



Valley Stream Union Free School District Thirteen

**DISTRICT COMPREHENSIVE
DEVELOPMENTAL SCHOOL
COUNSELING/GUIDANCE PROGRAM**

2021-2022

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A: INTRODUCTION

Brief Description of District

Valley Stream Union Free School District Thirteen serves approximately 2,100 students and is a suburban Nassau County district on the eastern border of New York City. The district serves the Village of Valley Stream, as well as the communities of North Valley Stream, Malvern, Franklin Square, and Elmont. Valley Stream UFSD Thirteen is an elementary system educating children from the kindergarten through sixth grade.

District Vision

Valley Stream Union Free School District Thirteen will treat each and every child as a scholar to be prepared to meet the challenges of their future.

District Mission

The Valley Stream Union Free School District Thirteen offers our life-long learners a robust curriculum through the partnership of home, school, and community. We expose our children to important literature and ideas, to master fundamental skills, and develop problem-solving and critical thinking skills. We promote social responsibility encouraging students and staff to set high personal goals.

District Beliefs

We believe that:

- All Children can learn at the highest levels;
- Teaching and learning should be differentiated and child-centered;
- Social and emotional learning is critical to the learning process;
- We should have challenging learning experiences for all educations and children;
- Children learn best by constructing a new understanding of their relationships to the world around them (i.e., constructivist approach)
- Children should become lifelong learners and well prepared for post-secondary life experiences

District Goals

High Quality Curriculum and Instruction: Valley Stream Union Free School District Thirteen will develop and implement a high quality curriculum, instruction, and balanced assessment model for all students. All staff will implement evidenced-based practices including high yield instructional strategies that increase higher order thinking, collaboration and creativity, and student engagement.

Leadership and Innovation: All members of the Valley Stream Union Free School District Thirteen community are valued and seen as contributors to the goals of the district. Allocation of resources will support job-embedded professional development dedicated to promoting creative problem-solving. We will seek district-wide expertise and insights to realize measureable achievement gains for educators and students.

Systems Thinking: The Valley Stream Union Free School District Thirteen will continually create benchmarks for success that align targeted resources to evaluate and enrich the quality of our instructional operational goals. Every student and educator will meet and exceed local and national measures of achievement.

K-12 Counseling Program Overview

Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans, which set forth the manner in which the district shall comply with the requirements of this subdivision. *Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually*, available for review at the district offices and each school building, and made available on the district's website. Each plan shall include:

- Program objectives, which describe expectations of what students will learn from the program
- Activities to accomplish the objectives
- Specification of staff members
- Program development and maintenance planning
- School counseling curriculum
- Professional development planning
- Evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement
- Assessment of the resources necessary to support positive student outcomes
- Include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education.

The Comprehensive Developmental School Counseling/Guidance Program in grades K-6, shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers with a focus on activities and services in the following five areas: Attendance, Academics, Social Emotional Learning, Adolescent Development, and Parent Engagement.

School Counseling/Guidance Program Advisory Council

Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders. The advisory council shall meet *no less than twice a year* for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education.

Representative stakeholders may include parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, nurses, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists).

B: FOUNDATION / MANAGEMENT

Valley Stream Union Free School District Thirteen shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

- ***Each plan shall be developed annually*** and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.
- Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. ***Such report shall be annually presented to the board of education.***
- Each school district shall establish a comprehensive developmental ***school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists)***. The advisory council ***shall meet no less than twice a year*** for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall ***create and submit an annual report to the board of education.***

NYSED Commissioner's Regulations

Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades ***K-12*** have ***access to a certified school counselor(s)***.

In grades K-5, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to:

- participate effectively in their current and future educational programs
 - provide information related to college and careers
 - assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns
 - where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports
 - educate students concerning avoidance of child sexual abuse
 - encourage parental involvement
- In grades 6-12, certified school counselors shall provide:
 - an annual Individual Progress Review Plan (IPRP), which shall reflect each student's educational progress and career plans.
 - For a student with disability, the plan shall be consistent with the student's individualized education program.

School Counseling Program Vision, Mission & Goals

Vision

Every student will acquire the academic, career and personal/social skills to reach their fullest educational potential and successfully manage their lives as healthy, responsible, competent, and productive citizens who respect themselves and others.

Mission

Valley Stream UFSD Thirteen's school counseling program provides a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the New York State Learning Standards and national (ASCA) and state (NYSSCA) standards. School administrators, teachers, as well as school psychologists, develop partnerships with students, staff, family, community members and external resources to prepare students to become effective learners, achieve success in school, live successful and rewarding lives, and develop into contributing members of our society.

Goals

Provide comprehensive services/activities that on an annual basis will:

- Improve students' attendance
- Improve students' academics in core subjects
- Improve students' Social Emotional Learning (SEL)
- Increase students' awareness of adolescent development
- Increase parent involvement

As measured by report cards, student Social Emotional Learning assessments, parent surveys, as well as local/state assessments.

Student Standards

See the following links for more information:

- Next Generation Learning Standards- English Language Arts and Mathematics:
 - <http://www.nysed.gov/next-generation-learning-standards>
- Next Generation Learning Standards-Science:
 - <http://www.p12.nysed.gov/ciai/mst/sci/nyssls.html>
- ASCA Student Mindsets/Behaviors (*replaces ASCA Student Competency Standards*):
 - <https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>
- NYSED Career Development & Occupational Studies (CDOS) Standards (2010) (*see appendix*)

School Counselor Professional Standards

See the following links for more information:

- ASCA Professional School Counselor Competencies (2012)
 - <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
- ASCA Ethical Standards (2016)
 - <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

C: DELIVERY/ACCOUNTABILITY

Program Area: Attendance

Delivery

- *Program Activities/Services:*
 - Monitors teachers use of eSchool Student Management System for daily attendance which identifies patterns of student unexcused Absences, Tardiness, and Early Departures (ATED)
 - Implement attendance interventions which involves:
 - 1st counsel the student and contact the student's parents/guardians.
 - 2nd written notification to parents/ guardians from the teacher
 - 3rd conference with the parent/guardian and school personnel which may include the school psychologist or principal
 - Teachers monitor students' daily attendance
 - School Nurse monitors student's daily absences, tardiness, & early departures
 - Parent are required to submit letter when student is absent

Foundation

- *NYSED Regulation: Key Laws and Regulations Regarding Attendance*
 - <http://www.p12.nysed.gov/sss/lawsregs/>
- *Program Objective:* Students will demonstrate improved attendance and/or referral for more intensive support.
- *Student Standards:*
 - ASCA Standards:
 - B-LS 3. Use time-management, organizational and study skills
 - B-SMS 1. Demonstrate ability to assume responsibility
 - NYSED CDOS:
 - 3a.3 Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

Management

- *Timeline:* school year (*i.e., students =182 school days*)
- *Student Focus:* K-6 students with 10 or more absences in a marking period.
- *Staff:* Principals, Teachers, School Nurse, & School Psychologists
- *Resources:* eSchool, Attendance Letters

Accountability

- *District/Program Goal:* Maintain district attendance rate at 95%
- *Assessment(s):* At6 Attendance Report
 - Source: eSchool

Program Area: Academic

Delivery

- *Program Activities/Services:*
 - Principals monitor teaching & learning of New York State Standards
 - Teachers provide instruction in the following core subjects:
 - ELA: Next Generation Learning Standards
 - Math: Next Generation Learning Standards
 - Science: Next Generation Learning Standards
 - Social Studies: Social Studies Framework & C3 Inquiries
 - Response to Intervention services
 - For students in grade 6, certified school counselors provide guidance in the following areas:
 - Review annual Individual Progress Review Plan (IPRP) and provide necessary guidance for transition into 7th grade. The IPRP will include:
 - NWEA Student Profile Report
 - Career Inventory Results
 - Student Cumulative Folder
 - Annual Special Education Articulation Meetings
 - Parent Orientations
 - Student Orientations

Foundation

- *NYSED Regulation:*
 - 100.3 Program Requirements for Students in Grades PreK through Four
 - <http://www.p12.nysed.gov/part100/pages/1003.html>
 - 100.4 Program Requirements for Grades Five through Eight
 - <http://www.p12.nysed.gov/part100/pages/1004.html>
 - 100.2 General School Requirements section :
 - Section (ii): Response to intervention programs.
 - <http://www.p12.nysed.gov/part100/pages/1002.html#ii>
- *Program Objective:* Students will increase or maintain growth & proficiency levels and/or referral for more intensive support using the district's RtI plan.
- *Student Standards:*
 - ASCA Standards-Learning Strategies:
 - B-LS 1. Demonstrate critical-thinking skills to make informed decisions
 - B-LS 2. Demonstrate creativity
 - B-LS 3. Use time-management, organizational and study skills
 - B-LS 4. Apply self-motivation and self-direction to learning
 - B-LS 5. Apply media and technology skills
 - B-LS 6. Set high standards of quality
 - B-LS 7. Identify long- and short-term academic, career and social/ emotional goals
 - B-LS 8. Actively engage in challenging coursework
 - B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions
 - B-LS 10. Participate in enrichment and extracurricular activities
 - NYSED CDOS:
 - 2.1 Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

Management

- *Timeline:* school year, before & after school, summer school when applicable

- *Student Focus:* K-6 students, who demonstrate below grade-level growth and/or proficiency levels will receive Response to Intervention Services.
- *Staff:* classroom teacher, reading teachers, math teachers
- *Resources:* see *Response to Intervention Plan*

Accountability

- *District/Program Goal:* Demonstrate annual increases and/or maintenance of student growth and/or proficiency.
- *Assessment(s):*
 - Proficiency Trend Analysis Report for English Language Arts, Mathematics, and Science
 - Source: New York State Assessments
 - Source: Nassau BOCES Instructional Data Warehouse
 - Fall-Spring Student Growth Summary Report
 - Source: NWEA

Program Area: Social Emotional Learning

Delivery

<p style="text-align: center;">RULER Approach</p> <ul style="list-style-type: none">• Recognizing emotions in self and others• Understanding the causes and consequences of emotions• Labeling emotions accurately• Expressing emotions appropriately• Regulating emotions effectively	<p style="text-align: center;">Supplemental Social Emotional Learning Programs</p> <ul style="list-style-type: none">• Positive Behavior Intervention Strategies• Fill-a-Bucket• CAPS• Caught Being Good
<p style="text-align: center;">Multi-tiered RTI Framework for SEL / Student Behavior</p> <ul style="list-style-type: none">• Tier III Skill-based Counseling (i.e., Social Skills Training)• Tier II Strategic Teacher Consultation & Interventions (i.e., Check In & Check Out)	

Foundation

- *NYSED Regulation:*
 - 100.2 General School Requirements section :
 - Section (gg): Uniform violent or disruptive incident reporting system
 - <http://www.p12.nysed.gov/part100/pages/1002.html#gg>
 - Section (ii): Response to intervention programs.
 - <http://www.p12.nysed.gov/part100/pages/1002.html#ii>
- *Program Objective:* Provide SEL instruction using research-based programs which can be integrated into the academic curriculum areas and provides an enhanced social emotional learning environment (i.e., safe, supportive, engaging, and participatory)
- *Student Standards:*
 - ASCA Standards-Social Skills:
 - B-SS 1. Use effective oral and written communication skills and listening skills
 - B-SS 2. Create positive and supportive relationships with other students
 - B-SS 3. Create relationships with adults that support success
 - B-SS 4. Demonstrate empathy
 - B-SS 5. Demonstrate ethical decision making and social responsibility
 - B-SS 6. Use effective collaboration and cooperation skills
 - B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
 - B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
 - B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
 - NYSED CDOS:
 - 3a.4 Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

Management

- *Timeline:* school year
- *Student Focus:* Students will know how to Recognizing, Understanding, Labeling, Expressing and Regulating emotions in various situations using RULER and Second Step strategies.

- *Staff:* School Administrators, Classroom Teachers, Nurses, School Psychologists
- *Resources:* Ruler Teacher Editions and Anchor tools, PBIS, CAPS, Caught Being Good, Fill-a-Bucket
 - <http://www.p12.nysed.gov/sss/documents/SEDLguidelines.pdf>

Accountability

- *District/Program Goal:* Maintain or decrease the number of VADIR incidences as well as students identified at-risk according to the SEL universal screener
- *Assessment(s):*
 - BASC-2 Behavioral and Emotional Screening System (BASC-2 BESS) Summary Report
 - Source: Office of Special Services
 - Annual Violent and Disruptive Incident Reports (VADIR), SEL Universal Screener (BESS, 2x yearly)

Program Area: Adolescent Development

Delivery

- Physical & Health Education
 - <http://www.p12.nysed.gov/ciai/health/healthPEFACSLearningStandards.pdf>

- *Program Activities/Services:*

Great Body Shop Integrated Health Curriculum

- Nutrition
- Safety
- Growth Development
- Substance Abuse Prevention
- Fitness
- Wellness
- Making Good Decisions
- Injury Prevention and Personal Safety
- Functions of the Body
- HIV/AIDS/Illness Prevention
- Mental and Emotional Health

Human Development (Gr. 4-6)

Increase students' resilience to the challenges of puberty and increase the focus on the benefits of puberty and maturation. Hormonal, bodily, and emotional changes are addressed and proper hygiene habits are covered. Programs include: Let's Talk Puberty, AIDS: Facts for Kids, You, Your Body, and Puberty, Understanding HIV and AIDS, Just Around the Corner.

Foundation

- *NYSED Regulation:*
 - 100.2 General School Requirements section :
 - Section (l): School conduct and discipline.
 - <http://www.p12.nysed.gov/part100/pages/1002.html#l>
- *Program Objective:* Provide students with programs, which build the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- *Student Standards:*
 - ASCA Standards-Self-Management Skills:
 - B-SMS 1. Demonstrate ability to assume responsibility
 - B-SMS 2. Demonstrate self-discipline and self-control
 - B-SMS 3. Demonstrate ability to work independently
 - B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards
 - B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals
 - B-SMS 6. Demonstrate ability to overcome barriers to learning
 - B-SMS 7. Demonstrate effective coping skills when faced with a problem
 - B-SMS 8. Demonstrate the ability to balance school, home and community activities
 - B-SMS 9. Demonstrate personal safety skills
 - B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

- NYSED CDOS:
 - 3a.3 Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

Management

- *Timeline: school year*
- *Student Focus:* Students in grades K-4 will learn how basic body systems work and interrelate in normal patterns of growth and development, as well as illness prevention. In addition to topics included in K-4, students in grades 5-6 will also be provided with an understanding of the changes that accompany puberty and HIV/AIDS awareness and prevention.
- *Staff: Classroom Teacher, Physical Education Teacher, Nurse*

Accountability

- *District/Program Goal:* Maintain and update integrated Physical and Health curriculum.
- *Assessment(s)*
 - *Student Participation in Puberty, Wellness, & Safety workshops*
 - *PE Fitness Assessment*

Program Area: Parent Engagement/Involvement

Delivery

- *Program Activities/Services:*
 - Parent-Teacher Conferences
 - Title I Parent Meeting
 - Title II Parent Meeting
 - PTA Meetings
 - School Volunteers
 - Report Cards
 - Progress Reports
 - RtI Progress Reports
 - Wellness Night

Foundation

- *NYSED Regulation:* Participation of parents and teachers in school-based planning and shared decision-making.
 - <http://www.p12.nysed.gov/part100/pages/10011.html>
- *Program Objective:* Provide parents/guardian with an opportunity to engage in school-based planning and shared decision making to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background, or disability.
- *Parent Standards:*
 - ASCA Standards:
 - I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders
 - I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success
 - III-A-3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards
 - III-B-6h. Shares results of action plans with staff, parents and community.
 - IV-B-2c. Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel
 - IV-B-5a. Shares strategies that support student achievement with parents, teachers, other educators and community organizations

Management

- *Timeline:* School Year
- *Student Focus:* Create parental involvement activities designed to improve student academic achievement and school performance.
- *Staff:* Assistant Superintendents, Principal, Selected Staff
- *Resources:* Shared-Decision Plan

Accountability

- *District/Program Goal:* Maintain and/or increase parent/guardian involvement using various methods to improve student academic as well as SEL proficiency/growth.
- *Assessment(s):*
 - Board of Education presentations
 - PTA Membership
 - Parent Attendance Counts

APPENDIX

Annual Program Outcomes Report: includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education. To include the following:

- Program Area: Student Attendance:
 - At6 Attendance Report
- Program Area: Academics
 - Trend Analysis Report for English Language Arts, Mathematics, and Science
- Program Area: Social Emotional Learning (SEL)
 - BASC-2 Behavioral and Emotional Screening System (BASC-2 BESS) Summary Report
- Program Area: Adolescent development
 - *Student Participation in Puberty, Wellness, & Safety workshops*
 - *PE Fitness Assessment*
- Program Area: Parent Involvement
 - Board of Education presentations
 - PTA Membership
- Annual NYSED Regulations Part 100.2 (j) Implementation Assessment

NYS ED REGULATIONS PART 100.2(j) IMPLEMENTATION ASSESSMENT

Directions: Periodically staff will complete the following survey using an anonymous online format. The survey will allow district to determine school's ability to implement the School Counseling Program as identified in this plan. The survey of the results will allow the district to make informed data driven decisions, which will provide continuous implementation support and assistance to schools.

IMPLEMENTATION RATING				
1= None	2= Beginning	3= Developing	4= In Full Practice	
Each district shall have a guidance program for all students:				
(i) The K-6 school counseling program:				
(i.1) is designed in coordination with the teaching staff				
(i.2) prepares students to participate effectively in their current and future educational programs				
(i.3) includes interventions for students with attendance problems				
(i.4) includes interventions for students with academic problems				
(i.5) includes interventions for students with behavioral problems				
(i.6) includes interventions for students with adjustment problems				
(i.7) educates students concerning avoidance of child sexual abuse				
(i.8) encourages parental involvement				
(iii) The school district plan:				
(iii.1) is filed in district office and available for review by any individual				
(iii.2.1) includes program objectives which describe expectations of what students will learn from the program				
(iii.2.2) includes activities to accomplish the objectives				
(iii.2.3) includes specification of staff members and other resources assigned to accomplish objectives				
(iii.2.4) includes provisions for the annual assessment of program results				
(iii.3) is reviewed annually and revised as necessary				
Sub Scores:	0	0	0	0
Total Score (highest possible is 100)				0

NYSED CAREER DEVELOPMENT & OCCUPATIONAL STUDIES (CDOS) STUDENT STANDARDS

STANDARD 1: Career Development - Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

- 1.1 Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

STANDARD 2: Integrated Learning - Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

- 2.1 Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

STANDARD 3a: Universal Foundation Skills - Student will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

- 3a.1 Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions
- 3a.2 Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.
- 3a.3 Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.
- 3a.4 Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.
- 3a.5 Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.
- 3a.6 Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.
- 3a.7 Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.
- 3a.8 Systems skills include the understanding of and ability to work within natural and constructed systems.

STANDARD 3b: Career Majors - Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

- B/IS Business/Information Systems: Core, Specialized, and Experiential
- HS Health Services: Core, Specialized, and Experiential
- E/T Engineering/Technologies: Core, Specialized, and Experiential
- HPS Human and Public Services: Core, Specialized, and Experiential
- NAS Natural and Agricultural Sciences: Core, Specialized, and Experiential
- A/H Arts/Humanities: Core, Specialized, and Experiential

Adapted from: <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>

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.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities, and/or individual/small-group counseling.

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