HASTINGS UNION FREE PUBLIC SCHOOLS

K-12 COMPREHENSIVE GUIDANCE PLAN

Jeanette Kocur  Director of Guidance
Randie Shaw    School Counselor
Joseph Grosso  School Counselor
Sharon Quigley  School Counselor
Jocelyn Perez   School Counselor
Jennifer Bellas 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeanette Kocur</td>
<td>Director of Guidance</td>
<td>District</td>
</tr>
<tr>
<td>Randie Shaw</td>
<td>School Counselor</td>
<td>(9-12)</td>
</tr>
<tr>
<td>Joseph Grosso</td>
<td>School Counselor</td>
<td>(9-12)</td>
</tr>
<tr>
<td>Sharon Quigley</td>
<td>School Counselor</td>
<td>(9-12)</td>
</tr>
<tr>
<td>Jocelyn Perez</td>
<td>School Counselor</td>
<td>(5-8)</td>
</tr>
<tr>
<td>Jennifer Bellas</td>
<td>School Counselor</td>
<td>(5-8)</td>
</tr>
<tr>
<td>Julianne Snyder</td>
<td>School Counselor</td>
<td>(K-4)</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Student Competencies</th>
<th>Activities/Resources</th>
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</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
</tr>
<tr>
<td>• Articulate competence and confidence as a learner</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>• Display a positive interest in learning</td>
<td>Classroom Community</td>
</tr>
<tr>
<td>• Take pride in work and achievement</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>• Accept mistakes as an essential part of learning</td>
<td>School Counselor</td>
</tr>
<tr>
<td>• Communicate-know when to ask for help</td>
<td>Consultants</td>
</tr>
<tr>
<td>• Take responsibility for actions</td>
<td>Second Steps Program</td>
</tr>
<tr>
<td>• Learn and apply problem solving skills</td>
<td>Extra-curricular Clubs &amp; Activities</td>
</tr>
<tr>
<td>• Work independently and collaboratively</td>
<td>Various outside programs/guest speakers/assemblies</td>
</tr>
<tr>
<td>• Establish challenging academic goals</td>
<td></td>
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<tr>
<td>• Learn and apply critical thinking skills</td>
<td></td>
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<tr>
<td>• Identify attitudes and behaviors that support successful learning</td>
<td></td>
</tr>
<tr>
<td>• Become a self-directed and independent learner</td>
<td></td>
</tr>
</tbody>
</table>

Middle School - in addition to those above

• 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 thermotivation 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

<table>
<thead>
<tr>
<th>Activities/Resources</th>
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<tbody>
<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Classroom Community</td>
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<tr>
<td>School Counselors</td>
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<tr>
<td>School Psychologist</td>
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<tr>
<td>School Social Worker</td>
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<tr>
<td>Grade Level Teams</td>
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<tr>
<td>Consultants</td>
</tr>
<tr>
<td>Naviance Career &amp; College Planning</td>
</tr>
<tr>
<td>Second Steps Program</td>
</tr>
<tr>
<td>RULER</td>
</tr>
<tr>
<td>Extra-curricular Clubs &amp; Activities</td>
</tr>
<tr>
<td>Various other programs</td>
</tr>
</tbody>
</table>
- 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.

<table>
<thead>
<tr>
<th>High School - in addition to those above</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use knowledge of learning styles to positively influence school performance</td>
</tr>
<tr>
<td>• Develop and implement an annual plan of study to maximize academic ability</td>
</tr>
<tr>
<td>• Identify post-secondary option consistent with interests, achievement aptitude, and abilities</td>
</tr>
<tr>
<td>• Seek co-curricular and community experiences to enhance the school experience</td>
</tr>
<tr>
<td>• Demonstrate understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Teachers</th>
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</thead>
<tbody>
<tr>
<td>Classroom Community</td>
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<tr>
<td>School Counselors</td>
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<tr>
<td>School Psychologist</td>
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<tr>
<td>School Social Worker</td>
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<tr>
<th>Naviance Career &amp; College Planning</th>
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</thead>
<tbody>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td>National Honor Society</td>
</tr>
<tr>
<td>Challenge Success</td>
</tr>
<tr>
<td>Princeton Peer Leadership (PL) Consultants</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Student Competencies</th>
<th>Activities/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
</tr>
<tr>
<td>• Learn about the variety of traditional &amp; non-traditional careers</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>• Develop an awareness of personal abilities, skills, interests, and motivations</td>
<td>Classroom Community</td>
</tr>
<tr>
<td>• Learn how to interact and work collaboratively in a variety of team member roles</td>
<td>School Counselor</td>
</tr>
<tr>
<td>• Learn to make decisions</td>
<td>Social Studies Curriculum</td>
</tr>
<tr>
<td>• Learn how to set goals</td>
<td>Reading/Research</td>
</tr>
<tr>
<td>• Understand the importance of planning (3-4)</td>
<td></td>
</tr>
<tr>
<td>• Develop hobbies and vocational interests (3-4)</td>
<td></td>
</tr>
<tr>
<td>• Acquire employability skills such as working on a team, problem solving, and</td>
<td></td>
</tr>
<tr>
<td>organizational skills</td>
<td></td>
</tr>
<tr>
<td>• Develop a positive attitude toward work and learning</td>
<td></td>
</tr>
<tr>
<td>• Understand the importance of responsibility, dependability, punctuality,</td>
<td></td>
</tr>
<tr>
<td>integrity, and effort in the workplace (3-4)</td>
<td></td>
</tr>
<tr>
<td>• Learn to utilize time and task-management skills</td>
<td></td>
</tr>
<tr>
<td>• Explain how work can help to achieve personal success and satisfaction</td>
<td></td>
</tr>
<tr>
<td>Middle School - in addition to the above</td>
<td></td>
</tr>
<tr>
<td>• Develop skills to locate, evaluate, and interpret career information</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>• Pursue and develop competency in areas of interest</td>
<td>School Counselors</td>
</tr>
<tr>
<td>• Balance between work and leisure time</td>
<td>School Social Worker</td>
</tr>
<tr>
<td>• Know the various ways in which occupations can be classified</td>
<td>Career Day</td>
</tr>
<tr>
<td>• Use research and information resources to obtain career information</td>
<td>Naviance Career &amp; College</td>
</tr>
<tr>
<td>• Learn to use the Internet to access career planning information</td>
<td>Planning, Naviance Curriculum</td>
</tr>
<tr>
<td>• Learn how to use conflict management skills with peers and adults</td>
<td>Extra-curricular Clubs &amp; Activities</td>
</tr>
<tr>
<td></td>
<td>Various Outside Programs</td>
</tr>
</tbody>
</table>
High School - in addition to the above

- 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

<table>
<thead>
<tr>
<th>Classroom Teachers</th>
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<tbody>
<tr>
<td>School Counselors</td>
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<tr>
<td>School Social Worker</td>
</tr>
<tr>
<td>Naviance Career &amp; College Planning, Naviance Curriculum</td>
</tr>
<tr>
<td>Career Electives</td>
</tr>
<tr>
<td>Extra-curricular Activities/Clubs</td>
</tr>
<tr>
<td>Outside Programs</td>
</tr>
<tr>
<td>Community Members</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Student Competencies</th>
<th>Activities/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
</tr>
<tr>
<td>- Develop positive attitudes towards self as a unique and worthy person</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>- Identify values, attitudes and beliefs</td>
<td>Classroom Community</td>
</tr>
<tr>
<td>- Lean the goal-setting process</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>- Understand change is a part of growth</td>
<td>School Counselor</td>
</tr>
<tr>
<td>- Identify and express feelings</td>
<td>Consultants</td>
</tr>
<tr>
<td>- Distinguish between appropriate and inappropriate behavior</td>
<td>Social Studies Curriculum</td>
</tr>
<tr>
<td>- Recognize personal boundaries, rights, and provide needs</td>
<td>Health Curriculum</td>
</tr>
<tr>
<td>- Understand the need for self-control and how to practice it</td>
<td>Bullying Prevention Activities</td>
</tr>
<tr>
<td>- Demonstrate cooperative/collaborative behavior in groups</td>
<td></td>
</tr>
<tr>
<td>- Recognize that everyone has rights and responsibilities</td>
<td></td>
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<tr>
<td>- Respect alternative points of view</td>
<td></td>
</tr>
<tr>
<td>- Recognize, accept, respect and appreciate individual differences</td>
<td>Second Steps Program</td>
</tr>
<tr>
<td>- Recognize and respect differences in various family configurations</td>
<td>PBIS - Positive Behavioral</td>
</tr>
<tr>
<td>- Use effective communication skills</td>
<td>Interventions &amp; Supports</td>
</tr>
<tr>
<td>- Know that communication involves speaking, listening and non-verbal behaviour</td>
<td>MTSS</td>
</tr>
<tr>
<td>- Use a decision-making and problem solving model</td>
<td>Safety &amp; Emergency</td>
</tr>
<tr>
<td>- Understand consequences of decisions and choices</td>
<td>Preparedness</td>
</tr>
<tr>
<td>- Identify alternative solutions to a problem</td>
<td></td>
</tr>
<tr>
<td>- Develop effective coping skills for dealing with problems</td>
<td>Extra-Curricular Activities &amp; Clubs</td>
</tr>
<tr>
<td>- Demonstrate a respect and appreciation for individual and cultural differences</td>
<td></td>
</tr>
<tr>
<td>- Use persistence and perseverance in acquiring knowledge &amp; skills</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)</td>
<td></td>
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<tr>
<td>- Learn about relationships between rules, laws, safety, and the protection of the rights of the individual</td>
<td></td>
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<tr>
<td>- Learn about the differences between appropriate and inappropriate physical contact</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate the ability to set boundaries, rights, and personal privacy (3-4)</td>
<td></td>
</tr>
</tbody>
</table>
Middle School - in additional to the above
- 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

<table>
<thead>
<tr>
<th>Classroom Teachers</th>
<th>Classroom Community</th>
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</thead>
<tbody>
<tr>
<td>School Psychologist</td>
<td>School Social Worker</td>
</tr>
<tr>
<td>School Counselor Consultants</td>
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<td>Health Curriculum</td>
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<td>Second Steps Program</td>
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<td>PBIS</td>
<td>Courageous Conversations</td>
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<tr>
<td>MTSS</td>
<td>Extra-Curricular Activities &amp; Clubs</td>
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High School - Competencies notes above are supported and reinforced

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<thead>
<tr>
<th>Classroom Teachers</th>
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<tr>
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*Student Standards Planning Template* with permission from the American School Counseling Association

# Exemplar | Grades 3-5 Naviance Scope & Sequence Activities

## 3rd Grade

<table>
<thead>
<tr>
<th>Task</th>
<th>Strand</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roadtrip Nation Reflection Survey</td>
<td>Career Retention and Advancement</td>
<td>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.</td>
</tr>
<tr>
<td>Written Reflection- “When I Grow Up…”</td>
<td>Career Awareness and Preparation</td>
<td>Students will finish the following writing prompt, “When I grow up I want to be…” The students will upload their written reflection to Naviance.</td>
</tr>
<tr>
<td>Add Career Clusters/Pathways to list of favorites</td>
<td>Career Awareness and Preparation</td>
<td>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.</td>
</tr>
<tr>
<td>Career and Academic Goals</td>
<td>Career Acquisition</td>
<td>Students will create career and academic goals in Naviance.</td>
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## 4th Grade

<table>
<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Career and Academic Goals</td>
<td>Career Acquisition</td>
<td>Students will create career and academic goals in Naviance.</td>
</tr>
<tr>
<td>Career Research Scavenger Hunt</td>
<td>Career Acquisition</td>
<td>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.</td>
</tr>
<tr>
<td>Roadtrip Nation Survey</td>
<td>Career Retention and Advancement</td>
<td>The “Add careers to my list” task will be marked complete once students add at least 1 careers to their favorite careers list.</td>
</tr>
<tr>
<td>Add Career(s) to list of favorites</td>
<td>Career Awareness and Preparation</td>
<td>The “Add career(s) to my list” task will be marked complete once students add at least 1 career favorite careers list.</td>
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## 5th Grade

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<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Career Presentation</td>
<td>Career Acquisition</td>
<td>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.</td>
</tr>
<tr>
<td>College Research Scavenger Hunt</td>
<td>Entrepreneurship</td>
<td>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.</td>
</tr>
<tr>
<td>Add Colleges to list of Favorites</td>
<td>Entrepreneurship</td>
<td>The “Add colleges to my list” task will be marked complete once students add at least 1 college to their favorite careers list.</td>
</tr>
<tr>
<td>Career and Academic Goals</td>
<td>Career Acquisition</td>
<td>Students will create career and academic goals in Naviance.</td>
</tr>
<tr>
<td>Grade 7</td>
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<td>Listening to Myself</td>
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<td>What Makes Me Unique?</td>
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<td>My Definition of Success</td>
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## College and Career Readiness Curriculum | Scope and Sequence

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<th>Myself</th>
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<td>Program Activity or Service</td>
<td>NYSED Regulation</td>
<td>Program Objective</td>
<td>Student Standard</td>
<td>ASCA Standard</td>
<td>NYSED CDOS</td>
<td>Timeline</td>
</tr>
<tr>
<td>High School</td>
<td>Course Selection &amp; Transcript Review</td>
<td>ii (a)</td>
<td>Counselor will meet with students individually to review four year plan, graduation requirements &amp; transcripts</td>
<td>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</td>
<td>2.1, 3a.3</td>
<td>Throughout school year – individual &amp; group student meetings</td>
<td>Grades 9-12</td>
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<tr>
<td>High School</td>
<td>Schedule Adjustments/Changes</td>
<td>ii (a)</td>
<td>Counselors will review all change requests and will assess their validity consistent with state and local expectations</td>
<td>M.1, M.2, M.4, M.5, B-LS 1, B-LS 4, B-LS 5, B-LS 7, B-LS 9, B-SMS 1 B-SMS 3, B-SMS 5, B-SMS 8, B-SS 8</td>
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<td>Year Round</td>
<td>Grades 9-12</td>
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<tr>
<td>High School</td>
<td>College Application Process</td>
<td>ii (b)</td>
<td>To provide year-long guidance and supervision in the college application process.</td>
<td>M.1, M.3, M.4, B-LS7, B-LS 9, B-SMS 1, B-SMS 3, B-SMS 5, B-SMS 8, B-SS 1, B-SS 3, B-SS 8</td>
<td>2.1, 3a.1, 2, 3, 4</td>
<td>Sept-Feb June/July</td>
<td>Grade 12</td>
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<td>High School</td>
<td>Written Recommendations</td>
<td>ii (d)</td>
<td>To provide comprehensive letters of recommendation for students and to complete supporting documentation for scholarships, college, camps, and various study abroad programs</td>
<td>M.4, B-LS 1, B-LS 7, B-LS 8, B-LS 910 B-SMS 1, B-SMS 1-10 B-SS 1, B-SS 1-10</td>
<td>N/A</td>
<td>Year Round</td>
<td>Grades 9-12</td>
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<td>NYSED Regulation</td>
<td>Program Objective</td>
<td>Student Standard ASCA Standard</td>
<td>NYSED CDOS</td>
<td>Timeline</td>
<td>Student Focus</td>
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<tr>
<td>High School</td>
<td>College Representative Visits</td>
<td>ii (d)</td>
<td>Students will gain a clearer perspective of whether a college will be a good match for them</td>
<td>M.4</td>
<td>1.1, 3b</td>
<td>Sept. - Dec.</td>
<td>Grades 11-12</td>
</tr>
<tr>
<td>High School</td>
<td>College Fairs/Field Trips</td>
<td>ii (b,d)</td>
<td>Students will attend college fairs and meet with college representatives to gather information and determine their mutual compatibility.</td>
<td>M.4, M.6, B-LS 1, B-LS 7, B-LS 5, B-SMS 5, B-SMS 10, B-SS 1, B-SS 8, B-SS 9</td>
<td>1.1, 3b</td>
<td>Year-Round Fairs: Oct/May</td>
<td>Grades 10-12</td>
</tr>
<tr>
<td>High School</td>
<td>Game plan survey &amp; college search</td>
<td>ii (a)</td>
<td>Students will be able to identify their post-high school plan and list criteria for identifying colleges</td>
<td>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-SS 6, B-SS 8, B-SS 9</td>
<td>3a.2, 3a.3, 3a.6, 3a.7</td>
<td>December - February</td>
<td>Grade 11</td>
</tr>
<tr>
<td>High School</td>
<td>Strengths Explorer</td>
<td>ii (c)</td>
<td>Students will complete assessment of strengths and apply knowledge of self to goal setting</td>
<td>M.1, M.5, B-LS 7, B-LS 9, B-SMS 1, B-SMS 6, B-SS 8, B-SS 9</td>
<td>3a.2, 3.5,6</td>
<td>January</td>
<td>Grade 9</td>
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<tr>
<td>School</td>
<td>Delivery</td>
<td>Foundation</td>
<td>Management</td>
<td>Accountability</td>
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<tr>
<td>High School</td>
<td>Career Clusters/Search</td>
<td>Students will be knowledgeable about careers and the educational requirements necessary to qualify for jobs in those fields.</td>
<td>M.2, 4, 6, B-LS 5, LS 5, 6, B-SMS 3, 5, B-SS 6,8,9</td>
<td>1.1, 3b</td>
<td>Spring</td>
<td>Grades 10</td>
<td>School Counselors, Resources: Chrome-book, Naviance, BLS, gov site</td>
</tr>
<tr>
<td>High School</td>
<td>Career Inventories</td>
<td>Students will be exposed to various career inventories to assist them in matching their interests to paralleling careers</td>
<td>M.2, M.4, B-LS 1,2,4,5,7, B-SMS 8, B-SS 6,7,8,9</td>
<td>1.1, 2, 1, 3b</td>
<td>Jan - March</td>
<td>Grades 10-12</td>
<td>School Counselors, Resources: Chrome-book, Naviance, Holland Search, Meyers-Briggs</td>
</tr>
<tr>
<td>High School</td>
<td>BOCES Student Visitations</td>
<td>Counselors will facilitate exposure to technical/vocational opportunities for students in grades 11 &amp; 12</td>
<td>M.4,6, B-LS 1,4,5,7,9, B-SMS 1,2,3,5,6,7,8, 9</td>
<td>1.1, 3b</td>
<td>Year Round</td>
<td>Grades 10-11</td>
<td>School Counselors, BOCES Personnel, Parents</td>
</tr>
<tr>
<td>High School</td>
<td>Military Career Advisement</td>
<td>Students will have the most up to date information regarding opportunities in the armed forces</td>
<td>M.1,4, B-LS 1-9, B-SMS 1-10, B-SS 1-9</td>
<td>3b</td>
<td>Year Round</td>
<td>Grades 10-12</td>
<td>Counselors, military personnel, guidance secretary</td>
</tr>
<tr>
<td>Delivery</td>
<td>Foundation</td>
<td>Management</td>
<td>Accountability</td>
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<tr>
<td>Program Activity of Service</td>
<td>Program Objective</td>
<td>Student Standard</td>
<td>Timeline</td>
<td>Student Focus</td>
<td>Staff and Resources</td>
<td>District/Program Goal</td>
<td>Assessment</td>
</tr>
<tr>
<td>New Student Placement/Registration</td>
<td>To assess instructional levels of new students entering into the district</td>
<td>M.1, 2, 3, 4, 6, B-LS 1, 2, 4, 7, 8, 9, 10, B-SMS 1-10, B-SS 1-9</td>
<td>Year Round</td>
<td>Grades 9-12</td>
<td>Administrator, School Counselor, registrar, guidance secretary, nurse</td>
<td>Ensure that all students are appropriately placed in academic courses &amp; levels of courses, AIS, and referred to the Committee on Special Education when deemed appropriate</td>
<td>Students Schedules. Verification of course selection based on previous school record</td>
</tr>
<tr>
<td>Maintain Cumulative Records</td>
<td>The school counseling office will accurately maintain all relevant student information in a confidential, central student file</td>
<td>N/A</td>
<td>Year Round</td>
<td>Grades 9-12</td>
<td>Counselors, Teachers, Admin., Guidance Secretary</td>
<td>To accurately maintain all relevant student information in a confidential, central student file</td>
<td>An accurate comprehensive and confidential student file will be maintained for each student</td>
</tr>
<tr>
<td>Quarterly Grade Check and SMART Goal setting</td>
<td>Students will have the opportunity to monitor their quarterly grades &amp; will learn to set SMART goals for academics</td>
<td>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</td>
<td>Quarterly - Year round</td>
<td>Grades 9-12</td>
<td>School Counselors, administrators, Social Worker, School Psychologist.</td>
<td>Students will be able to set 1 academic SMART goal per quarter based on previous performance</td>
<td>Goals sheet</td>
</tr>
<tr>
<td>Counselors Articulation Meeting</td>
<td>Consultation with MS Counselors regarding 8th grade students transitioning into 9th grade</td>
<td>M1</td>
<td>May-June</td>
<td>Grade 9</td>
<td>School Counselors, Administrators, School Psychologist, School Social Worker</td>
<td>Obtaining records and knowledge of students as they move into the next grade/school building</td>
<td>Cumulative records, SST notes</td>
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<td>School</td>
<td>Delivery</td>
<td>Foundation</td>
<td>Management</td>
<td>Accountability</td>
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<tr>
<td>High School</td>
<td>Grade Level Group Meetings</td>
<td>Program Objective: Counselors will meet with students in grades 10-12 monthly as a group, to provide Naviance College &amp; Career Readiness Curriculum</td>
<td>Student Standard: M 1-6, B-LS 1-10, B-SS 1-9</td>
<td>Timeline: Seniors - Fall, Juniors - Winter, Sophomores - Spring, Freshman-June</td>
<td>Student Focus: Grade 10-12 and twice for 9th graders</td>
<td>Staff and Resources: School Counselors</td>
<td>District/ Program Goal: Students will be prepared for the Nest Generation/ 21st Century Skills-College &amp; Career Readiness</td>
</tr>
<tr>
<td>High School</td>
<td>Parent Presentations</td>
<td>Program Objective: 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 information, college information, and financial aid.</td>
<td>Student Standard: 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</td>
<td>Timeline: Various times throughout the year</td>
<td>Student Focus: Parents of 8th, 11th and 12th graders</td>
<td>Staff and Resources: School Counselors, Guidance Secretary, Parents Resources: Hand-outs, Presentation Slides, Conference sheets.</td>
<td>District/ Program Goal: Parents will obtain information relevant to a variety of college/career/academic and transition topics in order to promote parental involvement</td>
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<td>School</td>
<td>Program Activity or Service</td>
<td>NYSED Regulation</td>
<td>Program Objective</td>
<td>Student Standard ASCA Standard</td>
<td>NYSED CDOS</td>
<td>Timeline</td>
<td>Student Focus</td>
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<tr>
<td>High School</td>
<td>Eight Grade Transition Evening</td>
<td>ii (c)</td>
<td>To present information to parents regarding transition from 8th - 9th grade</td>
<td>M1-6</td>
<td>N/A</td>
<td>Spring</td>
<td>Grade 8</td>
</tr>
<tr>
<td>High School</td>
<td>Freshman Parent Conferences</td>
<td>ii (c)</td>
<td>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.</td>
<td>M1-6</td>
<td>2.1</td>
<td>November - January</td>
<td>Grade 9</td>
</tr>
<tr>
<td>High School</td>
<td>Junior Parent Conferences</td>
<td>ii (c)</td>
<td>Parents and students will meet with the school counselors to begin the discussion and planning of the college application process.</td>
<td>M1-6, 2.1</td>
<td>January-March</td>
<td>Grade 11</td>
<td>School Counselors, Students, Parents Resources: Hand-outs</td>
</tr>
<tr>
<td>School</td>
<td>Delivery</td>
<td>Foundation</td>
<td>Student Standard</td>
<td>Management</td>
<td>Accountability</td>
<td>Assessment</td>
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<tr>
<td>High School</td>
<td>Senior Parent Conferences</td>
<td>Seniors will continue the post high school planning process individually/with families</td>
<td>M1-6, 2.1</td>
<td>September - October Grade 12</td>
<td>School Counselors, Parents, Students Resources: Hand-outs, Google Classroom codes</td>
<td>Graduation and post high school plans (college, vocational, gap year)</td>
<td></td>
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<tr>
<td>High School</td>
<td>Hastings Alternative School Program (HASP)</td>
<td>School Counselors will support students in the HASP program in various capacities</td>
<td>M1-6, B-LS 1-10, B-SMS 1-10, B-SS 1-9</td>
<td>Year-Round Grades 9-12 School Counselors</td>
<td>To Support students that are in the Hastings Alternative Program</td>
<td>Weekly Progress Reports, Report Cards, Individual work with students, Naviance Curriculum</td>
<td></td>
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<tr>
<td>High School</td>
<td>Financial Aid Night</td>
<td>Parents &amp; students will obtain information regarding financial planning for college and how to read &amp; complete financial aid forms</td>
<td>N/A, 3a.7</td>
<td>March Grades 10-12 School Counselors, Financial Aid Presenter</td>
<td>Parents and students will better understand and successfully complete the college financial aid application process</td>
<td>Financial Aid Forms</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>PSAT Administration</td>
<td>Students will be provided with the opportunity to take an early Standardized test in their home district</td>
<td>M2, B-LS 3,4, B-SMS 2,3,6, B-SS 8</td>
<td>October Grades 10-11 School Counselors, Administrators, Teachers</td>
<td>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</td>
<td>PSAT Test Results</td>
<td></td>
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<tr>
<td>School</td>
<td>Delivery</td>
<td>Foundation</td>
<td>Management</td>
<td>Accountability</td>
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<tr>
<td>High School</td>
<td>Standardized Test Interpretation/Implementation - inclusive of School Based Test Administration</td>
<td>To provide students and parents with a standard to compare student progress and achievement</td>
<td>Year-Round</td>
<td>Grades 11-12</td>
<td>Counselors, administrators</td>
<td>Students &amp; parents will understand standardized test results and integrate them into planning for the future.</td>
<td>SAT/ACT Test results; Stakeholders clearly understand test scores by successfully integrating the information to their specific needs</td>
</tr>
<tr>
<td>High School</td>
<td>Standardized Test Registration for Special Needs Students</td>
<td>Classified students will have the opportunity to complete the PSAT/SAT/ACT with their accommodations via filing with the College Board or ACT.</td>
<td>Year Round</td>
<td>Grades 9-12</td>
<td>Counselors, school psychologists, special education teachers</td>
<td>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</td>
<td>SSD filings</td>
</tr>
<tr>
<td>High School</td>
<td>Individual Counseling</td>
<td>To provide students who are self-referred or referred by parents, teachers and/or outside resources that are experiencing various difficulties</td>
<td>Year Round</td>
<td>Grades 9-12</td>
<td>School Counselors, School Psychologist, School Social Worker. <strong>Resources:</strong> Outside Agencies, Community Based Organizations</td>
<td>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</td>
<td>Counseling treatment plan, feedback</td>
</tr>
<tr>
<td>School</td>
<td>Delivery</td>
<td>NYSED Regulation</td>
<td>Program Objective</td>
<td>Student Standard ASCA Standard</td>
<td>NYSED CDOS</td>
<td>Timeline</td>
<td>Student Focus</td>
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<td>High School</td>
<td>Academic At-Risk/Failure Meetings</td>
<td>ii (c)</td>
<td>Students, Parents/Guardians will be informed if student is at-risk of failure</td>
<td>M.2, M.6, B-LS 1,3,6,7,8, B-SMS 1,2,5,7,8,10 B-SS 9</td>
<td>2.1, 3a.1</td>
<td>Quarterly-Year round</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td>High School</td>
<td>Summer School Mailing/Registration</td>
<td>ii (a)</td>
<td>Student and Parents will be notified of course failures, summer school eligibility and registration</td>
<td>M.4</td>
<td>2.1, 3a.1</td>
<td>June</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td>High School</td>
<td>Instructional Support Team Meetings</td>
<td>ii (c)</td>
<td>To improve the academic performance of students who are at risk</td>
<td>M 1-6</td>
<td>N/A</td>
<td>Year-Round with weekly meetings</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td>High School</td>
<td>Case Conferences</td>
<td>ii (c)</td>
<td>School Counselors will facilitate Case Conferences per needs and/or requests</td>
<td>M5, Professional responsibility</td>
<td>2.1</td>
<td>Year-Round</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td>School</td>
<td>Program Activity or Service</td>
<td>NYSED-Regulation</td>
<td>Program Objective</td>
<td>ASCA Standard</td>
<td>NYSED CDOS</td>
<td>Timeline</td>
<td>Student Focus</td>
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<tr>
<td>High School</td>
<td>Annual Reviews for Section 504 and CSE students</td>
<td>ii (a,c)</td>
<td>School counselors will attend annual reviews for all Section 504 and CSE Students on their caseload</td>
<td>M1-M6, Category 2 Behavior Standards vary by student concerns</td>
<td>2.1, 3a, 1,2,3,4,6</td>
<td>Spring</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td>High School</td>
<td>Case Mangers for Section 504 Students</td>
<td>ii (a,c)</td>
<td>School Counselors will act as case managers for students under Section 504</td>
<td>M 5, Professional Responsibility</td>
<td>2.1, 3a,4,7</td>
<td>Year-Round</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td>High School</td>
<td>Classroom Observations</td>
<td>ii (c,d)</td>
<td>School Counselors will observe student in classes for evaluatory purposes</td>
<td>Professional Responsibility</td>
<td>N/A</td>
<td>Year-Round</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td>Middle School</td>
<td>New Entrant scheduling Planning</td>
<td>ii (a)</td>
<td>Counselors will meet with all new entrants</td>
<td>M.3, B-LS 9, 10, B-SMS 10, B-SS3.8</td>
<td>3a</td>
<td>Year Round</td>
<td>Grades 5-8</td>
</tr>
<tr>
<td>School</td>
<td>Delivery</td>
<td>Foundation</td>
<td>Student Standard</td>
<td>Management</td>
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<tr>
<td>Middle School</td>
<td>Scheduling changes</td>
<td>ii (b)</td>
<td>Counselors will review all change requests and will assess their validity consistent with state and local expectations</td>
<td>ASCA Standard</td>
<td>Timeline</td>
<td>Quarterly</td>
<td>Grades 5-8</td>
</tr>
<tr>
<td>Middle School</td>
<td>Student Grade Level Transition Meetings</td>
<td>ii (a,b)</td>
<td>School Counselors will meet with students to discuss transitions to the next grade level</td>
<td>ASCA Standard</td>
<td>Timeline</td>
<td>Spring</td>
<td>Grades 5-8</td>
</tr>
<tr>
<td>Middle School</td>
<td>Second Step Classes</td>
<td>ii (c,d)</td>
<td>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.</td>
<td>ASCA Standard</td>
<td>Timeline</td>
<td>2.1, 3a</td>
<td>Year Round</td>
</tr>
<tr>
<td>Middle School</td>
<td>Progress Report Reviews &amp; Student Follow Ups</td>
<td>ii (a,c)</td>
<td>School Counselors will meet with students to review progress quarterly</td>
<td>ASCA Standard</td>
<td>Timeline</td>
<td>Quarterly - Year-Round</td>
<td>Grades 5-8</td>
</tr>
<tr>
<td>Middle School</td>
<td>Report Card Reviews &amp; Student Follow Ups</td>
<td>ii (a,c)</td>
<td>School Counselors will meet with students to review quarterly report cards</td>
<td>ASCA Standard</td>
<td>Timeline</td>
<td>Quarterly - Year-Round</td>
<td>Grades 5-8</td>
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<tr>
<td>School</td>
<td>Delivery</td>
<td>Foundation</td>
<td>Management</td>
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<td></td>
<td><strong>Program Activity or Service</strong></td>
<td><strong>NYSED Regulation</strong></td>
<td><strong>Program Objective</strong></td>
<td><strong>Student Standard</strong></td>
<td><strong>ASCAS Standard</strong></td>
<td><strong>NYSED CDOS</strong></td>
<td><strong>Timeline</strong></td>
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<td></td>
<td><strong>Career Development Exploration Class</strong></td>
<td>ii (b)</td>
<td>Students will be knowledgeable about careers and the educational requirements necessary to qualify for jobs in those fields.</td>
<td>M 4-5, B-LS 1, 4-5, 7, B-SMS 1, 3, 10, B-SS 1, 9</td>
<td>1.1, 2.1, 3a</td>
<td>Spring</td>
<td>Grade 8</td>
</tr>
<tr>
<td>Middle School</td>
<td><strong>Master Scheduling Planning and Implementation</strong></td>
<td>ii (d)</td>
<td>School Counselors will assist in the planning &amp; implementation of a Master Schedule</td>
<td>Professional Responsibility</td>
<td>N/A</td>
<td>Spring</td>
<td>Middle School</td>
</tr>
<tr>
<td>Middle School</td>
<td><strong>8th Grade HS Registration</strong></td>
<td>ii (a,c)</td>
<td>The student will work with the school counselor to prepare a schedule for High School</td>
<td>M 4, B-LS 1, 4, 9, B-SMS 5, 10, B-SS 9</td>
<td>2.1, 3a, 1.2</td>
<td>Spring</td>
<td>Grade 8</td>
</tr>
<tr>
<td>Middle School</td>
<td><strong>Eighth Grade Transition Evening</strong></td>
<td>ii (d)</td>
<td>To present information to parents regarding transition from 8th - 9th grade</td>
<td>M 1-6, B-LS 1, 4, 9, B-SMS 5, 10, B-SS 1-9</td>
<td>N/A</td>
<td>Spring</td>
<td>Grade 8</td>
</tr>
<tr>
<td>Middle School</td>
<td><strong>Parent Meetings for Transitions (4-5, 5-6, 8-9)</strong></td>
<td>ii (c,d)</td>
<td>School Counselors will conduct Transition Meetings for Parents</td>
<td>M 1, 3, B-LS 7, B-SMS 10, B-SS 3, 6</td>
<td>N/A</td>
<td>Spring</td>
<td>Grades 5, 6, 8</td>
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<tr>
<td>School</td>
<td>Delivery</td>
<td>Foundation</td>
<td>Student Standard</td>
<td>Timeline</td>
<td>Management</td>
<td>Staff and Resources</td>
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<tr>
<td>Middle School</td>
<td>Back to School Night Meeting</td>
<td>For the purposes of meeting &amp; greeting student's new classroom teachers &amp; counselors</td>
<td>M 1, 3</td>
<td>N/A</td>
<td>September Grades 5-8</td>
<td>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</td>
<td>Meetings</td>
</tr>
<tr>
<td>Middle School</td>
<td>Team Meetings</td>
<td>Grade level teams will meet with each other &amp; school counselors to review academic progress, behaviors &amp; social emotional issues for students</td>
<td>M 1, 5 Professional Responsibility</td>
<td>2.1, 3a. 1,2,3,4</td>
<td>Weekly - Year Round Grades 5-8</td>
<td>School Counselors, Team Leaders To support student's academic, social/emotional development</td>
<td>Meetings, Action Plans</td>
</tr>
<tr>
<td>Middle School</td>
<td>Counselors Articulation Meeting</td>
<td>Consultation with Counselors regarding 4th-5th and 8th - 9th grades transition</td>
<td>M 3, Professional Responsibility</td>
<td>N/A</td>
<td>May-June Grade 9 School Counselors</td>
<td>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</td>
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<td>Middle School</td>
<td>Parent Meetings individually &amp; with grade level teams</td>
<td>School Counselors will meet with parents and grade level teams to work together to develop the best approach to assist &amp; support students academically, socially &amp; emotionally</td>
<td>M 3, Professional Responsibility</td>
<td>2.1, 3a.</td>
<td>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</td>
<td>Meeting notes, Feedback/Input, report cards, referrals</td>
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<tr>
<td>Middle School</td>
<td>Meetings and Tours for perspective families</td>
<td>Staff will give tours to perspective families and answer various questions about the district/programs/classes</td>
<td>M 1, Professional Responsibility</td>
<td>N/A</td>
<td>Year-Round Grades 5-8 School Counselors, Administration</td>
<td>To offer an opportunity for possible newcomers to the district to view and learn about the school</td>
<td>Anecdotal Feedback</td>
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<td>School</td>
<td>Delivery</td>
<td>NYSED Regulation</td>
<td>Program Objective</td>
<td>Student Standard ASCA Standard</td>
<td>NYSED CDOS</td>
<td>Timeline</td>
<td>Student Focus</td>
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<td>Middle School</td>
<td>Academic and Behavioral Consultations</td>
<td>ii (c,d)</td>
<td>Students will receive various levels of support to improve their academic and behaviors</td>
<td>M 1, 5-6, B-LS 6-7, B-SMS 5, B-SS 2-3, 6,9</td>
<td>2.1, 3a.1-8</td>
<td>Sept-June</td>
<td>Grades 5-8</td>
</tr>
<tr>
<td>Middle School</td>
<td>State Testing Proctoring/Support</td>
<td>ii (d)</td>
<td>School Counselors will proctor &amp; support students during state testing time</td>
<td>M.5</td>
<td>N/A</td>
<td>April-May</td>
<td>Grades 5-8 (Spec. Ed. /504)</td>
</tr>
<tr>
<td>Middle School</td>
<td>New Student Groups</td>
<td>ii (c,d)</td>
<td>Students who are new to the district will join a new students group to become better aquainted with the district norms, meet other students and transition into the school</td>
<td>M2-3, 6, B-LS 4-6, 10, B-SMS 1, 10</td>
<td>1.1, 2.1, 3a.3,4</td>
<td>Fall</td>
<td>Grades 5-8</td>
</tr>
<tr>
<td>Middle School</td>
<td>Individual Counseling</td>
<td>ii (c)</td>
<td>To provide students who are self-referred or referred by parents, teachers and/or outside resources that are experiencing various difficulties.</td>
<td>M1-M6, Category 2 Behavior Standards vary by student concerns</td>
<td>1.1, 2.1, 3a.2,3,8</td>
<td>Year-Round</td>
<td>Grades 5-8</td>
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<td>School</td>
<td>Delivery</td>
<td>Foundation</td>
<td>Student Standard</td>
<td>Management</td>
<td>Accountability</td>
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<td>Program Activity or Service</td>
<td>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</td>
<td>M1-M6, Category 2 Behavior Standards vary by student concerns</td>
<td>Year-Round</td>
<td>Grades 5-8</td>
<td>School Counselors, Social Worker, School Psychologist</td>
<td>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</td>
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<td>Middle School</td>
<td>NYSED Regulation ii (c)</td>
<td></td>
<td>M1-M6, Category 2 Behavior Standards vary by student concerns</td>
<td>Year-Round</td>
<td>Grades 5-8</td>
<td>School Counselors, Social Worker, School Psychologist</td>
<td>Therapeutic games, materials &amp; lessons, discussions</td>
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<td>Program Objective</td>
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<td>Year-Round</td>
<td>Grades 5-8</td>
<td>School Counselors, Social Worker, School Psychologist</td>
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<td>Year-Round</td>
<td>Grades 5-8</td>
<td>School Counselors, Social Worker, School Psychologist</td>
<td>thermostat, report cards</td>
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<tr>
<td>Middle School</td>
<td>Annual Reviews for Section 504 and CSE students</td>
<td>School counselors will attend annual reviews for all Section 504 and CSE Students on their caseload</td>
<td>M5, Professional Responsibility</td>
<td>Spring</td>
<td>Grades 5-8</td>
<td>School Counselors, Social Worker, School Psychologist</td>
<td>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</td>
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<td>ii (a,c)</td>
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<td>M5, Professional Responsibility</td>
<td>Spring</td>
<td>Grades 5-8</td>
<td>School Counselors, Social Worker, School Psychologist</td>
<td>Therapeutic games, materials &amp; lessons, discussions</td>
</tr>
<tr>
<td>Middle School</td>
<td>Case Managers for Section 504 Students</td>
<td>School Counselors will act as case managers for students under Section 504 and assist with any related issues throughout the year</td>
<td>M1-6, Professional Responsibility</td>
<td>Year-Round</td>
<td>Grades 5-8</td>
<td>School Counselors</td>
<td>The needs of students will be met via the implementation of annual plans for Section 504 and Committee on Special Education</td>
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<td>ii (a,c)</td>
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<td>M1-6, Professional Responsibility</td>
<td>Year-Round</td>
<td>Grades 5-8</td>
<td>School Counselors</td>
<td>Report Cards, pasing of all classes, graduation to next grade-level</td>
</tr>
<tr>
<td>Middle School</td>
<td>Members of School Support, Instructional Support and Crisis Teams</td>
<td>Counselors will be involved in weekly meetings to discuss support of students as well as crisis management</td>
<td>M1, Professional Responsibility</td>
<td>Weekly - Month-Round</td>
<td>Middle School</td>
<td>School Counselors, Social Worker, School Psychologist</td>
<td>To support students' social, emotional, and academic growth and development</td>
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<td>ii (a,c)</td>
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<td>M1, Professional Responsibility</td>
<td>Weekly - Month-Round</td>
<td>Middle School</td>
<td>School Counselors, Social Worker, School Psychologist</td>
<td>Students receive the appropriate accommodations/ modifications</td>
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<td>Middle School</td>
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<td>M1, Professional Responsibility</td>
<td>Weekly - Month-Round</td>
<td>Middle School</td>
<td>School Counselors, Social Worker, School Psychologist</td>
<td>Anecdotal feedback, - parent/teacher/administrator, progress reports, report cards</td>
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<tr>
<td>School</td>
<td>Delivery</td>
<td>Foundation</td>
<td>Student Standard</td>
<td>Management</td>
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<td>Middle School</td>
<td>Classroom Observations</td>
<td>School Counselors will observe student in classes for evaluatory purposes</td>
<td>Professional Responsibility</td>
<td>N/A</td>
<td>Year-Round</td>
<td>Grades 5-8</td>
<td>School Counselors, Social Worker, School Psychologist</td>
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<td>Support to Administration</td>
<td>Counselors will provide support to administration in areas of student management, mental health, social/emotional and daily management needs</td>
<td>Professional Responsibility</td>
<td>N/A</td>
<td>Year-Round</td>
<td>Middle School</td>
<td>School Counselors, Social Worker, School Psychologist</td>
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<td>Elementary School</td>
<td>Second Step Program</td>
<td>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.</td>
<td>M.1 B-LS 1, 9 B-SMS 2, 7 B-SS 1, 2, 4-6, 9</td>
<td>1.1, 2.1, 3a</td>
<td>Year Round</td>
<td>Grades K-4</td>
<td>Teachers, School Counselor, School Psychologist, Administration Resources: Second Steps Program</td>
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<td>New Student Entry/Screenings</td>
<td>School Staff will screen all new entrants and place students into Kindergarten classes</td>
<td>M.3 3a</td>
<td>May</td>
<td>Grades K-4</td>
<td>School Counselor, School Psychologist, Kindergarten Teachers, Speech Therapists, School Nurse</td>
<td>Students will be screened and placed appropriately. Resources: Preschool Data, Screening Instruments, Parent Input, Observations</td>
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| 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 | ASCA M.3, NYSED 3a  
Timeline: Year Round  
Student Focus: Grades (K) 1-4  
Staff and Resources: School Counselor, School Psychologist, Principal | Students will be screened and placed appropriately  
District/Program Goal: 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 | ASCA M 1-9, B-LS 1-10, B-SMS 1-10, B-SS 1-9  
Timeline: Year Round  
Student Focus: Grades K-4  
Staff and Resources: 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 | ASCA M 1-9, B-LS 1-10, B-SMS 1-10, B-SS 1-9  
Timeline: Year Round  
Student Focus: Grades K-4  
Staff and Resources: School Counselor, School Psychologist, Administration, Parents, Outside Agencies/Progr | 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. | ASCA M 1,3,5 B-LS 4,5,69 B-SMS 1,2,7,9 B-SS 1,2,4,5,6,7,8,9  
Timeline: Year-Rounds  
Student Focus: Grades K-4  
Staff and Resources: All school staff, parents & students | To foster a positive and bully-free climate  
District/Program Goal: 5 Bully Buttons, interactive activities/crills, scenarios, ABC Action Plan |                                                                                   |
<table>
<thead>
<tr>
<th>School</th>
<th>Delivery</th>
<th>NYSED Regulation</th>
<th>Program Objective</th>
<th>Student Standard ASCA Standard</th>
<th>Student Standard NYSED CDOS</th>
<th>Timeline</th>
<th>Student Focus</th>
<th>Staff and Resources</th>
<th>District Program Goal</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>Career Day</td>
<td>ii (b)</td>
<td>To have students gain early exposure to careers in order to encourage interests and exploration.</td>
<td>M 2,4,5,6 B-LS 6,7,8 B-SMS 1,2,3,5,8,10 B-SS 1-9</td>
<td>1.1, 2.1, 3a, 3b</td>
<td>May</td>
<td>Grades K-4</td>
<td>School Counselors, School Psychologists, Teachers, Administration, Parents</td>
<td>Students will be knowledgeable of several careers as well as learn general educational requirements</td>
<td>Students will complete assignment demonstrating knowledge of their favorite career that was presented.</td>
</tr>
<tr>
<td>Elementary School</td>
<td>PBIS</td>
<td>ii (c)</td>
<td>Students will practice good behaviors via positive intervention strategies and supports</td>
<td>M 1,3,6 B-SS 2,3,4,6</td>
<td>3a,3,4,7</td>
<td>Year-Round</td>
<td>Grades K-4</td>
<td>School Counselors, School Psychologists, Teachers, Administration, Parents</td>
<td>Students will practice good behavior &amp; kindness towards their peers</td>
<td>Less referrals, Positive School Climate</td>
</tr>
<tr>
<td>Elementary School</td>
<td>At Risk Students - PST (Problem Solving Team)</td>
<td>ii (a,c)</td>
<td>The team meets 2x on a cycle to decide on support services for students through MTSS</td>
<td>M 1,2,3,4 B-LS 1,3,4,7,9 B-SMS 1-10, B-SS 1-10</td>
<td>2.1,3a.1</td>
<td>Bi-Monthly meetings - Year-Round</td>
<td>Grades K-4</td>
<td>Parents, Teachers, School Counselor, Administration, School Psychologist</td>
<td>Team will meet again in six weeks to review/assess support services. Parents will be notified.</td>
<td>Verbal Assessment, 40% Counselor Allocation of Services</td>
</tr>
<tr>
<td>Elementary School</td>
<td>Attendance</td>
<td>ii (a)</td>
<td>Students attendance will be monitored and intervention put into place for those needed</td>
<td>M 1-6</td>
<td>N/A</td>
<td>Year Round</td>
<td>Grades K-4</td>
<td>School Counselor, Administration</td>
<td>To adhere to NYS Attendance Laws</td>
<td>Records, Parent &amp; Faculty Feedback, Groups</td>
</tr>
<tr>
<td>Elementary School</td>
<td>Parent-Teacher Conferences</td>
<td>ii (c,d)</td>
<td>Parents attend individual meetings with teachers regarding students progress academically, socially and emotionally</td>
<td>M 1, 5-6, B-LS 6-7, B-SMS 5, B-SS 2-3, 6,9</td>
<td>N/A</td>
<td>Fall</td>
<td>Grades K-4</td>
<td>Parents, Teachers, School Counselor, Administration, School Psychologist</td>
<td>Parents will have the opportunity to meet with teachers/school counselor to discuss students progress in the academic, social and emotional arena.</td>
<td>Meetings</td>
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<tr>
<td>Accountability</td>
<td>Assessment</td>
<td>Goals</td>
<td>District/Program Goal</td>
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<tr>
<td>Staff and Resources</td>
<td>Counseling, School Counselor, Psychologist, Administration, Parents</td>
<td>Counseling will have knowledge of the needs of the incoming students.</td>
<td>Each counselor will have necessary information about entering students.</td>
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<tr>
<td>Student Focus</td>
<td>School, Grades K-4</td>
<td>Grade 4</td>
<td>School, Grades K-4</td>
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<tr>
<td>Timeline</td>
<td>Fall, Spring</td>
<td>Fall/Spring</td>
<td>Fall/Spring</td>
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<tr>
<td>Student Standard</td>
<td>ASCA Standard</td>
<td>1.1</td>
<td>N/A</td>
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<tr>
<td>NYSED Regulation</td>
<td>N/A</td>
<td>1.1</td>
<td>M 3</td>
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<tr>
<td>Program Objective</td>
<td>Back to School Night, ii (d)</td>
<td>ii (d)</td>
<td>ii (d)</td>
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<tr>
<td>Delivery</td>
<td>School Counselors, Articulation Meeting, Guidance Meeting</td>
<td>School, Safety drills/fire, lockdown/shelter</td>
<td>School, Back to School Night, ii (d)</td>
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<tr>
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<tr>
<td>School</td>
<td>Program Activity or Service</td>
<td>NYSED Regulation</td>
<td>Program Objective</td>
<td>Student Standard</td>
<td>ASCA Standard</td>
<td>NYSED CDOS</td>
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<tr>
<td>Elementary School</td>
<td>Group Counseling</td>
<td>ii (c)</td>
<td>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</td>
<td>M1-M6, Category 2 Behavior Standards vary by student concerns</td>
<td>2.1, 3a, 2,3,4</td>
<td></td>
<td>Year-Round</td>
<td>Grades K-4</td>
<td>School Counselor, School Psychologist</td>
<td>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</td>
</tr>
<tr>
<td>Elementary School</td>
<td>Collaboration with Teaching Teams</td>
<td>ii (c,d)</td>
<td>To assist with student support either academically or social-emotionally</td>
<td>M 1-6 B-LS 1-10 B-SMS 1-10 B-SS 1-9</td>
<td>2.1, 3a, 1,2,3,4</td>
<td></td>
<td>Year-Round</td>
<td>Grades K-4</td>
<td>School Counselor, School Psychologist, Parents</td>
<td>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</td>
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Hastings-on-Hudson UFSD
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<th>Foundation</th>
<th>Management</th>
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<tbody>
<tr>
<td>Elementary School</td>
<td>CSE/RTI/504 Meetings</td>
<td>To assist with student support either academically or socially-emotionally</td>
<td>ASCA Standard: M 1-6 B-LS 1-10 B-SMS 1-10 NYSED CDOS: 2.1, 3a, 1,2,3,4,6</td>
<td>Timeline: Year-Round</td>
<td>Grades K-4</td>
</tr>
<tr>
<td>Elementary School</td>
<td>Mindfulness</td>
<td>Students will learn strategies to manage stress and anxiety</td>
<td>ASCA Standard: M 1,3,5 B-SMS 1-10 NYSED CDOS: 3a,2,3</td>
<td>Timeline: Year-Round</td>
<td>Grades K-4</td>
</tr>
<tr>
<td>Elementary School</td>
<td>Family Mediation</td>
<td>Families will attend mediation with school personnel</td>
<td>ASCA Standard: M1-6 NYSED CDOS: 2.1, 3a, 1,2,3,4,6</td>
<td>Timeline: Year-Round</td>
<td>Grades K-4</td>
</tr>
<tr>
<td>Elementary School</td>
<td>Support to Administration</td>
<td>Counselors will provide support to administration in areas of student management, mental health, social/emotional and daily management needs.</td>
<td>ASCA Standard: Professional Responsibility NYSED CDOS: N/A</td>
<td>Timeline: Year-Round</td>
<td>Grades K-4</td>
</tr>
</tbody>
</table>