

Tri-District Career Education and Consumer, Family, and Life Skills

Grades K-12



**Mr. Patrick Fletcher
Superintendent
River Dell Regional Schools**

**Mr. Jeffrey Mohre
Superintendent
Oradell Public School**

**Ms. Erika Steinbauer
Superintendent
River Edge Public Schools**

**Ms. Lorraine Brooks
Principal
River Dell High School**

**Mr. Scott Ryan
Principal
Oradell Public School**

**Ms. Denise Heitman
Principal
Cherry Hill School**

**Mr. Richard Freedman
Principal
River Dell Middle School**

**Mr. Tony Vouvalides
Principal
Roosevelt School**

Tri-District Career Education Committee

**Gianna Apicella
Marnie Clemente
Patty Barlow
Sabrina Dunier
Susan Confrancisco
Suzanne Lynch**

Oradell Introduction and Overview

As we enter the new millennium, students of today are confronted with significant personal/interpersonal and educational issues. The mission of our schools is to socialize children for productive future careers, positive contributions to family and community, and economic well being. Comprehensive school counseling programs, when fully implemented, have been shown in a variety of studies to produce major benefits for students, schools families and communities. In response to these challenges, Special Services personnel along with classroom teachers, as student advocates, recognize the need for a comprehensive, proactive, developmental K-6 counseling program. As a result, all students will participate in classroom, group, and individual activities facilitated by Special Services personnel and/or classroom teachers. The areas of personnel, social, and emotional growth, educational support/planning, and career exploration/planning will be addresses to the appropriate developmental level.

The Oradell Developmental School Counseling Program is designed to respond to the needs of all students in our school district. Our school counseling program is structured to anticipate and fulfill the academic, career, and personal/social needs of all our students.

As a proactive program, the focus shifts from intervention to prevention, from crisis-based to a planned program, and unstructured approaches to sequential, systematic service delivery. The Oradell Public School Comprehensive Development K-6 Counseling Program:

- Involves all students
- Is based on an organized and planned curriculum
- Is sequential and flexible
- Is integrated as part of the total educational process
- Involves all school personnel, the family, and the community
- Helps students learn more effectively and efficiently
- Prepares students for life's ongoing transitions
- Is multiculturally sensitive and addresses issues of racism and prejudice

River Edge Introduction and Overview **A Prevention-Based Approach**

The Pupil Assistance Counselor position was primarily created to develop and facilitate prevention based programs and services for the student population. Programs such as “Big Buddies,” “Primary Project,” “Banana Splits” and various “bully-proofing” lessons and projects all exist to help children get a good start in school by fostering a healthy self image and useful social skills, as well as coping skills to strengthen resiliency. The foundation of the Guidance Counseling Program is that a significant part of its activities and services should impact the whole school community.

It has been said that, “No longer is school counseling what you do in a tiny room at the end of the hallway. It is no longer being a consultant on behavioral and social problems. It has been and continues to be, redefined daily to meet the demands of the school and community.” Servicing the populations of Roosevelt and Cherry Hill Schools, there is little or no time to provide individualized clinical-type counseling to all students who might benefit from it. However, elementary school counselors do not exist for this purpose. Although the Pupil Assistance Counselor uses certain therapeutic techniques when appropriate, school counseling is much more allied with teaching than with clinical-type counseling. The Pupil Assistance Counselor seeks to implement and coordinate programs and counseling groups that will reach children who are at risk for social, emotional, or academic problems. This approach helps all of our students to become healthier and socially/emotionally intelligent individuals and can help prevent serious problems from later occurring.

The role of the counselor is an educator. Even when facilitating groups for children having problems with anxiety, attention deficits, unhappiness, or anger management, the counselor is providing a service that seeks to educate students on new solutions for their presenting problems well before serious issues arise that could warrant a referral to the Child Study Team. The same philosophy exists in the counselor’s role as chair of the Pupil Assistance Committee when most often addressing the needs of the children with learning differences. The “Schools Attuned” approach helps children by guiding professionals to be “in-tune” to how a student is learning and through developing well-matched classroom/home interventions. This approach can save a child from negative labeling, continuous academic struggling, and sometimes unnecessary special education assistance down the line.

The River Edge Schools Guidance Counseling Curriculum and Programs is in step with the National Model for School Counselor Programs that has been provided by the American School Counselor Association. When implementing a National Model-based program, school counselors switch their emphasis from service-centered for some of the students to program-centered for every student. It not only answers the question, “What do school counselors do?” but requires school counselors to respond to the question, “How are students different as a result of what we do?” At River Edge the counselor focuses on continuously identifying the needs of our general student population and providing prevention based programs that clearly result in positive differences in our students’ lives. The early interventions and teachings that are the foundation of our approach to school counseling help our students to become healthier and better-thinking children with greater potential for success.

River Edge Schools

Guidance Counseling Curriculum and Programs Overview and Introduction

Purpose: The Guidance Counseling program exists: 10 to help all students acquire the skills essential for social and emotional learning; 20 to provide practical solution-based interventions for students at risk for developing significant academic or social/emotional problems; and 30 to provide emotional support and teach coping skills to those students experiencing personal difficulties.

Goals:

3A's – Approachable, Available, and Accepted

For all students to be familiar with the counselor and feel that the counselor is available for them. The counselor also seeks to form a relationship with the student population as a whole so that seeing the counselor once or several times is not stigmatizing. Telling the counselor “good news” is as welcome as coming to the counselor with a problem.

“People rarely succeed at anything unless they have fun doing it!”

The counselor’s room is set up in such a way to welcome children and invite play. Games and toys form a rapport between the child and the counselor. Play counseling techniques allow a child to work through and express his or her feelings through play rather than through language which they are cognitively not always able to do. Additionally short-term play techniques can be utilized which are appropriate for the confines of a school setting.

And individual students will be able to:

- Identify personal likes, dislikes, interests and skills
- Have positive feelings and verbalize self-feelings in a straight forward comfortable manner
- Understand strengths and weaknesses, and then proceed to work towards improvement
- Demonstrate tolerance of others and promote a bully-free environment
- Utilize conflict resolution skills and decision-making skills
- Have strategies for coping with emotionally challenging events
- Express physically and verbally a sense of inner strength and confidence and a belief in one’s self
- Feel academically and emotionally supported and empowered to succeed despite difficulties that arise

Counselor Referral Process:

Identification:

To identify and guide other personnel to notice students at risk for developing social, emotional, or academic problems. The counselor will encourage teachers to look for certain warning signs or to refer children exhibiting certain behaviors so that these students can be helped individually or in groups through counseling services.

Assessment:

A referred student's needs are assessed through parent and teacher reports, observations, and interview with the child. Additionally behavior checklists or self-report measures are often used to clearly identify problems as well as strengths.

Interventions:

Interventions are based on the assessment aspect of the counseling process and are specific to the problem rather than using a "cure-all" approach. In terms of social or emotional problems (e.g., sadness, anxiety, and family issues) a developmentally appropriate cognitive-behavioral approach is often used to help a child learn coping skills to deal with the presenting problem. Interventions are practical and solution-based. By solution-based it is meant that given the school setting and population, the interactions between counselor and student focus on interventions that are short-term and expected to result in a positive change in the school environment. Students needing more intensive therapy beyond the scope of the school setting will be referred to private counseling resources. Additionally, students exhibiting severe learning or emotional difficulties that may warrant special education placement will be referred to the Child Study Team.

Specific goals in collaboration with the teacher and parent are decided upon for the counseling sessions and student progress is monitored. Interventions can be continuously changed or improved upon to better meet the student's needs. Certain students will benefit from an ongoing relationship with the counselor for continuous emotional support and special attention. Research on resiliency has shown that kids who have that one person who provides consistent emotional support or mentoring are much more likely to succeed.

Collaborative:

Interventions and information gathering are done in collaboration with teachers and parents. The chance of success and the sustainability of interventions are greatly improved when they involve other change agents in the student's life besides the counselor. The student needs to learn skills that will generalize to the classroom and home settings through the active participation of teachers and parents in interventions. Students will often be given "homework" to do and class/home behavior management plans can be utilized to measure how well a student is applying what has been discussed and learned in the counseling session to his or her "real" life.

Obtaining parent permission:

If the counselor intends to see a child over *an extended period of time*, then parent permission will be obtained prior to this occurring. Additionally, parent permission will be obtained prior to psychometric behavior checklists being used to help assess a child's needs. It is in the child's best interest to involve home-school collaboration in any interventions and it is the goal of the counselor to make the parent an active participant in all aspects of the child's education. However, the counselor's door is open to any child needing to come and talk and the counselor acts as a classroom consultant to any teacher requesting immediate or behavior management assistance. The counselor also often sees groups of children during lunchtime as a means of "making the rounds" and keeping in contact with all students.

Evaluation of Counseling Interventions:

Evaluation of the effectiveness of the program will be determined by:

- Report cards
- Conferences – with parents, students, various professionals
- Student written reflections
- Teacher observations
- Monitoring of progress through pre- and post-testing as a crucial part of intervention planning

COUNSELING PROGRAMS AND SERVICES

Through early identification and intervention of children's needs, the counseling program helps children better cope with transitions and life challenges.

Crisis Intervention: Counselors provide risk assessment for suicide, family service referrals, grief and loss counseling and response, and serve on the Crisis Team.

Student Programs: The following are programs offered to River Edge students:

- Big Buddies
- Social Skill Groups
- Group Counseling for a range of issues including coping skills, social decision making, and bullying prevention
- For Kids Only – support group for students with unique family backgrounds and that have had to experience a difficult change or stressful family situation.

Individualized Short-Term Counseling:

- Behavior Management
- Isolated Issues of the Day
- Coaching and Mentoring on Coping Skills and Academic Readiness Skills

Character Education Lessons in Classrooms: School Wide Programs:

- School Spirit Week
- Anti-Bullying Program
- CAP Program

Intervention and Referral Services Team: The counselor serves as the chair of this committee and is responsible for being the “case manager” for all students brought to the team’s attention. The team’s purpose is to develop and implement interventions that benefit an identified struggling student. The student’s problems may be emotional, social, and/or academic.

Primary Project: Early intervention based playroom program for children that fosters a positive early academic experience and positive changes in students that appear shy, anxious, or withdrawn amongst other issues. Participating students take more risks, feel happier in school, and receive special attention that helps them develop a more secure attachment to school.

STUDENT GOALS AND COMPETENCIES

Specific counseling program goals and student competencies in the areas of *personal/social, educational, and career development* are listed sequentially from grades K-6. An “*” indicates New Jersey Core Curriculum Content Standards with reference to the specific Workplace Readiness Standard number and the specific Progress Indicator.

River Dell Regional Introduction and Overview

River Dell's mission statement is "to challenge students to reach their potential by nurturing each student's intellectual, social, and emotional growth. We strive to promote a healthy work ethic, a passion for life long learning and a respect for one's self and others in order to develop well-educated and responsible citizens for a diverse community and an ever-changing world."

The counseling services department is dedicated to a developmental program designed to address the needs of **all** students in our school district. Our counseling services program is structured to anticipate and fulfill the academic, career and personal/social needs of **all** our students.

Developmental School Counseling Objectives

- Address student needs through individual counseling, small and large group sessions, classroom lessons, and school wide programs
- Act as liaison among students, parents, school, and the community
- Help students develop an individual academic program in order to reach their fullest potential
- Facilitate parents' involvement in their child's educational planning and decision-making
- Offer resources and counseling for students who experience academic, behavioral, and/or transition difficulties
- Provide crisis intervention and programs for students and families in need
- Help students explore personality, interests and skills for successful post-high school planning and informed career decision-making
- Participate in ongoing professional development to better serve student population
- Increase awareness/understanding and educate students about racial and ethnic identity, gender-related issues, and disability-related concerns as it relates to River Dell's Affirmative Action Policy
- Adhere to National Standards for School Counseling Programs and Ethical Standards, as set forth by the American School Counselor Association
- Incorporate New Jersey Cross-Content Workplace Readiness Standards

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS

In 1996, the State of New Jersey Department of Education adopted the New Jersey Core Curriculum Content Standards. The River Dell Tri-District Career Education Consumer, Family and Life Skills competencies are aligned with the Cross Content Workplace Readiness Standards. These standards include the following:

1. All students will develop career planning and workplace readiness skills.
2. All students will use technology, information, and other tools.
3. All students will use critical thinking, decision-making, and problem-solving skills.
4. All students will demonstrate self-management skills.
5. All students will apply safety principles.

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.

Descriptive Statement: All students will explore career opportunities and make informed choices based on aptitudes and interests. Students will identify and pursue career goals, apply communications skills in work-relevant situations, demonstrate the ability to combine ideas or information in new ways, make connections between unrelated ideas, organize and present information, and allocate financial and other resources efficiently and effectively. Students will identify and use various print and non-print resources in the home, school, and community to seek and plan for employment. They will be able to use the job application process, including resumes, forms, and interviews.

Career and technical education, formerly called practical arts, is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States' Career Clusters. The intent at the elementary and middle school levels is to prepare all students for the option of further study in career and technical education at the high school level. These courses typically include business education, family and consumer sciences, and other courses related to careers and life skills. Career and technical education programs establish necessary pathways for secondary vocational-technical education programs, entering the world of work, continuing education (such as college, post secondary vocational-technical education, specialized certification and/or registered apprenticeships), and lifelong learning.

Those students electing courses in career and technical education should demonstrate both teamwork and problem-solving skills through a structured learning experience. This could consist of an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groupings, and to assist them in gaining employment skills and making career and educational choices. The experience may be either paid or unpaid, depending on the type of activities in which the student is involved. Examples include, but are not limited to: apprenticeships, community service, cooperative education, internships, job shadowing, school-based experiences, vocational student organizations, paid employment, and volunteer activities. Structured learning experiences must meet all state and federal child labor laws and regulations.

STRANDS AND CUMULATIVE PROGRESS INDICATORS

By the end of Grade 4, students will:

A. Career Awareness and Planning

1. Describe various life roles and work-related activities in the home, community, and school.
2. Identify abilities and skills associated with various careers.
3. Identify reasons people work and how work habits impact the quality of one's work.

B. Employability Skills

1. Describe and demonstrate the importance of personal and interpersonal skills.
2. Identify positive work habits and attitudes necessary for home, community, and school.
3. Identify reasons for working as part of a team.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Career Awareness and Planning

1. Demonstrate the ability to distinguish between job, occupation, and career.
2. Outline the steps in the career planning process.
3. Apply research skills to career exploration.

4. Analyze personal interests, abilities, and skills through various measures including self assessments.
5. Explore careers using hands-on real life experiences within the sixteen States' Career Clusters.
6. Develop an individual career plan and include in a portfolio.
7. Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.

B. Employability Skills

1. Research local and state employment opportunities.
2. Develop an employment package that includes a job application, letter of interest, and resume.
3. Demonstrate job-seeking skills.
4. Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.
5. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.
6. Identify and develop skills that are transferable from one occupation to another.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Career Awareness/Preparation

1. Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update their career plan and include the plan in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 - Communication
 - Punctuality
 - Time management
 - Organization
 - Decision making
 - Goal setting
 - Resources allocation
 - Fair and equitable competition
 - Safety
 - Employment application skills
 - Teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

All students electing further study in career and technical education will also:

1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
2. Participate in simulated industry assessments, when and where appropriate.
3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
4. Demonstrate occupational health and safety skills related to industry-specific activities.

STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.

Descriptive Statement: All students need to develop consumer, family, and life skills necessary to be functioning members of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will understand the components of financial education and make economic choices. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict. In addition, students will work collaboratively with a variety of groups and demonstrate the essential components of character development and ethics, including trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. Wellness, nutrition, child development, and human relationships are an important part of consumer, family, and life skills. However, wellness, nutrition, and human relationship cumulative progress indicators are not listed here as it would duplicate those in Comprehensive Health and Physical Education Standards.

STRANDS AND CUMULATIVE PROGRESS INDICATORS

By the end of Grade 4, students will:

A. Critical Thinking

1. Recognize and define a problem.
2. Plan and follow steps to make choices and decisions.
3. Identify and access print and non-print resources that can be used to help solve problems.
4. Demonstrate brainstorming skills.

B. Self-Management

1. Demonstrate an understanding of the relationship between personal behavior and self-image.
2. Recognize and build upon personal strengths.
3. Accept criticism and respond constructively.

4. Recognize personal likes and dislikes.
5. Demonstrate steps to deal with stress and conflict.

C. Interpersonal Communication

1. Develop positive social skills to interact with others.
2. Select and use language appropriate to the situation.
3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.
4. Practice steps for effective conflict resolution.
5. Work cooperatively with others to accomplish a task.

D. Character Development and Ethics

1. Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.
2. Conduct a cooperative activity or project that addresses a character trait.
3. Identify ethical behaviors in the home, school, and community.
4. Explain a person's responsibility to obey the laws and rules.

E. Consumer and Personal Finance

1. Demonstrate a basic understanding of the value of money.
2. Identify various sources of money for personal spending.
3. Explore the relationship among wants, needs, and resources.
4. Understand that prices of goods and services can be compared to make decisions about purchases.
5. Explain how people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
6. Describe how to earn and save money in order to purchase a desired item.

F. Safety

1. Identify common hazards associated with home, school, and community.
2. Explain how common hazards can be eliminated in the home, school, and community.
3. Describe and demonstrate the safe use of tools and equipment used at home and at school.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Critical Thinking

1. Communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.
5. Practice goal setting and decision-making in areas relative to life skills.

B. Self-Management

1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
2. Demonstrate responsibility for personal actions and contributions to group activities.
3. Explain the need for, and advantages of, lifelong learning.

C. Interpersonal Communication

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate appropriate social skills within group activities.

5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.

6. Participate as a member of a team and contribute to group effort.

D. Character Development and Ethics

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.

2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.

3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.

4. Describe how personal ethics influence decision making.

E. Consumer and Personal Finance Skills

1. Identify and demonstrate personal finance skills in checkbook maintenance and investing.

2. Construct a simple personal savings/spending plan.

3. Understand that people make financial choices that have costs, benefits, and consequences.

4. Explain the difference in cost between cash and credit purchases.

5. Compare prices of similar items from different sellers.

F. Safety

1. Demonstrate appropriate safety procedures for hands-on experiences.

2. Demonstrate the use of recommended safety and protective devices.

3. Describe appropriate response procedures for emergency situations.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Critical Thinking

1. Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.
5. Apply knowledge and skills needed to use various means of transportation within a community.

B. Self-Management

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

C. Interpersonal Communication

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.

D. Character Development and Ethics

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.

4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
5. Apply a professional code of ethics to a workplace problem or issue.

E. Consumer and Personal Finance

1. Analyze factors that influence gross and net income.
2. Design, implement, and critique a personal financial plan.
3. Discuss how to obtain and maintain credit.
4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
5. Use comparative shopping techniques for the acquisition of goods and services.
6. Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.
7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
8. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.

F. Safety

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Describe and demonstrate basic first aid and safety procedures.
3. Analyze the occurrence of workplace hazards.
4. Practice the safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace, where appropriate.
6. Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.

THE NATIONAL STANDARDS FOR SCHOOL COUNSELING

In 1997, the American School Counselor Association developed the National School Counseling Standards, a listing of what students should be able to do as the result of participating in a comprehensive developmental school counseling program. In April 2000, the State of New Jersey Department of Education included the guarantee of a comprehensive K-12 school counseling program, which takes into consideration the National Standards, for New Jersey students in Administrative Code 6A:8-3.2. As part of assuring that this Administrative Code is implemented, the State of New Jersey Department of Education, in cooperation with the New Jersey School Counselor Association, has developed the *New Jersey School Counselor Initiative: Developing Strategic Plans for Creating Comprehensive School Counseling Programs*.

Tri-District Goals for Career Education and Consumer, Family and Life Skills

PERSONAL/SOCIAL GOALS

SELF-AWARENESS

KINDERGARTEN – GRADE 3

STUDENTS WILL:

- Describe and Demonstrate appropriate ways to express wants, needs, and emotions
- Learn coping skills for managing loss
- Describe their own appearances
- Recognize special personal traits and positive attributes
- Discuss two skills they have
- Begin to understand the concept of self-esteem
- Describe three ways they are different from others
- Recognize changes that have occurred in their lives and coping skills needed for transition
- Learn techniques for managing stress
- Recognize various emotions and demonstrate sympathy and empathy

GRADE 4 – GRADE 6

STUDENTS WILL:

- Recognize special personal traits and positive attributes in self and others
- Look at how abilities change and how they can be expanded
- Define “values” and describe their own
- Discuss how self-esteem affects performance
- Learn how to cope with managing loss
- Specify personal characteristics they value
- Identify personal strengths and weaknesses
- Develop coping skills for managing loss
- Describe and apply techniques for managing stress
- Identify their characteristics, abilities, strengths

RESPECTING OTHERS

KINDERGARTEN – GRADE 3

STUDENTS WILL:

- Learn assertiveness skills for self-protection and advocacy
- Describe ways people are different
- Recognize special or unique characteristics about others
- Recognize commonalities and uniqueness in themselves and others
- Become aware of people with disabilities
- Describe what they like about other people
- Learn differences between appropriate and inappropriate physical contact
- Identify behavior that is harmful to others
- Recognize forms of harassment and impact on others
- Demonstrate effective communication and listening skills

GRADE 4 – GRADE 6

STUDENTS WILL:

- Describe and practice assertiveness skills for self-protection and advocacy
- Appreciate differences in others
- Specify personal characteristics they value in others
- Demonstrate knowledge of the differences between appropriate and inappropriate physical contact
- Compare their personalities with others and identify their unique traits
- Foster sensitivity toward people with disabilities
- Recognize cultural differences in themselves and others and describe ways to appreciate these differences
- Recognize forms of harassment and impact on others
- Recognize differences and similarities in others

GAINING RESPONSIBILITY AND RESOLVING CONFLICTS

KINDERGARTEN – GRADE 3

STUDENTS WILL:

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

- Recognize and define a problem
- Plan and follow steps to make choices and decisions

GRADE 4 – GRADE 6

STUDENTS WILL:

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

MAKING EFFECTIVE DECISIONS AND PROBLEM SOLVING

KINDERGARTEN – GRADE 3

STUDENTS WILL:

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

GRADE 4 – GRADE 6

STUDENTS WILL:

- Develop a decision-making process
- Understand that there are positive and negative consequences for their choices
- Apply effective problem-solving and decision-making skills to make safe and healthy choices
- Understand and utilize decision-making/problem-solving skills
- Recognize the emotional and physical dangers of substance use and abuse
- Describe situations where their behavior affects others
- Provide examples of how past decisions have affected present actions
- Demonstrate how gaining more information helps in decision-making
- Use effective problem-solving and decision-making skills to make safe and healthy choices

GRADE 7

STUDENTS WILL:

- Learn skills for a successful transition into the middle school environment
- Learn when, where and how to seek help for solving problems and making decisions both in and out of school
- Differentiate between situations requiring peer support and situations requiring adult professional help
- Learn techniques for time and task management, study skills and organizational skills
- Identify personal characteristics, abilities and strengths
- Seek co-curricular involvement to enhance middle school experience
- Recognize that decisions and choices have positive and negative consequences
- Learn coping skills for managing loss
- Learn how to work cooperatively with others as a team member
- Learn to self-advocate for themselves
- Recognize, accept, and appreciate diversity as it relates to River Dell's Affirmative Action Policy
- Learn appropriate social skills to make and keep friends
- Create techniques for managing stress
- Learn skills for conflict resolution and peer mediation

- Discuss long and short term goals with counselors, teachers and parents
- Learn about making safe and healthy life choices
- Learn about emotional and physical dangers of substance use and abuse

GRADE 8

STUDENTS WILL:

- Demonstrate when, where and how to seek help for solving problems and making decisions both in and out of school
- Demonstrate techniques for time and task management, study skills and organizational skills
- Continue to work cooperatively with others as a team member
- Recognize, accept, and appreciate diversity as it relates to River Dell's Affirmative Action Policy
- Continue to learn about making safe and healthy life choices
- Continue to learn about emotional and physical dangers of substance use and abuse
- Demonstrate a sense of mature, responsible behavior in and out of school
- Be prepared for transition to high school
- Apply effective solutions to peer mediation and social conflict
- Become aware of increased maturity and their changing role amongst family and community
- Further develop long and short term goals with counselors, teachers and parents
- Learn coping skills for managing loss
- Increase self-awareness by identifying personal characteristics, strengths and abilities

GRADE 9

STUDENTS WILL:

- Learn skills for a successful transition into the high school environment

- Learn techniques for time/task management and organizational skills
- Identify personal strengths and weaknesses
- Describe and apply techniques for managing stress
- Identify abilities, personal characteristics and strengths, and relate them to success in high school
- Seek co-curricular and community involvement to enhance school experience (1.8)
- Strengthen coping skills for managing loss
- Develop skills for conflict resolution and peer mediation
- Recognize that decisions and choices have consequences
- Learn effective problem-solving and decision-making skills to make safe and healthy choices
- Learn about emotional and physical dangers of substance use and abuse
- Develop independence and self-advocacy through increased responsibility, dependability, punctuality, and integrity
- Learn how to work cooperatively with others as a team member

GRADE 10

STUDENTS WILL:

- Identify positive characteristics for effective personal relationships
- Learn various coping skills to effectively manage forms of pressure
- Continue learning techniques for time/task management and organizational skills
- Engage in activities to expand self-awareness and identify personal and academic strengths as they relate to post-secondary choices
- Explore approaches for success in high school based on individual personality type
- Participate in activities to further develop written and oral communication skills necessary for post-secondary success
- Become aware of the community at large by participating in community-related activities

- Further develop and refine skills for conflict resolution and peer mediation
- Demonstrate growing independence by taking responsibility for actions in and out of school
- Learn about dangers of substance use and abuse and making safe and healthy lifestyle choices
- Learn how to work cooperatively with others as a team member

GRADE 11

STUDENTS WILL:

- Become increasingly self-sufficient and begin to recognize the consequences of their decisions
- Gain knowledge of life after high school and how they see themselves as productive members of society
- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- Apply critical thinking skills
- Demonstrate the ability to balance school, friends, extracurricular activities, leisure time and family life
- Calculate long and short term goals, and evaluate alternate ways of achieving goals
- Develop an action plan to set and achieve goals
- Forecast the emotional and physical dangers of substance use and abuse
- Select appropriate coping skills for managing life events

GRADE 12

STUDENTS WILL:

- Finalize decisions regarding life after high school and how they see themselves as productive members of society

- Demonstrate the value of lifelong learning as essential to seeking, obtaining, and maintaining lifelong goals
- Choose among available senior options for successful transition from high school into the adult world
- Demonstrate maturity, confidence and independence for effective and responsible decision-making
- Anticipate changing personal, social and family roles for post high school years
- Forecast the emotional and physical dangers of substance use and abuse and how it relates to their future decisions
- Demonstrate when, where and how to seek help for solving problems and making decisions
- Acquire self discipline in order to reach life's goals

EDUCATIONAL GOALS

LEARNING EFFECTIVE STUDY SKILLS

KINDERGARTEN – GRADE 3

- Describe how they plan to do a school assignment
- Learn the importance of self-control, listening, following directions and asking questions in the learning process
- Tell why listening is important in learning
- Describe what a good listener looks like

GRADE 4 – GRADE 6

- Practice self-control, listening, following directions and asking questions in the learning process
- Identify how to manage time effectively
- Discuss the importance of maintaining a balance between study time and extra-curricular activities
- Ask for assistance from teachers or peers

- Recognize importance of self-control, listening, following directions, and asking questions in the learning process

SETTING GOALS

KINDERGARTEN – GRADE 3

- Describe how they see themselves in the future
- Describe a goal
- Describe the differences between a short and long-term-goal
- Learn to work cooperatively in a group, as well as independently

GRADE 4 – GRADE 6

- Recognize goals they have already achieved
- Learn to set short-term and long-term goals
- Utilize learning both in and out of school to achieve goals
- Recognize attitudes and behaviors that lead to successful learning
- Understand the concepts of dependability, productivity, and initiative
- Learn to work cooperatively in a group, as well as independently
- Evaluate how family members' belief systems and other outside factors influence their goals
- Identify attitudes and behaviors that lead to successful learning
- Display a positive interest in learning
- Practice working cooperatively in a group, as well as independently

GRADE 7

STUDENTS WILL:

- Learn skills for a successful transition into the middle school environment
- Begin to assume increased personal responsibility for academic success
- Implement an annual plan of study to maximize academic ability and achievement
- Learn relevant study skills and strategies to be a successful student

- Learn techniques for time and task management and organizational skills
- Make decisions regarding course work related to interests and goals
- Adapt to a new school schedule and structure
- Seek guidance and assistance with academic challenges
- Be offered basic skill supplements through the seventh grade test preparatory program for the NJ ASK; work with counselors to apply results to future educational planning
- Seek opportunities for academic enrichment through local and nationally sponsored programs
- Identify learning styles and apply this knowledge to positively influence school performance
- Compare the relationship between academic effort (in the classroom and at home) and successes in school
- Recognize attitudes and behaviors that lead to successful learning
- Learn how to work independently and cooperatively with others as a team member
- Use problem-solving and decision-making skills to assess progress toward educational goals
- Recognize the importance of self-control, listening, following directions, and asking questions in the learning process

GRADE 8

STUDENTS WILL:

- Continue to assume increased personal responsibility for academic success
- Apply relevant study skills and strategies to be a successful student
- Apply techniques for time and task management and organizational skills
- Continue to make decisions regarding course work related to interests and goals
- Continue to seek guidance and assistance with academic challenges
- Be offered basic skill supplements through the eighth grade GEPA preparatory program for the March GEPA test; work with counselors to apply results to future educational planning

- Make decisions regarding high school placement, including traditional, non-traditional, vocational, private or parochial settings
- Choose courses to prepare for academic expectations of high school
- Seek opportunities for academic enrichment through local and nationally sponsored programs
- Continue to work independently and cooperatively with others as a team member
- Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- Continue to recognize the importance of self-control, listening, following directions, and asking questions in the learning process

GRADE 9

STUDENTS WILL:

- Understand the academic requirements needed for graduation
- Learn the differences between weighted and unweighted grade point averages, the importance of transcripts and requirements for Principal's List and Honor Roll
- Discuss the requirements for athletic eligibility for Fall and Spring sports
- Choose and implement relevant courses to maximize academic potential
- Learn available strategies to overcome academic difficulties (extra help, peer tutoring programs, various study skills techniques) in order to attain academic successes
- Become proficient in the use of laptop computers as it relates to research and organizational skills
- (Select students) will have the opportunity to be involved in a non-traditional classroom setting through the Freshman Project
- Be offered basic skill supplements through the HSPA preparatory program
- Demonstrate the ability to work independently and cooperatively
- Compare the relationship between academic performance and success in school
- Use problem-solving and decision-making skills to assess progress toward educational goals

GRADE 10

STUDENTS WILL:

- Develop an action plan to set and achieve realistic academic goals
- Use persistence and perseverance in acquiring knowledge and skills
- Choose and implement relevant courses to maximize academic ability
- Continue to reviewing academic progress and how it relates to educational goals
- Learn available strategies to overcome academic difficulties (extra help, peer tutoring programs, various study skills techniques) in order to attain academic successes
- Be offered basic skill supplements through the HSPA preparatory program
- Maturing into more self-directed, independent learners
- Develop skills to complete more complex research projects
- Students become knowledgeable about PSAT; students are offered the opportunity to enroll in PSAT preparatory class as well as register for the test
- Make connections between academic achievement and post-secondary options
- Begin to understand how school success is the preparation to make the transition from student to community member

GRADE 11

STUDENTS WILL:

- Continue to work on action plan to set and achieve realistic academic goals
- Choose and implement relevant courses to maximize academic ability
- Be offered basic skill supplements through the HSPA preparatory program for the March HSPA test
- Understand the importance of taking the PSAT, register for the PSAT test in the Fall, learn about National Merit Scholarship Program and understand how to interpret their PSAT scores
- Be offered the opportunity to enroll in SAT preparatory class
- Learn about timetables for college admissions testing and register for standardized testing (SAT/ACT/ SATII) in the Spring

- Utilize transcripts and standardized testing data to develop realistic post-secondary goals
- Be invited (with parents) to attend college round table and learn about the college admissions process
- Receive information about local college fairs
- Meet with college admissions representatives during lunchtime
- Be encouraged (with parents) to attend financial aid workshop
- Attend evening and in-school programs discussing the college application process, senior options and academic offerings
- Meet with counselor and parents to discuss specific post-secondary plans and what course selections relate to these goals
- Continue exploration of colleges and career opportunities through computer-based programs, such as Naviance
- Receive and begin completing student questionnaire and activity sheet; receive parent brag sheet in preparation for the college application process
- Be exposed to a variety of traditional and technological resources to independently research post-secondary options
- (Select students) will meet with transition counselor to discuss viable options for post-secondary plans, including technical school, two or four-year college, or work

GRADE 12

STUDENTS WILL:

- Choose and implement relevant courses to maximize academic potential
- Demonstrate continued motivation to achieve academic goals throughout school year and meet all graduation requirements
- Receive information about local college fairs
- Be invited (with parents) to attend college round table and continue to learn about the college admissions process
- Be encouraged (with parents) to attend financial aid workshop
- Review decisions with counselor regarding post-secondary choices

- (Select students) will finalize post-secondary plans, including technical school, two or four-year college, or work, with transition counselor
- Utilizing internet technology such as Naviance to complete all college application requirements in organized and timely fashion
- Meet with college admissions representatives during lunchtime
- Work with counselor to prepare for college interviews, practice interview skills and complete college résumé
- Complete standardized testing (SAT/ACT/SATII) for college admissions and arrange to send official score reports to colleges
- Arrange for mid-year transcripts to be mailed to colleges
- Receive admissions letters from colleges and demonstrate decision-making skills for post-secondary plans
- Arrange to have final transcripts sent to college of choice

CAREER GOALS

FORMING A CAREER IDENTITY

KINDERGARTEN – GRADE 3

STUDENTS WILL:

- Define work and understand why people work
- Realize that interests and choices may change
- Realize that people are influenced by interests and abilities

GRADE 4 – GRADE 6

STUDENTS WILL:

- Recognize relationship between short-term and long-term goals in the career planning process
- Identify interests and abilities as they relate to various occupations
- Understand how being successful at school relates to their occupational choices
- Define career choices and discuss what influences these choices
- Recognize why people choose certain work activities and that career paths may change

- Analyze factors that can impact an individual's career
- Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills

ANALYZING SKILLS AND INTERESTS

KINDERGARTEN – GRADE 3

STUDENTS WILL:

- Recognize activities that interest them
- Identify skills they have
- Identify skills needed for various occupations

GRADE 4 – GRADE 6

STUDENTS WILL:

- Recognize relationship between personal skills and interests
- Recognize importance of school in developing skills and interests
- Learning how to interact and work cooperatively in teams
- Recognize various ways of developing skills and interests

GRADE 7

STUDENTS WILL:

- Understand how school success and academic achievement can enhance future career opportunities
- Use research and technological resources to learn about the variety of traditional and non-traditional occupations
- Recognize activities that interest them; understand that occupational choices are influenced by interests, skills and abilities
- Recognize relationship between short-term and long-term goals in the career planning process
- Recognize why people choose certain work activities and that career paths may change
- Choose electives that relate to interest, abilities and possible future careers

- Choose co-curricular activities that are aligned with career goals
- Participate in career-related field trips and research projects
- Develop a strong work ethic and understand how it relates to future success in the workplace

GRADE 8

STUDENTS WILL:

- Continue to understand how school success and academic achievement can enhance future career opportunities
- Use research and technological resources to learn about the variety of traditional and non-traditional occupations
- Continue to recognize activities that interest them; understand that occupational choices are influenced by interests, skills and abilities
- Begin to set short-term and long-term goals for the career planning process
- Choose electives that relate to interest, abilities and possible future careers
- Choose co-curricular activities that are aligned with career goals
- Develop a strong work ethic and continue to understand how it relates to future success in the workplace
- Participate in career-related field trips and research projects
- Attend Spring Career Day where they will interact with local community members representing various career fields
- Make decisions regarding high school placement, including traditional, non-traditional, vocational, private or parochial settings, as they relate to career goals

GRADE 9

STUDENTS WILL:

- Understand how school success and academic achievement can enhance future career opportunities
- Use research and information resources to learn about the variety of traditional and non-traditional occupations

- Recognize activities that interest them; understand that occupational choices are influenced by interests and abilities
- Select course work that is relevant to career interests, including shared time program with vocational schools
- Learn to set realistic short and long-term goals
- Seek co-curricular and community involvement related to future career interests
- Participate in personality inventory and discuss how personality relates to post-secondary and career choices
- Continue to develop a strong work ethic and understand how it relates to future success in the workplace
- Continue to demonstrate awareness of the education and training needed to achieve career goals
- Learn about local part-time job opportunities and necessary skills/requirements for these jobs
- Recognize various ways of developing skills and interests
- Develop a positive attitude towards work and learning

GRADE 10

STUDENTS WILL:

- Further explore career options through computer-based technology, such as Naviance, and work with counselor to relate results to future career plans
- Select course work that is relevant to career interests, including shared time program with vocational schools
- Learn to set realistic short and long-term goals
- Learn about local part-time job opportunities and necessary skills/requirements for these jobs
- Recognize various ways of developing skills and interests
- Use research and information resources to learn about the variety of traditional and non-traditional occupations
- Interview somebody working in a particular career in order to gain knowledge about that career

- Begin developing a resume for post-secondary plans
- Have the option to participate in a job-shadowing program
- Assess past goals and integrate these into future planning
- Establish how changing economic and societal needs influence employment trends and future training
- Have opportunity to complete working papers in preparation for part-time jobs in the community
- Seek co-curricular and community involvement related to future career interests
- Develop a positive attitude towards work and learning

GRADE 11

STUDENTS WILL:

- Further explore career options through computer-based technology, such as Naviance, and work with counselor to relate results to future career plans
- Select course work that is relevant to career interests
- Engage in part-time work that will help them improve workplace readiness
- Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- Recognize appropriate behavior in the workplace
- Further refine a positive attitude towards work and learning
- Specify characteristics and abilities of a good employee
- Learn about the rights and responsibilities of employers and employees
- Demonstrate the knowledge of the changing workplace
- Learn about local career fairs
- Understand and describe the effects of work on lifestyles
- Learn how college major and success in college will relate to career opportunities
- Understand that work is an important and satisfying means of personal expression
- Seek co-curricular and community involvement related to future career interests
- Have the option to participate in a job-shadowing program

- Have opportunity to complete working papers in preparation for part-time jobs in the community

GRADE 12

STUDENTS WILL:

- Further explore career options through computer-based technology, such as Naviance, and work with counselor to relate results to future career plans
- Select college or technical school course of study and explore majors that are relevant to career interests
- Have options to participate in Senior Programs, including school to work, senior internships, senior service or dual enrollment to enhance career decision-making skills
- Prepare résumé for entry into the workforce
- Have the option to participate in a job-shadowing program
- Learn about local career fairs
- Be able to demonstrate workplace readiness skills
- Seek co-curricular and community involvement related to future career interests
- Demonstrate the rights and responsibilities of employers and employees
- Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- Demonstrate how school success is the preparation to make the transition from student to community member