

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Approve PK-12 Counseling Framework: Part I

**MEETING DATE:** June 6, 2016

**DEPARTMENT:** Educational Services

**TITLE:** PK-12 Counseling: Part I

**BRIEF DESCRIPTION:** The PK-12 Counseling Framework: Part I is being presented for approval. The Framework includes: Millard Public Schools Mission and Beliefs; PK-12 Counseling Philosophy and Beliefs; Millard Essential Learner Outcomes (6110.1); PK-12 Wellness Studies Curriculum Planning Committee Members; PK-12 Counseling Curriculum Planning Committee Members; Preschool Counseling Matrix Subcommittee Members, PK-12 Wellness Community Focus Group participants; Timeline for MEP Cycle Procedures; and Millard Public Schools Counseling Overview.

Also included is the PK-12 Counseling Matrix based on the American School Counselor Association's (ASCA) *ASCA Mindsets and Behaviors for Student Success* and the Millard Public Schools PK-12 College and Career Readiness Standards. Nebraska does not currently have counseling standards and indicators but does utilize the *ASCA Mindsets and Behaviors for Student Success* as a recommended guide. All standards and indicators in the matrix are Millard Standards and Indicators.

The appendix includes a proposed course name change at the middle level with a course description and a proposed course update at the high school level.

**ACTION DESIRED:**   X   Approval

**BACKGROUND:** The PK-12 Wellness Curriculum Planning Committee of 46 District members worked toward the completion of Phase I of the MEP Curriculum Cycle. The PK-12 Counseling Framework: Part I is being presented for approval. Part II: Textbook/Instructional Materials Selection will be presented for approval during the 2016-2017 school year.

**RECOMMENDATIONS:** Recommend approval of PK-12 Counseling Framework: Part I

**STRATEGIC PLAN REFERENCE:** N/A

**TIMELINE:** Approval of the PK-12 Counseling Framework: Part I will allow for Phase II to begin in August of 2016

**RESPONSIBLE PERSON(S):** Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, and John Becker

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_

# **PK - 12**

# **Counseling Framework**

Part I: PK-12

June 6, 2016



# **Millard Public Schools**

## **Millard Board of Education**

**Dave Anderson**

**Mike Kennedy**

**Paul Meyer**

**Mike Pate**

**Linda Poole**

**Pat Ricketts**

**Jim Sutfin, Ed.D., Superintendent**

### **Notice of Non-Discrimination**

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147<sup>th</sup> Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

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## **Millard Public Schools Mission and Beliefs**

### **Millard Public Schools Mission**

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

### **Millard Public Schools Beliefs**

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and engaged citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

### **PK-12 Counseling Philosophy and Beliefs**

In support of the Millard Public School's mission, the comprehensive counseling program will ensure that all students develop academic, career and social/emotional skills necessary to become productive, contributing members of society. Counselors will build relationships and work in partnership with students, parents/guardians, community, and school staff.

School counselors will encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and lifelong learning are necessary for long-term career planning
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

The Essential Learner Outcomes of the Millard Public Schools are the following:

**MILLARD ESSENTIAL LEARNER OUTCOMES**

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·  
· FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·  
· CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·  
· COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

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**ACADEMIC SKILLS AND APPLICATIONS**

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Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

**LANGUAGE ARTS**

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will learn and apply writing skills and strategies to communicate.
- Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.
- Students will apply information fluency and practice digital citizenship.

**MATHEMATICS**

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

**SCIENCE**

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

**SOCIAL STUDIES**

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

**FINANCIAL WELL-BEING**

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

**HUMAN RELATIONS**

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

**TECHNOLOGY**

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

**FINE AND PERFORMING ARTS**

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities

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**PERSONAL DEVELOPMENT AND WELL-BEING**

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

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**COLLEGE AND CAREER READINESS SKILLS**

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The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

**CRITICAL THINKING AND PROBLEM-SOLVING SKILLS**

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

**CREATIVITY AND INNOVATION**

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

**COLLABORATION AND TEAMWORK**

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

**CITIZENSHIP AND PERSONAL RESPONSIBILITY**

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006;

March 2, 2009; March 1, 2010; April 18, 2011

August 19, 2013, November 3, 2014

Millard Public Schools

Omaha, Nebraska

## PK-12 Wellness Studies Curriculum Planning Committee 2015-2016

Jennifer Albert	Neihardt Elementary	Health Teacher
Debra Ashmore	Wheeler Elementary	Special Education Teacher
Michelleann Avilla	North Middle	Family & Consumer Sciences Teacher
Trenton Bickford	Central Middle	Physical Education Teacher
Sheila Bolmeier	Ron Witt Support Services	Instructional Technology MEP
Alisen Brewer	North Middle	Special Education Teacher
Kelsey Chittenden	West High	Family & Consumer Sciences Teacher
Andrew Cunningham	North High	Physical Education Teacher
Angela Daigle	Ron Witt Support Services	Instructional Technology MEP
Elizabeth Dickson	Beadle Middle	Counselor
Matt Dykstra	Ezra Elementary	Physical Education Teacher
Tara Fabian	Reagan Elementary	Principal
Pam Erixon	Holling Heights Elementary	English Language Learner Specialist
Laurie Fitzpatrick	Sandoz & Upchurch Elementary	Counselor
Angela Hageman	Beadle Middle	Health Teacher
Suzanne Hanish	Kiewit Middle	Family & Consumer Sciences Teacher
Chad Hayes	Don Stroh Administration Center	Student Services Facilitator
Julia Hobbs	Andersen Middle	Family & Consumer Sciences /Health Teacher
Colin Johnston	West High	Physical Education Teacher
Bridget Kowal	Harvey Oaks Elementary	Counselor
Kelsey Kummer	South High	Family & Consumer Sciences /Health Teacher
Stephanie Kurz	Holling Heights Elementary	Health Teacher
Amy Leuschen	Russell Middle	Physical Education Teacher
Dawn Marten	Harvey Oaks Elementary	Principal
Katherine McCarthy	Aldrich Elementary	Health Teacher
Nancy Nielsen	Russell Middle	District Head Nurse
Nicole Nielsen	North Middle	Physical Education Teacher
Mila O'Brien	North High	Family & Consumer Sciences /Health Teacher
Amanda Parker	Horizon High	Counselor
Carrie Peterson	Russell Middle	Family & Consumer Sciences /Health Teacher
Natalie Peterson	South High	Family & Consumer Sciences /Health Teacher
Jennifer Polleck	Wheeler Elementary & Horizon High	School Psychologist
Haley Ryan	North High	Family & Consumer Sciences /Health Teacher
Alan Sarka	Neihardt Elementary	Physical Education Teacher
Loel Schettler	North High	Counselor
Brenda Schmidt	West High	Family & Consumer Sciences /Health Teacher
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Barb Vanderbeek	South High	Family & Consumer Sciences /Health Teacher
Barb Waller	Don Stroh Administration Center	Career & Technical Education Coordinator
Julie Williams	Central Middle	Counselor
Trevor Wragge	South High	Physical Education Teacher

Under the facilitation of John Becker, Monica Hutfles, Ellen Kramer, and Diane Reiners: Millard Public Schools Curriculum and Instruction MEP Facilitators.

In consultation with Mark Feldhausen, Ph.D., Associate Superintendent of Educational Services, Andy DeFreece, Director of Elementary and Early Childhood Education, and Nancy Johnston, Ed.D., Director of Secondary Education.

## **PK-12 Counseling Curriculum Planning Committee 2015-2016**

Debra Ashmore	Wheeler Elementary	Special Education Teacher
Alisen Brewer	North Middle	Special Education Teacher
Angela Daigle	Ron Witt Support Services	Instructional Technology MEP
Sheila Bolmeier	Ron Witt Support Services	Instructional Technology MEP
Elizabeth Dickson	Beadle Middle	School Counselor
Pam Erixon	Holling Heights Elementary	English Language Learner Specialist
Tara Fabian	Reagan Elementary	Principal
Laurie Fitzpatrick	Sandoz/Upchurch Elementary	School Counselor
Chad Hayes	Don Stroh Administration Center	Student Services Facilitator
Bridget Kowal	Harvey Oaks Elementary	School Counselor
Dawn Marten	Harvey Oaks Elementary	Principal
Nancy Nielsen	Russell Middle	District Head Nurse
Amanda Parker	Horizon High	School Counselor
Jennifer Pollock	Horizon High	Psychologist
Paige Roberts	Reeder Elementary	Principal
Loel Schettler	Millard North High	School Counselor
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Barb Waller	Don Stroh Administration Center	Career & Technical Education Coordinator
Julie Williams	Central Middle	School Counselor

## **Preschool Counseling Matrix Subcommittee**

John Barta	Sandoz Elementary	Physical Education Teacher
Cheris Kite	Ron Witt Support Services	Curriculum & Instruction Facilitator
Colette Schweers	Sandoz Elementary	Preschool Teacher
Laura Snyder	Rockwell Elementary	Preschool Teacher
Shaun Tevis	Rockwell Elementary	Physical Education Teacher

Under the facilitation of John Becker, Curriculum and Instruction MEP Facilitator, with consultation of Barb Waller, Coordinator of Career and Technical Education.



## **PK-12 Wellness Studies Community Focus Group**

Steven Abraham	Rabbi	Beth El Synagogue
Nancy Burkhart	Community Member	Nebraska Department of Education
Megan Hall	Community Member	HyVee Dietitian
Theo Hudalla	Pastor	Stone Bridge Church
Dr. Ann Luther	Post-Secondary Representative	UNO Counseling Department Chair
John Madvig	Reverend	Community Covenant Church
Janet Martin	Parent	Millard North High School
Peg Millerbernd	Nurse, Parent	Ackerman Elementary School
Michelle Patterson	Parent	Aldrich Elementary School
		Kiewit Middle School
Kirk Rasmussen	Parent	Millard North Middle School
		Millard North High School
Paul Tomaso	Deacon	St. Stephen the Martyr
Gina Wiitanen	Parent	Millard Public Schools

Under the facilitation of John Becker, Monica Hutfles, Ellen Kramer, and Diane Reiners, Curriculum and Instruction MEP Facilitators.

In consultation with Mark Feldhausen, Ph.D., Associate Superintendent of Educational Services, Andy DeFreece, Director of Elementary and Early Childhood Education, and Nancy Johnston, Ed.D., Director of Secondary Education.

## Timeline for MEP Cycle Procedures PK-12 Wellness Studies

September 24, 2015	PK-12 Wellness Studies Curriculum Planning Committee: provided Phase I overview and orientation to Google Drive folder documents
October 20, 2015	PK-12 Wellness Studies Curriculum Planning Committee: met to determine research areas based on current data, education trends, and critical issues
November 5, 2015	Research groups: conducted research in the following areas: <ul style="list-style-type: none"> <li>• College and Career Readiness</li> <li>• Wellness Concepts (emotional, physical, and social wellbeing)</li> <li>• Counseling, Family &amp; Consumer Sciences, Health and Physical Education</li> <li>• Effective Instructional Practices</li> </ul>
February 8, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
February 9, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to synthesize research findings and curricular group drafted scope and sequence of counseling curriculum
February 23, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to draft scope and sequence of counseling curriculum
March 3, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to finish scope and sequence of counseling curriculum, and write the Counseling Philosophy Statement
March 14, 2016	PK-12 Counseling Curriculum Planning Committee: met to finish scope and sequence of counseling curriculum, and write the Counseling Philosophy Statement
April 7, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
June 6, 2016	Counseling Framework submitted to Board of Education for approval

## **Millard Public Schools Counseling Overview**

A comprehensive school counseling program is an integral component of the Millard Public School's Mission. The counseling program is driven by student data and based on standards that help students achieve their highest potential. It is a developmentally appropriate delivery system that incorporates the American School Counselor Association's (ASCA) Mindsets and Behaviors for Student Success and the Millard Public Schools PK-12 College and Career Readiness Standards and Indicators that enhance the learning process and nurtures student success. The counseling program is both proactive and preventative.

### **Delivery System**

The developmentally appropriate delivery system includes the following four components.

- **School Counseling Core Curriculum** ensures that all students acquire the knowledge, attitude, and skills necessary for academic success, college and career readiness, and social/emotional development. This can be accomplished through classroom counseling lessons, small group counseling, individual student planning, and/or special programs.
- **Individual Student Planning** includes input from parents and school staff and provides support tailored to each student's unique needs. Students may plan personal, educational, and/or college and career goals through individual and group lessons, advisement, and transition activities.
- **Responsive Services** address the direct, immediate concerns of students, parents, and/or staff. The purpose of response services is to help students whose problems interfere with their learning and academic, social/emotional, and career success. This can be accomplished through participation in individual and small group counseling, consultation with parents or guardians, teachers or other specialists, referral to other programs or agencies, and crisis counseling.
- **Indirect Student Services** enables the school counseling process to be effective through leadership and advocacy, consultation, collaboration, program management and professional development. In addition, school counseling provides appropriate support to other programs in the school.

Counselors will differentiate these components of program delivery to meet the unique needs of students. This will include making accommodations to the counseling curriculum, providing support for social/emotional development, and advocating for all students.

## Domain Explanation

The Millard Public Schools Standards reflect three broad domains: academic, career and social/emotional development. These domains enhance the learning process for students and create a culture of college and career readiness for all students. Each standard can apply to any of the three domains. The school counselor will select which domain is applicable based on the needs of the school, classroom, small group or individual.

The following are the three domains with a brief description.

1. Academic Development relates to standards and indicators guiding the school counseling program to implement strategies and activities to support and maximize each student's ability to learn.
2. Career Development relates to standards and indicators guiding school counseling programs to help students understand the connection between school and the world of work and plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
3. Social/Emotional Development relates to standards and indicators guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

## Counseling Standards

The Curriculum Planning Committee utilized multiple resources in the creation of the five new Millard Public Schools Standards, including the American School Counselor Association's (ASCA) Mindsets and Behaviors for Student Success and the Millard Public School's (MPS) College and Career Readiness Standards. The five standards are:

1. Students will acquire the knowledge and skills that contribute to positive engagement and meaningful learning in school and throughout life.
2. Students will apply the knowledge, attitudes, and interpersonal skills acquired to help them understand and respect self and others.
3. Students will demonstrate skills that promote positive wellbeing and personal success.
4. Students will plan for and make successful transitions within school levels and from school to postsecondary education and/or the world of work.
5. Students will investigate the world of work in relation to knowledge of self and make informed career decisions.

## Categories:

Each standard is divided into three categories. The categories are listed below with a brief description.

1. Learning Strategies include processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
2. Self-Management Skills include focusing on a goal despite obstacles (grit or perseverance) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
3. Social Skills include acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

Sample Distribution of Total School Counselor Time

Counselors must allocate their time to insure that all standards and indicators are met within the four components of the delivery system. Millard counselors should apply the allocation of time/tasks as identified in the chart below. These allocations help to accommodate all components of the framework and to insure proactive instruction. The standards and indicators identified in the framework document the minimum services provided by Millard school counselors. In schools where additional counseling time is available, multiple lessons may be delivered to support the outcomes.

<b>Sample Distribution of Total School Counselor Time</b>					
		<b>Delivery System Component</b>	<b>Elementary</b>	<b>Middle</b>	<b>High School</b>
Direct Student Services: <ul style="list-style-type: none"> <li>● School Counseling</li> <li>● Curriculum &amp; Instruction</li> <li>● Individual Student Services</li> <li>● Responsive Services</li> </ul> Indirect Student Services: <ul style="list-style-type: none"> <li>● Referrals</li> <li>● RtI+I Model: Roles &amp; Responsibilities               <ul style="list-style-type: none"> <li>○ Consultation</li> <li>○ Collaboration</li> </ul> </li> </ul>	80% or more	Guidance Curriculum	35-45%	25-35%	15-25%
		Individual Student Planning	5-10%	15-25%	25-35%
		Responsive Services	30-40%	30-40%	25-35%
	20% or less	System Support	10-15%	10-15%	15-20%

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.

American School Counselor Association (2012). The ASCA National Model: A Framework for School Counseling Programs, Third Edition. Alexandria, VA: Author.

# Introduction to the PK-12 Counseling Matrix

## Introduction

The matrix displays the Millard Public Schools Counseling Standards and Indicators created through the PK-12 Wellness Curriculum Planning Committee, showing the scope and sequence of the standards. Multiple resources were utilized in the creation of the standards including the American School Counselor Association's (ASCA) *ASCA Mindsets and Behaviors for Student Success* and the Millard Public Schools PK-12 College and Career Readiness Standards. Nebraska does not currently have counseling standards and indicators but does utilize the *ASCA Mindsets and Behaviors for Student Success* for their recommended guide. Therefore, all standards and indicators within the matrix are Millard Standards and Indicators.

The matrix documents five standards with each divided into three categories: Learning Strategies, Self-Management Skills, and Social Skills.

## Legend

Millard's Counseling Standards are divided into individual grade levels for elementary and represent the content that must be taught at those individual grade levels. At the secondary level, they are divided into 6-8 and 9-12 grade bands. These must be taught during the grades within each band.

- Cell without shading: Millard or State concept standard or indicator exists
- Shaded Cell: No Millard or State concept standard or indicator exists

## Nomenclature

The PK-12 Counseling Standards and Indicators are sequenced in the following matrix. Each section leads with a Comprehensive Standard and are followed by specific standards and indicators as noted. Standards are in bold print throughout the matrix. The nomenclature is as follows:

C	Counseling
M	Millard Standard
AS	Academic Seminar
PK-5, 8, 12	Grade Level
1-5	Comprehensive Standard
1	Standard 1
a	Indicator a

## Examples

C M AS 08.1.1.c	C	=	Counseling
	M	=	Millard Standard
	AS	=	Academic Seminar
	08	=	Grade 8
	1	=	Comprehensive Standard 1
	1	=	Standard 1
	c	=	Indicator c
C M 01.4.3.a	C	=	Counseling
	M	=	Millard Standard
	01	=	Grade 1
	4	=	Comprehensive Standard 4
	3	=	Standard 3
	a	=	Indicator a

**K-12 Comprehensive Standard 1:**  
Students will acquire the knowledge and skills that contribute to positive engagement and meaningful learning in school and throughout life.

**Grade/Course Level Standards**

<b>Category</b>	<b>Preschool</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Learning Strategies</b>	<b>C M PK.1.1</b> Students will practice the ability to actively listen and follow directions.	<b>C M K.1.1</b> Students will demonstrate the ability to actively listen and follow directions.	<b>C M 01.1.1</b> Students will demonstrate the ability to actively listen and follow directions.	<b>C M 02.1.1</b> Students will demonstrate the ability to actively listen and follow directions.	<b>C M 03.1.1</b> Students will demonstrate effective work habits and test taking skills.	<b>C M 04.1.1</b> Students will identify and apply time management, organizational, and study skills.	<b>C M 05.1.1</b> Students will identify and apply time management, organizational, and study skills.
<b>Self-Management Skills</b>	<b>C M PK.1.2</b> Students will begin to understand how effort and perseverance are important to learning and achieving goals.	<b>C M K.1.2</b> Students will understand how effort and perseverance are important to learning and achieving goals.	<b>C M 01.1.2</b> Students will understand how effort and perseverance are important to learning and achieving goals.	<b>C M 02.1.2</b> Students will understand how effort and perseverance are important to learning achieving goals.	<b>C M 03.1.2</b> Students will practice goal setting and perseverance to complete learning tasks.	<b>C M 04.1.2</b> Students will practice goal setting and perseverance to complete learning tasks.	<b>C M 05.1.2</b> Students will practice goal setting and perseverance to complete learning tasks.
		<b>C M K.1.2.a</b> Explore the meaning of setting and achieving a classroom goal	<b>C M 01.1.2.a</b> Explore the meaning of setting a classroom goal, determining if it is achievable, and measuring if it has been met	<b>C M 02.1.2.a</b> Explore the meaning of setting and achieving a classroom goal while utilizing MPS S.M.A.R.T. Goal language (Specific, Measurable, Achievable, Real, Timed)	<b>C M 03.1.2.a</b> Understand the meaning and create an individual S.M.A.R.T. Goal using the MPS 3-5 S.M.A.R.T. Goal language (Specific, Measurable, Achievable, Real, Timed)	<b>C M 04.1.2.a</b> Create an individual S.M.A.R.T. Goal using the MPS 3-5 S.M.A.R.T. Goal language (Specific, Measurable, Achievable, Real, Timed), monitor progress, and determine success in meeting the goal	<b>C M 05.1.2.a</b> Create an individual S.M.A.R.T. Goal using the MPS 3-5 S.M.A.R.T. Goal language (Specific, Measurable, Achievable, Real, Timed), monitor progress, and determine success in meeting the goal
<b>Social Skills</b>	<b>C M PK.1.3</b> Students will create relationships with adults that support success.	<b>C M K.1.3</b> Students will create peer and adult relationships that support success.	<b>C M 01.1.3</b> Students will create peer and adult relationships that support success.	<b>C M 02.1.3</b> Students will create peer and adult relationships that support success.	<b>C M 03.1.3</b> Students will create peer and adult relationships that support success.	<b>C M 04.1.3</b> Students will create and sustain peer and adult relationships that support academic success.	<b>C M 05.1.3</b> Students will create and sustain peer and adult relationships that support academic success.

**K-12 Comprehensive Standard 1:**  
Students will acquire the knowledge and skills that contribute to positive engagement and meaningful learning in school and throughout life.

**Grade/Course Level Standards**

<b>Category</b>	<b>Grade 5</b>	<b>Grades 6-8</b>	<b>Academic Seminar 8</b>	<b>Grades 9-12</b>	<b>Academic Seminar</b>
<b>Learning Strategies</b>	<b>C M 05.1.1</b> Students will identify and apply time management, organizational, and study skills.	<b>C M 08.1.1</b> Students will gather evidence and consider multiple perspectives to make informed decisions.	<b>C M AS 8.1.1</b> Students will recognize perspectives by examining stereotypes and cultural differences related to career choices.	<b>C M 12.1.1</b> Students will gather evidence and consider multiple perspectives to make informed decisions.	<b>C M AS 12.1.1</b> Students will analyze perspectives by recognizing stereotypes and cultural differences related to career choices.
<b>Self-Management Skills</b>	<b>C M 05.1.2</b> Students will practice goal setting and perseverance to complete learning tasks.	<b>C M 08.1.2</b> Students will identify long and short term academic, career, and social/emotional goals.	<b>C M AS 08.1.2</b> Students will establish an academic plan for achieving their career goals.	<b>C M 12.1.2</b> Students will identify long and short term academic, career, and social/emotional goals.	<b>C M AS 12.1.2</b> Students will establish an academic plan for achieving their career goals.
	C M 05.1.2.a Create an individual S.M.A.R.T. Goal using the MPS 3-5 S.M.A.R.T. Goal language (Specific, Measurable, Achievable, Real, Timed), monitor progress, and determine success in meeting the goal	C M 08.1.2.a Create S.M.A.R.T. Goals using the MPS 6-8 S.M.A.R.T. Goal language (Specific, Measurable, Achievable, Real, Timed) as defined in the Middle School Personal Learning Plan expectations		C M 12.1.2.a Create S.M.A.R.T. Goals using the MPS 9-12 S.M.A.R.T. Goal language (Specific and Strategic, Measurable, Attainable, Results-Oriented, Time-bound) as defined in the High School Personal Learning Plan expectations	
		C M 08.1.2.b Explore and apply time-management, organizational, and study skills	C M AS 08.1.2.a Practice strategies for academic success (e.g. being prepared, meeting deadlines, note taking etc.)	C M 12.1.2.b Explore and apply time-management, organizational, and study skills	C M AS 12.1.2.a Practice strategies for academic success (e.g. test preparation, test-taking strategies, create patterns and mental models, address complex problems and issues etc.)
		C M 08.1.2.c Participate in enrichment and extracurricular activities		C M 12.1.2.c Participate in enrichment and extracurricular activities	



<b>Self-Management Skills</b>				C M 12.1.2.d Apply self-motivation and self-direction to learning	C M AS 12.1.2.b Cultivate a growth mindset (e.g., goal setting, recognizing incremental success, etc.)
		C M 08.1.2.d Set high standards of academic performance and rigor		C M 12.1.2.e Set high standards of academic performance and rigor	
		C M 08.1.2.e Establish and execute plans to completion and persevere when faced with setbacks (CCR M 8.4 H)		C M 12.1.2.f Establish, monitor, and adjust plans to completion and persevere when faced with setbacks	
		C M 08.1.2.f Demonstrate the ability to balance school, home, and community activities		C M 12.1.2.g Demonstrate the ability to balance school, home, and community activities	
		C M 8.1.2.g Demonstrate ability to work independently		C M 12.1.2.h Demonstrate ability to work independently	
<b>Social Skills</b>	<b>C M 05.1.3</b> <b>Students will create and sustain peer and adult relationships that support academic success.</b>	<b>C M 8.1.3</b> <b>Students will create and sustain peer and adult relationships to support academic success.</b>		<b>C M 12.1.3</b> <b>Students will create and sustain peer, adult, and community relationships that support academic and career success.</b>	
		C M 08.1.3.a Develop social and emotional skills in order to create and promote strong and fulfilling relationships with self and others	C M AS 8.1.3.a Practice responsible interactions with peers (e.g. assertiveness, active listening, group and social responsibility, ethical behaviors, controversial viewpoints, etc.)	C M 12.1.3.a Develop social and emotional skills in order to create and promote strong and fulfilling relationships with self and others	C M AS 12.1.3.a Interact responsibly with peers and others (e.g. assertiveness, active listening, group and social responsibility, ethical behaviors, controversial viewpoints, etc.)
				C M 12.1.3.b Use effective oral and written communication and listening skills	

**K-12 Comprehensive Standard 2:**

Students will apply the knowledge, attitudes, and interpersonal skills acquired to help them understand and respect self and others.

**Grade/Course Level Standards**

<b>Category</b>	<b>Preschool</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Learning Strategies</b>				<b>C M 02.2.1</b> Students will learn problem solving and decision making skills.	<b>C M 03.2.1</b> Students will expand problem solving and decision making skills.	<b>C M 04.2.1</b> Students will demonstrate critical thinking skills to make informed choices. (e.g., peers)	<b>C M 05.2.1</b> Students will demonstrate critical thinking skills to make informed choices. (e.g., peers)
<b>Self-Management Skills</b>	<b>C M PK.02.2</b> Students will practice self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M K.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M 01.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M 02.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M 03.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M 04.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M 05.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).
	<b>C M PK.2.3</b> Students will develop a positive attitude towards self.	<b>C M K.2.3</b> Students will develop a positive attitude towards self.	<b>C M 01.2.3</b> Students will develop a positive attitude towards self.	<b>C M 02.2.3</b> Students will develop a positive attitude towards self.	<b>C M 03.2.3</b> Students will demonstrate a positive attitude towards self.	<b>C M 04.2.3</b> Students will demonstrate a positive attitude towards self.	<b>C M 05.2.3</b> Students will demonstrate a positive attitude towards self.
<b>Social Skills</b>	<b>C M PK.2.4</b> Students will begin to learn and practice ways to cooperate.	<b>C M K.2.4</b> Students will learn and practice ways to cooperate.	<b>C M 01.2.4</b> Students will learn and practice ways to cooperate.	<b>C M 02.2.4</b> Students will learn and practice ways to cooperate.	<b>C M 03.2.4</b> Students will develop effective collaboration and cooperation skills.	<b>C M 04.2.4</b> Students will develop effective collaboration and cooperation skills.	<b>C M 05.2.4</b> Students will demonstrate effective collaboration and cooperation skills.
	<b>C M PK.2.4.a</b> Create positive relationships with other students	<b>C M K.2.4.a</b> Create positive relationships with other students	<b>C M 01.2.4.a</b> Develop positive relationships with other students	<b>C M 02.2.4.a</b> Maintain positive relationships with other students	<b>C M 03.2.4.a</b> Maintain positive relationships with others, including how to resolve conflicts	<b>C M 04.2.4.a</b> Maintain positive relationships with others, including how to resolve conflicts	<b>C M 05.2.4.a</b> Maintain positive and supportive relationships with others, including how to resolve conflict
			<b>C M 01.2.4.a</b> Understand how to show empathy towards others	<b>C M 02.2.4.a</b> Practice showing empathy towards others	<b>C M 03.2.4.b</b> Demonstrate empathy	<b>C M 04.2.4.b</b> Demonstrate empathy	<b>C M 05.2.4.b</b> Demonstrate empathy

**K-12 Comprehensive Standard 2:**

Students will apply the knowledge, attitudes, and interpersonal skills acquired to help them understand and respect self and others.

**Grade/Course Level Standards**

<b>Category</b>	<b>Grade 5</b>	<b>Grades 6-8</b>	<b>Academic Seminar 8</b>	<b>Grades 9-12</b>	<b>Academic Seminar</b>
<b>Learning Strategies</b>	<b>C M 05.2.1</b> Students will demonstrate critical thinking skills to make informed choices. (e.g., peers)	<b>C M 08.2.1</b> Students will demonstrate critical-thinking skills to make informed decisions. (e.g., multiple perspectives, respect, cooperative)		<b>C M 12.2.1</b> Students will demonstrate critical-thinking skills to make informed decisions. (e.g., multiple perspectives, respect, cooperative)	
<b>Self-Management Skills</b>	<b>C M 05.2.2</b> Students will demonstrate self-discipline and self-control (e.g., honest, dependable, safe, polite, cooperative, obedient).	<b>C M 08.2.2</b> Students will use self-advocacy skills (e.g., assert oneself, persistent, self-control, fair, polite, service).		<b>C M 12.2.2</b> Students will advocate for self and others (e.g., assert oneself, persistent, self-control, fair, polite, service).	
	<b>C M 05.2.3</b> Students will demonstrate a positive attitude towards self.	<b>C M 08.2.3</b> Students will practice the attributes of integrity, self-discipline, loyalty, and positive attitude.		<b>C M 12.2.3</b> Students will demonstrate the attributes of integrity, self-discipline, loyalty, and positive attitude.	
<b>Social Skills</b>	<b>C M 05.2.4</b> Students will demonstrate effective collaboration and cooperation skills.	<b>C M 08.2.4</b> Students will create and sustain positive and supportive relationships with peers and adults.		<b>C M 12.2.4</b> Students will create and sustain positive and supportive relationships with peers, adults, and community members.	
	C M 05.2.4.a Maintain positive and supportive relationships with others, including how to resolve conflict				
	C M 05.2.4.b Demonstrate empathy	C M 08.2.5.a Demonstrate empathy		C M 12.2.5.a Demonstrate empathy	

<b>Social Skills</b>		<b>C M 08.2.5</b> Students will use effective collaboration and cooperation skills. (e.g., dependable, self-control, fair, polite, conflict resolution)		<b>C M 12.2.5</b> Students will use effective collaboration and cooperation skills. (e.g., dependable, self-control, fair, polite, conflict resolution)	
		C M 08.2.5.a Use leadership and teamwork skills to work effectively in diverse teams. (e.g., conflict resolution)		C M 12.2.5.a Use leadership and teamwork skills to work effectively in diverse teams (e.g., conflict resolution)	

### K-12 Comprehensive Standard 3:

Students will demonstrate skills that promote positive wellbeing and personal success.

#### Grade/Course Level Standards

Category	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Learning Strategies	<b>C M PK.3.1</b> Students will begin to identify and express feelings appropriately.	<b>C M K.3.1</b> Students will identify and express feelings appropriately.	<b>C M 01.3.1</b> Students will identify and express feelings appropriately.	<b>C M 02.3.1</b> Students will manage and express feelings appropriately.	<b>C M 03.2.1</b> Students will manage and express feelings appropriately.	<b>C M 04.2.1</b> Students will identify signs of stress and demonstrate effective coping skills.	<b>C M 05.2.1</b> Students will understand the impact of stress and difficult life events on personal wellbeing.
	<b>C M PK.3.2</b> Demonstrate creativity (e.g., open to new ideas).	<b>C M K.3.2</b> Demonstrate creativity (e.g., open to new ideas).	<b>C M 01.3.2</b> Demonstrate creativity (e.g., be open to new ideas).	<b>C M 02.3.2</b> Demonstrate creativity and innovation. (e.g., open to new ideas).	<b>C M 03.3.2</b> Demonstrate creativity and innovation (e.g., open to new ideas, be creative for a purpose).	<b>C M 04.3.2</b> Demonstrate creativity and innovation (e.g., open to new ideas, be creative for a purpose).	<b>C M 05.3.2</b> Demonstrate creativity and innovation (e.g., open to new ideas, be creative for a purpose).
	<b>C M PK.3.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M K.3.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M 01.3.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M 02.3.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M 03.3.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M 04.3.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M 05.5.3</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).
Self-Management Skills	<b>C M PK.3.4</b> Students will begin to learn personal safety skills that promote a healthy wellbeing.	<b>C M K.3.4</b> Students will learn personal safety skills that promote a healthy wellbeing.	<b>C M 01.3.4</b> Students will understand the importance of setting boundaries to protect personal rights and privacy.	<b>C M 02.3.4</b> Students will understand the importance of setting boundaries to protect personal rights and privacy.	<b>C M 03.3.4</b> Students will demonstrate the ability to set boundaries and make healthy choices.	<b>C M 04.3.4</b> Students will demonstrate the ability to balance school, home, and activities.	<b>C M 05.3.4</b> Students will demonstrate the ability to balance school, home, and activities.

Social Skills					<b>C M 03.3.5</b> <b>Students will recognize the significance of healthy relationships on their lives.</b>	<b>C M 04.3.5</b> <b>Students will recognize the significance of healthy relationships on their lives.</b>	<b>C M 05.3.5</b> <b>Students will recognize the significance of healthy relationships on their lives.</b>
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**K-12 Comprehensive Standard 3:**  
Students will demonstrate skills that promote positive wellbeing and personal success.

**Grade/Course Level Standards**

<b>Category</b>	<b>Grade 5</b>	<b>Grades 6-8</b>	<b>Academic Seminar 8</b>	<b>Grades 9-12</b>	<b>Academic Seminar</b>
<b>Learning Strategies</b>	<b>C M 05.3.1</b> Students will understand the impact of stress and difficult life events on personal wellbeing.	<b>C M 08.3.1</b> Students will practice methods to regulate emotions.		<b>C M 12.3.1</b> Students will apply methods to regulate emotions.	
	<b>C M 05.3.2</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment (e.g., hobbies, extracurricular activities).	<b>C M 08.3.2</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment.		<b>C M 12.3.2</b> Students will seek and pursue interests for personal development, enjoyment, and fulfillment.	
		<b>C M 08.3.3</b> Students will practice critical-thinking skills to make informed decisions related to personal wellbeing and success.		<b>C M 12.3.3</b> Students will apply critical-thinking skills to make informed decisions related to personal wellbeing and success.	
	<b>C M 05.3.3</b> Demonstrate creativity and innovation (e.g., open to new ideas, be creative for a purpose).	<b>C M 08.3.4</b> Students will demonstrate creativity and innovation (e.g, developing and idea, creating a plan, producing a result).		<b>C M 12.3.4</b> Students will demonstrate creativity and innovation (e.g., curb the creative process, implementation, constraints, timelines).	
<b>Self-Management Skills</b>	<b>C M 05.3.4</b> Students will demonstrate the ability to balance school, home, and activities.	<b>C M 08.3.5</b> Students will demonstrate ability to be responsible for oneself.		<b>C M 08.3.5</b> Students will demonstrate ability to be responsible for oneself.	
		<b>C M 08.3.5.a</b> Explore and demonstrate personal safety and coping skills		<b>C M 12.3.5.a</b> Demonstrate personal safety and coping skills	

<b>Self-Management Skills</b>		C M 08.3.5.b Understand risky and/or dangerous behaviors and know when/where to seek help		C M 12.3.5.b Understand risky and/or dangerous behaviors, know when to seek help and advocate for healthy social practices	
		C M 08.3.5.c Explore and develop the attributes of integrity, self-discipline, and positive attitude (CCR M 8.4.F)		C M 12.3.5.c Develop the attributes of integrity, self-discipline, and positive attitude (CCR M 12.4.F)	
		<b>C M 08.3.6</b> <b>Students will advocate for personal wellbeing and success.</b>		<b>C M 12.3.6</b> <b>Students will advocate for personal wellbeing and success.</b>	
<b>Social Skills</b>	<b>C M 05.3.5</b> <b>Students will recognize the significance of healthy relationships on their lives.</b>	<b>C M 08.3.7</b> <b>Students will examine the impact of positive and negative relationships on their lives.</b>		<b>C M 12.3.7</b> <b>Students will evaluate the positive and negative relationships to maintain personal wellbeing and success.</b>	



**K-12 Comprehensive Standard 4:**

Students will plan for and make successful transitions within school levels and from school to post-secondary education and/or the world of work.

**Grade/Course Level Standards**

<b>Category</b>	<b>Preschool</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Learning Strategies</b>	<b>C M PK.4.1</b> Students will acquire social and pre-academic skills necessary for a successful transition to kindergarten.	<b>C M K.4.1</b> Students will acquire academic skills necessary for a successful transition throughout elementary school.	<b>C M 01.4.1</b> Students will acquire academic skills necessary for a successful transition throughout elementary school.	<b>C M 02.4.1</b> Students will acquire academic skills necessary for a successful transition throughout elementary school.	<b>C M 03.4.1</b> Students will acquire academic skills necessary for a successful transition throughout elementary school.	<b>C M 04.4.1</b> Students will acquire academic skills necessary for a successful transition throughout elementary school.	<b>C M 05.4.1</b> Students will acquire academic and cognitive skills necessary for a successful transition to middle school.
<b>Self-Management Skills</b>	<b>C M PK.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M K.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M 01.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M 02.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M 03.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M 04.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M 05.4.2</b> Students will adapt to changing situations and responsibilities.
<b>Social Skills</b>		<b>C M K.4.3</b> Students will maintain relationships that support transitions (e.g., the value of friendships, extracurricular activities).	<b>C M 01.4.3</b> Students will maintain relationships that support transitions (e.g., the value of friendships, extracurricular activities).	<b>C M 02.4.3</b> Students will maintain relationships that support transitions (e.g., the value of friendships, extracurricular activities).	<b>C M 03.4.3</b> Students will maintain relationships that support transitions (e.g., the value of friendships, extracurricular activities).	<b>C M 04.4.3</b> Students will maintain relationships that support transitions (e.g., the value of friendships, extracurricular activities).	<b>C M 05.4.3</b> Students will maintain relationships that support transitions (e.g., the value of friendships, extracurricular activities).

**K-12 Comprehensive Standard 4:**  
Students will plan for and make successful transitions within school levels and from school to post-secondary education and/or the world of work.

**Grade/Course Level Standards**

<b>Category</b>	<b>Grade 5</b>	<b>Grades 6-8</b>	<b>Academic Seminar 8</b>	<b>Grades 9-12</b>	<b>Academic Seminar</b>
<b>Learning Strategies</b>	<b>C M 05.4.1</b> Students will acquire academic and cognitive skills necessary for a successful transition to middle school.	<b>C M 08.4.1</b> Students will use critical-thinking skills to make academic decisions.	<b>C M AS 08.4.1</b> Students will analyze the impact of their academic performance on their future (e.g. GPA, rigorous courses, etc.).	<b>C M 12.4.1</b> Students will engage in challenging coursework to prepare for postsecondary plans.	<b>C M AS 12.4.1</b> Students will engage in personal academic challenge.
		<b>C M 08.4.2</b> Students will identify community, curricular, and co-curricular activities to develop interests and abilities.		<b>C M 12.4.2</b> Identify community, curricular, and co-curricular activities to develop interests and abilities	
		<b>C M 08.4.3</b> Students will explore post-secondary options consistent with interests and achievements.	<b>C M AS 08.4.2</b> Students will explore career options through the Nebraska Career Education Model and recognize personal career interest by completing the Career Interest Inventory.	<b>C M 12.4.3</b> Identify and use resources to explore post-high school options consistent with interests achievements, and aptitude.	
			<b>CM AS 08.4.2.a</b> Recognize credentials needed for career pathways (schooling, training, experience, etc.).		
<b>Self-Management Skills</b>		<b>C M 08.4.4</b> Students will demonstrate ability to assume responsibility, self-discipline, work independently and self-control.	<b>C M AS 08.4.3</b> Students will develop strategies to strengthen perseverance for academic success (e.g. breaking down tasks into incremental steps, seek academic support).	<b>C M 12.4.4</b> Students will demonstrate perseverance to achieve long- and short-term goals to prepare for the future.	

<b>Self-Management Skills</b>	<b>C M 05.4.2</b> Students will adapt to changing situations and responsibilities.	<b>C M 08.4.5</b> Students will demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.		<b>C M 12.4.5</b> Students will demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	
<b>Social Skills</b>		<b>C M 08.4.6</b> Students will create and maintain relationships with adults who support transitions.		<b>C M 12.4.4</b> Students will create and maintain relationships with adults who support transitions.	
	<b>C M 05.4.3</b> Students will maintain relationships that support transitions. (e.g., the value of friendships, extracurricular activities)	<b>C M 08.4.7</b> Students will maintain relationships that support transitions. (e.g., the value of friendships, extracurricular activities)		<b>C M 12.4.5</b> Students will maintain relationships that support transitions. (e.g., the value of friendships, extracurricular activities)	

**K-12 Comprehensive Standard 5:**

Students will investigate the world of work in relation to knowledge of self and make informed career decisions.

**Grade/Course Level Standards**

<b>Category</b>	<b>Preschool</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Learning Strategies</b>	<b>C M PK.5.1</b> Students will learn about and recognize a variety of jobs in the community.	<b>C M K.5.1</b> Students will learn about and recognize a variety of career pathways.	<b>C M 01.5.1</b> Students will learn about and recognize a variety of career pathways.	<b>C M 02.5.1</b> Students will learn about and recognize a variety of career pathways.	<b>C M 03.5.1</b> Students will evaluate how various career pathways connect to personal strengths and self-knowledge.	<b>C M 04.5.1</b> Students will evaluate how various career pathways connect to personal strengths and self-knowledge.	<b>C M 05.5.1</b> Students will locate and evaluate career information and connect to future short term and long term career goals.
<b>Self-Management Skills</b>	<b>C M PK.5.2</b> Students will begin to understand how working at school is a student's job.	<b>C M K.5.2</b> Students will describe how working at school is a student's job.	<b>C M 01.5.2</b> Students will demonstrate a positive attitude towards work and school.	<b>C M 02.5.2</b> Students will describe the relationship between school tasks and skills that are necessary for success in a career.	<b>C M 03.5.2</b> Students will describe the relationship between school tasks and skills that are necessary for success in a career.	<b>C M 04.5.2</b> Students will understand the relationship between education, training, and the world of work.	<b>C M 05.5.2</b> Students will understand the relationship between education, training, and the world of work.
<b>Social Skills</b>					<b>C M 03.5.3</b> Students will develop leadership and teamwork skills to work effectively in diverse teams.	<b>C M 04.5.3</b> Students will develop leadership and teamwork skills to work effectively in diverse teams.	<b>C M 05.5.3</b> Students will develop leadership and teamwork skills to work effectively in diverse teams.

**K-12 Comprehensive Standard 5:**

Students will investigate the world of work in relation to knowledge of self and make informed career decisions.

**Grade/Course Level Standards**

<b>Category</b>	<b>Grade 5</b>	<b>Grades 6-8</b>	<b>Academic Seminar 8</b>	<b>Grades 9-12</b>	<b>Academic Seminar</b>
<b>Learning Strategies</b>	<b>C M 05.5.1</b> Students will locate and evaluate career information and connect to future short term and long term career goals.	<b>C M 08.5.1</b> Students will apply career information and connect to future short term and long term career goals.	<b>C M AS 08.5.1</b> Students will apply career information and connect to future short term and long term career goals.	<b>C M 12.5.1</b> Students will evaluate career information and connect to future short term and long term career goals.	<b>C M AS 12.5.1</b> Students will evaluate career information and connect to future short term and long term career goals.
		C M 08.5.1.a Gather evidence and consider multiple perspectives to make informed career decisions	C M AS 08.5.1.a Explore career clusters and pathways to recognize employment opportunities and preparation needed	C M 12.5.1.a Make career choices based on interest inventories, aptitude tests, internships, and career exploration	C M 12.5.1.a Create high school academic plans and postsecondary plans to support career goals
			C M AS 08.5.1.b Identify high school courses that align with each career pathway		
			C M AS 08.5.1.c Make career choices, academic plans, and career plans based on inventories and aptitudes		
		C M 08.5.1.b Complete the 6-8 Personal Learning Plan (PLP) according to guidelines and expectations	C M 8.5.1.d Utilize the reflection tools within the Personal Learning Plan (PLP) to identify short and long term goals related to academic planning	C M 12.5.1.b Complete the 9-12 Personal Learning Plan (PLP) according to guidelines and expectations	C M 12.5.1.b Utilize the reflection tools within the Personal Learning Plan (PLP) to identify short and long term goals related to academic planning
	<b>C M 05.5.2</b> Students will understand the relationship between education, training, and the world of work.	<b>C M 05.5.2</b> Students will examine the relationship between education, training, and the world of work.		<b>C M 05.5.2</b> Students will examine the relationship between education, training, and the world of work.	

<b>Social Skills</b>	<b>C M 05.5.3</b> Students will develop leadership and teamwork skills to work effectively in diverse teams.	<b>C M 08.5.3</b> Students will demonstrate social maturity and behaviors appropriate to the situation and career environment.	<b>C M AS 08.5.3</b> Students will demonstrate social maturity and behaviors appropriate to the situation and career environment.	<b>C M 12.5.3</b> Students will demonstrate social maturity and behaviors appropriate to the situation and career environment.	
			C M AS 08.5.3.a Practice job seeking skills such as completing applications and interviews	C M 12.5.3.a Use effective oral and written communication skills and listening skills as it relates to career readiness	
				C M 12.5.4.b Demonstrate the ability to disagree with a team member without causing personal offense (CCR M 12.3.D)	
		<b>C M 08.5.4</b> Students will develop relationships with adults to support career exploration.			

## Appendix

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## 6-8 Proposed Course Change

8<sup>th</sup> Grade Proposed Course Changes

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
<b>Career Planning</b> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade</li> <li>• Required Hexter</li> </ul>	<b>Academic Seminar 8</b> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade</li> <li>• Required Hexter</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that the Millard Counseling Standard and Indicators are taught</li> <li>• Moved from Family and Consumer Sciences Framework due to the alignment to the Millard Counseling Standards and Indicators</li> <li>• Course content revised to include strategies for academic success, transition to high school and career preparation and planning</li> </ul>

## 6-8 Proposed Course Description

8<sup>th</sup> Grade Proposed Course Description

### XXXX ACADEMIC SEMINAR 8

**1 Hexter**

Course Description: Students will explore their way to success! They will determine how to challenge themselves academically while they are in middle school and as they transition into high school. This course will assist in building intellectual and career capacity while reflecting and refining work habits, further developing strategies for perseverance, and exploring the Nebraska Career Education Model in order to create their four-year plan for high school and beyond.



## 9-12 Course Update

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Academic Seminar <ul style="list-style-type: none"> <li>• 9-12</li> <li>• Elective Semester</li> </ul>		<ul style="list-style-type: none"> <li>• Ensures that the Millard Counseling Standards and Indicators are taught</li> <li>• Previously approved course now included in the Counseling Framework due to alignment with Millard Counseling Standards and Indicators</li> <li>• Embeds the course within this Counseling Framework which allows updates according to future curriculum cycle reviews</li> </ul>

## 9-12 Course Description

### PD80 ACADEMIC SEMINAR

**5 Credits**

Course Description: This elective course is for motivated students who want the challenge of a rigorous course and are concerned about taking an academic risk. Academic Seminar provides the opportunity to refine work habits and attitudes necessary for success while enrolled in a course that is the student's personal academic stretch. The course will focus on strengthening and applying critical reading, vocabulary, writing, and mathematical reasoning while improving organizational, time management, and study skills, developing test taking skills and strategies (ACT, state, course assessments), and practicing effective decision making and self-advocacy strategies. Students will diagnose their individual needs while setting, measuring, and attaining S.M.A.R.T. Goals related to academic improvement. The course includes customized support and advisement from instructors and peer tutors. Along with external support, the student will self-monitor work habits and academic progress in all courses.

**Prerequisites:** An application process to be completed through the High School Counseling Office. Participation in this course is limited to on time and must be taken concurrently with at least one other course that requires increased academic rigor so that techniques learned in this course can be immediately applied outside of this course.