



**Herricks Comprehensive Guidance
Program
Grade 9 - 12**

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: Personal, Academic, Career and Crisis Counseling

Objective: To provide individual and small group counseling to support the personal needs of students, provide intervention when students are in crisis, educate them on possible career pathways, and to counsel them regarding academic planning and achievement

Target Population: Grade 9 - 12

Provider: School Counseling Staff, Social Worker, School Psychologists

Timeline: Ongoing

Program/Activity Description:

Students will learn and practice a range of feeling vocabulary, emotion management and problem solving strategies through counseling

Students will be taught goal setting, progress monitoring and success sharing as well as memory skills, managing test anxiety and skills for healthy optimism

Students will have a heightened sense of personal strengths, skills, interests, hobbies, dreams and achievements. They will assume and explore aspects of adult life including work related situations. Emphasis is placed on the importance of all work, ongoing education, teamwork and positive attitudes

Students will identify and learn strategies to deal with personal crisis. Referral to outside intervention services will be provided as necessary

Assessment and Evaluation:

Through observation of staff, students will gain coping skills and the number of students experiencing anxiety and depression will decrease.

Expected Outcomes:

Students will develop knowledge of the importance of a positive self-concept, skills to interact effectively with others, awareness of the importance of growth and change, awareness of the benefits of educational achievement and skills to understand and use career information. Students will feel encouraged and supported emotionally and academically in all aspects of their daily lives

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 provide a safe and nurturing environment to counsel students and address their target concerns

Target Population: Grade 9 - 12

Provider: School Counselors, Social Worker, and School Psychologists

Timeline: Ongoing

Program/Activity Description:

Provide ongoing emotional, social or academic counseling

Provide crisis counseling

Counsel students mandated to receive services as per their IEPs

Monitor peer mediations

Provide conflict resolution

Offer scheduled individual appointments as requested by students

Expected Outcomes:

Students will learn strategies to cope with their issues and concerns both in and out of schools

Trusting and understanding relationships will develop between students and the counseling staff, school social worker and school psychologists. Students will feel safe and supported

Assessment and Evaluation:

Through observations of the counselors, the amount of students seeking support will be monitored and the need for individual counseling will decrease.

**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 the same social/ emotional situation and difficulties

Target Population: Grade 9 - 12

Provider: School Counseling Staff, Psychologists, and Social Worker

Timeline: Ongoing

Program/Activity Description:

Small groups of students meet with the appropriate service provider to discuss a targeted and common concern or topic. All groups are to facilitate discussion on pertinent issues

Groups are formed based on multiple students' IEP goals, student, parent, and teacher referrals

Examples of groups include friendship groups, social skills groups, divorce groups, bereavement groups, drug prevention / intervention groups, and Too Good for Drugs groups

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

Group counseling will help students understand that others share similar feelings and experiences

IEP goals will be met based on group activities

Through group discussion, students will recognize the importance of healthy living and responsible decision making

Assessment and Evaluation:

Through hosting groups of students experiencing similar social and emotional difficulties, counselors observed a decrease in feelings of loneliness and isolation among 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: DASA Training

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

Target Population: Grade 9 - 12

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

Timeline: Ongoing

Program/Activity Description:

School Counseling Staff, School Psychologists, the School Social Worker all received DASA training so that they could understand the intent components, and operational definitions of the Dignity Act

Expected Outcomes:

School Counseling Staff, School Social Workers and the School Social Worker will:

Develop sensitivity to the experience of specific student populations

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 examining their own biases

Assessment and Evaluation:

Through observation of the administration and staff, the number of DASA reports will decrease. The counselors will use their training in identifying and reporting DASA cases.

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: Professional Development

Objective: School Counseling Staff and Pupil Personnel Services will attend informative workshops, conferences, trainings and presentations to learn the latest information on issues socially, emotionally and physically affecting children and current trends in college and career counseling

Target Population: Grade 9 - 12

Provider: Professional Organizations, Nassau County Offices, Colleges, Service Agencies, Medical Organizations

Timeline: Ongoing

Program/Activity Description:

Counselors and Pupil Personnel staff attends events that will deepen their knowledge of current trends in education and adolescent issues

Events include:

College Visits

ASPIRE

CAP Conference

NCA Meetings

NYU Langone: Selective Mutism and Anxiety Disorders

School Refusal

BOCES Data Warehouse

The Katie Beers Story: Social Emotional Awareness

Crisis Preparedness

Mindfulness and Meditation

New Wechsler Test Training

Social and Separation Anxiety Disorders

Expected Outcomes:

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

Assessment and Evaluation:

The Herricks community will observe that the counselors are more knowledgeable in many different areas.

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: Monitoring High School Graduation Requirements

Objective: To ensure that all students are enrolled in and successfully complete classes that will meet New York State graduation requirements within a four year program of study

Target Population: Students Grade 9 - 12

Provider: School Counseling Staff

Timeline: Ongoing

Program/Activity Description:

At the beginning of each year, school counseling staff reviews all student transcripts and current academic schedules to ensure that all students are on track for graduation. All information is reviewed with students individually and in small groups. Adjustments are made to schedules if required courses are missing in the academic program. Completion of required Regents examinations is also reviewed and monitored

Report cards are reviewed throughout the year to monitor required courses and the passing or failing status of each. Failed required courses are rescheduled during the school year if possible, and summer school options are also discussed with students for completion of failed courses and Regents examinations. Transcripts, Regents examination results, and report cards are stored in the Guidance Office and in Infinite Campus

School counseling staff will review each student's final transcript to determine what type of diploma, credential, or certificate that each student will receive

Expected Outcomes:

Students will successfully complete all required courses and Regents examinations within four years to meet New York State graduation requirements. Information on each student's ongoing status for timely graduation will be maintained, adjusted as necessary, and reviewed yearly and on an "as needed" basis with students

Assessment and Evaluation:

Counselors will review high school transcripts each year for graduation requirements. The graduation data will be accurate.

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 Registration

Objective: To welcome new students to the high school and place them in appropriate classes and programs that will make their transition to the new school setting successful

Target Population: Grade 9 - 12

Provider: School Counselor, Secretaries

Timeline: Ongoing

Program/Activity Description:

Individual meetings with the assigned school counselor are scheduled with new students and their parents. The counselor reviews the student's prior academic program to determine appropriate academic placement. The counselor may contact the prior high school for more detailed information about the student's needs and placement. The counselor then develops a schedule of classes for the student

The counselor provides an orientation for the student including the high school's culture, extracurricular programs and activities, and sources of academic and emotional support

The counselor tours the student throughout the building and through the new schedule, highlighting the location of the library, cafeterias, and the Learning Center. The new students are encouraged to visit the counselor as often as they wish

If students register over the summer months, they are invited to a new student orientation in August, before school begins. They are introduced to a Peer Connector who serves as a mentor while they become accustomed to the high school

Expected Outcomes:

New students will successfully transition to the high school academically and socially and be aware of sources of support available. The student/counselor relationship is established

Assessment and Evaluation:

New students will transition successfully to Herricks and will be appropriately placed in their classes.

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: Course Selection Guide

Objective: To provide students with a detailed description of every course offered in the Herricks curriculum and to clearly outline graduation requirements in writing

Target Population: Grade 9 - 12

Provider: School Counseling Chairperson, Department Chairpersons, Secretaries

Timeline: November and December

Program/Activity Description:

Each year, the department chairpersons review, revise course descriptions, and update the courses offered by their department that are listed in the Course Selection Guide

The Guidance Chairperson revises pages describing graduation requirements, pass / fail options, BOCES, and Herricks policy for adding and dropping courses

The principal's secretary collates all of the separate department course descriptions into one book

The Course Description Guide is used to clarify course content when Counselors meet with all students in scheduling orientation meetings

The Course Description guide is posted on the Herricks website and in the course selection area of Naviance so that students can reference it at any time, particularly when they are selecting their classes for the following year

Expected Outcomes:

Students will have a thorough understanding of each course's content and will be able to make informed decisions when selecting their classes each year. They will also understand graduation requirements

Assessment and Evaluation:

Students will select the appropriate courses during registration. The number of students changing schedules will decrease because they are more knowledgeable of their academic options.

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 Orientation/Course Selection

Objective: To assist students with creating their academic schedules for the following school year. Emphasis is placed on incorporating challenging yet realistic academic classes that meet graduation requirements and enhance academic growth

Target Population: Grade 9, 10, 11

Provider: School Counseling Staff

Timeline: January through September

Program/Activity Description:

Counselors meet with students in small groups and review graduation requirements. Students are provided with a detailed list of all courses offered as well as a scheduling worksheet so that they can visually map out a nine period day. Through use of the Smartboard, counselors show students how to utilize the Course Description Handbook that is posted online. Counselors also demonstrate using Naviance to input course requests for the following school year. Students are provided a window of time to register for classes

Counselors meet one-to-one with students when they need additional assistance logging into their accounts and choosing appropriate courses. Counselors review courses selected by the students once the scheduling window closes. Any necessary changes due to error, change in recommendation, results of an Annual Review Meeting for special education students or a 504 review, or summer school enrollment are addressed by each counselor in relation to their own caseload

Expected Outcomes:

The students will understand graduation requirements and how to meet them. They will create a challenging yet appropriate academic program for the following school year. Students will understand the scheduling process and will successfully use Naviance to submit course requests in a timely manner

Assessment and Evaluation:

Counselors will observe an increased number of students attending the information sessions. The number of students changing schedules will decrease because they are more knowledgeable of their academic options.

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: Barry Tech Career & Technical Programs

Objective: To enable students to explore hands-on experiences in areas of interest pertaining to vocational and technical careers

Target Population: Grade 10, 11, 12

Provider: School Counseling Staff and Barry Tech

Timeline: February - September

Program/Activity Description:

The school counselors introduce the available vocational programs to their students during scheduling groups. The counselors also discuss BOCES options at CSE Annual Review meetings. Grade 10 and 11 students are invited to attend the "Taste of Tech" orientation field trip to the BOCES center. Counseling staff accompanies the students while they spend half of the day visiting the vocational programs of interest to them. Students are invited to apply for admission if they wish to attend BOCES

The counselors facilitate and compile applications to the BOCES. Included with the application are complete attendance reports, health records, copies of 504 Plans or an IEP, psychological testing, a vocational assessment, report cards, and an official transcript

Expected Outcomes:

Students will have access to a vocational and technical education through BOCES. This will support his or her interest in a specific technical field while fulfilling the requirements for a high school diploma. At the completion of the BOCES program, students will be able to receive technical/vocational certification in their chosen field of study

Assessment and Evaluation:

Students will attend the Barry Tech "Taste of Tech" field trips for a better understanding of the program. The student's knowledge of vocational skills will increase.

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: **Schedule Adjustment**

Objective: **To review schedule change requests and to assess their validity based on State and local expectations, and in meeting NYS graduation requirements**

Target Population: **Grade 9 - 12**

Provider: **School Counseling Staff, Teachers, Administrators**

Timeline: **Ongoing**

Program/Activity Description:

Students must discuss possible schedule changes with their counselor. The counselor will discuss with the student if the change is valid or in the student's best interest. The requested change will be discussed with both the teachers involved and the student's parent

Students are given a Schedule Change Request Form that must be signed by both the teacher and the student's parent

When the change is approved, the counselor makes the adjustment to the student's schedule in Infinite Campus. A new schedule is printed and given to the student

Expected Outcomes:

Schedule changes will ensure that the student is placed in the appropriate and desired academic classes and will assist in the overall academic success of the student

Schedule changes will enhance and not detract from the quality of the education the student obtains

Only relevant schedule changes will be granted

Assessment and Evaluation:

After each marking period, counselors will review the amount of drop forms submitted.

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: Referral to Outside Services

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

Target Population: All students in need in Grade 9-12

Provider: School Counseling Staff, Psychologists and Social Worker

Timeline: Ongoing

Program/Activity Description:

To connect students and families to outside referral sources such as psychologists, social workers, psychiatrists, drug treatment facilities, mental health facilities, and state/government agencies. The counseling staff has a variety of referral sources that are provided to parents in times of need

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:

Counselors will maintain an updated list of referral services. With appropriate outside help the number of students experiencing social / emotional issues will decrease

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: Pupil Personnel Team

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

Target Population: Grade 9 - 12

Provider: The PPT is a multidisciplinary team that consists of administrators, school psychologists, a social worker, school counselors, and the school nurse. Teachers may join the meeting if they have concerns regarding a specific student

Timeline: Weekly Through Out the Year

Program/Activity Description:

Students may be referred to PPT for various reasons including academic difficulty, disciplinary concerns, and/or social and emotional difficulty

The PPT collects and reviews all relevant information including performance in the classroom, teacher / staff observations, performance on standardized tests, attendance, medical history, disciplinary records, and records from previous schools

The PPT 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 an outside referral to appropriate providers

The high school PPT meets annually with the middle school PPT to discuss the incoming freshman class. The middle school PPT will refer students ‘at risk’ for academic and / or social and emotional difficulty to help facilitate the transition to the high school

Expected Outcomes:

The PPT will respond to the academic and / or social and emotional needs of students. The PPT will create a comprehensive plan that supports students’ successfully functioning in school

Assessment and Evaluation:

The PPT list will be reviewed each week and through proper intervention and referrals the number of students needing PPT intervention will decrease.

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 / 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 years. Meetings may also be held to make adjustments to services as needed

Target Population: All Students in Grade 9 - 12 Who Have an IEP or 504 Plan

Provider: School Counseling Staff, Psychologists, Special Education Chairperson, Assistant Principal, Teachers

Timeline: Spring (or as needed)

Program/Activity Description:

School counseling staff, 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

Registering students with SAT or ACT in order to receive testing accommodations on standardized tests is discussed

Broader transition issues may also be addressed, including college and access to adult services

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:

Counselors and psychologists will insure that New York State regulations on special Education or 504 regulations are being followed and appropriate recommendations are being made. Student academic performance will increase.

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: Academic At – Risk Failure Mailings

Objective: To identify students with failing or borderline grades and communicate that information to their parents

Target Population: Grade 9 - 12

Provider: School Counseling Staff

Timeline: At the end of each academic quarter

Program/Activity Description:

School counselors review all of their student's report cards for failing and or borderline grades. A letter is sent to the parents indicating what classes have been failed or may be failed without improvement. Within the letter are suggestions of where the child can receive academic support during the school day and after school. Parents are invited to contact the counselor for further discussion or a meeting

Grade 12 students who are failing required courses must attend mandatory meetings with the school counselor and assistant principal to review their academic status and to discuss a plan for improvement

Expected Outcomes:

Parents will be notified of their child's academic standing

Students will seek academic support through extra help, the Learning Center, EXCEL, Academic Support, or tutoring and their grades will improve

Grade 12 students will be carefully monitored to ensure a timely graduation

Assessment and Evaluation:

Counselors will make sure that there is open communication between school and home. Due to increased communication the number of students failing courses will decrease.

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: EXCEL Program

Objective: To help at- risk students improve their study skills and grades in school and ultimately meet the NYS requirements for graduation

Target Population: Grade 9, 10 and 11

Provider: School Counseling Staff, Teachers, School Psychologist

Timeline: Full year

Program/Activity Description:

Excel is a comprehensive support program that provides academic support to struggling students during the school day. The program meets for one period every day with a teacher in English, Social Studies and Math

Students are recommended for the program by faculty based on poor academic performance and personality. Typically the students are at risk for not meeting NYS graduation requirements. Counseling staff and teachers interview potential candidates

The Excel teachers work closely with the students on completing homework, long and short term assignments, and study skills. Students are graded based on motivation, cooperation and participation in the class

The school psychologist and guidance counselor run social, academic and emotional counseling groups with the students

Expected Outcomes:

At – risk students will improve their grades in school and work toward greater independence. Students will feel supported academically, socially and emotionally, and will gain a sense of community through the EXCEL Program

Assessment and Evaluation:

Student academic performance will be monitored quarterly and will improve. The number of students earning an Advanced Regents diploma and the number of students attending four year colleges will increase.

**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 – 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: Grade 9 -12

Provider: School Counseling Staff, Teachers, Psychologists

Timeline: Ongoing

Program/Activity Description:

Parents wishing to meet with their child’s teachers contact the school counselor. The counselor arranges a meeting time during the day when the teachers are available and the parents are invited to attend. Any concerns or questions that the parent has are discussed in-depth with both the teachers and the school counselor at the meeting

Expected Outcomes:

Parents will have their concerns heard and addressed by both teachers and the school counselor

Suggestions for addressing the parents concerns will be offered and implemented

The student’s situation will improve or be maximized

Assessment and Evaluation:

Counselors will follow up with parents regarding the helpfulness of the conferences.

**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 Progress Reports

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

Target Population: Grade 9 - 12

Provider: School Counseling Staff, Psychologists

Timeline: Ongoing

Program/Activity Description:

Parents contact the school counselor or school psychologist requesting an academic update on their child's progress. Counselors contact the teachers in person, in writing or by email requesting an update on the student's status. The counselor collects the information from the teachers and then either calls or meets with the parent to review the progress reports

Expected Outcomes:

Parents have access to and will receive timely and informative feedback from teachers 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:

Counselors will monitor increased academic performance due to an increase of communication via parent/student portal

**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: Peer and Faculty Tutoring Referral

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

Target Population: Grade 9 -12

Provider: Counseling Staff, Students, Teachers, Secretaries

Timeline: Ongoing

Program/Activity Description:

The counseling staff collects a list of honors and AP level upper classman who are interested in tutoring. Teachers also submit their names if they would like to be referred for private tutoring

A binder containing all of the tutors names and contact information is maintained in the counseling office. Students and parents may access it

Counselors will use the binder to recommend tutors when they receive a request from a parent or student. Counselors may recommend tutoring services to students when meeting with them individually regarding academic difficulty. The counseling staff tries to pair students with a tutor whose demeanor and style will best optimize the tutoring experience

Expected Outcomes:

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

Assessment and Evaluation:

The counselors will monitor the amount of students utilizing the tutoring program. Student academic performance will increase due to the support.

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: Summer School Mailing / Registration

Objective: To notify parents and students of course failures, summer school eligibility and registration options

Target Population: Grade 9 - 12

Provider: School Counseling Staff, Secretaries

Timeline: June

Program/Activity Description:

Teachers report course failures to the counseling staff

The counseling staff contacts all students and parents of students who have failed a required course by both phone and mail. Those students are mailed detailed information regarding summer school options for credit recovery, registration materials, information regarding cost, the summer school schedule, along with dates and class times. This information is also posted on the school website

Herricks offers three options for summer school: The BOCES Consortium Summer School Program, The Windsor School, or taking courses online through Educere. All three options are discussed with parents and students in detail

The counseling staff meets individually with students who wish to attend summer school and complete registration forms for them. Counselors also provide and provide copies of IEPs to students with disabilities

Expected Outcomes:

Students and parents will be made aware of course failures and the opportunities available for the students to repeat courses in summer school for credit recovery. Interested students will be registered by the counseling staff for the summer school option most appropriate for their needs

Assessment and Evaluation:

The number of students registering for summer school will increase.

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: SADD

Objective: To guide students to create a world in which young people make positive decisions that advance their health and safety, and to model that lifestyle for others

Target Population: Students Grade 9 - 12

Provider: School Social Worker

Timeline: Ongoing

Program/Activity Description:

SADD is a peer – to – peer education, prevention, and activism organization dedicated to preventing destructive decisions, particularly underage drinking, drug use, risky and impaired driving, teen violence, and teen suicide

In-school campaigns are offered periodically to educate students on the negative effects of poor decision making: Drunk Goggles Demonstration – Mimicked visual impairment when drinking

Expected Outcomes:

Students will have a heightened awareness of the importance of responsible decision making

Students will be educated on the dangers of destructive decisions, and will avoid situations in which they may be compromised

SADD members will serve as role models for healthy decision making and lifestyle choices

Assessment and Evaluation:

The number of students making destructive decisions will decrease.

**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: C.H.A.N.G.E.

Objective: To teach young people to identify and resist the social pressures that lead to experimentation with drugs

Target Population: Grade 8 - 12

Provider: School Social Worker

Timeline: Ongoing

Program/Activity Description:

The program is a voluntary program for students who elicit great leadership qualities and potential

The social worker meets with the students to train them with prevention and intervention tools to deal with issues of underage drinking, marijuana and other drug use, refusal skills, and healthy decision making

The high school C.H.A.N.G.E. members visit the middle school to provide role playing presentations on resisting social pressures in engaging in unhealthy and dangerous activities

Expected Outcomes:

C.H.A.N.G.E. members will be provided with the knowledge to disseminate information regarding substance abuse to teach younger students prevention skills

Healthy, informative, and open communication will take place among peers regarding substance abuse

Students will be educated about high risk behaviors that they may be subjected to, and developing coping / refusal skills

Assessment and Evaluation:

Counselors will observe a decrease in at-risk behavior by 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: The PRIDE Survey

Objective: A survey to assess risk and protective factors that predict substance use, youth gambling, and other problem behaviors

Target Population: A Sample of Students Grade 7 - 12

Provider: The School Social Worker

Timeline: Fall

Program/Activity Description:

The school social worker administers the PRIDE Survey to a sample of Grade 7 – 12 students identified through their Physical Education classes

The PRIDE Survey is a survey instrument used to assess risk and protective factors that predict substance use and other high risk activities in youth

Expected Outcomes:

The school counseling and pupil personnel staff will have a better understanding of the at- risk behaviors happening in the Herricks schools, and will be able to address them more specifically and effectively

Students will have a heightened self- awareness of their own behaviors through self-reflection as a result of completing the PRIDE survey

Students will utilize school counseling and pupil personnel staff as resources to address their self-perceived at-risk behaviors through open and honest communication

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 school counseling staff, the social worker and school psychologists to incoming Grade 9 students identified as most “at risk” for transitioning to the high school

Target Population: Grade 8

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 middle school / high school PPT meeting

The school counseling staff and pupil personnel services staff at both the middle school and high school collaborate to schedule individual meetings with the identified students. The meetings are held at the middle school

The counseling and pupil personnel services staff meet 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 high school. The meetings provide an opportunity for the students to share their concerns and for the high school staff to gain firsthand knowledge of their incoming students

Expected Outcomes:

The student can begin building a relationship with support service providers at the high 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 high school, and be better informed in addressing them

Assessment and Evaluation:

The counselors will notice a decrease in the number of students experiencing PPT referrals due to anxiety related to the transition to high school.

**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: Freshmen Focus

Objective: To provide information and mentoring to incoming Grade 9 students for the goal of a smooth transition to the high school

Target Population: Grade 8 Students

Provider: School Counseling Staff

Timeline: June

Program/Activity Description:

During the Main Event, Grade 8 students visit the high school as an entire class. They attend a welcoming assembly in the high school auditorium, watch an informational video created by Freshmen Focus members, attend break - out groups to listen to a panel of Grade 11 students speak about high school, take a guided tour of the building, and eat lunch in the cafeteria. Each Grade 8 student is assigned a Freshman Focus mentor that they may contact over the summer and during their 9th grade year. Freshmen Focus members are easily identified during the first day of school by wearing a specific colored t-shirt. Freshman Focus members have been specifically trained in mentoring by attending training sessions throughout the spring leading up to this event

Expected Outcomes:

Grade 8 students will be familiar with the physical layout of the high school so that they are more comfortable and confident when they enter the building. The students will feel supported by their mentors and will have an approachable and caring resource available to them as they successfully transition to the high school

Assessment and Evaluation:

The counseling staff will monitor success of transition through ninth grade groups using "Freshman Focus form".

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: Naviance: College/Career/Scholarship

Objective: To provide parents and students access to a web-based program to assist with college and career planning

Target Population: Students Grade 9 - 12

Provider: School Counseling Staff

Timeline: Ongoing

Program/Activity Description:

Naviance is a program that offers a wide array of features for all secondary grade levels. Students can upload scheduling requests, prepare resumes, access advanced college and career searches, and compare their GPA and SAT scores with potential colleges to create target-based searches

Parents and students have access to the Family Connection website 24/7, and school counselors can connect and work with students through the Workspace program

The program also has an excellent SAT and ACT preparatory program called “Prep Me” for all Herricks students to use in preparing for their exams

Scholarship information is listed on the site to help students find potential assistance for the cost of college

Direct links to important sites are listed on the student’s Naviance homepage: The Common Application, CUNY Application, the SUNY Application, FAFSA, Scholarship Search Websites, etc

Expected Outcomes:

Students will be able to research colleges and produce a comprehensive list of potential colleges. They will have access to various links and sources of information needed to assist in the entire college search process. Students will have the capability to conduct in-depth research about potential careers, educational requirements, demand for careers, and average salaries

Assessment and Evaluation:

Counselors will monitor the increased use of Naviance by students through a usage report.

**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: Grade 9 Groups

Objective: To help the Grade 9 students transition to the high school and begin to form a positive relationship with their counselor

Target Population: Grade 9

Provider: The School Counseling Staff

Timeline: Fall and Winter

Program/Activity Description:

In the Fall, counselors meet with their Grade 9 students in small groups to introduce themselves and to help them transition to the high school. Topics such as the role of the school counselor, sources of support (psychologists, social worker,) study skills, extracurricular involvement, extra help, attendance, academic expectations, the Herricks Honor Code and Code of Conduct, and subjects of student interest will be discussed. Each student will open a Naviance account and will be introduced to college and career searches

In the Winter, counselors will conduct another round of ninth grade groups. These groups focus on assisting the students with the scheduling process by advising them on course selection and using Naviance to register for courses for the following year. The counselors also revisit the use of the Naviance program for college and career research

Expected Outcomes:

Grade 9 students will begin a productive relationship with the high school counseling staff and will understand that they are an accessible source of academic, social and emotional support. Students are provided an overview of the high school and will transition successfully with knowledge of sources of support in the high school

The students will understand scheduling requirements and academic options for Grade 10. They will understand how to use Naviance to register for classes. The students will also be introduced to using Naviance as a career and college research tool, and will continue to utilize the program in the future

Assessment and Evaluation:

Counselor will monitor meetings through intake forms. Subsequent to the meetings the students will feel more comfortable going to guidance and the number of visits will increase.

**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: Personal Best Awards

Objective: To recognize Grade 9 students who have demonstrated exemplary character in their transition to the high school environment

Target Population: Grade 9 Students

Provider: School Counseling Staff

Timeline: Spring

Program/Activity Description:

High school staff nominates freshmen who are respectful, polite, responsible, eager to participate, highly motivated, have a positive attitude, who are a pleasure to have in class and who are role models for their peers

High school staff writes testimonials honoring the students, with specific examples that highlight why they deserve the award

Parents and nominees are invited to an award breakfast where the students are honored, and the testimonials are read aloud

Students receive a Personal Best Certificate and congratulations from the High School principal

Expected Outcomes:

Students will receive positive reinforcement for maintaining excellent character and encouragement to carry it forward as an example to their peers

Assessment and Evaluation:

The counselors will observe an increase in nominations for the Personal Best Award due to successful transition to the high school.

**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: Grade 10 Groups

Objective: To assist the student with the scheduling process and to educate them on the harmful effects of bullying. Career research activities such as the use of Naviance and guided self-imagery are also included

Target Population: Grade 10

Provider: School Counseling Staff

Timeline: Fall and Winter

Program/Activity Description:

In the Winter of Grade 10, counselors conduct tenth grade groups that are focused on topics such as scheduling, bullying, guided self-imagery as related to future careers, and using Naviance for college and career research

The counseling staff created an anti-bullying curriculum that is implemented in the tenth grade groups. The program discusses the harmful effects of bullying and cyber-bullying and the importance of becoming an “upstander” through the use of videos, discussion, work sheets and role playing

Expected Outcomes:

The students will receive assistance with the scheduling process and learn about the harmful effects of bullying and its prevention. College and career research will continue through the use of Naviance and guided self-imagery

Assessment and Evaluation:

Counselors will monitor the increase use of Naviance through a usage report and will also monitor the successful use of Infinite Campus to create schedules during individual and group meetings.

**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: Grade 11 Orientations

Objective: To welcome Grade 11 students back and to make them aware of important deadlines and events that relate to them in the upcoming year

Target Population: Grade 11

Provider: School Counseling Staff

Timeline: September

Program/Activity Description:

Counselors meet in small groups with their Grade 11 students. Students are provided a copy of their transcript and counselors review graduation requirements and GPAs

Information on the PSAT, SAT, Subject Tests and ACT test dates, registration and deadlines are provided. The National Merit Scholarship program is reviewed. All students are encouraged to take the PSAT. Students are reminded that Prep Me on Naviance offers full preparation for SAT and ACT

Counselors offer advice on how the students can best maximize their time and academic potential in preparation for college application. Students are encouraged to take part in extracurricular activities both in and out of school, and to enter them in the Resume Builder in Naviance. Students are reminded that they can begin researching colleges through Naviance

Students are reminded of sources for academic support available to them

The National Honor Society requirements are reviewed

Expected Outcomes:

Students will understand how to plan for standardized testing Students will have an overview of how to better plan their Grade 11 year and timeline Counselors are able to touch base with every Grade 11 student

Assessment and Evaluation:

A maximum number of students will register for the PSAT. Course selection will reflect increased knowledge of graduation requirements.

**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: Grade 12 Orientations

Objective: To welcome Grade 12 students back to school and to review the steps necessary to process applications through the School Counseling Department

Target Population: Grade 12

Provider: School Counseling Staff

Timeline: September

Program/Activity Description:

The counselors meet with their Grade 12 students in small groups. Transcripts are provided to each student, graduation requirements are explained, students review their transcripts for errors and GPAs are explained

Students are provided a packet that includes application processing forms, step by step instructions on submitting various applications, SAT ACT registration deadlines and testing dates and how to send scores, instructions for getting letters of recommendation, Information of filing for financial aid, and the date for Financial Aid Night, instructions for mid-year reports, a list of colleges visiting the high school, NCAA registration, information on upcoming college fairs, and a SUNY admission summary

Counselors review the application submission process in-depth and answer all questions. The packets given to the students are covered line by line

Students are encouraged to make an appointment to see their counselor individually

Expected Outcomes:

Students will understand all of the steps necessary when submitting college applications. Students will make an appointment to meet with their counselor to discuss their personal college application experience

Assessment and Evaluation:

Counselors will receive an increased number of applications appropriately completed in a timely manner with required processing forms.

**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 Herricks High School Profile

Objective: To provide a comprehensive and informational summary of Herricks High School's demographic, academic, and statistical information

Target Population: Colleges and Universities, Any Interested Public

Provider: School Counseling Chairperson

Timeline: Fall

Program/Activity Description:

The School Counseling Chairperson gathers, interprets and records data to compile a concise document that provides a snapshot of Herricks High School and its rigor

Information included in the profile is a general description of the high school's community demographics, and a school ethnicity profile

Grade Point Average System Information / Grade Conversion

AP course offerings, enrollment and testing outcome percentages

SAT, SAT Subject Test enrollment and testing outcome percentages

Honor class offerings

The National Merit Scholarship qualifying history

College placement

Description of special programs

Expected Outcomes:

College admission personnel will have a deeper and more accurate understanding of Herricks High School students and the rigor of their programs, making them competitive in the college selection process

Assessment and Evaluation:

Counselors will observe an increased knowledge of Herricks High School by college counselors visiting the school.

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 Counseling Web Page

Objective: To provide parents and students with an easily accessible source with information regarding upcoming events, important dates, and useful resources available to them

Target Population: Students and Parents Grade 9 - 12

Provider: School Counselors, Secretaries and Herricks Webmaster

Timeline: Ongoing and Updated Regularly

Program/Activity Description:

A school counseling section of the Herricks High School website is maintained with current and important information for parents and students

Information available includes student counselor assignment, Naviance/Family Connection access, Guidelines, SAT/ACT test dates, college open house information, scholarships, AP testing information, Volunteer and community service opportunities, the Herricks Profile, and changing current and pertinent information

The department secretary and the webmaster post information provided by the counselors for the website

Expected Outcomes:

Students and parents will access the website as an informative and viable resource for important information generated by and about the Herricks School Counseling Department

Assessment and Evaluation:

Counselors will monitor an increase in attendance at school events, adherence to deadlines, and a spike of usage of online resources.

**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: Guidelines

Objective: To keep students and parents aware of upcoming/ongoing events, standardized testing dates, important deadlines, and important announcements

Target Population: Grade 9 – 12 Parents and Students

Provider: School Counselors and Department Secretaries

Timeline: Monthly Through Out the School Year

Program/Activity Description:

A newsletter is generated monthly to keep students and parents abreast of important upcoming dates and events related to counseling programs, standardized testing, scholarships, college information, and any other information that students and parents should be aware

The Guidelines newsletter is provided to the Herricks webmaster for posting on the Herricks High School website. Parents and students can access the newsletter 24/7

Expected Outcomes:

Herricks parents and students will use the website as a viable resource to access important news generated by the School Counseling Office

Assessment and Evaluation:

Attendance at events will increase and adherence to deadlines will be observed

**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: PSAT, SAT, SAT Subject Test Administration

Objective: To provide students with the opportunity to take college admission exams in their home district

Target Population: Grade 10, 11 and 12

Provider: School Counseling Department and School Personnel

Timeline: The PSAT is in October

The SAT is offered in the Fall and Spring each year. Typically students will take the SAT in the Spring of junior year and the Fall of senior year

Program/Activity Description:

The exams are advertised through the school counseling website, district listserv and in school announcements. The counseling staff educates the students on the difference between the PSAT, SAT, SAT Subject Test, and the ACT individually and in classroom presentations

Students register for the PSAT through the Guidance Office. The administrator of the exam then hires staff and secures room locations for both standard and non-standard test administration. The test administrator and guidance personnel are responsible for mailing the exams to CollegeBoard

Students register for the SAT/Subject Tests through CollegeBoard. The test administrator then hires staff and secures rooms for both standard and non-standard test administration. The test administrator is responsible for mailing the exams back to CollegeBoard

Expected Outcomes:

Herricks students will be able to complete their standardized testing requirement in their home district. This will alleviate some stress from the testing process

Assessment and Evaluation:

An increase in the number of students taking standardized tests will be observed

**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 for PSAT, ACT and SAT and AP Testing With Accommodations

Objective: To apply to CollegeBoard Services for Students with Disabilities and ACT Special Testing Services to gain approval for testing accommodations for Herricks students with identified disabilities

Target Population: Special Education Students Grade 9 - 12

Provider: School Counseling Staff, School Psychologists and CollegeBoard and ACT

Timeline: Ongoing

Program/Activity Description:

At the Grade 9 Annual Review CSE Meetings and at 504 Meetings, parents and students are given a request for accommodations release to sign so that the counselor can complete an application requesting testing accommodations on all CollegeBoard and ACT tests. This form is provided to the parents of newly classified / 504 students as their meetings take place throughout the year as well as well

Counselors complete the request for accommodation forms online or on paper and submit them along with the required documentation. Counselors gather and submit copies of IEPs, 504 Plans, psychoeducational testing results, and doctor's or psychiatrists reports. The counselor specifies what accommodations are being requested and certifies that the student currently receives them in school

Expected Outcomes:

Students will be considered to receive testing accommodations on all CollegeBoard and ACT testing. Counselors will have provided sufficient documentation of a disability to have accommodations approved for all Herricks students with special needs. With accommodations Students with disabilities may have maximum success on standardized testing

Assessment and Evaluation:

School based testing for the PSAT, ACT, SAT, and AP Testing with accommodations will be provided to all eligible 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: Administration of PSAT, SAT, AP and ACT Testing with Accommodations

Objective: To provide approved testing accommodations for students with disabilities on all CollegeBoard and ACT testing

Target Population: Special Education Students Grade 9 - 12

Provider: School Counseling Staff, Special Education Staff, SAT Coordinator, PSAT Coordinator

Timeline: Ongoing

Program/Activity Description:

School Based Testing: Counselors schedule testing days, locations, testing times and proctors for students receiving school based testing accommodations. The students are scheduled in one to one testing situations. The counselors receive and secure the tests until the time of testing. Counselors may serve as proctors along with special education staff. Proctors may be readers, scribes, and supervise 100% extended time or more testing. Counselors are responsible for collecting and returning completed exams to the respective testing service

Standard Testing With Accommodations:

Counseling staff and the testing coordinator generate an SSD roster of students who are approved for accommodations. Testing locations are scheduled throughout the high school building according to the varying needs of students. Counselors may serve as proctors along with other school staff. Proctors may be readers, scribes, and supervise 50% extended time testing. Counselors and the testing coordinator are responsible for collecting and returning completed exams to CollegeBoard. The PSAT is scheduled the same as all other standard testing with accommodations, but there is no separate testing date for accommodations usually granted for school based testing

Expected Outcomes:

Students approved for testing accommodations will receive them on all standardized testing, allowing them maximum success in ideal testing situations tailored to their individual needs

Assessment and Evaluation:

School based testing for the PSAT, SAT, AP, and ACT, will be provided to all eligible 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: Advanced Placement Program Coordination

Objective: To offer students the opportunity to expand their coursework experience and include the rigor of college level classes while in high school

Target Population: Grade 9 - 12

Provider: School Counseling Chairperson, School Counselors, Secretaries, Assistant Principal

Timeline: Ongoing

Program/Activity Description:

Students and teachers of AP exams are sent an introductory letter explaining the testing schedule, fees and due dates, and timeline

Fees are collected for Collegeboard, and AP exams are ordered for every student enrolled in an AP class

The Assistant Principal helps to coordinate testing sites, both on and off site from the high school

AP exams are counted and sorted according to the date of the test

Counselors are assigned proctoring schedules for each of the exams, including proctoring those students with SSD accommodations

AP exams are re-counted after the exam and packed for shipment, including a test count invoice

Expected Outcomes:

Through the AP Program, students will be given the opportunity to engage in coursework that challenges them and prepares them for college. Students may earn college credits while still in high school

Assessment and Evaluation:

Counselors will see an increase in the number of students registering for these exams as their knowledge base will be expanded

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: Mini College Fairs / Individual College Visits

Objective: To provide students the opportunity to meet college admissions representatives during the school day to learn more about their admissions policies, academic offerings, campus activities, and lifestyle at various the colleges and universities

Target Population: Students Grade 9, 10, 11, 12

Provider: School Counseling Staff and College Admissions Representatives

Timeline: Fall

Program/Activity Description:

Mini College Fairs: Every Wednesday in the Fall, Herricks hosts 20 to 25 college representatives for approximately 90 minutes for a walk-in college fair. Students have the opportunity to personally speak with college admissions representatives from a wide variety of schools from across the country. This provides students with the ability to ask questions related to their own experience, to gather information about the colleges, and to make an initial contact with the college admissions offices. Counselors also meet with the representatives individually to learn up to date information about each college. All dates for college visits are posted on the website and announced on the morning announcements

Individual College Visits: Colleges of high interest to Herricks students are invited to hold small group informational meetings for one class period during the school day. These meeting provide in-depth information about the colleges admission policies, academic offerings, financial aid availability, extracurricular offerings, and the college social scene

Expected Outcomes:

Students will have access to a variety of colleges, learn more about their academic programs and life on campus, and will gain a better understanding of the college admission process. Counselors will speak to the representatives to learn about changes to thee college's academic offerings and to introduce themselves to the representative that they may be contacting at the college in the future

Assessment and Evaluation:

Counselors will see an increase in student attendance at fairs, as well as an increase in student's knowledge of individual colleges

**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: United States Armed Services Visitations

Objective: To make students aware of post-secondary opportunities available to them through the United States Armed Services

Target Population: Students Grade 9 - 12

Provider: School Counselor Military Liaison

Timeline: Fall

Program/Activity Description:

Military recruiters contact the school counselor military liaison to schedule a recruitment visitation at the high school. The recruiters are then scheduled to participate in one of the Mini College Fairs. They are given the opportunity to speak to students, provide them with contact information for recruitment purposes, and to distribute information about opportunities offered through their specific branch of the armed services. Students must self-refer to the recruiters

Expected Outcomes:

Students will learn about the opportunities offered by the United States Armed Services and how to contact the military recruiters if they are interested

Assessment and Evaluation:

Armed Services representatives will attend mini college fairs in the fall. In addition Armed Services recruits will be provided a list of eligible 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: College Visits

Objective: School counselors will establish a rapport with college admissions officers and gain up to date college information. Counselors will have a first hand knowledge of the physical college campus, its academics and programs. The counselors will share the information with students, their families and colleagues

Target Population: Grade 9-12

Provider: School Counseling Staff

Timeline: Ongoing

Program/Activity Description:

Counselors visit college campuses both locally and long distance, in order to meet with admission representatives, take campus tours, and familiarize themselves with the campus and its academic programs, and the surrounding community. This information is shared with Herricks students, parents, and colleagues. In addition, this allows the counselors to strengthen the relationship and build strong connections with colleges, and to promote Herricks High School. This face to face experience allows the counselors the opportunity to get a more personal feel for the college campuses. In turn, this enables the counselors to make better recommendations to their students about prospective choices in the college counseling process

Expected Outcomes:

The school counselors will strengthen connections and relationships between Herricks High School and colleges. Counselors will gain a firsthand knowledge and deeper insight of the different college campuses so that they may better advise their students in the college application process. Colleges will gain a better understanding of Herricks High School students

Assessment and Evaluation:

Counselors up to date knowledge of colleges will increase as counselors share what they have learned through individual college visits

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: Junior College Meetings

Objective: To provide Grade 11 students with information needed to research colleges and to provide knowledge of the college application process. A planning a timeline for the spring, summer and fall will be provided

Target Population: Grade 11

Provider: School Counseling Staff

Timeline: Spring of Grade 11

Program/Activity Description:

Counselors meet individually with each Grade 11 student and his/her family for an agenda based meeting. The agenda includes a transcript review to ensure that the student is meeting graduation requirements, determining diploma status, assessing standardized test scores and course selection for the next year. Information discussed also includes the tools used to research colleges, Naviance, important factors to consider when researching (competitiveness, location, size, and cost of the school,) college visits, important websites, standardized testing requirements, different types of applications, Early Action / Decision and admission policies, financial aid, and letters of recommendation

Expected Outcomes:

Students will have the necessary information and tools to begin the college search process. They will have a better understanding of their own academic and personal qualifications in relation to college admission

Assessment and Evaluation:

Counselors will monitor students to ensure they are moving through the college application timeline and monitor the number of college searches per student through Naviance Usage Reports

**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: Grade 12 College Meetings

Objective: To provide individualized assistance to Grade 12 students in the college application process

Target Population: Grade 12

Provider: School Counseling Staff

Timeline: Fall and ongoing

Program/Activity Description:

Students have individualized meetings with their counselors to review the final college list, review and edit essays, process college applications, review activity resumes, practice for college interviews, troubleshoot electronic issues, confirm letters of recommendation and answer all questions pertaining to the application process

Expected Outcomes:

Students are supported and monitored by the counselors in every aspect of college application

Students have an in-depth understanding of the detailed process of college application

Assessment and Evaluation:

Counselors will observe that all students have a working understand of the college application process and a list of appropriate colleges

**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: Processing College Applications

Objective: To provide and assist students with all of the necessary elements required for successfully applying to college

Target Population: Grade 12 Students

Provider: School Counseling Staff, Secretaries

Timeline: September - January

Program/Activity Description:

Students complete applications to college either electronically or in paper form. They submit an Application Processing Form to the counselor for each college to which they apply, giving permission for the counselor to submit all supporting and required information

Counselors compose a letter of recommendation for every student in their caseload, outlining the student's strengths, characteristics, and unique circumstances and abilities

Counselors review and submit official transcripts and mid-year grade reports for each student. They also include a School Profile and complete any other forms and rating charts associated with the applications

All of the documentation and required information is either uploaded electronically or mailed to every college to which the student has applied. Counselors each complete approximately 10 to 15 college applications per student for a caseload of approximately 65 students each

Expected Outcomes:

A complete application will be submitted to every college to which each student applies. The college will have an inclusive picture of the student for full consideration including academic, personal and extracurricular information when considering the student for admission

Assessment and Evaluation:

Counselors will monitor the number of college applications submitted by each student. Counselors will also monitor applications to ensure appropriate completions.

**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: NCAA Clearinghouse

Objective: The counseling staff oversees NCAA Clearinghouse academic requirements for potential college athletes.

Target Population: Student Athletes Grade 9 - 12

Provider: School Counseling Staff

Timeline: Ongoing with submission in senior year

Program/Activity Description:

The school counselors oversee the academic requirements that are necessary for students to meet initial athletic eligibility. NCAA approved courses are annotated in the Course Selection Guide. Counselors advise students on which courses they need, and educate students on GPA and SAT requirements.

Counselors submit core courses for approval to the NCAA. They also send preliminary and final transcripts to the NCAA Clearinghouse.

The school counseling department created and provides an NCAA Handbook for students to use as a resource.

Expected Outcomes:

Students will be eligible to compete in Division 1 or 2 athletics by meeting the initial academic requirements set by the NCAA.

Assessment and Evaluation:

The number of students registering for the NCAA Clearinghouse will increase

**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: Alumni Day Panel

Objective: To provide the Grade 11 and 12 students with first hand information on colleges from the perspective of current college students

Target Population: Grade 11 and 12

Provider: Student Government/School Counseling Staff

Timeline: January

Program/Activity Description:

Former Herricks students from various two and four year colleges and universities present a panel to address students in Grade 11 and 12 to offer an overview of college admissions and to discuss college life. The colleges represented vary in degrees of competitiveness. The panel discusses academic expectations, dorm life, extracurricular activities, school size, choosing a major, applying to college and other college related topics. The panel members field questions in a Q and A session and also discuss how to make the most out of high school in preparation for college application

Expected Outcomes:

Grade 11 and 12 students will gain a realistic and relatable view of college life and what to expect during the college admissions process. Questions will receive a candid and honest response

Assessment and Evaluation:

Information from Alumni Panel can be measured through an exit survey

**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: Special Programs

Objective: To provide our school community with information that is relevant to what is currently happening around our children

Target Population: Grade K – 12, All Staff, All Parents

Provider: Specified by program

Timeline: Scheduled as available

Program/Activity Description:

Assemblies and presentations are offered to the Herricks Community to offer information about relevant issues effecting today's children. Topics have included:

Not My Child – Heroine on Long Island - Central Nassau Counseling

Ryan's Story – Cyber Bullying

Cyber Bullying -Assistant District Attorney's Office

Long Island Council for Alcohol and Drug Dependence

Stop – Then – Send – District Attorney Kathleen Rice

Choices and Consequences – District Attorney Kathleen Rice

The Chris Herren Project - Opiate Prevention Program

Expected Outcomes:

The Herricks community will be educated on high risk behaviors to which our children may be subjected

To provide a platform to open dialogue between students, parents and all school staff to discuss the sensitive issues at hand

Students and parents will be educated on substance abuse, healthy decision making, and refusal skills

Assessment and Evaluation:

Counseling staff and teachers will evaluate the efficacy of programs through small group discussions and individual student 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: Back To School Night

Objective: To provide parents with information regarding current academic programming and to introduce counseling and teaching staff

Target Population: Grade 9 – 12 Parents

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

Timeline: September

Program/Activity Description:

Parents are invited for an evening visit to the high school. They follow an abbreviated class schedule of their child’s typical school day. Teachers disseminate information regarding expectations for each course. Parents are invited to visit the counseling and pupil personnel staff

Expected Outcomes:

Communication between home and school is enhanced. Parents have gained an understanding of the academic expectations that their child is experiencing so that they can better support their academic success. Parents will have a better understanding of the resources available to them in the School Counseling Office

Assessment and Evaluation:

Parents will have the opportunity to meet the guidance staff to address any questions or concerns. Parent contact with guidance office will increase.

**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: College Night For Senior Parents

Objective: To provide parents with the imperative steps in the college application process

Target Population: Grade 12 Parents

Provider: School Counseling Staff

Timeline: September

Program/Activity Description:

Parents are invited to attend an evening program to learn the important basics of the college application process. Each counselor meets in a classroom with the parents in their caseload

Topics discussed include application deadlines, standardized testing, application processing paperwork, where to get applications, activity resumes, essay review, letters of recommendation, NCAA and communication and the role of the counselor in the process

Expected Outcomes:

Parents will understand all of the steps in the college application process and will be better equipped to support their child in the process

Parents will be reminded that the counseling staff is available and willing to help at any point in the process

Assessment and Evaluation:

Counselors will observe an increase in the percentage of parents attending the meeting. Parent contact with the guidance counselors will increase

**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 Giving Tree

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

Target Population: Grade 9 – 12 Herricks families identified as being financially in need by teaching and school counseling staff

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

Timeline: December

Program/Activity Description:

The names of needy families are provided to the school counseling staff and the school social worker. School counseling staff and the social worker contact 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 counseling office. Gifts could be anything: clothing, gift cards, grocery cards, music...etc

The school social worker and counseling staff personally deliver 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:

Counseling staff can monitor the number of families in need and provide tangible and specific support

**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: Financial Aid Night

Objective: To provide parents and students with information and instruction on all aspects of applying for financial aid for college

Target Population: Parents and Students Grade 11 and 12

Provider: School Counseling Staff and a Guest Speaker/Expert on the Financial Aid Process

Timeline: Fall

Program/Activity Description:

Parents and students attend an evening program presented by a college financial aid professional. A comprehensive overview of the entire financial aid process is provided. Types of financial aid such as subsidized and unsubsidized loans, student loans, grants, scholarships, and work study are reviewed

Completion of the FAFSA is discussed in-depth, including an explanation of TAP and what the SAR contains. Completion of the CSS PROFILE is also covered

A question and answer session completes the presentation

Expected Outcomes:

Parents and students will have an understanding of all available types of financial aid and how to access them.

Assessment and Evaluation:

Counselors will observe a decrease in financial aid and CSS Profile questions after Financial Aid Night

**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: Eighth Grade Parent Orientation

Objective: To educate parents of Grade 8 students about the high school curriculum for students in Grade 9 across all of the academic departments, and to familiarize them with graduation requirements

Target Population: Parents of Grade 8 Students

Provider: High School Academic Department Chairpersons, Assistant Principals and Principal

Timeline: January

Program/Activity Description:

Parents of Grade 8 students are invited to an evening presentation to learn about academic offerings and requirements for students in Grade 9. The evening is included on the district calendar, and invitations are mailed to Grade 8 parents

The chairperson of each academic department presents information about their department in relation to what is required for Grade 9 students, and what electives are available

Academic levels from remediation to Regents and honors and AP are discussed, and requirements for entry reviewed

Parents are introduced to faculty resources and contacts at the high school if they have questions or concerns

All of the presentations are posted on the high school website for parents who were unable to attend

Expected Outcomes:

Parents will gain an informed understanding and overview of the academic program and elective offerings available to their children at the high school level. Parent involvement is encouraged fostering parent support for programs

Assessment and Evaluation:

Counselors will observe an increase in the percentage of parents and students attending this orientation. Parent contact with the guidance office will increase

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: Junior Parent Night

Objective: To provide parents with an introduction and broad overview of the college planning and research process

Target Population: Grade 11 Parents

Provider: School Counseling Staff

Timeline: February

Program/Activity Description:

Parents are invited to attend an evening presentation to kick off the college research and planning process. A short general welcome including some statistical information about Herricks college placement is presented to parents in the auditorium

Parents are disbursed to assigned classrooms where counselors meet with the parents in their caseload to provide a more detailed presentation. Topics covered include what students and parents should be doing right now in preparation for college planning, what colleges are looking at when making an admission decision, importance of grades and rigor, resources for research such as Naviance and important websites, compiling a realistic list of potential colleges, types of admissions and deadlines, ACT, SAT, Subject Tests, college tours/ fairs/ visits, NCAA. Informational materials are distributed

Expected Outcomes:

Parents will understand the beginning steps in the college research process and will be better prepared to assist their children

Parents will schedule an individualized college advisement meeting with their child's counselor

Assessment and Evaluation:

Counselors will observe an increase in the percentage of parents attending this meeting. Parents contact with the guidance office will increase

**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 University

Objective: To educate parents Grade K – 12 on current and relevant topics related to and affecting children

Target Population: Parents Grade K - 12

Provider: Guest Expert Speakers From Relevant Agencies

Timeline: Spring

Program/Activity Description:

Parents are invited to attend an evening program consisting of several informational workshops. Parents choose which session/ topic they wish to attend

Workshops have included:

Risky Behaviors: Drug, Alcohol, and Gambling

Coping With Stress

Your Child is About to Drive

Bullying and Cyber Bullying: What Parents Need to Know

Gaming Addiction

Parenting 101

What's Hot With Kids Online

But My Neighbors Let Them Do It: Setting Appropriate Boundaries

Workshop topics evolve year to year based on current social concerns and issues

Expected Outcomes:

Parents will be educated on the relevant topics effecting Herricks students, and the resources available to them

Parents will learn strategies to empower them in dealing with concerns and crisis while parenting their children

Counseling and Pupil Personnel staff and parents will work together as a team to help guide young people

Assessment and Evaluation:

Through this program, counseling staff will observe a decrease in high risk behavior, and an increase in parent involvement

**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: Safe Driving Assembly

Objective: To educate parents and new student drivers on safe driving habits and how to avoid unfortunate consequences of bad decision making when behind the wheel

Target Population: Grade 11, 12

Provider: Herricks High School, The Parent Center, Nassau County Police

Timeline: Fall and Spring

Program/Activity Description:

Students in Grade 11 and 12 and their parents are invited to an evening assembly on safe driving. Three assemblies are offered each year. Attendance of this assembly is mandatory if students wish to drive to school and park on school grounds

Presentations on safe driving are made by a representative from The Parent Center, a Nassau County police officer, and by a parent who has lost a child due to a car accident. A graphic video is presented depicting unfortunate consequences of poor driving decisions

At the conclusion of the assembly, students who have a D Class license can complete an application / agreement to drive safely and to gain permission to park on school grounds. A parent must co-sign the agreement. Students are then permitted to drive to school and park in the student parking lot

Expected Outcomes:

Students and parents will be educated on the risks of poor decision making when driving and the possible physical, emotional and legal consequences that could follow. Upon successful completion of the assembly, students will be aware of how to avoid putting themselves at risk and may gain permission to drive to school and to park on school grounds

Assessment and Evaluation:

School will see a decrease in the amount of accidents occurring with young, new drivers

**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 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

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.

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.		
<p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M 2. Self-confidence in ability to succeed</p> <p>M 3. Sense of belonging in the school environment</p> <p>M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M 6. Positive attitude toward work and learning</p>		
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	

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

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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.

ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at 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.

When citing from this publication, use the following reference:

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A M E R I C A N S C H O O L
C O U N S E L O R A S S O C I A T I O N