

COMPREHENSIVE GUIDANCE and ACADEMIC COUNSELING PLAN
Revised 2017-2019

INTRODUCTION

In 1996, the State of New Jersey Department of Education adopted the New Jersey Core Curriculum Content Standards. In 2010 the State of New Jersey Department of Education adopted the Common Core Standards. Aligned with the New Jersey School Counseling Initiative and the National Standards for School Counseling Programs, Audubon School Counselors help students develop their educational, social, career, and personal strengths and to become responsible and productive citizens.

Specifically, the program will help all students:

- develop college and career readiness skills;
- use technology, information and other tools;
- use critical thinking, decision-making, and problem-solving skills;
- demonstrate self-management skills; and,
- apply safety principles.

OVERVIEW

School Counseling promotes and enhances the learning process. The counselors, as specialists in human development, are integral parts of school improvement teams that focus on the education of students. They share responsibility with teachers and administrators for helping students meet academic standards and school goals. The developmental approach is planned, preventive, and proactive. A comprehensive school counseling program:

- Recognizes the need for counseling as a lifelong process
- Understands the rapidly changing nature of society
- Promotes educational excellence
- Meets the unique personal, social, educational, and career needs of students
- Helps students identify personal strengths and skills
- Provides preventive, remedial, and crisis intervention
- Involves the entire community, including parents, teachers, students, and community members
- Integrates the expertise of counselors, teachers, and others into a total program delivery system
- Provides ongoing monitoring to meet changing needs of students
- Is enhanced by the school counselor as a role model for effective human relations skills and an advocate for individual students
- Provides on-going professional development

The primary goals of the counseling program target three major developmental areas:

- 1) **Academic Development:** counselors help students develop skills related to educational achievement, school adjustment, study skills, critical thinking, time management, technological literacy, motivation, and school success. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options. Students will also understand the relationship of an education to the world of work and to life at home. Activities that support this realm of student development include, but are not limited to:
 - a) Individual counseling
 - b) Data collection, interpretation and organization
 - c) College planning
 - d) Class discussions
 - e) Group counseling
 - f) Course selection
 - g) Organize college and post-secondary educational materials in office
 - h) Test administration (PARCC, PSAT, SAT, ACT, AP exams; Portfolio Assessment) and score interpretation
 - i) Develop articulation agreements with local colleges
 - j) Peer tutoring
 - k) Parent programs, including newsletters
 - l) Curriculum development
 - m) Program development and intervention activities

- 2) **Personal/Social Development:** Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. They will learn to make appropriate decisions, set realistic goals, and take necessary action to achieve those goals. The counseling activities that support personal/social development include, but are not limited to:
 - a) Individual and group counseling
 - b) Planning assemblies
 - c) Demonstrating respect
 - d) Interventions, such as mediation, goal setting, meetings with parents, students, teachers
 - e) Sharing knowledge, effectively communicating
 - f) Promote cultural diversity
 - g) Assist with conflict resolution
 - h) Monitor discipline, helping students understand consequences of decisions and choices
 - i) Link counseling with appropriate referral sources, such as I&RS, CST, SAC, outside therapeutic services, etc.

- 3) **Career Development:** Realizing the significance of an education and training necessary to lead a fulfilling, successful adult life, the students will acquire skills to investigate, and apply the strategies needed, to achieve career satisfaction. Students need to understand the relationship between their personal qualities, education and training, and career opportunities. Counseling activities that enhance career development include, but are not limited to:
- a) Individual and group counseling
 - b) Classroom presentations
 - c) Assemblies
 - d) Course selection
 - e) Assist with interest inventories, as well as career, college and financial aid research on Naviance
 - f) Review academic records to create a personalized student learning plan, highlighting strengths and career interests
 - g) Maintain career information resources in office

Audubon School District embraces the philosophy of the American School Counselors' Association that defines counseling as... "a process of helping people by assisting them in making decisions and changing behavior. School counselors work with students, school staff, families, and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy, and social/emotional and career development." (ASCA, 1997)

GRADE LEVEL COUNSELING PROGRAM

ELEMENTARY COUNSELING

The Audubon elementary counseling program assists in the early identification and intervention of children's needs. By addressing the areas of personal/social issues, academic, and career awareness, the program helps children better cope with transitions and life changes. Activities are organized in a way that is appropriate to students' developmental levels. Counselors also work with teachers in order to address specific problem areas.

MIDDLE SCHOOL COUNSELING

The Audubon Middle School counseling program focuses on facilitating transition to middle school, academic advisement, career exploration, and personal/social issues. Counseling is carried out through group guidance programs, counseling groups and individual counseling. In addition, the middle school counselor works with students to select courses for 9th grade. By working with parents, teachers, and administrators the counselor is able to help meet the individual educational goals of the students. The Child Study Team, crisis counselor and outside counseling / intervention agencies provide the middle school counselor with resources needed to help students succeed.

HIGH SCHOOL COUNSELING

The Audubon High School counseling program focuses on facilitating transition to high school, academic advisement, career exploration, and personal/social issues. Audubon High School counselors work with teachers, parents, administrators and the community to help students become successful while in high school and beyond. Counselors utilize the classroom, group activities and individual counseling to meet student needs in the areas of personal/social, academic, and goal setting. Study skills, decision-making, problem solving, and career planning are emphasized to prepare students for the transition to the world of college and the workplace. The counselors will continue to aid with post-graduation plans, such as college or technical school admissions, or entering the military.

Counselors at all levels provide services such as participating with I&RS intervention meetings, facilitating parent/teacher conferences, conducting orientation programs, administering state and standardized assessments, interpreting scores and educational data, and referring to outside agencies when appropriate.

PROFESSIONAL DEVELOPMENT

The Audubon School District counselors have multiple opportunities for ongoing training at various workshops, in-service programs, conferences, and by reading current literature. Counselors hold membership in local and state counseling associations, such as Camden County School Counselors Association (CCSCA), and the New Jersey School Counselors Association (NJSCA).

AUDUBON HIGH SCHOOL SCHOOL COUNSELING

GRADE LEVEL CALENDAR

(The below table of activities reflects the major components of the counseling program, and realizes that counseling is ongoing.)

Time of Year	9th Grade	10th Grade	11th Grade	12th Grade
September-October	Transition/Orientation/ Goal Setting Health Class--Decision Making Unit	Records check	Records check College Fair	Records check College Fair Parent college planning night
September-October	Schedule adjustments	Schedule revision	Schedule revision	Review Educational plans & career goals Naviance Post-Secondary planning
October	Progress report review/ study skills Optional PSAT Health Class--Decision Making Unit	Progress report review PSAT	Classroom visits- PSAT Naviance Career searching	Classroom visits- Senior interviews College Planning
November	Drug and Alcohol Awareness Assembly	Ongoing academic/personal counseling Drug and Alcohol Awareness Assembly	Ongoing academic/personal counseling Drug and Alcohol Awareness Assembly	SAT/ACT Prepare transcripts Drug and Alcohol Awareness Assembly
November-December	Health Class--Decision Making Unit Ongoing academic/	Interpret PSAT scores	Interpret PSAT scores ASVAB	Process College applications ASVAB

	personal counseling			
January	Mid-year academic review Health Class--Decision Making Unit	Mid-year academic review	Mid-year academic review	Financial Aid night for parents
February	Course selection Goal setting Health Class--Decision Making Unit Drug and Alcohol Awareness Assembly	Course selection Goal setting Drug and Alcohol Awareness Assembly	Course selection Goal setting Drug and Alcohol Awareness Assembly	Transition planning Drug and Alcohol Awareness Assembly
March	PARCC Attendance/grade review In-house testing Health Class--Decision Making Unit	PARCC Attendance/grade review In-house testing College Fair	PARCC College Fair SAT/ACT testing	Final college selection/scholarship applications through Naviance
April-June	PARCC Attendance/grade/credit review Study skills/tutoring Health Class--Decision Making Unit Drug and Alcohol Awareness Night for Parents and Community Members	PARCC Grade/credit review Summer school sign-up Drug and Alcohol Awareness Night for Parents and Community Members	PARCC Post-high school planning/Naviance career and college search Drug and Alcohol Awareness Night for Parents and Community Members	Final senior review/graduation plans Drug and Alcohol Awareness Night for Parents and Community Members
May	Naviance Inventory		AP Exams Mock Crash	AP Exams Mock Crash

ETHICAL STANDARDS STATEMENT

The Audubon School District counselors uphold and adhere to the Ethical Standards as issued by the American School Counselor Association.

DEVELOPMENTAL SCHOOL COUNSELING K-12 OBJECTIVES

Student competencies are addressed throughout our plan by meeting with students individually, in small groups, large group information sessions and school wide programs:

- to support students by working with school staff, faculty, parents, Child Study Team members, crisis counselors and outside community agencies.
- to articulate with counselors between schools to help address concerns relating to 504 Plans, special education students, and at-risk students and for scheduling and testing.
- to adhere to National Standards for School Counseling Programs and Ethical Standards as set forth by the American School Counselor Association.
- to collaborate with counseling team members to ensure sequential follow-through of student goals and competencies.
- to incorporate the New Jersey Cross Content Career Readiness Practices in our programs through individual counseling / small group counseling / large group information sessions and district-wide progress.
- to participate in ongoing professional development through district workshops, county-in-services, monthly county counselor meetings, and outside professional workshops.
- to increase participation and awareness of character education.
- to continue career education programming through school to career classes, individual counseling, group counseling and Naviance.
- to provide awareness and understanding of diversity issues for students and staff.

SCOPE & SEQUENCE

The Counseling Program services all students in the district. The Audubon School District counseling staff has determined skill areas for each grade level. These areas are related to educational development, career development and personal, social and emotional development. Many of the services are also connected to our 21st Century curriculum K-12.

STUDENT GOALS AND COMPETENCIES

Specific counseling program goals and student competencies in the areas of academic, personal / social, and career development are listed sequentially from grades K-12. The Common Core Anchor Standards for Language Arts and Literacy, NJ Career Ready Practices, ASD Executive Functioning Skills Scope & Sequence, Character Education and Digital Literacy Curriculum are represented.

ELEMENTARY SCHOOL

Academic Development Goals

Learning Effective Study Skills – K-2

- Describe the tools needed to do school work.
- Describe plans to do school assignments.
- Learn the importance of self-control, listening, following directions, and asking questions in the learning process.
- Tell why listening is important in learning.
- Describe what a good listener does.

Learning Effective Study Skills – 3-6

- Practice self-control, listening, following directions, and asking questions in the learning process.
- Recognize the importance of writing down and completing assignments.
- Learn test-taking skills.
- Identify how to effectively manage time effectively .
- Discuss the importance of maintain a balance between study time and extracurricular activities.

Setting Goals – K-2

- Describe how students see themselves in the future.
- Describe a goal.
- Describe the differences between a short and long term goal.
- Learn to work cooperatively in a group.

Setting Goals – 3-6

- Learn to work cooperatively in a group as well as independently.
- Recognize goals students have already achieved.
- Learn to set short term and long term goals.
- Utilize learning both in and out of school to achieve goals.
- Recognize attitudes and behaviors that lead to successful learning.
- Understand the concepts of dependability, productivity, and initiative .

Personal and Social Goals

Self Awareness – K – 2

- Learn coping skills for managing loss.
- Describe their appearances.
- Recognize special personal traits and positive attributes.
- Identify career interest, abilities, and skills.
- Evaluate their own actions and accomplishments.
- Begin to understand the concept of self-esteem.
- Describe ways they are different from others.

Self-Awareness – 3-6

- Recognize changes that have occurred in their lives and coping skills needed for transition.
Learn techniques for managing stress.
- Recognize special personal traits and positive attributes in self and others.
- Define “values” and describe their own.
- Discuss how self-esteem affects performance.
- Specify personal characteristics they value.
- Identify personal strengths and weaknesses.
- Describe and apply techniques for managing stress.
- Develop coping skills for managing loss.
- Learn how to cope with peer pressure.

Respecting Others – K-2

- Learn assertiveness skills for self-protection and advocacy.
- Describe ways people are different .
- Recognize special or unique characteristics about others.
- Recognize commonalities and uniqueness in themselves and others.
- Become aware of their cultural identity.
- Foster awareness of people with disabilities.
- Describe what they like about other people.
- Learn differences between appropriate and inappropriate physical contact.
- Identify behavior that is hurtful to others.
- Identify HIB and report to an adult.

Respecting Others 3-6

- Describe and practice assertiveness skills for self-protection and advocacy.
- Appreciate differences in others.
- Specify personal characteristics they value in others.
- Demonstrate knowledge of the differences between appropriate and inappropriate physical contact.
- Foster sensitivity toward people with disabilities.
- Recognize cultural difference in themselves and others and describe ways to appreciate these differences (4.6).
- Recognize forms of harassment and impact on others.
- Identify HIB, understand the difference between a bystander and an upstander, and be aware of appropriate use of social media as it relates to HIB

Gaining Responsibility and Resolving Conflict K-2

- Learn basic social problem solving and decision making skills.
- Describe cooperation.
- Name helping adults and know when to ask for help.
- Describe their play relationships.
- Describe feelings they have in various situations.
- Recognize how their actions impact others.
- Describe the process of making and keeping a friend.
- Describe why listening is important.
- Foster active listening skills
- Understand the importance of responsibility in school.
- Demonstrate knowledge of personal information (i.e. telephone number, home address and emergency contact).

Gaining Responsibility and Resolving Conflict 3-6

- Learn social problem solving and decision making skills.
- Describe ways to express feelings and get attention in a socially acceptable manner.
- Reinforce active listening skills and their importance in communication.
- Understand the concept of choices and their consequences in themselves and others.
- Identify helping adults and when to ask for help.
- Discuss the responsibilities of students in the school environment.
- Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
- Utilize time and task management skills.

Making Effective Decisions and Problem Solving K-2

- Describe choices and decisions they make at school.
- Describe choices and decisions they make by themselves.
- Recognize why some choices are made for them.
- Recognize that decisions and choices have consequences.
- Learn effective problem solving and decision making skills to make safe and healthy choices.
- Learn about emotional and physical dangers of substance use and abuse.

Making Effective Decisions and Problem Solving 3-6

- Develop a decision making process.
- Understand that there are positive and negative consequences for their choices.
- Apply effective problem solving and decision making skills to make safe and healthy choices.
- Understand and utilize decision-making and problem solving skills.
- Recognize the emotional and physical dangers of substance use and abuse.

Career Goals

Forming a Career Identity K-2

- Define and identify the necessity of work.
- Realize that interests and choices may change.
- Realize that people are influenced by interests and abilities.
- Describe tools and clothing associated with various occupations .

Forming a Career Identity 3-6

- Recognize relationship between short-term and long-term goals in the career planning process.
- Identify skills they have.
- Recognize relationship between personal skills and interests.
- Recognize importance of school in developing skills and interest.
- Learn how to interact and work cooperatively in terms.
- Recognize various ways of developing skills and interests.

MIDDLE SCHOOL Grades 7 and 8

Academic Development Goals

Learning Effective Study Skills

- Describe test taking skills for different types of tests .
- Identify develop and maintain a balance between study time and extra-curricular activities.
- Describe and discuss different ways which students learn.
- Ask for academic assistance from teachers or peers.
- Recognize importance of self-control, listening, following directions, and asking questions in the learning process.
- Identify study skills that will enable academic success.
- Identify and implement learning various styles to be used in and out of the school environment.

Setting Goals

- Identify attitudes and behaviors that lead to successful learning.
- Demonstrate how effort and persistence positively affect learning.
- Display a positive interest in learning.
- Practice working cooperatively in a group as well as independently.
- Develop a tentative four-year educational plan.
- Become familiar with various academic programs.

Personal and Social Goals

Gaining Responsibility and Resolving Conflicts

- Identify situations requiring peer support and those requiring adult assistance.
- Develop time-management skills.
- Utilize social problem solving and decision making skills.
- Utilize time and task management skills.
- Discuss the importance of responsibility, dependability, punctuality, integrity and effort in the workplace .
- Analyze how conflict resolution skills improve relationships with others.
- Evaluate how listening and talking accurately help solve problems.
- Discuss the responsibilities of students in the school environment.

Respecting Others

- Evaluate the effect of a students' behavior on others
- Recognize differences and similarities in others.
- Describe the differences of other cultures .
- Understand impact of racism and intolerance and their harmful effects.
- Understand legal issues related to harassment and discrimination.
- Compare and discuss different personalities.
- Learn differences between appropriate and inappropriate physical contact.
- Identify behavior that is harmful to others.
- Recognize forms of harassment and impact on others.

Making Effective Decisions and Problem Solving

- Describe and discuss various situations when their behavior affects others.
- Provide examples of how past decisions have affected present actions.
- Identify and implement decision-making skills that enable safe and healthy choices to be made when solving a problem.
- Discuss the emotional impact and physical changes peer pressure can have on students, especially peer pressure relating to substance use and abuse.
- Develop and implement coping skills.

Self-Awareness

- Examine how abilities change and how they can be expanded.
- Identify characteristics, abilities and strengths.
- Define and discuss self-esteem and how it affects performance.
- Explore how thoughts and feeling affect life choices / decisions.
- Practice coping skills for managing stress.
- Identify their strengths and weaknesses.

Career Goals

Forming a Career Identity

Students will:

- Continue to add to their career-planning portfolio.
- Explore various careers of interest, i. e. NJCAN.
- Recognize skills needed for the world of work .
- Identify ways in which social and personal relationships affect employment .
- Identify learning behaviors and attitudes that may be important both in school and on the job from school to career((1.7).
- Learn about various jobs that make up specific career clusters.
- Develop problem-solving skills to be used on the job.
- Examine obstacles to decision making.
- Identify career opportunities in various geographic areas in the United States.
- Recognize the effects of male/female roles on career choices.
- Develop a program of study directed toward career goals .
- Demonstrate knowledge of how to use occupational information through NJCAN and sources such as:
Dictionary of Occupational Titles, Guide to Occupations Exploration, Occupations Outlook, Handbook, and Occupational Outlook Quarterly or .

Analyzing Skills and Interests

Students will:

- Recognize why people choose certain work activities and that career paths may change.
- Describe present skills and look at future opportunities.
- Analyze various methods of monitoring their programs toward a goal.
- Explore various reasons why people seek employment at different times in their lives.
- Complete an interest inventory appropriate for their age and grade level.
- Identify school and community resources that provide career information.

HIGH SCHOOL Grades 9-12

Academic Development Goals

Learning Effective Study Skills

Students will:

- Evaluate appropriateness of educational goals.
- Evaluate study habits and appropriate changes.
- Stress listening, following directions and asking questions in the learning process.
- Maintain balance between study / extracurricular activities / job.
- Determine appropriateness of current educational goals.
- Experience extracurricular activities and community service to enhance school experience..
- Maintain self-control in the educational setting .
- Advocate for reasonable accommodations to address special needs.
- Use test taking skill strategies appropriately.
- Understand learning style and use knowledge appropriately.

Setting Goals

Students will:

- Evaluate future educational / career goals.
- Read and interpret high school transcripts and recognize importance of permanent records.
- Draw on past successes and use these to gear toward future success.
- Utilize community resources to reach educational goals.
- Explore post-secondary educational / career information .
- Contact post-secondary educational and technical institution and visit the job market.
- Demonstrate the ability to work cooperatively in a group as well as independently.
- Plan for transition to post-secondary education / training / workplace.
- Build and maintain relationships with people or agencies that support them.
- Incorporate dependability, productivity and initiative into a life style..
- Be aware of strengths and weaknesses to set realistic goals.

Personal And Social Goals

Self-Awareness

Students will:

- Appreciate who they are and their abilities .
- Analyze how thoughts and feelings affect performance.
- Identify what they like / dislike in themselves and others.
- Learn alternative behaviors for managing anger and stress.
- Reframe weakness as opportunity for growth.
- Focus on strengths rather than limitations.
- Reinforce and apply techniques for managing anger and stress

Respecting Others

Students will:

- Respect people who are different from themselves.
- Demonstrate appreciation and respect for cultural differences.
- Describe how prejudices are formed and examine consequences.
- Discuss ways to overcome biases and prejudices toward others.
- Understand the difference between appropriate and inappropriate physical contact and analyze the consequences of inappropriate physical contact .
- Understand legal issues related to harassment and discrimination.

Gaining Responsibility and Resolving Conflicts

Students will:

- Identify own responsibilities in the school environment.
- Assess time management skills and how they affect achievement of personal / social, career and academic goals.
- Evaluate the effectiveness of various solutions to different problems (3.14).
- Assume responsibilities for their actions and utilize problem-solving skills to resolve conflicts.
- Understand and demonstrate the importance of responsibility, dependability, punctuality, and integrity in the workplace .
- Utilize time and task management skills .
- Apply social problem solving / decision making skills.

Making Effective Decisions and Problem Solving

Students will:

- Identify decisions they have made and analyze their validity.
- Analyze the importance of generating alternatives and assessing the consequences.
- Reframe problem situations as opportunities for growth.
- Apply effective problem solving and decision making skills to make safe and healthy choices.
- Assess the consequences of decisions they make .

Career Goals

Forming a Career Identity

Students will:

- Use technology to review educational plans, set educational career goals based on self-assessment and career exploration.
- Have an online portfolio of career clusters, i.e. Naviance.
- Evaluate the importance of setting realistic goals and working to achieve them.
- Reassess and update career goals.
- Use computer programs to produce resume.
- Understand the relationships between school and career.

Analyzing Skills and Interests

Students will:

- Explore skills, abilities and interests.
- Conduct an assessment of current skills, abilities and career prospects.
- Assess their abilities to achieve past goals and integrate this information into future planning.
- Explore occupational outlook of future career options.

National Standards For School Counseling Programs

In April 2000, the Department of Education for the State of New Jersey added the requirement of a comprehensive K-12 school-counseling program for New Jersey students. As part of assuring that this new requirement is implemented, the NJ Department of Education, in cooperation with the NJ School Counselor Association, has developed the “New Jersey School Counselor Initiative: Developing Strategic Plans for Creating Comprehensive School Counseling Programs.” These plans are based on the National Standards for School Counseling Programs developed by the American School Counselor Association. The standards are a public document stating what “**all** students should know, understand and be able to do to enhance their development: as a result of being part of a school counseling program.”

I. Academic Development

- Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary options, including college.
- Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

II. Career Development

- Standard A: Students will acquire the skills to investigate the world of Work in relation to knowledge of self and to make informed career decisions.
- Standard B: Students will employ strategies to achieve future career goals and success and satisfaction.
- Standard C: Students will understand the relationship between personal Qualities, education, training, and the world of work.

III. Personal/Social Development

- Standard A: Students will acquire the knowledge, attitudes, and interpersonal Skills to understand and respect self and others.
- Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
- Standard C: Students will understand safety and survival skills.

Each of the nine National Standards defines specific goals and student competencies. The following shows how these national goals and competencies are addressed in the Audubon School Counseling Program.

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Goal 1A. Improve Academic Self-Concept

Students will:

- Develop feelings of self-esteem.
- Evaluate study habits and make appropriate changes.
- Recognize importance of writing down assignments.
- Learn how to organize and complete work.
- Advocate for reasonable accommodations to address special needs.
- Develop an educational plan that matches student abilities.
- Develop realistic academic goals to match student competencies.
- Accept mistakes as essential to the learning process.
- Identify attitudes and behaviors, which lead to successful learning.
- Learn how to get help from proper sources.
- Recognize goals they have achieved.

Goal 2A. Acquire Skills for Improving Learning

Students will:

- Learn test-taking skills
- Use communication skills to know when and how to ask for help when needed.
- Apply time management and task management skills.
- Demonstrate how effort and persistence positively affect learning.
- Learn study skills.
- Describe good listening skills and why it is important in learning.
- Maintain balance between study / work/ social activities.
- Recognize the importance of self-control in the classroom.
- Evaluate study habits and make changes if necessary.
- Develop a study plan.

Goal 3A. Achieve School Success

Students will:

- Work cooperatively with peers and teachers.
- Demonstrate the ability to work independently, being productive and taking initiative.
- Develop interests in extracurricular activities.
- Recognize goals they have already achieved.
- Tell why learning is important.

Standard B. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Goal 1B. Improve Learning

Students will:

- Recognize what motivates them to perform well.
- Identify past victories as motivation toward future success.
- Learn test-taking skills.
- Read and interpret high school transcripts and recognize significance of permanent records.
- Develop a tentative 4-year educational plan for high school to be reviewed each year.
- Develop good study habits and manage study time.
- Be a self-motivated independent learner.
- Organize and apply academic information from a variety of services.
- Apply study skills necessary at each academic level.
- Learn and apply critical thinking skills.
- Seek information and support from faculty, staff, family and peers.

Goal 2B. Plan to Achieve Goals:

Students will:

- Establish challenging academic goals K-12.
- Use past performance in academic planning.
- Use and maximize their study plans.
- Understand the relationship between classroom performance, school success and job success.
- Identify realistic post secondary options that match interests, achievement and abilities.
- Set long term and short-term goals
- Apply knowledge of aptitudes and interests to goal setting.
- Read and interpret high school transcripts and recognize significance of permanent records.
- Build and maintain relationships with people and agencies that support them.
- Access appropriateness of current goals:
Academic / career / personal and social.

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Standard 1C. Relate School to Life Experiences

Students will:

- Demonstrate the ability to balance schoolwork, extra-curricular activities and work.
- Seek co-curricular activities and community experiences to enhance the school experience.
- Understand the relationship between learning and work.
- Set and review educational plans based on self-assessment and career exploration.
- Understand how school success and academic achievement enhance future career and vocational opportunities.
- Appreciate that learning can also take place out of school.

Personal and Social Development

Standard A: Student will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Goal 1A. Acquire Self-Knowledge

Students will:

- Develop a positive attitude toward self as a unique and worthy person.
- Learn the goal setting process.
- Distinguish between appropriate and inappropriate behaviors.
- Recognize personal boundaries, rights, and privacy needs.
- Understand the need for self-control and how to practice it.
- Describe feelings they have in various situations.
- Describe their own appearances.
- Recognize special personal traits and positive attributes in self and others.
- Discuss two skills they have.
- Define “values” and describe their own.
- Specify personal characteristics they value.
- Define and discuss self-esteem and how it affects performance.
- Explore how thoughts and feelings affect life choices.
- Develop skills to cope with change and transition.
- Analyze how their thoughts and feelings affect performance.
- Focus on strength rather than limitations, which can be used to overcome barriers.
- Introduce concept of self-esteem.
- Identify personal strength of students in the school environment.

Goal 2A. Acquire Interpersonal Skills

Students will:

- Recognize that everyone has rights and responsibilities.
- Respect alternative points of view.
- Recognize, accept, respect, and appreciate ethnic and cultural diversity.
- Recognize and respect differences in various family configurations.
- Know that communication involves speaking, listening, and nonverbal behavior.
- Learn how to make and keep friends.
- Identify characteristics and abilities they appreciate in themselves and others.
- Describe cooperation.
- Understand the concept of choices and their consequences in themselves and others.
- Evaluate the effect of their behavior on others.
- Use affective communication skills.

Standard B. Students will make decisions, set goals, and take necessary action to achieve goals.

Goal 1B. Self-Knowledge Applications

Students will:

- Identify alternative solutions to a problem.
- Demonstrate a respect and appreciation for individual and cultural differences.
- Know when peer pressure is influencing a decision.
- Identify alternate ways of achieving goals.
- Learn basic social problem-solving and decision-making skills.
- Describe choices and decisions they make at school.
- Describe choices and decisions they make by themselves.
- Recognize that choices and decisions have consequences.
- Develop a decision-making process.
- Understand that there are positive and negative consequences for their decisions.
- Describe situations where their behaviors affect others.
- Provide examples of how past decisions have affected present actions.
- Demonstrate how gaining more information helps in decision-making.
- Analyze importance of generating alternatives and assessing consequences.
- Assess the consequences of the decisions they make.
- Apply effective problems solving and decision making skills to make safe and healthy choices.
- Understand and utilize decision-making, problem-solving skills.

Standard C: Students will understand safety and survival skills.

Goal 1C. Acquire Personal Safety Skills

Students will:

- Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- Learn about the relationship between rules, laws, safety, and the protection of an individual's rights.
- Learn the difference between appropriate and inappropriate physical contact.
- Demonstrate the ability to assert boundaries, rights, and personal privacy.
- Differentiate between situations requiring peer support and situations requiring peer support and situations requiring adult professional help.
- Identify resource people in the school and community and know how to seek their help.
- Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- Learn about the emotional and physical dangers of substance use and abuse.
- Learn how to cope with peer pressure.
- Learn techniques for managing stress and conflict.
- Learn coping skills for managing life events.
- Understand legal issues related to harassment and discrimination.
- Recognize forms of harassment and impact on others.
- Learn assertiveness skills for self-protection and advocacy.

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Goal 1A. Development Career Awareness

Students will:

- Develop skills to locate, evaluate and interpret career information.
- Learn about the variety of traditional and non-traditional occupations.
- Develop an awareness of personal abilities, skills, interests and motivation.
- Develop a valid decision-making process.
- Learn to set realistic long and short term goals.
- Recognize the relationship between short term and long term career goals.
- Understand the importance of planning.
- Recognize activities that interest them.
- Understand the importance of balancing study time, extracurricular activities and work.
- Recognize how school success relates to occupational choices.
- Understand that occupational choices are influenced by interest and abilities.
- Define work and understand why people work.

Goal 2A. Develop Employment Readiness

Students will:

- Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
- Utilize time-and-task management skills.
- Demonstrate knowledge about the changing workplace.
- Respect individual uniqueness in the workplace.
- Understand and develop a good work ethic.
- Learn to write a resume.
- Understanding the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
- Learn about the rights and responsibilities of employers and employees.
- Develop a positive attitude toward work and learning.
- Specify characteristics and abilities of a good employee.
- Recognize appropriate behavior in the workplace.

Standard B: Students will employ strategies to achieve future career goals and success and satisfaction.

Goal 1B. Acquire Career Information

Students will:

- Assess their skills, abilities and interests for career prospects.
- Apply decision-making skills to career planning, source selection, and career transitions.
- Demonstrate knowledge of the career planning process.
- Explore post-secondary educational / occupational information.
- Know the various ways which occupations can be classified.
- Use research and information resources to obtain career information.
- Learn to use the Internet to access career planning. Information.
- Analyze how traditional and non-traditional occupations affect their career identities.
- Understand how changing economic and societal needs influence employment trends and future training.

Goal 2B. Identify Career Goals

Students will:

- Demonstrate awareness of the education and training needed to achieve career goals.
- Assess and modify their educational plan to support career goals.
- Select course work that is related to career interests.
- Develop a career plan by using available resources for career exploration (COIN, internet, etc.)

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Goal 1C. Acquire Knowledge to Achieve Career Goals

Students will:

- Understand the relationship between educational achievement and career success.
- Explain how work can help to achieve personal success and satisfaction.
- Review and evaluate educational plans and set educational goals based on self-assessment and career exploration.
- Begin self-exploration in areas of skills, abilities, interests, and knowledge, which influence career choices.
- Recognize the relationship between personal skills and interests.
- Recognize various ways of developing skills and interests.
- Assess their abilities to achieve past goals and integrate these into future planning.

Goal 2C. Apply Skills to Achieve Career Goals

Students will:

- Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.
- Evaluate current communications and conflict resolution skills.
- Assume responsibilities for their actions and utilize problem-solving skills to resolve conflicts.
- Describe cooperation.
- Learn how to write a resume.
- Stress the importance of acquiring new skills and lifelong learning.