



**Herricks Comprehensive Guidance  
Program  
Grade 6 - 8**

## **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: Adult Mentoring Program**

**Objective: To develop a positive, non-judgmental relationship with a student that can be nurtured throughout the year through ongoing meetings.**

**Target Population: Students in grades 6 to 8 who could benefit from extra emotional support.**

**Provider: All Herricks Staff**

**Timeline: Ongoing**

**Program/Activity Description:**

- **The Middle School Adult Mentoring Program pairs Herricks Staff trained as mentors with students who would benefit from interaction with positive adult role models.**
- **Students selected to be part of this program are referred from a variety of sources.**
- **The mentor's role is to develop a positive, non-judgmental relationship with the student and to provide support and encouragement throughout the school year.**
- **Mentors may keep their mentees for one to three years if schedules are compatible.**

**Expected Outcomes:**

**Students will establish a positive relationship with a Herricks Middle School staff member.**

**Students will feel supported, valued and encouraged while they move towards their goals.**

**Students will gain more confidence through this ongoing relationship.**

**Assessment and Evaluation:**

**Through ongoing interviews between the mentor and mentee, the effectiveness of the program can be evaluated based on an observed improvement in decision making and a decrease in at-risk behavior.**

**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: Articulation Meetings**

**Objective: To share pertinent information on students with all staff members who will be working with those children the following year.**

**Target Population: 5<sup>th</sup> through 8<sup>th</sup> Grade Students**

**Provider: School Counselors, Teachers, Psychologists, Social Workers and School Building Administrators**

**Timeline: Spring and Fall**

**Program/Activity Description:**

- Each year meetings are held between staff members from the elementary school and middle school, middle school and high school, and middle school and middle school to provide important information on individual student's background.
- Students academic history, social history and family history may be shared to best prepare the following year's staff to work successfully with students.

**Expected Outcomes:**

**Students and families are given the support, understanding and services they need to experience a positive school year each year. Staff members are provided with sensitive information to best prepare them to work productively with students and families.**

**Assessment and Evaluation:**

**Through ongoing teacher contact, we are able to ascertain the effectiveness of the feedback provided in the beginning of the year. The staff is better equipped to work with and understand the social/emotional needs of at-risk students.**

**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: Bridge Program**

**Objective: To help ease the transition to the high school by connecting students with a support person who will serve as a bridge between the two buildings.**

**Target Population: Grade 8 Students**

**Provider: Middle School and High School Counselors, Middle School and High School Psychologists and Middle School and High School Social Workers**

**Timeline: June**

**Program/Activity Description:**

- **Individual students are identified by counselors, psychologists and/or social workers who may need extra support as they transition to the high school due to a variety of circumstances.**
- **Appointments are scheduled with students, middle school counselor/psychologist and/or social worker and their soon-to-be high school counselor/psychologist and/or social worker for an individual meeting to begin fostering this important relationship to support the student for a successful transition.**
- **Students begin to develop a connection with a high school staff member who will continue to work with them as they move up to the high school.**

**Expected Outcomes:**

**Students will begin to develop a relationship with a support person in the high school and become more familiar with the high school counseling programs and services before entry to the high school to help ease the transition.**

**Assessment and Evaluation:**

**In the Fall, the number of Grade 9 PPS interventions necessary due to anxiety in relation to the transition to high school 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: Career and College Readiness Program**

**Objective:** C.A.C.R. Program was developed to give our graduating students a better understanding of the importance of high school and its direct relation to college choices.

**Target Population:** Grade 8 Students

**Provider:** The Student Services Department

**Timeline:** Spring/June

**Program/Activity Description:**

- A packet is given to each student which addresses the variables found in an admissions folder.
- Current high school students are invited to discuss their own personal experiences, offer advice and share helpful tips to be successful at the high school.
- Students play an interactive game of jeopardy where they are “quizzed” on what they learned about the high school during the presentation.

**Expected Outcomes:**

Students will be more knowledgeable and prepared for high school and college.

Students will understand the importance of making good choices in the high school to be best prepared for post-high school planning and career decisions in the future.

**Assessment and Evaluation:**

Students will report their feelings of preparedness for career and college readiness during conversations with their high school guidance counselors.

**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: Career Exploration Program**

**Objective: To expose and educate students on future career opportunities.**

**Target Population: Grade 7 Students**

**Provider: School Counselors**

**Timeline: Quarterly**

**Program/Activity Description:**

- **Students will be introduced to the importance of career exploration.**
- **Students will participate in the John Holland Career Assessment.**
- **Students will engage in discussions about their interests in an attempt to match interests to careers.**
- **Students will complete the Career Interest Inventory.**
- **Following the completion of the Inventory, students will obtain a personality code which will help them identify which career best suits their interests.**
- **Students will be provided with the opportunity to research and investigate possible career opportunities.**

**Expected Outcomes:**

**Students will have a greater understanding about the connections between interests, skills and careers.  
Each student will have a completed self-assessment to reference in the high school as they continue to explore careers.**

**Assessment and Evaluation:**

**The John Holland Self Directed Search Career Interest Inventory allows students to explore their interests and strengths and connects them to future career possibilities.**

**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: Child Study Team Meetings**

**Objective: To identify students with academic, social and/or emotional needs and coordinate interventions.**

**Target Population: All grade levels**

**Provider: School Counselors, Psychologists, Social Worker, School Nurse, Principal, Assistant Principal and selected teachers.**

**Timeline: Ongoing**

**Program/Activity Description:**

- **Weekly agendas are created based on student's needs, and student referral forms are completed by teachers and counselors. Counselors will receive specific feedback from teachers and parents, collect data and develop a summary to present to the team.**
- **The team will discuss, collaborate and decide upon an effective intervention that can help support the student's situational case.**
- **A follow up on the student will take place within the following weeks.**
- **A joint middle school/high school Child Study Team Meeting is scheduled in the spring each year to discuss those students transitioning up to the high school in the fall who may need extra support and attention.**

**Expected Outcomes:**

**The Child Study Team will have a comprehensive understanding of the presenting concern and develop a plan of action which will include a point person to intervene with the child's situation.  
All resources within the school and community will be utilized to help support the student and the family.**

**Assessment and Evaluation:**

**Through teacher feedback, assessments, and report cards we are able to determine the effectiveness of the coordinated interventions.**

**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: Class Dismissed: The Bullying Project**

**Objective: To help students identify bullying behaviors and empower students to speak up and speak out when bullying occurs.**

**Target Population: Grade 6 Students**

**Provider: Theatre Three Broadway on Main Street**

**Timeline: Winter**

**Program/Activity Description:**

- **Students will experience a musical performance that is both entertaining and educational about bullying.**
- **This professional performance group has created this project based on research and experience from teachers, administrators and psychologists.**
- **A very powerful message is delivered to students about the importance of having a voice. The message is...See It, Say It, Stop It.**

**Expected Outcomes:**

**Students will understand that much of the solution to bullying problems lies in turning bystanders into upstanders. Students will be empowered to have a voice when they witness bullying.**

**Assessment and Evaluation:**

**Through interviews and observations of students, we are able to determine that they have learned the negative effects of bullying and how to intervene as an upstander.**

**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: Connections Program**

**Objective: To provide eighth graders the opportunity to “connect” with students in the Special Education Life Skills and self-contained classes.**

**Target Population: Grade 8 Students, Life Skills Class, Grade 6 Self-Contained Class**

**Provider: School Social Worker, School Psychologist, Self-Contained Teachers and Life Skills Teachers**

**Timeline: Quarterly**

**Program/Activity Description:**

- **A select group of TACK members volunteer to participate in this program.**
- **These TACK members receive sensitivity and social skills training by the school psychologist to help them establish positive relationships with this special population.**
- **Activities are facilitated throughout the year, and students are encouraged to maintain visits and relationships on their own.**

**Expected Outcomes:**

**TACK students provide opportunities for positive social interactions and experiences with the Life Skills and Self-Contained populations. Supportive relationships are developed, and students gain a rewarding experience.**

**Assessment and Evaluation:**

**Through formal student evaluations we are able to determine the effectiveness of this program. Students will display positive social interventions and develop empathy for students with different developmental needs.**

**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:** CSE Annual Review

**Objective:** To determine educational programming for middle school students identified by the Committee on Special Education (CSE) as a student with a Disability.

**Target Population:** Students previously identified by the CSE.

**Provider:** Middle School Chairperson, Special Education Teacher and Student's Parent/Guardian. Additional Members include Classroom Teacher(s), Related Service providers (i.e. Speech and Language Therapists, Occupational Therapists, Physical Therapists, etc.), Administrators, School Psychologist, Social Worker and Guidance Counselor, where applicable.

**Timeline:** February – June

**Program/Activity Description:**

- The individualized education program (IEP) of each student with a disability will be reviewed annually to determine if the annual goals of the student are being achieved.
- Parents are notified and invited to the meeting.
- This review is conducted to determine the child's present levels of performance and educational needs, continued eligibility and needs for special education service, and whether any modifications or additions to the special education and related service program are needed to enable the child to meet the measurable annual review goals of the IEP.

**Expected Outcomes:**

The CSE provides recommendations for student special education programming and related service support.  
Parents will understand the rationale of committee recommendations.  
The recommendations will be reviewed anonymously by the school board.  
The parents and teachers working with the student for the following school year will receive a copy or electronic access to the IEP.

**Assessment and Evaluation:**

Through evaluation of IEP goals and academic data, the effectiveness of the student's individual plan will be determined.

**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: 5<sup>th</sup> Grade Elementary Transitional Program**

**Objective: To begin building relationships with students and help ease the transition from elementary school to middle school.**

**Target Population: Grade 5 Students**

**Provider: The Student Services Department**

**Timeline: Spring**

**Program/Activity Description:**

**The Guidance Department visits each elementary school with a small group of sixth grade students in May for a middle school orientation. Each fifth grade class will learn about the sixth grade academic teachers, extra-curricular activities, sports, student schedules and trips. Following this orientation, each elementary school will visit the middle school in June. Each school comes to our building for a morning orientation program where students will:**

- **Meet the Principal and the Assistant Principal**
- **Learn more about schedules, sports and clubs**
- **Tour the building**
- **Learn helpful study tips**

**Expected Outcomes:**

**Students will feel more comfortable transitioning to the middle school. Students will begin to build relationships with the middle school staff and gain information about the middle school to help ease anxieties about the changes.**

**Assessment and Evaluation:**

**In the Fall, the number of Grade 6 student service interventions necessary due to anxiety in relation to transitioning to the middle school 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: Group Counseling Program**

**Objective: To provide students with an opportunity to discuss developmentally appropriate topics with their peers in a safe, non-judgmental environment.**

**Target Population: Students in Grades 6 to 8**

**Provider: Student Services Department**

**Timeline: All year**

**Program/Activity Description:**

**The Student Services Department runs discussion groups for mandated (special education) and non-mandated students. The groups address a variety of topics, such as:**

- **Social skills**
- **Changing families**
- **Bereavement**
- **Sibling support**
- **Peer pressure and relationships**

**Expected Outcomes:**

**Students will connect with peers in a positive, supportive manner.  
Students will experience empathy for other group members.  
Students will realize that they are not alone with their struggles and that beneath the surface there are more similarities than differences.  
Students will gain confidence knowing that they can help others.**

**Assessment and Evaluation:**

**Through end of the year evaluations, we are able to determine that students are comfortable discussing appropriate topics with their peers in a safe non-judgmental environment.**

**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: 8<sup>th</sup> Grade High School Parent/Student Transitional Conferences**

**Objective:** To provide information regarding ninth grade schedules, high school courses, graduation requirements and college readiness skills through individual appointments to prepare students for a smooth transition to high school.

**Target Population:** Grade 8 Students

**Provider:** School Counselors

**Timeline:** February and March

**Program/Activity Description:**

- Parents are invited to schedule an individual appointment with their child's counselor to prepare for high school.
- Counselors review academic recommendations for ninth grade and schedule students for that year.
- Parents and students will learn about NYS graduation requirements, NYS Regents exams and extra-curricular activities offered at the high school.
- College testing and college expectations are discussed in order to best prepare students for a successful high school experience.

**Expected Outcomes:**

Students will become aware of the academic and social opportunities at the high school and learn about NYS high school graduation requirements.

Students and parents will be prepared for high school and college readiness expectations.

**Assessment and Evaluation:**

Through parent, student, teacher and administrator feedback we are able to determine students' awareness of high school courses, graduation requirements and college readiness skills.

**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: Incoming 7<sup>th</sup> Grade Parent Orientation**

**Objective: To provide information to parents regarding the transition to 7<sup>th</sup> grade.**

**Target Population: Grade 6 Parents**

**Provider: Principal, Assistant Principal and Chairperson of Student Services Department**

**Timeline: Spring**

**Program/Activity Description:**

- **Parents are invited to an evening orientation program about seventh grade.**
- **Academic changes are discussed in relation to curriculum and new courses.**
- **Sample schedules are reviewed and grade level experiences are highlighted.**
- **Team sports are introduced and extra-curricular clubs are once again highlighted.**
- **Parents will learn about the seventh grade classroom guidance program and counselor assignments.**
- **Developmental stages are discussed of the “typical seventh grader” followed with parenting tips.**

**Expected Outcomes:**

**Parents will become more familiar with the seventh grade academic and social changes.**

**Parents will understand the developmental changes students experience.**

**Parents will understand the breakdown of counselor assignments and the guidance program.**

**Assessment and Evaluation:**

**Middle school guidance counselors will assess the social/emotional/academic readiness for 7<sup>th</sup> grade. Middle school counselors will record correspondence between parents to determine the effectiveness 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: Incoming 6<sup>th</sup> Grade Parent Orientation**

**Objective: To help parents understand the middle school academic programs and the social/emotional development of adolescents.**

**Target Population: Incoming Grade 6 Parents**

**Provider: Principal, Assistant Principal and Chairperson of Student Services Department**

**Timeline: May**

**Program/Activity Description:**

- **Parents are invited to attend an orientation to meet the middle school administrators and counselors, learn about the middle school academic programs, hear about the middle school extracurricular activities and sports and learn about students' social/emotional changes as they experience the middle school years.**
- **Parents will receive a sample copy of a middle school schedule and a list of middle school clubs and sports.**
- **Parents will receive tips and advice on parenting through these developmental middle school years.**

**Expected Outcomes:**

**Parents will become more familiar with the middle school programs and expectations.**

**Parents will have a better understanding of the development of typical middle school children.**

**Parents will begin to build relationships with middle school staff.**

**Assessment and Evaluation:**

**Middle school guidance counselors will assess the social/emotional/academic readiness for 6<sup>th</sup> grade. Middle school counselors will record correspondence between parents to determine the effectiveness 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: Individual Counseling**

**Objective: To empower students to make good decisions regarding their academic, social and personal lives.**

**Target Population: All grade levels**

**Provider: School Counselors, Psychologists, Social Worker**

**Timeline: Ongoing**

**Program/Activity Description:**

- **School counselors work closely with students, teachers, parents and/or outside agencies to provide academic, social and emotional support.**
- **School counselors make counseling appointments with students specifically for academic achievement, career exploration, self-awareness discussions, crisis intervention and social/emotional relationship building.**
- **Counselors are assigned to specific students each year and will foster positive working relationships and act as the child's advocate.**

**Expected Outcomes:**

**School counselors will develop good relations with students to help create a safe and respectful environment for students to share concerns when needed.**

**Students will learn to communicate and express their thoughts and feelings in a private setting that provides support both academically and emotionally.**

**Students will learn to develop good decision-making skills.**

**Assessment and Evaluation:**

**Through a decrease in disciplinary referrals, teacher/parent feedback and academic data we are able to surmise that the need counseling will be minimal.**

**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: New Student Orientation Program**

**Objective: This program is designed to help new families to the Herricks district become more familiar and comfortable with the middle school.**

**Target Population: New students across all grade levels**

**Provider: The Student Services Department**

**Timeline: Late August (week before school begins)**

**Program/Activity Description:**

- Each new entrant, along with their family members, is invited to meet with current middle school students and guidance counselors for an orientation.
- This orientation includes meeting the principal, learning about middle school programs, extracurricular activities and looking at a sample schedule.
- New students are paired with current Herricks students who share information about the middle school.
- The program concludes with a tour of the middle school by our Herricks students.

**Expected Outcomes:**

**This orientation provides an opportunity for students to become more comfortable and familiar with the culture of the middle school, make new friends and have a familiarity with middle school programs before they begin the new school year.**

**Assessment and Evaluation:**

**In the Fall, during our new student group meetings, guidance counselors are able to ascertain the effectiveness of the orientation 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: Parent Team Meetings**

**Objective: To provide parents and teachers an opportunity to discuss students' needs with support staff to create a plan of action for improvement.**

**Target Population: All grade level parents**

**Provider: School Counselors, Psychologists, Social Worker, Administrators**

**Timeline: Ongoing**

**Program/Activity Description:**

- **Parents, teachers and/or counselors request parent team meetings to discuss issues of concern as needed about individual students.**
- **All members share student's current academic, emotional and social experience and brainstorm strategies to support the student.**
- **A follow up meeting is held with the school counselor and/or other support staff to further discuss the student's personal needs and possibly provide outside referrals.**
- **A plan of action is recommended, and counselors follow up weekly with the team on the student's progress.**

**Expected Outcomes:**

**A plan of action is discussed and developed to implement for improvement.**

**A home/school partnership is created to support the child's needs to best help them reach their academic, social and emotional potential.**

**Assessment and Evaluation:**

**We can assess the plan of action for improvement through parent and teacher feedback.**

**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: Registration**

**Objective:** To learn about students' prior academic and social history and provide information about the Herricks School District to help families transition to their new school community.

**Target Population:** All grade levels

**Provider:** School Counselors

**Timeline:** Ongoing

**Program/Activity Description:**

- Each new family to Herricks will have an individual family appointment with a middle school counselor to welcome them and review prior academic records.
- Counselors will evaluate report cards, test scores and other academic information to help choose appropriate placements.
- Counselors will consult chairpeople and program a student's schedule that best meets the child's needs for maximum academic growth.
- Counselors will continue to follow up with all new students registered in small groups during our new student group program in the beginning of the school year.
- New students are invited to attend the New Student Buddy Program in August.

**Expected Outcomes:**

Students and families will have a smooth transition to their new school community and learn about the many academic and extracurricular programs the district offers.  
Students will be appropriately placed according to their academic profiles/history in academic courses.  
Students will meet new students in their grade and begin to develop new friendships.

**Assessment and Evaluation:**

Through meetings with the guidance counselors and teacher feedback, we are able to determine that students had a smooth transition and are appropriately placed academically.

**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: Scheduling**

**Objective: To assist school administration with the scheduling process and meet the academic needs of each individual student.**

**Target Population: All grade levels**

**Provider: School Counselors**

**Timeline: Spring/Summer**

**Program/Activity Description:**

- **School counselors support the scheduling process by providing student information to ensure that all students are appropriately placed in academic courses each year.**
- **Teachers input student recommendations each year through the Guidance Department.**
- **School counselors will consult with teachers, parents and students in regard to students' placements.**
- **School counselors will be involved with scheduling changes to meet student needs and balance class sizes.**

**Expected Outcomes:**

**Students have schedules each year that challenge them academically and provide support if needed.  
Each student is placed in appropriate courses to help maximize their academic development.**

**Assessment and Evaluation:**

**Through teacher feedback we are able to determine that students are appropriately placed academically.**

**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: 6<sup>th</sup> Grade Classroom Guidance Program**

**Objective: To teach social and emotional skills to improve students' social and emotional knowledge and skills, pro-social attitudes and behavior.**

**Target Population: Grade 6 Students**

**Provider: School Counselors, Social Worker and/or School Psychologists**

**Timeline: Monthly**

**Program/Activity Description:**

- **Once a month, each counselor, social worker and/or psychologist visits their assigned sixth grade class for educational guidance presentations using the evidence-based, award-winning Second Step program.**
- **The five themes in the Second Step program are:**
  - 1. Empathy and Communication**
  - 2. Bullying Prevention**
  - 3. Emotion Management and Coping**
  - 4. Problem Solving, Decision Making and Goal Setting**
  - 5. Substance Abuse Prevention**
- **As a program for all students, it provides a foundation for creating a safe, respectful learning environment.**

**Expected Outcomes:**

**This social and emotional learning program will support academic achievement by helping students focus on their school work, manage emotions, behave in classrooms and build connections in school through improved relations with their peers and teachers.**

**Assessment and Evaluation:**

**School counselors are able to determine the effectiveness of the 6<sup>th</sup> grade class visits by the frequency of visits to Student Services and the relationships they build with the adults in the department.**

**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 7<sup>th</sup> Grade Classroom Guidance Program**

**Objective:** This class is designed to help students learn good decision-making skills, grow as an individual and build close relations with his or her guidance counselor.

**Target Population:** Grade 7 Students

**Provider:** School Counselors

**Timeline:** Fall or Spring

**Program/Activity Description:**

All seventh grade students are scheduled for a guidance class that is taught by his or her assigned school counselor. This class meets on alternating days for one quarter. This curriculum is a continuation of the Second Step curriculum from grade six. The curriculum themes are:

1. Careers
2. Empathy and Communication
3. Bullying Prevention
4. Emotion Management and Coping
5. Problem solving, decision making and goal setting
6. Substance Abuse Prevention

**Expected Outcomes:**

Students will build close relationships with their assigned school counselor and become more comfortable reaching out to them when needed.

Students will learn to manage their emotions and peer relationships in a positive way.

Students will explore career options and skills related to the world of work.

Students will become more educated about the dangers of substance abuse and social media.

**Assessment and Evaluation:**

School counselors are able to determine the effectiveness of the 7<sup>th</sup> grade guidance class by the frequency of visits to Student Services and the relationships they build with the adults in the department.

**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: Stop Then Send – Internet Safety Program**

**Objective: Students will learn how to manage technology safely and learn how to use their devices responsibly.**

**Target Population: Grade 7 Students**

**Provider: Nassau County District Attorney**

**Timeline: Winter**

**Program/Activity Description:**

- **Each year one of the Assistant District Attorneys from Nassau County presents an educational and informative program on Internet safety for the entire seventh grade.**
- **Students are presented with statistics, facts and real life cases regarding misuses of technology.**
- **Students will be informed of the current laws and legal consequences that result from inappropriate and illegal digital behaviors.**
- **Students are able to better understand the importance of making good decisions about the use of their personal devices and digital habits.**

**Expected Outcomes:**

**Students will better understand the dangers and consequences that result from using technology inappropriately and/or in unsafe ways. Students will become more responsible net citizens after this educational program.**

**Assessment and Evaluation:**

**Through a decrease in disciplinary referrals regarding social media and electronic devices, administration can determine that students can responsibly use technology.**

**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: Student Mentoring Program (TACK Buddies)**

**Objective: To connect eighth grade students with younger students in the building who could benefit from a positive peer relationship.**

**Target Population: All grade levels**

**Provider: Student Services Department**

**Timeline: Ongoing**

**Program/Activity Description:**

- Eighth grade students are selected and trained to become older buddies to younger students in the building to provide support, encouragement and a positive peer relationship.
- Students are scheduled to meet under supervision in the Student Services Department Office every few weeks.
- The experience includes talking and sharing, playing games and providing advice when needed.
- Both students feel rewarded by this arranged friendship.

**Expected Outcomes:**

**To foster positive relationships amongst younger and older students in the building.**

**To provide opportunities for students to experience a nurturing peer relationship that supports the development of positive social skills.**

**Assessment and Evaluation:**

**At the end of the year, the TACK buddy along with their mentee will complete an evaluation determining the benefits of their relationship.**

**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.

**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 employ to aid in the cognitive work of thinking, remembering or learning.

## 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 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 decisionmaking 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	
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### 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

standards and can use the competencies from the Mindsets & Behaviors as examples of alignment. 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

When citing from this publication, use the following reference:

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.



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