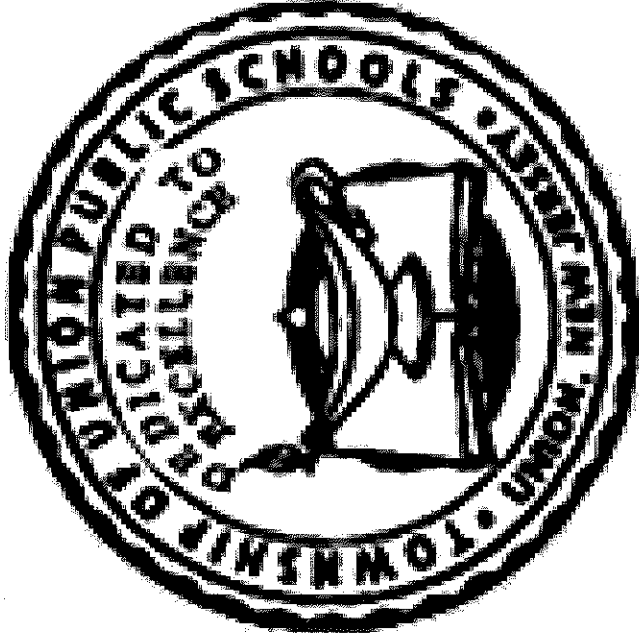


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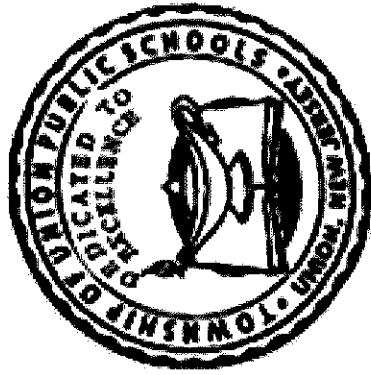
TOWNSHIP OF UNION PUBLIC SCHOOLS



School Counseling

Curriculum Guide K-12

Curriculum Guide Approved June 2015



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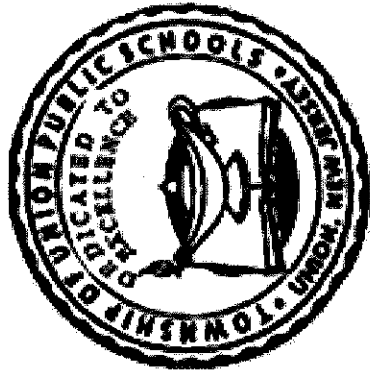
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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Counseling Program Description

The New Jersey School Counseling Initiative is an original initiative that began more than 17 years ago by visionary school counselors as part of the national movement to improve school counseling in New Jersey. The NJSCI provides a framework to assist local school districts in developing their own school counseling program. It uses the National Standards for School Counseling Programs as a foundation as well as the New Jersey Core Curriculum Content Standards (see attached).

The school counseling program must change from the traditional reactive services to an organized proactive and developmental program to be effective. "School counseling is a planned, sequential, and coordinated program central to the educational experience of students, not an ancillary one." "Research suggests that high-quality counseling services can have long-term effects on a child's well-being and can prevent a student from turning to violence and drug or alcohol abuse. High-quality school counseling services can improve a students' grades, reducing classroom disruptions, and enhancing teachers' abilities to manage classroom behavior effectively. High-quality school counseling services also can help address students' mental health needs (US Department of Education, 2002, p. 117)."

The School Counseling program will help students to:

- Learn effectively and efficiently
- Establish educational and career goals and the plans to achieve them
- Become aware of a wide range of post secondary school and career opportunities, from those requiring college or other specialized training to those that do not require a degree
- Master academic and life-career skills with an understanding of the relationships between these skills and future success
- Develop decision-making and other skills necessary for success
- Improve their academic achievement

American School Counselor Association Standards

(ASCA Competencies and Indicators)

The vision of the American School Counselor Association (ASCA) is to prepare today's students to become tomorrow's adults. The ASCA established National Standards for Students to help school counselors assist students. These national standards identify and prioritize the attitudes, knowledge and skills that students should acquire after participating in a school counseling program. Keeping this vision in mind to prepare today's students to become tomorrow's adults and also incorporating the 21st Century and the new Anti-Bullying standards relevant for school counseling programs, the committee began its assessment of the current school counselor and social work program Pre-K through Grade 12. The National Standards for School Counseling Programs facilitate student development in three broad content areas:

- Academic Development
- Career Development
- Personal/Social Development

The committee became familiar with both the National and State Standards and the New Jersey School Counseling Initiative in order to properly prepare for program improvement. They also reviewed programs in other New Jersey Districts including: New Providence, Roselle Park and Clark.

“ASCA National Standards for Students serves as the foundation for the ASCA National Model: A Framework for School Counseling Programs. The National Model helps school counselors design and implement programs that meet the National Standards and established school counseling as an integral component of the academic mission of their schools.”

Linking the district goals and counseling activities to the ASCA standards:

ACADEMIC DEVELOPMENT

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Academic Development Domain Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span	
Competency A1: Improve Academic Self-concept	
A:A1.1	Articulate feelings of competence and confidence as learners
A:A1.2	Display a positive interest in learning
A:A1.3	Take pride in work and achievement
A:A1.4	Accept mistakes as essential to the learning process
A:A1.5	Identify attitudes and behaviors that lead to successful learning
Competency A2: Acquire Skills for Improving Learning	
A:A2.1	Apply time-management and task-management skills
A:A2.2	Demonstrate how effort and persistence positively affect learning
A:A2.3	Use communication skills to know when and how to ask for help when needed
A:A2.4	Apply knowledge and learning styles to positively influence school performance
Competency A3: Achieve School Success	
A:A3.1	Take responsibility for their actions
A:A3.2	Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
A:A3.3	Develop a broad range of interests and abilities
A:A3.4	Demonstrate dependability, productivity and initiative
A:A3.5	Share knowledge
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-	

secondary options, including college	
Competency B1: Improve Learning	
A:B1.1	Demonstrate the motivation to achieve individual potential
A:B1.2	Learn and apply critical-thinking skills
A:B1.3	Apply the study skills necessary for academic success at each level
A:B1.4	Seek information and support from faculty, staff, family and peers
A:B1.5	Organize and apply academic information from a variety of sources
A:B1.6	Use knowledge of learning styles to positively influence school performance
A:B1.7	Become a self-directed and independent learner
Competency B2: Plan to achieve goals	
A:B2.1	Establish challenging academic goals in elementary, middle and high school
A:B2.2	Use assessment results in educational planning
A:B2.3	Develop and implement annual plan of study to maximize academic ability and achievement
A:B2.4	Apply knowledge of aptitudes and interests to goal setting
A:B2.5	Use problem-solving and decision-making skills to assess progress towards educational goals
A:B2.6	Understand the relationship between classroom performance and success in school
A:B2.7	Identify post-secondary options consistent with interests, achievement, aptitude and abilities
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.	
Competency C1: Relate School to Life Experiences	
A:C1.1	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
A:C1.2	Seek co-curricular and community experiences to enhance the school experience
A:C1.3	Understand the relationship between learning and work
A:C1.4	Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
A:C1.5	Understand that school success is the preparation to make the transition from student

A:C1.6	to community member
Understand how school success and academic achievement enhance future career and vocational opportunities	

CAREER DEVELOPMENT

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

CAREER DEVELOPMENT DOMAIN	
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	
Competency A1: Develop Career Awareness	
C:A1.1	Develop skills to locate, evaluate and interpret career information
C:A1.2	Learn about the variety of traditional and nontraditional occupations
C:A1.3	Develop an awareness of personal abilities, skills, interests and motivations
C:A1.4	Learn how to interact and work cooperatively in teams
C:A1.5	Learn to make decisions
C:A1.6	Learn how to set goals
C:A1.7	Understand the importance of planning
C:A1.8	Pursue and develop competency in areas of interest
C:A1.9	Develop hobbies and vocational interests
C:A1.10	Balance between work and leisure time
Competency A2: Develop Employment Readiness	
C:A2.1	Acquire employability skills such as working on a team, problem-solving and organizational skills
C:A2.2	Apply job readiness skills to seek employment opportunities
C:A2.3	Demonstrate knowledge about the changing workplace
C:A2.4	Learn about the rights and responsibilities of employers and employees
C:A2.5	Learn to respect individual uniqueness in the workplace
C:A2.6	Learn how to write a resume
C:A2.7	Develop a positive attitude towards work and learning

C:A2.8	Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
C:A2.9	Utilize time- and task-management skills
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction	
Competency B1: Acquire Career Information	
C:B1.1	Apply decision-making skills to career planning, course selection and career transition C:B1.2 C:B1.3 C:B1.4 C:B1.5 C:B1.6 C:B1.7 C:B1.8
C:B1.2	Identify personal skills, interests, and abilities and relate them to current career choice
C:B1.3	Demonstrate knowledge of the career-planning process
C:B1.4	Know the various ways in which occupations can be classified
C:B1.5	Use research and information resources to obtain career information
C:B1.6	Learn to use the Internet to access career-planning information
C:B1.7	Describe traditional and nontraditional career choices and how they relate to career choice
C:B1.8	Understand how changing economic and societal needs influence employment trends and future training
Competency B2: Identify Career Goals	
C:B2.1	Demonstrate awareness of the education and training needed to achieve career goals
C:B2.2	Assess and modify their educational plan to support career
C:B2.3	Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
C:B2.4	Select course work that is related to career interests
C:B2.5	Maintain a career planning portfolio
Standard C: Students will understand the relationship between personal qualities, education, training and the world of work	

Competency C1: Acquire Knowledge to Achieve Career Goals	
C:C1.1	Understand the relationship between educational achievement and career success
C:C1.2	Explain how work can help to achieve personal success and satisfaction
C:C1.3	Identify personal preferences and interests influencing career choice and success
C:C1.4	Understand that the changing workplace requires lifelong learning and acquiring new skills
C:C1.5	Describe the effect of work on lifestyle
C:C1.6	Understand the importance of equity and access in career choice
C:C1.7	Understand that work is an important and satisfying means of personal expression
Competency C2: Apply Skills to Achieve Career Goals	
C:C2.1	Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
C:C2.2	Learn how to use conflict management skills with peers and adults
C:C2.3	Learn to work cooperatively with others as a team member
C:C2.4	Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

PERSONAL/SOCIAL DEVELOPMENT

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students' progress through school and into adulthood

PERSONAL/SOCIAL DOMAIN	
Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	
Competency A1: Acquire Self-Knowledge	
PS:A1.1	Develop positive attitudes toward self as a unique and worthy person
PS:A1.2	Identify values, attitudes and beliefs
PS:A1.3	Learn the goal-setting process
PS:A1.4	Understand change is a part of growth
PS:A1.5	Identify and express feelings
PS:A1.6	Distinguish between appropriate and inappropriate behavior
PS:A1.7	Recognize personal boundaries, rights and privacy needs
PS:A1.8	Understand the need for self-control and how to practice it
PS:A1.9	Demonstrate cooperative behavior in groups
PS:A1.10	Identify personal strengths and assets
PS:A1.11	Identify and discuss changing personal and social roles
PS:A1.12	Identify and recognize changing family roles
Competency A2: Acquire Interpersonal Skills	
PS:A2.1	Recognize that everyone has rights and responsibilities
PS:A2.2	Respect alternative points of view
PS:A2.3	Recognize, accept, respect and appreciate individual differences
PS:A2.4	Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.5	Recognize and respect differences in various family configurations
PS:A2.6	Use effective communication skills
PS:A2.7	Know that communication involves speaking, listening and nonverbal behavior
PS:A2.8	Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals	
Competency B1: Self-Knowledge Application	
PS:B1.1	Use a decision-making and problem-solving model
PS:B1.2	Understand consequences of decisions and choices
PS:B1.3	Identify alternative solutions to a problem
PS:B1.4	Develop effective coping skills for dealing with problems
PS:B1.5	Demonstrate when, where and how to seek help for solving problems and making decisions
PS:B1.6	Know how to apply conflict resolution skills
PS:B1.7	Demonstrate a respect and appreciation for individual and cultural differences
PS:B1.8	Know when peer pressure is influencing a decision
PS:B1.9	Identify long- and short-term goals
PS:B1.10	Identify alternative ways of achieving goals
PS:B1.11	Use persistence and perseverance in acquiring knowledge and skills
PS:B1.12	Develop an action plan to set and achieve realistic goals
Standard C: Students will understand safety and survival skills	
Competency C1: Acquire Personal Safety Skills	
PS:C1.1	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
PS:C1.2	Learn about the relationship between rules, laws, safety and the protection of rights of the individual
PS:C1.3	Learn about the differences between appropriate and inappropriate physical contact
PS:C1.4	Demonstrate the ability to set boundaries, rights and personal privacy
PS:C1.5	Differentiate between situations requiring peer support and situations requiring adult professional help
PS:C1.6	Identify resource people in the school and community, and know how to seek their help
PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy

	choices
PS:C1.8	Learn how to cope with peer pressure
PS:C1.9	Learn how to cope with peer pressure
PS:C1.10	Learn techniques for managing stress and conflict
PS:C1.11	Learn coping skills for managing life events

GOALS OF SCHOOL COUNSELING

PROGRAM GOALS

Elementary Schools

At the elementary level, the counseling program promotes quality education schooling by assisting students in learning the skills and attitudes necessary to be successful. It emphasizes decision-making skill development and awareness and beginning exploration of future educational and occupational possibilities. The program also stresses self-concept development and the acquisition of skills in developing interpersonal relationships. Specific goals include:

1. To aid children in their school adjustment and academic development including organizational, study and test taking skills.
2. To assist children in their personal growth through self-understanding and development of healthy self-concepts.
3. To assist children in their social development and understanding of others, peer relationships, coping strategies and effective social skills.
4. To aid children in their understanding of the world of work.
5. To assist children in helping to alleviate personal, behavioral, and emotional problems.
6. To aid children in the development of problem-solving skills necessary in considering alternatives, making decisions and goal setting.
7. To allow children to be in a safe and secure environment free of bullying.

Secondary Schools

Building on the goals of the elementary school, the counseling program at the secondary school level assists students in becoming responsible adults who can develop realistic goals and fulfill life plans based on clear understandings of themselves and their needs, interests and skills. The counselors work with the students to develop education/career plans that cover graduation requirements and update these plans periodically in accordance with students' post graduation education and occupation goals. Continued attention is given to assist students in developing competence in decision making, career planning, working with others, and taking responsibility for their own behavior. Specific goals include:

1. To help each student discover his/her abilities in school life and to encourage the student to work to his/her academic and social capacity.
2. To assist the student in a wise choice of the available school curriculum and in the development of good relationships with his/her teachers and peers.
3. To secure information on the student's mental capacities, aptitudes, occupational interests, and academic achievement through objective tests.
4. To interpret collected student data and to disseminate to the students, the students' parents, teachers, future employers and college admissions officers.
5. To make students aware of the offerings of community agencies.
6. To help students become productive members of society.
7. To assist the classroom teacher in discovering and using opportunities and services of the school district.
8. To coordinate the guidance/counseling opportunities and services of the school district.
9. To educate the parent and community about the guidance and counseling program.
10. To assist each student in developing coping strategies.
11. To encourage students to develop positive peer relationships and effective social skills.
12. To provide substance abuse education.
13. To encourage multicultural/diversity awareness and respect.
14. To develop career awareness exploration and planning.
15. To allow children to be in a safe and secure environment free of bullying.
16. To encourage students to pursue leadership roles within the school community.

School Counseling is an integral part of each school's total education program. The PreK-12 developmental program is implemented by certified school counselors, student assistance counselor and school social workers along with other professional staff such as teachers, school nurses, media specialists, and administrators.

The counseling program is organized around the following services:

1. The *assessment service*, which is designed to collect, analyze, and use a variety of objective and subjective personal, psychological, and social data about each student for the purpose of better understanding him/her, as well as assisting him/her to understand himself/herself.
2. An *informational service*, which is designed to provide students with a greater knowledge of educational, vocational, and personal-social opportunities so that they may make better informed choices and decisions in an increasingly complex society.
3. The *counseling service*, which is designed to facilitate self-understanding and development through dyadic or small-group relationships. The major focus of such relationships tends to be upon personal development and decision-making that is based on self-understanding and knowledge of the environment.
4. A *planning, placement, and follow-up service*, designed to enhance the vocational development of the student by helping him select and utilize job opportunities within the school and in the outside labor market.
5. The *consultative service*, which is defined as sharing professional information and knowledge with others who have an important part to play with the student's development and adjustment.
6. Also included is the Anti-Bullying initiative and regulations, which involves trained counselors who act as the HIB specialists. They all have knowledge of Anti-Bullying regulations, and will review and evaluate all HIB incidents.

Counseling Department Master Calendars

The following calendars indicate the counseling curriculum activities that counselors coordinate and/or implement at specific times during the year. This does not include responsive services such as crisis intervention, psychoeducational groups and targeted lessons based on data and need, and individual counseling sessions.

High School Counseling Curriculum	
<p>September</p> <ul style="list-style-type: none"> Distribute I&RS and Section 504 information to staff Follow-up on existing I&RS plans Follow-up on existing Section 504 plans Follow-up on existing IEPs Resolve student schedule conflicts Provide students with SAT/ACT information Check all student schedules for accuracy Back to School night Do credit counts on all seniors Verify senior graduation eligibility as per district and stage policy Write/distribute senior letters based on graduation eligibility verification Post college campus days as they arrive in the mail Go over records of new entrants and reconcile any missing grades Senior parent night (college application process) Freshman/sophomore parent night (intro to HS) Senior assembly (college application process) Freshman/sophomore assembly (intro to counselors and HS) To be addressed at faculty meeting: Teacher use of Naviance; teacher use of I&RS 	<p>March</p> <ul style="list-style-type: none"> Begin conducting individual conferences with all freshman, sophomores, and juniors to schedule them for next school year (this process will take approximately 6-8 weeks)
<p>October</p> <ul style="list-style-type: none"> Notice is sent to all sophomore/junior homerooms regarding the 	<p>April</p> <ul style="list-style-type: none"> Meet scheduling deadline for next year

<p>PSATs Give out GPA and class rank to all seniors Progress reports go out Cross check schedules of current students (9-12) PSAT/NMSQT administration Scholarship updates Process college applications Post info on Selective Service ASVAB administration Begin I&RS referrals (following 1st progress report)</p>	<p>Compile materials, now through June, for local scholarship awards Third marking period ends Monitor each senior's progress toward graduation, keeping students, parents, and administrators informed as to who is in danger of failing</p>
<p>November SATs – announcements made regarding registration, info on school website First marking period ends Governor's School selection process Early college application deadlines College & Career Night District wide college awareness day</p>	<p>May AP Exams Progress reports Get failure letters, failure sheets, and summer school lists ready for the end of the year Student surveys for seniors and follow up Resolve student schedule conflicts College for Teens applications Appeals process for Honors/AP</p>
<p>December Notice sent to all seniors to prepare for FAFSA Progress reports go out the middle of the month Report cards go out for first marking period Rutgers application deadline – December 1 PSAT results given to students (between December and January, depending on when they are received at the school) Begin visiting Junior English classes to disseminate information about the March SAT administration (create small SAT prep pack/distribute to every Junior)</p>	<p>June Local scholarship awards Counseling end of year directives Failure meetings Send out failure letters with summer school information to parents of students that failed a course or courses Call seniors not graduating Change next year course requests to reflect failures or Honors/AP Send final transcripts to college File senior cum folders</p>

<p>January</p> <p>FAFSA workshops sponsored by UHS Counseling Department Parent Workshop series Second marking period ends Disseminate financial aid information Continue visiting Junior English classes to disseminate information about the March SAT administration Following the end of 2nd marking period, send updated senior letters to parents if needed</p>	<p>July</p> <p>New student registration (continues through summer) Senior records – update and file Process schedule changes Make schedule adjustments for basic skills/special education students where necessary Resolve student schedule conflicts Revise schedules of students retained (with administrative permission) Revise schedules of students that failed administratively for attendance Put labels on transcripts (hard copy)</p>
<p>February</p> <p>National School Counselors Week is the first week in February FAFSA workshops sponsored by UHS Counseling Department Prepare mid-year senior grades for college Post local scholarships Process college and scholarship applications for seniors Counselors begin to conduct individual conferences with juniors students and their parents to prepare for post-secondary planning (this process will take approximately 6-8 weeks)</p>	<p>August</p> <p>Update transcripts with summer school grades Process student transcripts in accordance with the district policy Mail tentative student schedules Update school profile Add summer school labels Revise student schedules from summer school grades Revise student schedules if needed to align with assessment scores File summer SAT scores Begin review of senior transcripts Freshman filing Freshman orientation</p>

Middle School Counseling Curriculum

<p>September</p> <p>Class meetings/Orientation Open House Transition to middle school Distribute I&RS and Section 504 information to staff Follow-up on existing I&RS plans Follow-up on existing Section 504 plans Pre-test school climate survey Anti-bullying student assembly Anti-bullying parent workshops Peer Leadership training School-wide anti-bullying lesson/Advisory</p>	<p>February</p> <p>School-wide anti-bullying lesson/Advisory Random Acts of Kindness Week American Heart Association service learning project</p>
<p>October</p> <p>Strategies for Success begins Week of Respect District Unity Day Red Ribbon School-wide anti-bullying lesson/Advisory School Violence Awareness Week Worldwide CHARACTER COUNTS Week Spirit Week</p>	<p>March</p> <p>School-wide anti-bullying lesson/Advisory Read Across America March Madness Service Learning Project Kickoff</p>
<p>November</p> <p>School-wide anti-bullying lesson/Advisory International STAND UP to Bullying Day (third Friday of November) College Day American Education Week</p>	<p>April</p> <p>School-wide anti-bullying lesson/Advisory Autism Awareness Day Service learning project continues</p>

<p>December</p> <p>School-wide anti-bullying lesson/Advisory Service Learning Project/ Toys 4 Tots</p>	<p>May</p> <p>School-wide anti-bullying lesson/Advisory Teacher Appreciation Week School Nurses Week PARCC Coordination</p>
<p>January</p> <p>No Name Calling Week School-wide anti-bullying lesson/Advisory School Safety Team meeting</p>	<p>June</p> <p>Transition to high school (grade 8) Post-test school climate survey School Safety Team Meeting</p>

Elementary School Counseling Curriculum

<p>September</p> <p>Meet the Counselor lesson Open House Kindergarten Orientation Distribute I&RS and Section 504 information to staff Follow-up on existing I&RS plans Follow-up on existing Section 504 plans Pre-test school climate survey Anti-bullying student kickoff assembly Anti-bullying parent workshop Welcome Group for students new to school/district</p>	<p>February</p> <p>Classroom Guidance – self-esteem and kindness School-wide anti-bullying lesson Lunch Bunch Random Acts of Kindness Week</p>
<p>October</p> <p>Classroom Guidance - building friendships Week of Respect District Unity Day Red Ribbon Week / "We CAN Make Healthy Choices" School-wide anti-bullying lesson School Violence Awareness Week Mix It Up Day Worldwide CHARACTER COUNTS Week</p>	<p>March</p> <p>Classroom Guidance – test anxiety/test taking strategies School-wide anti-bullying lesson Lunch Bunch</p>
<p>November</p> <p>Classroom Guidance – gratitude/thankful recognition School-wide anti-bullying lesson CyberBullying project/lesson Lunch Bunch International STAND UP to Bullying Day (third Friday of November) College Day</p>	<p>April</p> <p>Classroom Guidance – identifying and expressing feelings School-wide anti-bullying lesson Lunch Bunch Differences Awareness Month (bubbles activity) Autism Awareness Day</p>

<p>December</p> <p>Classroom Guidance – calming down techniques School-wide anti-bullying lesson Lunch Bunch NJCAP</p>	<p>May</p> <p>Classroom Guidance - career exploration/goal setting, grades K-2 School-wide anti-bullying lesson Lunch Bunch PARCC Coordination</p>
<p>January</p> <p>Classroom Guidance – problem solving/conflict resolution No Name Calling Week School-wide anti-bullying lesson Lunch Bunch</p>	<p>June</p> <p>Classroom Guidance – career exploration/goal setting, grades 3-5 Transition planning meeting Post-test school climate survey Individual Counseling</p>

ON-GOING COUNSELING ACTIVITIES AND PROGRAMS

Elementary School

- Provide individual counseling
- Facilitate small group counseling
- Implement school-wide character education
- Meet with students on an as-needed basis
- Serve as I&RS Chairperson
- Serve as Section 504 Chairperson
- Serve as Anti-bullying Specialist
- Conduct classroom observations and devise strategies to assist teachers with academic, behavioral, and/or social/emotional concerns
- Hold conferences with teachers and parents/guardians
- Assist with state assessments
- Devise monthly and annual reports for Director/Supervisor
- Arrange tutoring services for students
- Track assessment data related to annual goals and overall counseling program
- Hold transition meetings with intent to promote a smooth transition to 5th grade
- Act as a liaison for community outreach programming
- Attend professional development workshops
- Participate in staff meetings and School Improvement Committee
- Assist building Principal with daily functions

Middle School

- Provide individual counseling and refer to outside agencies as needed
- Serve as small group counseling facilitator
- Implement Advisory program to address HIB curriculum
- Conduct parent programs
- Meet with students, parents, and teachers as needed
- Serve on I & R S committee
- Serve on 504 committee
- Serve on School Safety Team
- Conduct targeted lessons to address trends in the building
- Assist with assessments
- Implement Peer Leadership program
- Observe student in both academic and non-academic settings to assist teachers with concerns related to academics, behavior and social-emotional issues
- Provide monthly and annual reports to Principal/Director/Supervisor/Superintendent
- Compile data related to student progress
- Compile data related to program success
- Attend staff meetings and conduct professional development workshops
- Liaise with outside agencies to coordinate student services
- Provide psychoeducational groups on topics including, but not limited to, organizational skills, peer relationships, communication skills, problem solving, decision making, and career exploration
- Assist students in creating long range academic goals
- Provide individual/family/school crisis intervention
- Provide classroom teachers with lessons/activities in accordance with the HIB and School counseling curricula
- Identify at-risk students and implement interventions/referrals to enhance success
- Provide activities/programs to enhance school climate and collect data with regard to such
- Assists in the coordination of supplemental programs and guest speakers

- Work in cooperation with resources available within the school (i.e. CST, school nurse)
- Maintains a continuing review of statutes and codes related to comprehensive school counseling programs

High School

- Hold parent meetings
- Hold teacher conferences
- Participate in parent/teacher conferences
- Attend IEP/504/I&RS meetings
- College visitations
- Help seniors with college applications prior to submitting to schools
- Provide liaison for U.S. Military representatives
- Scholarship updates
- Process student transcripts in accordance with department policy as needed
- Translation of documents and grades
- Bulletin board updates
- Web updates
- Announcements for college testing (SAT/ACT/AP/Subject tests)
- Check transcripts prior to distributing to students
- Review Genesis information regularly
- School based planning
- Update assessment data
- Send information to parents/students about summer programs, workshops, employment opportunities, enrichment programs, etc.

- Daily Bulletin updates
- Update information on the UHS counseling webpage
- Review grades with students and parents at progress report and report card time
- Provide faculty and staff with counseling department updates
- Staff development consultation
- Participate in middle school and high school open house events
- Instant Decision days
- Department meetings
- SGO implementation, data collection, and data evaluation related to annual goals and overall counseling program
- Provide individual counseling
- Facilitate small group counseling
- Provide conflict resolution
- Implement school-wide character education
- Serve as I&RS Chairperson
- Serve as Section 504 Chairperson
- Serve as Anti-bullying Specialist
- Implement monthly anti-bullying lessons in the classrooms
- Conduct classroom observations and devise strategies to assist teachers with academic, behavioral, and/or social/emotional concerns
- Hold conferences with teachers and parents/guardians
- Assist with state assessments
- Devise monthly and annual reports for Director/Supervisor
- Act as a liaison for community outreach programming
- Attend professional development workshops
- Keep administration informed of activities
- Contact students at risk

- Plan public relations activities
- Advisor/advisee activities
- Character education activities
- Parent education activities

Appendix

New Jersey Core Curriculum Content Standards

Core Curriculum Content Standards

21st Century Life and Careers Standards Learning Progressions

Introduction

9.2 21st Century Life Skills

- A. Critical Thinking & Problem Solving
- B. Creativity and Innovation
- C. Collaboration Teamwork and Leadership
- D. Cross-Cultural Understanding and Interpersonal Communications

9.2 Personal Financial Literacy

- A. Income and Careers
- B. Money Management
- C. Credit and Debit Management
- D. Planning, Saving and Investing
- E. Becoming a Critical Consumer
- F. Civic Financial Responsibility
- G. Risk Management and Insurance

9.3 21st Career Awareness, Exploration & Preparation

- A. Career Awareness
- B. Career Exploration
- C. Career Preparation

9.4 Career and Technical Education

- 9.4.A. Agriculture, Food & Natural Resources Career Cluster
 - 9.4.A.1(1) Food Products and Processing Systems
 - 9.4.A.2(2) Plant System
 - 9.4.A.3(3) Animal Systems
 - 9.4.A.4(4) Power, Structural, and Technical Systems
 - 9.4.A.5(5) Natural Resources Systems
 - 9.4.A.6(6) Environmental Service Systems
 - 9.4.A.7(7) Agribusiness Systems
- 9.4.B. Architecture & Construction Career Cluster
 - 9.4B(1) Design/Pre-Construction
 - 9.4B(2) Construction
 - 9.4B(3) Maintenance and Operations Pathway
- 9.4.C. Audio/Visual, Technology & Film Career Cluster
 - 9.4.C(1) Audio & Visual Technology and Film
 - 9.4.C(2) Journalism and Broadcasting
 - 9.4.C(3) Printing Technology
 - 9.4.C(4) Performing Arts
 - 9.4.C(5) Telecommunications Technologies
 - 9.4.C(6) Visual Arts
- 9.4.D. Business, Management & Administrative Career Cluster
 - 9.4.D(1) Administrative Services
 - 9.4.D(2) Business Information Technology
 - 9.4.D(3) General Management
 - 9.4.D(4) Business Financial Management & Accounting
 - 9.4.D(5) Human Resources
 - 9.4.D(6) Operations Management
- 9.4.E. Education & Training Career Cluster
 - 9.4.E(1) Professional Support Services
 - 9.4.E(2) Teaching and Training
- 9.4.F. Finance Career Cluster

- 9.4.F(1) Accounting
- 9.4.F(2) Banking
- 9.4.F(3) Business Finance
- 9.4.F(4) Insurance
- 9.4.F(5) Securities and Investment
- 9.4.G. Government & Public Administration Career Cluster
 - 9.4.G(1) Governance
 - 9.4.G(2) Foreign Service
 - 9.4.G(3) Planning
 - 9.4.G(4) National Security
- 9.4.H. Health Science Career Cluster
 - 9.4.H(1) Therapeutic Services
 - 9.4.H(2) Diagnostic Services
 - 9.4.H(3) Health Informatics
 - 9.4.H(4) Support Services
 - 9.4.H(5) Biotechnology Research and Development
- 9.4.I. Hospitality & Tourism Career Cluster
 - 9.4.I(1) Restaurant Food and Beverage Service
 - 9.4.I(2) Lodging
 - 9.4.I(3) Travel and Tourism
 - 9.4.I(4) Recreation, Amusement, and Attractions
- 9.4.J. Human Services Career Cluster
 - 9.4.J(1) Early Childhood Development and Services
 - 9.4.J(2) Family and Community Services
 - 9.4.J(3) Personal Care Services
 - 9.4.J(4) Consumer Service
- 9.4.K. Information Technology Career Center
 - 9.4.K(1) Network Systems
 - 9.4.K(2) Information Support and Services
 - 9.4.K(3) Web and Digital Communication

- 9.4.K(4) Programming and Software Development
- 9.4.L Law, Public Safety, Corrections & Security Career Cluster
 - 9.4.L(1) Corrections Services
 - 9.4.L(2) Emergency and Fire Management Services
 - 9.4.L(3) Security and Protective Services
 - 9.4.L(4) Law Enforcement Services
 - 9.4.L(5) Legal Services
- 9.4.M Manufacturing Career Cluster
 - 9.4.M(1) Manufacturing Production Process Development
 - 9.4.M(2) Production
 - 9.4.M(3) Maintenance, Installation, and Repair
 - 9.4.M(4) Quality Assurance
 - 9.4.M(5) Logistics and Inventory Control
 - 9.4.M(6) Health, Safety, and Environmental Assurance
- 9.4.N Marketing Career Cluster
 - 9.4.N(1) Marketing Communications
 - 9.4.N(2) Marketing Management
 - 9.4.N(3) Marketing Research
 - 9.4.N(4) Management & Entrepreneurship
 - 9.4.N(5) Merchandising
 - 9.4.N(6) Professional Sales & Marketing
- 9.4.O Science, Technology, Engineering & Mathematics Career Cluster
 - 9.4.O(1) Engineering and Technology
 - 9.4.O(2) Science and Mathematics
- 9.4.P Transportation, Distribution & Logistics Career Cluster
 - 9.4.P(1) Transportation Operations
 - 9.4.P(2) Logistics Planning and Management
 - 9.4.P(3) Warehousing and Distribution Center Operations
 - 9.4.P(4) Planning Implementation

- 9.4.P(5) Transportation Systems/Infrastructure Planning, Management, and Regulations
- 9.4.P(6) Health, Safety, and Environmental Management
- 9.4.P(7) Sales and Service

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The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- **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.
- **9.1 Personal Financial Literacy**
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation**
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

Please see the samples of various lessons and activities performed specifically within the Counseling Department demonstrate the implementation of this standard.

Union High School School Counseling Department

Supervisor: Nicole Ahern
Counselors:

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Patricia Bridges
Fatima DeCorte
Linda DeGeorge

John DeLuca
Thomas Demetriou
Valery Desamours
Deborah Douglas-Wright

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Planning – 2015-16 School Year

Part I – Meeting Plans

Session 1 – Goal Setting/Career Interest Inventory – counselor led in small groups

Date: November/December 2015

Location: Classrooms (to be obtained by counselors)

Objective: Students will be able to understand the difference between short and long term goals and be able to create two of each; Students will be able to complete career inventory. Counselors will review with responses with the students, which in turn gives them “Top Three Interest Areas” based on their responses
Task to be evaluated: Short term goal and long term goal: 5 points each; inventory 20 points (40 points)

Session 2 – Career Exploration

Date: January/February 2016

Location: Classrooms (to be obtained by counselors)

Objective: Students will be able to research 3 possible careers from their interest inventory results and select 2 electives to possibly take to explore those careers by using UHS course descriptions.

Task to be evaluated: Complete career choices (10 points each = 30 points). Completed elective form (5 points each = 10 points)

Session 3 – Research and plan – counselor led in small groups

Date: by early March 2016

Location: Computer labs

Objective: Students will be able to research 1 possible college and 1 possible career based on their interest inventory

Task to be evaluated: List of 3 careers/knowledge & skills/tasks & activities/wages – 10 points each x 2 (20 total points) – Naviance Homework

Part II – Culminating Activity

The culminating activity will be the completion of the entire Career Plan Worksheet (attached)

Part III – Assessment

The entire Career Plan Worksheet will be evaluated to assess the effectiveness of this workshop.

Lesson Plan for Counseling

Counselor:

Lisa Ashraf, Andrea Steensen

Grade Level(s):

8th grade

Topic:

Career Exploration

Objectives:	<p>Students will:</p> <ul style="list-style-type: none">• Learn how personality and careers are linked.• Identify their current career personality code (using Holland's RIASEC)• Explore how their likes and dislikes relate to the suggested careers generated by their Holland code.
Materials:	<ul style="list-style-type: none">• Computer/Laptop• Pen and paper• Career Planning forms• John Holland's Theory of Careers and Vocational Choice handout
Introduction:	<p>The counselor explains that this meeting is to provide students with an understanding of career planning and its importance at the middle school level. The counselor asks the class if they know what they would like to do as a profession when they graduate from High School or College. The students are asked to fill out a Career Planning form to the best of their ability. Then Holland's personality codes are explained and the website is</p>

	introduced.
Development:	Each student will use the computer/laptop to take the Holland assessment and come up with their 3 letter code. (https://www.123test.com/career-test/) They will each read about the 20 different career possibilities that fit their code. They will write on the handout 5 possible careers that fit the code.
Practice:	The students are asked to discuss the outcomes aloud.
Checking For Understanding:	The students are asked aloud if their code fits what they wanted to do originally, and if not, how do they still see themselves fitting into their original profession? Are their codes fixed or changeable? Does their code dictate what their career will be? Was their code right on?
Closure:	Review how our personalities and our likes and dislikes can help us choose a career path. Also ask the students to think about their code and see if they already show some of the preferences in their daily lives.

Name: _____ Grade: _____

Career Planning

Choose a career:

Describe the career in detail (working environment, salary, dress code):

Identify personal skills and activities related to the above career choice:

Determine the amount of education or training necessary to do the above career:

Select one or more courses related to the above career by using the Union High School curriculum:

8th grade Career Counseling

John Holland's Theory of Careers and Vocational Choice

Your test results will generate a six letter code, but you will focus on the first three for your career search.

- **Realistic:** practical, physical, concrete, hands-on, machine, and tool-oriented
- **Investigative:** analytical, intellectual, scientific, explorative, thinker
- **Artistic:** creative, original, independent, chaotic, inventive, media, graphics, and text
- **Social:** cooperative, supporting, helping, healing/nurturing, teaching
- **Enterprising:** competitive environments, leadership, persuading, status
- **Conventional:** detail-oriented, organizing, clerical

RIASEC

Dr. Holland did not say that a person is just one of these types. Then there would be only six types of people in the world. Instead, any one person can have interests associated with all of the six types. When you rank the types, starting with those you have the most interest in to those you have the least interest in, you get your specific Holland Code.

Your code: _____

Possible careers that fit your code:

1. _____

- 2. _____
- 3. _____
- 4. _____
- 5. _____

Lesson Plan for Counseling

Counselor:	Lisa Ashraf, Andrea Steensen
Grade Level(s):	8 th grade
Topic:	Career Exploration

Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> • Research the career of choice in the library.
Materials:	<ul style="list-style-type: none"> • Computer/Laptop • Pen and paper • Books/Magazines • Theory of Careers Forms (already completed) • Copy of Career Planning form
Introduction:	The counselor explains that this meeting is to research one career that may

	<p>interest him/her at this time. This does not mean that he/she is locked into that career, it is just for research purposes to get an idea of what that particular career may entail.</p> <p>Each student will use books/magazines and approved websites (i.e. http://www.bls.gov/ohh/) to find out about their chosen career in detail, including, but not limited to, the type of working environment, salary and dress code. They will also find out what skills and activities are related to this career choice. They will look into the amount of education that is necessary to follow through with this career.</p>
Development:	<p>Students will sign onto: http://kawameeh.twpunionschools.org/subsites/mlewis/Class-Pathfinders/index.html#Grade_8_Pathfinders</p> <p>Students will take out books and magazines to do research.</p>
Practice:	<p>Counselor will walk around to make sure students are looking into the specific career they chose to research. Students are able to research a career that came from their interest inventory quiz or a career they find interesting.</p>
Checking For Understanding:	<p>Students will return their books and magazines, log off of the laptops, and sit in their original seat. To close, we will discuss the different aspects of the career they are researching to see if anything came up that they were surprised about the career. Students will continue to do research during the next class.</p>
Closure:	

Lesson Plan for Counseling

Counselor:

Lisa Ashraf, Andrea Steensen

Grade Level(s):

8th grade

Topic:

Career Exploration

Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> • Explore the Union High School Curriculum via the Union High School website.
Materials:	<ul style="list-style-type: none"> • Computer/Laptop • Pen and paper
Introduction:	<p>The counselor explains that this meeting is to explore the Union High School Curriculum and decide what courses are available to help prepare them for the career that was researched.</p>
Development:	<p>Each student will be able to discuss a number of particular courses and prerequisites for said courses from the curriculum guide.</p>
Practice:	<p>Students will sign onto: http://uhs.twpunionschools.org/Curriculum-Guide/index.html</p> <p>Students will identify the courses that fit with their potential career.</p>

Checking For Understanding:	Counselor will walk around to make sure students are looking into potential courses specific to the career they chose to research. Counselor will answer questions regarding courses.
Closure:	Students will log off of the laptops, and sit in their original seat. To close, we will discuss the courses that students found in the Union High School Curriculum Guide. Students will explain how the particular courses are associated with the career they chose to research.

May/June Lesson Plan

Counselor:	Elementary Counselors
Grade Level(s):	K-5
Topic:	Career Exploration

Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> • Define the term career • Name at least 6 career choices • Describe at least 1 career choice in detail
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<p>Materials:</p>	<ul style="list-style-type: none"> • Bulletin Board materials “My Future’s So Bright.....I’ve Got to Wear Shades!” (see attached sample) • Career Sunglasses with pictures and job titles (May be used for a bulletin board or to help introduce each career/job individually.) • 24 Career Concentration Cards (Includes optional slide with game title to be copied on the back of each card.) • Paper folding activity including basic definitions for each career/job. It includes two sheets to be copied front to back. • Index cards, pens, pencils, markers • Blank bookmarks
<p>Introduction:</p>	<ol style="list-style-type: none"> 1. School Counselor will explain that we will discuss different careers and the “steps” or “goals” to achieve our goals. 2. The importance of settings goals will be discussed as it relates to academics, career and interpersonal development.
<p>Development:</p>	<ul style="list-style-type: none"> o As a group, brainstorm different careers (attached sunglasses and sheets may be used as prompts.) Ask students to list careers they are already aware of within their community and explain why these careers are important. o Students will use prior knowledge and school counselor guidance during the brainstorming activity. (Fifth grade students attended a Career Day at Jefferson School on March 7, 2014. They were exposed to many careers.) 3. The school counselor/students will write down career choices listed during the brainstorming activity on the SmartBoard and display this list throughout the lesson.

	<p>4. As a group, brainstorm some ideas of what types of goals we might have. Students will usually suggest future goals, career goals, interpersonal goals and academic (school) goals.</p> <p>5. School counselor will define a long-term goal and short-term goal with students and give examples, as well as explain how goals relate to careers.</p>
<p>Practice:</p>	<p>Grades K-1:</p> <ol style="list-style-type: none"> 1. School counselor will distribute a worksheet with names and pictures of different careers to all students. 2. School counselor will read descriptions of these careers aloud to the class and ask for volunteers to tell the class which picture corresponds with the description. <p>Grades 2-5:</p> <ol style="list-style-type: none"> 3. Students will break-up into groups of 5 and discuss the careers choices (using career concentration game cards attached) as the school counselor circulates among the groups. The discussions will include: description of the career, where the person participates in that career, and qualifications to perform the career. <ul style="list-style-type: none"> • Students will shuffle the career concentration game cards distributed to them and line them up in rows of four and use them for discussion purposes. <p>-OR-</p> <ul style="list-style-type: none"> o Using the circle worksheet, students will identify each career described on the sides of the circle and write their favorite career/job in the smaller circle. Inside the larger circle, students will write down their short and long terms goals for their chosen career.
<p>Checking For Understanding:</p>	<ul style="list-style-type: none"> • Upper grades will write an index card with the name of a career and a brief description. They will present it to the class.

	<ul style="list-style-type: none">• Lower grades will complete an individual career bookmark and present it to the class. (Completed bookmarks can be used for a bulletin board.)
Closure:	<ul style="list-style-type: none">• Display the completed bulletin board in each classroom or in a central location in each building.