



# High School Counseling

## Academic Development

**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 achieve school success.

Indicators	Essential Concepts/Skills	Implementation	Assessment
<p><b>The student ....</b></p> <ul style="list-style-type: none"> <li>Creates a plan to achieve short and long-term academic goals (e.g. 6-Year Plan of Study).</li> <li>Demonstrates effort and persistence to promote academic success through effective time management, organizational skills, and regular school attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Effective use of seminar time.</li> <li>Effectively uses communication skills to know when and how to ask for help when needed.</li> <li>Display a positive interest in learning.</li> <li>Accept mistakes as essential to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>Data for course placement</li> <li>Individual counseling as needed</li> <li>Orientation activities to establish expectations</li> <li>Pyramid of interventions/SIT</li> <li>Use of seminar for academic support</li> </ul> <p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>Career Cruising</li> <li>ACT World of Work Map</li> <li>College entrance exam preparation</li> <li>Scholastic Reading Inventory scores</li> <li>Student Intervention Team</li> <li>Alternative Programs</li> <li>Parent Newsletters</li> <li>School/district website</li> <li>Program Planning Guide</li> <li>Parent meetings</li> </ul>	<ul style="list-style-type: none"> <li>College entrance exams</li> <li>State assessments</li> <li>Honor roll</li> <li>Scholarship results</li> <li>Career Cruising</li> <li>Graduation/drop-out rate</li> </ul>



# High School Counseling

## Academic Development

**Standard 2-**The student will understand the importance of academic preparation in order to prepare for college and career readiness.

**Benchmark 2-**The student will plan to achieve goals for lifelong learning.

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p><b>The student ...</b></p> <ul style="list-style-type: none"> <li>• Pursues and seeks balance between school and non-school activities to enhance the school experience.</li> <li>• Establishes challenging academic goals.</li> <li>• Uses assessment results to review and modify an Individual Plan of Study (6-Year Plan of Study).</li> <li>• Identifies postsecondary options.</li> <li>• Prepares for the transition from high school to college and/or career.</li> <li>• Applies appropriate interpersonal skills.</li> <li>• Demonstrates respect for diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and use 6-Year Plan of Study for enrollment and post-secondary planning.</li> <li>• Use assessment results in educational planning.</li> <li>• Identify post-secondary options.</li> </ul>	<ul style="list-style-type: none"> <li>• Career Cruising</li> <li>• Program Planning Guide</li> <li>• Enrollment – parent and student enrollment presentation</li> <li>• College night</li> <li>• State assessment results</li> <li>• College visits</li> <li>• Activity Fair</li> </ul> <p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Career Cruising</li> <li>• Program Planning Guide</li> <li>• Parent meetings</li> <li>• Olathe Advanced Technical Center (OATC)</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> <li>• Regents Curriculum Completers</li> <li>• Career Cruising</li> <li>• Accepted/offered scholarships</li> <li>• Extracurricular data</li> </ul>



# High School Counseling

## Career Development

**Standard 1**-The student will develop self-awareness to make informed career decisions.

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

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p><b>The student....</b></p> <ul style="list-style-type: none"> <li>• Identifies how personal preferences and interests influence career choices.</li> <li>• Analyzes career choices and how choices affect their future.</li> <li>• Understands how changing societal and economic needs influence employment trends and requires lifelong learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify career options that match interests, skills and values.</li> <li>• Recognize that the changing workplace requires lifelong learning.</li> <li>• Know the education, skills and training needed to achieve career goals and prepare of the changing workplace.</li> <li>• Select coursework based on future goals.</li> <li>• Learn about the variety of traditional and non-traditional occupations.</li> <li>• Participate in campus visits aligned with career interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Career Cruising</li> <li>• Interest Inventory and academic achievement results on College Readiness Assessment</li> <li>• Job-shadowing and internship/mentorship opportunities</li> <li>• Career awareness events</li> <li>• Diversity awareness opportunities</li> <li>• Informational Interviews</li> <li>• College Expo</li> </ul> <p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Career Cruising</li> <li>• Available periodicals</li> <li>• Internet search</li> <li>• Informational interviews</li> <li>• College Expo</li> <li>• Websites</li> <li>• School Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Interest Inventory Results</li> <li>• Senior Exit Surveys</li> </ul>



# High School Counseling

## Career Development

**Standard 1-** The student will develop self-awareness to make informed career decisions.

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

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p><b>The student....</b></p> <ul style="list-style-type: none"> <li>• Understands the importance of employment readiness planning and goal setting.</li> <li>• Acquires employability skills necessary to obtain and maintain jobs.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish realistic goals.</li> <li>• Apply effective communication skills (e.g., resume, letter of introduction, job applications, job interviews, recommendation letters).</li> </ul>	<ul style="list-style-type: none"> <li>• Application completion</li> <li>• Resume development</li> <li>• Preparation for interviews</li> <li>• Mock interviews</li> <li>• Researching employment opportunities</li> <li>• Business protocol and etiquette</li> </ul> <p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Career Cruising</li> <li>• Resume templates</li> <li>• Internet resources</li> <li>• Classroom instructors</li> <li>• 21<sup>st</sup> Century Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Student products/projects (resume, application, recommendation letter)</li> <li>• Rubric or checklist for interviews</li> </ul>



# High School Counseling

## Career Development

**Standard 2-** The student will employ planning strategies to achieve post-secondary/career goals.

**Benchmark 1-** The student will develop a plan to achieve career goals.

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p><b>The student....</b></p> <ul style="list-style-type: none"> <li>• Identifies and uses resources for career planning.</li> <li>• Develops, assesses, and modifies a personalized plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize a decision-making process.</li> <li>• Use skills to locate, evaluate, and interpret career information.</li> <li>• Seek career guidance.</li> <li>• Seek advice from people representing desired career path.</li> </ul>	<ul style="list-style-type: none"> <li>• Career Cruising</li> <li>• Guided enrollment</li> <li>• Career events</li> <li>• Campus visits</li> <li>• Lecture series/career speakers</li> <li>• Internships/job shadows</li> <li>• Enrollment activities</li> <li>• College recruiters</li> <li>• College Expo</li> </ul> <p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Career Cruising</li> <li>• Community resources</li> <li>• Internet resources</li> <li>• Program Planning Guide (PPG)</li> <li>• 21<sup>st</sup> Century Programs</li> <li>• Parent Meetings</li> <li>• College Recruiters</li> <li>• Newsletters</li> <li>• Websites</li> </ul>	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Endorsements</li> <li>• Graduation Audits</li> <li>• Senior Exit Surveys</li> </ul>



# High School Counseling

## Social and Emotional

**Standard 1**-The student will demonstrate interpersonal skills to help them understand and respect self and others.

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

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p><b>The student....</b></p> <ul style="list-style-type: none"> <li>• Identifies and uses resources in the school and community that provide assistance.</li> <li>• Sets goals and implements a plan to achieve goals.</li> <li>• Seeks help to solve problems and make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize appropriate social behaviors.</li> <li>• Identifies and uses school and community resources.</li> <li>• Understand consequences of decisions and choices.</li> <li>• Identify alternative solutions to a problem.</li> <li>• Seek help for self and others for solving problems, risky behaviors, and making decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Youth Court referral</li> <li>• Social Worker referral</li> <li>• Youth Friends/Mentors referral</li> <li>• Health Class curriculum</li> <li>• Student Mentor groups</li> </ul> <p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• HELP Clinic</li> <li>• Youth Court</li> <li>• Youth Friends/Mentors</li> <li>• Career Cruising</li> <li>• SASH Club/Mix it Up</li> <li>• KAY Club</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline Data</li> <li>• Attendance</li> <li>• Visits to Student Services/Counseling Office</li> </ul>



# High School Counseling

## Social and Emotional

**Standard 1**-The student will demonstrate interpersonal skills to help them understand and respect self and others.

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

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p><b>The student....</b></p> <ul style="list-style-type: none"> <li>• Demonstrates effective communication skills.</li> <li>• Demonstrates empathy.</li> <li>• Applies appropriate interpersonal skills.</li> <li>• Demonstrates respect for diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use personal strengths and assets in decision making.</li> <li>• Recognize, accept, and appreciate diversity.</li> <li>• Recognize alternative points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Bully Prevention Activities</li> <li>• School Counseling websites</li> </ul> <p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• SASH/KAY Club</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline data</li> </ul>



# High School Counseling

## Social and Emotional

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

**Benchmark 1**-The student will acquire self-knowledge and skills to make decisions and set goals

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p><b>The student....</b></p> <ul style="list-style-type: none"> <li>• Sets goals and implements a plan to achieve goals.</li> <li>• Seeks help to solve problems and make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a decision making and problem-solving model.</li> </ul>	<ul style="list-style-type: none"> <li>• Health class curriculum</li> <li>• Teach use of decision-making model</li> <li>• Seminars/Advisories</li> </ul> <p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Social worker</li> <li>• School Psychologist</li> <li>• Classroom instructors</li> <li>• School administrators</li> <li>• Career Cruising</li> <li>• School resource officer</li> <li>• Student Intervention Team (SIT)</li> </ul>	<ul style="list-style-type: none"> <li>• Career Cruising Standards</li> <li>• Graduation/dropout rates</li> </ul>





# High School Counseling

## Social and Emotional

**Standard 3**-The student will understand personal safety skills

**Benchmark 1**-The student will acquire personal safety skills and demonstrate digital citizenship

Indicator	Essential Concepts/Skills	Implementation	Assessment
<p><b>The student....</b></p> <ul style="list-style-type: none"> <li>• Understands the difference between bullying, conflict, and harassment.</li> <li>• Implements the use of safeguards to protect personal information.</li> <li>• Recognizes potential crises and takes appropriate action.</li> <li>• Demonstrates appropriate techniques for handling bullying and harassment.</li> <li>• Recognizes current issues (e.g.- drug, alcohol, self-injury, dating violence, teen suicide) and the impact on health and well-being.</li> <li>• Identifies the warning signs associated with risky behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify resource people in the school and community and know how to seek help.</li> <li>• Exhibit awareness of vulnerable, potentially unsafe situations.</li> <li>• Exhibit social media and digital etiquette.</li> <li>• Recognizes current issues and warning signs of risky behaviors and the impact on health and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Health class</li> <li>• SRO classroom instruction</li> <li>• Bullying prevention activities</li> <li>• Student Mentor groups</li> </ul> <p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Help Clinic</li> <li>• Social Worker</li> <li>• School Psychologist</li> <li>• SRO</li> <li>• School Administrators</li> <li>• Safe Colleges website</li> </ul>	<ul style="list-style-type: none"> <li>• District Climate Survey</li> <li>• Discipline Data</li> <li>• Principal Annual Report</li> <li>• School Resource Officer contacts and incident reports</li> <li>• Nurse incident reports</li> </ul>