

South Brunswick School District



School Counseling Parent Guide Grades K-12

District Mission

The South Brunswick School District will prepare students to be lifelong learners, critical thinkers, effective communicators and wise decision makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) and/or the Common Core State Standards (CCSS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.

~Adopted 8.22.11

Aligned with ASCA and NJCCCS

Annual Board Approval of School Counseling Program

August 2016



This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all programs including those for Special Education, English Language Learners, At-Risk Students and Gifted and Talented Students in accordance with Board of Education Policy.

Note to Parents

The curriculum guide you are about to enter is just that, a guide.

Teachers use this document to steer their instruction and to ensure continuity between classes and across levels. It provides guidance to the teachers on what students need to know and able to do with regard to the learning of a particular content area.

The curriculum is intentionally written with some “spaces” in it so that teachers can add their own ideas and activities so that the world language classroom is personalized to the students.

Acknowledgments

We are appreciative of the leadership provided by our curriculum supervisors and specialists as well as the talent, work and effort of the teachers who served on our curriculum writing teams. In many cases, our units are “home-grown.” While aligning with state and national standards, they are designed with the needs of the South Brunswick student population in mind.



Our children are a living message we send to a time we will not see.

Introduction

Comprehensive Guidance & Counseling Program

There is a critical need for educational programs that comprehensively integrate the skills and knowledge that will develop productive citizens for the 21st century. In our changing global society, we need a process for students, educators, and community members to clarify thinking, to identify what graduates need to know and be able to do, and to set goals for education.

An effective developmental and comprehensive school counseling program provides a solid framework for ensuring that our students are well prepared to meet the academic, social/emotional and career challenges presented to them. This program intends to support students in meeting academic standards, assist in providing a safe and secure environment for learning, reduce dangerous and counterproductive risk taking behaviors, and enhance student resiliency. Partnerships among counselors, teachers, administrators, parents, students, and the community at large are necessary to implement this program to its full extent. Through partnerships, we can create proactive, preventive, developmental programs that will benefit all students. The counselor is not the program. However, trained professional counselors have the skills to facilitate and coordinate these partnerships for the academic and social growth of children, youth, and adults.

With a comprehensive developmental school counseling program and curriculum in place, along with the active support and cooperation of all stakeholders, South Brunswick students will improve their study skills, direct their emotions and behaviors to develop positive interpersonal relations, and build cooperative learning and work skills.



Mission/Philosophy

The South Brunswick School District Guidance and Counseling Program supports student achievement through a comprehensive and developmentally appropriate program that addresses the academic, career, and personal/social growth of all students. In partnership with students, staff, parents/guardians and the community, school counselors facilitate and assess the effectiveness of the program to assist all students in acquiring the competencies needed for constructive participation in society.

The intent of this guide is to provide counselors and administrators with an overview and definition of comprehensive counseling and guidance programs and the tools and resources necessary to implement them.

Belief Statements

The South Brunswick School District Guidance and Counseling Program is based upon the beliefs that:

- All students can learn and achieve.
- A comprehensive guidance and counseling program promotes academic, career and personal/social development for every student.
- Teaching and supporting personal/social development enhances academic success and personal growth.
- Structuring and aligning the program to be developmentally responsive at all levels of the school system will best support student success.
- Clearly defined outcomes are required for an effective delivery system, taking into consideration national and state standards and the requirements of New Jersey Administrative Code.
- Students should be provided opportunities to develop life skills that are necessary for life-long career and personal success.
- Fostering the involvement of parents, staff and community members as supportive, collaborative advocates for students enhances effectiveness.
- Ongoing assessment is important to the long-term success of the program.
- Student success is enhanced by staff who continually expand their knowledge base to ensure that their professional services, programs and interpersonal interactions are respectful and responsive within the context of all diverse needs to include, but not limited to, race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, social or economic status, or disability/liability.
- All staff will exhibit appropriate ethical behavior and adhere to legal parameters in all activities, personal and professional, connected to their role in the South Brunswick School District system.
- Counselors are committed to continuous professional improvement and renewal.
- A comprehensive counseling and guidance program is achieved through a collaborative partnership of counselors, administrators, teachers, school psychologists and social workers, students, families, and community members.

OVERVIEW

Comprehensive Guidance & Counseling Program

Program Delivery

The South Brunswick Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the schools to assist pupils in making and implementing informed educational and occupational choices including academic, career, and personal/social development. As such, the Board employs certified staff members at each level of the organization to provide a wide-range of counseling and guidance services based upon student need.

Counselors assist students in personal growth through development of educational planning, self-awareness, collection, interpretation and utilization of data, setting of goals, decision-making, implementation of career plans and evaluation of personal and career goals. The Guidance and Counseling Program seeks to support the Board of Education's Mission Statement and district goals.

Below is the program delivery model that is in place in the South Brunswick School District.

- **Elementary School**

The Elementary School Counselor provides school services designed to promote student success in academics and life skills. These services include facilitating intervention and referral for services, coordinating a unified character education program, delivering direct instruction of the Health Education curriculum, serving as, or supporting, the school's Harassment, Intimidation, and Bullying (HIB) Specialist, and providing support to parents and staff, as well as individual students.

- **Middle School**

Each middle school is served by two school counselors. Counselors at the middle school level take lead roles in teaching students about career education and the 16 career clusters of the States' Career Clusters Initiative. They teach students anti-bullying lessons and lessons about sexual harassment. The counselors at this level help students make the transition from elementary school to middle school and assist them with their course selection for the high school. They work with students individually and in small groups on social, emotional and academic issues.

- **High School:**

The South Brunswick High School counseling department is designed to meet the individual needs of our diverse student body by the implementation of age appropriate counseling strategies and the introduction of information that allows students to achieve their goals and reach their full potential. The high school counselors provide a multitude of services including: individual and group counseling, promoting the school's core ethical values and character education, participating in the Student Support Team, classroom instruction on Naviance to facilitate career awareness, individualized four-year academic planning, and serving as the school's Harassment, Intimidation, and Bullying (HIB) specialist. The South Brunswick High School counselors bridge the gap between the home and school environment in order to promote a cohesive and unified support system for each student.

OVERVIEW

Comprehensive Guidance & Counseling Program

Program Components

The comprehensive developmental guidance and counseling program components organize the work of counselors into four major components: guidance curriculum, individual planning, responsive services, and system support.

The **guidance curriculum** component includes structured experiences presented systematically through large- and small-group activities from prekindergarten through grade twelve. The curriculum emphasizes decision-making, self-understanding, career development, and the improvement of study skills.

The **individual planning** component includes counseling activities to assist all students in planning, monitoring, and managing their own academic achievement as well as their personal and career development. Individual planning emphasizes test interpretation and educational counseling including postsecondary and career planning.

The **responsive services** component addresses the immediate needs and concerns of students. Such services include personal counseling; crisis counseling; agency referral; consultation with parents, teachers, and other professionals; and support groups.

The **system support** component includes indirect guidance management activities that maintain and enhance the total guidance and counseling program. The responsibilities of guidance counselors in this component encompass staff and community relations, special research projects, committees, professional development, and student-support teams.

Enduring Understandings: Tenets of Responsibility (ASCA)

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

OVERVIEW

Comprehensive Guidance & Counseling Program

Standards

The South Brunswick counseling program is based on national standards for school counseling programs as well as State core curriculum standards.

- American School Counselor Association (ASCA) Ethical Standards for School Counselors of the American School Counselor Association at <http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>
- NJ State Department of Education Core Curriculum Content Standards (NJCCCS) at www.state.nj.us/education/cccs
 - Health Education NJCCCS
 - 21st Century Life and Career NJCCCS
 - Technology Education NJCCCS

The New Jersey Core Curriculum Content Standards Relevant to School Counseling Programs

Standard 2.1 Wellness

All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle

Standard 2.2 Integrated Skills

All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle

Standard 2.3 Drugs and Medicines

All students will learn and apply information about alcohol, tobacco, other drugs, and medicines to make decisions that support a healthy, active lifestyle

Standard 2.4 Human Relationships and Sexuality

All students will learn the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy active lifestyle

Standard 9.1 Career and Technical Education

All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace

Standard 9.2 Consumer, Family and Life Skills

All students will demonstrate critical life skills in order to be functional members of society

ASCA NATIONAL STANDARDS FOR STUDENTS

American School Counseling Association

LEARNING TO LIVE: PERSONAL SOCIAL DEVELOPMENT

Focus: *Becoming aware of who I am and how I interact effectively with others*

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

LEARNING TO LEARN: ACADEMIC DEVELOPMENT

Focus: *Achieving academic success, aspiring to the highest level of student achievement, acquiring skills for life-long learning*

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

LEARNING TO EARN: CAREER DEVELOPMENT

Focus: *Becoming aware of life/career choices, planning for work after school, reaching life/career potential to become a satisfied worker and earn a satisfying living throughout life*

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

THE NATIONAL CAREER DEVELOPMENT GUIDELINES

- | | |
|-----------------|---|
| Competency 1 – | Knowledge of the importance of self-concept |
| Competency 2 – | Skills to interact with others |
| Competency 3 – | Awareness of the importance of change and growth |
| Competency 4 – | Awareness of the benefits of educational achievement |
| Competency 5 – | Awareness of the relationship between work and learning |
| Competency 6 – | Skills to understand and use career information |
| Competency 7 – | Awareness of the importance of personal responsibility and good work habits |
| Competency 8 – | Awareness of how work relates to the needs and functions of society |
| Competency 9 – | Understanding of how to make decisions |
| Competency 10 – | Awareness of the interrelationship of life roles |
| Competency 11 – | Awareness of different occupations |
| Competency 12 – | Awareness of the career planning process |

21st Century Connections

8.1 Technology (Education Technology)
9.1 The 21st Century Life & Career Skills
9.3 Career Awareness, Exploration, Preparation
9.4 Career Clusters
Character Education (Core Values)

Resources

- ASCA Standards
- NJCCC Standards
- Health Education Curriculum
- 21st Century Curriculum
- Naviance
- Responsive Classroom K-5 Character Education Program
- Developmental Designs 6-8 Character Education Program
- Strive for Five 9-12 Character Education Program (based on the Institute for Excellence and Ethics or IEE)

ROLES AND RESPONSIBILITIES
Comprehensive Guidance & Counseling Program

ASCA ROLE STATEMENT

There is no substitute for school counselors as managers of school culture and of student development outcomes (academic, career, personal/social). When national, state, or local mandates overlook or underestimate the importance of the school counselor managing a comprehensive counseling and guidance program, the net result is that students ultimately will be underserved and their full potential will be underdeveloped. Effective school counselors are uniquely able to work with all students because they are specialists in human behavior and relationships. According to ASCA Role Statement, 2000-2001, there are four primary interventions that school counselors are expected to use, and for which they alone have specific and adequate training.

Components	Role of the School Counselor
<p>Guidance Curriculum: Provides guidance content in a systematic way to all students.</p>	<ul style="list-style-type: none"> ● Structured: <i>Facilitate the developmental guidance curriculum, e.g., large group.</i> ● Classroom: <i>Assist or team with faculty in teaching activities related to personal/social development, academic development, and career development.</i>
<p>Individual Planning: Helps students monitor and understand their own development.</p>	<ul style="list-style-type: none"> ● Conferences: <i>Guide individuals and groups of students through the development of educational, career, and personal plans; this includes post-secondary planning.</i> ● Coordinate: <i>Coordinate parent participation in the student individual planning.</i> ● Monitor: <i>Assist students in the implementation of plans and next step planning. Coordinate parent/family participation in reviewing plans.</i> ● Assessment: <i>Interpret test and other appraisal results appropriately.</i>
<p>Responsive Services: Addresses immediate concerns of students.</p>	<ul style="list-style-type: none"> ● Counseling: <i>Counsel with students individually about their concerns using accepted theories and techniques appropriate to school counseling.</i> ● Small Groups: <i>Conduct structured, goal oriented groups to meet student's needs for learning.</i> ● Referral: <i>Use an effective referral process to help students; families, and others use special programs and services.</i> ● Coordinate: <i>Coordinate and partnership with school and community personnel to bring together resources for students and families.</i> ● Consultation: <i>Conference with parents, faculty, administrators, and other relevant individuals to improve student achievement.</i>
<p>System Support: Includes program and staff support activities and leadership.</p>	<ul style="list-style-type: none"> ● Program Leadership: <i>Plan, implement, and evaluate annually the building guidance program.</i> ● Leadership/Participation: <i>Assessment program, school improvement, and staff development.</i> ● Consultation: <i>Coordinate, conduct, or participate in school improvement initiatives. Partnership with resources to improve school achievement.</i>

Elementary School Counselor

Primary Functions

An elementary counselor provides a comprehensive, developmental guidance and counseling program for students in grades K-5. The counselor structures activities to meet the needs of her/his assigned caseload; consults with teachers, staff, and parents to enhance their effectiveness in helping students; and works in conjunction with school staff to promote the other elementary school educational programs.

Major Professional Responsibilities with Key Duties

<p>1. Work with teachers and parents to meet the needs of students through the development of academic, personal, social, and career awareness activities.</p>	<p><i>Provide orientation activities for students new to the school; facilitate orientation programs for parents and students and assist students in transition from elementary school to middle school. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness and career exploration.</i></p>
<p>2. Implement the elementary counseling curriculum, with the cooperation and collaboration of faculty and staff.</p>	<p><i>Develop and work with teachers to deliver developmentally sequenced counseling activities in the classroom in cooperation with school administrators and teachers. Facilitate the infusion of counseling activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.</i></p>
<p>3. Counsel small groups.</p>	<p><i>Conduct structured, goal-oriented counseling sessions to meet the identified needs of groups of small groups of students. Session topics at the elementary level may include self-awareness, self-identity, academic issues, behavior patterns, peer problems, family issues, child abuse prevention, decision-making, and substance abuse prevention, among others.</i></p>
<p>4. Counsel students individually.</p>	<p><i>Work with students on personal, social, or academic problems. Problem resolution may be reached after one session, or students may need to be seen on an ongoing basis and then referred for more long-term support.</i></p>
<p>5. Consult with teachers, staff, and parents regarding developmental needs of students.</p>	<p><i>Participate in group consultation with administrators, teachers, parents, and others to improve student academic achievement and social/emotional development; conduct professional development programs for faculty; conduct and facilitate conferences with teachers, students, and parents; and conduct or provide opportunities for parent education programs; and assist families with problems impacting their child's ability to function in school.</i></p>
<p>6. Refer students with critical needs, in consultation with their parents, to appropriate community resources.</p>	<p><i>Consult and coordinate with in-district professionals and community agencies, such as school social workers, psychologists, nurses, administrators, community-based counselors, service agencies, juvenile court liaisons, and physicians. Use an effective referral process for assisting students and others to use special programs and services.</i></p>
<p>7. Coordinate, conduct, or participate in activities, which contribute to the effective operation of the school.</p>	<p><i>Establish effective liaisons with all grade levels; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs; and participate with the administration and faculty as a team member in the implementation of the district testing program in relation to the school improvement plan.</i></p>

<p>8. Ensure accessibility of all programs for all students.</p>	<p><i>Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted education; and promote personalizing education for all students.</i></p>
<p>9. Evaluate and revise the building guidance program.</p>	<p><i>Review the school-counseling program at least annually with staff and administration. Using the appropriate program evaluation tools, review and modify the program components.</i></p>
<p>10. Pursue professional growth.</p>	<p><i>Attend state and local staff development programs; join professional organizations; read professional journals; attend relevant workshops and conferences sponsored by the district, county, state, and/or national organizations.</i></p>

Middle School Counselor

Primary Functions

A middle school counselor provides a comprehensive, developmental guidance and counseling program for students in grades 6- 8. The counselor structures activities to meet the needs of her/his assigned caseload; consults

with teachers, staff, and parents to enhance their effectiveness in helping students; and works in conjunction with school staff to promote the other middle school/junior high school educational programs.

Major Professional Responsibilities with Key Duties

<p>1. Work with teachers and parents to meet the needs of students through the development of academic, personal, social, and career awareness activities.</p>	<p><i>Provide orientation activities for students new to the school; facilitate orientation programs for parents and students and assist students in transition from middle school to high school. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness and career exploration.</i></p>
<p>2. Implement the middle school counseling curriculum, with the cooperation and collaboration of faculty and staff.</p>	<p><i>Develop and work with teachers to deliver developmentally sequenced counseling activities in the classroom in cooperation with school administrators and teachers. Facilitate the infusion of counseling activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.</i></p>
<p>3. Counsel small groups.</p>	<p><i>Conduct structured, goal-oriented counseling sessions to meet the identified needs of groups of small groups of students. Session topics at the middle school level may include self-concept, self-identity, academic issues, attendance and behavior patterns, conflict resolution, peer mediation, family issues, substance abuse prevention, child abuse prevention, and suicide prevention and intervention, among others.</i></p>
<p>4. Counsel students individually.</p>	<p><i>Work with students on personal, social, or academic problems. Problem resolution may be reached after one session, or students may need to be seen on an ongoing basis and then referred for more long-term support.</i></p>
<p>5. Consult with teachers, staff, and parents regarding developmental needs of students.</p>	<p><i>Participate in group consultation with administrators, teachers, parents, and others to improve student academic achievement and social/emotional development; conduct professional development programs for faculty; conduct and facilitate conferences with teachers, students, and parents; and conduct or provide opportunities for parent education programs; and assist families with problems impacting their child's ability to function in school.</i></p>
<p>6. Refer students with critical needs, in consultation with their parents, to appropriate community resources.</p>	<p><i>Consult and coordinate with in-district professionals and community agencies, such as school social workers, psychologists, nurses, administrators, community-based counselors, service agencies, juvenile court liaisons, and physicians. Use an effective referral process for assisting students and others to use special programs and services.</i></p>
<p>7. Coordinate, conduct, or participate in activities, which contribute to the effective operation of the school.</p>	<p><i>Establish effective liaisons with all grade levels; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs; and participate with the administration and faculty</i></p>

	<i>as a team member in the implementation of the district testing program in relation to the school improvement plan.</i>
8. Ensure accessibility of all programs for all students.	<i>Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted education; and promote personalizing education for all students.</i>
9. Evaluate and revise the building guidance program.	<i>Review the school-counseling program at least annually with staff and administration. Using the appropriate program evaluation tools, review and modify the program components.</i>
10. Pursue professional growth.	<i>Attend state and local staff development programs; join professional organizations; read professional journals; attend relevant workshops and conferences sponsored by the district, county, state, and/or national organizations.</i>

High School Counselor

Primary Functions

A high school counselor provides a comprehensive, developmental counseling and guidance program for students in grades 9-12. The counselor structures activities to meet the needs of her/his assigned caseload; consults with teacher, staff, and parents to enhance their effectiveness in helping students; and works in harmony with school staff to promote the other high school educational programs.

Major Professional Responsibilities with Key Duties

<p>1. Work with teachers and parents to meet the needs of students through the development of academic, personal, social, and career awareness activities.</p>	<p><i>Provide orientation activities for students new to the school; facilitate orientation programs for parents and students and assist students in transition from high school to their next steps in connecting to training and education programs. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness, career exploration, and career planning activities.</i></p>
<p>2. Implement the high school counseling curriculum, with the cooperation and collaboration of faculty and staff.</p>	<p><i>Work with teachers to conduct developmentally sequenced counseling/guidance activities in the classroom or in advisor-advisee groups. Facilitate the infusion of counseling/ guidance activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.</i></p>
<p>3. Counsel small groups.</p>	<p><i>Conduct structured, goal-oriented counseling sessions to meet the identified needs of groups of small groups of students. Session topics at the high school level may include self-concept, self-identity, academic issues, attendance and behavior patterns, conflict resolution, peer mediation, family issues, substance abuse prevention, child abuse prevention, and suicide prevention and intervention, among others.</i></p>
<p>4. Counsel students individually.</p>	<p><i>Work with students on personal, social, or academic problems. Problem resolution may be reached after one session, or students may need to be seen on an ongoing basis and then referred for more long-term support.</i></p>
<p>5. Consult with teachers, staff, and parents regarding developmental needs of students.</p>	<p><i>Participate in group consultation with administrators, teachers, parents, and others to improve student academic achievement and social/emotional development; conduct professional development programs for faculty; conduct and facilitate conferences with teachers, students, and parents; and conduct or provide opportunities for parent education programs; and assist families with problems impacting their child's ability to function in school.</i></p>
<p>6. Refer students with critical needs, in consultation with their parents, to appropriate community resources.</p>	<p><i>Consult and coordinate with in-district professionals and community agencies, such as school social workers, psychologists, nurses, administrators, community-based counselors, service agencies, juvenile court liaisons, and physicians. Use an effective referral process for assisting students and others to use special programs and services.</i></p>
<p>7. Coordinate, conduct, or participate in activities, which contribute to the effective operation of the school.</p>	<p><i>Establish effective liaisons with all departments; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs; and participate with the administration and faculty as a team member in the implementation of the district testing program in relation to the school improvement plan.</i></p>
<p>8. Ensure accessibility of all</p>	<p><i>Maintain a current knowledge of equity and diversity issues; promote</i></p>

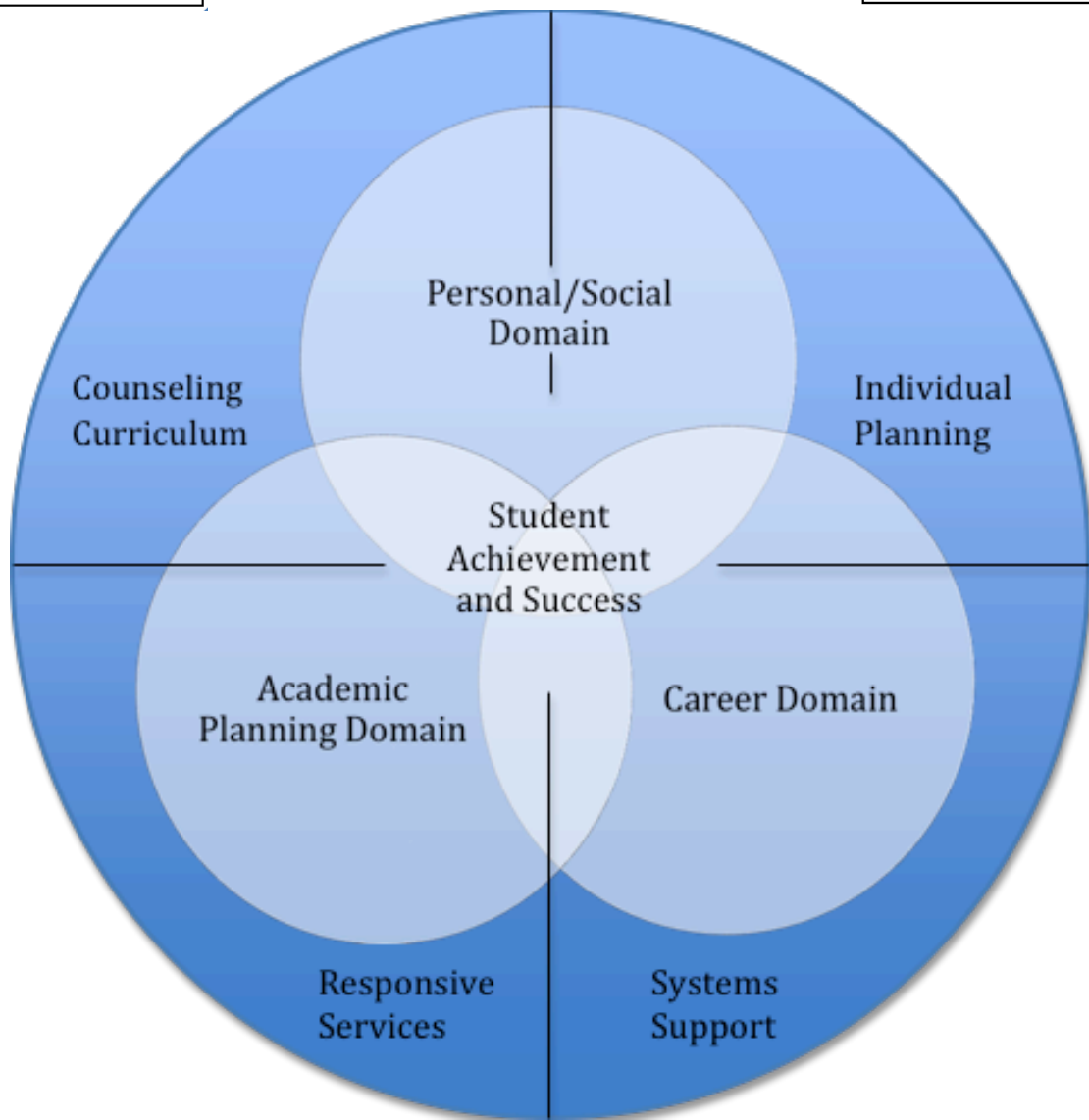
<p>programs for all students.</p>	<p><i>equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted education; and promote personalizing education for all students.</i></p>
<p>9. Evaluate and revise the building guidance program.</p>	<p><i>Review the school-counseling program at least annually with staff and administration. Using the appropriate program evaluation tools, review and modify the program components.</i></p>
<p>10. Pursue professional growth.</p>	<p><i>Attend state and local staff development programs; join professional organizations; read professional journals; attend relevant workshops and conferences sponsored by the district, county, state, and/or national organizations.</i></p>

CONCEPTUAL FRAMEWORK

Comprehensive Guidance & Counseling Program

Counseling Curriculum- structured, developmental lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level.

Individual Planning - School counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.



Responsive Services - Activities meeting individual students' immediate needs, usually necessitated by life events or situations and conditions in the students' lives.

K-12 SCHOOL WIDE SERVICES AND PROGRAMS

Systems Support - The administration and management required to establish, maintain, and enhance the total counseling program.

Comprehensive Guidance & Counseling Program

Note: Additional programs and services are developed as needs are identified

Programs	K-5	6-8	9-12	District Initiatives	State Mandates
Core Values	CARES	CARES	Strive for 5		
Character Education Program	RC	DD	IEE	√	*
Week of Respect	√	√	√	√	*
Violence Prevention Week	√	√	√	√	*
Comprehensive health curriculum	√	√	√	√	*
Career Education	√	√	√		*
Parent academies and workshops	√	√	√	SBPA	
Teacher workshops that focus on identification and referral of students experiencing difficulty due to social/emotional, mental health and/or substance abuse issues	√	√	√	Mandated Policy Training	
Student Leadership Programs	Peer Mediation	Peer to Peer Anti Bullying	Peer Leadership		
Substance Abuse: <ul style="list-style-type: none"> ● Refusal Skills ● Substance Abuse ● Prevention 	Health Curriculum	Rebel Program; Health Curriculum	Health Curriculum		*
School wide initiatives such as the “Chain of Life,” “Prom Pledges,” Red Ribbon Week	√	√	√		
School-wide service projects	√	√	√		*
Array of extracurricular programs to promote belonging and positive asset development	√	√	√		
Mentoring Programs (formal/informal)	√	√	√		
Student Support Teams to assist staff in working with struggling students	√	√	√	√	*
District Behavior Committee	√	√	√	√	*
School Climate and Safety Teams	√	√	√		*
School/District Based Crisis Response Teams	√	√	√	√	*
Suicide Prevention Program	√	√	SOS	√	*
Crisis Counseling	√	√	√		

Transition Planning	√	√	√		*
Alternative Education Program			JKC		
College Fair			√		
Health Fair			√		
Career Fair			√		
Conflict Resolution	√				
Staff Support	√	√	√		
The Bridge Program (School Based Youth Services)	As needed	√	√		
Harassment & Bullying program	√	√	√	√	*

K-12 INDIVIDUAL SERVICES
Comprehensive Guidance & Counseling Program

Note: Additional programs and services are developed as needs are identified.

The following school personnel provide intervention, referral, and prevention services:

- Elementary (K-5) - School Counselors
- Middle School (6-8) – Middle School Counselors (Note: The high school student assistance counselors provide support for students who have violated the district substance abuse policy.)
- High School (9-12) – School Counselors and Student Assistance Counselors

Individual Service	K-5	6-8	9-12
Individual and group counseling	√	√	√
Small group/whole class lessons: social/emotional development	√	√	
Small group/whole class lessons: health education	√		
Small group/whole class lessons: career education	√	√	√
Early intervention services	√	√	√
Assessment and referral	√	√	√
Parent consultation, education and referrals	√	√	√
Case management	√	√	√
Relapse prevention		√	√
Teacher consultation	√	√	√
Alateen meetings (SAC)		√	√
Character Education Initiatives	√	√	√
Naviance 1:1 and small group support			√

ELEMENTARY PROGRAM
Comprehensive Guidance & Counseling Program

GOALS

The student assistance counselor provides services designed for prevention, intervention, and referral for services that support student learning and adjustment. These services include support to parents and staff, as well as individual students. The counselor and program specifically support student development through:

- The design and delivery of classroom lessons that support student learning in the areas of social and emotional development.
- Providing small group counseling for education and support of students who are experiencing similar identified needs that impede their academic and/or personal/social development.
- Providing individual short-term counseling for students and parents as indicated.
- Supporting all efforts to implement the district's Character Education approach.
- Assisting school personnel with student assessment and interventions in the areas of academic achievement and personal/social development through participation on student support teams and ongoing staff interactions.
- Conducting individual assessments as necessary and designing appropriate interventions.
- Participating in school teams designed to respond to and manage crisis situations that affect individual students or the school community.
- Providing referrals to outside agencies, as indicated, and serving as liaison between the school and referral agencies.
- Providing parents with education individually and in groups.
- Advising professional and paraprofessional school staff regarding student behavior as appropriate.
- Providing case-management for identified students who are not classified.
- Collaborating with other student assistance counselors on a regular basis.
- Participating in the identification of needs and training of staff members on topics relative to student physical and social-emotional well-being.

K-5 COUNSELORS' PROGRAM – FOUR COMPONENTS

COUNSELING CURRICULUM Provides content in a systematic way for the purpose of skill development and application of skills learned	INDIVIDUAL PLANNING Assists students in planning, monitoring, and managing their educational, personal/social, and	RESPONSIVE SERVICES Addresses the immediate concerns of learners. The purpose is prevention,	SYSTEM SUPPORT Includes program, staff, and school support activities and services. The purpose is to provide support and
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	career development goals	intervention, and referral as needed	leadership in program delivery
<p>Areas and Activities Addressed:</p> <p>Academic Development</p> <ul style="list-style-type: none"> ○ Skill Development ○ Employment skill development ○ Transitioning ○ School Goals (AYP) <p>Personal/Social Development</p> <ul style="list-style-type: none"> ○ Conflict resolution ○ Character education/ Responsive Classroom (CARES) ○ Violence prevention ○ Goal setting, decision making ○ Substance Abuse prevention ○ Cultural understanding ○ Self-confidence development ○ Responsible behavior ○ Week of Respect & Violence and Vandalism Awareness Week ○ Harassment, Intimidation, & Bullying Curriculum <p>Career Planning</p> <ul style="list-style-type: none"> ○ Career Awareness ○ 4th Grade Safety Unit – Education Career Pathway ○ 5th Grade Career Research Task 	<p>Topics Addressed:</p> <p>Educational Development</p> <ul style="list-style-type: none"> ○ Setting educational goals, interventions, and assessing ○ Transitioning needs <p>Personal/Social Development</p> <ul style="list-style-type: none"> ○ Setting personal goals ○ Improvement planning ○ Behavior Modification Plans 	<p>Topics Addressed:</p> <p>Academic Development/ School-related concerns:</p> <ul style="list-style-type: none"> ○ Academics ○ Attendance/Tardiness ○ Behavior ○ Special needs ○ Accommodations ○ Academic Consultation <p>Personal/Social Development</p> <ul style="list-style-type: none"> ○ Family/Parent Consultation ○ Peer conflicts ○ Coping with stress & anxiety ○ Crisis management ○ Grief/loss/death ○ Relationship concerns ○ Abuse ○ Substance abuse <p>Career Planning</p> <ul style="list-style-type: none"> ○ Job Planning ○ Assist in identification of support systems ○ Addressing special needs 	<p>Topics Addressed:</p> <ul style="list-style-type: none"> ○ Counseling program development, implementation, and assessment ○ Parent education ○ Faculty/administrator consultation ○ Staff development for educators ○ Counselor professional development ○ Incorporation of educational initiatives into one of the four guidance components ○ Research and publishing ○ Community outreach ○ Public relations ○ Student Support Teams ○ Crisis Management Plans ○ Comprehensive Study Skills programs ○ School Improvement initiatives ○ Special initiative to address behavior and learning ○ School Safety/Climate Team ○ HIB Specialist and/or Anti-Bullying Specialist ○ Peer Mediation program
<p>Counselor Role</p> <p>Structured Groups Classroom Instruction Leadership and consultation</p>	<p>Counselor Role</p> <p>Assessment Planning and placement Individual conference planning, implementation, and assessment</p>	<p>Counselor Role</p> <p>Individual and small group, crisis and developmental counseling Consultation Referral</p>	<p>Counselor Role</p> <p>Provide leadership, facilitative, and organization skills in:</p> <ul style="list-style-type: none"> ○ Program management ○ Leadership and consultation ○ Professional Development

K-5 COUNSELORS' TEACHING CURRICULUM
Comprehensive Guidance & Counseling Program

Grade	Standard	Concepts	Units of Study	Objective	Delivered By
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K	2.1E, 2.2A, 2.2B, 9.2A	1. Personal Safety	1. Health (Stranger/911*)+ Private Parts/No, Go, Tell (Health Lesson)	1. Explained in Health Curriculum	Stranger/911 – Counselor/Teacher Private Parts/No Go Tell – Counselor/Nurse
	2.1E, 2.2A, 9.2B, 9.2C	2. Social Emotional Development	2. Recognizing Feelings	2. SWBAT identify the following feelings in self and others: Happy, Sad, Mad, Scared, Silly	Counselor
	2.1E, 2.2B, 9.2A, 9.2C	3. Social Problem Solving	3. I messages	3. SWBAT demonstrate an “I Message”	Counselor
	2.2C, 9.2D	4. Character Development	4. Responsive Classroom/CARES	4. Per RC program’s core ethical values: CARES with a focus on Self-Control	Teacher/Counselor
1	2.1E, 2.2A, 2.2B, 9.2A	1. Personal Safety	1.Private Parts – Trusted Adults vs. Strangers – No, Go, Tell (Health Lesson)	1. Explained in Health Curriculum	Counselor/Nurse
	2.1E, 2.2A, 9.2B, 9.2C	2. Social Emotional Development	2. Handling Emotions	2. SWBAT identify appropriate and healthy ways to express a variety of feelings	Counselor
	2.1E, 2.2B, 9.2A, 9.2C	3. Social Problem Solving	3. Tattling vs. Reporting	3. SWBAT identify the difference between Tattling and Reporting	Counselor
	2.2C, 9.2D	4. Character Development	4. Responsive Classroom/ CARES	4. Per RC program’s core ethical values: CARES with a focus on Cooperation	Teacher/Counselor
2	2.1E, 2.2A, 2.2B, 9.2A	1. Personal Safety	1. Good Secrets/Bad Secrets (Health Lesson)	1. Explained in Health Curriculum	Counselor/Nurse

Grade	Standard	Concepts	Units of Study	Objective	Delivered By
	2.1E, 2.2A, 9.2B, 9.2C	2. Social Emotional Development	2. Coping Skills	2. SWBAT identify ways to constructively handle a variety of feelings	Counselor

	2.1E, 2.2A, 2.2B, 9.2A, 9.2C	3. Social Problem Solving	3. Teasing/Bullying	3. SWBAT identify the difference between playful and harmful teasing and when it becomes bullying	Counselor
	2.2C, 9.2D	4. Character Development	4. Responsive Classroom/CARES	4. Per RC program's core ethical values: CARES with a focus on Empathy	Teacher/Counselor
3	2.1E, 2.2A, 2.2B, 9.2A	1. Personal Safety	1. Cyber Safety (Health Lesson)	1. Explained in Health Curriculum	Teacher
	2.1E, 2.2A, 9.2B, 9.2C	2. Social Emotional Development	2. Communicating Feelings	2. SWBAT identify that communication is a two-way process.	Counselor
	2.1E, 2.2B, 9.2A, 9.2B, 9.2C	3. Social Problem Solving	3. Conflict Resolution (4-6 lessons)	3. SWBAT identify a variety of ways to constructively handle conflicts and bullying	Counselor
	2.2C, 9.2D	4. Character Development	4. Responsive Classroom/CARES	4. Per RC program's core ethical values: CARES with a focus on Assertion	Teacher/Counselor
4	2.1E, 2.2A, 2.2B, 9.2A	1. Personal Safety	1. Cyber Safety (Health Lesson)	1. Explained in Health Curriculum	Teacher
	2.1E, 2.2A, 9.2B, 9.2C	2. Social Emotional Development	2. Emotions and Peer Relations	2. SWBAT utilize empathy to understand another person's point of view.	Counselor
	2.1E, 2.2A, 2.2B, 9.2A, 9.2B, 9.2C	3. Social Problem Solving	3. Managing Peer Relations	3. SWBAT identify elements of healthy relationships and ways to handle conflicts assertively.	Counselor

Grade	Standard	Concepts	Units of Study	Objective	Delivered By
	2.2C, 9.2D	4. Character Development	4. Responsive Classroom/CARES	4. Per RC program's core ethical values: CARES with a focus on Responsibility	Teacher/Counselor
5	2.1E, 2.2A, 2.2B, 9.2A	1. Personal Safety	1. Cyber Safety / Cyber Bullying (Health Lesson)	1. Explained in Health Curriculum	Counselor
	2.1E, 2.2A, 9.2B, 9.2C	2. Social Emotional	2. Understanding of Self and Others	2. SWBAT identify ways to assertively	Counselor

		Development		handle a variety of outside influences (such as peers and media)	
	2.1E, 2.2A, 9.2A, 9.2B, 9.2C, 9.2D	3. Social Problem Solving	3. Harassment (Health Lesson)	3. Explained in Health Curriculum	Counselor/Administrator should be present for part of lesson
	2.2C, 9.2D	4. Character Development	4. Responsive Classroom/CARES	4. Per RC program's core ethical values: CARES - with a focus on all	Teacher/Counselor

MIDDLE SCHOOL PROGRAM
Comprehensive Guidance & Counseling Program

GOALS

The guidance counselor's role is to provide services designed for prevention, intervention and referral for students, parents and staff members which will enable each student to examine, evaluate, and choose realistic personal goals related to academic achievement, career awareness, and personal/social development in order to benefit most fully from his/her education and life experiences.

Academic Development

- Monitor student achievement and attendance and provide appropriate interventions as necessary.
- Assist school personnel with student assessment and interventions in academic achievement through participation on student support teams and ongoing staff meetings.
- Advise students in regard to course selection and scheduling options.
- Use and evaluate data to help teachers and students make informed decisions regarding individual student progress.
- Where appropriate, participate in the facilitation or administration of testing and evaluation services.
- Participate in making referrals for alternative programs for students not meeting success in the general education program.

Career Development

- Assist students in exploring educational and career choices.
- Acquaint students with the relationship between achieving academic standards and the attainment of career goals.
- Develop and implement career education to be infused in the general education curriculum.
- Introduce career exploration
 - End-of year integrated unit of study (standard 9.3) in grade 6 (taught by teachers)
 - Students will begin to think about future careers, and learn about different factors that influence career choice in grade 7 (taught by counselors)
 - In 8th grade, students will be able to identify career terminology, the six RIASEC Personality types, and the five Job Zones. They will identify which personality type they possess, and will research related careers. They will also select their 9th grade 21st Century elective based on their career interests. (taught by counselors)
 - 21st Century course in Encore standard 9.1 (taught by Encore teachers)

Personal/Social Development

- Provide small group counseling for education and support of students who are experiencing similar identified needs that impede their academic and/or personal/social development.
- Provide individual short-term counseling for students and parents as indicated.
- Support all efforts to implement the district's Character Education approach. (Developmental Designs)
- Assist school personnel with student assessment and interventions in personal/social development through participation on Student Support Teams and ongoing staff interactions.
- Conduct individual assessments as necessary and design appropriate interventions or referrals.
- Participate in school teams designed to intervene and manage crisis situations that affect individual students or the school community.
- Provide referral to outside agencies as indicated, and serve as liaison between the school and referral agencies.
- Provide parents with education individually and in groups.

MIDDLE SCHOOL COUNSELORS' PROGRAM – FOUR COMPONENTS

COUNSELING CURRICULUM Provides content in a systematic way for the purpose of skill development and application of skills learned	INDIVIDUAL PLANNING Assists students in planning, monitoring, and managing their educational, personal/social, and career development goals	RESPONSIVE SERVICES Addresses the immediate concerns of learners. The purpose is prevention, intervention, and referral as needed	SYSTEM SUPPORT Includes program, staff, and school support activities and services. The purpose is to provide support and leadership in program delivery
Areas and Activities Addressed:	Topics Addressed:	Topics Addressed:	Topics Addressed:

<p>Academic Development</p> <ul style="list-style-type: none"> ○ Skill Development ○ Employment skill development ○ Transitioning ○ School Goals (AYP) <p>Personal/Social Development</p> <ul style="list-style-type: none"> ○ Conflict resolution ○ Character education/ Developmental Designs ○ Violence prevention ○ Goal setting, decision making ○ Substance Abuse prevention ○ Cultural understanding ○ Self-confidence development ○ Responsible behavior ○ Week of Respect & Violence and Vandalism Awareness Week ○ Harassment, Intimidation, & Bullying Curriculum <p>Career Planning</p> <ul style="list-style-type: none"> ○ Career Exploration 	<p>Educational Development</p> <ul style="list-style-type: none"> ○ Setting educational goals, interventions, and assessing ○ Transitioning needs <p>Personal/Social Development</p> <ul style="list-style-type: none"> ○ Setting personal goals ○ Improvement planning ○ Behavior Modification Plans <p>Career Planning</p> <ul style="list-style-type: none"> ○ Career Assessments 	<p>Academic Development/ School-related concerns:</p> <ul style="list-style-type: none"> ○ Academics ○ Attendance/Tardiness ○ Behavior ○ Special needs ○ Accommodations ○ Academic Consultation <p>Personal/Social Development</p> <ul style="list-style-type: none"> ○ Family/Parent Consultation ○ Peer conflicts ○ Coping with stress & anxiety ○ Crisis management ○ Grief/loss/death ○ Relationship concerns ○ Abuse ○ Substance abuse <p>Career Planning</p> <ul style="list-style-type: none"> ○ Job Planning ○ Assist in identification of support systems ○ Addressing special needs 	<ul style="list-style-type: none"> ○ Counseling program development, implementation, and assessment ○ Parent education ○ Faculty/administrator consultation ○ Staff development for educators ○ Counselor professional development ○ Incorporation of educational initiatives into one of the four guidance components ○ Research and publishing ○ Community outreach ○ Public relations ○ Student Support Teams ○ Crisis Management Plans ○ Comprehensive Study Skills programs ○ School Improvement initiatives ○ Special initiative to address behavior and learning ○ School Safety/Climate Team ○ HIB Specialist and/or Anti-Bullying Specialist
<p>Counselor Role</p> <p>Structured Groups Classroom Instruction Leadership and consultation</p>	<p>Counselor Role</p> <p>Assessment Planning and placement Individual conference planning, implementation, and assessment</p>	<p>Counselor Role</p> <p>Individual and small group, crisis and developmental counseling Consultation Referral</p>	<p>Counselor Role</p> <p>Provide leadership, facilitative, and organization skills in:</p> <ul style="list-style-type: none"> ○ Program management ○ Leadership and consultation ○ Professional Development

**Middle School Counselors' teaching curriculum
Comprehensive Guidance & Counseling Program**

Grade	Program	Description	Ownership	NJCCCS
6	SEXUAL HARASSMENT	All 6th grade students will study the sexual harassment policy and its connection to Harassment, Intimidation, and Bullying. This is the second lesson in a two-part series that begins in 5 th grade.	Counselors	NJCCCS 2.1E, 2.2A, 2.4A, 9.2A, 9.2B, 9.2C, 9.2D

7-8	Middle School Orientation to Career exploration	The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Students in 7th and 8th grade will be introduced to think about future careers, and learn about different factors that influence career choice. They will also select their 9th grade 21st Century elective based on their career interests in advance of their selection of a 21st Century Course (high school graduation requirement) from a menu of electives.	Counselors	NJCCCS 9.3
8	21 st Century Skills	Students will learn skills that will enable them to learn on their own, to think critically and apply knowledge to new situations. Career Exploration will further the 6th grade assessment and counselor program. Students will foster a sense of financial literacy and will develop the skills and strategies to promote personal and financial responsibility. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be weaved through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster life-long learners who are productive citizens and workers in a global community.	Encore Teachers	NJCCCS 6.3, 8.1, 9.2, 9.1, 9.3 CCSS ELA and Math
8	Orientation and High School Preparation	Transition Meetings Transition Support HS Elective scheduling Vo-Tech Assembly SBHS Counselor visit	Counselors	NJCCCS 9.3

HIGH SCHOOL PROGRAM

Comprehensive Guidance & Counseling Program

GOALS

The guidance counselor's role is to provide services designed for prevention, intervention and referral for students, parents and other staff members which will enable each student to examine, evaluate, and choose realistic personal goals related to academic achievement, career awareness, and personal/social development in order to benefit most fully from his/her education and life experiences. The counselors (guidance and student assistance/substance abuse) and program specifically support student development through:

Academic Development

- Monitor student achievement and attendance and provide appropriate interventions as necessary.

- Facilitate and advise students and families in regard to selection of, and application to post secondary options.
- Provide and advise students with testing information related to post secondary options.
- Assist school personnel with student assessment and interventions in academic achievement through participation on student support teams and ongoing staff interactions.
- Advise students in regard to course selection and scheduling options.
- Use and evaluate data to help teacher and students make informed decisions regarding individual student progress.
- Participate in making referrals for alternative programs for students not meeting success in the general education program.
- SST referrals?/Ad Hoc, SST members, 9th (21st Century Classes)

Career Development

- Design, Develop, and Teach lessons based on the Career Clusters, Pathways, and Career Choices. Counselors = consult with 21st Century classes
- Assist students exploring and making informed educational and career choices including opportunities to change focus.
- Acquaint pupils with the relationship between achieving academic standards and the attainment of career goals.
- Participate in the development and implementation of career education to be infused in the general education curriculum.

Personal/Social Development

- Provide small group counseling for education and support of students who are experiencing similar identified needs that impede their learning process.
- Provide individual short-term counseling for students and parents as indicated. Support all efforts to implement the district's Character Education approach.
- Assist school personnel with student assessment and interventions in personal/social development through participation on student support teams and ongoing staff interactions.
- Conduct individual assessments as necessary and design appropriate interventions.
- Assist in intervention and management of crisis situations that affect individual students or the school community.
- Provide referral to outside agencies as indicated and serve as liaison between the school and referral agencies.
- Provide parents with education individually and in groups.
- Provide prevention services regarding, substance abuse, mental health issues, and other at risk behaviors.
- Connect students and families with out of district resources for substance and mental health issues.

HIGH SCHOOL COUNSELORS' PROGRAM – FOUR COMPONENTS

COUNSELING CURRICULUM Provides content in a systematic way for the purpose of skill development and application of skills learned to all students	INDIVIDUAL PLANNING Assists students in planning, monitoring, and managing their educational, personal/social, and career development goals	RESPONSIVE SERVICES Addresses the immediate concerns of learners. The purpose is prevention, intervention, and referral as needed	SYSTEM SUPPORT Includes program, staff, and school support activities/services. The purpose is to provide support and leadership in program delivery
Areas and Activities Addressed: Academic Development <ul style="list-style-type: none"> ○ Skill Development ○ Planning Course of Study ○ Employment skill development ○ Transitioning ○ School Goals (AYP) Personal/Social Development <ul style="list-style-type: none"> ○ Conflict resolution 	Topics Addressed: Educational Development <ul style="list-style-type: none"> ○ Education Options ○ Awareness of educational opportunities ○ Appropriate course selection ○ Interpretation of test scores ○ Lifelong learning 	Topics Addressed: Academic Development/ School-related concerns: <ul style="list-style-type: none"> ○ Academics ○ Attendance/Tardiness/Truancy ○ School avoidance ○ Behavior ○ Special needs 	Topics Addressed: <ul style="list-style-type: none"> ○ Counseling program development, implementation, and assessment ○ Parent education ○ Faculty/administrator consultation ○ Staff development ○ Counselor professional

<ul style="list-style-type: none"> o Problem solving o Character education o Violence prevention o Goal setting, decision making o Substance Abuse prevention o Cross-Cultural understanding o Self-confidence development o Motivation to achieve o Responsible behavior o Communication skills o Week of Respect & Violence and Vandalism Awareness Week o Harassment, Intimidation, & Bullying Curriculum <p>Career Planning</p> <ul style="list-style-type: none"> o Career decision making o Career transitions 	<ul style="list-style-type: none"> o Setting educational goals, interventions, and assessing o Transitioning needs o 4-Year and 3-Year Course plans o “On-target” and “Reach” Curriculum o Financial needs and resources <p>Personal/Social Development</p> <ul style="list-style-type: none"> o Setting personal goals o Improvement planning o Behavior Modification Plans o Career Planning <p>Career Assessments</p> <ul style="list-style-type: none"> o Job shadowing, mentors, internships, apprenticeships o Positive work habits 	<ul style="list-style-type: none"> o Accommodations o Academic Consultation o Drop-out prevention <p>Personal/Social Development</p> <ul style="list-style-type: none"> o Family/Parent Consultation o Peer conflicts o Coping with stress & anxiety o Crisis management o Grief/loss/death o Relationship concerns o Family Issues/concerns o Harassment/Bullying issues o Suicide prevention o Abuse o Substance abuse <p>Career Planning</p> <ul style="list-style-type: none"> o Job Planning o Assist in identification of support systems o Addressing special needs 	<p>development</p> <ul style="list-style-type: none"> o Incorporation of educational initiatives into one of the four guidance components o Research and publishing o Community outreach o Public relations o School Board Policies o Professional Association Guidelines and Ethical Standards o Student Support Teams o Crisis Management Plans o Comprehensive Study Skills programs o School Improvement initiatives o Special initiative to address behavior and learning o School Safety/Climate Team o HIB Specialist and/or Anti-Bullying Specialist
<p style="text-align: center;">Counselor Role</p> <p>Structured Groups Classroom Instruction (?) Leadership and consultation Naviance Instruction & Assistance Building College & Career Awareness</p>	<p style="text-align: center;">Counselor Role</p> <p>Assessment Planning and placement Individual conference planning, implementation, and assessment Student skill identification & development</p>	<p style="text-align: center;">Counselor Role</p> <p>Individual and small group, crisis and developmental counseling Consultation Referral Academic intervention & advocacy</p>	<p style="text-align: center;">Counselor Role</p> <p>Provide leadership, facilitative, and organization skills in:</p> <ul style="list-style-type: none"> o Program management/advocacy o Leadership and consultation o Professional Development <p>Professional Collaboration</p>

HIGH School ACADEMIC DOMAIN

Comprehensive Guidance & Counseling Program

Program/Service	Description	Grade level	Ownership	ASCA National Standard Domain(s)	NJCCCS Standards
Strive for Five	The high school approach has been named “Strive for Five” and includes an annual theme with related activities to bring Character Education to the forefront. There is always a service-learning project connected to the theme. In addition, the high school also follows the Institute of Excellence and Ethics (IEE) approach. The IEE approach allows for explicit teaching of Character Education	9-12	School-wide implementation; 21 st century and HAP teachers	A	NJCCCS 9.1

	through a series of multimedia lessons that are embedded into the students' schedules.				
SST		9-12			
Post High School planning	Individual and small group counseling	9-12	School Counselors	C	9.3
Freshman HAP Orientation	Visit assigned HAP/Study Skills classes & discuss pertinent information for 9 th graders.	9	School Counselors	A	NJCCCS 9.1
Develop 4-Year Plans	Discuss student interests and strengths and develop a 4-year academic plan.	9	School Counselors	A	9.1, 2.2
Standardized Test Information Sessions	Review PSAT, ACT & SAT registration and test score interpretation session with parents and students.	10-12	School Counselors	A	9.1
Connect with <i>At Risk</i> , 504 Plan & IEP students.	Counselors reach out & connect with the At Risk, 504 & IEP students in their caseload for progress updates and to offer services.	9-12	School Counselors	A	2.1, 2.2, 9.1
HSPA Requirements	Review HSPA requirements & collaborate with Math/English supervisors.	11-12	School Counselors	A	9.1
Monitor Student Transcripts	Keep current accurate academic records.	9-12	School Counselors	A	9.1
Option II Awareness	Counselors inform parents and students about the Option II choice to fulfill requirements.	9-12	School Counselors	A	2.2

HIGH SCHOOL CAREER DOMAIN

Comprehensive Guidance & Counseling Program

Grade	Program	Description	Ownership	ASCA Standards	NJCCCS
9	21 st Century Courses	Selected careers standards are embedded into each of the 21 st Century courses—which all 9 th graders must take. Graduation requirement.	21 st Century Supervisor and teachers	C	NJCCCS 9.3
9-12	Naviance	<p>Naviance is a tool provided to SBHS students for both college and career planning and communication with their Guidance Counselor.</p> <p>About Me:</p> <ul style="list-style-type: none"> · My checklist · My game plan · My resume · My Colleges · My Journal · My Account <p>About College:</p> <ul style="list-style-type: none"> · Search · Look Up · Match · Compare · Scatter Grams · Acceptance History 	Counselors	C	8.2, 9.3, 2.2

		<ul style="list-style-type: none"> · Visit Schedule · Scholarship List · Scholarship Match 			
9-12	Career Counseling	Counselors provide career information to students on an individual basis. The information includes: effective ways to research jobs and careers, full-time employment and technical training	Guidance Department	C	2.2, 9.3
9-12	College Counseling	Counselors provide college information to students on an individual basis. Counselors answer a variety of FAQ's, and offer College Admissions Testing information, checklists, charts, books and websites for college planning and research for students in grades 9 - 12.	Guidance Department	C	2.2, 9.3
9-12	College Visits	College Representatives visit during lunches to provide information and answer questions for students.	Guidance Department	C	2.2, 9.3
9-12	Career Fair	Fair featuring speakers and presenters from each of the 16 career clusters	Career Fair Committee	C	2.2, 9.3, 9.4
12	Senior Packet & Exit Interviews	Prepare packet and complete visits with seniors to discuss post secondary/college planning	School Counselors	C	2.1, 2.2, 9.1
12	Financial Aid Information Night	Parents and students questions regarding financial aid are answered.	School Counselors	C	8.1, 9.2, 2.2
12	Send Transcripts	Ensure appropriate schools receive the student transcripts for acceptance opportunities.	School Counselors	C	2.2, 9.3

HIGH School SOCIAL - EMOTIONAL DOMAIN
Comprehensive Guidance & Counseling Program

Grade	Program	Description	Ownership	ASCA Standards	NJCCCS
9-12	Small group and individual counseling		Guidance counselors SAC	PSE	2.1-2.4
9	IEE Units of Study	Character Education	21 st Century Teachers, JKC teachers, HAP teachers	PSE	2.1-2.4
9-12	Family and Parent Consultation			PSE	2.1-2.4
9, 10, 12	Comprehensive Health Education	Mental health Suicide prevention Addiction & substance abuse Stress reduction Nutrition, obesity, eating disorders Cyber safety Breast and testicular cancer prevention Life styles, dating, love, relationships Sexual orientation	H/PE Teachers	CF1	9.1.12
9-12	HIB Awareness	The HIB Specialist and counselors inform staff, parents and students about the NJ HIB Legislature and offers support and intervention services.	HIB Specialist and School Counselors	PSE	2.1, 2.2, 9.1
9-12	Group Topics	The counselors will be available during lunches for any student to address personal or academic concerns.	School Counselors	PSE	2.1, 2.2, 9.1

STUDENT ASSISTANCE PROGRAM
Comprehensive Guidance & Counseling Program

Definition: Student Assistance Counselor (SAC)

Overview

The South Brunswick School District recognizes that a pupil's abuse of harmful substances seriously impedes that pupil's education and threatens the welfare of the entire school community. The district is committed to the prevention of substance abuse and the rehabilitation of substance abusers by educational means. Accordingly, the district has established and maintains a comprehensive substance abuse, prevention, intervention and treatment referral program in our schools. The following is an overview of South Brunswick School District's comprehensive Student Assistance Program.

Community Collaborations

Community collaborations are nurtured to identify current trends, challenges and best practices for meeting the needs of the school community with regard to prevention and intervention.

- South Brunswick Social Services
- Strengthening Families Program (South Brunswick Social Services)
- Middlesex County Traumatic Loss Coalition
- Princeton House Mental Health and Substance Abuse Treatment Facility
- Corner House Substance Abuse Treatment Center
- High Focus Mental Health and Substance Abuse Treatment Facility
- Stop Underage Drinking Zone (SUDZ is a community initiative of concerned adults addressing underage drinking)
- Community Based therapists and doctors
- National Council on Alcoholism and Drug Dependence of Middlesex County
- South Brunswick Police Department/SRO
- Association of Student Assistance Professionals
- South Brunswick Municipal Alliance
- Juvenile Justice Agencies
 - Probatio
 - Youth Advocacy Program (Y AP)
 - Juvenile Justice Committee (Diversion Program)
- Children's Crisis Intervention Unit (University Behavioral Healthcare)
- South Brunswick Community Resource Team
- NJ State Children's Behavioral Health Program
- Mobile Response
- Parent Academy
- DYFS
- UMDNJ
- Big Brother/Big Sister of Monmouth & Middlesex County
- BRIDGE Center
- Fire Watch
- Preformed Care
- Carrier Clinic

HIGH SCHOOL PACING CHART: FRESHMAN YEAR

Comprehensive Guidance & Counseling Program

9TH GRADE

GRADE/ MONTH	SERVICE	DESCRIPTION	STANDARDS		
			ACA	ASCA	NJCCCS
June of 8 th grade year	“At Risk” Consultation	Meet with middle school counselors and BRIDGE counselors regarding “AT RISK” students.	D.1	A.B1	2.2
September	Historical Grade References	Have NJ ASK scores & historical grades available for reference.	E.1	A.A3	9.1
	IEP & 504	Become familiar with student’s new 504 & IEP plans	A.1	A.A3	2.1
	Freshman HAP Visit	Visit Freshman HAPS for introductions and to discuss pertinent information for 9 th graders.	A.1	A.A3	9.1 2.1
	Naviance	Have Freshmen log onto Naviance for the first time.	A.12	C.C2	8.1 9.1
October	Freshman Intake Interview	Meet with Freshmen to become familiar with them and begin collecting relevant information	A.1	PS.B1	9.1 2.1
	Scheduling Information	Inform students of key academic and scheduling dates	A.1	A.A3	2.2 9.1
	Interim/Progress Review and Academic Level Assessment	Review Interim/Progress Report and contact teachers with questions about struggling students.	A.6	A.A3	2.1 9.1
	Naviance	Naviance: Learning Styles Assessment	A.12 E.1	PS.A1 C.C1	8.1 9.3
Nov.	Individual Sessions	Continue Freshman meetings and include Q1 grades	A.1	A.A1	2.1
	Report Card Review	Review all report cards to ensure students are in correct levels. Make any	E.1	A.A3	2.1

		adjustments as per the department supervisor			
	Drop & Fail List	Review the Drop & Fail list	E.1	A.A3	9.1
December	HAP Check-In	Visit 9 th grade HAP to check in with the 9 th graders	A.1	A.A3	9.1 2.1
	Q2 Progress/Interim Review	Review Q2 progress/interim reports & see struggling students	A.1 E.1	A.A2	2.1 9.1
	Scheduling Materials & Process	Provide scheduling materials prior to winter break & discuss the process & deadlines	A.2	A.A2	8.1
	Naviance	Start Resume	A.12	C.A2	8.2 9.1
January	Individual Student Meetings	Meet with struggling students as the second semester nears the end	A.1	PS.B1 A.A2	2.2
	Naviance	Continue to work on Resume	A.12	C.A2	8.2 9.1
	Course Registration	Counselors provide support to students for course registration for the following year.			
February	Develop Individual 4-Year Plan	Meet with students individually to develop an academic 4-year plan.	A.1	A.B2	8.1 9.1 2.2
March/April	Final Touches on Schedules	Tie up loose scheduling ends such as placement levels. Collaborate with teachers.	A.6	A.A3	9.1
	Review Grades	Review Q3 grades and connect with students that may be in danger of failing for the year.	A.1	A.A3	2.1
May/June	Naviance	Update Resume	A.12	C.A2	8.2
	Assess Student	Monitor closely student	E.1	A.A2	2.2

	Progress	progress and meet with student who will/may need summer school or online courses			
	Refer to JKC	This process needs to happen prior to end of the year so an intake visit with the JKC can take place.	A.6	A.A2	2.2 9.1
	Schedule Adjustments	Adjust any schedules that can be adjusted due to course failures	A.1	A.A3	9.1 2.1
	Note: Throughout the year, the counselor needs to be an active member of any SST meeting or discussion. Counselors can be the referring agent and will be present at ALL SST meetings regarding their students.		A.1 A.6 D.1	A,C,PS	2.1 9.1

HIGH SCHOOL PACING CHART: SOPHOMORE YEAR

Comprehensive Guidance & Counseling Program

10TH GRADE

GRADE/ MONTH	SERVICE	DESCRIPTION	STANDARDS		
			ACA	ASCA	NJCCCS
September	Scheduling Amendments & Summer School Review	Respond to issues/changes with schedules and review summer school grades to ensure students are in the correct classes.	E.1	A:A.3	2.2 9.3

	HAP 10 Visits	Discuss PSAT registration	A.2	A:A.2	9.1
	“At-Risk” & 504 Connections	Check in with at-risk Sophomores and 504 students. Connect with the 504 coordinator to make sure plans are distributed.	A.6	A:A.3 PS:B.1	2.2 9.1
	PSAT Registration	Review PSAT registration & connect with students who did not sign up for the test. <i>(Students on free & reduced lunch lists are eligible for financial assistance.)</i>	A.1	A:A.2	2.2 8.1 9.1
October	HAP 10 Visits	Continue HAP 10 visits as needed.	A.2	A:A.2	2.2 9.1
	Progress Report Review & Teacher Collaboration	Review first marking period Progress Reports & see students when needed. Work with teachers and/or supervisors when discussing potential level changes. Make sure students & families are aware of level change deadlines.	A.1	A:A.3	2.2 9.1
	Naviance	“Do What You Are”	A.12	C:C.1	8.1 9.3
Nov.	Report Card Review	Review report cards and meet with students when necessary.	A.1	A:A.3	2.3 9.2
	Naviance	Update Resume	A.12	C:C.1 PS:A.1	8.1 9.3
Dec.	Review Progress Reports	Review 2 nd quarter progress reports.	A.1	A:A.3	2.2 9.1

	Scheduling Materials	Distribute scheduling materials & discuss all deadlines & processes.	A.2	A:A.2	8.1 9.1
	Naviance	Career Interest Profiler	A.12	C:C.1 PS:A.1	8.1 9.3
Jan.	PSAT Results	Review PSAT results with students.	E.2	A:A.2	8.1 9.1
	Score Report Information	Evening program to discuss PSAT results with students and families.	A.2	A:A.3	8.1 9.1
	Report Card Review	Review 2 nd Quarter report cards	A.1	A:A.3	2.2 9.1
Feb.	Individual Student Sessions	Begin individual sessions for scheduling & update 4-year plans.	A.1	A:A.3	2.2 9.1
Mar.	Individual Student Sessions	Continue individual sessions for scheduling & update 4-year plans.	A.1	A:B.2 C:B.2	2.2 9.1
	Report Card Review	Review 3 rd Quarter Progress Reports and intervene when necessary.	A.6	A:A.3	2.1 9.1
April	Potential Failure Meetings	Meet with all potential student failures. Motivate and discuss consequences. (<i>Summer & online courses</i>)	A.1	A:A.3	2.1 8.1 9.2
	HAP 10 Visits	Check in with HAP 10 students.	A.2	A:A.2	2.2 9.1
May	Scheduling Amendments	Work on scheduling conflicts if available.	A.1	A:A.3 A:A.2	2.2 9.3
June	“At-Risk” & 504 Schedule Review	Review and teak all 504 & “at-risk” student schedules.	A.6	A:A.3	2.1 9.1

HIGH SCHOOL PACING CHART: JUNIOR YEAR

Comprehensive Guidance & Counseling Program

11TH GRADE

GRADE/ MONTH	SERVICE	DESCRIPTION	STANDARDS		
			ACA	ASCA	NJCCCS
Junior September	Scheduling Amendments	Respond to issues/changes with schedules. Review final failures & summer school grades to ensure students are in the correct classes.	E.1	A:A.B	2.2 9.3
	504 & “At-Risk” Connection	Counselors will connect with 504 and “at-risk” student population on their caseload.	A.6	A:B.1	2.1 9.1
	PSAT Registration	Publicize PSAT registration information via guidance’s Website, VTN and announcements to Junior English classes.	A.1	A:A.2	2.2 8.1 9.1

Junior October	Naviance	Update Resume	A.12	C:A.2	8.1 9.3
	PSAT Reminders	Remind juniors of the deadline for PSAT sign up	A.1	A:A.2	8.1 9.1
	Progress Report Review & Level Changes	Review Progress Reports for the first marking period & intervene. Remind students of deadlines for drop/add and level change. Collaborate with area supervisors prior to level change.	A.1	A:A.3	2.2 9.1
Junior November	Report Card Review	Review report cards and intervene.	A.6	A:A.3	2.2 9.1
	SAT Deadlines	Remind students about January SAT deadlines.	A.1	A:A.2	2.2 8.1 9.1
Junior December	Naviance	Begin college search	A.12	A:B.2	8.1 9.3
	PSAT Results SAT I, II & ACT Discussion	Discuss PSAT results with students & develop plan for SAT I, II, & ACT Exams.	A.2	A:A.3	2.1 9.1
	2nd Quarter Progress Review	Review 2nd quarter progress reports as part of the standardized testing meeting.	A.1	A:A.3	2.2 9.1
	Scheduling Materials	Distribute scheduling materials	A.2	A:A.3	8.1 9.1

		& provide placement information & deadlines.			
Junior January	College Planning	Meet with Juniors in groups to discuss college planning. <i>Done out of health classes so students can access Naviance.</i>	A.1	C:A.2 A:B.2	2.2 8.1 9.1
	Report Card Review	Review & intervene, if necessary, with 2nd quarter grades.	A.6	A:A.3	2.2 9.1
Junior February	Naviance	Update college search	A.12	A:B2	2.2 8.2 9.3
	Individual Scheduling	Individual meetings to discuss scheduling for next year & update 4-year plans. Conduct a review of the student's progress in their college search process. <i>Remind students about testing dates.</i>	A.1	A:B.2 PS:B.1 C:B.2	2.2 9.1
Junior March- June	Naviance	College Search (Final college list)	A.12	C:C.1	2.2 8.2 9.1
	Naviance	Update Resume	A.12	C:A.2	8.1 9.4
	College Check-In	Meet with all students individually for final college check-in visit.	A.1	C:A.2 PS:B.1 A:B.2	2.2 8.1 9.8

		Students should have a strongly developed list of schools. Remind them about June SAT/ACT deadlines.			
	Year-End Failure Checks	Review all potential year-end failures and intervene.	A.1	A:A.3	2.2 9.1
	*April – NACAC College Fair	In April, publicize the NACAC college fair in Edison.	A.6	A:C.1	2.2 9.1

HIGH SCHOOL PACING CHART: SENIOR YEAR

Comprehensive Guidance & Counseling Program

12TH GRADE

GRADE/ MONTH	SERVICE	DESCRIPTION	STANDARDS		
			ACA	ASCA	NJCCCS
Senior	Scheduling	Respond to issues/changes in	E.1	A:A.3	2.2

September	Amendments	schedules.			9.3
	Graduation Status Report	Complete the graduation status report for all Seniors. This will ensure that all Seniors have the necessary classes needed to satisfy graduation requirements.	A.1	A:A.3	9.1 9.4
	HSPA Requirements	Be aware of all HSPA requirements for all students. Schedule and/or coordinate remediation with English & Math supervisors.	A.1	A:A.3	9.1 9.4
	Post Secondary/College Planning	Prepare packet & complete visits with Seniors to discuss post secondary/college planning.	A.2	C:B.3	2.2 8.1 9.3
	SAT I & II Deadlines	Remind Seniors about all testing deadlines. SAT I & II for October have early September deadlines.	A.1	C:A.2 A:A.3	2.2 8.1 9.1
Senior October	Naviance	Update Resume	A.12	C:A.2	8.1 9.3
	Senior Visits	Complete all Senior visits by mid October.	A.1	C:B.2 A:B.2	2.2 8.1 9.3
	Identify Early Decision/Early Applicants	All early decision/early applicants are identified & counselors begin processing their part of transcript package.	A.6	C:C.1 A:B.2	2.2 8.1 9.1
	Progress Report Review	Review all progress reports for quarter 1.	A.1	A:A.3	2.2 9.1
	Appropriate Level Changes	Make sure all level changes have been completed. If courses have been dropped, ensure all graduation requirements will be met.	A.6	A:A.3	2.2 9.1
Senior	Naviance	Request and track student transcripts.	A.12	C:A.2	8.1 9.3

November	Early Decision/Early Action Dates	Counselors are to be mindful of Early Decision/Early Action dates. Normally, these dates are Nov. 1st & Nov. 15th. Rutgers priority deadline is traditionally Dec. 1st.	A.6	C:C.2	2.2 8.1 9.1
	Report Card Review	Review all quarter 1 grades and intervene with students as needed. Make sure students and families are aware of schedule change deadlines.	A.1	A:A.3	2.2 9.1
	Financial Aid Info.	Publicize Financial Aid Information Night this month for early Dec.	A.2	A:C.1	2.2 8.1 9.2 9.3
Senior December	Naviance	Request and track student transcripts.	A.12	A:A.3	8.1 9.3
	Financial Aid Info.	Publicize Financial Aid Information Night this month for early Dec.	A.2	C:C.1	2.2 8.1 9.2 9.3
	Coordinate Transcript Packages	Coordinate transcript packages and be mindful of all deadlines. As per process, the first time transcripts are sent, counselors get 10 working days to process the request. After the first request is sent, counselors get 5 days to process next request.	A.1	C:C.1	8.1 9.1
	Progress Report Review	Review & intervene with all quarter 2 progress reports.	A.6	A:A.3	2.2 9.1
	Student Transcript Review	Before sending out the first transcript for a student, counselor will bring students down to briefly review all of the materials – except the counselor’s recommendation letter.	A.2	A:B.2	2.2 9.1 8.1
Senior	Applications & Transcripts	Continue the process of applications and transcripts.	A.1	C:C.1	2.2 8.1 9.1

January	Report Card Review	Review quarter 2 grades & intervene if necessary.	A.6	A:A.3	2.2 9.1
	HSPA Results	October HSPA results are normally received in January. Students who were not SRA'd in the fall & failed a section will need immediate remediation. Area supervisor will be contacted for scheduling process.	E.2	A:A.3	2.2 9.4
Senior February	Mid-year Reports	Mid-year reports are normally due mid month. Stay organized when students bring their materials in Nov/Dec. Maintain a separate Midyear Report file for all students. Grades and 7th semester GPA's are normally available in the middle of the month. Students are to provide self-addressed envelopes.	A.1	A:A.3	2.2 8.1 9.2
Senior March/April	Meet with Struggling Seniors	Stay on top of struggling Seniors as they complete quarter 3 and go into the 4th quarter.	A.1	A:A.1 A:B.1	2.2 9.1
	Graduation Requirement Reminders	Remind Seniors of graduation requirements and that colleges will see final grades for each course on final transcripts.	A.1	A:A.3	2.2 9.4
	Scholarship Awareness	Encourage participation in local, college, & national scholarship opportunities.	A.1	A:C.1	2.2 9.2 9.4
	Advocate for Admissions	Be an advocate when Seniors come with unfavorable admissions decisions. It is appropriate for the counselor to contact the admissions office and offer quarter 3 grades if good – or offer another letter of recommendation.	A.6	C:C.1	2.2 9.1
Senior	Senior Exit Interviews	During the exit interview, counselors receive the final decision on the	A.1	A:C.1 PS:B.1	2.2 8.1

May		Senior's post high school plan and what college they will be attending. Return bulk contents of Cumulative Folder.			9.3
	Monitor Struggling Students	Continue to monitor struggling Senior progress & remind them of graduation participation policies for those students who do not fully meet the requirements for graduation.	A.1	A:A.1 PS:B.1	2.2 9.1
	Naviance	Senior Exit Survey	A.12	A:A.3 A:B.1	2.1 8.2 9.1
Senior June	Senior Final Failure Intervention	Intervene with Senior final failures & make sure to have a plan on how the course is going to be completed.	A.6	A:A.3	2.2 9.1
	Appeals Process Participation	Counselors will be an active part of the Appeals Process for those Seniors who choose to meet with administration regarding graduation participation.	A.6	A:A.3	2.1 9.1

SECTION II

Appendix Documents:

Terms & Definitions

Developmental Guidance and Counseling Program ~ Coordinated Services

System Support ~ Role of Administration, Role of Teacher

Suggested Small Group topics

Sample Parent Letters
Annual Communications to Parents/Staff
Opt-Out Statement
References

Guidance and Counseling Program Definitions

Academic Guidance – Guidance which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities.

Career Guidance – Guidance which helps students acquire information and make plans about work, jobs, apprenticeships, and postsecondary educational and career opportunities.

Educational planning – Counseling which includes working with students on scheduling and course planning, helping with post-secondary planning, placement, and financial aid, and career information. This can also include testing, interpretation, and dissemination of standardized test results.

Guidance & Counseling Curriculum – The curriculum consists of structured developmental lessons and experiences designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom and group activities.

Individual Student Planning – School counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans. Counselors help students plan, monitor and manage their own learning, as well as meet competencies in academic, career, and personal/social development.

Orientation programs – Programs for students transferring to the school, for students entering preschool or kindergarten, and for students transitioning from elementary to middle school, and from middle school to high school. These sessions address the informational aspects of the transition, such as the layout of the building, but also emotional issues, such as anxiety about the transition.

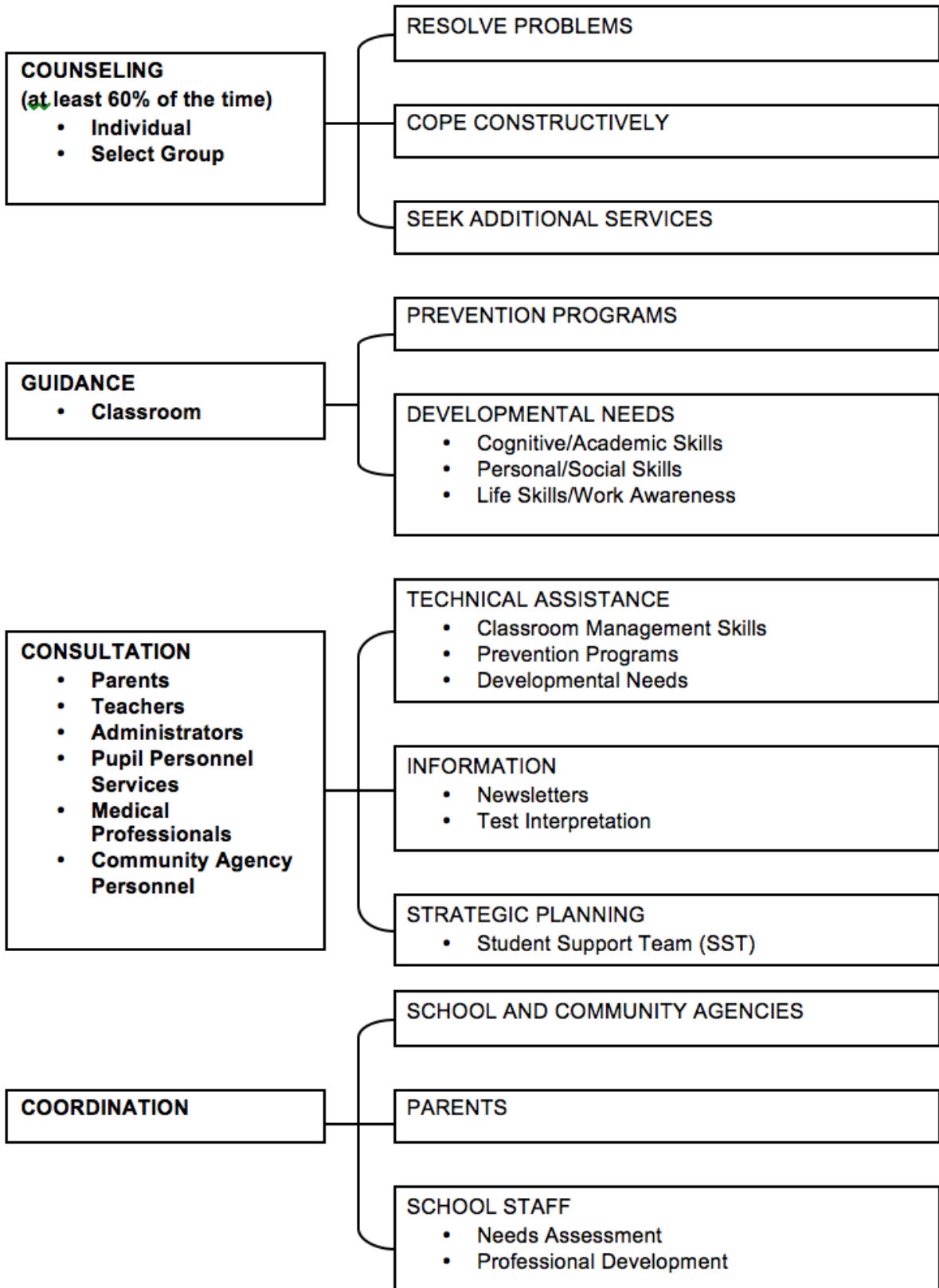
Personal/Social Counseling – Counseling which assists students to develop an understanding of themselves and the rights and needs of others, to resolve conflicts, and to define individual goals which reflect interests, abilities, and aptitudes. Such counseling may be provided in groups in which generic issues of social development are addressed, and through structured individual or school group multi-session counseling which focuses on the specific concerns of the participants.

Responsive Services – Activities meeting individual students' immediate needs, usually necessitated by life events or situations and conditions in the students' lives. These needs require counseling, consultation, referral, peer mediation or information. Students may be assisted in relationship difficulties, personal concerns, normal developmental challenges issues, and other conditions adversely impacting students in the realm of academics, personal/social development, or career development.

Systems Support – The administration and management required to establish, maintain, and enhance the total counseling program. Activities involved include professional development, consultation with teachers,

community outreach, staff and community relations, curriculum development, and program management and evaluation.

Developmental Guidance and Counseling Program – Coordinated Services



The Role of the Principal

The principal:

- understands the nature of the program and is involved in the planning, implementation, and evaluation of the program
- fosters a school climate conducive to guidance and counseling
- ensures that the guidance and counseling program is an integral part of the school's program rather than an ancillary service
- meets periodically with the counselor to stay informed about the program and its progress as well as any difficulties that may arise
- involves the counselor, administrators, teachers, other school staff and parents to provide support and direction for the program
- encourages students, staff and parents to utilize the counselor's services
- provides adequate facilities, materials, and clerical help to allow the school counselor to use his/her specialized training and competencies in an effective manner.
- ensures professional development opportunities for all stakeholders who need to understand the school counseling program and how it contributes to students' academic success.
- ensures that counselors are included in SST and school goal committees and processes

The Comprehensive Guidance and Counseling Curriculum

The Role of the Teacher

The teacher:

- establishes a classroom learning climate characterized by respect, trust, genuineness and caring
- develops positive relationships with students and maintains open communication with them

- encourages students to seek assistance from the counselor when it is needed
- refers students experiencing developmental difficulties for the counselor's attention
- conducts classroom guidance activities in cooperative efforts with the counselor, and provides other learning experiences to foster personal, social and career development
- participates on child study teams and student support teams with the counselor and other school personnel to plan collaborative strategies to help individual children
- maintains close contact with parents
- works collaboratively with the counselor to support children receiving counseling in their efforts to make behavioral and/or attitudinal modifications
- facilitates the participation of students in guidance activities such as individual and group counseling conducted outside the classroom setting
- provide direct instruction in the areas related to the personal/social, career, and education development of students
- reinforces and expands upon concepts presented by the school counselor to help students retain and extend their knowledge, skills, and understanding

Suggested Small Group Topics

- School attendance
- Problem-solving skills
- Communication skills
- Decision-making skills
- Parent training groups
- Peer facilitators
- Divorce groups
- Self-esteem
- Study skills

- High-risk students
- Stress management
- Loss, grief and separation
- Substance abuse prevention
- Underachievers
- Transitions
- Financial aid/scholarships
- College planning
- Career awareness and decision-making
- Student orientation
- Conflict resolution
- Latch-key families
- Change in family structure
- School success
- Social skills
- Anxiety
- Test score review, interpretation, and analysis

SOUTH BRUNSWICK TOWNSHIP PUBLIC SCHOOLS



Joanne Kerekes
Assistant Superintendent for
Curriculum & Instruction

Gary P. McCartney, Ed. D.
Superintendent of Schools

Anthony N. Tonzini,
Business Administrator/
Board Secretary

Dear Parents,

The South Brunswick Board of Education offers a guidance and counseling program in each school. This program is designed to help each student develop a realistic self-concept, acquire knowledge of available educational and vocational opportunities, and make appropriate personal adjustments and decisions.

The guidance and counseling program is made up of three main segments:

- 1. Academic Guidance** - Guidance which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, to explore academic interventions to assist students, and to seek post-secondary academic opportunities;
- 2. Career Guidance** - Guidance which helps students acquire information and make plans about work, jobs, apprenticeships, and post-secondary educational and career opportunities;
- 3. Personal/Social Counseling** - Counseling which assists students to develop an understanding of themselves, the rights and needs of others, how to resolve conflict, and define individual goals which reflect their interests, abilities and aptitudes. ~~Such counseling may be provided either (i) in groups in which generic issues of social development are addressed, or (ii) through structured individual or school group multi-session counseling which focuses on the specific concerns of the participant(s).~~

The school staff affirms that parents are the student's first teachers and that the public schools should serve to strengthen family and parental support. No student will be required to participate in any counseling program to which his/her parents object.

Parents are encouraged to make school visits for the purpose of discussing any phase of the guidance and counseling program with the administrative staff or with your school counselor and to review any materials that are used in the program. Please call the school prior to the visit to ascertain that the appropriate personnel will be available to assist you.

P.O. Box 181 • Monmouth Junction, New Jersey 08852 • (732) 297-7800 • FAX (732) 297-8456
www.sbschools.org

"Success is a Choice"

Parents have the option to limit the student's participation in any phase of the personal/social counseling program. A form is available in the office of your child's school, which must be completed by the parent and returned to the principal prior to the student being excused from any of the programs.

It is strongly recommended that parents visit the school for the purpose of reviewing the materials to be used and to discuss objections to the program with school personnel prior to opting-out a child. A student will not be allowed to opt-out of personal/social counseling which is needed to maintain order, discipline, or a productive learning environment (one which reflect teachers providing effective instruction and experiences to increase the continued growth of students in a safe environment with minimal disruptions).

Please contact your child's school concerning any questions about this important aspect of your child's educational experience.

Sincerely,

SOUTH BRUNSWICK TOWNSHIP PUBLIC SCHOOLS



Joanne Kerekes
Assistant Superintendent for
Curriculum & Instruction

Gary P. McCartney, Ed. D.
Superintendent of Schools

Anthony N. Tonzini,
Business Administrator/
Board Secretary

Dear Parents/Guardians,

In the South Brunswick schools, the school counselors assist the academic teachers by helping students adjust to the school environment and in the development and the improvement of study skills. The importance of planning and goal setting is emphasized to the student. The guidance counselor works with the students in developing test-taking skills and the interpretation of the results of standardized tests.

Career guidance begins with the awareness of different occupations within the community and expands to include the exploration of vocational and career options within our society. Students are made aware of the importance of assessing individual interests and abilities. Students are prepared for the world of work by emphasizing the importance of accepting responsibility and the development of good work ethics.

The personal/social counseling programs are characterized by these goals:

1. Understanding and adjusting to the school environment
2. Understanding self and others
3. Understanding attitudes and behaviors
4. Decision making and problem solving
5. Interpersonal and communication skills
6. School success skills
7. Career awareness and educational planning
8. Community pride and involvement

Counselors work with classroom teachers in promoting these goals through the use of materials collected from publications, newspapers, library materials and other resources. Classroom guidance helps to foster the goals of the overall guidance program. Students may also be seen on an individual or small group basis. Referrals may be made to guidance personnel by the principal, teachers, parents of the student, or by the student him/herself. Every effort is made in helping the student to adjust to school life, to do his/her best in school, and to help if the student experiences various emotional or behavioral problems.

If you have any questions about the guidance program or if the guidance personnel can be of assistance in working with your child, please feel free to call or visit the school.

SOUTH BRUNSWICK TOWNSHIP PUBLIC SCHOOLS



PERSONAL/SOCIAL COUNSELING OPT-OUT STATEMENT

THIS FORM MUST BE COMPLETED AND RETURNED IF YOU DO NOT WANT YOUR CHILD TO PARTICIPATE IN THE PERSONAL/SOCIAL COUNSELING PROGRAMS.

Please return this form to your child's principal.

Student's name	

Teacher's name	

School	Grade

My child, named above, does not have permission to participate in the Personal/Social Counseling Programs as indicated below:

Date

Parent/Guardian Signature

Telephone Number: _____

NOTE TO PARENTS:

The student will not be allowed to opt-out of personal/social counseling which is needed to maintain order, discipline, or a productive learning environment (one which reflects teachers providing effective instruction and experiences to increase the continued growth of all students in a safe environment with minimal disruptions). Please contact the counselor or principal prior to opting your child out of the Personal/Social Counseling Program.

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