/ Social	K-12	Faculty input Student input Parent Input Principal input	Sept – June	Reduction of student referrals
Classroom Lessons	Academic and Career planning	K -12	Lesson Plans Curriculum Naviance Faculty input Student input	Sept – June	Pre/Post Testing Student engagement Faculty input Student performance
Financial Aid/Scholarship Process	College/ Career	9– 12	FAFSA forms CSS profile Scholarship Information College Personnel Financial Aid Evening program for students and parents	Sept – June	Completed applications
Guidance Information Dissemination	Academic Personal/ Social College/ Career	9 – 12	Website Mailings Class Presentations Social Media Parent Square	Sept – June	Parent input Student input
Career Exploration	Academic Personal/ Social	9 – 12	NAVIANCE Classroom Sessions	Sept – June	Student input Parent input Academic Data
Parent/Teacher Conferences	Academic Personal/ Social	K – 12	Classroom Sessions	As needed	Attendance Parent input Program review
Parent Consultation	Academic Personal	9 – 12	Student records Parent input Faculty input	As needed	Student performance Parent feedback

Goal 2: Educate students concerning their awareness of intrapersonal and interpersonal skills in order to be meaningful contributors within the greater community.

ACTIVITIES	DOMAIN	TARGET GROUP	OTHER RESOURCES	DATES	EVALUATION
-------------------	---------------	-------------------------	------------------------	--------------	-------------------

Social-Emotional Learning (SEL) Curriculum	Personal/ Social	K-12	SEL Curriculum	Sept.- June	Student performance Discipline referrals
Individual/Group Counseling	Academic Personal/ Social	K-12	Counseling Resources Outside Evaluations Student, Staff, Parent Input	Sept.- June	Staff input Student observations
Addressing Bullying	Personal/ Social	K-12	Student Input Staff Input Family Contact	Sept.- June	Discipline referrals Student performance Staff input
Assisting with development and implementation of a social emotional learning curriculum	Personal/ Social	K-12	Large group and total building exercises Classroom activities	Sept- June	Discipline referrals Staff and student input
Identifying the difference between appropriate and inappropriate behaviors as they relate to social interactions	Personal/ Social	K-12	Individual Counseling Group Counseling Crisis Intervention	Sept- June	Discipline referrals
Conflict Resolution	Personal/Social	K – 12	Faculty input Student input Parent input Principal input	Sept – June	Reduction of student Referrals Positive Peer Relationships
Solution Focused Counseling	Academic Personal/Social	9 – 12	Faculty input Parent input Student input	Sept – June	Student performance

Crisis Intervention	Personal/Social	K- 12	Faculty input Parent input Student input	Sept – June	Reduction of student Referrals Positive Peer Relationships
---------------------	-----------------	-------	--	-------------	---

Goal 3: Review each student's educational progress, career directions and future plans.

ACTIVITIES	DOMAIN	TARGET GROUP	OTHER RESOURCES	DATES	EVALUATION
Career and Strength Exploration	Career	K-12	Vocational Lessons Vocational Data	Sept - June	Parent input Staff input Student input Teacher Consultation
Student School Transitions	Academic	K-1, 2-3, 4-5,	5th Teacher Input Service Provider Input	Jan - June	Student Input Parent Input Staff Input
Goal Setting, Learning Style and Career Exploration	Career	Grades K-12	Classroom Activities Learning Style Inventories Career Interests Inventory	Sept-June	Student Input Parent Input
Planning with Students	Academic Personal/ Social	Grades 8-12	Review High School course selections Diploma Options Regents Exams Future Goals (i.e. College/Military, etc) High School Requirements	Winter- Early Spring	HS Course Selections

Parent Night	Academic/ Career	Grade 8	Review High School course selections Diploma Options Regents Exams Future Goals (i.e. College/Military, etc) High School Requirements	Winter- January	
Creating Post-Secondary IEP Transition Goals	Academic Career Personal/ Social	Grades 7-12	Identifying long-term goals regarding career and adaptive skills Selecting course work to help achieve Post-Secondary goals Parent Input Student Input	Sept-June	CSE IEP
Problem solving, self-management and Interpersonal relationships	Personal/ Social	Grades K-12	Helping the student process their current life challenges/crisis Brainstorming solutions and identifying the necessary skills to overcome problem	Sept-June	Individual counseling
Screening of New Entrants	Academic/Personal Social	K - 12	Student records	Sept – June	Review of records Assess as necessary

Course Selection Process	Academic	8– 12	Course catalog Program of study	Sept – June	Final schedules Student input
Student Course Selection	Academic	8– 12	Student records Parent input Faculty input Student input	Sept – June	Student performance Parent input Student input Teacher input
Four-Year Plan Development	Academic Personal/Social College/ Career	9 – 12	Student records Student input Parent input	Sept – June	Student Four-Year plan High School Transcript

Summer School/Credit Recovery Programs	Academic	8 – 12	Program info Final grade reports	June – July	Grade reports Transcript
Career Advisement	Academic Personal/ Social College/ Career	9 – 12	Student records Naviance Interest assessment BOCES presentation Military reps College reps	Sept – June	Student input Parent input Student performance Post-secondary placement
Post High School Planning Meetings	Academic Personal/ Social College/ Career	9 – 12	Student records Naviance Student input Parent input College reps Military reps BOCES presentation	Sept – June	Student input Parent input Student performance

College Fair	Academic/College and Career	9-12	Provide information to students College representatives	October	Student Input
College Admissions Rep Visits	Academic and College-Post Secondary Planning	9-12	College Representatives visit in the Fall to talk with students about their individual college	Sept-November	Student Input
Local Community College Instant-Application Admissions	Academic and College-Post Secondary Planning	12	Invite local college(s) to have students complete the application in person for an immediate decision	Jan-Feb.	Student Input
Career Exploration Naviance	Academic College/Career	8 – 12	Lesson plans Guest speakers Other faculty Internet	Sept – June	Student Performance Survey results Student input
Scholarships	Academic	11 – 12	Naviance Scholarship information Internet Community Organizations	Sept – June	Completed scholarship applications Awarded monies
Awards Program	Academic College/Personal/Social Athletics Music Community	11 – 12	Community foundation Individual Sponsors Local D.F.S. Civic Organizations Colleges	Jan – June	Parent input Student input Attendance
ACCESS VR Post-Secondary Employment Training for Individuals w/disabilities	College/Career	11	ACCESS Case Manager	Sept – June	Completed application form

PSAT Exam Facilitation	Academic College/ Career	10 – 11	PSAT-NMSQT Exam	October	Exams ordered and completed Attendance Score profile
SAT	Academic College/ Career	10 – 12	The College Board www.collegeboard.org	Sept – June	Score profile
ACT Test Facilitation	Academic College/ Career	11 – 12	www.act.org	Sept - June	Score profile
College Application Process	Academic College/ Career	11 – 12	Naviance College Board ACT Online Applications	Sept – June	Student input Faculty input Parent input
College Admissions Process	Academic College/ Career Personal/Social	12	Naviance Application forms College Admissions Personnel School Profile Classroom presentations	August – July	Letters of recommendation Completed college applications Naviance reports
NCAA Eligibility	Academic College/ Career	11 – 12	NCAA forms Internet	Sept – June	Eligibility approval

CSE Committee	Academic Personal/Social	9-12	Determine initial eligibility Reviewed annually	Sept-June	CSE meeting plan
Section 504 Committee	Academic Personal/Social	9-12	Determine initial eligibility Reviewed annually	Sept-June	504 meeting plan
Advisory Council	Academic/Personal/Social	K-12	Review and edit plan twice annually	Fall & Spring	Additions or removals from plan.

Elementary School Counseling Department						
2024- 2025 SEL Curriculum Map						
Mandated Units	Skills for learning	Empathy	Emotion Management	Problem Solving	Empathy and Skills for Learning	
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	NYSED SEL Competency
Counselor Intro	<u>Listening to Learn</u> ☐ 1- Unit ...	<u>Being Respectful</u> ☐ 2- Unit ...	<u>Intro to School Counselor</u>	<u>Intro to School Counselor</u>	<u>Intro to School Counselor</u>	K-1-3A1a; 3A1b 2-3A1a; 3A1b 3- 4- 5-
<u>Learning to Listen</u> ☐ K- Unit 1:...	<u>Focusing Attention</u> ☐ 1- Unit ...	<u>Focusing Attention and Listening</u> ☐ 2- Unit ...	<u>Bullying Prevention Unit</u>	<u>Bullying Prevention Unit</u>	<u>Bullying Prevention Unit</u>	K-3A1a; 3A1b 1-3A1a; 3A1b 2-3A1a; 3A1b 3-2B2c 4-2B2c 5-2B2c
<u>Focusing Attention</u> ☐ K- Unit 1:...	<u>Following Directions</u> ☐ 1- Unit ...	<u>Using Self-Talk</u> ☐ 2- Unit ...	<u>Bullying Prevention Unit</u>	<u>Bullying Prevention Unit</u>	<u>Bullying Prevention Unit</u>	K-3A1a; 3A1b 1-3A1a; 3A1b 2-1B1a 3-2B2c 4-2B2c 5-2B2c

<u>Following Directions</u> <input type="checkbox"/> K- Unit 1:...	<u>Self Talk</u> <input type="checkbox"/> 1- Unit ...	<u>Being Assertive</u> <input type="checkbox"/> 2- Unit ...	<u>Being Respectful Learners</u>	<u>Empathy and Respect</u>	<u>Empathy and Respect</u>	K- 3A1a; 3A1b 1- 1B1a 2- 1B1a 3- 3A.2a 4-1A2a 5-1A2a
<u>Self Talk</u> <input type="checkbox"/> K- Unit 1:...	<u>Being Assertive</u> <input type="checkbox"/> 1- Unit ...	<u>Child Protection Unit</u> <input type="checkbox"/> Gr2 CPU	<u>Using Self Talk</u>	<u>Listening with Attention</u>	<u>Listening with Attention</u>	K- 1- 2- Erin's Law 3-1A2b 4-1A2c 5-1A2c
<u>Being Assertive</u> <input type="checkbox"/> K- Unit 1:...	<u>Child Protection Unit</u> <input type="checkbox"/> Child P...	<u>Child Protection Unit</u> <input type="checkbox"/> Gr2 CPU	<u>Being Assertive</u>	<u>Being Assertive</u>	<u>Being Assertive</u>	K- 1B1a 1- Erin's Law 2- Erin's Law 3-2C2b 4-2C2b 5-2C2b
<u>Child Protection Unit</u> <input type="checkbox"/> Child Pr...	<u>Child Protection Unit</u> <input type="checkbox"/> Child P...	<u>Identifying Feelings</u> <input type="checkbox"/> 2- Unit ...	<u>Planning to Learn</u>	<u>Respecting Similarities and Differences</u>	<u>Predicting Feelings</u>	K- Erin's Law 1- Erin's Law 2- 1A1a; 1A1b 3-1A2c 4-2A2b 5-2A2b
<u>Child Protection Unit</u> <input type="checkbox"/> Child Pr...	<u>Identifying Feelings</u> <input type="checkbox"/> 1- Unit ...	<u>Learning More About Feelings</u> <input type="checkbox"/> 2- Unit ...	<u>Identifying Others Feelings</u>	<u>Understanding Complex Feelings</u>	<u>Taking Others' Perspective</u>	K- Erin's Law 1- 1A1a; 1A1b 2- 1A1a; 1A1b 3-2A2b 4-2A2a 5-2A2b
<u>Feelings</u> <input type="checkbox"/> K- Unit 2...	<u>Looking for More Clues</u> <input type="checkbox"/> 1- Unit ...	<u>Feeling Confident</u> <input type="checkbox"/> 2- Unit ...	<u>Understanding Perspectives</u>	<u>Understanding Different Perspectives</u>	<u>Accepting Differences</u>	K- 1A1a; 1B1a 1- 1A1a; 1A1b; 2B1a 2- 1A1a; 1A1b; 1B1a 3-2A2b 4-2A2b 5-2B2b
<u>More Feelings</u> <input type="checkbox"/> K- Unit 2...	<u>Similarities and Differences</u> <input type="checkbox"/> 1- Unit ...	<u>Respecting Different Preferences</u> <input type="checkbox"/> 2- Unit ...	<u>Conflicting Feelings</u>	<u>Conversation and Compliments</u>	<u>Disagreeing Respectfully</u>	K-1A1a; 1A1b 1- 1A1a; 1A1b; 2B1a; 3A1a 2- 1A1a; 1A1b; 2B1a; 3A1a 3-2A2a 4-2C2a 5-3A2a
<u>Identifying Anger</u> <input type="checkbox"/> K- Unit 2...	<u>Feelings Change</u> <input type="checkbox"/> 1- Unit ...	<u>Showing Compassion</u> <input type="checkbox"/> 2- Unit ...	<u>Accepting Differences</u>	Say Something ARS	Say Something ARS	K- 1A1a; 1A1b; 2B1a; 3A1a 1- 1A1a; 1A1b; 2B1a; 3A1a 2- 1A1a; 1A1b; 2B1a; 3A1a 3-2B2b 4-1A2a 5-1A2a
<u>Same or Different?</u> <input type="checkbox"/> K- Unit 2...	<u>Accidents</u> <input type="checkbox"/> 1- Unit ...	<u>Predicting Feelings</u> <input type="checkbox"/> 2- Unit ...	<u>Showing Compassion</u>	<u>Joining In</u>	<u>Responding with Compassion</u>	K-1A1a; 1A1b; 2B1a; 3A1a 1- 1A1a; 1A1b; 2B1a; 3A1a 2- 1A1a; 1A1b; 2B1a; 3A1a 3-3A2a 4- 3A2a 5- 3A2a
<u>Accidents</u> <input type="checkbox"/> K- Unit 2...	<u>Showing Care and Concern</u>	<u>Bully Prevention Unit</u>	<u>Making Friends</u>	<u>Showing Compassion</u>	<u>Introducing Emotion Management</u>	K- 1A1a; 1A1b; 2B1a; 3A1a 1- 1A1a; 1A1b; 2B1a; 3A1a 2- 2B1c 3-2C2a 4-2C2a 5- 1A2b

	☐ 1- Unit ...	☐ 2nd Gr...				
<u>Caring and Helping</u> ☐ K- Unit 2...	<u>Bully Prevention Unit</u> ☐ Gr1 Bul...	<u>Bully Prevention Unit</u> ☐ 2nd Gr...	<u>Introducing Emotion Management</u>	<u>Introducing Emotion Management</u>	<u>Calming Down</u>	K- 1A1a; 1A1b; 2B1a; 3A1a; 3A1b 1- 2B1c 2- 2B1c 3-1A2b 4-1A2b 5- 1A2b
<u>Bully Prevention Unit</u> ☐ K Bullyin...	<u>Bully Prevention Unit</u> ☐ Gr1 Bul...	<u>Introducing Emotion Management</u> ☐ 2- Unit ...	<u>Managing Test Anxiety</u>	<u>Managing Strong Feelings</u>	<u>Managing Anxiety</u>	K- 2B1c 1- 2B1c 2- 1A1a; 1B1a 3-1A2b 4- 1A2b 5-1A2b
<u>Bully Prevention Unit</u> ☐ K Bullyin...	<u>Identifying our own Feelings</u> ☐ 1- Unit ...	<u>Managing Embarrassment</u> ☐ 2- Unit ...	<u>Handling Accusations</u>	<u>Calming Down Anger</u>	<u>Managing Frustration</u>	K- 2B1c 1- 1A1a; 1B1a 2- 1A1a; 1B1a 3- 3A2b 4-1A2b 5- 2C2b
<u>We feel feelings in our bodies</u> ☐ K- Unit 3...	<u>Strong Feelings</u> ☐ 1- Unit ...	<u>Handling Making Mistakes</u> ☐ 2- Unit ...	<u>Managing Disappointment</u>	<u>Managing Anxiety</u>	<u>Resisting Revenge</u>	K- 1A1a; 1B1a 1- 1A1a; 1B1a 2- 1A1a; 1B1a; 2B1a; 3A1a 3-1A2a 4-2C2b 5-2D2b
<u>Managing Frustration</u> ☐ K- Unit 3...	<u>Calming Down Anger</u> ☐ 1- Unit ...	<u>Managing Anxious Feelings</u> ☐ 2- Unit ...	<u>Managing Anger</u>	<u>Avoiding Jumping to Conclusions</u>	<u>Handling Put-Downs</u>	K- 1A1a; 1B1a; 2B1a; 3A1a 1- 1A1a; 1B1a; 2B1a; 3A1a 2- 1A1a; 1B1a; 2B1a; 3A1a 3-1A2b 4-2D2b 5-3B2b
<u>Calming Down Strong Feelings</u> ☐ K- Unit 3...	<u>Self-Talk for Calming Down</u> ☐ 1- Unit ...	<u>Managing Anger</u> ☐ 2- Unit ...	<u>Managing Hurt Feelings</u>	<u>Handling Put-Downs</u>	<u>Avoiding Assumptions</u>	K- 1A1a; 1B1a; 2B1a; 3A1a 1- 1A1a; 1B1a; 2B1a; 3A1a 2- 1A1a; 1B1a; 2B1a; 3A1a 3-1A2b 4-3B2b 5- 2D2a
<u>Handling Waiting</u> ☐ K- Unit 3...	<u>Managing Worry</u> ☐ 1- Unit ...	<u>Finishing Tasks</u> ☐ 2- Unit ...	<u>Career Exploration</u>	<u>Career Exploration</u>	<u>Career Exploration</u>	K- 1A1a; 1B1a; 2B1a; 3A1a 1- 1A1a; 1B1a; 2B1a; 3A1a 2- 1A1a; 1B1a; 2B1a; 3A1a 3- 1B1a 4- 1C1a 5-1C1a
<u>Managing Anger</u> ☐ K- Unit 3...	<u>Career Exploration Unit</u> ☐ Career...	<u>Career Exploration Unit</u> ☐ Career 2	<u>Child Protection Unit</u>	<u>Child Protection Unit</u>	<u>Child Protection Unit</u>	K- 1A1a; 1B1a; 2B1a; 3A1a 1- 1B1a 2- 1B1a 3- Erin's Law 4- Erin's Law 5- Erin's Law
<u>Managing Disappointment</u> ☐ K- Unit 3...	<u>Solving Problems Part 1</u> ☐ 1- Unit ...	<u>Career Exploration Unit</u> ☐ Career 2	<u>Child Protection Unit</u>	<u>Child Protection Unit</u>	<u>Child Protection Unit</u>	K- 1A1a; 1A1b; 2B1a; 3A1a 1- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 2- 1B1a 3- Erin's Law 4-Erin's Law 5-Erin's Law

<u>Handling being knocked down</u> <input type="checkbox"/> K- Unit 3...	<u>Solving Problems Part 2</u> <input type="checkbox"/> 1- Unit ...	<u>Solving Problems Part 1</u> <input type="checkbox"/> 2- Unit ...	<u>Problem Solving Part 1</u>	<u>Solving Problems Part 1</u>	<u>Solving Problems Part 1</u>	K- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 2- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 3-2D2b 4-2D2b 5-2D2b
<u>Career Exploration Unit</u> <input type="checkbox"/> Career K...	<u>Fair Ways to Play</u> <input type="checkbox"/> 1- Unit ...	<u>Solving Problems Part 2</u> <input type="checkbox"/> 2- Unit ...	<u>Problem Solving Part 2</u>	<u>Solving Problems Part 2</u>	<u>Solving Problems Part 2</u>	K- 1B1a 1- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 2- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 3-2B2d 4-2D2a 5-2D2b
<u>Solving Problems</u> <input type="checkbox"/> K- Unit 4...	<u>Inviting to Join in</u> <input type="checkbox"/> 1- Unit ...	<u>Taking Responsibility</u> <input type="checkbox"/> 2- Unit ...	<u>Solving Classroom Problems</u>	<u>Making a Plan</u>	<u>Making a Plan</u>	K- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 1- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 2- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 3-2C2b 4-3B2b 5-1C2a
<u>Inviting to play</u> <input type="checkbox"/> K- Unit 4...	<u>Handling Name-Calling</u> <input type="checkbox"/> 1- Unit ...	<u>Responding to Playground Exclusion</u> <input type="checkbox"/> 2- Unit ...	<u>Solving Peer Exclusion Problems</u>	<u>Solving Playground Problems</u>	<u>Seeking Help</u>	K- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 1- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 2- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 3-2D2a 4-2D2b 5-2D2b
<u>Fair Ways to Play</u> <input type="checkbox"/> K- Unit 4...	<u>Reviewing Second Step Skills</u> <input type="checkbox"/> 1- Revi...	<u>Playing Fairly on the Playground</u> <input type="checkbox"/> 2- Unit ...	<u>Dealing with Negative Peer Pressure</u>	<u>Taking Responsibility for Your Actions</u>	<u>Dealing with Gossip</u>	K- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 1- 2- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 3-3B2b 4-3B2b 5-3A2b
<u>Having fun with our friends</u> <input type="checkbox"/> K- Unit 4...		<u>Reviewing Second Step Lessons</u>	<u>Reviewing Second Step Skills</u>	<u>Dealing with Peer Pressure</u>	<u>Dealing with Peer Pressure</u>	K- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 1- 2- 3-1A1b 4-2D2b 5-2A2b
<u>Handling having things taken away</u> <input type="checkbox"/> K- Unit 4...				<u>Reviewing Second Step Skills</u>	<u>Reviewing Second Step Skills</u>	K- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 1- 2- 3- 4-1A1b 5-1A1b
<u>Handling Name-Calling</u>					<u>Preparing for Middle</u>	K- 1A11a; 1A1b;2A2a;2C1a;2C1b;3A1a; 3B1b 1-

K- Unit 4...					School	2- 3- 4- 5- 3C2a
Reviewing Second Step Skills K- Revie...					Puberty Lesson	5- 512a
Parent Letter K	Parent Letter 1st	Parent Letter 2nd	Parent Letter 3rd	Parent Letter SEL 4th	Parent Letter 5th	
Home Links K	Home Links	Home Links 2nd	Home Links 3rd	Home Links 4th	Home Links 5th	
SEL	Bully Prevention	Child Protection				
SSPK DV5U A6X5	BPUK 77HD 3HQU	CPUK D7V7 9J4N				
SSP1 D4A3 BDAU	BPU1 UMMZ R3VN	CPU1 E943 AKBJ				
SSP2 EJBG CSAQ	BPU2 GLH3 CWQJ	CPU2 FAMW BLVD				
SSP3 FKSJ DTFV	BPU3 HP3C DZAT	CPU3 Z9W9 VL5Q				
SSP4 BGBD 7SJJ	BPU4 JQ8C F2FT	CPU4 2B24 WM9K				
SSP5 2USQ X727	BPU5 KRHD G3QU	CPU5 3CBS XNK9				

Hendrick Hudson Central School District Counseling Department Accountability

To achieve the best results for students, Hendrick Hudson school counselors will regularly evaluate their program to determine its effectiveness. Hendrick Hudson school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be accessed through Data Analysis, Program Results and Evaluation and Improvement. An Advisory Council will be created and met at a minimum of twice a year. Advisory council membership can include: parents, teachers, school counselors, administrators, community member school board members, students

and mental health liaison. Agenda items should include introductions, explanation of the purpose of the advisory board, counselor programs and activities, suggestions for future programs Data should be presented on student achievement. The agenda should be brief but relevant. The Advisory Council will meet in the fall and the spring

References

American School Counselor Association (ASCA) National Standards for Students

[ASCA National Standards for Students](#)