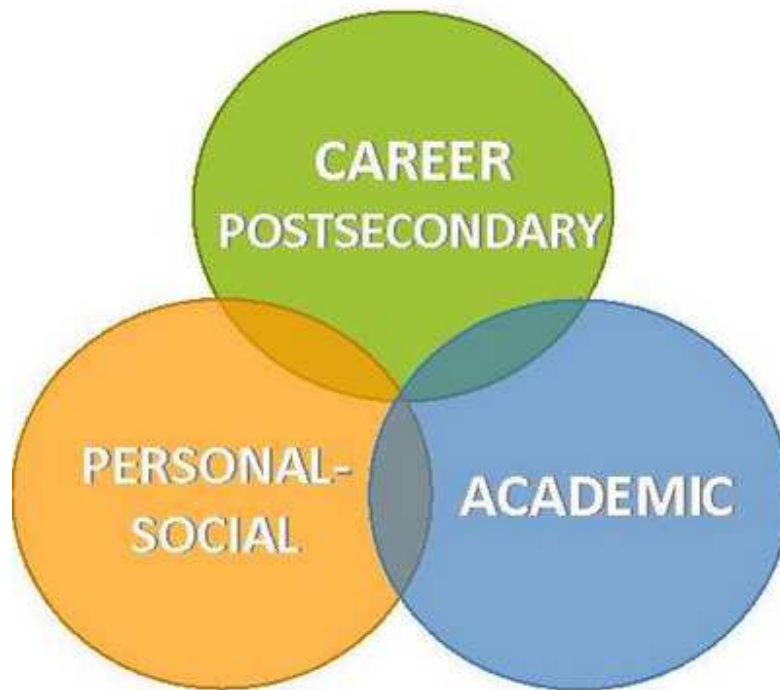


# USD 489

## Kansas Curricular Standards in School Counseling



This document is taken from the American School Counseling Association (ASCA) Student Standards and the Kansas Model School Counseling Standards which identify the attitudes, knowledge, and skills that students should be able to demonstrate as a result of participating in their school counseling program. By using these standards, professional school counselors can determine which strategies, activities and curriculum to use to help students achieve their highest potential. These standards are organized in three broad domains to promote behaviors that enhance the learning process: academic; career; and social/emotional development. Standards for each domain provide guidance and direction for professional school counselors in the development of effective school counseling programs.

*The Kansas Comprehensive School Counseling Program: KSDE*

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## **ACADEMIC DEVELOPMENT**

Overview:

“Standards that guide school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn. “

**Standard 1:** The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

**Benchmark 1:** The student will demonstrate academic self-confidence and skills and attitudes to enhance learning.

### *Knowledge-Based Indicators*

**K-2** The student...

1. demonstrates creative thinking and questioning skills;
2. identifies short- and long-term academic goals;
3. accepts challenges as essential to the learning process;
4. identifies use of time management, organizational and study skills necessary for academic success;
5. demonstrates a sense of belonging and self-confidence in achieving high-quality results and outcomes.
  - Listening skills
  - Introduction of goal setting

**3-5** The student...

1. demonstrates critical thinking skills to make informed decisions that promote academic success;
2. identifies short- and long-term academic goals;
3. accepts challenges as essential to the learning process;
4. identifies use of time management, organizational and study skills necessary for academic success;
5. demonstrates a personal trust, sense of belonging and self-confidence in achieving high-quality results and outcomes;
6. demonstrates positive attitude and perseverance toward work and learning.
  - Goal setting
  - Test preparation and stress reduction
  - Decision making

**6-8** The student...

1. demonstrates critical thinking skills that include logic and reasoning;
2. creates a plan to achieve short- and long-term academic goals and the tasks necessary to meet the goals (e.g., Individual Plan of Study);
3. accepts intellectual challenges to develop personal competence as essential to the learning process;
4. demonstrates effective time management, organizational and study skills necessary for academic success;
5. demonstrates personal trust, self-confidence and a sense of responsibility in achieving high quality results and outcomes;
6. identifies attitudes, behaviors and feelings that lead to academic success;
7. explores personal interests and abilities to enhance learning;
8. recognizes the external and internal motivating factors and personal attributes that contribute to learning

- Develop student learning plans
- Use of agendas
- Learning Styles Inventories
- Learning Strategies effective for specific learning styles
- Homework help room
- Pre-enrollment
- Individual/small group student meetings
- High school and college preparedness activities linking today to future
- Kansas Career Pipeline
- Impact of education on future salary earnings
- Leadership Team activities
- Collaborative meetings with stakeholders

**9-12** The student...

1. demonstrates critical thinking skills to make informed decisions based on reason and evidence that promote academic success;
2. creates a plan to achieve short- and long-term academic goals (e.g., Individual Plan of Study)
3. applies personal strengths and attributes to enhance learning;
4. demonstrates positive attitude and perseverance toward work and learning;
5. demonstrates self-confidence in achieving high-quality results and outcomes;
6. demonstrates attitudes, behaviors, and feelings that lead to academic success
  - Kansas Career Pipeline
  - Credit Checks/HHS Graduation Requirements
  - Pre-Enrollment – Guided Personal Studies (GPS)
  - 5 Year Plan – GPS
  - Individual Conferences
  - Group Conferences – GPS
  - NCAA Eligibility
  - Qualified Admissions
  - Concurrent Credit Eligibility
  - Scholarship Eligibility
  - Leadership Team Activities
  - Individualized Education Plan Meetings (IEP)
  - 504 Plans

**Standard 1:** The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

**Benchmark 2:** The student will achieve school success.

*Knowledge-Based Indicators*

**K-2** The student...

1. demonstrates creative and critical thinking skills that include questioning necessary for academic success;
2. demonstrates effective cooperative and collaborative skills;

3. applies perseverance and independent learning skills;
4. identifies short and long-term academic goals;
5. develops a positive attitude toward learning.
  - Listening skills
  - Introduction of goal setting

**3-5** The student...

1. demonstrates critical thinking that includes skills in consideration of accuracy, relevance and significance in learning situations;
2. demonstrates independent, cooperative and collaborative skills to complete academic tasks;
3. recognizes the importance of effort and persistence to promote academic success.
4. recognizes the importance of regular school attendance;
5. practices effective learning and test-taking strategies;
6. recognizes the importance of effort and persistence to achieve academic success;
7. uses appropriate communication skills to seek assistance;
8. actively engages in challenging coursework.
  - Goal setting
  - Test preparation and stress reduction
  - Decision making skills

**6-8** The student...

1. demonstrates critical thinking skills to evaluate and develop inferences to make informed decisions that promote academic success;
2. demonstrates independent, cooperative and collaborative skills to complete academic tasks;
3. recognizes the importance of effort and persistence to promote academic success;
4. recognizes the importance of regular school attendance;
5. recognizes the importance of enrichment and extra-curricular activities;
6. practices effective learning and test-taking strategies;
7. applies appropriate communication skills to seek assistance;
8. demonstrates effort and persistence in completing learning tasks;
9. identifies a personal learning preference that promotes academic success;
10. applies information and resources to academic success
  - Attendance contracts
  - Study strategies
  - Learning styles inventories
  - Leadership Team, StuCo, Intramurals
  - Decision Making Skills
  - Large Group Guidance
  - Discuss need of student resume including academic and extracurricular activities
  - Homework help room
  - Academic Seminars
  - AMI

**9-12** The student...

1. demonstrates critical thinking skills that include creating new ideas, hypothesizing and evaluating decisions that promote academic success;
2. practices effective time management, organizational and study skills necessary for academic success;
3. demonstrates effort and persistence to promote academic success;
4. attends school regularly;
5. engages in enrichment and extra-curricular activities that promote academic and career success;
6. applies knowledge of learning preferences to positively influence academic success;
7. practices self-directed, independent and cooperative learning skills;
8. applies information and support from research based sources;
9. recognizes the importance of lifelong learning;
10. applies media and technology skills

- 5 Year Plan – GPS
- Kansas Career Pipeline
- Credit Checks/HHS Graduation Requirements
- GPS
- Seminar
- Leadership Team Activities
- Attendance Plans
- Promote Involvement in Co-curricular and Extracurricular Activities
- 8<sup>th</sup> Grade Visit (February)
- New Student Orientation (August)
- Freshmen Conferences

**Standard 2:** The student will complete school with the academic preparation to choose from post-secondary options.

**Benchmark 1:** The student will plan to achieve goals for lifelong learning.

*Knowledge-Based Indicators*

**K-2** The student...

1. identifies short- and long-term academic goals;
2. practice self-assessment skills.
  - Introduction unit-school readiness
  - Introduction to goal setting

**3-5** The student...

1. practices setting short- and long-term academic goals;
2. demonstrates self-assessment skills.
  - Introduction unit-review school success skills
  - Reinforce goal setting

**6-8** The student...

1. identifies and practices challenging academic goals;
2. uses assessment results to develop and implement an Individual Plan of Study;
3. explores academic options.

- Use of assessment scores for advanced placement and enrichment (seminar) classes
- Course enrollment requests
- Kansas Career Pipeline
- 5 Year Plan
- Career Morning
- Small group/individual counseling

**9-12** The student...

1. establishes challenging academic goals;
2. uses assessment results to review and modify an Individual Plan of Study;
3. identifies postsecondary options.
  - Individual Plan of Study – GPS
  - Freshmen Conferences
  - Senior Conferences
  - Kansas Career Pipeline
  - Credit Checks/HHS Graduation Requirements
  - Concurrent Credit Classes (Double Check Eligibility; Contact Students/Parents)
  - Junior, Senior, and Parent Postsecondary Meetings
  - Maintaining Postsecondary Events and Scholarship Calendars
  - Financial Aid Night
  - College and Career Planning Conference
  - Hays Med Center Journeys and Destinations Day
  - Nightingale – 2 Day Summer Experience to Explore Nursing
  - FHSU Majors and Graduate Programs Fair
  - Letters of Recommendation
  - Dane Hansen Scholarship Test
  - PSAT Test
  - ASVAB Aptitude Test
  - ACT Test and Test Prep
  - AP Subject Tests
  - STAR Tests
  - National Latin Exam
  - IEP Meetings
  - 504 Plans
  - Partner with the Learning Center of Ellis County
  - Partner with NCK Tech, Barton Community College and FHSU
  - Collaboration with Middle School Counselors and Staff

**Standard 3:** The student will understand the relationship of academics to life skills and college and career readiness.

**Benchmark 1:** The student will relate school to life experience.

*Knowledge-Based Indicators*

**K-2** The student...

1. identifies academic skills used in the home, school, and community;
2. identifies non-cognitive factors used in home, school, and community;
3. prepares for transition from home to school.
  - Introduction unit-school readiness

**3-5** The student...

1. uses academic skills to balance home, school, and community activities;
2. applies non-cognitive factors in the home, school, and community;
3. demonstrates individual responsibility for educational tasks and skills;
4. manages transitions and adapts to changing academic situations and responsibilities.
  - Introduction unit-review school success skills
  - Goal setting

**6-8** The student...

1. balances home, school, and community activities;
2. applies non-cognitive factors in the home, school, and community;
3. seeks extra-curricular and community activities to enhance the school experience;
4. recognizes that school success enhances opportunities;
5. prepares for the transition to high school;
6. recognizes ongoing academic expectations.
  - Academic seminar
  - Leadership Team
  - Development of 5 Year Plan
  - Visit Hays High School
  - Participate in the parade
  - Summer Training of Leadership Team
  - Food Pantry
  - New Student Orientation

**9-12** The student...

1. balances home, school, and community activities;
2. applies non-cognitive factors in the home, school, and community;
3. pursues extra-curricular and community activities to enhance the school experience;
4. understands that school success enhances opportunities;
5. prepares for the transition from high school to college and/or career
  - Kansas Career Pipeline – Resume
  - Letters of Recommendation
  - Kansas Board of Regents State Scholars Curriculum Completers
  - Topeka Capital Journal All-State Academic Team
  - Kansas State University Outstanding Seniors in Math and Science
  - FHSU Majors and Graduate Programs Fair
  - NCAA Eligibility

- Senior Conferences
- Leadership Team
- Homeschooled Online Students (Students wanting to participate in electives)
- Maintaining and Publicizing the Postsecondary Events Calendar
- IEP Meetings
- Collaborating with College Admission Counselors
- Coordinating Visits with College Admission Counselors
- May Awards Night
- Senior Awards

## **CAREER DEVELOPMENT**

Overview: “Standards that guide school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to post-secondary education and/or the world of work and from job to job across the life span.”

**Standard 1:** The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.

**Benchmark 1:** The student will develop career awareness.

### *Knowledge-Based Indicators*

**K-2** The student...

1. identifies work and skills of self and family members;
2. recognizes that men and women can do the same work;
3. identifies and becomes aware of occupations in the school and community;
4. recognizes that all work has value.
  - Career unit

**3-5** The student...

1. develops awareness of career interests and related occupations;
2. develops awareness of nontraditional occupations and stereotypes;
3. recognizes and describes the various life roles people play;
4. recognizes that all work has value.
  - Career unit

**6-8** The student...

1. identifies personal interests and abilities and relates them to one’s Individual Plan of Study;
2. describes how good habits in school relate to career success;
3. explores a variety of traditional and nontraditional occupations related to specific interests;
4. recognizes that all occupations are available regardless of diversity (e.g., gender, ethnicity);
5. recognizes the value of all occupations.
  - Kansas Career Pipeline
  - Career Morning
  - 5 Year Plan



- Link between level of education and future earnings
- Identify career options at various educational levels

**9-12** The student...

1. explores career options related to one's interests, skills, and values;
2. analyzes how choices will affect future goals (e.g., Individual Plan of Study);
3. knows the required education, skills, certification and training needed to achieve career goals and prepare for the changing workplace;
4. recognizes diversity in the workplace;
5. recognizes the value of all occupations.
  - Kansas Career Pipeline
  - ASVAB Aptitude Test
  - PSAT Test
  - ACT Test
  - Collaboration with Middle School Counselors
  - 8<sup>th</sup> Grade Visit
  - 8<sup>th</sup> Grade Parent Night
  - Junior and Senior Postsecondary Class Meeting
  - College and Career Planning Conference
  - FHSU Majors and Graduate Programs Fair
  - Maintaining and Publicizing Postsecondary Events Calendar
  - Hays Med Center Journeys and Destinations Day
  - Nightingale – 2 Day Summer Experience to Explore Nursing
  - Career Exploration
  - IEP Meetings
  - Individual Conferences with All Grade Levels
  - Collaborate with CTE (Career Technical Education) Departments
  - Professional Opportunities (i.e. Educator/Counselor Days at Colleges)

**Standard 1:** The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.

**Benchmark 2:** The student will develop employment readiness.

*Knowledge-Based Indicators*

**K-2** The student...

1. identifies and communicates goals;
2. describes personal strengths and interests;
3. develops good work habits;
4. makes choices and describes consequences of those choices.
  - Careers
  - Decision making

**3-5** The student...

1. makes informed decisions, solves problems, and sets goals;
2. demonstrates cooperative work habits;
3. demonstrates being a positive team member;
4. demonstrates effective communication skills;
5. identifies, describes, and recognizes consequences of decisions.
  - Careers
  - Decision making

**6-8** The student...

1. demonstrates the importance of planning and goal setting;
2. demonstrates positive work habits in the classroom;
3. recognizes and describes the personal qualities of responsibility, dependability, punctuality, and integrity in the workplace;
4. demonstrates effective communication skills;
5. recognizes real world consequences of decisions in one's career.
  - Kansas Career Pipeline
  - Career Morning
  - 5 Year Plan
  - Link between level of education and future earnings
  - Identify career options at various educational levels
  - Student identifies a current career goal and links it to high school career path

**9-12** The student...

1. demonstrates the importance of planning and goal setting to meet needs in work and leisure;
2. interacts positively with peers and adults;
3. acquires employability skills necessary to obtain and maintain jobs;
4. applies effective communication skills (e.g., resume, letter of introduction, job applications, and job interviews);
5. recognizes real world consequences of decisions in one's career;
6. learns laws and strategies for dealing with discrimination and sexual harassment.
  - Kansas Career Pipeline
  - Junior and Senior Postsecondary Class Meetings
  - Individual Conferences with Students and Parents – All Grade Levels
  - Leadership Team
  - Career Exploration
  - Work Study
  - Collaboration with Community Social Services (i.e. St. Francis, DCF, etc.)
  - Collaborate with CTE (Career and Technical Education) Departments
  - Maintain and Publicize Postsecondary Events Calendar
  - College and Career Planning Conference
  - Hays Med Center Journeys and Destinations Day
  - Nightingale—2 Day Summer Experience to Explore Nursing
  - FHSU Majors and Graduate Programs Fair
  - Hugh O'Brien Youth Leadership Seminar

**Standard 2:** The student will employ strategies to achieve future career goals with success and satisfaction.

**Benchmark 1:** The student will acquire career information.

*Knowledge-Based Indicators*

**K-2** The student...

1. identifies workers in various settings and their tasks.
  - Career unit

**3-5** The student...

1. identifies career fields;
2. describes business and industry in the community and its contribution.
5. explores career choices through experiential activities (e.g., job shadowing, mentoring, career simulations).
  - Career unit

**6-8** The student...

1. identifies and uses resources for career planning;
2. identifies personal characteristics (e.g., aptitudes, interests, and strengths);
3. explores career choices, career fields and clusters;
4. identifies secondary and post-secondary opportunities;
5. explores career choices through experiential activities (e.g., job shadowing, mentoring, career simulations).
  - Kansas Career Pipeline
  - Career Morning
  - 5 Year Plan
  - Link between level of education and future earnings
  - Identify career options at various educational levels
  - Student identifies a current career goal and links it to high school career path

**9-12** The student...

1. uses skills to locate, evaluate, and interpret career information;
2. demonstrates how personal characteristics influence career choices;
3. uses career information and resources for career planning;
4. applies decision-making to the career planning process;
5. understands how changing societal and economic needs influence employment trends and requires lifelong learning (e.g., Department of Labor trends, labor forecasts).
  - Kansas Career Pipeline
  - ASVAB Aptitude Test
  - PSAT Test
  - ACT Test
  - FHSU Majors and Graduate Programs Fair
  - Hays Med Center Journeys and Destinations Day
  - Nightingale – 2 Day Summer Experience to Explore Nursing
  - College and Career Planning Conference

- College/University, Technical, Military Visits
- Maintain and Publicize Postsecondary Events Calendar
- Career Exploration
- Work Study
- Individual Plans of Study
- Collaboration with Middle School Counselors

**Standard 2:** The student will employ strategies to achieve future career goals with success and satisfaction.

**Benchmark 2:** The student will identify career goals.

*Knowledge-Based Indicators*

**K-2** The student...

1. identifies goals;
2. develops plans to achieve goals.
  - Introduction to goal setting

**3-5** The student...

1. identifies challenging goals;
2. develops plans to achieve goals.
  - Goal setting

**6-8** The student...

1. identifies strategies for managing personal resources (e.g., talents, time, money) to achieve career goals;
2. develops and implements an Individual Plan of Study that effectively prepares the student for career success;
3. recognizes need to balance school, home, and career.
  - Kansas Career Pipeline
  - Career Morning
  - 5 Year Plan
  - Link between level of education and future earnings
  - Identify various paths for pursuing multitude of scholarships
  - Identify career options at various educational levels
  - Student identifies a current career goal and links it to high school career path
  - Time management
  - Assist students in making the transition to academics and involvement with sports and extracurricular activities

**9-12** The student...

1. identifies how economic, personal, and societal factors influence career goals;
2. assesses and modifies the Individual Plan of Study to meet career goals;
3. describes the importance of networking, negotiating, and mentoring to achieve career goals;
4. applies decision-making skills to career planning.

- Financial Aid Night
- Individual Plans of Study
- Kansas Career Pipeline
- Career Exploration
- Work Study
- Hays Med Center Journeys and Destinations Day
- Nightingale – 2 Day Summer Experience to Explore Nursing
- FHSU Majors and Graduate Programs Fair
- ASVAB Aptitude Test
- Individual Conferences with All Grade Levels
- IEP Meetings
- Coordinating On-Campus Visits

**Standard 3:** The student will understand the relationship between personal qualities, education, training, and career success.

**Benchmark 1:** The student will acquire knowledge to achieve career goals.

*Knowledge-Based Indicators*

**K-2** The student...

1. identifies personal skills and talents;
2. describes work tasks, roles, and responsibilities;
3. describes the characteristics and habits of a good worker;
4. describes home and school responsibilities.
  - Career unit

**3-5** The student...

1. identifies personal skills and talents;
2. describes the relationship between academic achievement and career goals;
3. recognizes the relationship between personal qualities, habits, talents, and career goals.
3. identifies the education and training needed to achieve career goals;
4. demonstrates effective decision-making skills to achieve career goals.
  - Career unit

**6-8** The student...

1. develops self-knowledge for career planning (e.g., abilities, skills, interests);
2. recognizes the relationship of essential knowledge and employability skills to career success (e.g., responsibility, dependability, punctuality, and integrity);
3. identifies the education and training needed to achieve career goals;
4. demonstrates effective decision-making skills to achieve career goals.
  - Kansas Career Pipeline
  - Career Morning
  - 5 Year Plan

- Link between level of education and future earnings
- Identify career options at various educational levels
- Identify specific educational requirements of different careers
- Student identify a current career goal and links it to high school career path
- Identify traits employers find most desirable and describe what these traits look like in high school
- Team building skills
- Communication skills
- Integrity building activities
- Facilitating student attendance and punctuality
- Peer Tutoring Training
- Supervision of Peer Tutors

**9-12** The student...

1. applies self-knowledge for career planning (e.g., abilities, skills, interests);
2. knows that educational achievement and work are related to career success;
3. relates knowledge of the changing workplace to postsecondary options and the need for lifelong learning;
4. describes how the rights and responsibilities of employers and employees relate to career success.

- Attendance Plans
- Kansas Career Pipeline
- IEP Meetings
- Work Study
- Career Exploration
- Individual Conferences with All Grade Levels
- Credit Checks
- Junior and Senior Postsecondary Class Meetings
- Hays Med Center Journeys and Destinations Day
- Nightingale – 2 Day Summer Experience to Explore Nursing
- ASVAB Aptitude Test
- PSAT Test
- ACT Test
- Leadership Team
- College and Career Planning Conference
- FHSU Majors and Graduate Programs Fair

**Standard 3:** The student will understand the relationship between personal qualities, education, training, and career success.

**Benchmark 2:** The student will apply skills to achieve career goals.

*Knowledge-Based Indicators*

**K-2** The student...

1. develops good work habits;
2. develops interpersonal skills;
3. develops teamwork skills.

- Friendship unit
- Career unit
- Conflict unit

**3-5** The student...

1. describes how personal activities and interests influence career and leisure choices;
2. describes skills learned at home or in school that apply to career success;
3. demonstrates problem-solving and decision-making skills;
4. works cooperatively.
5. applies college and career readiness skills.

- Friendship unit
- Career unit
- Conflict unit

**6-8** The student...

1. relates personal activities and interests to career goals and leisure choices;
2. demonstrates appropriate interpersonal skills;
3. applies problem-solving and decision-making skills;
4. demonstrates teamwork;
5. demonstrates the ability to balance school, home, and career.

- Kansas Career Pipeline
- Career Morning
- 5 Year Plan
- Link between level of education and future earnings
- Identify career options at various educational levels
- Identify specific educational requirements of different careers
- Student identifies a current career goal and links it to high school career path
- Identify traits employers find most desirable and describe what these traits look like in high school
- Team building skills
- Communication skills
- Integrity building activities
- Facilitating student attendance and punctuality
- Peer Tutoring Training
- Supervision of Peer Tutors

**9-12** The student...

1. applies knowledge of self (e.g., personal skills, interests, abilities, aptitudes) to career decisions;
2. demonstrates a positive attitude toward learning and work;
3. demonstrates critical thinking skills to solve problems and make informed decisions applies problem-solving and decision-making skills;
4. demonstrates essential knowledge and employability skills (e.g., dependability, integrity, punctuality, and interpersonal skills);
5. uses time-management skills to balance school, work, and leisure activities;

6. applies college and career readiness skills.

- Senior Conferences
- Career Exploration
- Work Study
- Kansas Career Pipeline
- Leadership Team
- Resumes
- Individual Plans of Study
- ACT Test
- PSAT Test
- ASVAB Aptitude Test

### **SOCIAL AND EMOTIONAL DEVELOPMENT**

Overview: “Standards that guide school counseling programs to help students manage emotions and learn and apply interpersonal skills.

**Standard 1:** The student will acquire knowledge, attitudes, and interpersonal skills to understand and respect self and others.

**Benchmark 1:** The student will acquire and use self-knowledge.

#### *Knowledge-Based Indicators*

**K-2** The student...

1. identifies positive attitudes toward self;
2. identifies a variety of feelings;
3. describes behaviors associated with various feelings;
4. identifies people who can help them understand their feelings.
  - Uniqueness unit
  - Feelings unit
  - Self- talk unit
  - Anger control unit

**3-5** The student...

1. identifies positive attitudes toward self;
2. recognizes and expresses feelings in an appropriate manner;
3. recognizes the effects of responsible behavior;
4. identifies resources in the school and community that provide assistance;
5. recognizes impact of personal, family, and social changes.
6. recognizes that change is part of growth and development;
7. identifies and uses resources in the school and community that provide assistance.
  - Uniqueness unit
  - Feelings unit
  - Self-talk unit
  - Anger control unit



**6-8** The student...

1. demonstrates positive attitudes toward self and others including personal strengths and assets;
2. recognizes feelings and how to constructively handle emotions;
3. recognizes how attitudes and choices affect behavior;
4. exhibits positive self-control;
5. recognizes that change is part of growth and development;
6. identifies and uses resources in the school and community that provide assistance.

- Bullying Policy Agreement
- Cyberbullying
- School and community resources available for intervention and assistance shared with parents and students
- Anger management techniques
- Group and individual counseling
- Communication skills
- Development and implementation of behavior plans
- Identify potential consequences to individual choices

**9-12** The student...

1. demonstrates appropriate social behavior;
2. uses personal strengths and assets;
3. understands how attitudes and choices affect behavior;
4. understands change is a factor in growth and development;
5. analyzes appropriate ways to take responsibility for themselves;
6. identifies and uses resources in the school and community that provide assistance.
  - Collaborate/consult with administration, SRO (if available), Law Enforcement, St. Francis (foster care), DCF (Dept of Children & Family Services), counseling agencies and support agencies (i.e. GEAR UP)
  - Leadership Team Activities
  - 8<sup>th</sup> Grade Visit
  - Individual conferences
  - Parent conferences
  - IEP Meetings
  - DAR Good Citizen Award
  - HOBY (Hugh O'Brien Youth Leadership Seminar)
  - Boys & Girls State
  - Youth Civic Leadership Institute
  - Collaboration with middle-school counselors
  - 504 plans

**Standard 1:** The student will acquire knowledge, attitudes, and interpersonal skills to understand and respect self and others.

**Benchmark 2:** The student will acquire and use interpersonal skills.

*Knowledge-Based Indicators*

**K-2** The student...

1. identifies appropriate times to talk and play;
2. makes and keeps friends;
3. recognizes the differences between cooperative and uncooperative behaviors;
4. recognizes similarities and differences between self and others.
  - Friendship unit
  - Uniqueness unit

**3-5** The student...

1. demonstrates effective communication skills;
2. recognizes and demonstrates the skills necessary to make and keep friends;
3. understands how behavior affects school and family relationships;
4. develops an appreciation of individual and cultural differences;
5. learns that cooperation takes thought and planning;
6. demonstrates self-control and the ability to hear another's perspective.
  - Friendship unit
  - Uniqueness unit

**6-8** The student...

1. develops effective coping skills;
2. learns and uses conflict resolution skills;
3. understands how appropriate behavior affects school and family relationships;
4. develops an appreciation of individual and cultural differences;
5. demonstrates cooperation;
6. demonstrates self-control and the ability to hear another's perspective.
  - Bullying Policy Agreement
  - Identify short term and long term consequences of bullying
  - Identify various types of bullying
  - Cyberbullying
  - School and community resources available for intervention and assistance shared with parents and students
  - Anger management techniques
  - Group and individual counseling
  - Communication skills
  - Development and implement behavior plans
  - IEPs
  - Parent Conferences
  - Identify potential consequences of behaviors
  - Coordination of Big Brother Big Sister Program

**9-12** The student...

1. demonstrates effective communication skills;

2. demonstrates empathy;
3. applies appropriate interpersonal skills;
4. demonstrates respect for diversity.
  - Leadership Team Activities
  - 8<sup>th</sup> Grade Visit
  - DAR Good Citizen
  - HOBY (Hugh O'Brien Youth Leadership)
  - Boys & Girls State
  - Youth Civic Leadership Institute
  - IEP Meetings
  - Individual Conferences
  - 504 Plans

**Standard 1:** The student will acquire knowledge, attitudes, and interpersonal skills to understand and respect self and others.

**Benchmark 3:** The student will appreciate perspective and emotions of others.

*Knowledge-Based Indicators*

**K-2** The student...

1. identifies basic emotions of others;
2. understands emotions people experience;
3. shows caring for others;
4. develops necessary skills to participate in diverse groups.
  - Friendship unit
  - Uniqueness unit
  - Feelings/Coping Skills unit

**3-5** The student...

1. recognizes a broader spectrum of emotions;
2. appreciates the differences of emotions people experience;
3. initiates a caring response;
4. demonstrates necessary skills to participate in diverse groups.
  - Friendship unit
  - Uniqueness unit
  - Feelings/Coping Skills unit

**6-8** The student...

1. anticipates common emotional reactions to a variety of situations;
2. develops an understanding of the context of the emotion that others are experiencing;
3. expresses an appropriate level of understanding;
4. develops skills as a member and leader within a diverse group
  - Empathy skills
  - School/fundraising projects to assist in meeting the needs of others
  - Mix It Up Day
  - Unity Day

- Antibullying Month
- Teacher Appreciation Week
- Peer Tutoring
- Recycling Program
- Community service

**9-12** The student...

1. gains a sense of emotions of others;
2. respects the rights of others to experience emotions;
3. helps people in need gain appropriate assistance;
4. displays the ability to assume various roles within diverse groups.
  - Collaborate/consult with administration, SRO (if available), Law Enforcement, St. Francis (foster care), DCF (Dept of Children & Family Services), counseling agencies and support agencies (i.e. GEAR UP)
  - Leadership Team Activities
  - 8<sup>th</sup> Grade Visit
  - Individual conferences
  - Parent conferences
  - IEP Meetings
  - DAR Good Citizen Award
  - HOBY (Hugh O'Brien Youth Leadership Seminar)
  - Boys & Girls State
  - Youth Civic Leadership Institute
  - Collaboration with middle-school counselors
  - 504 plans

**Standard 2:** The student will make decisions, set goals, and take necessary action to achieve goals.

**Benchmark 1:** The student will acquire knowledge and skills to make decisions and set goals.

*Knowledge-Based Indicators*

**K-2** The student...

1. makes decisions;
2. identifies choices and consequences;
3. identifies a goal and how to achieve it;
4. knows how to ask for help.
  - Decision making unit
  - Goal setting introduction

**3-5** The student...

1. learns the importance of setting goals;
2. recognizes the relationship between choices and consequences;
3. learns and uses a decision-making and problem-solving model;
4. identifies resources for solve problems and make decisions.
  - Decision making unit
  - Goal setting introduction

**6-8** The student...

1. sets goals and develops a plan to achieve goals;
2. recognizes the consequences of decisions and choices;
3. identifies the influence of peer pressure on decision making;
4. seeks help to solve problems and make decisions.

- 5 Year Plan
- Behavior Intervention Plans
- Decision making skills
- Identify peer pressure tactics
- Peer pressure resistance skills
- Identify community and school resources to attain help
- Kansas Career Pipeline
- Antibullying Policy

**9-12** The student...

1. sets goals and implements a plan to achieve goals;
2. evaluates the impact of consequences in the decision making process;
3. seeks help to solve problems and make decisions.

- Credit Checks
- Collaborate/consult with administration, SRO (if available), Law Enforcement, St. Francis (foster care), DCF (Dept of Children & Family Services), counseling agencies and support agencies (i.e. GEAR UP)
- Leadership Team
- 8<sup>th</sup> Grade Visit
- Journeys & Destinations Day
- Nightingale Nursing Experience
- KS Board of Regents State Scholars Curriculum
- FHSU Majors and Graduate Programs Fair
- SR Class Meeting
- JR Class Meeting
- College Career Planning Conference
- IEP Meetings
- 504 Plans
- Collaboration with middle school counselors
- Pre-Enrollment
- Individual Plans of Study

**Standard 3:** The student will understand personal safety skills.

**Benchmark 1:** The student will acquire personal safety skills and demonstrates digital citizenship.

## *Knowledge-Based Indicators*

### **K-2** The student...

1. recognizes bullying and conflict;
2. recognizes refusal skills;
3. recognizes the difference between appropriate and inappropriate touch, personal boundaries, and rights;
4. demonstrates the safe use of personal information;
5. follows directions, rules, and laws to keep people safe.
  - Conflict resolution unit
  - Tattling vs. telling unit
  - Bullying Prevention Month activities
  - Red Ribbon Week activities
  - Personal Safety unit

### **3-5** The student...

1. recognizes the difference between bullying and conflict;
2. recognizes and applies refusal skills;
3. explores problems associated with the use of personal information;
4. recognizes the relationship between directions, rules, laws, and personal and school safety;
5. reports incidents of unsafe use of personal information.
  - Conflict resolution unit
  - Tattling vs. telling unit
  - Bullying Prevention Month activities
  - Red Ribbon Week activities
  - Personal Safety unit

### **6-8** The student...

1. understands the difference between bullying and conflict;
2. recognizes and applies refusal skills;
3. implements safeguards to protect personal information;
4. describes the consequences of behavior on personal safety, school safety, and protection of individuals' rights;
5. describes abusive situations and plans for seeking help;
6. determines actions and resources for ensuring the safety of self and others;
7. recognizes how individual choices and decision-making apply to personal safety.
  - Bullying Policy Agreement
  - Identify short term and long term consequences of bullying
  - Identify various types of bullying
  - Cyberbullying
  - Identify bullying as a form of abuse
  - Identify domestic violence and risk factors
  - Identify safe personal boundaries
  - Identify means for attaining help from school and community resources for self and others

- Identify peer pressure tactics
- Peer pressure resistance skills
- School wide safety plan

**9-12** The student...

1. understands the difference between bullying, conflict, and harassment;
2. applies refusal skills;
3. implements the use of safeguards to protect personal information;
4. recognizes potential crises and takes appropriate action;
5. demonstrates appropriate techniques for handling bullying and harassment.
  - Collaborate/consult with administration, SRO (if available), Law Enforcement, St. Francis (foster care), DCF (Dept of Children & Family Services), counseling agencies and support agencies (i.e. GEAR UP)
  - Individual Conferences
  - Parent Conferences
  - IEP Meetings
  - 504 Plans

**Standard 3:** The student will understand personal safety issues and skills.

**Benchmark 2:** The student will acquire skills to ensure health and well-being.

*Knowledge-Based Indicators*

**K-2** The student...

1. identifies healthy and unhealthy choices;
2. develops self-discipline and self-control;
3. identifies risky behaviors and consequences.
  - Red Ribbon Week activities
  - Decision making unit
  - Personal safety unit

**3-5** The student...

1. identifies and applies healthy and unhealthy choices;
2. develops and applies self-discipline and self-control;
3. identifies risky behaviors and understands consequences.
  - Red Ribbon Week activities
  - Decision making unit
  - Personal safety unit

**6-8** The student...

1. demonstrates healthy behaviors to reduce health risks;
2. practices self-discipline and self-control;
3. identifies the warning signs associated with risky behaviors;
4. seeks help for self and/or others who might develop problems with risky behaviors.

- Safe online behaviors
- Guest community speakers
- Identify means for attaining help from school and community resources for self and others
- Collaboration with law enforcement
- Identify laws regulating teen issues
- Antibullying/Abuse Presentations

**9-12** The student...

1. demonstrates healthy behaviors to reduce health risks;
2. practices self-discipline and self-control;
3. recognizes the risk factors including impact of genetic factors related to risky behaviors;
4. recognizes current issues (e.g., drug, alcohol, self-injury, dating violence, teen suicide) and the impact on health and well-being;
5. identifies the warning signs associated with risky behaviors;
6. seeks help for self and/or others who might develop problems with risky behaviors
  - Collaborate/consult with administration, SRO (if available), Law Enforcement, St. Francis (foster care), DCF (Dept of Children & Family Services), counseling agencies and support agencies (i.e. GEAR UP)
  - Individual Conferences
  - Parent Conferences
  - IEP Meetings
  - 504 Plans