

The Black Horse Pike Regional School District School Counseling Curriculum and Program Overview

Mission Statement: The mission of the BHPRSD Counseling Department is to provide an equal opportunity to foster an environment in which all students are provided access to encouragement and support services. Students will achieve academic, career, social and emotional growth in an effort to facilitate the realization of lifelong success. The overall goal of the BHPRSD Counseling Departments is to educate students to become responsible citizenship in a diverse and ever-changing world. School Counselors will initiate programs to enhance the personal, career and academic development of all students. The BHPRSD Counseling Departments will promote standards and best practices in all three schools.

Introduction: *9-12 School Counseling Program*

Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process. High school counselors work collaboratively with students, parents/guardians, faculty and community members to enhance students' high school experiences in such areas: as course selection and scheduling, maximizing academic success, getting involved in extracurricular activities, further development of healthy social and personal choices, and preparing for the transitions to post-secondary education and long-term career selection.

School counselors focus their skills, time and energy on direct and indirect services to students. School counselors meet with students in individual and group counseling sessions, school counselors communicate on behalf of their students with parents/guardians, teachers, child study team members, administrators, student assistance coordinators, school resource officers, attendance officers, and representatives from post-secondary education institutions and variety of social service agencies.

School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery and accountability.

FOUNDATION

Professional Development

The Black Horse Pike Regional School District's counselors receive ongoing training throughout the school year. Such training is received through attendance at workshops and conferences, graduate courses, on-line training programs, in-service programs and reading professional journals and publications. Counselors are given two professional days and school business days, as needed, to meet their current needs and goals. The counselors are members of the Camden County School Counselors Association and various other professional organizations.

Ethical Standards Statement

The Black Horse Pike Regional School District School Counselors uphold and adhere to the Ethical Standards as issued by the American School Counseling Association (ASCA).

The BHPRSD School Counseling Department, in collaboration with the faculty, parents, and community, will provide all students with the academic, career and personal/social skills development needed to be successful in school and in life.

NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

ASCA National Standards for Students was established to help school counselors help students. ASCA National Standards identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of participating in a school counseling program. Best of all, by adopting and implementing ASCA National Standards, school counselors change the way school counseling programs are designed and delivered across our country.

The Development of Standards

The development of ASCA National Standards for Students required an examination of theory, research and practice to ensure that all aspects of school counseling were considered. The process solicited broad-based involvement from all segments of the school counseling community to determine what purpose the standards would serve and what their content would be. The standards movement has provided ASCA with a timely opportunity to better define the role of school counseling in the American educational system and establish similar goals, expectations, support systems and experiences for all students across the country. Additionally, on the local level, National Standards offer an opportunity for school counselors, school administrators, faculty, parents, and the community to engage in conversations about expectations for students' academic success and the role of counseling programs in enhancing student learning.

In 2004, the American School Counselor Association developed the following standards for a comprehensive 9-12 school counseling program:

I. Academic Development

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

A: A1 Improve Academic Self-Concept

BHPRSD students will:

- ◆ Articulate feelings of competence and confidence as learners.
- ◆ Evaluate study habits and make appropriate changes.
- ◆ Recognize importance of writing down assignments.
- ◆ Learn how to organize and complete work.
- ◆ Take pride in work and achievement.
- ◆ Identify attitudes and behaviors that lead to successful learning.
- ◆ Learn how to get help from proper sources.
- ◆ Accept mistakes as essential to the learning process.

BHPRSD school counselor will:

- ◆ Advocate for reasonable accommodations to address special needs.
- ◆ Develop an educational plan that matches student abilities.
- ◆ Develop realistic academic goals to match student competencies.
- ◆ Assist students in achieving goals.

A: A2 Acquire Skills for Improving Learning

BHPRSD students will:

- ◆ Develop test-taking and study skills.
- ◆ Use communication skills to know when and how to ask for help when needed.
- ◆ Apply time management and task management skills.
- ◆ Demonstrate how effort and persistence positively affect learning.
- ◆ Maintain balance between study/work/social activities.
- ◆ Use communications skills to know when and how to ask for help when needed.
- ◆ Evaluate study habits and make changes if necessary.
- ◆ Develop a study plan.

BHPRSD school counselor will:

- ◆ Support students in learning study skills strategies.

- ◆ Modeling appropriate communication strategies.
- ◆ Support with students with time-management and task-management skills.

A: A3 Achieve School Success

BHPRSD students will:

- ◆ Work cooperatively with peers and teachers.
- ◆ Demonstrate the ability to work independently, being productive and taking initiative.
- ◆ Take responsibility for their actions.
- ◆ Develop a broad range of interests and abilities.

BHPRSD school counselor will:

- ◆ Demonstrate the ability to work independently, as well as the ability to work cooperatively with professional colleagues.
- ◆ Assist students in finding interests that match their ability level.

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

A: B1 Improve Learning

BHPRSD students will:

- ◆ Recognize what motivates them to perform well.
- ◆ Develop good study habits and manage study time.
- ◆ Be a self-motivated independent learner.
- ◆ Organize and apply academic information from a variety of services.
- ◆ Learn and apply critical thinking skills.
- ◆ Seek information and support from faculty, staff, family and peers.
- ◆ Use knowledge of learning styles to positively influence school performance.

BHPRSD school counselor will:

- ◆ Read and interpret high school transcripts and recognize significance of permanent records.
- ◆ Develop a tentative four year educational plan for high school to be reviewed each year.
- ◆ Facilitate student advocacy from faculty, staff, family and peers.

A: B2 Plan to Achieve Goals:

BHPRSD students will:

- ◆ Apply knowledge of aptitudes and interests to goal setting.
- ◆ Understand the relationship between classroom performance, school success and job success.
- ◆ Identify realistic post-secondary options that match interests, achievement and abilities.
- ◆ Build and maintain relationships with people and agencies that support them.
- ◆ Assess appropriateness of current goals; academic/career/personal and social including short and long-term goals.

BHPRSD school counselor will:

- ◆ Establish challenging academic goals in high school.
- ◆ Use past performance in academic planning.
- ◆ Facilitate research options that identify realistic post-secondary options that match interests, achievement and abilities.
- ◆ Use problem-solving and decision-making skills to assess progress toward educational goals.

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

A: C1 Relate School to Life Experiences

BHPRSD students will:

- ◆ Demonstrate the ability to balance schoolwork, extra-curricular activities and work.
- ◆ Seek co-curricular activities and community experiences to enhance the school experience.
- ◆ Understand the relationship between learning and work.
- ◆ Explore how school success and academic achievement enhance future career and a vocational opportunity.
- ◆ Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

BHPRSD school counselor will:

- ◆ Set and review educational plans based on self-assessment and career exploration.
- ◆ Explore how school success and academic achievement enhance future career and a vocational opportunity.

II. Career Development

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

C: A1 Development Career Awareness

BHPRSD students will:

- ◆ Develop skills to locate, evaluate and interpret career information.
- ◆ Learn about the variety of traditional and non-traditional occupations.
- ◆ Develop an awareness of personal abilities, skills, interests and motivations.
- ◆ Develop a valid decision-making process.
- ◆ Learn how to interact and work cooperatively in teams.
- ◆ Learn to set realistic long and short term goals.
- ◆ Recognize the relationship between short term and long term career goals.
- ◆ Understand the importance of planning.
- ◆ Recognize activities that interest them.
- ◆ Understand the importance of balancing study time, extracurricular activities and work.
- ◆ Pursue and develop competency in areas of interest.
- ◆ Develop hobbies and vocational interests.

BHPRSD school counselor will:

- ◆ Teach skills to locate, evaluate and interpret career information.
- ◆ Explore personal abilities, skills, interests and motivations with students.

C: A2 Develop Employment Readiness

BHPRSD students will:

- ◆ Acquire employability skills such as working on a team, problem-solving and organizational skills.

- ◆ Apply job readiness skills to seek employment opportunities.
- ◆ Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
- ◆ Utilize time-and task-management skills.
- ◆ Demonstrate knowledge about the changing workplace.
- ◆ Learn to respect individual uniqueness in the workplace.
- ◆ Understand and develop a good work ethic and the characteristics that make a good employee.
- ◆ Learn to develop and maintain an effective resume.
- ◆ Learn about the rights and responsibilities of employers and employees.
- ◆ Develop a positive attitude toward work and learning.

BHPRSD school counselor will:

- ◆ Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
- ◆ Teach appropriate behavior in the workplace.

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

C: B1 Acquire Career Information

BHPRSD students will:

- ◆ Apply decision-making skills to career planning, course selection, and career transition.
- ◆ Identify personal skills, interests and abilities and relate them to current career choice.
- ◆ Demonstrate knowledge of the career planning process.
- ◆ Explore post-secondary educational/occupational information.

BHPRSD school counselor will:

- ◆ Use research and information resources to obtain career information.
- ◆ Know the various ways in which occupations can be classified.
- ◆ Analyze how traditional and non-traditional occupations effect career identities.
- ◆ Understand how changing economic and societal needs influence employment trends and future training.

C: B2 Identify Career Goals

BHPRSD students will:

- ◆ Demonstrate awareness of the education and training needed to achieve career goals.
- ◆ Select course work that is related to career interests.
- ◆ Maintain a career planning portfolio.

BHPRSD school counselor will:

- ◆ Assess and modify students' educational plan to support career goals.
- ◆ Select course work that is related to career interests.
- ◆ Develop and maintain a career planning portfolio.

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

C: C1 Acquire Knowledge to Achieve Career Goals

BHPRSD students will:

- ◆ Understand the relationship between educational achievement and career success.
- ◆ Review and evaluate educational plans and set educational goals based on self-assessment and career exploration.
- ◆ Begin self-exploration in areas of skills, abilities, interests, and knowledge, which influence career choices.
- ◆ Recognize the importance of school in developing skills and interest.
- ◆ Understand that the changing workplace requires lifelong learning and acquiring new skills.

BHPRSD school counselor will:

- ◆ Explain how work can help to achieve personal success and satisfaction.
- ◆ Assess student's abilities to achieve past goals and integrate these into future planning.

C: C2 Apply Skills to Achieve Career Goals

BHPRSD students will:

- ◆ Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.
- ◆ Learn how to use conflict management skills with peers and adults.
- ◆ Assume responsibilities for their actions and utilize problem-solving skills to resolve conflicts.

- ◆ Learn to work cooperatively with others as a team member.
- ◆ Stress the importance of acquiring new skills and lifelong learning.

BHPRSD school counselor will:

- ◆ Evaluate current communications and conflict resolution skills.
- ◆ Teach students accountability for their actions and utilize problem-solving skills to resolve conflicts.
- ◆ Model how to write an effective resume.

III. Personal/Social Development

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

PS: A1 Acquire Self-Knowledge

BHPRSD students will:

- ◆ Develop a positive attitude toward self as a unique person.
- ◆ Learn the goal setting process.
- ◆ Distinguish between appropriate and inappropriate behaviors.
- ◆ Recognize personal boundaries, rights, and privacy needs.
- ◆ Understand the need for self-control and how to practice it.
- ◆ Recognize special personal traits and positive attributes in self and others.
- ◆ Discuss skills and focus on strength rather than limitations, which can be used to overcome barriers.
- ◆ Define and discuss self-esteem and how it affects performance.
- ◆ Explore how thoughts and feelings affect life choices.
- ◆ Develop skills to cope with change and transition.
- ◆ Analyze how their thoughts and feelings affect performance.
- ◆ Introduce concept of self-esteem.
- ◆ Identify personal strength of students in the school environment.
- ◆ Demonstrate cooperative behavior in groups.

BHPRSD school counselor will:

- ◆ Modeling cooperative behavior in groups.
- ◆ Explain that change is a part of growth.
- ◆ Define and discuss self-esteem and how it affects performance.
- ◆ Explore how thoughts and feelings affect life choices.

PS: A2 Acquire Interpersonal Skills

BHPRSD students will:

- ◆ Recognize that everyone has rights and responsibilities.
- ◆ Respect alternative points of view.
- ◆ Recognize, accept, respect, and appreciate ethnic, cultural diversity, and sexual orientation.
- ◆ Recognize and respect differences in various family configurations.
- ◆ Know that communication involves speaking, listening, and nonverbal behavior.
- ◆ Evaluate the effect of their behavior on others.
- ◆ Use effective communication skills.

BHPRSD school counselor will:

- ◆ Model how to make and keep friends.
- ◆ Help students identify characteristics and abilities they appreciate in themselves and others.
- ◆ Evaluate the effect of their behavior on others.
- ◆ Model effective communication skills.

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

PS: B1 Self-Knowledge Applications

BHPRSD students will:

- ◆ Identify alternative solutions to a problem.
- ◆ Understand consequences of decisions and choices.
- ◆ Demonstrate a respect and appreciation for individual and cultural differences.
- ◆ Recognize, understand, and assess the consequences of the decisions they make.
- ◆ Develop a decision-making process.
- ◆ Analyze importance of generating alternatives and assessing consequences.
- ◆ Apply effective problem solving and decision making skills to make safe and healthy choices.
- ◆ Develop effective coping skills for dealing with problems.
- ◆ Demonstrate when, where and how to seek help for solving problems and making decisions.
- ◆ Identify long-and short-term goals and ways of achieving.

- ◆ Use persistence and perseverance in acquiring knowledge and skills.

BHPRSD school counselor will:

- ◆ Use a decision-making and problem-solving model.
- ◆ Assess and recognize the consequences of the decisions students make.
- ◆ Develop a decision making process.
- ◆ Demonstrate how gaining more information helps in decision making.

Standard C: Students will understand safety and survival skills.

PS: C1 Acquire Personal Safety Skills

BHPRSD students will:

- ◆ Learn about the relationship between rules, laws, safety, and the protection of an individual's rights.
- ◆ Learn the difference between appropriate and inappropriate physical contact.
- ◆ Demonstrate the ability to assert boundaries, rights, and personal privacy.
- ◆ Differentiate between situations requiring peer support and situations requiring adult professional help.
- ◆ Identify resource people in the school and community and know how to seek their help.
- ◆ Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- ◆ Learn about the emotional and physical dangers of substance use and abuse.
- ◆ Learn how to cope with peer pressure.
- ◆ Learn techniques for managing stress and conflict.
- ◆ Learn coping skills for managing life events.
- ◆ Understand legal issues related to harassment and discrimination.
- ◆ Recognize forms of harassment, intimidation and bullying and the impact on others.
- ◆ Understanding the effects and legal issues surrounding privacy and harassment, intimidation and bullying with regard to the internet.
- ◆ Learn assertiveness skills for self-protection and advocacy.

BHPRSD school counselor will:

- ◆ Explain the difference between appropriate and inappropriate physical contact.
- ◆ Demonstrate the ability to assert boundaries, rights, and personal privacy.
- ◆ Differentiate between situations requiring peer support and situations requiring adult professional help.

- ◆ Identify resource people in the school and community and know how to seek their help.
- ◆ Model effective problem-solving and decision-making skills to make safe and healthy choices.
- ◆ Educate students on the effects and legal issues surrounding privacy and harassment, intimidation and bullying with regard to the internet.
- ◆ Model assertiveness skills for self-protection and advocacy.

MANAGEMENT

School counselors incorporate organizational assessments and tools that are concrete, clearly defined and reflective of the school's needs. Assessments and tools include:

School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities i.e.: SGOs, etc.

Annual agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished i.e.: Naviance, Genesis, etc.

Use of data to measure the results of the program as well as to promote systemic change within the school system so every student graduates college and career ready i.e.: End of Year Report, senior graduation rate, etc.

Curriculum, small-group and closing-the-gap action plans including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance i.e.: Student Action Plans, IPPs, etc.

Annual and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program i.e.: Monthly goals, monthly meetings, etc.

DELIVERY

District Wide School Counseling Services

Crisis Intervention - Counselors in the school are trained in the assessment and handling of crisis situations, such as but not limited to, suicide and unforeseen tragedies. In addition, the school makes use of a crisis intervention team made up of counselors, child study team members, the student assistance coordinator, teachers and administrators to aid during events that affect many individuals.

I&RS - An I&RS committee that includes the counselor, the student, a parent or guardian and an objective volunteer selection of teachers and other staff who work as a team to address the at-risk behaviors that may be preventing the student from being successful in the classroom. Interventions may be made through counseling, tutoring, mentoring, or in certain cases, referrals to outside community agencies or to the Child Study Team.

Family Outreach

- Parent conferences
- Referrals
- Nightly programs on the following topics:
 - 8th grade parent information session
 - Junior parent college/career night
 - Back to school night
 - Financial Aid night
 - FOCUS College Fair
 - Academic Awards night
 - 9th grade orientation
- Literature and resource materials:
 - School Counseling webpage
 - School Counseling updates via Naviance
 - Scholarship listings via Naviance
 - College visits (via Naviance)
 - Testing schedules and preparation information
 - Direct emails (via Naviance)

Student Outreach

- Mentoring program
- Student conferences (individual / group)

- Peer tutoring
- Encouraged involvement in extra-curricular activities
- School Counseling webpage
- School Counseling updates via Naviance
- Scholarship listings via Naviance
- College visits (via Naviance)
- Testing schedules and preparation information
- Direct emails (via Naviance)

Freshmen Year - "Transition"

July/ August	<ul style="list-style-type: none"> • Attend New Student Orientation (AUGUST) • Complete summer assignments (if applicable)
September	<ul style="list-style-type: none"> • Meet with the counselor–group information session • <i>Naviance</i> – register using a student email
October	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Progress Report available via Parent Access-(check website for date)
November	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Be sure to complete all missing assignments-Marking period ends • Report Card available via Parent Access-(check website for date)
December	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Progress Report available via Parent Access-(check website for date)
January	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Prepare for scheduling–utilize the <i>Program of Studies</i> to determine elective choices • Report Card available via Parent Access-(check website for date)
February	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Prepare for scheduling–utilize the <i>Program of Studies</i> to determine elective choices
March	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Prepare for scheduling–utilize the <i>Program of Studies</i> to determine elective choices • Progress Report available via Parent Access-(check website for date) • PARCC testing
April	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Report Card available via Parent Access-(check website for date) • PARCC testing
May	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Adjust course selection based on current performance and resolve schedule conflicts • Progress Report available via Parent Access-(check website for date) • Take End-of-Course Biology Test (if applicable)
June	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis

	<ul style="list-style-type: none"> • Verify that your schedule accurately reflects what you chose • Report Card available via Parent Access-(check website for date) • Seek enrichment & volunteer opportunities as resume builders this summer • See counselor for credit completion schedule/summer school options (if applicable) • Summer assignments – know what to do and where to locate assignments.
Academic Development	<ul style="list-style-type: none"> • Transition to high school academics • Resources available for academic enhancement • Organizational and study skills • Time and task management skills • Extracurricular opportunities • Introducing Parent Access and accountability of grades
Social/Emotional Development	<ul style="list-style-type: none"> • Transitioning to high school social experience • Problem solving skills • Conflict resolution techniques • Balancing academics, activities, and personal time • Coping skills • Stress/Anger management skills • Making healthy choices
Naviance-Career Development	<ul style="list-style-type: none"> • Choosing 10th Grade classes pertinent to post-secondary and long-term career goals • Game Plan, Learning Style & Career Interest Profiler assessments • Explore the “About Me” tab • Begin to research post-secondary options

Sophomore Year	
July/ August	<ul style="list-style-type: none"> • Complete summer school (if applicable) • Complete credit completion (if applicable) • Complete summer assignments
September	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • <i>Naviance</i> – finish Game Plan, Learning Style & Career Interest Profiler
October	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Meet with the counselor – group information session • <i>Naviance</i> – finish Game Plan, Learning Style & Career Interest Profiler • Progress Report available via Parent Access-(check website for date) • Take PSAT/NMSQT
November	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Meet with the counselor – group information session • Be sure to complete all missing assignments-Marking period ends • Report Card available via Parent Access-(check website for date)
December	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Progress Report available via Parent Access-(check website for date)
January	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Prepare for scheduling–utilize the <i>Program of Studies</i> to determine elective choices • Report Card available via Parent Access-(check website for date) • Utilize PSAT score report through www.Collegeboard.org
February	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Prepare for scheduling–utilize the <i>Program of Studies</i> to determine elective choices • Utilize PSAT score report through www.Collegeboard.org
March	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Prepare for scheduling–utilize the <i>Program of Studies</i> to determine elective choices • Progress Report available via Parent Access-(check website for date) • PARCC testing • Utilize PSAT score report through www.Collegeboard.org

	<ul style="list-style-type: none"> • Attend Camden County College’s “Focus on Your Future” College Fair (date TBD)
April	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Report Card available via Parent Access-(check website for date) • PARCC testing • Utilize PSAT score report through www.Collegeboard.org
May	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Adjust course selection based on current performance and resolve schedule conflicts • Progress Report available via Parent Access-(check website for date) • Take End-of-Course Biology Test (if applicable)
June	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Verify that your schedule accurately reflects what you chose • Report Card available via Parent Access-(check website for date) • Seek enrichment & volunteer opportunities as resume builders this summer • See counselor for credit completion schedule/summer school options (if applicable) • Summer assignments – know what to do and where to locate assignments. • Consider taking colleges visits
Academic Development	<ul style="list-style-type: none"> • Resources available for academic enhancement • Organizational and study skills • Time and task management skills • Extracurricular opportunities • Parent Access and accountability of grades
Social/Emotional Development	<ul style="list-style-type: none"> • Problem solving skills • Conflict resolution techniques • Balancing academics, activities, and personal time • Coping skills • Stress/Anger management skills • Making healthy choices
Naviance-Career Development	<ul style="list-style-type: none"> • Choosing 11th Grade classes pertinent to post-secondary and long term career goals • Finish Game Plan, Learning Style & Career Interest Profiler assessments • Begin writing resume

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| | <ul style="list-style-type: none">• Begin to research post-secondary options• Completing a Career Interest Inventory• Taking the PSAT exam |
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Junior Year	
July/ August	<ul style="list-style-type: none"> • Register with NCAA Eligibility Center • Complete summer school (if applicable) • Complete credit completion (if applicable) • Complete summer assignments
September	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Meet with the counselor – group information session • Register for college visits via Naviance • Attend Financial Aid Night (according to school calendar)
October	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Meet with the counselor – group information session • Take PSAT/NMSQT • Attend Financial Aid Night (according to school calendar) • Attend College Planning Night (according to school calendar) • Progress Report available via Parent Access-(check website for date) • Register for college visits via Naviance
November	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Be sure to complete all missing assignments-Marking period ends • Report Card available via Parent Access-(check website for date) • Consider applying to Governor’s School / Dual Credit through CCC • Register for college visits via Naviance
December	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Progress Report available via Parent Access-(check website for date) • Register for college visits via Naviance
January	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Prepare for scheduling–utilize the <i>Program of Studies</i> to determine elective choices • Report Card available via Parent Access-(check website for date) • Utilize PSAT score report through www.Collegeboard.org • AP registration

	<ul style="list-style-type: none"> • Research post-secondary options with counselor • Consider taking SAT or SAT Subject Tests or ACT or ASVAB
February	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Prepare for scheduling–utilize the <i>Program of Studies</i> to determine elective choices • Utilize PSAT score report through www.Collegeboard.org • AP registration • Consider taking SAT or SAT Subject Tests or ACT or ASVAB
March	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Prepare for scheduling–utilize the <i>Program of Studies</i> to determine elective choices • Progress Report available via Parent Access-(check website for date) • PARCC testing • Utilize PSAT score report through www.Collegeboard.org • Attend Camden County College’s “Focus on Your Future” College Fair (date TBD) • Consider taking SAT or SAT Subject Tests or ACT or ASVAB
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May	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Adjust course selection based on current performance and resolve schedule conflicts • Progress Report available via Parent Access-(check website for date) • Utilize PSAT score report through www.Collegeboard.org • Consider taking SAT or SAT Subject Tests or ACT or ASVAB • Take AP exams
June	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Verify that your schedule accurately reflects what you chose • Report Card available via Parent Access-(check website for date) • Seek enrichment & volunteer opportunities as resume builders this summer • See counselor for credit completion schedule/summer school options (if applicable)

	<ul style="list-style-type: none"> • Summer assignments – know what to do and where to locate assignments. • Consider visiting colleges • Register with NCAA Eligibility Center • Consider taking SAT or SAT Subject Test(s) or ACT or ASVAB • Request your teacher letter of recommendation
Academic Development	<ul style="list-style-type: none"> • Resources available for academic enhancement • Organizational and study skills • Time and task management skills • Extracurricular opportunities • Parent Access and accountability of grades
Social/Emotional Development	<ul style="list-style-type: none"> • Problem solving skills • Conflict resolution techniques • Balancing academics, activities, and personal time • Coping skills • Stress/Anger management skills • Making healthy choices
Naviance-Career Development	<ul style="list-style-type: none"> • Choosing 12th Grade classes pertinent to post-secondary and long term career goals • Preparing for and taking the PSAT, SAT, and/or ACT exams • Researching and visiting Colleges or Other Post-Secondary Institutions • Update resume • Attend Career Fair • Register for college visits

Senior Year

July/ August	<ul style="list-style-type: none"> • Register with NCAA Eligibility Center • Complete summer school (if applicable) • Complete credit completion (if applicable) • Complete summer assignments • Begin your college applications, essays / <i>Naviance</i> – Update resume • Register for the SAT or SAT Subject Tests or ACT or ASVAB
September	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Meet with the counselor – group information session • Review transcript for accuracy • Attend Financial Aid Night (according to school calendar) • Register for college visits via Naviance • Complete college applications, essays and continue to update resume • Request transcripts & teacher letters of recommendation • Register for the SAT or SAT Subject Tests or ACT or ASVAB
October	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Meet with the counselor – group information session • Take PSAT/NMSQT (if applicable) • Attend Financial Aid Night (according to school calendar) • Attend College Planning Night (according to school calendar) • Progress Report available via Parent Access-(check website for date) • Register for college visits via Naviance • Complete college applications, essays and continue to update resume • Request transcripts & teacher letters of recommendation • Scholarship searches via Naviance • Register for HBCU college fair if interested • Register for the SAT or SAT Subject Tests or ACT or ASVAB • Complete FAFSA
November	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis

	<ul style="list-style-type: none"> • Be sure to complete all missing assignments-Marking period ends • Report Card available via Parent Access-(check website for date) • Register for college visits via Naviance • Register for HBCU college fair if interested • Complete college applications, essays and continue to update resume • Scholarship searches via Naviance • Register for the SAT or SAT Subject Tests or ACT or ASVAB • Complete FAFSA
December	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Progress Report available via Parent Access-(check website for date) • Register for college visits via Naviance • Receive early decision/action decisions • Complete college applications, essays and continue to update resume • Scholarship searches via Naviance • Register for the SAT or SAT Subject Tests or ACT or ASVAB • Complete FAFSA
January	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Report Card available via Parent Access-(check website for date) • AP registration • Register for the SAT or SAT Subject Tests or ACT or ASVAB • Complete college applications, essays/Consider On-Site Admissions Program • Scholarship searches via Naviance • Complete FAFSA
February	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • AP registration • Complete FAFSA • Scholarship searches via Naviance
March	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Progress Report available via Parent Access-(check website for date) • Complete and submit local scholarship application

	<ul style="list-style-type: none"> • Scholarship searches via Naviance • PARCC testing
April	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Report Card available via Parent Access-(check website for date) • PARCC testing • Inform colleges you are NOT attending / Indicate final college selection for local scholarships • Evaluate college financial aid award packets and decide on your final college choice • Scholarship searches via Naviance
May	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Progress Report available via Parent Access-(check website for date) • Take AP exams • Notify college of choice by May 1st • Indicate final college selection on <i>Naviance</i> • Update all college admission decisions in <i>Naviance</i>
June	<ul style="list-style-type: none"> • *Complete yellow slip to meet with your counselor on an as needed basis • Report Card available via Parent Access-(check website for date) • See counselor for summer school options (if applicable) • CONGRATULATIONS ON GRADUATION! BEST OF LUCK!
Academic Development	<ul style="list-style-type: none"> • Resources available for academic enhancement • Organizational and study skills • Time and task management skills • Extracurricular opportunities • Parent Access and accountability of grades
Social/Emotional Development	<ul style="list-style-type: none"> • Problem solving skills • Conflict resolution techniques • Balancing academics, activities, and personal time • Coping skills • Stress/Anger management skills • Making healthy choices
Naviance-Career	<ul style="list-style-type: none"> • Career goals

Development

- Preparing for and taking the PSAT, SAT, and/or ACT exams
- Researching and visiting Colleges or Other Post-Secondary Institutions
- Completing College or Technical School Applications, Financial Aid and Scholarship Applications
- Update resume
- Register for college visits via Naviance
- Scholarship searches

OBJECTIVES OF THE HIGH SCHOOL CAREER PROGRAM

Students will:

1. Learn the process of career planning.
2. Identify their interests, abilities, and values.
3. Relate these interests, abilities, and values to possible occupations.
4. Explore occupations and career options.
5. Select courses in high school that will lay the academic basis for further education and entry into one or more of these occupations.
6. Identify the level of education and the amount of training needed for occupations.
7. Understand how changing economic and societal needs influence employment trends and their career plans.
8. Understand the importance of responsibility, dependability, punctuality, integrity, effort and getting along in the workplace.
9. Develop and maintain a career portfolio.
10. Learn to use the internet and various traditional research methods to access career planning information.
11. Recognize how school success relates to occupational choices.

Specific Objectives

By the end of *grade 9*, at least 80% of students will be able to

1. Describe the steps of the career planning process.
2. Recognize the importance for developing an individual career plan.
3. Create a career portfolio to be maintained throughout high school.
4. Demonstrate the ability to distinguish between a job, an occupation, and a career.
5. Analyze personal interests, values, and abilities through various measurements including self-assessments.
6. Identify and explore the sixteen career clusters.

By the end of *grade 10*, at least 80% of students will be able to

1. Select 3-5 occupations of high interest.
2. State the educational implications of preparing for those occupations in their career portfolios.

3. Research the training, working conditions, salary, benefits, etc. for those occupations.
4. Review and update their career plan and include the plan in their portfolio.
5. Identify alternative options to higher education such as the Armed Services and Post-Secondary career training.
6. Clarify personal interests, values, and abilities.

By the end of *grade 11*, at least 80% of students will be able to

1. Develop a working resume to be included in their portfolios.
2. Identify appropriate people to write letters of reference and/or recommendations.
3. Participate in experiential activities such as job shadowing, attending college and career fairs, conducting occupational information interviews, participating in internships, and pursuing leadership institutes.
4. Identify financial aid options that may be needed to pursue higher education such as loans, grants, scholarships, and work-study opportunities.
5. Review and update their career plan and include the plan in their portfolio.
6. Identify the college planning process or career planning process needed to obtain their post-graduation plans.

By the end of *grade 12*, at least 80% of students will be able to

1. Select 1 career cluster that best relates to personal interests, abilities, values.
2. Select 1-3 occupations within that cluster for further study.
3. Identify career goals.
4. Outline steps to achieve those goals.
5. Create an action plan to be implemented upon graduation from high school.
6. Review and update their career plan and include the plan in their portfolio.
7. Gather the materials necessary for application to post-secondary education choices such as, applications, letters of recommendation, resume, etc.
8. Apply and obtain acceptance to a 2 year college, a 4 year college, a Vocational/Technical training program, the military, or the workforce.



**Counseling Department
SEPTEMBER Counseling Goals**

Activity	Comments/Notes	Date
Verify Senior graduation eligibility (double check repeat/jump list thoroughly)		
Assist VP's with Student Action Plans		
Announce college visits for Seniors in <i>Naviance</i>		
Announce testing dates (ACT, SAT's, PSAT) to students via <i>Naviance</i> and post in offices		
Conduct Freshman & Senior group presentations		
Check all students' schedules/transcripts are in order (proper placement)		
Remind potential Division I/II student athletes to register with the NCAA		
Remind students of scholarship information via <i>Naviance</i>		
Conduct 504 meetings – follow 5 step procedure (obtain updated medical documentation)		
Enter student/parent contacts into Genesis notes DOCUMENT, DOCUMENT, DOCUMENT		
Address NJSTARS students with current info. and obtain SS# for State website		
Update student info in NAVIANCE (Activate and inactivate accordingly)		
Update OASYS/SGO data when necessary		
Monitor Home Instruction situations		
Publicize positive information about our school and students (college acceptances, community service, scholarship announcements)		
Begin to remind students about Financial Aid Night		
Attend Back to School Night ~assist w/ Parent Access in LMC~		



Counseling Office
COUNSELING GOALS FOR OCTOBER

Activity	Comments/Notes	Date
Announce/Attend college visits for gr. 10-12 via Naviance		
Counsel students with mid-marking period failure warnings		
Complete Freshman/Senior GROUP presentations Remind Seniors of upcoming SAT test dates and deadlines		
Begin Sophomore/Junior GROUP orientations		
Assist with PSATs :- grades 10-12		
Assist w/ College Planning Night – TBD in the AUD/LMC		
Assist w/ Financial Aid Night – TBD in the AUD/LMC		
Distribute Scholarship Bulletin via <i>Naviance</i>		
Encourage students to participate in after-school activities		
Continue to DOCUMENT student contacts into Genesis notes		
Attend and encourage Parent/Teacher conferences		
Conclude 504 meetings: Students must have a new plan each year. Renewals can omit meeting with parent support, as long as MED doc is same.		
Assist with HOBY application process if necessary		
Monitor Home Instruction situations. Write IPP's if nec.		
Assist VP's with Student Action Plans		



**Counseling Department
COUNSELOR GOALS FOR NOVEMBER**

Activity	Comments/Notes	Date
Remind students taking SAT tests to have their ID cards, regardless of where they are registered to test		
Counsel students with failing grades, giving priority to those with multiple failures. Call home as well.		
Notify the appropriate VP of Seniors failing any course required for graduation		
Wrap up college applications (ie. Rutgers – self reporting)		
Finalize early decision/early action applications for college		
Monitor and organize November College visits		
Enter student meetings in the Genesis notes section. Document, document, document		
Check course histories of transfer students and contact schools if records are missing. Be sure secretary is adding/inactivating students in Naviance		
Continue to encourage parents/students to visit BHPRSD Website/Naviance		
Re-visit Student Action Plans after Q1 if necessary		



Counseling Department
DECEMBER COUNSELING GOALS

Activity	Comments/Notes	Date
Governor’s School – work on applications w/ students if necessary		
Remind students of ACT Testing -TBD		
Continue to see students with academic concerns		
Provide VP with names and grades of seniors failing		
Participate in pre-scheduling meetings with each department supervisor (TBD)		
Encourage seniors to complete college applications		
Distribute AP exam information to students		
Help students with Dual Credit information		
Prepare incoming 9 th grade course selection recommendations		
8 th grade presentation preparation for Middle Schools		
Remind students about PSAT overview in Collegeboard (Quickstart)		
Continue to monitor and schedule IPP’s as needed for home instruction students		
Continue to encourage students to complete their grade level objectives in <i>Naviance</i>		
Remind students of spring sports eligibility requirements		
Begin to prepare for CCC trips		
Monitor/Modify Student Action Plans for “Commitment to Graduate”		



Counseling Department
COUNSELOR GOALS FOR JANUARY

ACTIVITY	COMMENTS/NOTES	DATE
Change schedules of students who have not met second semester pre-requisites		
Begin scheduling students for the next school year (Jan. 27 – Mar. 15)		
Financial Aid Night: TBD 6:30 pm		
Continue to modify monthly scholarship bulletin via <i>Naviance</i>		
Remind students of Spring sports eligibility (15+ credits)		
SAT Testing –Remind juniors of FREE voucher for May/June test		
Become familiar with Program of Studies for pre-requisite changes for upcoming scheduling season		
Complete college/NCAA mid-year reports as requested		
8 th Grade Orientation: TBD 6:30 pm - Auditorium		
Mail 8 th grade course recommendation letters TBD		
Continue to meet with students with failing grades		
Remind secretaries to update your student lists in NAVIANCE (Activate new; Inactivate W students)		
Update Home Instruction paperwork Do IPP if necessary		
Update/Re-Visit SAPs with appropriate VPs		



FEBRUARY COUNSELING GOALS

Celebrating “Black History Month”

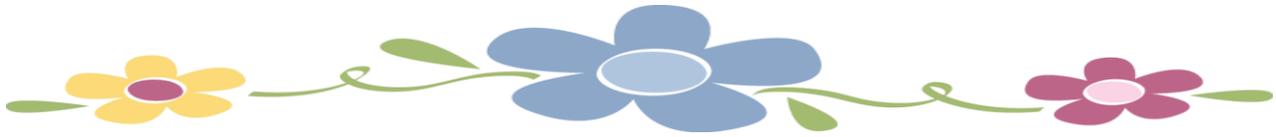
Happy Valentine’s Day!

ACTIVITY	COMMENTS/NOTES	DATE
Remind students about ACT/SAT testing		
Adjust schedules of students who have not met SEM 2 pre-requisites		
Counsel students with Q2 failures, giving priority to those with more than one. During scheduling, review grades, course pre-requisites and graduation requirements.		
Notify the Senior VP of Seniors failing courses required for graduation (cc Guidance Director with names)		
SCHEDULING SEASON – BE SURE TO HAVE A “CHECK BACK” DOC FOR EACH GRADE LEVEL		
Prepare mid-year Senior grades for college (Naviance Transcripts for Common Apps)		
Notify Seniors and their parents/guardians by letter AND phone concerning course failure and the possibilities of NOT GRADUATING		
Remind students of Focus on Your Future – CCC TBD 6:30 pm – Blackwood campus		
Update scholarship listing to Students via Naviance – Jr & Sr Welcome pages. Work on resumes with Sophs		
Continue to monitor students on home instruction. Be sure doctor’s notes are up to date. Complete IPP’s (if necessary)		
Continue to register/inactivate students who need to be in <i>Naviance</i> Double-check that secretaries are doing NAVIANCE stuff		
Continue to monitor all STUDENT ACTION PLANS & Home Instructions...work on IPP’s if necessary		
Complete eligibility cards (if necessary)		



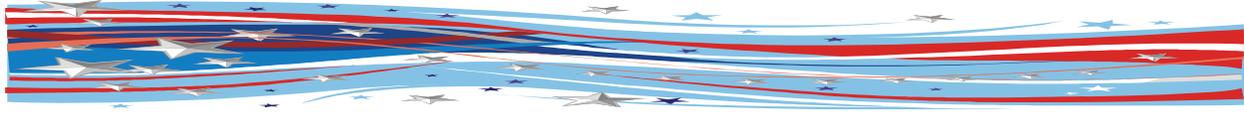
MARCH COUNSELING GOALS

ACTIVITY	COMMENTS/NOTES	DATE
Remind students to sign-up for SAT/ACT tests		
Counsel students with mid-marking period failure warnings, giving priority to those with more than one		
Notify Senior VP of students in academic trouble (notify main office of late “jumpers” for grad program)		
Continue to schedule students until _____ Call middle schoolers if you are still awaiting course selections		
Encourage Juniors sign up for FASTWEB scholarship search and update resumes (make part of JUNIOR GROUP)		
Prepare JUNIOR GROUP presentation		
Encourage students to attend “Focus on your Future” College Fair –CCC TBD...6:30 pm Blackwood campus – Papiano Gym		
Monitor Home Instructions...Parents must request renewals. We expect students to return. Write IPP’s (if necessary)		
Continue to work with students in <i>Naviance</i> (ie. <i>Resumes</i> , “ <i>Colleges I’m applying to</i> ”, etc)		
Continue to monitor Student Action Plans		
Attend IEP’s		
Attend I & RS meetings (bring academic data/any notes you may have regarding student(s)).		



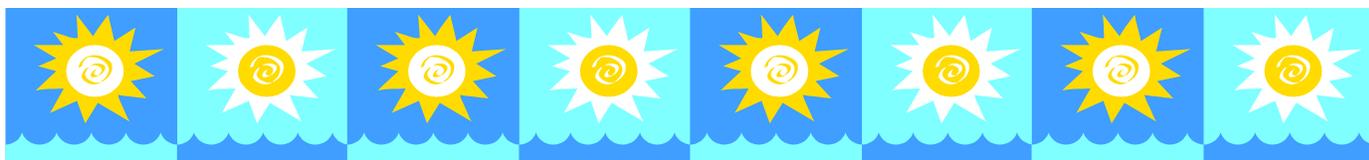
APRIL COUNSELING GOALS

ACTIVITY	COMMENTS/NOTES	DATE
Contact students that must make-up Senior health during 4 th marking period		
Counsel students with failing marking period grades, giving priority to those with multiple failures.		
Monitor each Senior's progress toward graduation, keeping parents/guardians and VP informed if the student's graduation is in danger		
Prepare Senior Failure letters		
Assist with PARCC (TBD) and make-ups		
Focus on Seniors with no post-secondary plans and provide counseling		
Review post-graduation plans with all Seniors		
Finish scheduling for next year		
Start working on Master schedule and resolving conflicts		
Assist with AP pre-administration		
Continue to work with students in Naviance		
Complete Sophomore and Junior groups		
Continue to monitor Home Instructions & Student Action Plans		
Review "check back" lists after 3 rd MP		



MAY COUNSELING GOALS

ACTIVITY	COMMENTS/NOTES	DATE
SAT testing reminders		
Notify parents of possible senior failures. Review May 1 st letter with each Senior. <u>Send copies of letter to Senior VP.</u>		
Decision Day – assist with informing/preparing seniors for Decision Day (TBD)		
Begin dealing with schedule conflicts and schedule adjustments		
Administer Advance Placement Exams Proctor TBD		
Assist with NJBCT assessment TBD hallways; TBD – proctor make-ups		
Begin to conduct Senior exit interviews (Senior Surveys done by 1 st week of June) (NJSTARS amount TBD)		
Meet with students who are in danger of failing. Summer school options should be explained. Calls must be made home.		
Meet with college-bound juniors to review their summer college search activities.		
Continue to work with students in <i>Naviance</i>		
Attend Community Salutes (Military banquet) TBD		
Attend Senior Awards Banquet TBD		
Continue to monitor all Student Action Plans and H.I.		
Finalize IPP and all home instruction paperwork by TBD		



JUNE COUNSELING GOALS

ACTIVITY	COMMENTS/NOTES	DATE
Resolve any remaining scheduling conflicts. Schedules MUST be 100%		
Finalize Home Instruction situations by TBD No logs past June 10 (w/out prior approval)		
Prepare End-of-Year reports in (Genesis & Naviance). ALL college reports MUST MATCH		
Provide summer school/credit completion information to students. Credit Completion is \$50.00 (free for free/reduced lunch students)		
Contact students and parents/guardians of those who have failed courses for the year and recommend summer school when appropriate (no more than 3 SS courses at a time).		
Check to see if students will meet eligibility requirements for fall & winter sports and notify ASAP those who you anticipate or know ineligible to date		
Contact VP/ Director/ parent/guardian of any Senior <u>not graduating</u>		
Revisit transcripts to ensure graduation requirements are being met for next year.		
Re-visit / Update “check-back” / DO NOT TOUCH lists		
End-of-Year Reports/complete summatives		
Review SAP’s from current year and create new SAP’s for the following school year (VP’s write SAP).		
Prepare for senior group next Sept.		

ACCOUNTABILITY

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program. The school counselors of the BHPRSD are evaluated two to three times a year using the Stronge Model Evaluation.