



Middle School Counseling Curriculum and Standards, Grades 6-8

Academic Development Program

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

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

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> ● Individual counseling (Contracts, Study Skills) ● Group counseling (Organization Group, Study Skills Group) ● Classroom Guidance (Goal Setting, Study Skills, Learning Styles Inventory, Project Alert) ● Guided Study ● Academic Extension ● Develop Individual Plan of Study (IPS) ● Develop 4-Year Plan ● Career Cruising Activities (Learning Styles inventory) ● Pre-Enrollment meetings (coordination. w/ 5th gr. & 9th gr. staff, inform direct 6-8 students, & parent sessions) ● Transition Activities (high school visits / elementary visits) ● Parent meetings ● Select students for academic support/enhancement programs <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> ● 21st Century Programs ● career cruising ● core classes ● credits ● elective classes ● house ● Individual Plan of Study (IPS) ● Learning Styles (kinesthetic, auditory, visual, etc.) ● optimistic mindset ● self-advocate/self-advocacy 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> ● AIM ● Before/After school homework help ● Career Cruising (careercruising.com) ● Code of Conduct ● District Tutor List ● Guided Study ● H.E.L.P. Clinic ● ksde.org - (IPS template) ● MTSS Support Team ● Counseling Websites/Twitter Feeds ● ParentVUE/StudentVUE ● Program Planning Guide ● Project Alert ● Student guiding principles ● Summer School ● Remedial classes ● Resource classes ● IPS Template <p>Assessment Tasks</p> <ul style="list-style-type: none"> ● Review Individual Plan of Study ● Review Career Cruising Portfolio ● Review student grades and test scores ● Review discipline reports ● Student Self Reflection ● Google Form Surveys ● KS/District Assessment Scores

Academic Development Program

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

Benchmark 2: The student will achieve school success.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 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 extracurricular 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 promote academic success. 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> ● Individual counseling (Boys Town, CHAMPS, Study Skills, Contracts) ● Group counseling (Study Skills, Boys Town) ● Classroom Guidance (Career Cruising, Enrollment, Teamwork Activities) ● Cooperative Learning Groups (all staff) ● Academic Extension ● Develop Individual Plan of Study (IPS) ● Career Cruising Activities (My Skills and Matchmaker) ● Pre-Enrollment meetings (coordination. w/ 5th gr. & 9th gr. staff, inform direct 6-8 students, & parent sessions) ● Transition Activities (high school visits / elementary visits) ● Extra-Curricular Activities ● Parent/Teacher conferences ● Select students for academic support/enhancement programs (AIM, Guided Study, Title One Programs) <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> ● Boys Town/CHAMPS ● collaboration ● cooperative learning ● credit ● Individual Plan of Study (IPS) ● self-advocacy 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> ● Academic support programs Title 1, Read 180, Guided Study ● AIM ● Before and After School Tutoring ● Boys Town/ CHAMPS ● Career Cruising careercruising.com ● Counseling Websites/Twitter Feeds ● Extra-Curricular School Programs ● H.E.L.P. Clinic ● Monitoring and grade updates ● MTSS Support Team ● ParentVUE/StudentVUE ● Program Planning Guide (PPG) ● School Resource Officer (SRO) ● Summer school ● IPS Template ● Everyone Struggles “Yourself Series” ● Decision Making Skills-- Proposed Sean Covey <u>The Six Most Important Decisions that you Will Ever Make (book and workbook)</u> <p>Assessment Tasks</p> <ul style="list-style-type: none"> ● Review Individual Plan of Study ● Review Career Cruising Portfolio ● Review student grades and test scores ● Student audit of extracurricular activities ● Attendance reports ● Review discipline reports

Academic Development Program

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.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 1. identifies and practices challenging academic goals; 2. uses assessment results to develop and implement an Individual Plan of Study; 3. Explores academic options. 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> ● Establish challenging academic goals.(Staff) ● Explore academic options. ● Use assessment results in educational planning. ● Individual counseling (Goal Setting, Study Skills, IPS) ● Group counseling (Goal Setting, Study Skills) ● Classroom Guidance (Career Cruising, IPS) ● Career Cruising Activities ● Pre-Enrollment meetings (coordination. w/ 5th gr. & 9th gr. staff, inform direct 6-8 students, & parent sessions) ● Transition Activities (high school visits / elementary visits) ● Parent/Teacher conferences ● Select students for academic support/enhancement programs <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> ● 21st Century High School Programs ● career clusters ● Individual Plan of Study (IPS) ● performance levels ● strengths & areas of need ● self-advocacy 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> ● AIM ● Career Clusters (ksde.org) ● Career Cruising (careercruising.com) ● Code of Conduct ● ParentVUE/ StudentVUE ● Program Planning Guide ● Tutorial programs ● IPS Template ● Everyone Struggles “Yourself Series” <p>Assessment Tasks :</p> <ul style="list-style-type: none"> ● Review Individual Plan of Study ● Review Career Cruising Portfolio ● Review student grades and test scores ● Student self-reflection ● State & District Assessment Results ● Google Form Surveys

Academic Development Program

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.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> ● Group counseling ● Individual counseling ● Classroom Guidance ● Develop Individual Plan of Study (IPS) ● Career Cruising Activities <ul style="list-style-type: none"> ● Pre-Enrollment meetings (coordination. w/ 5th gr. & 9th gr. staff, inform direct 6-8 students, & parent sessions) ● Transition Activities (high school visits / elementary visits) ● Parent meetings ● KAY Club (staff) ● WEB Program (staff) <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> ● 21st Century High School Programs ● Individual Plan of Study (IPS) ● mentor ● non-cognitive factors ● Self-advocacy ● College Entrance Exams ● GPA ● Postsecondary Education Opportunity Vocabulary (ex: Bachelor, Vo Tech, Community College, etc.) 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> ● Career Cruising (careercruising.com) ● Code of Conduct ● Counseling Websites/Twitter Feeds ● H.E.L.P. Clinic ● MTSS Support Team ● ParentVUE/StudentVUE ● Program Planning Guide (PPG) ● Special academic support programs ● Tutorial programs ● IPS Template ● Everyone Struggles “Yourself Series” <p>Assessment Tasks:</p> <ul style="list-style-type: none"> ● Individual Plan of Study ● Review Career Cruising Portfolio ● Review student grades and test scores ● Review discipline reports ● Student Self Reflection ● State & District Assessments ● Student Audit of extracurricular activities ● Google Form Surveys

Career Development Program

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.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> ● Career Cruising (Matchmaker, Learning Styles, My Skills Inventory) ● District Careers Course (8th Grade, Staff) ● Career EXPO (8th Grade) ● Classroom Guidance (Career Cruising, Diversity Lessons, Study Skills) ● Individual Counseling ● Individual Plan of Study (IPS) ● Goal setting (staff) <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> ● 21st Century High School Programs ● College Entrance Exams ● attributes ● career clusters ● employability skills ● Individual Plan of Study (IPS) ● Postsecondary Education Opportunity Vocabulary (ex: Bachelor, Vo Tech, Community College, etc.) 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> ● Career Cruising (careercruising.com) ● Counseling Websites/Twitter Feeds ● District Career EXPO committee ● KSDE.org ● Program Planning Guide (PPG) ● IPS Template <p>Assessment Tasks</p> <ul style="list-style-type: none"> ● Career Cruising (Portfolio, Matchmaker, My Skills Inventory, Learning Styles) ● Google Form Surveys

Career Development Program

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.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> • Career Cruising (careercruising.com) • Individual Plan of Study (IPS) • Career EXPO (8th Grade) • District Career Course (8th Grade) • District Leadership Course (staff) • College campus visits (staff) • Classroom Guidance (Goal Setting, Boys Town/CHAMPS, Lecture series/career speakers) • Project Alert • Developing resume and recommendation letters <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> • 21st Century High School Programs • attributes • career clusters • dependability • employability skills • Individual Plan of Study (IPS) • integrity • punctuality • Responsibility • Resume • Recommendation letters 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Career Cruising (careercruising.com) • Counseling Websites/Twitter Feeds • District Career EXPO committee • KSDE.org • Project Alert • Program Planning Guide (PPG) • AIM • ONet • IPS Template • Decision Making Skills-- Proposed Sean Covey <u>The Six Most Important Decisions that you Will Ever Make</u> (book and workbook) • Boys Town Curriculum <p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Career Cruising (Portfolio, Matchmaker, My Skills Inventory, Learning Styles) • Google Form Surveys

Career Development Program

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

Benchmark 1: The student will acquire career information.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 1. identifies and uses resources for career planning; 2. identifies personal characteristics (e.g., aptitudes, interests, and strengths); 3. explores career choices and career fields and clusters; 4. identifies secondary and postsecondary opportunities; 5. Explores career choices through experiential activities (e.g., job shadowing, mentoring, career simulations). 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> ● Career Cruising (careercruising.com) ● Individual Plan of Study (IPS) ● Career EXPO (8th Grade) ● District Career Course (8th Grade) ● College campus visits (staff) ● Classroom Guidance (21st Century introduction, Lecture series/career speakers, Career Cruising) ● High School College Fair <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> ● 21st Century High School Programs ● College Entrance Exams ● GPA ● attributes ● career Clusters ● employability skills ● Individual Plan of Study (IPS) ● Postsecondary Education Opportunity Vocabulary (ex: Bachelor, Vo Tech, Community College, etc.) 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> ● Career Cruising (Matchmaker, My Skills, Learning Styles) ● Community resources ● College Fair ● IPS Template <p>Assessment Tasks:</p> <ul style="list-style-type: none"> ● Career Cruising (Matchmaker, Learning Styles, My Skills) ● Google Form Surveys

Career Development Program

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

Benchmark 2: The student will identify career goals.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>1. identifies strategies for managing personal resources (e.g., talents, time, money) to achieve career goals;</p> <p>2. develops and implements an Individual Plan of Study that effectively prepares the student for career success;</p> <p>3. recognizes need to balance school, home, and career.</p>	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> ● Individual Plan of Study (IPS) ● Career EXPO (8th Grade) ● District Career Course (8th Grade) ● District Leadership Courses (staff) ● College campus visits (staff) ● Classroom Guidance (21st Century introduction, Lecture series/career speakers, Career Cruising) ● High School College Fair <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> ● career (vs. job) ● career clusters ● career field(s) ● civic ● community ● employability skills ● Individual Plan of Study (IPS) ● leisure ● Punctuality ● Postsecondary Education Opportunity Vocabulary (ex: Bachelor, Vo Tech, Community College, etc.) ● College Entrance Exams ● Grade Point Average (GPA) 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> ● Career Cruising (Matchmaker, My Skills, Learning Styles) careercruising.com ● Code of Conduct ● College Fair (consult with HS counselor) ● Community resources ● IPS Template (ksde.org) <p>Assessment Tasks:</p> <ul style="list-style-type: none"> ● Career Cruising (Matchmaker, Learning Styles, My Skills) ● Google Form Surveys

Career Development Program

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.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>1. develops self-knowledge for career planning (e.g., abilities, skills, interests);</p> <p>2. recognizes the relationship of essential knowledge and employability skills to career success (e.g., responsibility, dependability, punctuality, and integrity);</p> <p>3. identifies the education and training needed to achieve career goals;</p> <p>4. Demonstrates effective decision-making skills to achieve career goals.</p>	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> ● Individual Plan of Study (IPS) ● Career EXPO (8th Grade) ● District Career Course (8th Grade) ● District Leadership Courses (staff) ● College campus visits (staff) ● Classroom Guidance (21st Century introduction, Lecture series/career speakers, Career Cruising, Decision Making Strategies) ● High School College Fair <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> ● career (vs. job) ● career clusters ● career fields ● civic ● community ● employability skills ● Individual Plan of Study (IPS) ● leisure ● punctuality 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> ● Career Cruising (Matchmaker, My Skills, Learning Styles) careercruising.com ● Code of Conduct ● College Fair (consult with HS counselor) ● Community resources ● IPS Template (ksde.org) ● Decision Making Skills-- Proposed Sean Covey <u>The Six Most Important Decisions that you Will Ever Make</u> (book and workbook) <p>Assessment Tasks:</p> <ul style="list-style-type: none"> ● Career Cruising (Matchmaker, Learning Styles, My Skills) ● Google Form Surveys

Career Development Program

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.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> • Individual Plan of Study (IPS) • Career EXPO (8th Grade) • District Career Course (8th Grade) • District Leadership Courses (staff) • College campus visits (staff) • Group counseling (Study Skills, Boys Town) • Classroom Guidance (Career Cruising, Enrollment, Teamwork Activities, Decision Making Strategies) • Cooperative Learning Groups (all staff) • Academic Extension • High School College Fair <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> • career clusters • career fields • career Ready • employability skills • Individual Plan of Study (IPS) • interpersonal skills • optimistic mindset • positivity 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Boys Town • Career Cruising careercruising.com • CHAMPS • Code of Conduct • Counseling Websites/Twitter Feeds • Decision Making Skills-- Proposed Sean Covey <u>The Six Most Important Decisions that you Will Ever Make (book and workbook)</u> <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Career Cruising (Matchmaker, Learning Styles, My Skills) • Review student grades and test scores • Student self-reflection • Google Form Surveys

Social and Emotional Development Program

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.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> ● Individual counseling ● Group counseling (Anger Control, Social Skills) ● Classroom Guidance (Goal Setting, Decision Making Strategies, Rachel's Challenge, Diversity Lessons) ● Bullying interventions/strategies/techniques ● Suicide Interventions/strategies ● Conferencing with parents ● Clubs ● Positive Behavioral Supports ● Staff consultations ● Extra-Curricular Activities (FOR Club, WEB) ● Self-Reflection Activities ● Leadership opportunities ● Boys Town ● Leadership I class (staff) ● Leadership II class (staff) ● Project Alert (staff) ● Social Worker referrals ● Health units (Staff, nurse) ● Discipline referrals (administration) ● Be Brave Presentations by OSHS <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> ● assets ● emotional well-being ● interpersonal skills ● mental health ● optimistic mindset ● positivity ● self-advocacy ● self-control 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> ● Career Cruising ● Code of Conduct ● Community agencies/resources ● District Suicide Prevention resource ● H.E.L.P. Clinic ● Mental Health Liaison ● MTSS ● Olathe Summer School Conference ● ParentVUE/StudentVUE ● Professional Development ● Project Alert ● Rachel's Challenge ● School nurse ● School Social Worker ● School Psychologist ● School Resource Officer ● Special academic support programs ● Summer Conference sessions ● Tutorial programs ● Youth Mentors ● Small group resources and curriculum — anger, social skills, self-harm, decision making, divorce, anxiety, adolescent female conflict ● Decision Making Skills — Proposed Sean Covey <u>The Six Most Important Decisions that you Will Ever Make (book and workbook)</u> ● Everyone Struggles "Yourself Series" ● BE You Magazine <p>Assessment Tasks</p> <ul style="list-style-type: none"> ● Review Discipline reports ● Administration referrals ● SRO contact /incident reports ● Student Self-reflection review ● Climate survey

Social and Emotional Development Program

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.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> ● Individual counseling ● Group counseling (Anger Control, Social Skills) ● Classroom Guidance (Introduction lesson, Goal Setting, Decision Making Strategies, Rachel's Challenge, Diversity Lessons, Pre-Enrollment lessons) ● Clubs ● Bullying interventions/strategies/techniques ● Suicide Interventions/strategies ● Conferencing with parents ● District Leadership Class (staff) ● Staff consultations ● Extra-Curricular Activities (FOR Club, WEB) ● Self-Reflection Activities ● Positive Behavioral Supports ● Project Alert (staff) ● Individual Plan of Study ● Social Work referrals ● Discipline referrals to administration ● Counseling referrals <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> ● assets ● cooperation ● conflict Resolution ● emotional Well-being ● mental health ● optimistic mindset ● positivity ● self-control ● self-respect ● Assertive ● Passive ● Aggressive ● Target ● Bystander ● Bully 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> ● Code of Conduct ● Career Cruising ● Career EXPO ● Community agencies/resources ● Consult with Social Work and School Psychologist ● H.E.L.P. Clinic ● Mental Health Liaison ● Tutorial programs ● Olathe School District Summer Conference ● ParentVUE/StudentVUE ● Program Planning Guide ● Rachel's Challenge ● District Suicide Prevention resource ● Mentoring Program ● MTSS ● Project Alert ● Special academic support programs ● School nurse ● School Resource Officer ● Special academic support programs ● Youth Court ● Youth Congress ● Youth Mentors ● Small group resources and curriculum — anger, social skills, decision making, divorce, anxiety, suicide prevention, self-harm, adolescent female conflict ● Decision Making Skills — Proposed Sean Covey <u>The Six Most Important Decisions that you Will Ever Make</u> (book and workbook) ● Everyone Struggles "Yourself Series" ● BE You Magazine

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
		Assessment Tasks <ul style="list-style-type: none"> ● Community Service Awards ● Review Discipline reports ● Student Self-reflection review ● Climate surveys ● Participation in extracurricular activities (clubs, activities, and sports)

Social and Emotional Development Program

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.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> • Individual counseling • Group counseling (Anger Control, Social Skills) • Classroom Guidance (Introduction lesson, Goal Setting, Decision Making Strategies, Rachel's Challenge, Diversity Lessons, Pre-Enrollment lessons) • Clubs • Bullying interventions/strategies/techniques • Suicide Interventions/strategies • Conferencing with parents • District Leadership Class (staff) • Staff consultations • Extra-Curricular Activities (FOR Club, WEB) • Self-Reflection Activities • Positive Behavioral Supports • Project Alert (staff) • Individual Plan of Study • Athletic teams • Performing arts classes • WEB • FOR club <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> • character • diversity • emotions • empathy • self-respect • Assertive • Passive • Aggressive • Target • Bystander • Bully 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Boys Town • Leadership I and II curriculum • Rachel's Challenge • Decision Making Skills-- Proposed Sean Covey <u>The Six Most Important Decisions that you Will Ever Make (book and workbook)</u> • Everyone Struggles "Yourself Series" • BE You Magazine <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Community Service Awards • Review Discipline reports • Student Self-reflection review • Climate surveys • Participation in extracurricular activities (clubs, activities, and sports)

Social and Emotional Development Program

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.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> ● Individual counseling ● Group counseling ● Classroom Guidance (Decision Making Strategies) ● Bullying interventions/strategies/techniques ● Conferencing with parents ● Staff consultations ● Extra-Curricular Activities ● Self-Reflection Activities ● Leadership opportunities ● Diversity activities ● Develop Individual Plan of Study ● Project Alert Lessons <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> ● consequences ● choices ● goals ● influence ● problem solving ● peer pressure ● SMART goal 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> ● Career Electronic Portfolio (Career Cruising) ● Career Expo ● H.E.L.P. Clinic ● Monitoring and grade updates ● MTSS ● Special academic support programs ● Summer programs ● Tutorial programs ● WEB mentors ● Youth Court ● Youth Congress ● Youth Mentors ● BYOU Magazine (Be Your Own You) ● Google Form Surveys ● Brain Wise Program ● Upside Down Organization ● Heads Up 8th Graders by Jim Mullen book and workbook ● Understood.org ● Decision Making Skills-- Proposed Sean Covey <u>The Six Most Important Decisions that you Will Ever Make</u> (book and workbook) <p>Assessment Tasks</p> <ul style="list-style-type: none"> ● Community Service Awards ● Review Discipline reports ● Student Self-reflection review ● Climate surveys ● Review educational plan ● Academic Awards

Social and Emotional Development Program

Standard 3: The student will understand personal safety skills.

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

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> ● Individual counseling ● Group counseling (Anger Control, Social Skills) ● Classroom Guidance (Introduction lesson, Goal Setting, Decision Making Strategies, Rachel's Challenge, Diversity Lessons, Pre-Enrollment lessons) ● Digital Citizenship Activities/Lessons (All Staff) ● Clubs ● Bullying interventions/strategies/techniques ● Suicide Interventions/strategies ● Conferencing with parents ● District Leadership Class (staff) ● Staff consultations ● Extra-Curricular Activities (FOR Club, WEB) ● Self-Reflection Activities ● Positive Behavioral Supports ● Project Alert (staff) ● Individual Plan of Study ● Sunflower House/SRO presentation (Cyberbullying) ● Digital Citizenship training through IPADS <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> ● abuse ● access ● bullying ● conflict ● digital citizenship ● etiquette ● personal safety ● refusal skills 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> ● District website (Cyber Bullying, Cyber Integrity, Cyber Safety) ● H.E.L.P. Clinic ● Mental Health Providers ● MTSS ● School Resource Officer ● Youth Mentors ● Youth Court ● Youth Congress ● Digital Citizenship/Internet Safety (NetSmartz; www.bgca.org, youtube.com) <p>Assessment Tasks</p> <ul style="list-style-type: none"> ● Review Discipline reports ● SRO Contacts/incident reports ● Student Self-reflection review ● Climate surveys

Social and Emotional Development Program

Standard 3: The student will understand personal safety skills.

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

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Learning Tasks, Activities, Experiences:</p> <ul style="list-style-type: none"> • Individual counseling • Group counseling (Anger Control, Social Skills, Boys Town) • Classroom Guidance (Introduction lesson, Goal Setting, Decision Making Strategies, Rachel’s Challenge, Diversity Lessons, Pre-Enrollment lessons) • Clubs • Bullying interventions/strategies/techniques • Suicide Interventions/strategies • Conferencing with parents • District Leadership Class (staff) • Staff consultations • Extra-Curricular Activities (FOR Club, WEB) • Self-Reflection Activities • Positive Behavioral Supports • Project Alert (staff) • Individual Plan of Study • Transition • PE/Health teacher(s) <p>Critical Vocabulary:</p> <ul style="list-style-type: none"> • depression • emotional well-being • healthy behaviors • mental health • optimistic mindset • positivity • risky behaviors • self-control • self-discipline • Mindfulness • Sexual harassment 	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Boys Town • CTC survey results • District suicide protocol • MTSS • Outside Service Resource List • Project Alert • Psychologist/Social Worker • Sunflower House • Summer Conference Sessions • Youth Mental Health First Aid (JCMH) • Optimistic Mindset and positivity resources • Fuel Up 60 • Hope Curriculum • Decision Making Skills — Proposed Sean Covey <u>The Six Most Important Decisions that you Will Ever Make (book and workbook)</u> <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Review Discipline reports • SRO Contacts/incident reports • Student Self-reflection review • Climate surveys • CTC survey • District Suicide Risk Assessment Tool