

HYDE PARK CENTRAL SCHOOL DISTRICT



K-12 Comprehensive School Counseling/Guidance Advisory Plan

2025-2026

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HYDE PARK CENTRAL SCHOOL DISTRICT

Mission

Vision

Core Values

Who We Are

At Hyde Park, our shared core purpose, aspirations, and expectations are clear:

Our Mission

We empower all learners to be successful members of our dynamic society.

Our Vision

HPCSD is an innovative learning community for all.

Our Core Values

To accomplish our mission and achieve our vision, we will:

Honor achievement and promote pride in our learners, employees, and school community.

Provide a physically, socially, and emotionally safe collaborative learning and working environment.

Celebrate diversity, promote inclusivity, and hold each other and ourselves accountable for excellence.

Strive to build mutually beneficial partnerships with families and community members.

Demonstrate integrity, respect, compassion, and empathy in all we do.



Our District

The Hyde Park Central School District provides public K through 12 education for the Town of Hyde Park and parts of the Towns of Poughkeepsie, Rhinebeck, Clinton, and Pleasant Valley. We serve approximately 3300 students in six school buildings, three of which were built in the Hyde Park Central School District with a grant from the Public Works Administration (PWA) of Franklin Delano Roosevelt's administration: Haviland Middle School, which was originally dedicated as the Franklin Delano Roosevelt High School but was later renamed when a new high school building was constructed, Hyde Park Elementary School and Violet Avenue Elementary School. The district employs 439 certified teachers and professional staff, 365 qualified classified support staff, and a General Operating budget of \$120,994,485 for the 2024-2025 school year. We operate a student transportation fleet that transports approximately 3,843 public, private, parochial, and special education students 7,177 miles daily and covers a school district area of approximately 71 square miles

Our Community

Well-known as the home of President Franklin Delano Roosevelt and his wife, political activist Eleanor, Hyde Park is situated in the picturesque Hudson River Valley in Dutchess County, home to major employers, farmlands, and national historic sites. Home of the world-renowned Culinary Institute of America, Hyde Park offers friendly neighborhoods and abundant educational and recreational opportunities. Boating, skiing, zip lines, minor league baseball, orchards, golf, bike trails, theaters, and historic parks are only minutes away.

Our Leadership

Board of Education

Michael Zagorski, President
Michael Tibbetts, Vice President
Katy Briber, Trustee
Christine Pemberton, Trustee
Margaret Qatani, Trustee
Edward Spence, Trustee
Carl Tomik, Trustee

Administration

Dr. Pedro Roman, Superintendent
Linda Steinberg, Assistant Superintendent for Finance & Operations
Melissa Lawson, Assistant Superintendent for Student Support
Jennifer Criser-Eighmy, Director of Humanities
Matthew Funigiello, Director of Fine & Performing Arts
Channel Malissa Reeder, Director of Guidance
Kim Knisell, Director of Math and Science
Beth Fletcher, Director of Health, PE & Athletics

Joanna Murphy, Director of Special Education
Craig Elliot, Director of Food Services
Richard Wert, Director of Technology Services
Nicole Arteta, Director of Transportation
Gregory Cicero, Director of Facilities & Operations
Ron Robinson, Assistant Director of Facilities & Operations
Ryan Judge, Chief of Human Resources and Professional Development
Donna Cady, Assistant Director of Food Service
Michael Ruella, FDR Principal
Annie Coager, FDR Assistant Principal
Dan Cowan, FDR Assistant Principal
Jaime Weiss, FDR Assistant Principal
Eric Shaw, HMS Principal
Tiffany Walton-Henry, HMS Assistant Principal
Una Miller, HMS Assistant Principal
Megan D'Alessandro, NPE Principal
Paul Fazziola, NPE Assistant Principal
Josefine Wilber, NES Principal
Matthew Darling, RRS Principal
Jessie Laguerre, VAS Interim Principal VAS

The District's Goals

The following district goals, aligned with the Hyde Park Central School District Blueprint, provide the foundation for our comprehensive school counseling program. These priorities guide our efforts to support student achievement, engagement, and well-being through collaborative, data-informed practices across academics, social-emotional development, and college/career readiness.

Hyde Park CSD – District Goals (Blueprint-Aligned)

1. Raise Academic Achievement

- Strengthen Tier 1 curriculum and align instruction, assessment, and grading to essential standards.
- Use evidence-based strategies and consistent, rigorous learning goals for all students.

2. Support Student Learning with MTSS

- Use Professional Learning Communities to ensure high levels of learning.
- Provide meaningful feedback and effective teaching across all tiers.

3. Enhance Family and Community Engagement

- Improve communication about learning and safety.
- Build partnerships to support real-world learning experiences.

4. Invest in Professional Learning

- Offer strategic, research-based development for all staff.

- Build capacity through collaboration and continuous learning.

5. Strengthen Systems for Learning

- Align systems and facilities with mission and values to support effective teaching and learning in a fiscally sound manner.

II. K-12 School Counseling Program Framework

Program Overview

The Hyde Park Central School District's K–12 Comprehensive School Counseling/Guidance Advisory Plan is designed to ensure that every student receives equitable access to a robust, developmentally appropriate school counseling program that addresses their academic, career, and social-emotional needs.

The plan supports the district's mission to empower all learners to succeed as members of a dynamic society by:

- Providing direct and indirect counseling services across K–12.
- Establishing clear program goals aligned with student needs.
- Defining the role and scope of school counselors.
- Promoting collaboration among counselors, educators, families, and community partners.

It is built on national best practices- American School Counseling Association (ASCA) National Model and NYS-specific standards to maximize the impact of school counseling on student outcomes and overall school climate.

The American School Counselor Association (ASCA) and the New York State School Counselor Association (NYSSCA) have published models of professional practice shifting attention away from the school counselor's role to the impact school counselors have on issues including student achievement, school safety, and the academic mission of the school. The National Model for School Counseling Programs (ASCA, 1997) describes how school counselors can measure their impact on these areas. The New York State Model for Comprehensive K-12 School Counseling Programs (NYSSCA, 2005) more specifically links school counselors' work to the New York State Educational Standards.

The New York State Education Department further explained the role of the school counselor as:

"A school counselor's role is central to the success of students. School counselors support students through individual and group counseling, college and career exploration instruction, assistance in

crisis situations, and referrals to school social workers, school psychologists or other professionals when specialized interventions are required for student success in school. The New York State Education Department believes that the amended school counseling regulations will help increase opportunities for all students to be successful. It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. It is equally important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents can have on student success when they collaborate and work as a team, offering their respective professional expertise to support the “whole child.” (NYSED, 2018)

School counselors are highly educated, professionally certified individuals who help students succeed in school and plan their career. An integral part of the total education system, school counselors help students form healthy goals, mindsets and behaviors. With the aid of a school counselor, students learn to develop effective collaboration and cooperation skills, to practice perseverance, to develop time management and study skills, and to learn self-motivation and self-direction habits.

[Essential Role of Elementary School Counselor](#) (Spanish version)

[Essential Role of Middle School Counselors](#) (Spanish version)

[Essential Role of a High School Counselor](#) (Spanish version)

Foundation and Management

New York State Part 100.2 Regulations- School Counseling Programs

The plan is fully aligned with the amended Commissioner’s Regulation §100.2(j) [NYSED Part 100.2 J](#), which requires that all public schools in New York State maintain a written, board-approved K–12 comprehensive school counseling plan.

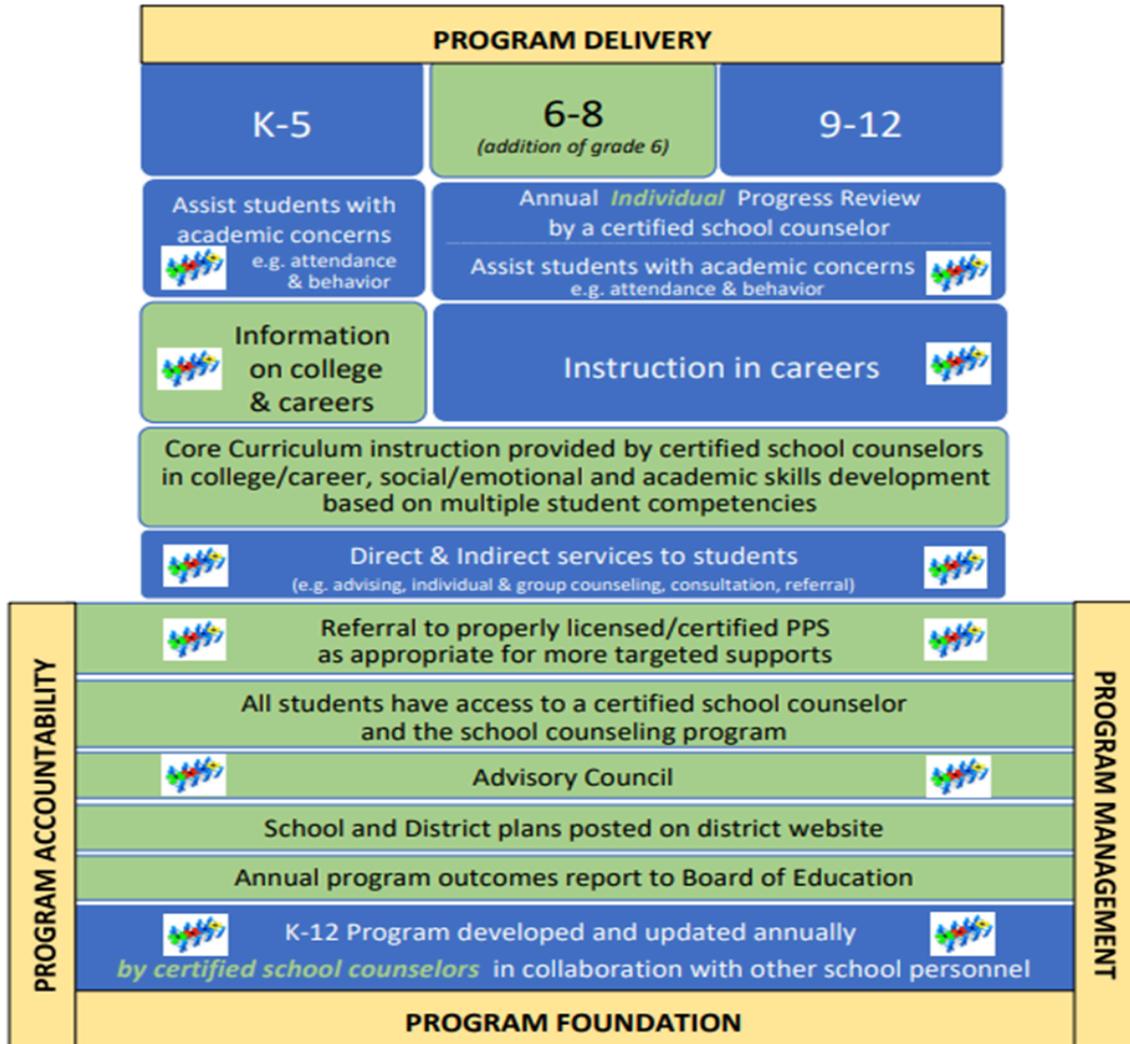
The new state regulations are designed to promote the “Whole School-Whole Community-Whole Child” multi-tiered model. This model was created to promote a positive school climate which is the most predictive factor in a school’s capacity to promote student achievement.

Key areas of alignment include:

- Access for All Students: Every student in grades K–12 is guaranteed access to a certified school counselor.
- Program Components:
 - Curriculum Instruction addressing career/college readiness, academic, and social-emotional development.
 - Individual Progress Reviews in grades 6–12.
 - Annual Review and Planning aligned to ASCA and NYSED standards.
 - Responsive Services including crisis support, counseling, and referrals.

- Guidance Advisory Council: Composed of counselors, administrators, parents, teachers, and community members. Meets twice annually to review and support program development.
- Career Plan Development and emphasis on post-secondary planning.

**New + Old Requirements of NYSED Commissioner’s Regulation Part 100.2(j)
School Counseling and Guidance Programs for Public Schools
(adopted July 1, 2017, to be implemented by September 2019)**



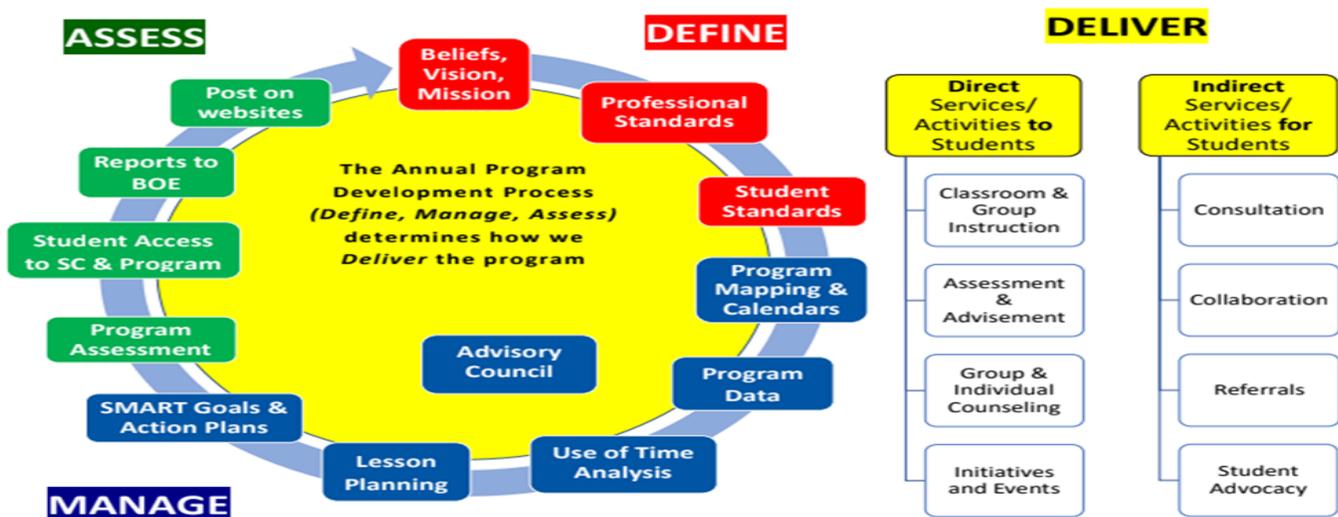
Key:	New regulation	Old regulation
	Team approach: e.g. teachers, school social workers, school psychologists.	

www.NYSSCA.org
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The Comprehensive School Counseling/ Guidance Program

1. The Hyde Park Central School District’s Comprehensive School Counseling/Guidance program includes all students K-12.
2. The Hyde Park Central School District K-5 Counseling/Guidance program is designed:
 - a. To prepare students to participate effectively in their current and future educational programs,
 - b. To provide information related to future choice,
 - c. To assist students who may exhibit challenges to academic success, including but not limited to attendance, behavioral concerns, and
 - d. Where appropriate, to make a referral to a properly licensed professional and/or certified pupil personnel service provider for more targeted support.
3. Part 100.2 regulations require all Hyde Park Central School District students in grades K-12 have access to a certified school counselor. This comprehensive plan reflects the roles currently employed within the district and is inclusive of all mental health providers such as school counselors, school psychologists, school social workers, and student assistance counselors.
4. The Hyde Park Central School District K-12 counseling program is designed in coordination with teachers, school social workers, school psychologist, building and district level administration to prepare students to effectively participate in their current and future educational programs; address multiple student competencies including college and career readiness standards; academic, and social/emotional development standards.
5. The K-12 program is reviewed annually based on the related New York State Education regulations and the American School Counselor Association (ASCA) National Model and Standards. This process is data-driven and improvements are designed and implemented, to update the program when necessary.

NYS Comprehensive School Counseling Program Annual Program Development Process:



New York State School Counselor Association © 2020

The K-12 School Counseling/Guidance Plan

The Hyde Park Central School District has developed a district-wide and building level comprehensive school counseling plan that complies with the regulation requirements and is in accordance with the following:

- a. Developed by or under the direction of a certified school counselor.
- b. The plan will be updated annually and an outcomes report will be presented to the Board of Education.
- c. The plan is filed in the district office and is available for review by any individual.
- d. The plan presents program objectives, which describe expectations of what students will learn.
- e. Activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results.

Annual Review Commitment

Hyde Park Central School District commits to an annual review and revision of the counseling plan to ensure it remains relevant, data-driven, and responsive to student needs.

This process includes:

- Review by the School Counseling/Guidance Advisory Council.
- Collection and analysis of student and program data.
- Evaluation of program goals and delivery effectiveness.
- Public presentation of outcomes and updates to the Board of Education.
- Filing of the current plan at the district office for public access.

ASCA Comprehensive Model (Framework for Program Development)

The American School Counseling (ASCA) National Model is a comprehensive school counseling framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

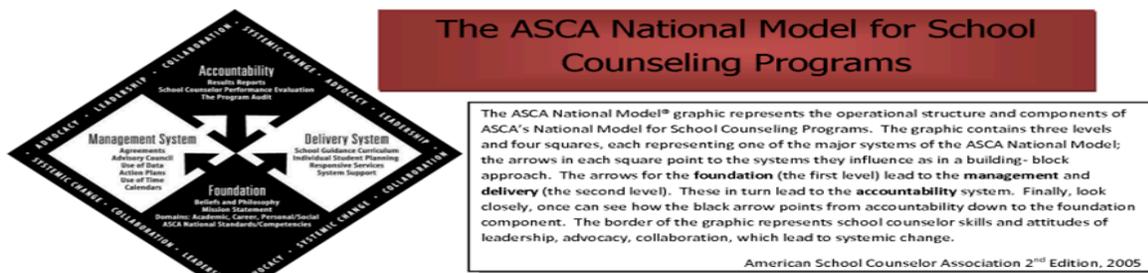
- Acknowledges the work of school counselors as advocates for students.
- Creates results-based counseling programs that support diverse student populations.
- Helps to close achievement gaps.

- Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress.
- Is guided by developmentally appropriate and goal-oriented student competencies.

The process for delivery of the National Standards linked to the NYS Learning Standards is accomplished by utilizing each of the four components of the comprehensive model. The four main components of the model are:

1. **The foundation** of the program addresses the belief and mission that every student will benefit from the school counseling program.
2. **The management system** presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include agreements or responsibilities, use of data, action plans, time and task analysis, and monthly calendars.
3. **The delivery system** defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services, and system support).
4. **The accountability system** helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates “**how students are different as a result of the school counseling programs.**” A commitment to accountability shifts public perception from questions such as “what do school counselors really do?” to “what do students need to be successful?” While we will use the model as a guide, we will be progressive in our thinking and always evaluate and update what we are doing based on what is in the best interest of the students.



Elements of the ASCA National Model			
<p><u>Foundation</u></p> <ul style="list-style-type: none"> • Beliefs and Philosophy • Mission • Domains • ASCA National Standards and Competencies 	<p><u>Delivery System</u></p> <ul style="list-style-type: none"> • Guidance Curriculum • Individual Student Planning • Responsive Services • Systems Support 	<p><u>Management Systems</u></p> <ul style="list-style-type: none"> • Management Agreements • Advisory Council • Use of Data • Action Plans • Use of Time • Calendars 	<p><u>Accountability</u></p> <ul style="list-style-type: none"> • Results Reports • School Counselor Performance Standards • Program Audit

School Counseling Program Vision and Mission

We are excited to share the newly developed mission and vision for our school counseling program, a direct result of our school counselors' dedicated two-year training with the American School Counselor Association (ASCA). These statements reflect our collective commitment to supporting every student's academic, career, and social-emotional growth, aligning our program with national best practices to foster a comprehensive and equitable environment for all.

Our District's School Counseling Mission Statement

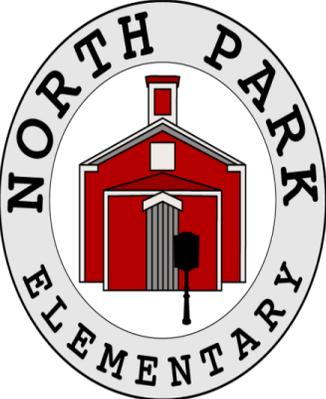
Our mission is to meet the individual needs of all students by providing them with support, information, and resources through a comprehensive school counseling program. We will foster lifelong learners and promote positive communication, relationships, and social-emotional well-being through a proactive restorative approach that equips students to be respectful, kind, and responsible.

Our District's School Counseling Vision Statement

Our school counseling program empowers all students to thrive in a diverse, equitable, inclusive, and safe environment where they are able to use their skills to maximize academic success and social/emotional development. This will allow for all students to become empathetic, curious, and ambitious global citizens.

Building Specific Programs Mission and Vision

School	Counseling Mission	Counseling Vision
<p>Ralph R. Smith Elementary</p> 	<p>The RRS School Counseling program empowers students to navigate challenges and build resilience in an ever-changing world. Every student receives social, emotional, and academic support according to their specific needs, ensuring an inclusive and equitable environment for all. Counselor interventions increase school connectedness among all school stakeholders, helping to create a community of care. As a result of the School Counseling Program initiatives, students gain the skills needed to reach their life goals and leave with a lifelong love for learning.</p>	<p>Students are confident problem solvers who use creativity and a growth mindset to reach their goals. Through cultural awareness and empathy, students use their talents to uplift and care for their community.</p>

<p>Violet Avenue Elementary</p> 	<p>The school counseling program at Violet Avenue Elementary School provides students with social/emotional and academic skills, as well as career/college awareness. Each and every student has access to a school counseling program that meets their individual needs through classroom opportunities, small groups and individual counseling/advisement. Students use their personal strengths as empathetic and dynamic learners who successfully contribute to society.</p>	<p>All students from Violet Avenue Elementary School will embrace diversity and use their own personal strengths and interests to confidently follow their own path in life, reaching their full potential.</p>
<p>North Park Elementary</p> 	<p>The mission of the North Park School Counseling Program is student centered and supports all school stakeholders. Our professional counselors empower students to navigate challenges through ethically data-driven, relevant and fun learning opportunities. We need to meet the unique needs of all students in an inclusive and culturally sensitive environment. We inspire our students to do the right thing when no one is watching while preparing them to be successful members of our ever changing society.</p>	<p>At North Park Elementary School the school counseling program vision is for students who are academically driven and emotionally intelligent. The students recognize their value, worth, and are both contributing and productive students and citizens in our dynamic society. Students strive to do the right thing even when no one is watching.</p>

<p style="text-align: center;">Netherwood</p> 	<p>Netherwood Elementary School counseling department is dedicated to fostering an environment where each and every student learns to be their personal best. Our team is committed to providing a multi-tiered social- emotional system of support, in which all students have access to the support they need. The school counseling program utilizes data driven practices to support a positive, inclusive, dynamic school climate. Cultivating the real- world skills students need to succeed during their school career and that they can take with them to attain future success as global citizens.</p>	<p>We envision a school where every student feels safe, supported, and valued, fostering a culture of belonging and inclusivity. Where students treat others with compassion, empathy, and respect. Students will leave our school with the life skills and confidence needed to preserve through all of life's expected and unexpected adversities.</p>
<p style="text-align: center;">Haviland Middle School</p> 	<p>Through a comprehensive, data-driven, and ethically grounded program, Haviland Middle School's School Counseling Program seeks to empower each and every student to achieve their full potential, navigate challenges responsibly, and contribute meaningfully to their communities.</p>	<p>Haviland Middle School's Counseling Program envisions a future where each and every student, as part of HPCSD's innovative learning community, is empowered with the social, emotional, and academic skills necessary to thrive, reach their full potential, and contribute meaningfully to the world.</p>
<p style="text-align: center;">F. D. Roosevelt High School</p> 	<p>The F. D. Roosevelt High School counseling program empowers all students to thrive by implementing a variety of interactive and innovative interventions that meet the unique needs of each student in a diverse, inclusive, and safe environment. Through the use of data, we support students to maximize academic success and social/emotional development. This allows all students to become empathetic, intellectually curious, and motivated to face the challenges of a dynamic society.</p>	<p>All students at F. D. Roosevelt High School are prepared to meet the present and future challenges of a dynamic society. They will be intellectually curious and socially responsible lifelong learners.</p>

III. Delivery of Services and Programs

The Services

1. **Elementary School (K-5):** A dedicated school counselor will be available in each elementary school.
Middle School (6-8): Students will have a school counselor assigned to their specific grade cohort.
High School (9-12): Students will be assigned a school counselor based on their last name.
2. Our Director of Guidance strengthens the school district's counseling program by providing dedicated leadership and oversight, fostering a more cohesive and effective approach to student support services across all schools. This role ensures strategic development, implementation, and evaluation of counseling initiatives, ultimately enhancing the overall well-being and academic success of students.
3. Certified school counselors provide students at Hyde Park Central School District Grades 6-12 with an annual Individual Progress Review which reflects each student's educational progress and career plans. For a student with a disability, the plan shall be consistent with the student's individual education program (IEP).
4. For students in all grades K-12 the program includes the following activities or services:
 - a. School counseling core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills, and social/emotional development by a certified school counselor.
 - b. Direct student services to enable students to benefit from the curriculum
 1. Responsive services
 2. Crisis response
 3. Group counseling
 4. Individual counseling, appraisal, assessment and advisement
 5. Assisting students to develop and implement postsecondary education and career plans
 6. Assisting students who exhibit attendance, academic, behavioral or adjustment concerns
 7. Encouraging parental involvement
 - c. Indirect student services that enable students to benefit from their education
 1. Referrals to appropriately licensed or certified individuals
 2. Consultation and/ or collaboration with others
 3. Leadership, advocacy, and teaming activities

The Delivery System

Direct Student Services

The guidance plan provides objectives that address academic, college and career readiness, and social/emotional needs of students K-12. This is accomplished through:

- **Classroom Activities:** the counseling/guidance department presents lessons in the classroom.
- **Group Activities:** the counseling/guidance department conducts group activities outside of the classroom to address student's particular needs.

Individual Student Planning

The counseling/guidance department monitors students' progress so they may achieve success in the areas of academic skills, college and career readiness, and social/emotional skills. This may be accomplished through:

- **Individual or Small Group Appraisal:** Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- **Individual or Small Group Advisement:** Work directly with students on achieving success in personal/social, academic, and career areas.
- **Student Progress Management:** Monitor individual student's progress.
- **Placement:** Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.

Responsive Services

The counseling/guidance department provides support and interventions to meet the needs of students. This is accomplished through:

- **Individual and Small Group Counseling:** Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- **Crisis Counseling:** Short-term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

Indirect Student Services

- **Referrals:** The counseling/guidance department provides families with a variety of resources, both inside and outside of school, to better serve our students.
- **Consultation:** The counseling/guidance department collaborates with families, school staff and community agencies to develop interventions for students.
- **Interdisciplinary Activities:** The counseling/guidance department collaborates with school staff to implement curriculum across content areas.

System Support

The counseling/guidance department assesses the effectiveness of the counseling program. This is accomplished through:

- **Teaming:** The counseling/guidance department participates in district-wide and building committees.
- **Professional Development:** The counseling/guidance department regularly participates in training, conferences, and meetings to update knowledge and skills.
- **Program Promotion:** The counseling/guidance department provides orientation and information regarding the programs to the greater community via websites, counseling newsletters, and presentations.
- **Program Management and Evaluation:** The counseling/guidance department regularly collects and analyzes data to evaluate the program and continue updating program activities.

Professional Competencies

The Hyde Park Central school counselors will reference the ASCA School Counselor Competencies (adapted 2022) as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs.

[ASCA Ethical Standards for School Counselors](#)

These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.

- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

IV. School Counseling/Guidance Accountability System

To achieve the best results for students, Hyde Park Central School District's counseling department will regularly evaluate their program to determine its effectiveness. Hyde Park Central School District's counseling department will use accountability strategies to monitor student achievement and to evaluate and improve the counseling/guidance program. The counseling/guidance program components may be accessed through data analysis, program results and evaluation and improvement.

Ongoing Data Analysis - The counseling/guidance department will collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup on an ongoing basis. The process begins with a needs and strengths assessment and moves through what changes need to be made. The use of data replaces hunches and hypotheses with factual information instead and guides the counseling/guidance department and student support staff in planning and delivering learning support programs for all students.

Program Results - The counseling/guidance department analyzes the counseling/guidance program by using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The Hyde Park Central School District Guidance Advisory Council along with each counseling/guidance department will review the programs to identify trends, areas of success and areas in need of improvement.

Evaluation and Improvement - Program evaluation and improvement has three components: self-analysis of the counseling/guidance program's strengths and areas of improvement, evaluation of the school counselor's performance using the Hyde Park Central School District evaluation methods, and review of program goals created at the beginning of the year. The department will identify goals annually with action steps. These will be reviewed and reflected upon throughout the year and a report will be provided at the end of each year.

School Counseling/ Guidance Advisory Council

1. The Hyde Park Central School District will develop and maintain a School Counseling/ Guidance Advisory Council.

2. Membership will include 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).
3. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive school counseling/guidance plan and advising on the implementation of the school counseling/guidance program.
4. The purpose of the council is to provide feedback on program goals (developed and explained by the school counselor), review program results (based on data presentations by the school counselors), make recommendations about the school counseling program, and serve as advocates for the program.
5. The charge of the Advisory Council is to address key paradigm shifts that pertain to quality control (doing the right things), quality assurance (ensuring what is done meets the needs of students) and strategic positioning.
6. Recommendations shall be formulated, documented and made available to the school administration and counseling staff to solidify a plan for completion. Further, the recommendations and corresponding action plan shall be shared with the superintendent, who shall then share said documentation with the Board of Education.
7. The Advisory Council shall present annually at a designated Board of Education meeting as a complement to the outcomes report, providing an overview of progress and plans for continued work of the Advisory Council.

Student Standards

The Hyde Park Central School District strategically integrates the NYSED CDOS (Career Development and Occupational Studies) Learning Standards and the NYSED Social and Emotional Learning (SEL) Benchmarks, including their recent equity revisions, to ensure a holistic and inclusive approach to student development.

Through this alignment, the district:

- **Embeds career readiness skills across the curriculum:** The CDOS standards guide the infusion of essential work readiness, career planning, and occupational knowledge into various subjects, preparing students for diverse post-secondary pathways.
- **Fosters social-emotional competencies for all:** The NYS SEL Benchmarks, with their equity revisions, are woven into daily instruction and school-wide counseling practices. This focus on self-awareness, social awareness, responsible decision-making, relationship skills, and self-management ensures that all students, regardless of background, develop the emotional intelligence and interpersonal skills necessary for success in school, career, and life.
- **Designs targeted interventions and supports:** By identifying student needs through the lens of both CDOS and SEL, Hyde Park Central School District can implement tailored interventions and provide comprehensive support systems. This proactive approach addresses

academic, career, and social-emotional challenges, ensuring equitable opportunities and outcomes for every student.

[NYSED CDOS Standards](#)

[NYSED SEL Benchmarks- Equity Revisions](#)

Student Mindsets and Behavior Standards

[ASCA Student Standards: Mindsets and Behaviors for Student Success](#)

Based on NYS Counselor regulations and the American School Counseling Association (ASCA) National model, students should demonstrate the following mindsets and behaviors:

- **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 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 lifespan.
- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

School counselors use these 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. 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.

V. School Counseling Program Goals and Delivery Maps

School Counseling Advisory Council Goal 2025-2026 SY

Goal	Our goal is to enhance student success and well-being by fostering effective communication, leveraging the power of community, and strengthening interpersonal skills across the school environment.
Action Plan	Integrate explicit communication and interpersonal skill instruction into classroom guidance lessons and school-wide initiatives.
	Offer small-group counseling sessions focused on specific communication challenges, such as managing strong emotions, assertiveness skills, or navigating peer conflicts.
	Facilitate direct observation and consultation with teachers to develop specific classroom strategies and accommodations to support a student's unique communication and interpersonal skill development within the learning environment.

Elementary School Counseling Program Delivery Map

Timeframe	Grade Level	Topic/Curriculum Calendar	ASCA Mindsets & Behaviors (Examples)	Anticipated Outcome	Staff/Resources	Assessment & Evaluation
September	K-5	<p>Week 1: Introductions/Community Building</p> <p>Week 2: Introductions/Community Building</p> <p>Week 3: Bullying/Problem-Solving</p> <p>Week 4: Bullying/Problem-Solving</p>	M 3 , B-SS 2 , B-SS 6, B-SMS 7	Students will feel a sense of belonging at school and understand the school counselor's role. Students will identify what bullying is and initial strategies for problem-solving.	Counselor-led classroom lessons, welcome activities, social stories, anti-bullying videos/books, character education materials.	Pre/post-lesson quick checks (e.g., thumbs up/down, exit tickets), informal observation of student interactions, teacher feedback on classroom climate, student surveys on belonging.
October	K-5	<p>Week 5: Bullying/Problem-Solving</p> <p>Week 6: Identifying Emotions</p> <p>Week 7: Identifying Emotions</p> <p>Week 8: Identifying Emotions</p> <p>Week 9: Identifying Emotions</p>	B-SMS 7, M 1, B-SMS 2, B-SS 4	Students will be able to identify and label a range of emotions. Students will begin to use basic problem-solving steps.	Counselor-led classroom lessons, emotion cards/charts, feeling thermometers, role-playing scenarios, picture books on emotions.	Emotion identification worksheets, student self-assessments (e.g., "How am I feeling?"), teacher observations of emotional regulation, counselor observation of

						problem-solving in small groups.
November	K-5	Week 10: Identifying Feelings/Emotional Regulation Week 11: Identifying Feelings/Emotional Regulation Week 12: Identifying Feelings/Emotional Regulation Week 13: Identifying Feelings/Emotional Regulation	M 1, B-SMS 2 , B-SMS 7	Students will learn and practice strategies for managing their emotions effectively.	Counselor-led classroom lessons, calming corner resources, breathing exercises, mindfulness activities, social stories on emotional regulation.	Student demonstration of coping strategies during lessons, teacher feedback on student emotional regulation in the classroom, informal check-ins with students.
December	K-5	Week 14: Academic Success Skills Week 15: Academic Success Skills Week 16: Academic Success Skills	M 6 , B-LS 3, B-LS 7	Students will understand the importance of effort and learn basic organizational and study skills.	Counselor-led classroom lessons, "how-to" guides for organizing backpacks/desks, goal-setting worksheets, collaboration with teachers on academic strategies.	Student self-assessment of organizational habits, teacher feedback on student effort and preparedness, simple goal-setting reflections.

January	K-5	<p>Week 17: Academic Success Skills</p> <p>Week 18: Diversity and Identity</p> <p>Week 19: Diversity and Identity</p> <p>Week 20: Diversity and Identity</p>	B-LS 3 , M 2 , B-SS 2	Students will identify personal strengths and appreciate diversity in themselves and others.	Counselor-led classroom lessons, diverse literature, "identity" activities (e.g., coat of arms, "All About Me" projects), guest speakers, cultural celebration activities.	Student self-reflection on identity, observation of respectful interactions, teacher feedback on student inclusivity, classroom discussions about diversity.
February	K-5	<p>Week 21: Diversity and Identity</p> <p>Week 22: Career Exploration (NYS Career Plan)</p> <p>Week 23: Career Exploration (NYS Career Plan)</p> <p>Week 24: Career Exploration (NYS Career Plan)</p>	M 6, M 4 , B-LS 7	Students will be exposed to a variety of careers and begin to understand the connection between school and future opportunities.	Counselor-led classroom lessons, career day/guest speakers, age-appropriate career exploration websites/videos, "What Do You Want to Be When You Grow Up?" activities.	Student drawings/writings about careers, simple career interest surveys, class discussions about different jobs.

March	K-5	<p>Week 25: Career Exploration (NYS Career Plan) Week 26: Career Exploration (NYS Career Plan) Week 27: Career Exploration (NYS Career Plan) Week 28: Dealing with Adversity/5th Middle School Transition</p>	B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 10	Students will develop strategies for resilience and coping with challenges. 5th graders will gain knowledge about the middle school transition.	Counselor-led classroom lessons, stories about overcoming challenges, problem-solving scenarios, middle school tours/presentations (for 5th grade), Q&A sessions with middle schoolers/teachers.	Role-playing assessment of coping skills, 5th-grade surveys on middle school readiness, student reflections on adversity.
April	K-5	<p>Week 29: Dealing with Adversity/5th Middle School Transition Week 30: Dealing with Adversity/5th Middle School Transition Week 31: Summer Safety and Self-Care</p>	B-SMS 6, B-SMS 9, M 1	Students will review strategies for coping with challenges. Students will learn about safety practices for the summer and the importance of self-care.	Counselor-led classroom lessons, safety videos/discussions, summer safety checklists, "self-care" activities (e.g., drawing, quiet time), community resource handouts.	Student-created safety plans, verbal responses to safety scenarios, student reflections on self-care activities.
May	K-5	<p>Week 32: Summer Safety and Self-Care Week 33: Summer Safety and Self-Care Week 34: Academic Success/Scholarship</p>	B-SMS 9, M 6 , B-LS 7	Students will reiterate summer safety practices and self-care routines. Students will review	Counselor-led classroom lessons, review of previously learned safety and self-care, celebration of	Final check-in on safety knowledge, student self-reflection on academic

		Week 35: Academic Success/Scholarship		academic successes and set goals for future learning (age-appropriately for "scholarship" concept).	academic growth, simple goal-setting for the next grade level.	progress throughout the year, teacher feedback on student readiness for the next grade level.
June	K-5	Week 36: Academic Success/Scholarship Week 37: Academic Success/Scholarship Week 38: Academic Success/Scholarship Week 39: Academic Success/Scholarship	M 5, B-LS 7, M 6	Students will reflect on their learning and growth throughout the year and celebrate their achievements. Students will anticipate and prepare for the next grade level.	Counselor-led classroom lessons, end-of-year celebrations, reflection activities (e.g., "My Favorite Things I Learned"), positive affirmations, readiness activities for next grade.	End-of-year student surveys about the counseling program, anecdotal records of student growth, teacher feedback on overall student development.

Middle School Counseling Program Delivery Map

Timeframe	Activity/Service	ASCA Mindsets & Behaviors	Anticipated Outcome	Staff/Resources	Assessment & Evaluation
September	HMS Meet the Staff Night, AVID Goal Setting	M1, B-LS 6, B-SS 3	Students and families understand support roles; goal setting skills	Counselors, AVID teachers, presentation materials	Sign-in sheets, student goal plans

Sept–Oct	AVID classroom activities, AVID field trips	M2, B-LS 9, B-SS 5	College and career awareness	AVID instructors, permission slips, transportation	Field trip reflections, participation logs
October	Parent-Teacher Conferences, Community Night	M4, B-SS 3, B-SMS 3	Strong school-home connection	Teachers, counselors, translators	Parent feedback, conference attendance
Oct–Nov	Academic Progress Monitoring, Phone Calls	M2, B-LS 3, B-LS 5	Identification of struggling students	Grade data, SIS tools	Progress reports, follow-up notes
November	Naviance Activities	M6, B-LS 7, B-LS 10	Career exploration and planning	Naviance software, computer labs	Completion tracking, student reflections
Nov–Dec	Individual Counseling, Conflict Management	M3, B-SMS 4, B-SMS 7	Development of coping and peer negotiation skills	Trained counselors	Counseling logs, behavior incident follow-ups
Dec–Jan	AVID College Fair, Annual Progress Reviews	M6, B-SS 5, B-LS 8	Increased awareness of post-secondary options	College reps, counselors, family materials	Surveys, participation records
January	Referrals to Mental Health Supports	M1, B-SMS 9, B-SMS 10	Access to outside resources for mental health	Counselor, social worker, community providers	Referral logs, follow-up documentation
Jan–Feb	8th Grade Scheduling (Classroom + Meetings)	M5, B-LS 4, B-LS 7	Students create personalized 9th-grade schedules	Scheduling software, academic records	Schedule accuracy, family feedback
Feb–Mar	Second Step Social/Emotional Skills Lessons	M3, B-SMS 1, B-SS 2	Improved emotional regulation and empathy	Second Step curriculum, classroom space	Pre/post tests, student feedback

March	At-Risk Team Meetings, Academic Counseling	M2, B-LS 2, B-LS 3	Proactive interventions for academic concerns	At-risk team, academic data	Intervention plans, data monitoring
March–April	Spring Scheduling Prep, AVID Interviews	M4, B-LS 6, B-SS 1	Planning for student goals and elective placement	AVID staff, interview rubrics	Interview scores, scheduling feedback
April	5th Grade Transition Meetings	M1, B-SS 4, B-SMS 2	Easing transition to middle school	Elementary & MS counselors, transition packets	Family surveys, student questions
May	6th Grade Transition Planning, Newsletter	M1, B-SMS 5, B-SS 6	New students introduced to school supports	Newsletter tools, welcome materials	New student feedback, distribution analytics
May–June	New Student Entrants, Summer Scheduling	M2, B-LS 10, B-SS 1	Smooth integration of new and transitioning students	Registrar, welcome staff, data systems	Enrollment tracking, orientation sign-ins

High School Counseling Program Delivery Map

Timeframe	Program Activity/Service	ASCA Mindsets & Behaviors	Anticipated Outcome	Staff/Resources	Assessment & Evaluation
Sept (Wks 1–2)	Grade-Level Presentations (9–12)	M4, B-LS 1, B-SS 3	Students understand expectations, timelines, key planning	Counselors, Presentation Slides	Attendance, feedback surveys

Sept–Oct	9th Grade Naviance: Personality Type Assessment	M6, B-LS 7, B-SS 4	Students identify interests & traits for planning	Naviance, Counselor Guidance	Naviance completion report
Oct (Wk 6–9)	Practice College Entrance Exam (Jrs, some Sophs)	B-LS 1, B-LS 4	Students experience testing environment	PSAT or SAT Day setup	Scores, participation data
Oct–Nov	Report Card 1 Academic Review	M2, B-LS 3, B-SMS 6	Reflection on progress, goal setting	Teachers, counselors	Grade comparisons, advising notes
Oct–Nov	Senior Presentations: Transcript Reviews	B-LS 7, B-SMS 5	Confirm accuracy of academic records	Counselors, transcripts	Verified records, planning checklists
Nov	FAFSA Completion Night, College Fair	M4, B-LS 9, B-SS 5	Increase FAFSA & college knowledge/access	College reps, Financial Aid advisors	Event sign-ins, FAFSA submission data
Nov	10th Grade Naviance: Strengths Explorer	M6, B-LS 6, B-SS 7	Students gain insight into personal strengths	Naviance	Reflection summaries
Dec	Alumni Day	B-SS 5, M6	Build post-grad awareness from peer voices	Alumni, counselors	Feedback forms, student reflections
Jan	11th Naviance: Career Interest Profiler	M4, B-LS 7, B-SS 4	Students identify career paths aligned with strengths	Naviance	Report analysis, advising follow-up

Jan–Mar	Junior Academic Advising Sessions	B-LS 6, M2	Course planning, college prep guidance	Counselors	Completed advising sheets
Jan–Mar	Sophomore Academic Advising Sessions	B-LS 3, B-SMS 6	Plan for coursework and interests	Counselors	Plans logged in SIS/Naviance
Feb–Mar	Report Card 2 Academic Review	M2, B-LS 3, B-LS 4	Students evaluate progress and revise goals	Counselor meetings, report cards	Grade monitoring
Mar–Apr	Career Development & College App Planning (All Grades)	M4, B-LS 10, B-SS 9	Students explore paths and next steps	Guest speakers, counselor support	Surveys, participation counts
Mar	Senior App Review: College Application & Post-Grad Plans	M6, B-LS 8, B-SS 5	Confirm post-grad readiness	Counselors, app platforms (Common App, etc.)	Checklist completion
Mar	Financial Aid Information Night	M4, B-LS 9, B-SS 7	Families better understand aid options	Financial Aid experts	Exit slips, event feedback
Apr	10th Grade: BOCES Presentation	M6, B-LS 7, B-SS 5	Career-technical program awareness	BOCES reps, counselors	Sign-ups, interest surveys
Apr	Sophomore BOCES Field Trip	M6, B-LS 6, B-SS 6	Firsthand exploration of CTE programs	Chaperones, program partners	Reflection sheets, post-trip discussion
Apr–May	College Information Night, Junior College Meetings	M4, B-LS 9, B-SS 4	College search and application knowledge	College reps, counselors	Attendance, planning documentation

May	College App Week (Seniors)	B-LS 8, M6	Students complete and submit college applications	College reps, FAFSA staff	App submission count
May–June	Report Card 3/4 Review, Freshman Advising	B-LS 3, B-LS 4	Early planning and reflection	Teachers, counselors	Goal-tracking updates
June	Final Scheduling & Regents Prep	B-LS 1, B-SMS 6	Academic readiness and placement	Counselors, teachers	Schedule confirmation, exam prep logs

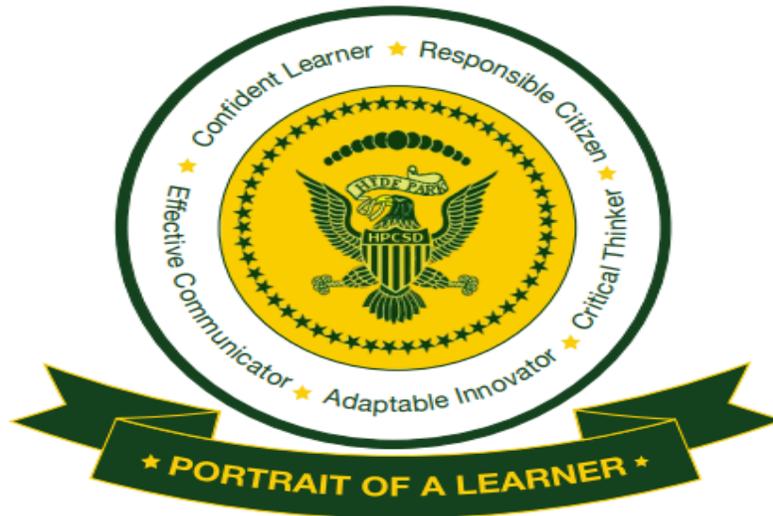
VI. School Counseling Team

Name	Role and Building
Malissa Reeder	Director of Guidance District Office
Rose Binaso	School Counselor Netherwood Elementary School
Drisanna Boyce	School Counselor Violet Avenue Elementary School
Matthew Carl	School Counselor North Park Elementary School
Alix Cieferri- Torres	School Counselor Ralph R. Smith Elementary School
Linda Boughton	School Counselor, 6th grade Haviland Middle School
Claire Hathaway	School Counselor, 7th grade Haviland Middle School
Jamie Myers	School Counselor, 8th grade Haviland Middle School
Katie Denmead	School Counselor, A-Da FDR High School
Sadiki Kitson	School Counselor, De-Ho FDR High School
Elise Morelli	School Counselor, Hu-Mi FDR High School
Rebecca Moore	School Counselor, Mo-Rog FDR High School
Monique Jenkinson	School Counselor, Roj-Z FDR High School

VII. 2024-25 School Counseling/ Guidance Advisory Council Members

Name	Role
Melissa Lawson	Assistant Superintendent PPS
Malissa Reeder	Director of Guidance
Monika Contreras	MLL Coordinator
Megan D'Alessandro	Principal, NPE
Sara Moy	Assistant Principal, FDR
Tiffany Walton- Henry	Assistant Principal, HMS
Alix Ciferri- Torres	School Counselor, RRS
Drisanna Boyce	School Counselor, VAS
Hadas Libermann	Social Worker, BRYT FDR
Rose Binaso	School Counselor, NES
Rebecca Moore	School Counselor, FDR
Monique Jenkinson	School Counselor, FDR
Joanna Jusino	Teacher, HMS
Mayra Fantauzzi	Teacher, FDR
Kerri Jacobs	Parent
Veronica James	Parent
Crystal LaManna	Parent
Maya Villa	Student
Tessa Costura	Student
Shadiya James	Student

Addendum



CONFIDENT LEARNER

- Embraces curiosity to experience new ideas
- Possesses the desire to learn, unlearn, and relearn
- Finds and maximizes opportunities to actively and empathetically listen to elicit diverse perspectives from others
- Develops positive, passionate attitudes and beliefs about learning

EFFECTIVE COMMUNICATOR

- Articulates thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms
- Listens effectively to decipher meaning, including knowledge, values, attitudes, and intents
- Communicates for and with a wide range of purposes and audiences (e.g. to inform, instruct, motivate, persuade, and advocate)

ADAPTABLE INNOVATOR

- Works effectively and flexibly in a climate of continuous change
- Embraces feedback, praise, setbacks, and criticism
- Reflects on successes and failures as a means of refining the path forward
- Understands, negotiates, and balances diverse views and beliefs in order to reach workable solutions

CRITICAL THINKER

- Improves quality of own thinking by analyzing and assessing information
- Identifies, evaluates, and applies learning to relevant real-world situations
- Applies disciplined thinking that is open-minded and informed by evidence
- Understands the “big picture” and is able to implement and reflect on proposed solutions and the impact they may have

RESPONSIBLE CITIZEN

- Demonstrates honesty and makes ethical choices
- Honors commitments and holds oneself accountable
- Cares for and positively impacts the larger community
- Takes initiative and acts with purpose



HYDE PARK
CENTRAL SCHOOL DISTRICT

Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
1. advisement and appraisal for academic planning	1. building the master schedule
2. orientation, coordination and academic advising for new students	2. coordinating paperwork and data entry of all new students
3. interpreting cognitive, aptitude and achievement tests	3. coordinating cognitive, aptitude and achievement testing programs
4. providing counseling to students who are tardy or absent	4. signing excuses for students who are tardy or absent
5. providing counseling to students who have disciplinary problems	5. performing disciplinary actions or assigning discipline consequences
6. providing short-term individual and small-group counseling services to students	6. providing long-term counseling in schools to address psychological disorders
7. consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	7. covering classes when teachers are absent or to create teacher planning time
8. interpreting student records	8. maintaining student records
9. analyzing grade-point averages in relationship to achievement	9. computing grade-point averages
10. consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	10. supervising classrooms or common areas
11. protecting student records and information per state and federal regulations	11. keeping clerical records
12. consulting with the school principal to identify and resolve student issues, needs and problems	12. assisting with duties in the principal's office
13. advocating for students at individual education plan meetings and 504 meetings, student study teams and school attendance review boards, as necessary	13. coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
14. analyzing disaggregated schoolwide and school counseling program data	14. serving as a data entry clerk



Historically, the term “guidance counselor” was used to refer to counselors working in the schools. This term has evolved to “school counselor” as the scope of duties has changed and evolved. Although some schools still used the outdated “guidance counselor” term, the American School Counselor Association encourages the use of “school counselor” to more accurately reflect the role.

GUIDANCE COUNSELOR

- Reactive
- Services to some
- Impact measured via feelings and perceptions
- Ancillary role to school improvement process
- Work in isolation

SCHOOL COUNSELOR

- Proactive/data-driven
- Program for all
- Impact measured via achievement, attendance and behavior data
- Essential role in the school improvement process
- School counselors as school leaders
- Develop, manage and evaluate a comprehensive school counseling program

Excerpt from “*School Counseling Principles: Remembering the Past, Shaping the Future: A History of School Counseling*,” by Norman C. Gysbers, Ph.D.

“The terminology issue is still with us today. Is it guidance, counseling, guidance and counseling, or

counseling and guidance? The American School Counselor Association (ASCA) has come down firmly on the side of the term school counseling program although the literature still reflects the usage of various combinations of terms. The terminology issue also is reflected in personnel titles. Again, ASCA has come down firmly on the title school counselor, although the public still uses the title guidance counselor, and some school districts use the title guidance dean, going back to a title used earlier.

The terminology issue is interesting from a historical perspective too. Remember the first term was vocational guidance, and then many modifiers were placed in front of the word guidance. In the 1930s guidance became a service within pupil personnel services with five services: information, assessment, counseling, placement and follow-up. Then the counseling service assumed prominence, so the common labels used were guidance and counseling. Information and assessment continued to be a part of guidance and counseling, but placement and follow-up became less important and have now almost disappeared as active parts of school counseling. Following ASCA’s lead, counseling became the label of choice as in school counseling programs. Guidance is still present but is used to label one of the delivery components of the program, namely, the guidance curriculum.”

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- Lambie, G. W., & Williamson, L. L. (2004). The challenge to change from guidance counseling to professional school counseling: A historical proposition. *Professional School Counseling*, 8(2), 124-131.

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills 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.

ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-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. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success		
Category 2: Behavior Standards		
School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness