

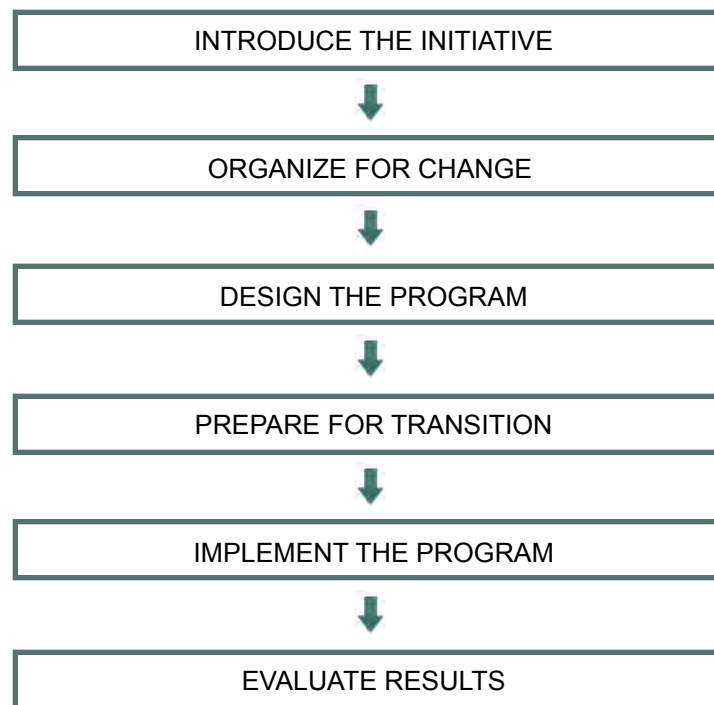
SECTION 2

A FRAMEWORK FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS



2.1 OVERVIEW OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The following chart represents an overview of the steps to follow in order to successfully implement your comprehensive school counseling program.



Introduce the Initiative

- Establish a School Counseling Initiative “team”, first by building and then the district
- Insure that all members of the team have a through understanding of the ASCA and New Jersey Models
- Attend an orientation conducted by the NJSCA
- Gather support from the Principal, Superintendent, Board of Education, and the community to initiate the process of considering whether to embark on the journey

2.2 Rationale: Why develop a comprehensive school counseling program

Rationale – a statement or series of statements that answer the question, “Why develop a comprehensive school counseling program?” This can be accomplished by first identifying the needs of your students, and then thinking about programs that could address these problems.

The following are examples of rationale from local districts.



Vineland Public Schools: The Challenge

Educators in Vineland Schools face a broad range of challenges in meeting the academic, personal, social and career developmental needs of all of their students. Vineland is a large city with a population of more than 56,000, with nearly 25% of the students having spoken a first language other than English in their homes. Additionally, the district faces a high mobility rate, far exceeding the state average, as it welcomes transient farm workers and their families to the community for seasonal work.

Vineland is designated as an “Abbott district.” According to a 2003 report by William Librera, Commissioner of Education for New Jersey, this means that Vineland represents the “urban poor” and “is characterized by both low student achievement and concentrated poverty.” Consequently, Vineland schools receive funds to equal the average per pupil spending of “I” and “J” New Jersey districts with the goal of closing the achievement gap between urban and suburban poor.

Given the factors of concentrated poverty, high mobility rate, diverse language and cultural backgrounds, along with social issues such as gangs, drug and alcohol use, teen pregnancy, and individual development matters typical of all children everywhere, Vineland educators face enormous challenges in meeting the developmental needs of all of its students and in closing the achievement gap so that the students will be successful in school and in their future lives. Having a comprehensive guidance and counseling program that is fully integrated with the academic mission of the district and works with all stakeholders in the school and community can help ensure success for Vineland’s students.

Lumberton Township Schools: Rationale and History

The Developmental Guidance and Counseling program of the Lumberton School District was established in 1984 with one counselor in the Florence L. Walther School for grades K-8. The emphasis was guidance and counseling activities with consultation and coordination services offered. The population of the district at that time was around 400 students and the community small and supportive.

However, during the decade of the 80’s changes were occurring. The township of Lumberton began to expand from a small central village to a diverse community of condominiums, townhouses, and large single family homes. The census report for 1990-2000 showed a 56% population change for Lumberton as compared with a 7.2% change for Burlington County. The growth in the school district has increased yearly; the student population in the 1986-87 school year was 494, in the 2001-2002 school year, it was 1,543. This is an increase of 1049 students in 15 years.

In an effort to accommodate the new student population the Walther School was remodeled and expanded, the district built Lumberton Middle Schools in 1991 and in the fall of 1998 Bobby’s Run School opened. In the 1002-2003 school year there are 4.85 counselors.

A written curriculum has been prepared to offer coordination of the counseling services for students of all grades. It provides guidelines for the counseling staff to meet the developmental needs of the students, address the diverse nature of the community, and offer the specific knowledge and skills appropriate for students to be successful.



Write your rationale for developing your program



Become familiar with state and local models. Links to state models may be found at:
www.schoolcounseling.org (ASCA) or
www.umass.edu/schoolcounseling/mission/htm (the Center for School Counseling Outcome Research at the University of Massachusetts/Amherst)

2.3 Identify the beliefs and philosophy of your program

Beliefs are agreed upon statements about the ability of every student to achieve and include the ethical guidelines and principles that guide your program.

(ASCA National Model, pp. 27-29; Workbook, pp. 11-12, 21-22).

Philosophy includes agreed upon principles that guide you in the development and implementation of your comprehensive school counseling program.

(ASCA National Model, pp. 28-29; Workbook, pp. 11-12, 21-22).



Statement of Philosophy:

- The school counselors in the Matawan-Aberdeen Regional School District believe that:
- All students have dignity and worth.
- All students have the right to participate in the school counseling program.
- All students' ethnic, cultural, racial, and other differences and special needs are considered in the planning and implementation of the school counseling program.
- All students K-12 shall have access to a full-time NJ state certified Master's level counselor.

And that the School Counseling program:

- Be based on specified goals and developmental student competencies.
- Be planned and coordinated and managed by school counselors in consultation with other representatives of the school and community.
- Utilize the many combined resources of the community.
- Be evaluated on specified goals and agreed upon student competencies.

And that all school Counselors:

- Abide by the professional ethics of guidance and counseling as advocated by the American School Counselor Association and the New Jersey School Counselor Association.
- Participate in competency renewal program essential to maintain a quality school counseling program.

Lumberton Township

The philosophy of the Developmental Counseling Program is to focus on the individual student. All students are accepted as unique individuals of worth having personal, social, and educational needs. The emphasis of **Lumberton Township's** Developmental Counseling Program is that of maximizing the potential of all students through a developmental and preventative approach. The counselor works with the total environment of the students within the educational framework of the district. Through individual and group counseling, coordination of school and community services, and consultation, the counselor acts as a facilitator in helping the students become healthy, effective human beings.

The school counselors in Piscataway School District believe:

- all students are unique and have personal worth.
- all students' multicultural backgrounds, special needs, and ethnic and sexual identities should be addressed with sensitivity.
- all students will participate in the school counseling program delivered by a state certified, master's degree level counselor.

The Piscataway Comprehensive School Counseling program:

- has an organized and planned curriculum that is sequential and flexible.
- is competency-based and aligned with the ASCA National Standards.
- involves a K-12 counseling team that partners with other school personnel, families, and the community to meet all student needs.
- uses data to assess student needs and to enhance the school counseling program.
- is lead by a Counseling Supervisor who ensures that the counselors work together as a team to build students' skills from kindergarten through high school.
- prepares students for life's ongoing transitions and helps students learn more effectively and efficiently.

All counselors in the Piscataway School District:

- govern themselves by the American School Counselor Association's Ethical Standards.
- participate actively in professional development to foster continuous improvement in the school counseling program.



Write your beliefs and philosophy for your local program:

2.4 Develop your program's mission statement

The mission statement is a global action statement in which you describe your vision of your program will accomplish (*ASCA National Model, pp. 30-31; Workbook, p. 13 & 23*). Some tips when developing a mission statement:

- ▶ Consider your district's mission statement to insure consistency
- ▶ Write a clear, succinct statement
- ▶ Be brief and to the point
- ▶ Be action oriented, using verbs
- ▶ Include the needs of the broad community, paying attention to its diversity
- ▶ Think about the needs and issues students bring to school every day
- ▶ Consider combining philosophy and beliefs into one mission statement
- ▶ The statement must be developed by consensus, meaning everyone can agree in principle



Clifton Public Schools (2004).

The mission of the Department of Counseling and Student Services is to minimize the impact of, or to eliminate the impediments in students' lives by addressing the whole person in order to maximize their potential achievement.

The mission of the **Piscataway** (2005) School Counseling Department is to provide a comprehensive, proactive, developmental K-12 program for all students. As student advocates, Piscataway School Counselors recognize the uniqueness and personal worth of each child. Our structured program anticipates and fulfills the academic, career, and personal/social needs of each one of our students. School counselors partner with other educators, parents/guardians, and community members. Piscataway School Counselors recognize that all children can learn and support their efforts to become confident, productive members of a changing society.

Parsippany-Troy Hills Township Schools

To provide a comprehensive, developmental counseling program addressing the academic, career, and personal/social development of all students.

The mission of the **Elizabeth** Public School Counseling Department is to provide a K-12 developmental counseling program. We seek to move from traditional guidance services to an articulated comprehensive model committed and dedicated to promoting excellence and competency in all areas of student life. Students in the Elizabeth Public schools possess personal worth, individual dignity, and a unique nature. As counseling advocates and educational partners in the school community, our mission is to provide a clear, structured program elementary through high school to draw on the strength of our students' diversity.

The mission of the **Matawan-Aberdeen Regional School District** School Counseling Program is to enable all students with their individual differences to acquire the educational, career/vocational, and personal/social competencies necessary to function and contribute in a changing society.

Greater Egg Harbor Regional High School District: Absegami and Oakcrest High Schools and Constituent Districts: Egg Harbor City, Galloway Township, Hamilton Township, Mullica Township, Port Republic, and Washington Township Develop a K-12 comprehensive/developmental school counseling program that addresses the academic, career, and personal/social needs of the students we serve. The purpose of the comprehensive school counseling program is to provide all students with the skills needed for the ever-changing roles in society and the workplace. The comprehensive school-counseling program will be developed through collaboration with students, parents, faculty, administration and community members. This articulation will occur between the GEHRHSD and all the constituent districts.

The mission of the **Vineland** Pubic School Guidance and Counseling Program is to assist all students in becoming lifelong learners and contributing members of society through a comprehensive developmental model that optimizes their academic, personal/social, and career development.

The Vineland Public School Guidance and Counseling Program is a collaboration of services provided by: professional school counselors, health and social services coordinators, student assistance counselors, and community aides. Counselors as consultants, work in partnership with all school personnel, families, and members of the Vineland community to deliver services to all students through individual, group, and classroom sessions that are an integral part of the total educational process.



Write the mission for your local program:

2.5 Benefits of your local program for the constituents

Be prepared to explain to the various constituents (administrators, board of education, parents, teachers, students, business, and community) what benefits can be expected from this program using the list in Section 1 as a starting point (*ASCA Model, pp. 17-19*).



Write the benefits of your local program for the constituents

2.6 The needs assessment process

- Conduct a thorough needs assessment of your current program.
- Be sure to involve all stakeholders in the needs assessment (students, parents, teachers, counselors, administrators, board of education, community and business members).
- Consult with other districts implementing the model concerning your needs assessment.
- Assess your current program resources.
- Analyze the results of your needs assessment.
- Compare what currently exists in your program with the NJSCI to determine “fit” and the need for adjustments.

Why a needs assessment is critical

The needs assessment is conducted to find out what your program should be doing to meet the needs of your students. Some needs are clearly expressed or perceived by your district and your community. Other needs are more subtle, requiring your school counseling team to draw conclusions based upon the data you collect.

Your district needs assessment is the foundation of your comprehensive program and has many benefits. The purposes of the needs assessment are to:

- Establish and maintain open communications among home, school, and community
- Identify what elements of your program are effective and should be strengthened
- Provide a common school counseling vocabulary understood by all stakeholders
- Design the blueprint and build the foundation upon which your program can be built
- Create the outline for your program evaluation and pretest and posttest of student competencies
- Identify general goals for student competencies
- Show areas requiring professional development and training
- Create a timely, regular, and anticipated structure for dialogue and collaboration among all stakeholders, parents, students, teachers, counselors and administrators
- Provide evidence for increased resources, funding and staff
- Help focus the counselor's role and utilize the counselor's training and skills
- Identify the expectations, issues and problems of each stakeholder
- Gather support from stakeholders
- Present the need for a comprehensive school counseling program to parents, teachers, administrators, and the board of education

How to Conduct Your Needs Assessment

1. Prepare for the needs assessment

- Make sure your school counseling team is functioning
- Appoint a needs assessment working group from your team
- Have your working group participate in a training workshop by the NJSCI.
- Become familiar with samples of needs assessment instruments
- Exchange ideas with other district teams that have conducted their needs assessment
- Be ready to expect both enthusiasm and resistance
- Orient your stakeholders to the importance of their participation in the needs assessment process through newsletters, parent-teacher meetings, and staff meetings.

2. Study your current school counseling program thoroughly

- Gather information about your current program (e.g., activities, resources, goals, documentation, and evaluation)
- Prepare a brief history of your district's counseling program and its evolution to comprehensive developmental school counseling
- Develop a general outline of your district's needs, strengths and problems, recognizing sub populations and unique aspects of your community
- Study the results of your time and task analysis to gather data on counselor activities, current priorities and

hidden needs

- Review recent NJDOE monitoring and Middle States evaluation reports for trends and needs in school counseling and in student development
- Survey and provide opportunities to discuss expectations for school counseling with representative groups of students, counselors, parents, teachers, community and business persons.
- Gather available data about perceptions of the current program, its goals, effectiveness and its response to needs.

3. Create your needs assessment or use an existing needs assessment instrument and modify it to address the district's unique needs.

- Limit the number of student competencies to 8 to 12 in each developmental area: personal-social, academic, career
- Write items clearly understood by students at their developmental level:

Students:

- *I need to know how to do better in school*
- *I need to learn to express my feelings to others*
- *I need help to choose a career*
- *I need to learn how to stand up for my ideas*
- *I need to learn how to respond to a bully*

- Use similar wording for each item for parents or teachers to insure the same needs assessed:

Parents:

- *My child needs help to learn to express feelings to others*

Teacher/Administrator:

- *Students need help to learn to express feelings to others*

- Be brief to encourage maximum response
- Test the needs assessment instrument on a sample of stakeholders to identify items or directions needing refinement
- Develop procedures and forms to collect and interpret the data, or adapt forms from other districts. Test the procedures on a sample.
- Promote the needs assessment thoroughly to encourage maximum response
- In small to medium schools, survey 100% of the students, teachers, and parents. In schools with more than 600 students, randomly survey 50% of the population
- Follow up with personal reminders or phone calls to encourage responses and underscore the importance of each response
- Provide several ways to return the assessment, i.e., mail, drop-off boxes, pick-up points. Students can complete the assessment in small groups or classes, teachers at meetings, parents at conferences or back to school nights.

4. Prioritize the needs and expectations of your district.

- Organize, summarize, and synthesize the data
- Identify expectations and needs being met AND not met by the current program
- Organize expectations and needs into three developmental domains: personal/social, academic, and career
- Share your report with groups of stakeholders

See the Appendix for a sample Time-Task Analysis for use in determining how counselors currently spend their time.

ROXBURY SCHOOLS

K-12 Guidance and Counseling Needs Assessment Report

Needs Assessment: Teachers and parents completed the following survey by circling the 4 student competencies you would like expanded in the district guidance and counseling program.

1. Develop an awareness of personal abilities, skills, interests and motivations
2. Learn how to make decisions
3. Learn how to use conflict management skills with peers and adults
4. Demonstrate how interests, abilities, and achievement relate to reaching personal, social, and career goals
5. Describe traditional and nontraditional occupations and how they relate to career choice
6. Learn to work cooperatively with others as a team member
7. Demonstrate awareness of the education and training needed to achieve career goals
8. Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
9. Assess and modify their educational plan to support career goals
10. Utilize time- and task-management skills

Results: In the high school, there was a clear priority by teachers for character development and workplace readiness skills such as punctuality, dependability, responsibility, cooperation, and time management. A second priority is personal knowledge and the assessment and awareness of abilities, interests and skills as they relate to careers.

In the primary schools the survey suggests that personal development and interpersonal relationships are of greatest importance and career education is of least importance. In the middle schools the survey suggests that organization and time management, character development, conflict management skills, and cooperative work are most important

Parent Needs Assessment Results+

K-3	4-5	6-8	9-12
8*	8*	10*	4*
1*	1*	8*	1*
3*	10*	4*	10
6*	3*	1*	7
2*	4	3	8
4	2	7	

Faculty Needs Assessment Results+

3*	8*	8*	8*
6*	3*	10*	10*
2*	6*	2*	4
8*	10*	3	3
			4

+Ranked Competencies selected by at least 40% of the respondents

* Selected by at least 50% of the respondents

School Counselors' Assessment of Current Activities That Meet Competencies

K-3 Kennedy, Jefferson, Franklin and Nixon Schools:	Grades 4-5 Lincoln Roosevelt School: A Sampling	Grades 9-12 Roxbury High School: A Sampling
<p>1 Student of the week activities Self Esteem Newcomer's Club, Changing Families/ Special Siblings/Friendship Groups Individual counseling Classroom counseling lessons Talent talks Writing books about themselves Develop talents in special areas as in art Participation in plays/presentations Reading stories with these themes</p> <p>2 Small group counseling activities Classroom counseling lessons Individual counseling Choices in activities Drug education/Good choices vs. bad choices Discussion of story conflicts and alternative choices Brainstorming activities</p> <p>3 Conflict resolution skills in classrooms Small group counseling activities Individual counseling Peacemakers program in Kennedy and Franklin Schools</p> <p>5 Family Living Curriculum addresses careers</p> <p>6 Cooperative group activities</p> <p>8 Homework journal/assignment sheets Center activities Class jobs</p>	<p>Opportunity Extensions—time management Classroom Court-conflict resolution Agenda Books PTA programs Changing Family Groups Counseling support I Messages</p>	<p>Career units in classes and all curricular areas Guest speakers from Art/Technology Schools Conflict Resolution Unit in Freshman Health Course Selection Presentations in English Classes Strong Interest Inventory for seniors Student volunteers in special education classes Child Care classes working in the Preschool Fashion Design class Service Learning Career projects in Human Behavior class Ethical Studies Class Problem Solving Peer Leadership Peer Mediation Web Master internships Special Education career presentations Multicultural Club field trips Web Page for Counseling Department College and career exploration software Parent Counseling Department programs Sophomore Career Inventory Freshman Learning Styles Inventory Women's Issues/ Concerned Students Groups</p>

4. Prioritize the needs and expectations of your district

- Organize, summarize and synthesize the data
- Identify expectations and needs being met AND not met by the current program
- Organize expectations and needs into the three developmental domains: personal-social, academic and career
- Share your report with groups of stakeholders

Phillipsburg Needs Assessment: School Counselor Team Self-Study

Strengths

- Counselors open to change
- Believe it is important to adopt a model
- Believe you should be responsible for helping all students achieve
- Believe it is important to collect data and demonstrate how programs help students
- Willing to devote time to learn new skills
- Believe it is important to be advocates for underserved students
- Counselors are recognized as leaders in the school
- Counselors can use data and technology
- Principals would be receptive to planning and implementing comprehensive programs
- “Stakeholders” believe counseling is important

Areas Needing Improvement

- K-12 leadership (formally assigned)
- Develop district wide plan (mission statement, student objectives)
- Develop district wide periodic program evaluation
- Coordination of district wide programs
- Identify and document evidence of counseling program’s impact and student growth/change (outcomes)
- Revision of counselor evaluation (that connects to professional development)
- Implementation of developmental (clinical) supervision
- Use of time/workload (too much time in non-counseling)
- Educate parents, teachers, and board of education about the program (generate support)
- Develop business and community support
- Clarify perceptions vs. reality (very important)



LUMBERTON TOWNSHIP DEVELOPMENTAL COUNSELING PROGRAM NEEDS ASSESSMENT

Group Counseling

Self Esteem

Students on the Move! New Students Group

Students Being Retained (Progress Group)

Impulsive Behavior

Illness in Family

Study Skills

Stress Management

ADHD Support

Please list other groups that you feel would benefit your students: _____

Classroom Group Counseling

We have visited classrooms in the past years and felt the reception very positive. Our focus is on the preventative aspect of this program offering students skills to cope with situations before they arise. The Counseling Curriculum includes:

Can Do Hard Things (Kindergarten)

Getting Along II (Second)

Responding to Bullying (Fourth)

Conflict Resolution (Sixth)

Personal Transitions (Eighth)

Getting Along (First)

Peer Relationships (Third)

Anger Management (Fifth)

Dealing with Harassment (Seventh)

If you would like a counselor to address any additional needs in your classroom or supplement a curriculum topic we can arrange a time for that. We would appreciate your comments or suggestions. _____

Parent Education

Parents are an integral part of the counseling program. From your interaction with the parents, what parental concerns would you like to see addressed through the counseling program. _____

Professional Development

Teacher In-service is one aspect of the program that can help us in our attempts to meet the needs of the students. If you are interested in any topics related to the Counseling Program that could be presented in an in-service workshop or as a District professional development course, list them here. _____

Thank you to each staff member for the support you have provided in the past. We are very excited about the future of our Developmental Counseling Program and look forward to working with each of you as we strive to meet our students' needs.

Please return to the school counselor by: _____.

2.7 Develop program goals

1. Develop program goals and student competencies to address the assessed needs

- Determine the needs and priorities of each stakeholder group- students, parents, teachers, administrators, community and businesses
- Compare the needs and priorities of the stakeholders to the general expectations identified in Part 3 and determine “fit”. Chart this comparison graphically, e.g., histogram
- Select goals that have received the highest priority of the school and community
- Compare your list with sample goals in the NJSCI to identify developmental skills that may not be addressed in the survey
- Continue informal discussions with stakeholders to refine expectations and needs
- Write the student competencies that address the prioritized needs in general terms, i.e.:
 - I can describe how I express my feelings to others in appropriate ways
 - I can show how I can stand up for my rights when it is important
 - I know how my goals can be met by different careers
 - I can set realistic goals for myself
 - I can show how to ask for help when I need it
 - I know how to prepare for the careers in which I am interested
 - I know how it feels to be successful in school
 - I can show how I can respond to a bully
- Circulate the student competencies to a sample of students, teachers, parents and staff to refine them

2. Plan to implement the prioritized competencies most effectively

- Identify classes, curricula, components, or activities that lend themselves readily to addressing the competency, e.g.,:
 - Student peer leaders leading freshman groups conduct unit on student assertiveness
 - A seventh grade classroom unit on The Unique Me addresses ways students have felt successful
 - Sixth grade peer helpers working with first grade partners role play how to ask for help from significant adults
 - Third grade teachers and the elementary school counselor conduct a classroom meeting on accepting others' viewpoints
 - Small groups led by school counselors share feelings about lack of success
 - Guest speakers discuss career paths during Career Week
 - Eighth grade English teachers team teach a peer writing unit on future goals
- Select the learning and counseling strategies that best address the student competencies:
 - Classes or large groups
 - Individual or small group counseling
 - Consultation in individual or group meetings
 - Collaborative activities

3. Identify student competencies that are not addressed or implemented

- Identify program components, classes, and activities which could best address these competencies
- Work with teachers, staff, and community to brainstorm creative strategies to achieve unmet needs

4. Periodically update the needs assessment (at least every 3 years) to identify changing concerns and expectations of the district and to assess the degree of fit between needs and competencies.



Elizabeth Public Schools Statement of Goals K-12 2001-2006

- Address student competencies as defined in our written K-12 program through the use of small group counseling and large group information sessions
- Expand academic support activities for students by working with staff and faculty
- Increase utilization of community outreach to include parent/community volunteers as well as business and industry in our programming
- Access and use Internet to explore and become familiar with educational/career plans
- Implement programs that facilitate transitions
- Provide resources and support for families in crisis
- Increase awareness and understanding of racial/ethnic identity, gender-related issues, as well as disability related concerns
- Increase school/community outreach with correspondence and telephone contacts
- Develop career education programming for all students
- Adheres to School Counselor National Standards and Ethical Standards as set forth by the American School Counselor Association (ASCA)

Program Goals and Review: Clifton Public Schools

- To provide a broad range of counseling and support services to students and their families addressing a wide variety of problems which may interfere with school performance.
- To expand the services available to students and their families through advocacy and partnership with other agencies and programs.
- To provide prevention and health promotion services to students and their families through educational programs.
- To influence practice policy and programming by active participation and representation in a variety of coalitions and professional organizations at city, county, and state levels, as well as professional associations.

Commendations—doing well

- Well-trained, dedicated staff
- Regularly evaluated
- District commitment to providing services
- Individual counseling and substance abuse prevention/intervention readily available
- High standards for services and student achievement
- Programs driven by “scientifically based research”

Program Goals: 4-2C Program Roxbury High School

- Integrate two goals into one program
- Every student develops a 4-year academic plan that uses his/her unique talents, abilities, interests, and multiple intelligences; and every student sets a career goal and an educational goal (college/postsecondary education)
- Help students understand the relationship between educational success and career success and increase responsibility for current and future decisions
- Integrate 21st century workplace skills into the counseling curriculum and activities, emphasizing decision-making skills, collaboration, initiative and adapting to change
- Sequence counseling activities to develop skills to become a life-long learner and productive worker able to adapt in a changing world
- Provide developmental sequences of activities each year in career and educational awareness, exploration, self-evaluation, goal setting, decision-making, and implementation
- Raise career and educational aspirations and achievement by linking school and community activities to protective factors that promote resilience, personal responsibility, and self-efficacy e.g. shadowing, service, peer leadership, cross-age teaching, family education nights

Program Goals: 4-2D Lumberton Township

The counselor will fulfill the goals and objectives of the Developmental Counseling Program through individual counseling, small group counseling, classroom group guidance, coordination of services, and consultation with parents and teacher. The curriculum is based on the philosophy that the affective development of the student, while the responsibility of the entire school staff, is a primary concern of the counselor. The counselor helps students identify strengths, weaknesses and feelings. Students will use this heightened self-awareness in their decision-making.

The three main themes of the Developmental Guidance and Counseling Program will be taught by the counselor and reinforced throughout the curriculum by classroom teachers and specialists as the themes occur in their content area. The counselor will act as a consultant to offer guidance materials and activities to supplement their curriculum.

The success of this program is dependent on the school community working as one unit to help each child reach his/her full potential. Teachers and parents will be an integral part of the program to identify and refer students for counseling services. Students will be able to self refer when problems arise. The program will be formally evaluated annually by teachers, parents, and students. The needs derived from this evaluation will direct the focus for the next year. Through the

2.8 Design the delivery system of the new program

The delivery system is composed of four components:

- *counseling*
- *counseling curriculum*
- *consultation and student planning*
- *enhancement and system support*

Activities can be organized under these four components to address the anticipated developmental needs of students. They also provide for those unanticipated needs and events that prevent students from reaching their potential: personal crisis, major life disappointments, educational difficulties, and interpersonal problems. Some components cut across others. For example, student planning is a part of each component.

COUNSELING	CONSULTATION/ STUDENT PLANNING	ENHANCEMENT/ SYSTEM SUPPORT	COUNSELING CURRICULUM
<u>Services</u>	<u>Consultation System</u>	<u>Management</u>	<u>K-12 Model</u>
Individual Counseling	School Counselor	Counseling team	Scope and sequence
Group Counseling	Teacher Advisor	Master calendar	Activity guides
Counseling Special Populations	Parents as Partners	Team plan	Model lessons
Coordinating Multiple	Business/Community mentors	Legal/ethical guidelines	Evaluation
Counseling Interventions	Career specialist	Supervision	Competencies
	College specialist	Professional development	
	Peer facilitators	Research/evaluation	
<u>Interventions</u>	<u>Student Decision-Making System</u>	<u>Collaboration</u>	<u>Learning activities</u>
Developmental	4-Year Academic Plan	Advisory council	Small groups
Crisis	Career Plan	Business community partnerships	Large groups
Multicultural	Social Problem Solving	Public relations	Classrooms
Multimodal	Student portfolio	Student advocacy	Parent education
Family	Orientation	Advocacy for special populations	Assemblies
Community	Appraisal	I&RS	Special population programs
Multi-level	Advisement		
	Transition Plan		

2.9 Counseling

Counseling is the prime focus of the School Counselor's time and skill. Some student needs are best addressed in individual counseling, or with a combination of individual and group counseling. A strong School Counseling component provides both.

- **Group counseling** emphasizes the importance of peer relationships in student development. Students learn that they are not alone and others share similar concerns. In the counseling group, students learn to give and receive feedback, develop a deeper understanding of themselves and others, trust others, and practice new behaviors in a safe, non-threatening environment.
- **Developmental Counseling** assists students to develop self-understanding, practice coping strategies, clarify issues, or explore alternatives common to their 'developmental stage' and age. The developmental focus addresses the needs of 100% of the students.
- **Problem-Centered Counseling** helps students experiencing difficulties that impede their progress in school. The problem-centered focus addresses the needs of 40% of the students; however, unique needs of the district or community may expand the at-risk population served to 100%.
- **Crisis Counseling** responds to students who need immediate, short-term help to deal with events which block the educational process such as relationship problems, harassment, substance abuse, or the death of a family member. Crisis counseling reaches approximately 10-25% of the students; However, an unforeseen event like the death of a teacher or student or a natural disaster may affect all of the students in a school.
- **Career Counseling** addresses students' needs affecting their multiple life roles (student, family member, worker, friend, future parent and citizen) and their career identity which are constantly in flux in today's society. Student life may be viewed as an ecosystem in which school, home, family, workplace, and community interact and affect their multiple roles. Life career planning is a continuous process across their life span.
- **Referrals** are coordinated in the school with the Core Team and Child Study Team, the Student Assistance Program, and the Intervention and Referral Services (I&RS) program. In the community, cultural and neighborhood groups, the Division of Youth and Family Services (DYFS), Family Crisis Intervention Units (FCIU), juvenile committees, mental health agencies, treatment and rehabilitation programs, hotlines, community and parent support groups are all integral parts of the referral network.

2.10 Consultation and Student Planning: Empowering the Student

The New Jersey Model integrates the individual planning component into each of the program components. The Model assumes that all program components work toward the goal that students gradually assume responsibility for their personal, social, educational and career goals and plans.

These goals are based on research that shows that:

- students, as early as middle school, raise their level of academic achievement by setting a career/dream goal.
- the more students learn about themselves, their interests, abilities, and talents, the higher their career and educational aspirations.
- students with real life career experiences with adult role models in school and in the community and business world establish realistic career and educational goals.
- a significant mentoring relationship with a caring adult who believes in them and listens to them can make the difference in staying in school, going to college or getting a job.
- students who are academically and socially prepared for a range of post-secondary educational and career options have more choices.
- students without math, science, computer knowledge and skills, as well as communication, decision-making, and collaboration skills, will not be prepared to enter technical jobs and programs.
- parents have the most significant influence on students' aspirations, career, and educational goals beginning in elementary school.
- parent programs make a significant difference in parents' ability to influence their children's career aspirations and raise student achievement.
- programs with multiple interventions on individual, group, school, and community levels significantly affect lower alcohol and drug use, school achievement, and improved life skills.

Consultation

Students and parents benefit from the specialized knowledge, information, and skills that counselors provide. Triad consultation and informal dyad consultation activities include: mentoring, teacher and parent consultation, test interpretation, parent education, mentoring, individual student planning, teacher-advisor programs, and training peer leader and peer helper programs.

Family situations such as the two income family, shift work, single parents, and extended commutation, push the student's and family's needs for consultation into non-traditional school hours. Many traditional school counseling activities support the consultation component and can be integrated into the comprehensive program, through parent newsletters, case conferences, college night programs, and evening parent workshops on developmental issues.

Counselors also consult with staff on such key issues as: classroom management, learning styles, changes in student behavior, transition between schools, ethical issues, and the impact of family and cultural problems on individual learning.

The Student Portfolio

The Student Portfolio is a career compass for all students, providing direction for their educational and career goals based on self-knowledge and individual planning. Too often students make important career and college decisions with little accurate information about themselves or their world. Students ask, "Where should I go to college?" instead of exploratory questions like "Why should I go to college?", "What should I study?", or "What skills do I need?" To achieve these goals, students need a variety of opportunities to explore their interests, aptitudes, and abilities before making future decisions and plans.

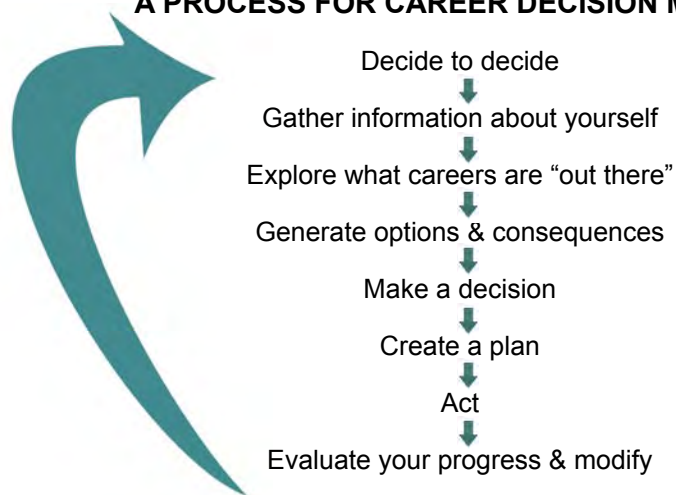


CLIFTON PUBLIC SCHOOLS, Clifton, NJ Middle School Career Portfolio

Grade Six

<u>Assessment Results</u>	<u>Career Deisions</u>	<u>Training/Education</u>	
True Colors		Vocational	Professional
Primary Color:		(2 or less years)	(2 or more years)
_____	1. _____	_____	_____
Second Color:			
_____	2. _____	_____	_____
Rank from most to least	Orange - Things	Blue - People Green-Ideas	Gold Data

A PROCESS FOR CAREER DECISION MAKING



Grade Seven

<u>Assessment Results</u>	<u>Career Deisions</u>	<u>Training/Education</u>			
		ED2 Middle School	ED3 High School	ED4 HS + business Tech.	ED5, 6 College
		(2 or less years)		Some College	
	1. _____				
SDS Career Explorer Holland Code*	2. _____				

*R = Realistic, I = Investigative, A = Artistic, S = School, E = Enterprising, C = Conventional

Using your Holland Code letters:

- A. **ACTIVITIES:** (*SDS Career Explorer: Self Assessment Booklet, page 4-5*) What activities have you experienced or would you like to experience?
- B. **SKILLS:** (*SDS Career Explorer: Self Assessment Booklet, page 6-7*) What skills are you good at or want to learn to do well?
- C. **ABILITIES:** (*SDS Career Explorer: Self Assessment Booklet, page 10*)
What abilities do you rate as HIGH. as compared with other students of your age?
- D. **CAREER PLAN:** Describe what you plan to do. Tell about your goals.

Grade Eight

<u>Academic (select 2)</u>	<u>Career Deisions</u>	<u>Training/Education Level</u>			
<i>Areas Math</i>	1. _____ 2. _____	Advanced	High	Applied	General
<i>The Arts</i>	1. _____ 2. _____	Art	Music	Theatre/Drama	
<i>Science</i>	1. _____ 2. _____	Advanced	High	General Science	
<i>Social Studies</i>	1. _____ 2. _____	History Sociology	Gov't. Psych.	Geography Polital Science	
<i>English</i>	1. _____ 2. _____	Social Studies Composition	Lit.	Speech	

Check off all that apply to your plans:

- | | | |
|---|---|--|
| <input type="checkbox"/> Enter the work force | <input type="checkbox"/> Vocational & technical schools | <input type="checkbox"/> Military |
| <input type="checkbox"/> Apprenticeship | <input type="checkbox"/> Community & two-year college | <input type="checkbox"/> Four-year college |
| <input type="checkbox"/> On-the-job training | <input type="checkbox"/> Graduate & professional school | |

The academic area I am most interested in is:

Out of school activities: _____

Interests/hobbies: _____

Strengths: _____

The Intervention and Referral Services

The Intervention and Referral Services (I&RS), as well as other multilevel school teams, offers counselors the opportunity to serve as a resource and collaborate with other school staff. The New Jersey Department of Education adopted Code to insure that all schools provide Intervention and Referral Services for students experiencing difficulties at school.

About the I&RS

The I&RS team is an adult-centered program. By design, the I&RS team invites requests for assistance from school staff or parents, rather than referrals to the team. Welcoming requests for assistance clearly communicates that the team exists to assist staff or parents with educational problems they are experiencing with students or their children, rather than assume total responsibility for identified problems.

The program is not limited to providing assistance to classroom teachers. For example, school counselors, social workers or substance awareness coordinators might experience difficulty working with a student and/or the student's family, and could benefit from reviewing the problem through the collaborative team process. School support staff are in positions to observe and interact with students and can be valuable resources in the I&RS team process.

(Scope of services for building-based I&RS teams, from the Resource Manual for Intervention & Referral Services, New Jersey Department of Education)

Valuable resources can be found in the I&RS Manual online at: <http://www.state.nj.us/njded/students/irs/>
The full Code describing the mandates of the I&RS follow in the section Putting It All Together.



NJAC SUBCHAPTER 8. INTERVENTION AND REFERRAL SERVICES 6A:16-8.1

Establishment of intervention and referral services

Character Education and student conduct

New Jersey has been a national leader in Character Education. Recent Code revisions have placed requirements when accepting state funds for Character Education programs and when developing student codes of conduct. Instead of simply identifying Character Education programs and initiating them in the district, agreed upon core ethical values must be adopted by a district as a basis for Character Education and as a basis for developing student codes of conduct. Because of their skills, counselors are in an ideal position to collaborate in the development and delivery of Character Education, as well as helping facilitate the process of identifying the community's agreed upon core ethical values.



NJAC SUBCHAPTER 7. STUDENT CONDUCT 6A:16-7.1

The Code of Student Conduct shall be based on locally determined and accepted core ethical values adopted by the district board of education.

A more detailed description on Character Education follows in the section Putting It All Together.

Anti-Bullying, Harassment, Intimidation

Districts must address bullying through a variety of services from prevention and community involvement, to counseling for victims. School counselors frequently address classes and provide counseling to students who have been victimized. This is an ideal issue to collaborate with other staff in developing and delivering programs such as peer mediation, peer leadership, anti-bullying week activities.



ANTI-BULLYING, HARASSMENT, INTIMIDATION - NJSA 10:5-1 to 42

Requires each school district to adopt a policy prohibiting harassment, intimidation and bullying on school property, at school-sponsored functions, and on school buses.

Alcohol and drug abuse

Because alcohol and drug use are prevalent, it is likely that counselors will have students who are actively involved, experimenting, or at-risk. Counselors who are familiar with Code, mandates and district policies and procedures on alcohol and drug abuse, and Federal Confidentiality Regulations (,CFR42R) will be in a better position to collaborate with others such as the Substance Awareness Coordinator (SAC) in developing comprehensive plans for students. As part of a comprehensive school counseling program, prevention programs are another area where school counselors collaborate with the SAC, teachers, and outside providers in developing a comprehensive and effective prevention plan. For example, school counselors coordinate peer leadership programs, and cross-age teaching.

2.11 ENHANCEMENT/SYSTEM SUPPORT

Program Coordination

The school counselor plays a vital part in getting systems to work together on activities that advance student development. These interdependent activities may include: parenting programs, counseling newsletters, staff development meetings, peer leadership programs, advisory committee, community organization and interagency meetings, I&RS programs, and business-school partnerships.

Program Management

The management of the school counseling program is coordinated by school counselors, but is shared by the entire staff. The Counseling Team conducts management activities that establish, maintain, evaluate, and refine the program. These activities include: planning and organizing tasks; evaluation; follow-up and program revision activities; collaborating with teachers about program operation; conducting needs assessments; and promoting program awareness; and student goals.

System management and enhancement tools include master calendar, the written plan, advisory council, business/community partnerships, and public relations. Supervision, professional development, job descriptions, and counselor performance and evaluation are management components that focus on the school counselor.

Supervision

School counselor supervision must be conducted in a manner consistent with established professional standards for the field. Ideally, the evaluation of the school counselor's performance should be conducted by a certified and professionally trained counselor supervisor, in conjunction with the building administrator. Instruments appropriate to the role and performance of school counselors should be employed as part of the evaluation process.

Professional Development

A strong professional development program assures the quality of the school counseling program. Professional development includes: regular inservice training, professional meetings, graduate course work, professional counseling association programs, counselor networking, a library of current literature, and NJSCI training. Counselors should be encouraged by their school administrator to achieve national counseling certifications.

Advocacy

The school counselor's advocacy role as a change agent helps students, teachers, and the community take responsibility to enhance the school environment. It is the counselor's professional responsibility and ethical mandate to advocate, on behalf of students, in their best interests. Advocacy can take the form of representing the student in a conflict situation, seeking assistance from a community agency, and informing students that their action is wrong or inappropriate.

Students, especially new students and students with limited English proficiency and from diverse backgrounds, need special advocacy initiatives and services such as bilingual counselors, immersion programs, program materials translated into languages and dialects, diversity training for teachers, community outreach programs, mentors and advocates representing special populations.

Public relations

Public relations and awareness are enhancement activities that ensure open communication through regular newsletters, forums, information sessions, and opportunities for orientation to the school counseling program.

2.12 SCHOOL COUNSELING CURRICULUM

The counseling curriculum is a sequence of competencies and activities developed from the student needs assessment. Students work toward competencies through planned counseling experiences and learning activities delivered by a variety of staff members and persons in the school and community.

These activities correspond to the academic, career, and personal/social needs of students (see ASCA Model, pp. 31-37, Appendix; Workbook, pp. 14-15, 24-29).

A developmental approach

In order to successfully meet the challenges of each stage of development, students need to develop the building blocks necessary for steady progress toward successful adult life. Drawing from the work of Erickson, Piaget, Kohlberg, Super, Ginzberg, Ginsburg, Azelrad, and Herma, Havighurst, Gottfredson, Myrick, Johnson and Johnson, and Gysbers and Henderson, the New Jersey model uses a developmental approach that anticipates students' needs and integrates them into a planned program of learning activities.

A developmental school counseling program has several characteristics:

- developmental milestones are addressed by program activities
 - competencies reflect emerging personal, social, academic/career capabilities
 - activities are appropriate to students' developmental needs
- program activities form a continuum of awareness, understanding, and application of life skills.

When writing your program, remember that the New Jersey Administrative Code *NJAC 6A: 8-3.2; III (1-3) states that districts:*

...shall implement a developmental career guidance and career awareness program, linked to the Core Curriculum Content Standards, which:

I. Is infused throughout the K-12 curriculum as appropriate for all students;

II. Is supported by professional development programs;

III. Takes into consideration the Career Development Standards of the National Standards for School Counseling Programs of the American School Counselor Association in the following three areas of student development

(1) academic development

(2) career development

(3) personal/social development.

2.13 New Jersey Core Curriculum Content Standards and National Career Development Guidelines



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



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



LEARNING TO LIVE: PERSONAL SOCIAL DEVELOPMENT

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

ASCA NATIONAL STANDARDS FOR STUDENTS

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 NATIONAL STANDARDS FOR STUDENTS

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

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

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

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 NATIONAL STANDARDS FOR STUDENTS

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

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

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



Five principles for strengthening career education in America:

1. Re-energize the profession of career counseling by reinvesting in its role within our schools. Give counselors, teachers, and parents more power to provide students with the information they need to make informed career choices.
 2. Incorporate career/occupation knowledge into curriculum standards and testing for all students.
 3. Improve and expand how schools inform parents and the community about career options and opportunities, including those not requiring four-year degrees.
 4. Help students make well-informed decisions through career and academic planning that begins in the middle grades. This guidance should culminate in a senior-year program designed to make high school a turning point, not an end point.
 5. Embrace the notion of lifelong learning for all, and encourage respect for workers who earn their credentials outside of the traditional college setting.
- (The 70% solution, 2004. The John Heldrich Center for Workforce Development at Rutgers)



Elizabeth High School Personal/Social Competencies

Sample activities are illustrative only. Each school counselor may use site resources, materials, and ideas.

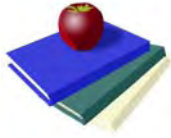
Levels of Resource Organization and Management

Competencies	Counselors	Counselors + School Staff	Counselors + School Staff + Parents + Community + Business/Industry
Understand physical, emotional, and intellectual growth and development.	Counsel students having difficulty coping with development.	Discuss with students how growth and development are interrelated.	Discuss with parents the importance of physical education classes.
Learn to cope with change and plan for the future	Counsel those students identified as not being able to cope with change, with particular attention to Freshmen and students new to the school.	Discuss the changing world and how it affects students.	Get input from business/industry on technological change and future working conditions.
Learn human conflict resolution skills with adults and peers.	Work with students identified as unable to resolve conflicts in a positive manner..	Discuss individual differences and how to minimize conflicts	Assist parents in understanding conflicts in the classroom.
Understand and appreciate one's own capabilities and those of others.	Provide opportunities for interaction with individuals of varying ability.	Work with class teacher on understanding one's own capabilities and how best to use them.	Interact with the community organizations to provide opportunities for students.
Take responsibility for personal decisions	Work with students identified as not taking responsibility for their own actions.	Promote awareness of impact of decisions about issues like drinking, driving, etc.	Secure community/school collaboration to publicize importance of making informed decisions about current issues/events.

LUMBERTON TOWNSHIP - SCOPE AND SEQUENCE

Kindergarten

I COPING WITH CHANGE	II DEVELOPING POSITIVE RELATIONSHIPS	III PERSONAL GROWTH
Individual Counseling	Individual Counseling	Individual Counseling
Small Group Counseling	Small Group	Small Group Counseling
Memory Gang	Making Friends/Social Skills	Self-Esteem
Banana Splits	Anger Management	Impulsive Behavior
Coping with Serious Illness...		Stress Management
Elephant in the Living Room		
S.A.M. (Students of Active Military)		
Students on the Move/ New Student Group		
Progress Group		
Welcome to Walther School	Conflict Resolution Program	Classroom Group Counseling
		"I Can Do Hard Things"
	Positive School Climate	Career Awareness
	Character Education	



The following shows how national and state goals and competencies are addressed in the **Millville High School Counseling Curriculum**. The numbers in parentheses indicate the New Jersey Core Curriculum Standard and specific progress indicators that are addressed by that goal.

Personal and Social Development

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

1. Acquire Self-Knowledge

Millville High School students will:

- ▶ Develop a positive attitude toward self as a unique and worthy person. (9.2 B1, D1)
- ▶ Learn the goal setting process. (9.1 A1, A3, B1, B4 9.2 B1, B3)
- ▶ Distinguish between appropriate and inappropriate behaviors. (9.1 B4, 9.2 C1, C2, D1, D3, D4)
- ▶ Recognize personal boundaries, rights, and privacy needs. (9.2 B1, C1, C2)
- ▶ Understand the need for self-control and how to practice it. (9.1 A3, B1, B4, 9.2 C1, C2, D1, D4)
- ▶ Describe feelings they have in various situations. (9.2 B1, C2)
- ▶ Recognize special personal traits and positive attributes in self and others. (9.1 B4, 9.2 B1, C2, D1)
- ▶ Define "values" and describe their own. (9.1 A3, B1, B4, 9.2 A4, B1, D1)
- ▶ Specify personal characteristics they value. (9.1 A3, B1, B4, 9.2 B1, D1)
- ▶ Define and discuss self-esteem and how it affects performance. (9.1 B1, B3, 9.2 D1)
- ▶ Explore how thoughts and feelings affect life choices. (9.1 B1, B4, 9.2 D1)
- ▶ Develop skills to cope with change and transition. (9.1 A1, B5, 9.2 A1, B1, B2, B3)
- ▶ Analyze how their thoughts and feelings affect performance. (9.1 A3, 9.2 B2, D1)
- ▶ Focus on strengths rather than limitations, which can be used to overcome barriers. (9.2 B1, B3)
- ▶ Introduce concept of self-esteem. (9.1 B1, B4, B5, C1, C2, D1)
- ▶ Identify personal strengths of students in the school environment. (9.1 B1, B2, B4, 9.2 A1)

2. Acquire Interpersonal Skills

Millville High School students will:

- ▶ Recognize that everyone has rights and responsibilities. (9.1 B1, B4, B5, 9.2 A4, C1, C2)
- ▶ Respect alternative points of view. (9.1 B5, 9.2 A4, C1, C2)
- ▶ Recognize, accept, respect, and appreciate ethnic and cultural diversity. (9.1 B1, B4, B5, 9.2 A4, C1, C2, D1)
- ▶ Recognize and respect differences in various family configurations. (9.1 B4, 9.2 C1)
- ▶ Know that communication involves speaking, listening, and nonverbal behavior. (9.1 B2, B4, 9.2 C1, C2)
- ▶ Learn how to make and keep friends. (9.2 B1, C1, C3, D1)
- ▶ Identify characteristics and abilities they appreciate in themselves and others. (9.1 B4, 9.2 B1, C2, D1)
- ▶ Describe cooperation. (9.1 B1, B2, 9.2 B1, C1, C2)
- ▶ Understand the concept of choices and their consequences in themselves and others. (9.1 A3, B4, 9.2 A1, A2, B1, B3)
- ▶ Evaluate the effect of their behavior on others. (9.1 B2, B4, 9.2 C1, D1)
- ▶ Use effective communication skills. (9.1 B2, B5, 9.2 C2)

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

1. Self-Knowledge Applications

Millville High School students will:

- ▶ Identify alternative solutions to a problem. (9.2 B3)
- ▶ Demonstrate a respect and appreciation for individual and cultural differences. (9.1 B4, 9.2 A4, C1, C2)
- ▶ Know when peer pressure is influencing a decision. (9.2 A2, C1)
- ▶ Identify alternate ways of achieving goals. (9.2 B3)
- ▶ Learn basic social problem-solving and decision-making skills. (9.2 B1, B3, C1, C2)
- ▶ Describe choices and decisions they make. (9.2 A2, B1)
- ▶ Recognize that choices and decisions have consequences. (9.1 A1, B1, B4, 9.2 D1, D3, D4)
- ▶ Develop a decision-making process. (9.2 A1, A2, A3, B2)

- ▶ Describe situations where their behaviors affect others. (9.1 B5, 9.2 A1)
- ▶ Provide examples of how past decisions have affected present actions. (9.2 B1, B3)
- ▶ Demonstrate how gaining more information helps in decision-making. (9.1 B5, 9.2 A1, A3, B3)
- ▶ Analyze importance of generating alternatives and assessing consequences. (9.2 B3)
- ▶ Assess the consequences of the decisions they make. (9.2 A1, A3, B1, B3)
- ▶ Apply effective problem solving and decision making skills to make safe and healthy choices. (9.2 A1, A3, B1, F1, F5)
- ▶ Understand and utilize decision-making, problem-solving skills. (9.2 A1, A3, B1, B2, B3)

Standard C: Students will understand safety and survival skills:

1. Acquire Personal Safety Skills

Millville High School students will:

- ▶ Learn about the relationship between rules, laws, safety, and the protection of an individual's rights. (9.2 A4, D2, D3, D4, F1)
- ▶ Demonstrate the ability to assert boundaries, rights, and personal privacy. (9.1 B4, B5, 9.2 A4, B1, D2)
- ▶ Differentiate between situations requiring peer support and situations requiring adult professional help. (9.2 A1, C1, C2, F5)
- ▶ Identify resource people in the school and community and know how to seek their help. (9.2 C1, C2, F5)
- ▶ Apply effective problem-solving and decision-making skills to make safe and healthy choices. (9.2 C1, C2, F1, F5)
- ▶ Learn about the emotional and physical dangers of substance use and abuse. (9.2 A1, F1)
- ▶ Learn how to cope with peer pressure. (9.2 B1, B3, C1, C2, E6)
- ▶ Learn techniques for managing stress and conflict. (9.2 A1, B1, C1)
- ▶ Learn coping skills for managing life events. (9.2 B1)
- ▶ Understand legal issues related to harassment and discrimination. (9.2 A4)
- ▶ Recognize forms of harassment and impact on others. (9.2 A4, C1)
- ▶ Learn assertiveness skills for self-protection and advocacy. (9.2 B1, C1, C2)

Academic Development

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

1. Improve Academic Self-Concept

High School students will:

- ▶ Develop feelings of self-esteem. (9.2 B1, B2)
- ▶ Evaluate study habits and make appropriate changes. (9.2 A1, B2, B3)
- ▶ Recognize importance of writing down assignments. (9.2 B2)
- ▶ Learn how to organize and complete work. (9.2 A1, A3, B1, B2)
- ▶ Advocate for reasonable accommodations to address special needs. (9.1 B2, B4, 9.2 A4, B1, B3)
- ▶ Develop an educational plan that matches student abilities. (9.1 A1, A2, A3, B2, B4)
- ▶ Develop realistic academic goals to match student competencies. (9.1 B1, B2, B4)
- ▶ Accept mistakes as essential to the learning process. (9.2 A2, C1)
- ▶ Identify attitudes and behaviors, which lead to successful learning. (9.1 A3, B1, B2, 9.2 A1, A2, B1, C1, D1)
- ▶ Learn how to get help from proper sources. (9.2 B2, C2)
- ▶ Recognize goals they have achieved. (9.2 B1)

2. Acquire Skills for Improving Learning

Millville High School students will:

- ▶ Learn test-taking skills. (9.1 B2)
- ▶ Use communication skills to know when and how to ask for help when needed. (9.1 B2, B5, 9.2 A1, C2)
- ▶ Apply time management and task management skills. (9.1 B1, B4, 9.2 B1)
- ▶ Demonstrate how effort and persistence positively affect learning. (9.1 A3, B1, B4, 9.2 A1, B1, B2, B3)
- ▶ Learn study skills. (9.1 B1, 9.2 A1, B1, B3)
- ▶ Describe good listening skills and why it is important in learning. (9.1 B1, B4, B5, 9.2 C2)
- ▶ Maintain balance between study / work / social activities. (9.2 B1, B2, B3)
- ▶ Recognize the importance of self-control in the classroom. (9.1 A3, B1, B5, 9.2 A2, C1, C2, D1, D3)

- ▶ Evaluate study habits and make changes if necessary. (9.2 B1, B3)
- ▶ Develop a study plan. (9.2 B1, B2, B3)
- ▶ Identify attributes and behavior that lead to successful learning (9.1 A2, B4, 9.2 B3)

3. Achieve School Success

Millville High School students will:

- ▶ Work cooperatively with peers and teachers. (9.1 B1, B4, B5, 9.2 A2, C1, C2, D1, D4)
- ▶ Demonstrate the ability to work independently, being productive and taking initiative. (9.1 B1, B4, B5, 9.2 B2)
- ▶ Develop interests in extracurricular activities. (9.1 A1, B1, B5, 9.2 B1)
- ▶ Recognize goals they have already achieved. (9.2 B1)
- ▶ Tell why learning is important. (9.1 A2, A2, A3, B1, B2, B4, 9.2 D1, E1)
- ▶ Assume responsibility for own actions. (9.1 B5, 9.2 C1, D4)

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

1. Improve Learning

Millville High School students will:

- ▶ Recognize what motivates them to perform well. (9.1 B4, 9.2 B1, B3)
- ▶ Identify past victories as motivation toward future success. (9.2 B1, B3)
- ▶ Learn test-taking skills. (9.1 B1, 9.2 A1, B1, B3)
- ▶ Read and interpret high school transcripts and recognize significance of permanent records. (9.1 A2, A3, 9.2 A1, A3)
- ▶ Develop a tentative 4-year educational plan for high school to be reviewed each year. (9.1 A1, A2, A4, A5, B4, 9.2 B1)
- ▶ Develop good study habits and manage study time. (9.1 B1, 9.2 A1, B1, B3)
- ▶ Be a self-motivated independent learner. (9.1 B4, B5, 9.2 B1, B2, B3)
- ▶ Organize and apply academic information from a variety of services. (9.1 B2, 9.2 A1, A3)
- ▶ Learn and apply critical thinking skills. (9.1 B5, 9.2 A1, A2, A3, D5)
- ▶ Seek information and support from faculty, staff, family, and peers. (9.1 B2, B5, 9.2 C2)

2. Plan to Achieve Goals:

Millville High School students will:

- ▶ Establish challenging academic goals. (9.1 A2, B1, 9.2 B2, B3)
- ▶ Use past performance in academic planning. (9.2 B1, B3)
- ▶ Use and maximize their study plans. (9.1 B1, 9.2 A1, B1, B3)
- ▶ Understand the relationship between classroom performance, school success and job success. (9.1 A2, A3, B1, B4, 9.2 A1, B1, D1)
- ▶ Identify realistic post-secondary options that match interests, achievement, and abilities. (9.1 A1, A2, A3, A4, B1, B4, 9.2 B1)
- ▶ Set long term, short-term goals. (9.1 A1, A4, B1, B4, 9.2 B1)
- ▶ Apply knowledge of aptitudes and interests to goal setting. (9.1 A3, A4, B1, B4, B5, 9.2 A1, A2, B1, D1)
- ▶ Read and interpret high school transcripts and recognize significance of permanent records. (9.1 A2, A3, 9.2 A1, A3)
- ▶ Build and maintain relationships with people and agencies that support them. (9.1 B1, B2, B5, 9.2 C1, C2)
- ▶ Assess appropriateness of current goals academic / career / personal and social. (9.1 A1, A2, A3, A4, B1, B4, 9.2 B1)
- ▶ Use appropriate technology resources to research career goals (9.1 A1, A4, B3, 9.2 B1)

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

1. Relate School to Life Experiences

Millville High School students will:

- ▶ Demonstrate the ability to balance schoolwork, extra-curricular activities and work. (9.1 B4, B5, 9.2 B1, B3)
- ▶ Seek co-curricular activities and community experiences to enhance the school experience. (9.1 A1, B4, B5, 9.2 B1, B3, C2, D1)
- ▶ Understand the relationship between learning and work. (9.1 A2, A5, B1, B4, 9.2 D1)
- ▶ Set and review educational plans based on self-assessment and career exploration. (9.1 A1, A2, A4, B1, B4, 9.2 B1)
- ▶ Understand how school success and academic achievement enhance future career and vocational opportunities. (9.1 A1, A2, A3, A5, B1, B4, 9.2 D1, E1)
- ▶ Appreciate that learning can also take place out of school. (9.1 B5, 9.2 A1)

Career Development

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

1. Development Career Awareness

Millville High School students will:

- ▶ Develop skills to locate, evaluate and interpret career information. (9.1 A1, A2, A4, B1, B2, B3)
- ▶ Learn about the variety of traditional and non-traditional occupations. (9.1 A1, A2, B1, B2)
- ▶ Develop an awareness of personal abilities, skills, interests and motivation. (9.1 A1, A2, A4, B1, B4, 9.2 B1)
- ▶ Develop a valid decision-making process. (9.2A1, A3, B1, B2)
- ▶ Learn to set realistic long and short term goals (9.1 A1, A2, A4, B1, B4 9.2 A1, B1, B3)
- ▶ Recognize the relationship between short term and long term career goals. (9.2 B1, B2)
- ▶ Understand the importance of planning. (9.1 A3, B2, B4, 9.2 B1, B3)
- ▶ Recognize activities that interest them. (9.1 A1, B1, 9.2 B1, B3)
- ▶ Understanding the importance of balancing study time, extracurricular activities and work. (9.1 B4, 9.2 B2)
- ▶ Recognize how school success relates to occupational choices. (9.1 A2, A3, B1, B4)
- ▶ Understand that occupational choices are influenced by interests and abilities. (9.1 A1, A2, B1)
- ▶ Define work and understand why people work. (9.1 B2, B4)

2. Develop Employment Readiness

Millville High School students will:

- ▶ Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. (9.1 A3, B4)
- ▶ Utilize time-and-task management skills. (9.1 A3, B4, B5, 9.2 B1, B2)
- ▶ Demonstrate knowledge about the changing workplace. (9.1 A5)
- ▶ Respect individual uniqueness in the workplace. (9.1 B4, 9.2 A4, C1, C2)
- ▶ Understand and develop a good work ethic. (9.1 A3, B1, B4, B5)
- ▶ Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace. (9.1 A3, B1, B4, B5)
- ▶ Learn about the rights and responsibilities of employers and employees. (9.1 B1, B4, 9.2 A4, C1)
- ▶ Develop a positive attitude toward work and learning. (9.1 A3, B1, B4, 9.2 A2, B1, C2)
- ▶ Specify characteristics and abilities of a good employee. (9.1 A3, B1, B4, B5)
- ▶ Recognize appropriate behavior in the workplace. (9.1 A3, B1, B4, B5)

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

1. Acquire Career Information

Millville High School students will:

- ▶ Assess their skills, abilities and interests for career prospects. (9.1 A1, A2, A4, B3)
- ▶ Apply decision-making skills to career planning, course selection, and career transitions. (9.1 A1, A2, A3, A5)
- ▶ Demonstrate knowledge of the career planning process. (9.1 A1, A2, A3, A4, A5, B3)
- ▶ Explore post-secondary educational / occupational information. (9.1 A1, A2, A3, A4, A5, B3)
- ▶ Know the various ways which occupations can be classified. (9.1 A2, A5)
- ▶ Use research and information resources to obtain career information. (9.1 A1, A2, A3, A5, B3, 9.2 A1, A3)
- ▶ Learn to use the Internet to access career planning information. (9.1 B3)
- ▶ Analyze how traditional and non-traditional occupations affect their career identities. (9.1 A3, B4, 9.2 A1, A4)
- ▶ Understand how changing economic and societal needs influence employment trends and future training. (9.1 A5, 9.2 A1, E1)

2. Identify Career Goals

Millville High School students will:

- ▶ Demonstrate awareness of the education and training needed to achieve career goals. (9.1 A2, A3, A5, B1)
- ▶ Assess and modify their educational plan to support career goals. (9.1 A1, A2, A3, A4 9.2 B1)
- ▶ Select course work that is related to career interests. (9.1 A2, A3, A4)
- ▶ Develop a career planning portfolio. (9.1 A1, A2, A3, A4)
- ▶ Maintain and update a career-planning portfolio. (9.1 A1, A2, A3, A4)

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

1. Acquire Knowledge to Achieve Career Goals

Millville High School students will:

- ▶ Understand the relationship between educational achievement and career success. (9.1 A2, A3, B1, B4)
- ▶ Explain how work can help to achieve personal success and satisfaction. (9.1 A3, B2, 9.2 E1)
- ▶ Review and evaluate educational plans and set educational goals based on self-assessment and career exploration. (9.1 A1, A2, A3, A4, 9.2 B1)
- ▶ Begin self-exploration in areas of skills, abilities, interests, and knowledge, which influence career choices. (9.1 A1, A2, A3, A4, B3, 9.2 B1, B3)
- ▶ Recognize the relationship between personal skills and interests. (9.1 A1, A2, A3, B1, B4)
- ▶ Recognize the importance of school in developing skills and interest. (9.1 A1, A2, A3, A5)
- ▶ Recognize various ways of developing skills and interests. (9.1 A3, A5, B1, 9.2 A1, B1, B3)
- ▶ Assess their abilities to achieve past goals and integrate these into future planning. (9.1 A4, 9.2 B1, B2, B3)

2. Apply Skills to Achieve Career Goals

Millville High School students will:

- ▶ Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals. (9.1 A1, A2, A3, B4, B5, 9.2 B2, D5)
 - ▶ Evaluate current communications and conflict resolution skills. (9.2 B1, B3, C1, C2)
 - ▶ Assume responsibilities for their actions and utilize problem-solving skills to resolve conflicts. (9.1 B1, B4, B5, 9.2 A1, B1, B2, B3, C1, C2)
 - ▶ Describe cooperation. (9.1 B2, 9.2 A2, A3, C1, C2, D1, D3)
 - ▶ Learn how to write a resume. (9.1 B1, B2, B3, B4)
 - ▶ Stress the importance of acquiring new skills and lifelong learning. (9.1 A2, A3, A3, B1, B2, 9.2 A1,
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