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Hendrick Hudson School District
K-12 Comprehensive Counseling Plan
2026-2027

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District Administration

<i>Superintendent of Schools</i>	<i>Dr.. Michael Tromblee</i>
<i>Assistant Superintendent of Curriculum & Instruction</i>	<i>Dr. Lauren Scollins</i>
<i>Assistant Superintendent of Pupil Personnel Services</i>	<i>Mr. Chris Moreno</i>
<i>Assistant Superintendent of Human Resources</i>	<i>Dr. Steven Garcia</i>
<i>Assistant Superintendent of Business and Finance</i>	<i>Mr. Emerson Segarra</i>
<i>Hendrick Hudson High School Principal</i>	<i>Ms. Lisa Martino Alves</i>
<i>Blue Mountain Middle School Principal</i>	<i>Dr. William Toro</i>
<i>Furnace Woods Principal</i>	<i>Mr. Joshua Cohen</i>
<i>Frank G. Lindsey Principal</i>	<i>Ms. Anecia McGill</i>
<i>Buchanan-Verplanck Principal</i>	<i>Dr. Cynthia Kramer</i>

<i>Director of School Counseling Services</i>	<i>Dr. Aaron Kleinman</i>
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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.	1A. Establish a quarterly K-12 School Counseling Dept. Meeting. 1B. Establish a PD events/calendar with topics relating to the comprehensive school counseling program.	1A. To increase communication between our schools and create best practices. 1B. To organize and prioritize collaboration while staying abreast of current trends and norms for School Counselors.	1A. Establish dates for meeting, agendas and gather data. 1B. Seek current opportunities, register and attend workshops/PD. Share out to the department.

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	Sept - June	Parent input Staff input Student input Teacher Consultation

			Career conversations with counselors-ongoing		
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	January/ February Early Spring	

			HS counselors visit 8th grade classrooms to discuss course offerings Students select courses for HS 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, NWEA testing 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 between home and school staff Email Infinite Campus Report Card Interim Report	Sept-June	Review of records
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
Career Fair	Academic College/ Career	9-12	Career representatives from the local community are represented	April	
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	11/ 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 College Recruiting Night	Academic College/ Career	Grades 8-12	Partner with the PE department to host an evening informational program.	October	Discuss relevant recruiting topics.

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						
2026- 2027 SEL Curriculum Map						
	Mandated Units	Skills for learning	Empathy	Emotion Managemen t	Problem Solving	Empathy and Skills for Learning
Cycle	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	NYSED SEL Competency		
1	<u>Intro to School Counselor</u>	<u>Intro to School Counselor</u>	<u>Intro to School Counselor</u>	3- 4- 5-		
2	<u>Bullying Prevention Unit</u>	<u>Bullying Prevention Unit</u>	<u>Bullying Prevention Unit</u>	3-2B2c 4-2B2c 5-2B2c		

3	<u>Bullying Prevention Unit</u>	<u>Bullying Prevention Unit</u>	<u>Bullying Prevention Unit</u>	3-2B2c 4-2B2c 5-2B2c		
4	<u>Being Respectful Learners</u>	<u>Say Something Video</u>	<u>Say Something Video</u>	3- 3A.2a 4-2B2c 5-2B2c		
5	<u>Using Self Talk</u>	<u>Empathy and Respect</u>	<u>Empathy and Respect</u>	3- 3A.2a 4-1A2a 5-1A2a		
6	<u>Being Assertive</u>	<u>Listening with Attention</u>	<u>Listening with Attention</u>	3-1A2b 4-1A2c 5-1A2c		
7	<u>Planning to Learn</u>	<u>Being Assertive</u>	<u>Being Assertive</u>	3-2C2b 4-2C2b 5-2C2b		
8	<u>Identifying Others Feelings</u>	<u>Respecting Similarities and Differences</u>	<u>Predicting Feelings</u>	3-1A2c 4-2A2b 5-2A2b		
9	<u>Understanding Perspectives</u>	<u>Understanding Complex Feelings</u>	<u>Taking Others' Perspective</u>	3-2A2b 4-2A2a 5-2A2b		
10	<u>Conflicting Feelings</u>	<u>Understanding Different Perspectives</u>	<u>Accepting Differences</u>	3-2A2b 4-2A2b 5-2B2b		
11	<u>Accepting Differences</u>	<u>Conversation and Compliments</u>	<u>Disagreeing Respectfully</u>	3-2A2a 4-2C2a 5-3A2a		
12	<u>Showing Compassion</u>	<u>Joining In</u>	<u>Responding with Compassion</u>	3-2B2b 4-2C2a 5-1A2a		
13	<u>Making Friends</u>	<u>Showing Compassion</u>	<u>Introducing Emotion Management</u>	3-3A2a 4- 3A2a 5- 3A2a		
14	<u>Introducing Emotion Management</u>	<u>Introducing Emotion Management</u>	<u>Calming Down</u>	3-2C2a 4-1A2b 5- 1A2b		
15	<u>Managing Test Anxiety</u>	<u>Managing Strong Feelings</u>	<u>Managing Anxiety</u>	3-1A2b 4-1A2b 5- 1A2b		

16	Handling Accusations	Calming Down Anger	Managing Frustration	3-1A2b 4- 1A2b 5-1A2b		
17	Managing Disappointment	Managing Anxiety	Resisting Revenge	3- 3A2b 4-2C2b 5- 2C2b		
18	Managing Anger	Avoiding Jumping to Conclusions	Handling Put-Downs	3-1A2a 4-2D2b 5-2D2b		
19	Managing Hurt Feelings	Handling Put-Downs	Avoiding Assumptions	3-1A2b 4-3B2b 5-3B2b		
20	Career Exploration	Career Exploration	Career Exploration	3-1A2b 4-1c1A 5- 2D2a		
21	Child Protection Unit	Child Protection Unit	Child Protection Unit	3- 1B1a 4- Erin's Law 5-1C1a		
22	Child Protection Unit	Child Protection Unit	Child Protection Unit	3- Erin's Law 4- Erin's Law 5- Erin's Law		
23	Problem Solving Part 1	Solving Problems Part 1	Solving Problems Part 1	3- Erin's Law 4-2D2b 5-Erin's Law		
24	Problem Solving Part 2	Solving Problems Part 2	Solving Problems Part 2	3-2D2b 4-2D2a 5-2D2b		
25	Solving Classroom Problems	Making a Plan	Making a Plan	3-2B2d 4-3B2b 5-2D2b		
26	Solving Peer Exclusion Problems	Solving Playground Problems	Seeking Help	3-2C2b 4-2D2b 5-1C2a		
27	Dealing with Negative Peer Pressure	Taking Responsibility for Your Actions	Dealing with Gossip	3-2D2a 4-2D2b 5-2D2b		
28	Reviewing Second Step Skills	Dealing with Peer Pressure	Dealing with Peer Pressure	3-3B2b 4-3B2b 5-3A2b		

29	Reviewing Second Step Skills	Reviewing Second Step Skills	Puberty Lesson	3-1A1b 4-1A1b 5-		
30			Preparing for Middle School	3- 4- 5-1A1b		
31			Reviewing Second Step Skills	3-1A1b 4-1A1b 5-2A2b		
Parent Letters	Parent Letter 3rd	Parent Letter SEL 4th	Parent Letter 5th	Parent Letter 3rd	Parent Letter SEL 4th	Parent Letter 5th
Home Links	Home Links 3rd	Home Links 4th	Home Links 5th	Home Links 3rd	Home Links 4th	Home Links 5th
Grade	SEL	Bully Prevention	Child Protection			
3	SSP3 FKS DTFV	BPU3 HP3C DZAT	CPU3 Z9W9 VL5Q			
4	SSP4 BGBD 7SJU	BPU4 JQ8C F2FT	CPU4 2B24 WM9K			
5	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](#)