



**Herricks Comprehensive Guidance  
Program  
Grade K - 5**

## **Annual Review of Herricks Comprehensive Guidance Plan**

**The guidance plan will be reviewed by building principals and the Herricks School Counseling Department on an annual basis. This review is to take place in June of each school year. During the review, results from the previous year and goals for the upcoming year will be evaluated. Additionally, changes will be made to this plan as necessary. This review will be documented and made available to the superintendent.**

## **Our Philosophy**

**The philosophy of the Herricks School Counseling Department is that every student will acquire the academic, career, social and emotional skills to reach his or her fullest potential. Our department offers a comprehensive developmental program that is an integral component of the total educational experience for all students. We are committed to assisting each individual in attaining self-understanding and the skills and strategies necessary to become lifelong learners, who are prepared to make informed decisions within the context of an every-changing world. We recognize the dignity and worth of all students and their right to personalized educational services. We are dedicated to creating a collaborative partnership with students, parents, teachers and administrators, by advocating for students and addressing the needs of our diverse community.**

**Program/Activity Name: Back To School Night**

**Objective: To provide parents an opportunity to meet their child's teacher, hear about the learning goals for the year, and meet to support staff**

**Target Population: K-5 Parents**

**Provider: School Teaching Staff, Social Worker, School Psychologists, School Administrators**

**Timeline: September / October**

**Program/Activity Description:**

**Parents are invited for an evening visit to their child's elementary school. They meet their child's teacher inside their classroom for the evening. Teachers disseminate information regarding academic and social expectations for the year. Parents are invited to speak with the pupil personnel staff**

**Expected Outcomes:**

**Communication between home and school is enhanced. Parents have gained an understanding of the academic and social expectations that their child will be experiencing in school so that they can better support his / her academic and social success. Parents will have a better understanding of the resources, services and support available to them and their child through the psychologist and social worker**

**Assessment and Evaluation:**

**Parent feedback regarding value gained by attending the evening and what information needs to be enhanced. More frequent contact from parents may be expected**

**Domain: Academic Skills Development  
Social / Emotional Development**

**Aligned to ASCA Competencies: Learning Strategies  
Self-Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Banana Splits / Changing Families**

**Objective:** To support students whose parents are divorced, separated, students who come from a single-parent household, or students who have experienced the loss of a parent.

**Target Population: K-5**

**Provider: Social Worker**

**Timeline: Ongoing**

**Program/Activity Description:**

Banana splits is a small group counseling program aimed for students whose parents are no longer together, come from a single-parent household, or have lost a parent. The group meets weekly during the student's lunch period. Topics that are discussed include the student's feelings about his / her family situation, responsibilities and coping skills. Building personal resiliency is emphasized. Skills and strategies are explored through conversation, psychoeducation, art projects and skill and emotional building games

**Expected Outcomes:**

Students will be able to identify other peers that have similar experiences to theirs. Students will be able to express their feelings, identify coping strategies for stressful moments, and recognize their own strength and resilience

**Assessment and Evaluation:**

Students will create positive and supportive relationships with other students. As they demonstrate the ability to manage transitions and adapt to changing situations, students will transition out of the support group

**Domain: Social / Emotional Development**

<b>Aligned to ASCA Competencies:</b>	<b>Learning Strategies</b>
	<b>Self-Management Skills</b>
	<b>Social Skills</b>
	<b>Mindsets M1 – M6</b>

**Program / Activity Name: CAPS (Child Abuse Prevention Services) Cyber Smartz**

**Objective: To Provide Education About Internet Safety and the Effects of Cyber Bullying**

**Target Population: Grade 5**

**Provider: CAPS Presenter, Social Worker, Teacher**

**Timeline: One 45 minute session**

**Program/Activity Description:**

**A presenter from CAPS, using a multimedia presentation, visits each Grade 5 classroom to discuss the importance of internet safety. Topics that are covered through videos and engaging conversation include keeping personal information private, not engaging with strangers, the importance of viewing appropriate websites, and good decision making. Students also learn about the effects of cyber bullying. Topics discussed include the ramifications and consequences of sending hurtful messages or sharing inappropriate pictures that may embarrass the student or others**

**Expected Outcomes:**

**Students will be able to understand and share ways to stay safe while using the internet. Students will also be able to identify what online behaviors are considered to be a form of cyber bullying and the effects that cyber bullying can have on others**

**Assessment and Evaluation:**

**The occurrence of cyber bullying among students will decrease or stop**

**Domain: Academic Development  
Social Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self-Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: CAPS (Child Abuse Prevention Services) Classroom Programs –  
Steer Clear of Bullying**

**Objective:** Students learn about the effects of bullying and how to appropriately intervene and prevent bullying situations

**Target Population:** Grade 4

**Provider:** CAPS Presenter, Social Worker, Teacher

**Timeline:** Two 45 minute sessions

**Program/Activity Description:**

A CAPS presenter will visit each Grade 4 classroom to discuss the definition of bullying using a multimedia presentation. Children will learn the difference between being an “upstander” or a “bystander,” learn to promote empathy and to develop assertive communication skills

**Expected Outcomes:**

Students will learn the effect bullying can have on others. Students will feel empowered to become an “upstander” to prevent bullying and develop skills and awareness to support their classmates when a bullying situation occurs

**Assessment and Evaluation:**

**Incidents of student bullying will decrease or stop**

**Domain:** Academic development  
Social / Emotional Development  
Career / College Readiness

**Aligned to ASCA Competencies:** Learning Strategies  
Self-Management Skills  
Social Skills  
Mindsets M1 – M6

**Program/Activity Name:** CSE / 504 Meetings

**Objective:** Students with IEPs and 504 Plans and their parents will receive updated information on the student's yearly progress and plans for the following year. Meetings may be held to make adjustments to services as needed throughout the year

**Target Population:** All Students K-5 who have an IEP or 504 Plan

**Provider:** Psychologists, Special Education Chairperson, Social Worker, Speech Pathologists, Occupational Therapists, Teachers

**Timeline:** As stated on IEP or 504

**Program/Activity Description:**

Psychologists along with other school personnel, students, and parents will meet to discuss the student's classification, academic progress, special needs, and the efficacy of the individualized plan of services and support

Planning for upcoming school year's academic program, placement, and support services will also be discussed and adjusted as per the student's demonstrated need

**Expected Outcomes:**

The student will be placed in most appropriate academic program, with most appropriate accommodations in place to support the student's special needs and to maximize academic success and emotional health

**Assessment and Evaluation:**

With appropriate supports, the student demonstrates academic success along with a balanced and healthy social and emotion experience

**Domain:** Academic Skills Development  
Career / College readiness  
Social / Emotional Development

**Aligned to ASCA Competencies:** Learning Strategies  
Self-Management Skills  
Social Skills  
Mindsets M1 – M6

**Program/Activity Name: DASA Training**

**Objective: To provide adequate training to school personnel to enable them to prevent and respond to discrimination, bullying or harassment**

**Target Population: K-5**

**Provider: Nassau BOCES DASA Training, School Psychologists, School Social Worker, Other School Personnel**

**Timeline: Ongoing**

**Program/Activity Description:**

**School Psychologists, the School Social Worker all receive DASA training so that they can understand the intent, components, and operational definitions of the Dignity For All Students Act**

**Expected Outcomes:**

**School personnel will develop sensitivity to the experience of specific student populations and become proactive with intervention services before issues arise**

**Understand bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention, and how to interact with families of victims and aggressors**

**Understand diversity and multi-cultural environments and examine their own biases**

**Assessment and Evaluation:**

**DASA related incidents will decrease and staff will demonstrate proactive strategies to intervene before situations reach a critical level**

**Domain: Academic Development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self-Management Skills  
Social Skills  
Mindsets M1 – M6**



**Program/Activity Name: Girls On The Run**

**Objective: To empower girls through self-esteem building and teamwork while integrating running**

**Target Population: 3-5**

**Provider: Club Advisor / Teacher**

**Timeline: Ongoing**

**Program/Activity Description:**

**This after-school activity is designed to promote confidence and empowerment to young girls. This program creatively integrates running to help girls recognized their inner strength. The club encourages positive emotional, social, mental, and physical development while training for a 5k**

**Expected Outcomes:**

**Students will be able to develop a positive sense of self. Students should be able to identify their strengths, what is important to them, make new friendships, recognize their ability to achieve their goals and increase their confidence. The girls will recognize the benefits of physical activity in developing focus, goal setting and follow through in all aspects of their lives both in and out of the classroom**

**Assessment and Evaluation:**

**Students are surveyed about how they, in their opinion, benefitted from participating in the program, and what skills they felt that they developed**

**Domain: Academic Skills Development  
Social Emotional development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self-Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: The Giving Tree**

**Objective: To provide community outreach and support to Herricks families in need during the December holidays**

**Target Population: Grade K-5 Herricks families identified by school staff as being financially in need**

**Provider: School Social Worker, Teaching Staff**

**Timeline: December**

**Program/Activity Description:**

**The names of needy families are provided to the school social worker. School social worker contacts the families to determine what gifts / items would be on their “wish lists” for the holidays. A giving tree is assembled with leaves that each list an item chosen by the separate families. The names of the families remain anonymous. School staff chooses leaves from the tree, buy and wrap the gifts, and return them to the social worker. Gifts could be anything: clothing, gift cards, grocery cards, music...etc**

**The school social worker personally delivers the Giving Tree gifts to each family in time for the holidays**

**Expected Outcomes:**

**Herricks families in need will feel supported by the school community. Each family will receive essential and non-essential items that will help ease their individual situations during and after the holidays**

**Assessment and Evaluation:**

**If feasible, needy families are provided with the support that they requested**

**Domain: Social / Emotional Development**

**Aligned to ASCA Competencies: Social Skills**

**Self- Management Skills**

**Mindsets M1 – M6**

**Program/Activity Name: Group Counseling**

**Objective: To provide small group counseling to support the personal needs of students**

**Target Population: K-5**

**Provider: Psychologist, Social Worker**

**Timeline: Ongoing**

**Program/Activity Description:**

**A variety of groups are conducted throughout the school year, depending on the needs of the students. Some examples are:**

**Social Skills – Helping students to develop friendship skills and positive social skills**

**Self-Esteem – A group that aims to empower students and recognize their strengths and abilities. The group focuses on turning negative thoughts to positive thoughts**

**Coping Skills – This group helps to support students and learn coping strategies for feelings of anxiety, anger, sadness, or frustration**

**Emotional Regulation – Through using the ZONES curriculum, students learn how to identify their feelings and alertness to learn the skills to self-regulate**

**Conflict Resolution – Student learn the different stages of conflict resolution, including, recognizing one's feelings, how one responds to conflict, and the strategies to actively listen and work together to brainstorm solutions so everyone feels heard and important**

**Expected Outcomes:**

**Students will develop knowledge of the importance of positive self-image, the skills to interact effectively with others, the ability to solve conflict positively, and learn to utilize coping skills and self-regulation tools. Students will feel encouraged and supported emotionally within the school building**

**Assessment and Evaluation:**

**Students will demonstrate improved interpersonal skills with less acting out behaviors, frustration and conflict. Disciplinary incidents will decrease**

**Domain: Academic Skills Development  
Social / Emotional Development  
College / Career readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Health and Safety Week**

**Objective: To promote healthy choices and educate students on staying safe in a variety of situations**

**Target Population: K-5**

**Provider: Teachers, Psychologist, Social Worker**

**Timeline: Fall**

**Program/Activity Description:**

**Students participate in a variety of different workshops that promote health and safety. Topics include: mindfulness, yoga, stranger danger, exercise, and safe vs. unsafe touch.**

**Expected Outcomes:**

**Students will develop the knowledge and strategies to remain safe at home, at school and in the community at large. Students will also learn how to stay mentally and physically healthy, with an emphasis on the importance of exercise and mindfulness exercises and strategies such as “mindful moments,” meditation, and mindful breathing**

**Assessment and Evaluation:**

**Students will be able to discuss and practice strategies that promote personal safety, and demonstrate them in simulated unsafe scenarios. Students will be able to demonstrate mindful and physical exercises that promote mental and physical health.**

**Domain: College / Career Readiness  
Academic Skills Development  
Social / Emotional Development**

**Aligned to ASCA Competencies: Learning Strategies  
Self- Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Individual Counseling**

**Objective: To provide a safe and nurturing environment to counsel students and address their target concerns**

**Target Population: Grade K -5**

**Provider: Social Worker and School Psychologists**

**Timeline: Ongoing**

**Program/Activity Description:**

**Provide ongoing emotional and social counseling**

**Provide crisis counseling**

**Counsel students mandated to receive services as per their IEPs**

**Provide conflict resolution**

**Expected Outcomes:**

**Students will learn strategies to cope with their issues and concerns both in and outside of school. Students will develop and build trusting and understanding relationships with the school social worker and school psychologist. Students will feel safe and supported and understand that they have a resource available to them for ongoing support**

**Assessment and Evaluation:**

**The incidence of students demonstrating their individual issues and concerns will lessen. Students will develop independence and their own individual self – management and coping strategies based on work done in their counseling sessions. The need for individual counseling may decrease or may no longer be needed.**

**Domain: College / Career Readiness  
Academic Skill Development  
Social / Emotional Development**

**Aligns to ASCA Competencies: Learning Strategies  
Self-Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: IST**

**Objective: To identify and respond to students experiencing significant academic and / or social and emotional difficulty**

**Target Population: K-5**

**Provider:**

**IST is a multidisciplinary team that consists of administrators, school psychologists, a social worker, general education and special education teachers, speech pathologists and occupational therapists**

**Timeline: Weekly throughout the year**

**Program/Activity Description:**

**Students may be referred to IST for various reasons including academic difficulty, disciplinary concerns, and / or social and emotional difficulty. IST collects and reviews all relevant information including performance in the classroom, teacher / staff observations, performance on standardized tests, attendance, and medical history. IST will create an individualized plan to meet the needs of referred students. The plan may include academic intervention services, referral to the school psychologist or social worker, and / or making outside referrals to appropriate providers**

**Expected Outcomes:**

**IST will respond to the academic and / or social and emotional needs of students. The team will create a comprehensive and individualized plan that supports a student successfully functioning in school academically, socially and physically. With support, the student will see improvement in all areas of his / her functioning in school**

**Assessment and Evaluation:**

**The student's academic performance will improve in direct response to the supports being provided. The student's emotionality will improve with less incidences of their individual symptoms. Physical support will be provided to make the student physically stable, provide them optimum access throughout the building and safety in the school environment**

**Domain: College and Career readiness  
Academic Skills Development  
Social / Emotional Development**

**Aligned to ASCA Competencies: Learning Strategies  
Self - Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Kindness Kids**

**Objective: To promote a school culture of empathy and kindness.**

**Target Population: K-5**

**Provider: Psychologist, Teachers**

**Timeline: Ongoing**

**Program/Activity Description:**

**Students earn a “Kindness Kid Credit” for a kind act that an adult has observed the student performing. The class with the most “Kindness Kids Credits” earned wins an ice cream party. There are multiple contests held throughout the year**

**Expected Outcomes:**

**Students will develop internal motivation to spread kindness throughout their day. This will help to promote a positive school culture and positive peer relationships**

**Assessment and Evaluation:**

**Students will internalize and invest in the concept of promoting a kinder environment in school. The number of students being awarded Kindness Kid Credits will increase. The number of kind acts will increase and be rewarded by staff. Students will appreciate the benefits of being good and kind to each other**

**Domain: Academic Skills development  
College / Career Readiness  
Social / Emotional Development**

**Aligns with ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Mindful Moments**

### Objective:

**For students to start their school day in a relaxed state, ready to learn and engage in the school day. Mindful moments can also help students to relieve stress and to focus**

## Target Population: Grades K-5

**Provider: Students, Psychologist, Teachers and Administrators**

**Timeline: Ongoing each morning throughout the school year**

**Program/Activity Description:**

**Students or staff will lead the entire school community in a mindful moment after morning announcements have been shared. Students will be asked to close their eyes and follow along with their announcer of the day. Students are encouraged to stop whatever they are doing and participate. Positive affirmations, visualizations, and breathing strategies are shared during these mindful moments**

### Expected Outcomes:

**Student will develop skills to self-regulate. Students will learn multiple strategies to relieve feelings of stress or anxiety. Mindfulness allows for students to be focused in the moment and start their school day in a positive manner**

### Assessment and Evaluation:

**Teachers will report that students are more focused after the mindful moment and attentive in their morning lessons. Teachers will report if they observe students utilizing the mindful strategies to distress and self-regulate throughout the day**

**Domain:** College / Career readiness  
Academic Skill Development  
Social / Emotional Development

**Aligns to ASCA Competencies:**

- Learning Strategies
- Self – Management Skills
- Social Skills
- Mindsets M1-M6



**Program/Activity Name: Mix It Up Day**

**Objective: To promote tolerance and cross social boundaries among peers**

**Target Population: Grade 4 and 5**

**Provider: Psychologist, Social Worker**

**Timeline: October**

**Program/Activity Description:**

**Mix It Up Day is an internationally celebrated day that promotes tolerance through building new friendships and promoting inclusiveness.**

**The morning of Mix It Up Day, the psychologist and social worker visit each 4<sup>th</sup> and 5<sup>th</sup> grade classroom to discuss the purpose of the day. The psychologist and social worker lead the class in a discussion about a Tootsie Pop, and what it may symbolize. The takeaway is that what a person may look like on the outside, may not be what they are like on the inside, and the importance of getting to know someone past their surface appearance**

**Each class is broken up into five different colors. Each color is an assigned lunch table for the day. Students from every grade level will be “mixed up” to encourage new friendships outside of their class or their friend group. During lunch, each student will be given a BINGO board with different interests or facts. Students are tasked with finding someone at their table to which each statement applies. This encourages conversation and allows students to learn something new about their peers**

**Expected Outcomes:**

**Students will develop an understanding of tolerance and inclusiveness. Students will learn something new about their peers and develop relationships with students that they may not have previously had the opportunity before this exercise**

**Assessment and Evaluation:**

**Students will be observed working and socializing with students not previously in their social group**

**Domain: Academic Skills development  
Social / Emotional Development  
College / Career readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: No Name-Calling Week**

**Objective: To end name-calling and bullying in schools.**

**Target Population: K-5**

**Provider: Psychologist, Social Worker**

**Timeline: One week in January**

**Program/Activity Description:**

**No Name-Calling week is focused on the concept of Kindness in Action. The purpose is to actively add kindness into every action made throughout the school. Different activities are done throughout the week that promote kindness and acceptance.**

**Expected Outcomes:**

**Students will develop an understanding about the power of words and how name calling can affect others. Students will learn different ways to show kindness to others through their own actions**

**Assessment and Evaluation:**

**The number of incidents throughout the school building involving name calling or taunting between students will decrease**

**Domain: Academic Skills Development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Parent – Teacher Conferences**

**Objective:** To provide parents the opportunity to personally communicate with their child's teachers regarding academic progress and any other school - related concerns

**Target Population: K-5**

**Provider: Teachers, Psychologists, Social Worker**

**Timeline: Ongoing**

**Program/Activity Description:**

Parents are invited to meet with their child's classroom teacher to discuss the student's progress. The school psychologist and social worker are made available to address any concerns or questions that the parents have

**Expected Outcomes:**

Parents will have their concerns heard and addressed by teachers and the psychologist and social worker. Suggestions for addressing the parent's concerns will be offered and implemented. The student's school – related experience will improve or be maximized

**Assessment and Evaluation:**

The Student's grades and classroom performance will improve. The student will receive support in any academic, social and emotional areas that he or she requires. The student's overall school success will be enhanced

**Domain:** Academic Skills development  
Social Emotional Development  
College / Career Readiness

**Aligned to ASCA Competencies:** Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6

**Program/Activity Name: PARP - Parent's as Reading Partners**

**Objective: To promote students' positive reading habits at home, and support parents and children spending time together to achieve a common goal**

**Target Population: K-5**

**Provider: Teachers, Parents, Librarian**

**Timeline: Ongoing**

**Program/Activity Description:**

**A school-wide reading initiative that offers engaging events for both students and parents to encourage reading together at home. Classes work together to accumulate the most reading minutes achieved through PARP activities**

**Expected Outcomes:**

**Students and parents will have a positive experience working together to achieve a reading goal. Students will demonstrate reading growth. Students will gain knowledge of different genres of books. Peers encourage each other to read to achieve their common goal of accumulating reading minutes. Parents will be able to gain a better understanding of their child's reading abilities and challenges, and what type of literature interest them**

**Assessment and Evaluation:**

**The amount of time students spend reading will measurably increase. Student reading skills will be strengthened and will reflect in improved performance on reading assessments**

**Domain: Academic Skills Development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Peer and Faculty Tutoring Referral**

**Objective: To provide students who struggle academically with dependable and appropriate tutoring services**

**Target Population: K-5**

**Provider: Psychologists, Social Worker, Students, Teachers, Secretaries**

**Timeline: Ongoing**

**Program/Activity Description:**

**The social worker and secretaries compile a list of honors and AP level high school students who are interested in tutoring. Teachers also submit their names if they would like to be referred for private tutoring. The list is located in the Main Office. Parents can ask for a copy of the list to obtain tutoring services.**

**The social worker will reach out to the High School Guidance Office if a parent is having difficulty accessing a tutor, or is seeking a tutor that is volunteering his or her services for community service / Honor Society hours**

**Expected Outcomes:**

**Students will receive a recommendation for a suitable tutor in an academic area in which they need support. The tutor will work with the student in improving grades and study skills**

**Assessment and Evaluation:**

**The tutor will help the student to improve his or her grades in the subjects in which he or she is struggling. The success of the tutor's skills will be measured by the student's improving grades and study skills, and parent referral of the tutor to other parties**

**Domain: Academic Skills development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Personal Safety Classroom Lessons**

**Objective: To educate Grade 1 students on personal safety and what to do in unsafe situations**

**Target Population: Grade 1**

**Provider: Social Worker**

**Timeline: 6 weeks**

**The social worker pushes into every 1<sup>st</sup> grade class to educate on personal safety. Topics include street/bike safety, home safety, stranger danger, safe vs. unsafe touch, and summer safety. Students learn refusal skills, and identify who they approach in different settings if an unsafe situation presents itself. The social worker combines parts of the Second Step curriculum and Smart Board lessons to engage students and reinforce the skills learned**

**Expected Outcomes:**

**Students will be able to identify trusted adults versus “tricky” adults. Students will understand the difference between a safe touch and unsafe touch. Students will learn refusal skills. Students will be able to share general safety rules for playing outside**

**Assessment and Evaluation:**

**When asked, students will be able to discuss all aspects of personal safety in an informed manner, using the appropriate terminology, along with being able to explain what the terminology means. Students will be able to identify scenarios in which they are safe or unsafe, and to explain why.**

**Domain: Academic and Social Skills  
Social / Emotional Development  
College / Career readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Professional Development**

**Objective:** The school psychologist and social worker will attend informative workshops, conferences, trainings and presentations to learn the latest information on issues affecting children socially, emotionally and physically

**Target Population: K-5**

**Provider:** Professional Organizations, Nassau County Offices, Medical Organizations

**Timeline: Ongoing**

The school psychologists and social worker attend events that will deepen their knowledge of current trends in education and issues affecting children.

**Events include:**

**LISPAN**

**ASPIRE**

**CAP Conferences**

**NYU Langone: Selective Mutism and Anxiety Disorders  
School Refusal**

**NYS SAFE Act**

**The Katie Beers Story: Social Emotional Awareness**

**Crisis Preparedness**

**Mindfulness and Meditation**

**New Wechsler Test Training**

**Social and Separation Anxiety Disorders**

**Youth Mental Health First Aid**

**Expected Outcomes:**

The school social worker and school psychologists will gain knowledge and skills as educational professionals to better prepare them in supporting Herricks students, and in addressing the issues and situations affecting them

**Assessment and Evaluation:**

The school psychologist and social worker will more effectively be able to address a wide variety of student – related issues as they arise. They will also increase their network of agencies and individuals to which to make referrals for assistance or treatment when appropriate. The social worker and psychologist will be able to present the knowledge that they have gained in a turn - key capacity to the faculty and administration

**Domain:** Academic Skills Development  
Social / Emotional Development  
College / Career Readiness

**Aligned to ASCA Competencies:** Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6

**Program/Activity Name: Student Progress Reports**

**Objective: To provide parents with current and accurate information on their child's academic progress**

**Target Population: K-5 students who have an IEP**

**Provider: Special Education Teacher, Psychologist, Social Worker**

**Timeline: Ongoing**

**Program/Activity Description:**

**The school psychologist and social worker complete the section of the student's quarterly progress report that addresses the goals stated on the student's IEP. Special education teachers include a copy of the report with the student's report card when it is sent home to parents**

**Expected Outcomes:**

**Parents have access to and will receive timely and informative feedback from teachers and support staff on their child's academic performance. Parents can then better understand and support their child's academic needs and endeavors. Communication between school and the parents is enhanced**

**Assessment and Evaluation:**

**Parents report that they feel well informed of their child's academic progress. They also report that the progress reports are accurate and helpful to them in assisting their child, and to better address areas where he or she may be struggling**

**Domain: Academic Skills development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**



**Program/Activity Name: Psycho-Educational Testing**

**Objective: To assess students for disabling conditions that may have a negative impact on academic performance**

**Target Population: All students classified by the Committee on Special Education, and students for whom suspicion of a disability exists**

**Provider: School Psychologists**

**Timeline: Ongoing**

**Program/Activity Description:**

**Students classified by the Committee on Special Education are required to be given a psycho-educational evaluation every three years.**

**In order to become eligible for special education services, a psycho – educational evaluation is required. Teachers, the school social worker, and parents may all refer students for testing. Psycho-educational evaluations typically include a full IQ test battery, academic achievement testing, and an assessment of emotional/behavioral functioning. For all assessments, a thorough report is written and the findings are shared with parents**

**Expected Outcomes:**

**School personnel and parents will have a better understanding of the student's strengths and weaknesses in regards to cognitive, academic, and emotional/behavioral functioning. Appropriate academic and emotional support services will then be developed to enhance student success**

**Assessment and Evaluation:**

**The IEP developed for the student includes services and supports that make the student more successful academically and emotionally. The goal is to decrease services as the student develops academic and coping strategies to address their learning and emotional issues. Periodic testing shows gains in the student's previous areas of deficit**

**Domain: Academic Skills Development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self –Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Referral to Outside Services**

**Objective: To provide appropriate referral sources for students and families based upon individual needs**

**Target Population: K-5**

**Provider: School Psychologist and Social Worker**

**Timeline: Ongoing**

**Program/Activity Description:**

**When additional support is necessary for a student beyond what the school can provide, the school social worker and psychologist connect students and families to outside referral sources. These sources may be psychologists, social workers, psychiatrists, mental health facilities, and state/government agencies when appropriate. The counseling staff has a variety of referral sources that are provided to parents as needed**

**Expected Outcomes:**

**Students and families will be connected with appropriate service providers. These connections, and subsequent interventions, will lead to better school functioning for the students**

**Assessment and Evaluation:**

**Behaviors that were impeding the student's success will be observed as declining or disappearing all together. The student will be observed as being more focused and comfortable and successful in school academically or socially, depending on the issues affecting him or her**

**Domain: Academic Skills Development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Responsive Classroom**

**Objective:** To promote a connection between social-emotional learning and academic success

**Target Population: K-5**

**Provider: Teachers**

**Timeline: Ongoing**

**Program/Activity Description:**

**Responsive Classroom is an evidence-based approach that focuses on a relationship between academic success and social-emotional learning. Responsive Classroom promotes positive communication with students, and logical consequences for misbehavior. Classrooms are created to be safe, engaging, and a place where every child feels valued and important. Morning meetings are held as a class to give students an opportunity to get to know peers, learn more about one another, and share stories about their lives. Students and teachers work in tandem to create goals and rules for the year. Teachers plan engaging and social activities to support social growth and classroom cohesion**

**Expected Outcomes:**

**Students will feel welcomed and valued in their classroom. Students will demonstrate positive peer relationships. Students will demonstrate growth in their academics. Students will demonstrate an improvement in their cooperation, assertiveness, responsibility, perseverance, empathy, and self-control**

**Assessment and Evaluation:**

**Teachers report growth in their students' academic achievement, cooperation and concern as a community, ability to work toward a common goal and overall exhibited sense of respect and social emotional awareness among all students**

**Domain:** Academic Skills Development  
Social / Emotional Development  
College / Career Readiness

**Aligned to ASCA Competencies:** Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6

**Program/Activity Name: Volunteer Role Model Group**

**Objective: To build positive relationships between students in the STRIVE program and general education students**

**Target Population: Grade 5 STRIVE Students**

**Provider: Psychologist**

**Timeline: Ongoing**

**Program/Activity Description:**

**General education students volunteer twice a week for 30 minutes to engage in structured play with students in the STRIVE program. Here students work on executive functioning skills, social skills, and communication skills with the STRIVE students**

**Expected Outcomes:**

**STRIVE students will develop social skills and friendships with students outside of their classroom. Role Models will learn leadership and mentoring skills and empathy and understanding for the STRIVE and other compromised populations of students**

**Assessment and Evaluation:**

**Students report better insights into the special needs of the STRIVE population and how they can be helpful to them. The STRIVE teachers report better levels of engagement among the STRIVE population while the Role Models are in the classroom and they report that communication and engagement continues after they have left**

**Domain: Academic Skills Development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Safety Patrol**

**Objective: To help promote leadership skills and responsibility**

**Target Population: Grade 5**

**Provider: Teacher**

**Timeline: Ongoing**

**Program/Activity Description:**

**Students in 5<sup>th</sup> grade are responsible for managing younger students during arrival and dismissal. Students are responsible for their specific post in the hallway. “Safeties” help transition younger students to their classrooms in the beginning of the year, maintain safety in the hallways, and discipline students when they are not following directions. At the end of the year, the safeties are responsible for training Grade 4 students to be on the Safety Patrol**

**Expected Outcomes:**

**Students will learn assertive communication skills and leadership skills. Students will gain an understanding of responsibility and the importance of maintaining safety and order**

**Assessment and Evaluation:**

**Teachers and administrators will observe that the hallways are more organized with less issues of discipline when the Safety patrol is present. A new safety patrol will be successfully trained at the end of each year, making modifications based on the experiences of the outgoing Safety Patrol**

**Domain: Academic development  
Social / Emotional development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: School Psychologist / Social Worker Web Page**

**Objective:** To provide parents and students with an easily accessible online source with information regarding staff roles and responsibilities, important dates, useful resources and information regarding mental health that is available to them

**Target Population: Students and Parents K-5**

**Provider: School Psychologists, Social Worker**

**Timeline: Ongoing and Updated Regularly**

**Program/Activity Description:**

A school psychologist and social worker webpage is maintained with current and important information for parents and students. Information available includes special education information, community resources, tips for parents to support their child with homework, social and emotional difficulties, and information on different programs staff offers throughout the year

**Expected Outcomes:**

Parents will access the website as an informative and viable resource for important information generated by and about the Herricks School Psychologists and Social Worker

**Assessment and Evaluation:**

Parents will report if they find the website helpful. The number of visits to the website will indicate how frequently it is used

**Domain:** Academic development  
Social / Emotional development  
College / Career Readiness

**Aligned to ASCA Competencies:** Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6

**Program/Activity Name: Second Step**

**Objective:** To provide students with social, emotional, and academic success through social-emotional learning, bullying prevention, and child protection

**Target Population: K-5**

**Provider: Psychologist, Social Worker, Teachers**

**Timeline: Ongoing**

**Program/Activity Description:**

Second Step has a specific curriculum designed for each grade level. Each curriculum covers topics such as a personal safety, empathy, problem-solving skills, and bullying prevention. Second Step can be done through the classroom teachers, in small group counseling, or in a classroom push-in lesson facilitated by the social worker or psychologist. Lessons are presented through video modeling, role playing, and puppets, depending on the grade level.

**Expected Outcomes:**

Students will develop the skills to navigate difficult situations at home, school, and in the community. Students will develop their social skills and build empathy and cohesion within the classroom while using a common language

**Assessment and Evaluation:**

As the second Step program builds in a vertical manner, teachers will observe if the students are practicing the concepts taught in the program and that they can express the correct terminology used, what it means and why the concepts are important

**Domain:** Academic development  
Social / Emotional development  
College / Career Readiness

**Aligned to ASCA Competencies:** Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6

**Program/Activity Name: Service Club/Student Council: Senior Prom for Seniors**

**Objective: To provide community service and to support the Senior of Herricks community.**

### Target Population: Grade 3-5

**Provider: Teacher/Club Advisor**

### Timeline: Ongoing

**Program/Activity Description:**

**Service Club/Student Council allows students to give back to their community. Through many different projects throughout the year, students are able to develop skills of empathy and leadership**

**The Senior Prom for Seniors invites senior citizen community members to a dance in their honor. Food is donated from local businesses. Club members help to plan and set up the event with their club adviser, and serve as hosts to the senior citizens while interacting with them during the event**

### Expected Outcomes:

**Students will develop interpersonal, service-oriented and leadership skills. Students will gain knowledge in organizing and planning events and how to make a positive impact on others**

### Assessment and Evaluation:

**The participating Senior citizens will report on how successful they felt the program to be. Through discussion and survey, the students will report how they felt they contributed to the event and insights they came to from planning throughout execution of the program**

**Domain:** Academic development  
Social / Emotional development  
College / Career Readiness

**Aligned to ASCA Competencies: Learning Strategies**  
**Self – Management Skills**  
**Social Skills**  
**Mindsets M1 – M6**



**Program/Activity Name: Group Counseling**

**Objective: To work with groups of students experiencing similar social/emotional situations and difficulties**

**Target Population: Grade K-5**

**Provider: Psychologist, Social Worker**

**Timeline: Ongoing**

**Program/Activity Description:**

**Small groups meet to discuss targeted and common concerns or topic. Groups are formed based on multiple students' IEP goals, student, parent, and teacher referrals. Topics include:**

**Social Skills: Helping students to develop friendship skills and positive social skills**

**Self-Esteem: A group that aims to empower students and recognize their strengths and abilities**

**Coping Skills: This group helps to support students and learn coping strategies for feelings of anxiety, anger, sadness, or frustration**

**Emotional Regulation: Through using the ZONES curriculum, students learn how to identify their feelings and alertness to learn the skills to self-regulate**

**Expected Outcomes:**

**Students have the opportunity to share feelings regarding the group topic in a safe and supportive environment. Students will learn healthy communication and coping strategies that will help them effectively deal with the issues that they are experiencing. IEP goals will be met based on group activities**

**Evaluation and Assessment:**

**IEP goals will be reviewed to determine if participation in the small groups supported each student in reaching his or her individual goals. The facilitator will report gains in students applying the concepts and skills they were taught for better social skills, recognizing their own self-esteem, practicing better coping skills and demonstrating improved self-regulation.**

**Domain: Academic development  
Social / Emotional development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: SMYL: Students Mentoring Young Learners**

**Objective: To provide high school students an opportunity to mentor students at the elementary school and to build positive relationships**

**Target Population: High school and elementary school students**

**Provider: Social Worker**

**Timeline: Ongoing**

**Program/Activity Description:**

**Once a week after school, high school students go to the designated elementary school to provide 1:1 mentoring. Mentors help elementary students with their homework and engage in fun activities and games to help build positive relationships**

**Expected Outcomes:**

**Students will develop a positive, healthy relationship with one another. Elementary students will receive academic support through homework to help improve their understanding of academic concepts learned throughout the school day.**

**Assessment and Evaluation:**

**The elementary school students' grades will be monitored throughout the mentoring process to see if there are gains in academic achievement. The elementary students will report what ways the mentoring relationship helped them academically and socially and if they felt the program was a success**

**Domain: Academic development  
Social / Emotional development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Superflex**

**Objective: To support students who struggle with social interactions and communication skills**

**Target Population: Grade K-5**

**Provider: Psychologist, Social Worker**

**Timeline: Ongoing**

**Program/Activity Description:**

**Students in individual or small group counseling will participate in the Superflex curriculum created by Stephanie Madrigal and Michelle Garcia Winner. This curriculum contains engaging hands-on activities and stories centered on the superhero Super Flex. Super Flex's superpower is to teach children about flexible thinking, problem-solving, identifying multiple solutions to a problem, and ways to be creative in handling challenges they may face.**

**Expected Outcomes:**

**Students will be able to identify multiple problem-solving strategies and ways to become a more flexible thinker. Students will improve their communication with others and gain a better understanding of social cues**

**Assessment and Evaluation:**

**Students will be able to explain different situations in which they utilized the concepts they learned through Super Flex. They will be able to describe how they used flexible thinking to solve a problem, how they came up with alternatives to solving the problem and how they thought that they were creative. The facilitator will determine if the students grasped and applied the concepts successfully**

**Domain: Academic development  
Social / Emotional development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: The Bridge Program**

**Objective: To personally introduce middle school counseling staff, the social worker and school psychologists to incoming Grade 6 students identified as most “at risk” for transitioning to the middle school**

**Target Population: Grade 5**

**Provider: School Counseling Staff, The Social Worker and School Psychologists**

**Timeline: Spring**

**Program/Activity Description:**

**Students appropriate for The Bridge Program are identified at the joint elementary/middle school articulation meeting. The middle school counseling staff and pupil personnel services staff at both the middle school and elementary school collaborate to schedule individual meetings with the identified students.**

**The counseling and pupil personnel services staff meet individually with students deemed to be in their caseloads. The meetings provide an introduction to support services and providers for the student as he/she enters the middle school. The meetings provide an opportunity for the students to share their concerns and for the middle school staff to gain firsthand knowledge of their incoming students**

**Expected Outcomes:**

**The student can become familiar with and begin building a relationship with support service providers at the middle school before entering the building. The support service providers will have a better understanding of each student’s individual concerns as they transition to the middle school, and be better informed in addressing them**

**Assessment and Evaluation**

**The identified students can be interviewed to determine if they felt the early introduction of pupil personnel staff helped them in their transition to the middle school and in understanding the support services that were available to them. Once the students entered the middle school, incidents similar to problems they previously encountered in elementary school could be tracked for frequency. After intervention services were applied, the number of similar incidents should decline or stop**

**Domain: Academic development  
Social / Emotional development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Unity Day**

**Objective: To promote a positive school culture, inclusion and acceptance**

**Target Population: Grade K-5**

**Provider: Psychologist, Assistance Principal (depending on school)**

**Timeline: October**

**Program/Activity Description:**

Unity Day is a nation-wide day when schools come together, wearing orange, to send the message of hope and unity and to take a stand against bullying. Unity Day promotes kindness, acceptance and inclusion. Each individual school chooses different ways to celebrate the day. There are push-in's to the classrooms to discuss the day and its meaning, a bake sale, and the tying of orange ribbons around the school fence to symbolize solidarity against bullying. Rocks are painted with positive messages and passed out to spread the messages to other members of the school. School-wide assemblies are held where songs sending the message of peace and love are sung by the students and faculty

**Expected Outcomes:**

Students will understand the importance of acceptance and inclusion.  
Students will be able to express what the impact bullying can have on others.  
Students will demonstrate kindness and empathy to peers

**Assessment and Evaluation:**

Teachers and administrators will determine if the students embraced the day and that if the atmosphere of the school continued to radiate unity, acceptance and inclusion. Disciplinary incidents involving bullying should decrease after experiencing the Unity Day

**Domain:** Academic development  
Social / Emotional development  
College / Career Readiness

**Aligned to ASCA Competencies:** Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6

**Program/Activity Name: Yello Dyno Program**

**Objective: To teach children personal safety and strategies to stay safe and alert to unsafe situations**

**Target Population: Grade K-2**

**Provider: Social Worker**

**Timeline: Beginning of the school year**

**Program/Activity Description:**

**The social worker will introduce the Yello Dyno Program to students. Students will watch a 30 minute video that demonstrates how to develop personal safety skills, such as identifying a “tricky” adult, what to do, and what “safe adult” to go to for help. This video uses song and dance as a way to engage students. After the movie, the social worker facilitates a group conversation on what the students learned from Yello Dyno**

**Expected Outcomes:**

**Students will develop skills to be able to identify a “tricky” adult and what they can do in this situation to remain safe**

**Assessment and Evaluation:**

**Students will be able to express the correct terminology learned through the curriculum and be able to explain what it means. Students will be able to describe the difference between a safe and unsafe situation and explain where possible dangers exist. The social worker will determine if the yello Dino curriculum was a success**

**Domain: Academic development  
Social / Emotional development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: ZONES of Regulation**

**Objective: To educate students on self-regulation and emotional control**

**Target Population: Grade K-5**

**Provider: Psychologist, Social Worker**

**Timeline: Ongoing**

**Program/Activity Description:**

**The ZONES of regulation, created by Leah Kuypers, MA Ed., OTR/L, is a cognitive behavioral approach that is often taught in individual and small group counseling. In this program, students learn what their 4 zones of feelings and states of alertness are. Students will learn how to identify their emotions, their triggers, and strategies to self-regulate. Students will learn to assess the size of their problem and whether their reaction is appropriate**

**Expected Outcomes:**

**Students will develop skills to self-regulate, determine the size of their problem, and self-asses what they are feeling and how to cope in a healthy way**

**Evaluation and Assessment:**

**The psychologist and social worker will determine if they are seeing students actively utilizing strategies learned though the Zones of Regulation Program to de-escalate their feelings and reactions. Incidents related to emotion control and how the students handled them can be tracked to see if there is a decrease in incidence**

**Domain: Academic development  
Social / Emotional development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Fifth Grade Transition Program**

**Objective: To help the incoming Grade 6 students to successfully transition to the middle school**

**Target Population: Grade 5 Students**

**Provider: School Counselors**

**Timeline: June**

**Program/Activity Description:**

**Grade 5 students experience two transition programs. The middle school counselors and student ambassadors push into elementary Grade 5 classrooms to provide presentations to educate the students on middle school academic and extracurricular programs**

**Grade 5 students visit the middle school to tour the building, meet faculty and learn about guidance and extracurricular programs**

**Expected Outcomes:**

**Students will learn about middle school programs and meet the school counselors. This will help them feel more comfortable and less anxious as they transition to a new building. By visiting the middle school, the students will gain familiarity with staff members and how to navigate the building. The staff will foster a sense of community and welcome the incoming students**

**Assessment and Evaluation**

**In the Fall, the number of Grade 6 PPS interventions necessary due to anxiety in relation to beginning Grade 6 will decrease and be at a minimal number**

**Domain: Academic development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self-Management Skills  
Social Skills  
Mindsets M1 – M6**



**Program/Activity Name: Autism Awareness Month**

**Objective: To raise awareness of and be inclusive of the autistic special education community and to raise money for the research and treatment of Autism**

**Target Population: Grades K - 5**

**Provider: Elementary Teachers**

**Timeline: April**

**Program/Activity Description:**

**Students and staff raise money for the Autism Spectrum Disorder Foundation by running a bake sale and selling blank puzzle pieces upon which donors write their names. The puzzle pieces are posted as a sign of unity for autism awareness. The students in the STRIVE program assist with the bake sale**

**Students and staff “Light It Up Blue” by wearing blue Autism awareness T - shirts. The money from the T-shirt sales is also donated to the Autism Spectrum Disorder Foundation**

**Expected Outcomes:**

**Students will build character and realize empathy for students with Autism by including them in fundraising activities that build community within the school and raise awareness of the spectrum disorder. Funds raised will contribute to researching a cure or treatment for the condition**

**Assessment and Evaluation:**

**Students will express an awareness of the students in the STRIVE Program and their personal challenges, while including them in important fundraising and Autism awareness activities. The success of the fundraising activities will be measured by the amount of funds raised and donated to the Autism Spectrum Disorder Foundation**

**Domain: Academic Development  
Social Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name:** Buddy Days

**Objective:** To build a sense of mentorship and community throughout the district schools and to build character and interpersonal skills through group projects

**Target Population:** Grades K - 5

**Provider:** Teachers

**Timeline:** Ongoing

**Program/Activity Description:**

High school students act as mentors and role models for younger students. Students are partnered up for special project based learning activities such as painting inspirational stones and reading books about being different and accepting differences. Each activity highlights supportive camaraderie, and building interpersonal and cooperative work skills, and coping mechanisms

**Expected Outcomes:**

Elementary students will form positive friendships with older students, creating mentors that may help them with their transition to middle school or high school. The activities will teach students social and emotional tools that will help them ease anxiety and learn coping skills. The painted stones will stay in the community garden as a reminder of the relationships that were formed through the program

**Assessment and Evaluation:**

Students will be surveyed to see if they felt that the connections formed with the older mentors were valuable and how they felt that they benefitted by participating. Students will be monitored to determine if they maintained the relationships formed with the mentors after the Buddy Days activities ended

**Domain:** Academic Development  
Social / Emotional Development  
Career / College Readiness

**Aligned to ASCA Competencies:** Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6

**Aligned to ASCA Competencies: Learning Strategies**  
**Self – Management Skills**  
**Social Skills**  
**Mindsets M1 – M6**

**Program/Activity Name: Garden Club**

**Objective: To provide students with a quiet and calming environment in which to unwind, decrease stress and practice mindfulness during the day**

**Target Population: K-5 Students**

**Provider: Teachers and School Psychologist**

**Timeline: Ongoing**

**Program/Activity Description:**

**Students will garden with their teacher and/or the school psychologist. This Activity provides the student a nurturing and self-centering environment where he or she can achieve calm and mindfulness through quirt work. The garden will serve as an emotionally supportive environment for anxious students. It is a place they can use during the day to center and calm themselves**

**Expected Outcomes:**

**The students will learn how to monitor their emotions in a peaceful environment.**

**Assessment and Evaluation:**

**Less incidents of emotional distress will occur for students participating in the Garden Club. There will be fewer visits to the school social worker or school psychologists for these anxious students as they continue to build self - regulation and coping practices**

**Domain: Academic Development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name:** Health and Wellness Week

**Objective:** To promote mental, physical and emotional health. This week will help students learn how to manage their emotions with coping strategies that will increase their ability to focus in the classroom and in general life

**Target Population:** Grades K-5

**Provider:** Teachers, School Psychologist, Social Worker

**Timeline:** Fall

**Program/Activity Description:**

Students will be exposed to various mindfulness and social emotional lessons and presentations. Topics to be covered include growth mindset, nutrition, mindfulness techniques, personal health, and social emotional learning. Students will participate in yoga sessions before school and a yoga “retreat” prior to mandated testing. Students will learn breathing techniques and coping and centering skills. There will be parent workshops and presentations throughout the week on the topics covered for Health and Wellness Week, including mindful parenting

**Expected Outcomes:**

Students will learn self-regulation, coping strategies, breathing techniques and yoga skills to address and ease stress and anxiety. Students will be able to make the connection between physical and mental wellness and how they are symbiotic. The skills learned will allow the students to practice mindfulness and to increase their focus in and out of the classroom. Parents will be exposed to mindful parenting techniques

**Assessment and Evaluation:**

Teachers will report increased student attentiveness and performance in the classroom with less apparent anxious behavior. Students will be observed utilizing breathing and mindfulness techniques to decrease anxiety when they are feeling stressed. There will be a marked decrease in intervention services by PPS to address anxiety both in and out of the classroom

**Domain:** Academic Development  
Social / Emotional Development  
College and Career Readiness

**Aligned to ASCA Competencies:** Learning Strategies  
Self-Management Skills  
Social Skills  
Mindsets M1 – M6

**Program/Activity Name: Heritage Festival**

**Objective: To expose the students to different cultures and ethnic traditions represented among Herricks students and their families. The festival is held to promote multicultural acceptance and tolerance**

**Target Population: Grade 2**

**Provider: Teachers**

**Timeline: Fall**

**Program/Activity Description:**

**During the Heritage Festival, students will write essays describing their own culture, dress in traditional clothing and bring in ethnic foods from different cultures to school to share in a large world buffet. Throughout the festival, students will make presentations about their own heritage and traditions and the students will all discuss the similarities and differences among the various cultures.**

**Expected Outcomes:**

**Students will learn about acceptance and tolerance by being exposed to new ideas, practices and traditions that exist among different cultures in the world. The students will bond with each other over their cultures' differences and similarities. Students will hone their public speaking skills through their personal presentation on their own cultural background. Students will all be able to understand the importance of diversity and multi-cultural environments and realize their own biases.**

**Assessment and Evaluation:**

**Through class discussion, it can be gauged how well the students understood the purpose of the day. Teachers can determine what points meant the most to students, and in going forward, how do the students express how they value a multicultural environment. Students will be able to state the new things they learned about other cultures, and the misconceptions that they had previously that were corrected during the festival's events**

**Domain: Academic Development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self-Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Jump Rope for Heart/ Pennies for Patients**

**Objective: To raise money to battle cancer and raise awareness of the disease**

**Target Population: Grades K-5**

**Provider: Physical Education Teachers**

**Timeline: Ongoing**

**Program/Activity Description:**

**During Jump Rope for Heart, students will raise money for the American Cancer Society by jumping rope in Physical Education class and earning donations based on their performance.**

**Students participating in Pennies for Patients will collect change to benefit the Leukemia Lymphoma Society**

**Expected Outcomes:**

**Students will learn about and realize the importance of and intrinsic rewards for community service through benevolent activities. Students will appreciate the importance of commitment in helping others and they will bond over a common goal. Students will learn how working cooperatively as a whole can bring greater results**

**Assessment and Evaluation:**

**Each year the number of participants will increase. Students will approach staff independently with ideas on how to fundraise for other causes. The number of fundraising activities grows each year**

**Domain: Academic Development  
Social Emotional Development  
College / Career readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self-Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name: Kindergarten Orientation**

**Objective: To educate new kindergarten parents and students on policies and procedures that they will face in Kindergarten and to familiarize families with the kindergarten staff and school building**

**Target Population: Incoming Kindergarten Families**

**Provider: Teachers and Administrators**

**Timeline: June prior to Kindergarten**

**Program / Activity Description:**

**Incoming Kindergarten students and parents are invited to attend a presentation at the elementary school to become familiar with their new school, faculty and procedures for beginning Kindergarten. Parents and students have an opportunity to meet each teacher and begin building relationships. Teachers and administrators will answer questions related to the kindergarten transition**

**Expected Outcomes:**

**Students and parents will understand what to expect for their child's Kindergarten experience, and they will be familiar with elementary school policies and procedures. Parents will be familiar with staff and administrators and will know who to contact with concerns. Students and parents will feel more comfortable and confident about the transition to Kindergarten, and will have an initial introduction to the building and classrooms**

**Assessment and Evaluation:**

**After the orientation, an informal parent exit survey could indicate how well informed parents felt about the process of their child beginning Kindergarten, and what information may have been missing from the orientation that they would have found helpful**

**Domain: Academic Development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self-Management Skills  
Social Skills  
Mindsets M1 – M6**



**Program/Activity Name: Librarians Skype with other Schools**

**Objective: To teach students about other school cultures and school districts. To build character and develop interpersonal relationships with students from different backgrounds than those who attend Herricks**

**Target Population: Grade K-5**

**Provider: Librarians**

**Timeline: Ongoing**

**Program/Activity Description:**

**Students and librarians will skype with students and librarians from other schools both inside and outside of the United States. The librarians will facilitate conversations that will broaden the students' horizons on what other children face and experience in the school setting. They will be exposed to different cultures and school experiences very different from their own. Students will be able to directly ask questions of students in settings unlike their own and compare and contrast the two experiences. Students will learn how to build relationships with students from other cultures and places**

**Expected Outcomes:**

**Students will learn social awareness, practice interpersonal skills and build character through conversations with students from different cultures and educational experiences. They will be able to have conversations that highlight differences and similarities in their own school setting versus that of their comparator cohort**

**Assessment and Evaluation:**

**Through class discussion, the librarian can determine if the students are able to identify advantages and disadvantages of their own school experience versus that of the students in the school with which they were communicating**

**Domain: Academic Development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name:** Peace Day

**Objective:** To promote peace and happiness in the school culture and beyond

**Target Population:** Grades K-2

**Provider:** School Psychologists

**Timeline:** Spring

**Program/Activity Description:**

Students and faculty will write messages of peace in chalk outside on the black top to celebrate International Peace Day. The school psychologists will push into classrooms to discuss peace and why supporting and developing a culture that promotes peace is important. Students and faculty will unite in celebrating the day by wearing white for Peace Day

**Expected Outcomes:**

Students will learn why practicing empathy, kindness and compassion is important in their daily lives. Students along with faculty will work together toward a common goal of practicing peace as part of the school culture and in their outside lives. The students' social awareness will be heightened to recognize areas where peace is not the norm and possibly identify how that could be changed

**Assessment and Evaluation:**

Through class discussion, teachers can determine if the students were able to appreciate and adopt the importance of peace in our culture, and identify how they can personally promote peace. After Peace Day, disciplinary incidents may decrease. The messages that the students wrote can be evaluated to see if they reflect the ideals that are being promoted for Peace Day

**Domain:** Academic Development  
Social / Emotional Development  
Career / College Readiness

**Aligned to ASCA Competencies:** Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6

**Program/Activity Name: Principal / PTA Book of the Month**

**Objective: To build student character and incorporate consistent school - wide social emotional themes for each month.**

**Target Population: Grades K-5**

**Provider: Teachers, Principal, Parent Teacher Association**

**Timeline: Ongoing**

**Program/Activity Description:**

The PTA will purchase a book that the Principal selects each month. Every class will read the same book and discuss the different moral themes of the book. The book will relate to something that is happening that month and include an SEL theme. For example, Martin Luther King Day in January or Breast Cancer Awareness in October. The principal will make announcements about the book and then push into classes to lead discussions about the book's theme and SEL message

**Expected Outcomes:**

Students will develop good character and a strong moral compass through the discussion of the various scenarios and themes they read about in each book. The whole school will unite around a common book. Common themes will be discussed from class to class. The themes of the book will help the students make better decisions and to be aware of and better regulate their emotions. Through each book's message, the students will build their social emotional awareness and be more cognizant to similar situations that they experience in their own lives

**Assessment and Evaluation:**

Through class discussions, the principal and teachers can determine if the students internalized and appreciated the SEL theme of the books. Through observation of student behavior, it can be determined if students are practicing the appropriate emotional responses to similar situations that they experience day to day in school and if they are self-regulating effectively

**Domain: Academic Development  
Social / Emotional Development  
College / Career Readiness**

**Aligned to ASCA Competencies: Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6**

**Program/Activity Name:** Sanford Harmony

**Objective:** To empower students to embrace diversity and learn more about their classmates. To teach students how to express their ideas, solve problems and understand other's perspectives while encouraging caring, kindness and empathy

**Target Population:** Kindergarten

**Provider:** Teachers

**Timeline:** Ongoing

**Program/Activity Description:**

Sanford Harmony is a Social Emotional Learning program that teaches students to be inclusive of their classmates and be open minded to other student's situations.

The Kindergarten teachers were trained in *Meet Up and Buddy Up*. In *Meet Up*, the students and teacher sit in a circle and the students are encouraged to share their feelings and ask questions of others. During *Buddy Up*, students are paired with a different partner each week, and they talk in depth learn about each other

Teachers will use the Sanford Harmony resources to incorporate the SEL themes in their lessons.

**Expected Outcomes:**

Students will learn more about their classmates and in turn, act kinder and more empathetic towards one another. Through communication, new or stronger relationships can be formed and a better understanding of the needs of others can be appreciated. Students will learn how to express their feelings and inquire about their classmates. Students will learn problem solving skills in relation to social issues

**Assessment and Evaluation:**

Through observation of the class, the teacher can determine if the classroom climate reflects the philosophies encouraged through the Sanford Harmony Program and if the students are practicing an enhanced social – emotional awareness. The teacher can determine if the students are forming new friendships and continuing to communicate in a respectful and reflective manner

**Domain:** Academic Development  
Social / Emotional Development  
College / Career Readiness

**Aligned to ASCA Competencies:** Learning Strategies  
Self – Management Skills  
Social Skills  
Mindsets M1 – M6



# ASCA Mindsets & Behaviors for Student Success:

## K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the 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. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

### Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical

literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

September 2014

**Organization of the ASCA Mindsets & Behaviors** The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

### Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

**Academic Development** — Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

**Career 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 life span. Social/Emotional Development— Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

## Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature

Category 2: Behavior Standards — These standards include behaviors commonly associated with being a successful

student. These behaviors are visible, outward signs that a

student is engaged and putting forth effort to learn. The

behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students em-

ploy to aid in the cognitive work of thinking, remember-

ing or learning.

review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards — Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of

distractions or temptations to prioritize higher pursuits

over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social

interactions, such as those between peers or between students and adults.

## The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

### Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 2. Self-confidence in ability to succeed

M 3. Sense of belonging in the school environment

M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

M 6. Positive attitude toward work and learning

## Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities

and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	BSS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	BSS 6. Use effective collaboration and cooperation skills
Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	Use leadership and teamwork skills to work effectively in diverse teams
Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	BSS 8. Demonstrate advocacy skills and ability to assert self, when necessary
Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

### Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level. ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing

### ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at [wunp.schoolcounselor.org/studentcompetencies](http://wunp.schoolcounselor.org/studentcompetencies). School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.

### Citation Guide

on standards and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the Mindsets & Behaviors as examples of alignment.



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