



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Springfield Public Schools Springfield, New Jersey 07081

School Counseling Kindergarten-Grade 12

Aligned with ASCA and NJSLS

Curriculum Manual

2019

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved on December 16, 2019*

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

The Board of Education of the Township of Springfield, in the County of Union, New Jersey, convened in Regular Session on December 16, 2019 at 7:17 PM.

The following members of the Board of Education were present:

Present: Mr. Anthony Delia, Mr. Scott Donner, Mrs. Laura Gamarekian, Mr. Marc Miller, Mr. Hector Munoz, Mrs. Kristy Rubin, Mrs. Paula Saha, Mrs. Hilary Turnbull, Mr. Scott Silverstein

The following resolution was offered by Mr. Miller, seconded by Mr. Delia, and adopted by the Board of Education by the Roll Call vote as indicated.

TITLE: REVISED CURRICULUM

RESOLVED :

At the recommendation of the Superintendent, to approve the following revised curriculum –

- | | | |
|---------------------|---|----------------------|
| • Grade 3 Health | - | Elementary School |
| • Grade 4 Health | - | Elementary School |
| • Grade 5 Health | - | Elementary School |
| • Grade 6 Health | - | Middle School |
| • School Counseling | - | Districtwide (K-12). |

ROLL CALL:

Yeas: Unanimous by all Members present.

MOTION CARRIED

STATE OF NEW JERSEY)

COUNTY OF UNION)

I, Matthew A. Clarke, Business Administrator/Board Secretary of the Township of Springfield in the County of Union, State of New Jersey, hereby, certify that the foregoing extract from the minutes of the meeting of the Board of Education of said District duly called and held on December 16, 2019 has been compared by me with the original minutes as officially recorded in my Office in the Minute Book of said Township of Springfield Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relates to the subject matter referred to on said extract. In witness, I have hereunto set my hand and affixed the corporate seal of said Board of Education this 17th day of December 2019.

SEAL


Matthew A. Clarke
Business Administrator/Board Secretary

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Springfield Public Schools
School Counseling Program Overview

School Counseling Program Goal

The purpose of the school counseling program is to impart skills and facilitate learning opportunities in a proactive and preventative manner to ensure all students can achieve success. School counselors are an integral part of the educational community. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve school success. They coordinate the objectives, strategies, and activities of a comprehensive program to assist all students in personal, social, academic, and career development. School counselors advocate for all students as they strive to meet the demands of the ever-changing 21st century and prepare students to become productive and well-adjusted adults.

School Counseling Program Components

As outlined by the American School Counselor Association (ASCA) there are 4 main components to an effective school counseling program. Our school counselors collaborate with various stakeholders and provide the following:

1. **Responsive Services:** Responsive services are designed to meet students' immediate needs and concerns with the purpose of prevention, intervention, and referral, if needed.
2. **Systems Support:** The counselor collaborates with other school personnel on initiatives, activities, and services to provide support and leadership in delivering a cohesive educational program
3. **Counseling Curriculum:** The curriculum consists of systematically delivered lessons aimed at providing students with the necessary skills appropriate for their developmental level.
4. **Individual Planning:** School counselors meet with students throughout the school year to assist in establishing personal goals and developing future plans.

The Springfield Public Schools National Counseling Standards

The School Counseling program is aligned with both national and state standards and designed with the needs of the Springfield population in mind.

American School Counseling Association (ASCA) Standards

The national standards are outlined through the American School Counseling Association (ASCA) and strive to achieve the following:

- Establish the school counseling program as an integral component of the mission of the school
- Ensure equitable access to school counseling services for all students provided by a credentialed school counselor
- Identify the attitudes, knowledge and skills that all students should acquire as a result of the K-12 school counseling program
- Ensure that the school counseling program is comprehensive in design and delivered in a systematic fashion to all students

The national standards are based on three widely accepted and interrelated areas of student development: academic, career, and personal/social development.

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

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

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

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

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

ASCA 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.

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

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

Personal/Social Development: The ASCA standards that guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

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

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

ASCA Standard C: Students will understand safety and survival skills.

**The Springfield Public Schools
New Jersey Student Learning Standards**

Integrated in to the school counseling curricula across all grade levels are the standards for 21st Century Life and Careers, Technology and Health and Wellness.

21st Century Life and Careers

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Technology

New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

- **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Health and Wellness

Standard 2.1 Wellness/Personal Health and Development

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

Standard 2.2 Integrated Skills

All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Standard 2.3 Drugs and Medicines

All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Standard 2.4 Human Relationships and Sexuality

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

The Springfield Public Schools School Counseling Program Mission

The Springfield Public Schools Counseling Program is dedicated to providing each Pre-K to grade 12 student with a comprehensive, developmentally appropriate counseling program. Students develop academic, social, personal and career

competencies through individual, small and large group counseling leading to life long achievement. Partnering with other educators, parents and the community, counselors foster a collegial, collaborative environment that facilitates personal growth in a diverse and changing society.

In the Springfield Public Schools we believe that....

- School counselors serve as student advocates, recognizing the uniqueness, dignity and personal worth of each individual.
- School counselors support students in acquiring the academic preparation essential to post-secondary transition.
- School counselors assist students in developing lifelong social and emotional skills.
- School counselors help students utilize their individual strengths to investigate and explore career options.

The Springfield Public Schools Elementary School Counseling Services

The elementary school counselors play an integral role in helping young students develop the knowledge, attitudes, and skills necessary for them to become healthy, competent, and confident learners. The counselors engage all stakeholders to create

a caring climate and atmosphere and provide support in developing academic, social, and emotional skills. Our school counselors implement a comprehensive school program by providing the following:

School Guidance Curriculum

Classroom Lessons

The counselor and/or classroom teacher delivers monthly lessons in Pre-K-Grade 5. The lessons focus on topics such as character development, social/emotional development, personal safety, conflict resolution, communication skills, diversity and career awareness. Classroom lessons are detailed by grade level in the *Elementary School Counseling Curriculum Scope and Sequence*.

School-Wide Awareness

The school counselor plans and implements a variety of school-wide activities throughout the school year to bring awareness to a variety of topics. These include *Red Ribbon Week, National School Violence Week, National Bullying Prevention Awareness Week, International Peace Day, Diversity Awareness*, and yearlong character education recognition programs. The school counselor collaborates with the PTA to plan character-based programs for the students throughout the school year.

Responsive Services

Parent Conference/Consultations

The school counselor may attend parent-teacher conferences based on need or request from parents or teacher. Throughout the school year, the school counselor meets with parents to discuss their child's academic, social or emotional concerns on an as needed basis.

Teacher/Staff Consultations

On a daily basis, the school counselor collaborates with teachers and staff about the academic, social or behavioral concerns of the students they counsel. Counselors use this information to work with students in order to meet their needs. The counselors also collaborate with staff on student placements.

Small-Group Counseling

The counselors conduct small group counseling sessions over the course of the school year based on student need. The groups typically meet during lunch/recess and have included the following:

Group Name	Description	Grades offered
Newcomers Club	Students in first and second grade who are new to the district or transfer within district have the opportunity to take part in the Newcomers Club. The club meets for three sessions during lunch to discuss past school and community, present school and community, and student goals for the future.	1 st through 5 th
Changing Families Group	Every year, groups are run for children of families that are experiencing separation, divorce or remarriage. The goals of the group are to give children strategies for communicating their feelings about the challenges inherent in this situation; visitation, different sets of rules, where to place their loyalties and anger management.	2 nd through 5 th
Friendship Group	The Friendship Group is for students that need to work on developing the social skills necessary for making and keeping friends. The goals of the group are to identify the important qualities of a friend, understand common friendship problems and learn how to manage conflict.	K through 5 th
“Cool” Kids Group	The Cool Kids Group deals with identifying causes and understanding the consequences of angry behavior. Students learn to identify anger reduction techniques and practices alternatives to acting out.	K through 5 th
The “Jitter Bug” Club	The Jitter Bug Club helps children who are struggling with anxiety. Everyone experiences some level of anxiety periodically, but when feeling or dread become overwhelming are recurring, they can be debilitating to a child. The group will focus on techniques to reduce anxiety.	K and 1 st Grade
3 rd Grade Lunch Bunch	The Lunch Brunch Group gives students the opportunity to discuss their transition to a new school. During the group students have a chance to share the things they like about their new school, things they miss about their old school, and ask any questions they may have.	

Attendance/Tardiness Monitoring

The school counselor collaborates with the principal or other school personnel to monitor the attendance of students to determine if consultation or intervention is needed.

Individual Planning

A student, parent or teacher may request individual short-term counseling. Students can self-refer and ask their teacher for the best time to leave the classroom and see the counselor. If a child needs mediation with another student, both can request a session in the counseling office to brainstorm the best way to solve the conflict between them. The school counselor makes outside referrals to parents of students that need to seek long-term intervention and support from community mental health agencies and/or private practitioners.

Systems Support

Municipal Alliance Meetings

The school counselors attend the Municipal Alliance meetings to report current character education programs and activities. The school counselor receive funds from the Municipal Alliance to assist with character programs and activities such as Red Ribbon Week.

Agency Referrals

Outside referral is made to parents of students that need to seek long-term intervention and support from community mental health agencies and private practitioners.

Anti-Bullying Specialist

The school counselor serves as the anti-bullying specialist in each school. As a specialist they are responsible for conducting a thorough investigation into all bullying allegations. The anti-bullying specialist also chairs the school safety team, which meets to develop, foster and maintain a positive school climate.

Orientation programs

Orientation programs are run for students transitioning from lower elementary to upper elementary and upper elementary to middle school. Students have the opportunity to visit their new school and ask questions about the transition. An

orientation program is also held for parents of future pre-kindergarten and kindergarten classes as well as parents of future upper elementary and middle school students.

Intervention & Referral Services

The school counselor serves as a facilitator of the Intervention and Referral Services Committee; a school-base committee focused on supporting teachers in identifying and implementing interventions and strategies to enhance student success.

Section 504 Coordinator

The school counselor serves as the chairperson of the 504 team in the school and guides the referral, evaluation and development of 504 accommodation plans.

Child Study Team

The school counselor may attend the Child Study Team meeting and contribute information about the academic and/or behavioral progress of particular students.

Crisis Team

The school counselor participates on school safety teams designed to respond and manage crisis situations that effect individual students or the school community.

Curriculum Committee

The school counselor serves on a curriculum committee each year to continue revising and updating the school counseling program in order to ensure its alignment with the standards, student population and the demands of ever changing society.

Testing

The school counselor assists the administration with facilitating school-wide assessments including school, state and district assessments. The school counselor may assist with test preparation administration and make-up test

**K THRU 5TH GRADE
SCHOOL COUNSELING CHARACTER EDUCATION CURRICULUM-SCOPE AND SEQUENCE**

Grade	Month	Monthly Theme	Topic	Objective Students Will Be Able To (SWBAT)	Standard
K	<i>September</i>	Meet the Counselor	School Counselor Introduction	Identify careers in the school and how adults can help.	WORK.K-4.9.1.4.1 - Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
	<i>October</i>	Manners	Following School Rules	Understand how manners are important	HE.K-2.2.2.2.C.1 - Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others
	<i>November</i>	Respect	Respecting Differences	Understand that everyone is different and the importance of giving and getting respect	HE.K-2.2.2.2.C.1 - Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others skills to solve the problem is a lifelong skill that develops over time.
	<i>December</i>	Tattling	Tattling	Understand the difference between “telling” and “tattling”.	WORK.K-4.9.1.4.1 - Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.

	<i>January</i>	Friendship	Friends	Understand what it takes to be a good friend and how to make your friend feel good about themselves	HE.K-2.2.2.2.C.1 - Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others
	<i>February</i>	Kindness	Bucket Filling	Understand what it means to be caring and ways to show that you care about others	HE.K-2.2.2.2.C.1 - Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others
	<i>March</i>	Forgiveness	I Can Forgive	How to give and accept apologies	WORK.K-4.9.1.4.1 - Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
	<i>April</i>	Confidences	"Yes, I Can"	Understand the importance of trying and practicing, instead of giving up.	WORK.K-4.9.1.4.1 - Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
	<i>May</i>	Conflict Resolution	Ten Things To Do Instead of Hit	How to think about and verbalize their feelings of anger and frustration	HE.K-2.2.2.2.C.1 - Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others
	<i>June</i>	Self-Esteem	What I like about Me	To understand that each of them has some quality they can be proud of	WORK.K-4.9.1.4.1 - Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.

1	<i>October</i>	Manners	Manners	Identify manners that are important to themselves and others.	HE.K-2.2.2.2.C.1 - Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others
	<i>November</i>	Respect	Respecting Differences	Understand that everyone is different, but that all humans are alike in certain basic ways	HE.K-2.2.2.2.C.1 - Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others
	<i>December</i>	Honesty	Being Honest	Understand that it's hard to be honest sometimes, but that problems are not solved by being dishonest.	WORK.K-4.9.1.4.1 - Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
	<i>January</i>	Friendship	How to Keep and Make Friends	Understand what you have to do to keep and make friends	HE.K-2.2.2.2.C.1 - Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others
	<i>February</i>	Empathy	Put yourself in someone else's shoes	Understand the importance of being sensitive to other people's feelings	WORK.K-4.9.1.4.1 - Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.

	<i>March</i>	Forgiveness	Forgiving	Review giving and accepting apologies. Understanding that holding a grudge is not good.	WORK.K-4.9.1.4.1 - Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
	<i>April</i>	Consideration	Thinking about others	Understand the importance of thinking and caring about others	HE.K-2.2.2.2.C.1 - Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others
	<i>May</i>	Conflict Resolution	Working It Out	Recognize the importance of stopping to calm down before reacting to a conflict	HE.K-2.2.2.2.C.1 - Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others
	<i>June</i>	Self-Esteem	Building Self-Esteem	Understand how their actions can lead them to feel proud about themselves, knowing they have "Done the Right Thing."	WORK.K-4.9.1.4.1 - Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
2	<i>September</i>	Responsibility	School Rules	Recognize the importance of following school rules	HPE.2.1.2.D.CS1 - Using personal safety strategies reduces the number of injuries to self and others.
	<i>October</i>	Respect	Respect	To understand how to	HE.K-2. - Character traits are often

		Special Theme: Week of Respect Red Ribbon Week School Violence Awareness		show respect to others	evident in behaviors exhibited by individuals when interacting with others.
	<i>November</i>	Friendship	Respecting differences	List ways they are similar and different from their friends.	WORK.K-4.9.1.4.1 - Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
	<i>December</i>	Trustworthiness	Honesty	Identify honest behavior in different situations.	HE.K-2.2.4.2.A.3 - Determine the factors that contribute to healthy relationships.
	<i>January</i>	Communication	I message	Understand the importance of using the I-message to communicate feelings.	WORK.K-4.9.1.4.1 - Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
	<i>February</i>	Kindness	Giving compliments	Give a compliment to a classmate and respond appropriately.	WORK.K-4.9.1.4.D.1 - Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
	<i>March</i>	Caring	Caring for others	Kind words and actions show that you care.	HE.K-2.2.2.2.C.1 - Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others
	<i>April</i>	Fairness	Fairness	Brainstorm ways they can show fairness toward others	WORK.K-4.9.1.4.A.5 - Apply critical thinking and problem-solving skills in classroom and family settings.
	<i>May</i>	Careers	Careers	Identify potential careers that match their skills.	WORK.K-4.9.3.4.1 Career awareness includes an

					understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers.
	<i>June</i>	Transition to Upper Elementary	Orientation Program	Address their feelings about the transition to upper elementary and have their questions answered.	WORK.K-4.9.1.4.A.2 - Evaluate available resources that can assist in solving problems.
3	<i>September</i>	Respect	International Day of Peace HIB vs. Conflict	Ways to create peace within our school community. Ways to be an upstander.	HPE.2.1.4.E.CS1 - [<i>Content Statement</i>] - Many factors at home, school, and in the community impact social and emotional health. HPE.2.2.4.B.3 - [<i>Cumulative Progress Indicator</i>] - Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
	<i>October</i>	Respect	Respect for others/ Respecting differences	Understand the meaning of respect and list ways to be respectful and home and school. Identify why it is important to respect one another's differences.	HPE.2.2.4.C.1 - [<i>Cumulative Progress Indicator</i>] - Determine how an individual's character develops over time and impacts personal health. HE.3-4.2.2.4.C.2 - Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. HE.3-4. - Character building is influenced by many factors both positive and negative, such as

			Bullies to Buddies	ideas clearly and directly. Understand that they have choices when resolving conflict. Recognize golden rule tools.	being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. HPE.2.2.4.A.2 - [<i>Cumulative Progress Indicator</i>] - Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. HPE.2.2.4.A.CS2 - [<i>Content Statement</i>] - Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
	February	Kindness	Empathy	Introduce students to the concept of empathy. Celebration of Random Acts of Kindness Month	HPE.2.2.4.C.2 - Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. HPE.2.1.4.E.1 - [<i>Cumulative</i>

			Bullies to Buddies	Apply Golden Rule tools.	<i>Progress Indicator</i>] - Compare and contrast how individuals and families attempt to address basic human needs.
	<i>March</i>	Trustworthiness	Trust	Learn what makes someone trustworthy and the fragility of trust.	HPE.2.2.4.C.CS2 - Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and Violence. HPE.2.2.4.C.2 - Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
	<i>April</i>	Perseverance	Perseverance	Learn the importance of perseverance in building strong character.	CAEP.9.2.4.A.1 - [<i>Standard</i>] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
	<i>May</i>	Fairness	Careers	Discuss the benefit of beginning to think about career choices as an elementary age students.	CAEP.9.2.4.A.3 - Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. HPE.2.1.4.E.CS1 - [<i>Content Statement</i>] - Many factors at home, school, and in the community impact social and emotional health.

	<i>June</i>	Citizenship	Citizenship	Discussion of citizenship as it relates to creating a positive school climate and community.	HPE.2.2.4.C.2 - [Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
4	<i>September</i>	Respect	International Day of Peace HIB vs. Conflict	Ways to create peace within our school community. Ways to be an upstander.	HPE.2.1.4.E.CS1 - [<i>Content Statement</i>] - Many factors at home, school, and in the community impact social and emotional health. HPE.2.2.4.B.3 - [<i>Cumulative Progress Indicator</i>] - Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
	<i>October</i>	Respect	Intro to Respect/respect for others Respecting Differences	Identify ways to show respect to others at school. Understand what it feels like to be part of a different social group. Explain what it feels like to be different. Identify what happens when people do not respect other people's differences.	HPE.2.2.4.C.1 - [<i>Cumulative Progress Indicator</i>] - Determine how an individual's character develops over time and impacts personal health. HE.3-4.2.2.4.C.2 - Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. HE.3-4. - Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.

					HPE.2.2.4.C.CS2 - [<i>Content Statement</i>] - Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
	<i>November</i>	Caring	Self-respect/making choices (Red Ribbon Week)	Practice making choices and learn they can make different choices and still keep their choices.	HPE.2.2.4.B.3 - [<i>Cumulative Progress Indicator</i>] - Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
			Citizenship overview	Recognize how to be a good citizen at home, school and in the community. Identify ways to problem solving can make them a better citizen.	HPE.2.2.4.C.2 - [<i>Cumulative Progress Indicator</i>] - Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

	<i>December</i>	Responsibility	Digital Citizenship	Recognize what information they should and should not share online and with whom. Understand what netiquette is and the importance of using netiquette online.	HPE.2.2.4.C.2 - [Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. HPE.2.1.4.E.CS1 - [<i>Content Statement</i>] - Many factors at home, school, and in the community impact social and emotional health.
			Bullies to Buddies	Recognize Golden Rule tools.	
	<i>January</i>	Self-Discipline	Communication Conflict Resolution	Understand that a conflict is when two people argue, or fight, or yell at each other, or even refuse to talk to each other. Identify at least two fight stoppers.	CRP.K-12.CRP1.1 - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
			Bullies to Buddies	Recognize Golden Rule tools.	

	<i>March</i>	Trustworthiness	Telling the Truth/Rumors and Gossip Bullies to Buddies	Discuss the importance of telling the truth and being honest. Define rumors and gossip. Make a connection between rumors and gossip AND trust. Explain the possible effects of telling rumors and gossip as it relates to trustworthiness. Apply Golden Rule tools	HPE.2.2.4.C.CS1. - [Content Statement] - Personal core ethical values impact the health of oneself and others. HE.3-4.2.2.4.C.1 - [Cumulative Progress Indicator] - Determine how an individual's character develops over time and impacts personal health.
	<i>April</i>	Perseverance	Perseverance	Identify the definition of perseverance. Identify goals they want to accomplish in their lifetime.	HPE.2.2.6.C.2 - [Cumulative Progress Indicator] - Predict situations that may challenge an individual's core ethical values. CAEP.9.2.4.A.1 - [Standard] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
	<i>May</i>	Fairness	Careers	Think about their positive skills and attributes. Discuss the benefit of beginning to think about career choices as an	CAEP.9.2.4.A.1 - [Standard] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. CAEP.9.2.4.A.4 - [Standard] - Explain why knowledge and skills acquired in the elementary grades

				elementary age students. Explore how knowing about themselves will benefit them with career exploration. Acknowledge that careers are gender neutral. Begin to explore career opportunities available to them in the future. Discuss the benefit of beginning to think about career choices as an elementary age students. Identify tools that are needed for various careers.	lay the foundation for future academic and career success. CAEP.9.2.4.A.1 - [Standard] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. CAEP.9.2.4.A.3 - [Standard] - Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. HPE.2.2.4.A.CS2- [Content Statement] - Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
	<i>June</i>	Citizenship	Citizenship	Discussion of citizenship as it relates to creating a positive school climate and community.	HPE.2.2.4.C.2 - [Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
5	<i>September</i>	Kindness/ Respect	International Day of Peace HIB vs. Conflict	Ways to create peace within our school community.	HPE.2.1.4.E.CS1 - [Content Statement] - Many factors at home, school, and in the community impact social and emotional health.

				Ways to be an upstander.	HPE.2.2.4.B.3 - [<i>Cumulative Progress Indicator</i>] - Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
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	October	Respect	Week of Respect	Create a slogan for the week of respect. Kinful The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups	HPE.2.2.4.C.1 - [<i>Cumulative Progress Indicator</i>] - Determine how an individual's character develops over time and impacts personal health. HE.3-4.2.2.4.C.2 - Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. HE.3-4. - Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence. HPE.2.2.4.C.CS2 - [<i>Content Statement</i>] - Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
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	<i>November</i>	Caring	Self-respect/making choices (Red Ribbon Week) Begin to develop skills that will help them make healthy choices about alcohol, tobacco, and other drugs. Recognize that they have the ability to make good choices about how to use their hands (for helping, not hurting). Students will identify when someone is being a good citizen. Citizenship overview Students will identify ways they are good citizens in their community. Kinful The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.	HPE.2.2.6.A.2 - [Cumulative Progress Indicator] - Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. HPE.2.2.4.C.2 - [Cumulative Progress Indicator] - Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. HPE.2.2.6.C.1 - [Cumulative Progress Indicator] - Explain how character and core ethical values can be useful in addressing challenging situations.
	<i>December</i>	Responsibility	Digital Citizenship/ Cyberbullying Students will understand the meaning of cyberbullying Students will understand	HPE.2.2.4.C.2 - [Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

				how to stop cyberbullying. The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.	HPE.2.1.4.E.CS1 - [<i>Content Statement</i>] - Many factors at home, school, and in the community impact social and emotional health.
	<i>January</i>	Self-discipline	Kinful Introduction to Conflict	Students will identify their communication	HE.5-6.2.2.6.A.1 - [Cumulative Progress Indicator] - Demonstrate

			Kinful	honest. Describe what makes someone trustworthy. Learn how to make and keep friends. Understand consequences of decisions and choices. The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations; effectively manage stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.	development impacts all components of wellness. HPE.2.2.6.C.CS1 - <i>[Content Statement]</i> - Personal core ethical values impact the behavior of oneself and others. HPE.2.2.6.C.2 - <i>[Cumulative Progress Indicator]</i> - Predict situations that may challenge an individual's core ethical values.
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	<i>May</i>	Fairness	Career Awareness (Lesson 1) Career Awareness (Lesson 2)	Identify their “Color” indicator. Explore career options. Understand the meaning behind their “color”. Continue to explore career options.	CAEP.9.2.4.A.3 - Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. HPE.2.1.4.E.CS1 - [<i>Content Statement</i>] - Many factors at home, school, and in the community impact social and emotional health. TECH.8.1.5.F.CS2 - [<i>Content Statement</i>] - Plan and manage activities to develop a solution or complete a project.
	<i>June</i>	Transition to Middle School	Orientation Program	Address their feelings about the transition to	WORK.K-4.9.1.4.A.2 - Evaluate available resources that can assist

				middle school and have their questions answered.	in solving problems.
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Kinful-

Sandmeier & Caldwell have begun incorporating The Kinful Curriculum with all 5th grade classrooms during 80 minutes lessons focused on the "Relationship Skills" module. The lessons consist of introducing the Kinful curriculum, having the students participate in an Engagement Activity, and concluding the activity the student reflect on their experience. Following the Engagement Activity, students are introduced to 3 stations of hands on/virtual reality activities and split up into groups to work on completing them. At the end of the 80 minutes lesson, students regroup, reflect, and discuss their experience in all stations. Walton has also incorporated The Kinful Curriculum as the teachers pull different activities to implement in their classrooms on a weekly basis.

Bullies to Buddies-

The Bullies to Buddies Program will continue to be used and infused at both Sandmeier & Caldwell. Over the school year, students will have the opportunity to practice the Bullies to Buddies skills, called Golden Rule Toolbox, learned through role-plays conducted in Character Education Push In lessons by the school counselors. Additionally, students visiting the school counseling office will be given the opportunity to try out these skills and practice them when conflict or incidents arise. The Golden Rule Tools are as follows:

1. Ask yourself, "Do I believe it?"
2. Agree
3. Change the subject
4. Give a compliment
5. Shrug or say, "Huh.."
6. Use humor/Make a joke/Laugh at yourself
7. Ask a question or ask for advice
8. Give permission to insult or exclude you
9. "You're so lucky that..."
10. Ask them, "Do you believe it?"

The idea behind the Golden Rule Tools is to use these tools as a way to diffuse the Power Game that the person who is being mean/rude is trying to play. It is important for the person using the tool(s) not to show/get upset. If they do, the win!

6th Grade School Counseling Program

In sixth grade the school-counseling program focuses on successful adjustment to middle school. Counselors carefully monitor the student's academic, social and emotional progress as he/she transitions into the middle school experience. The counselors work in collaboration with the sixth grade teachers to promote solid academic skills. The importance of social relationships is a priority as two elementary schools join into one.

The goals of the school counseling program for the sixth grade are:

1. Students will adjust successfully to Florence M. Gaudineer Middle School academically, socially, and emotionally.
2. Students will be able to identify sources of help in crisis and counselors will be able to identify students who may need assistance.
3. Students will set goals for the school year and work toward accomplishing them.
4. Students will be able to recognize academic concerns and seek appropriate assistance as necessary.
5. Students will be able to explain the roles of the school counselor.
6. Students will continue to develop the values of the character education program.
7. Students will be able to recognize the different forms of bullying and harassment and the sources of help for bullies and victims within the school building.

The sixth grade program includes the following activities designed specifically to meet the needs of a sixth grader:

1. In late September-early October sixth grade students meet with their counselors in small groups. This meeting is an opportunity for the students to get to know the counselors and for the counselors to get to know the students. The counselor's role, the services of the guidance office and the means of requesting an appointment are explained.
2. On-going, counselors take an active role in initiating, facilitating and promoting character education programs in the sixth grade school curriculum. Through monthly lessons Character Education will be reinforced.
3. Counselors will monitor students' academic and personal/social progress and provide interventions as necessary.

Grade 6 Scope and Sequence Chart

	Grade 6
September-October	6th Grade Orientation Program – Phase 5 – informal meet and greet to orient to teachers and lockers. A AUP Lesson Standard#2.1 Newcomers Group Standard#9.2 A, B, C. P/S. Week of Respect Standard#2.1 School Violence Awareness Week Standard #2.1 Small group counseling session: orientation to school counseling and informal counselor and student acquaintance Standard#9.2 A, B, C. P/S. Distribution of Red Ribbon Week material with strong anti-drug messages Character Education Lessons on current topic of need Standard# 2.1, 2.2, 9.2. A, P/S.
November-December	Bullying/Cyberbullying presentation Character Education Lessons on current topic of need Standard# 2.1, 2.2, 9.2. A, P/S. Begin tutoring for at-risk students by NJHS Standard#2.1
January-February-March	Selected 6th Grade Students Trained for 5th Grade Orientation Character Education Lessons on current topic of need – Standard# 2.1, 2.2, 9.2. A, P/S.
April-May-June	Selected 6th Grade Students Trained for 5th Grade Orientation Selected 6th Grade Students Provide Guided Tours and presentation at FMG – Orientation Character Education Lessons on current topic of need Standard# 2.1, 2.2, 9.2. A, P/S.
On-going	Monitor student academic and personal/social progress and provide interventions as necessary. Standard#9.1,9.2. A, C, P/S. Counselors initiate, facilitate and promote character education programs

	in the sixth grade school curriculum on current topic of need. CCS#9.2D. A, P/S Counselors co-facilitate support groups. Standard#9.2. P/S. I&RS/504 meetings, Team meetings, CST meetings School Safety committee meetings Harassment, Intimidation, and Bullying Investigations
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Newcomers Group (for students who are new to the district)

Grade: 6, 7, 8

Title of Activity: Lesson 1 -Introduction and Human Bingo

Objective: To assure the successful transition of students to FMG and Springfield by exposing them to others who are also new to the school and district.

Standards: 9.2.8 Consumer, Family, and Life Skills
9.2.8.C.1, 3, 4, 6 – Interpersonal Communication

Materials:

1. Human Bingo worksheet

Suggested Time: 42 minutes/1 class period

Procedures:

1. The group is introduced by the counselors as one in which all students have a commonality: they are new to the Springfield School District and to FMG.
2. Students are then asked to go around the table and introduce themselves including their grade level and where they went to school prior to FMG.
3. Students are given a Human Bingo worksheet. Counselors will instruct students to try and find people in the room who fit the criteria in the boxes and to have them sign their names in the square.
4. The counselors will let the students know that the goal is to fill in as many boxes as they can.

Evaluation: The counselors will ask the group members what they learned about one another from participating in this activity.

Human Bingo

Directions: Try to find people in the room who fit the criteria in the boxes. Have people sign their names in the square. The goal is to fill in as many boxes as you can.

Plays Basketball	Was born in the month of December	Has never failed a class	Is an only child	Can Rollerblade
Knows what the FMG Mascot is	Speaks at least 2 languages	Is great at math	Has a sibling in college	Found their way to all of their classes last week
Knows someone famous	Has been to another country	YOUR GUIDANCE COUNSELOR'S SIGNATURE	Is allergic to cats/dogs	Knows when Back to School night is
Traveled outside of New Jersey this summer	Can name 10 states	Knows the name of the principal	Can name 5 people in their homeroom class	Tried out for the school play
Can breakdance	Knows how many floors there are at FMG	Knows what to do when their locker gets jammed	Cannot swim	Loves to read

Newcomers Group

Grade: 6, 7, 8

Title of Activity: Lesson 2 – Identity Collage

Objective: Students will learn to recognize personal unique qualities. Students will develop an appreciation of each other's uniqueness. Students will develop a greater awareness of our public and private selves.

Standards: 9.2.8 Consumer, Family, and Life Skills

9.2.8.B.2 – Self-Management

9.2.8.C.1, 3, 4, 6 – Interpersonal Communication

Materials:

1. poster board
2. magazines
3. glue
4. scissors
5. markers
6. pens/pencils

Suggested Time: 42 minutes/1 class period

Procedures:

1. The counselors talk about the different things that make someone unique. The counselors will include these thoughts: "No one else is exactly like you – you are unique. Part of what makes you unique is the way you express yourself, your likes and dislikes, and your past experiences."
2. The group is asked to give examples.
3. The counselors explain that we have a part of ourselves that we show to everyone. We can call this our "public self"; a part few people know can be called our "private self".
4. Participants are given a piece of poster board and are asked to fold it in half. The outside flap will have pictures from magazines and words that illustrate their "public self". The inside of the folded paper will illustrate their "private self."
5. Materials are handed out and participants are asked to complete their "Identity Collages."
6. When completed each member shares his or her collage with the group.

Evaluation: The counselors will ask the group members what they learned about one another from participating in this activity. The group members will also be asked to share the ways in which they are unique.

Newcomers Group

Grade: 6, 7, 8

Title of Activity: Lesson 3 – What is a Friend?

Objective: Students will explore what defines friendship. Students will develop skills to make friends.

Standards: 9.2.8 Consumer, Family, and Life Skills

9.2.8.A.2, 5 – Critical Thinking

9.2.8.B.1, 2 – Self-Management

9.2.8.C.1, 3, 4, 6 – Interpersonal Communication

Materials:

“Is This a Friend” Activity Sheet – Part 1 (6, 7) and Part 2 (8)
writing materials

Suggested Time: 42 minutes/1 class period

Procedures:

1. The counselors will start the group by asking members to decide what defines or best describes a friend.
2. The counselors will lead a follow up discussion that focuses on what describes healthy and realistic relationships and what does not.
3. A copy of “Is this a friend” is given to each participant to fill out. The focus of this exercise is in the discussion that will follow.

Evaluation: The counselors will ask group members to talk about how the different ideas of what is a friend could apply to their life. A piece of paper will be handed out to each student. They will be asked to draw four concentric circles with the word “me” in the center. Students will be asked to label each ring with good friend, so-so friend, and acquaintance. * If time permits, they will be asked to put the characteristics of each.

Newcomers Group

Grade: 6, 7, 8

Title of Activity: Lesson 4 – Talking on Purpose

Objective: Students will be able to recognize assertive communication. Students will develop an understanding of effective communication skills.

Standards: 9.2.8 Consumer, Family, and Life Skills

9.2.8.A.2, 5 – Critical Thinking

9.2.8.B.1, 2 – Self-Management

9.2.8.C.1, 3, 4, 6 – Interpersonal Communication

Materials:

1. “Assertive Self-Check” Activity Sheet
2. writing materials
3. poster board/chalkboard

Suggested Time: 42 minutes/1 class period

Procedures:

1. The counselors will begin this activity by writing the words “passive,” “aggressive,” and “assertive” on the poster board/chalkboard.
2. The counselors explain that the purpose of this activity is to help them communicate more effectively so that they can build friendships and achieve goals.
3. The counselor will define the three words for the students:
 - a. Passive: Statements that don’t communicate in a direct way.
 - b. Aggressive: Statements that are hostile, attacking, or demanding.
 - c. Assertive: Statements that communicate what you mean and feel.
4. Students will be given the activity sheet to complete individually. The group members will discuss their answers.

Evaluation: Students will take turns role playing the ways in which they could be more assertive. *When role playing, participants are encouraged to exaggerate the feeling tone and volume of their voices (i.e., passive is low and possibly whiny; aggressive is loud and demanding). A discussion will be held at the end of each role play.

Introduction to Services

Grade: 6

Title: Introduction to Middle School and Counseling Services

Objectives: To facilitate a smooth academic and social transition into middle school

Standards: 9.2.8 Consumer, Family, and Life Skills

9.2.8.A.3 – Critical Thinking

9.2.8.B.1, 2 – Self-Management

9.2.8.C.4, 6 – Interpersonal Communication

Materials:

1. Guidance request form
2. Building my house worksheet
3. Pencils

Suggested Time: 42 minutes/1 period

Procedures:

1. Introduce the school counselors to the entering students and give an overview of the guidance program:
 - a. Alphabet responsibilities and willingness of counselors to share
 - b. Location of offices
 - c. How to see a school counselor
 - d. Reasons to see a school counselor i.e. Personal/social and/or academic
 - e. Ethical confidentiality
 - f. Differentiate between counseling and discipline
2. Activity – Students are given the Building my House worksheet and are asked questions. Students share their activity sheets with the class.
3. Questions are read to the group one at a time. Time is allotted in between each questions, so that students may write a response in the appropriate place on their worksheet.
 - a. Foundation – What is new and you like about Middle School
 - b. Roof – what protects you
 - c. Television – what entertains you
 - d. Chimney- how do you blow off steam
 - e. Garden – goals for 6th grade
 - f. Billboard- what are you proud of
 - g. Car- where do you see yourself going in the future
 - h. Door – I wish my counselor knew.....
4. Students share responses
5. Counselor collects the sheets

Evaluation: How frequently the kids come to the counselor's office to see us and a monthly walk through during their lunch in the cafeteria to assess the students' adjustment to middle school.

Florence M. Gaudineer Middle School
Guidance Request

I want to see my counselor: Ms. Chou _____ Ms. Olive _____

Student Name: _____ Homeroom: _____ Grade: _____

Date: _____ Time: _____

The reason I want to see my counselor is:

Personal _____ Schedule Problem _____

Academic _____ Other: _____

State the reason briefly: _____

It is an Emergency _____ I can wait to be scheduled _____

COMPLETE THIS REQUEST AND PUT IT IN YOUR COUNSELOR'S MAILBOX
IN THE MAIN OFFICE

Character Education

Lesson Plan

Topic – AUP – Acceptable Use Policy

Grades 6, 7, and 8

Objective: SW review Acceptable Use Policy.
SW identify responsibilities using school laptops.

Materials: Student copies of AUP tri-fold.

Procedure: Distribute the tri-folds.
Teacher leads class discussion reviewing the tri-fold information.

Each point on the tri-fold should be discussed at length.

Points to Stress

****Stress Tech Department's office hours.****

1. Activity Period - Students are to report to activity period for attendance and get a PASS to tech; otherwise, they will be turned away from tech.
2. At the beginning of their lunch period.
3. After school.

Students are NOT to go to tech any other time during the school day.

***Netiquette**

Stress to the students that if they receive any inappropriate/mean messages, they should save the message. Then they should immediately tell a parent, counselor, teacher, school administrator, or other adult.

NEVER reveal your name, address, phone number, school or any other personal information (or anyone else's) over the Internet.

The teacher will review Student Agreement in the center of tri-fold and students should then sign the agreement.

The tri-fold is to be kept in their locker.

The teachers can use the following scenarios to continue to review and reinforce acceptable behavior:

Students can respond by giving a thumbs up (agreement) or a thumbs down (disagreement) for each scenario.

The class should discuss which part of the AUP that the scenario refers to.

Assessment:

Teacher and Peer Evaluation:

1. Through class discussions, students will indicate their understanding of their responsibilities as outlined in the AUP. Students will sign the Student Agreement in tri-fold and the computer poster.

Character Education

Topic – Week of Respect

Grades 6, 7, and 8

Standards: 2.1 F – Social and Emotional Health

2.1 A, B, D – Integrated Skills – Communication, Decision Making, Character Development

6.2 Civics – Citizenship

9.2 Critical Thinking – Self-Management, Interpersonal Communications, Character Development and Ethics

Objective: SW review the concepts of respect, kindness, community service

SW identify points made in an assembly about

1. Respect
2. Respect on social media
3. Choices matter

SW create a presentation identifying their ideas of:

1. Respect, community service and the idea of one person making a difference
2. Respect on Social Media
3. Respect for Choices

Materials: Laptop connected to projector for PP presentation

Pre-Lesson Planning – Students will be creating a PowerPoint of their own in groups of 3 – 4 students. Teacher may wish to create these groups before the lesson.

Overview of the assembly - Students will have an assembly prior to the lesson

1. Basketball Dan - incorporated his talent with the basketball to engage the students in his positive message.
2. Don't press send or Union County prosecutors office
3. Project Pride

Procedure:

1. Teachers will use the PowerPoint provided by the CE committee to move the class discussion along about the concepts presented in yesterday's assembly.
There are three questions for discussion. This should take only a few minutes.
The bulk of class time can be used for the students to create their own PP and have as many presented as possible this class period.
2. Students will then be given a task – to create a power point of three slides with a group – instructions are on the teachers' PP
3. Allow students time to create their PP
4. Have as many student PPs presented as time allows.

Assessment:

Teacher and Peer Evaluation:

Through class discussions and student created PP, students will show they have an understanding, "it is important to show respect for others in and outside of school."

Peer Mediators

Grade: 6, 7, 8

Title of Activity: Middle School Peer Mediator Lesson on Conflict Resolution

Objective: Students will gain an understanding of the 6 steps to resolve conflicts. Students will learn about the roles of our peer mediators at FMG.

Standards: 2.1 F – Social and Emotional Health

2.1 A, B, D – Integrated Skills – Communication, Decision Making, Character Development

6.2 Civics – Citizenship

9.2 Critical Thinking – Self-Management, Interpersonal Communications, Character Development and Ethics

Materials:

1. Win! Win! Poster
2. Peer Mediation Agreement Form
3. Peer Mediator Training Manual (for trainers)

Suggested Time: 42 minutes/1 class period

Procedures:

1. The leader introduces the peer mediators to the group.
2. The peer mediators explain their roles, including the fact that the goal of mediation is to create a Win!Win! solution for both parties.
3. The peer mediators will then model a mediation: Roberto is always showing off, and Andre can't stand it, so he makes fun of Roberto's mother. Roberto immediately goes up to Andre and tell him to shut up and then threatens to beat him up. A teacher overhears this and recommends the boys for peer mediation.
4. When the disputants have reached a mutually agreeable solution, an agreement is drafted using the Peer Mediation Agreement Form. A blank copy of the form will be handed out to all students.

Evaluation: At the end of the session, peer mediators will ask the class to name the six steps to resolve conflict. The peer mediators will direct students to the Win! Win! Poster located in the classroom and will go over the steps if need be.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: Session 1 & Session 2

Objective: To introduce the students to the group process, to give the students an opportunity to get to know each other, to allow the students to get to know themselves better, and to provide students with an opportunity to practice self-disclosure.

Standards: 9.2.8 Consumer, Family, and Life Skills

9.2.8.A.3 – Identify and assess problems that interfere with attaining goals.

9.2.8.B.2 – Demonstrate responsibility for personal actions and contributions to group activities.

9.2.8.C.1 – Demonstrate respect and flexibility in interpersonal and group situations.

9.2.8.C.2 – Organize thoughts to reflect logical thinking and speaking.

9.2.8.C.3 – Work cooperatively with others to solve a problem.

9.2.8.C.4 – Demonstrate appropriate social skills within group activities

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

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

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

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

Materials:

Sheets of 8 ½ x 11 paper

Markers

Pencils

Magazines

Scissors

Glue

Flipchart

Suggested Time: 84 minutes/2 class periods

Procedures:

1. This lesson is introduced by explaining the purpose of the group.
2. The school counselors will encourage the group to come up with a list of group rules.
3. The school counselors will solicit possible group rules from members and will list the rules on a flipchart for the group to see.
4. The counselors will then transition into an icebreaker lesson “Days of Our Lives”.
5. Each student receives a piece of paper to fold into 4 boxes.
6. Explain the rules:
 - d. Draw pictures that tell the story of the “days of your lives” and put your name on it.
 - e. The drawings will be collected.
 - f. Drawings will be redistributed randomly. (If you receive your own drawing, it will be redistributed to another group member).

- g. Then introduce the person whose drawing you have, and tell that person's story by interpreting the drawing.
 - h. The artist may not interrupt while the speaker is interpreting.
 - i. After each person finishes the introduction, the artist will have an opportunity to correct misconceptions.
- 7. Begin the activity by asking for a volunteer to start.
 - 8. At the end of the session, drawings will be collected and put into the students' folders.

Evaluation: At the end of the session, students will recap what they learned about one another and will discuss how they felt about self-disclosing.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: Stopping False Rumors

Objective: The student will learn to recognize a false rumor and develop strategies to prevent them in order to avoid creating bad feelings with anyone, especially members of their peer group.

Materials:

Activity sheet "Stopping False Rumors" from Social Skills Lessons & Activities for Grades 4-6 edited by Ruth Weltmann Begun

Pencils

Flip Chart

Marker

Suggested Time: 42 minutes/1 class period

Procedures:

1. This lesson is introduced by discussing the following questions:
 - a. "Did anyone tell a rumor about you or someone you know?"
 - b. "How did the person feel when he/she heard the rumor?"
 - c. "What were the results?"
 - d. Describe the type of person who would start a false rumor.
 - e. "Why start a false rumor. Why do these rumors get started?"
2. Use a marker and flip chart to identify the following skill components:
 - a. Never start a false rumor.
 - b. Avoid listening to rumors.
 - c. Say, "That's a false rumor and I'm not going to listen to it."
 - d. Do not repeat rumors.
 - e. Tell others to ignore rumors.
 - f. Walk away.
3. The school counselors will select several students to role play the following two scenarios.
 - a. Situation 1 – 1st Student: "Paul told Joey that Tom said he was going to fight with him after school." 2nd Student: "I'm not going to listen to that rumor or repeat it because someone could get hurt"
 - b. Situation 2 – 1st Student: "Ann, did you tell Sue about what happened to Sharon on the playground?" 2nd Student: "No, I never spread rumors, and you shouldn't either because someone's feelings could get hurt."
4. The school counselors will distribute copies of the activity sheet, "Stopping False Rumors". Have the students complete the activity and share their responses.

Evaluation: At the end of the session, school counselors will ask the students to recap the skill components.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: My Favorite Things

Objective: The student will increase their awareness of personal uniqueness. The student will also gain an increased awareness of how they work in a team. This activity will promote group cohesion by identifying similar interests.

Materials:

Poster board
Magazines
Scissors
Glue
Markers

Suggested Time: 84 minutes/2 class period

Procedures:

1. The group leaders will distribute group members into teams of 2.
2. The leaders then tell the students that they will be working to create a poster board of their combined "favorite things" which may include any of the following: foods, sports, places, animals, people, colors, music, clothes, etc."
3. Group members are instructed that they will need to work together to figure out how they'd like to arrange their "favorite things" on the page.
4. Group members are then asked to cut out and glue pictures from magazines, or draw their own.
5. As group members work together, group leaders observe their interactions and discuss when necessary.
6. The completed collages are then displayed for discussion and appreciation. Members will discuss their collages and why the things they have chosen are their "favorite things".
7. The leaders encourage members to be aware of similarities and supportive of differences by refraining from negative comments.

Evaluation: At the end of the session, group leaders will ask the students to reflect on how they worked in their group.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: The Emotional Pie

Objective: This activity will define different feelings one might experience throughout a day, increase awareness of possible causes of and consequences to one's feelings, and to develop group cohesion through mutual self-disclosure.

Materials:

Drawing paper
Pencils
Markers
Tape
One sheet of poster paper

Suggested Time: 42 minutes/1 class period

Procedures:

1. The leader introduces this lesson by explaining, "We all go through many emotions and feelings throughout the day but are rarely aware of what they are or why they are caused. For example, when I came to school today I realized that I was feeling frustrated. When I walked out of my house, I dropped my books. Did that cause my frustration?"
2. On a piece of poster paper taped to the wall, the leader draws a large circle and divides the circle into pie-like sections which represent the feelings experienced during the day.
3. The leader draws four or five colors on the top of the poster paper that represents different feelings (e.g. red for anger, blue for relaxed, orange for frustrated, etc.). Each section of the pie is colored the feeling experienced. The group leader then briefly explains what causes each feeling.
4. Paper and markers are passed out to each member. They are asked to create their own "Emotional Pies" by drawing a circle and picking colors that represent feelings (writing feelings next to each color). Then they divide circle into sections representing feelings experienced throughout the day.

Evaluation: At the end of the session, members describe their personal "Emotional Pies" to the group and tell what caused each feeling represented by a different color. This discussion may evolve into the sharing of feelings can create positive and negative attitudes throughout the day.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: Drawing Emotions

Objective: This activity will increase understanding of one's emotions in a nonthreatening way, create a healthy expression of one's emotions, and promote a group cohesiveness around creative expression of feelings.

Materials:

Drawing paper
Pencils
Markers

Suggested Time: 42 minutes/1 class period

Procedures:

1. The leader introduces this lesson by asking the group if they've ever heard expressions such as:
 - a. "He's so angry, he sees red!"
 - b. "I'm feeling blue"
 - c. "She's such a warm person"
 - d. "How did the person feel when he/she heard the rumor?"
2. The leader then invites a short discussion that focuses on how people often express emotions through colors and temperatures.
3. While handing out the materials, the leader explains that in this exercise they are going to express an emotion or feeling through spontaneous drawings. Participants will work individually.
4. The leader will invite each student to call out a feeling word and asks participants to express the feeling through a drawing. Students are given 3-5 minutes per drawing, and each drawing should be labeled with a corresponding feeling.
5. Once all drawings are complete, the group discusses and displays their artwork.

Evaluation: At the end of the session, school counselors will ask the students to recap various methods they could use to express their feelings. School counselors will also reiterate the benefits of sharing feelings and emotions.

Character Education

Lesson Plan

Topic – Random Acts of Kindness

Grades 6, 7, and 8

Objective:

Homeroom teachers will put every homeroom students' name in a hat/box. Students will pick a name at 'Random'. Then each student has 1 week to perform some Random Act of kindness for the person they selected. In your mailbox are hearts. You will have the students cut out their heart and write what they did and for who on the card and turn it into their homeroom teacher. Attached is a list of 26 suggestions for the students. Collect all the completed hearts and hold onto them for further instructions. They will be displayed somewhere in the building. 26 Suggestions for Random Acts of Kindness

1. Clean up their garbage from lunch for them
2. Let someone go in front of you in line
3. Give them a compliment
4. Draw a nice picture for them
5. Write a letter of encouragement
6. Write a kind message to someone
7. Leave a nice note or picture on their locker
8. Hold the door open for them
9. Carry someone's books
10. Do a favor without being asked for anything in return
11. Walk with someone to class
12. Learn to say hello in their language and say hello
13. Write a list of things you like about them and give it to them
14. Share an inspirational quote with them
15. Give up your seat for a classmate
16. Offer someone your pen
17. Lend or recommend someone your favorite book/movie
18. Make plans to hang out with someone
19. Write someone an encouraging poem
20. Give someone a sticker
21. Help tutor a struggling student
22. Help a student with their Homework
23. Help someone organize their locker
24. Help someone organize their notebooks
25. Take the time to listen to someone
26. Make someone laugh

Character Education

Name Calling Lesson (No Name Calling Week)

2019 -All grade levels

Materials Needed:

- copy of “No Name Calling” PowerPoint-on the server labadir and sdavid folder,
- copy of the lesson plan,
- teacher laptop,
- projector,
- copies of student worksheets (Cell Phone Self Assessment, Behind the Words and Instagram Post)

PLEASE NOTE:

Download “No Name Calling” PowerPoint from the server (sdavid or labadir folder)

Allow time for the videos to load

To start slide show – bottom left corner of the screen on the PowerPoint

Click on present or view slide show

NOTE: Slide 4 requires 8 clicks for all pics to load (to allow discussion/response time)

Slide 12 requires 5 clicks for all pics to load (to allow discussion/response time)

Advance slides by hitting return key

Hover over bottom left corner of the slide to get arrow for showing videos

Lesson Sequence:

1. PowerPoint begins with a brief synopsis of *Romeo and Juliet*-to provide background. (1minute)
2. Juliet Slide- class discussion: What’s in a name (2 minutes)
3. Are names meaningless? - class discussion (2 minutes)
4. Names in School-have students raise their hands as each name is presented
Discuss as a class (2 minutes)
5. Discuss as a class-Is this a problem in our school? (3 minutes)
6. Class discussion-Why is it so common? (2 minutes)
7. Sandlot video – 2 minutes 3 seconds
8. Class discussion-Why were they calling each other names? Is it acceptable? (1 minute)
9. Is Name Calling always verbal?-discussion/self reflection of our digital etiquette
10. Behind the Words- (Handout) 7 minutes/ Class discussion of results
11. Instagram Post Creation- remainder of class – Display on outside of your classroom door
12. Changing the School Culture/Words hurt video (32 seconds)

Assessment: Student will reflect on name-calling and how it affects their daily lives. They will create Instagram posts reflecting #WiseWordsWednesday.

Character Education Lesson
International Volunteer Day
Grades 6, 7, and 8

Objective: SWDA to compare volunteering and doing chores
SW identify examples of volunteering
SW identify the value of volunteerism and its impact on the volunteer

Materials: Index cards and PawPrint for each student, PawPrint for teacher

Procedure:

This is an interactive power point Teacher presents the lesson to the class as a whole group lesson and the PP will drive the lesson
Our National Junior Honor Society students will be joining the class to help out but **not present** the lesson.
NJHS students will share their experiences when the discussion hits Slide 16.

Key topics/concepts

The differences between volunteering and doing chores
What do other people do to volunteer?
What opportunities are there for middle school students?
How does volunteering help a volunteer?

A few details:

- To begin presentation
 - Open power point
 - Click on Slide Show icon (top right of PP) to run slide show
 - Use arrows to move from slide to slide
- There are 4 links embedded in the PP
 - The links will work if the PP is in slide show mode
- Slide 2 – Click on link – runs 3:20 minutes
 - YouTube video about volunteering
 - Some students may not know Peace Corps, Habitat for Humanity and Doctors Without borders
 - Slide 3 clarifies
- Slide 16
 - This is where the NJHS students can share their experiences with volunteering (volunteering is a requirement for NJHS membership)
- Slide 18 – Click on link – runs 1:40 minutes
 - YouTube video clip about what one school has done about getting their students involved in volunteering
- Slide 20 – Click on link – runs 1:40 minute
 - Clip from the movie *UP*
- Slide 21 – Click on link – runs 3:20 minutes
 - If time is running late you can skip this video – or shorten it
 - Kid President message
 - You can make a difference
 - You can be AWESOME

Assessment: Teacher and peer evaluation: students will have actively engaged in a discussion about what volunteering means and how they can become involved in helping others.

7th Grade School Counseling Program

In seventh grade the school counseling program focuses on strengthening peer-to-peer relationships. The importance is working toward realistic goals in which all students can respect each other's differences. Emphasis is on learning the process of positive relationships. Also, the seventh grade school counseling program focuses on career exploration in collaboration with the teacher. In preparation for life, students use an interest inventory to assess their interests and research career opportunities. Through this process students develop a greater understanding of their skills, interest and abilities as they relate to career decisions. Emphasis is on learning the process of career decision-making since these skills are essential in a changing society.

The goals of the school counseling program for the seventh grade are:

1. Students will continue to progress toward accomplishing their academic and personal/social goals.
2. Students will acquire responsibility for their learning and behavior.
3. Students will learn how to use a problem-solving process to deal with their conflicts.
4. Students will learn to use an interest inventory as a relevant career resource.
5. Students will be able to identify their current interests, skills, and abilities and to relate them to career exploration.
6. Students will be selected to serve as peer mediators to alleviate conflicts and create an optimal learning environment.

The seventh grade program includes the following activities designed specifically to meet the needs of a seventh grader:

1. The counselors will conduct a career exploration workshop for seventh graders.
2. On-going, counselors take an active role in initiating, facilitating and promoting character education programs in the seventh grade school curriculum.
3. Counselors will monitor students' academic and personal/social progress and provide interventions as necessary.

Grade 7 Scope and Sequence Chart

	Grade 7
September-October	AUP lesson Standard #2.1 Newcomers Group Peer Mediation training A, P/S Standard#9.2 D1 Distribution of Red Ribbon Week material with strong anti-drug messages Character Education Lessons on current topic of need Standard # 2.1, 2.2, 9.2. A, P/S. Week of Respect Standard #2.1 School Violence Awareness Week Standard#2.1
November-December	Bullying/Cyberbullying presentation Character Education Lessons on current topic of need Standard# 2.1, 2.2, 9.2. A, P/S. NJHS induction Lead and Seed Advisory group Begin tutoring for at-risk students by NJHS
January-February-March	Middle School peer mediator presentations on conflict resolution Character Education Lessons on current topic of need Standard# 2.1, 2.2, 9.2. A, P/S.
April-May-June	Classroom introduction to career exploration Standard#9.1 A, C, P/S Character Education Lessons on current topic of need Standard# 2.1, 2.2, 9.2. A, P/S.
On-going	Monitor student academic and personal/social progress and provide interventions as necessary. A, P/S Standard#9.1,9.2 Counselors initiate, facilitate and promote character education programs in the seventh grade school curriculum. A, P/S Standard#9.2D

	Counselors co-facilitate support groups. P/S Standard#9.2 I&RS/504 meetings, team meetings, CST meetings School Safety Committee Meetings Harassment, Intimidation, and Bullying Investigations
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Newcomers Group (for students who are new to the district)

Grade: 6, 7, 8

Title of Activity: Lesson 1 -Introduction and Human Bingo

Objective: To assure the successful transition of students to FMG and Springfield by exposing them to others who are also new to the school and district.

Standards: NJCCCS: 9.2.8 Consumer, Family, and Life Skills
9.2.8.C.1, 3, 4, 6 – Interpersonal Communication

Materials:

2. Human Bingo worksheet

Suggested Time: 42 minutes/1 class period

Procedures:

5. The group is introduced by the counselors as one in which all students have a commonality: they are new to the Springfield School District and to FMG.
6. Students are then asked to go around the table and introduce themselves including their grade level and where they went to school prior to FMG.
7. Students are given a Human Bingo worksheet. Counselors will instruct students to try and find people in the room who fit the criteria in the boxes and to have them sign their names in the square.
8. The counselors will let the students know that the goal is to fill in as many boxes as they can.

Evaluation: The counselors will ask the group members what they learned about one another from participating in this activity.

Human Bingo

Directions: Try to find people in the room who fit the criteria in the boxes. Have people sign their names in the square. The goal is to fill in as many boxes as you can.

Plays Basketball	Was born in the month of December	Has never failed a class	Is an only child	Can Rollerblade
Knows what the FMG Mascot is	Speaks at least 2 languages	Is great at math	Has a sibling in college	Found their way to all of their classes last week
Knows someone famous	Has been to another country	YOUR GUIDANCE COUNSELOR'S SIGNATURE	Is allergic to cats/dogs	Knows when Back to School night is
Traveled outside of New Jersey this summer	Can name 10 states	Knows the name of the principal	Can name 5 people in their homeroom class	Tried out for the school play
Can breakdance	Knows how many floors there are at FMG	Knows what to do when their locker gets jammed	Cannot swim	Loves to read

Newcomers Group

Grade: 6, 7, 8

Title of Activity: Lesson 2 – Identity Collage

Objective: Students will learn to recognize personal unique qualities. Students will develop an appreciation of each other's uniqueness. Students will develop a greater awareness of our public and private selves.

Standards: 9.2.8 Consumer, Family, and Life Skills

9.2.8.B.2 – Self-Management

9.2.8.C.1, 3, 4, 6 – Interpersonal Communication

Materials:

7. poster board
8. magazines
9. glue
10. scissors
11. markers
12. pens/pencils

Suggested Time: 42 minutes/1 class period

Procedures:

7. The counselors talk about the different things that make someone unique. The counselors will include these thoughts: "No one else is exactly like you – you are unique. Part of what makes you unique is the way you express yourself, your likes and dislikes, and your past experiences."
8. The group is asked to give examples.
9. The counselors explain that we have a part of ourselves that we show to everyone. We can call this our "public self"; a part few people know can be called our "private self".
10. Participants are given a piece of poster board and are asked to fold it in half. The outside flap will have pictures from magazines and words that illustrate their "public self". The inside of the folded paper will illustrate their "private self."
11. Materials are handed out and participants are asked to complete their "Identity Collages."
12. When completed each member shares his or her collage with the group.

Evaluation: The counselors will ask the group members what they learned about one another from participating in this activity. The group members will also be asked to share the ways in which they are unique.

Newcomers Group

Grade: 6, 7, 8

Title of Activity: Lesson 3 – What is a Friend?

Objective: Students will explore what defines friendship. Students will develop skills to make friends.

Standards: 9.2.8 Consumer, Family, and Life Skills

9.2.8.A.2, 5 – Critical Thinking

9.2.8.B.1, 2 – Self-Management

9.2.8.C.1, 3, 4, 6 – Interpersonal Communication

Materials:

“Is This a Friend” Activity Sheet – Part 1 (6, 7) and Part 2 (8)
writing materials

Suggested Time: 42 minutes/1 class period

Procedures:

4. The counselors will start the group by asking members to decide what defines or best describes a friend.
5. The counselors will lead a follow up discussion that focuses on what describes healthy and realistic relationships and what does not.
6. A copy of “Is this a friend” is given to each participant to fill out. The focus of this exercise is in the discussion that will follow.

Evaluation: The counselors will ask group members to talk about how the different ideas of what is a friend could apply to their life. A piece of paper will be handed out to each student. They will be asked to draw four concentric circles with the word “me” in the center. Students will be asked to label each ring with good friend, so-so friend, and acquaintance. * If time permits, they will be asked to put the characteristics of each.

Newcomers Group

Grade: 6, 7, 8

Title of Activity: Lesson 4 – Talking on Purpose

Objective: Students will be able to recognize assertive communication. Students will develop an understanding of effective communication skills.

Standards: 9.2.8 Consumer, Family, and Life Skills

9.2.8.A.2, 5 – Critical Thinking

9.2.8.B.1, 2 – Self-Management

9.2.8.C.1, 3, 4, 6 – Interpersonal Communication

Materials:

4. “Assertive Self-Check” Activity Sheet
5. writing materials
6. poster board/chalkboard

Suggested Time: 42 minutes/1 class period

Procedures:

5. The counselors will begin this activity by writing the words “passive,” “aggressive,” and “assertive” on the poster board/chalkboard.
6. The counselors explain that the purpose of this activity is to help them communicate more effectively so that they can build friendships and achieve goals.
7. The counselor will define the three words for the students:
 - a. Passive: Statements that don’t communicate in a direct way.
 - b. Aggressive: Statements that are hostile, attacking, or demanding.
 - c. Assertive: Statements that communicate what you mean and feel.
8. Students will be given the activity sheet to complete individually. The group members will discuss their answers.

Evaluation: Students will take turns role playing the ways in which they could be more assertive. *When role playing, participants are encouraged to exaggerate the feeling tone and volume of their voices (i.e., passive is low and possibly whiny; aggressive is loud and demanding). A discussion will be held at the end of each role play.

Character Education

Lesson Plan

Topic – AUP – Acceptable Use Policy

Grades 6, 7, and 8

Objective: SW review Acceptable Use Policy.
SW identify responsibilities using school laptops.

Materials: Student copies of AUP tri-fold.

Procedure:

Distribute the tri-folds.

Teacher leads class discussion reviewing the tri-fold information.

Each point on the tri-fold should be discussed at length.

Points to Stress

****Stress Tech Department's office hours.****

1. Activity Period - Students are to report to activity period for attendance and get a PASS to tech; otherwise, they will be turned away from tech.
2. At the beginning of their lunch period.
3. After school.

Students are NOT to go to tech any other time during the school day.

***Netiquette**

Stress to the students that if they receive any inappropriate/mean messages, they should save the message. Then they should immediately tell a parent, counselor, teacher, school administrator, or other adult.

NEVER reveal your name, address, phone number, school or any other personal information (or anyone else's) over the Internet.

The teacher will review Student Agreement in the center of tri-fold and students should then sign the agreement.

The tri-fold is to be kept in their locker.

The teachers can use the following scenarios to continue to review and reinforce acceptable behavior:

Students can respond by giving a thumbs up (agreement) or a thumbs down (disagreement) for each scenario.

The class should discuss which part of the AUP that the scenario refers to.

Assessment:

Teacher and Peer Evaluation:

1. Through class discussions, students will indicate their understanding of their responsibilities as outlined in the AUP. Students will sign the Student Agreement in tri-fold and the computer poster.

Character Education
Lesson Plan
Topic – Week of Respect
Grades 6, 7, and 8

Objective: SW review the concepts of respect, kindness, community service
SW identify points made in an assembly about

4. Respect
5. Respect on social media
6. Choices matter

SW create a presentation identifying their ideas of:

4. Respect, community service and the idea of one person making a difference
5. Respect on Social Media
6. Respect for Choices

Materials: Laptop connected to projector for PP presentation

Pre-Lesson Planning – Students will be creating a PowerPoint of their own in groups of 3 – 4 students. Teacher may wish to create these groups before the lesson.

Overview of the assembly students will have an assembly prior to the lesson

4. Basketball Dan - incorporated his talent with the basketball to engage the students in his positive message.
5. Don't press send or Union County prosecutors office
6. Project Pride

Procedure:

5. Teachers will use the PowerPoint provided by the CE committee to move the class discussion along about the concepts presented in yesterday's assembly.
There are three questions for discussion. This should take only a few minutes.
The bulk of class time can be used for the students to create their own PP and have as many presented as possible this class period.
6. Students will then be given a task – to create a power point of three slides with a group – instructions are on the teachers' PP
7. Allow students time to create their PP
8. Have as many student PPs presented as time allows.

Assessment:

Teacher and Peer Evaluation:

Through class discussions and student created PP, students will show they have an understanding, "it is important to show respect for others in and outside of school."

Peer Mediation

Grade: 6, 7, 8

Title of Activity: Middle School Peer Mediator Lesson on Conflict Resolution

Objective: Students will gain an understanding of the 6 steps to resolve conflicts. Students will learn about the roles of our peer mediators at FMG.

Standards: 2.1 F – Social and Emotional Health

2.1 A, B, D – Integrated Skills – Communication, Decision Making, Character Development

6.2 Civics – Citizenship

9.2 Critical Thinking – Self-Management, Interpersonal Communications, Character Development and Ethics

Materials:

1. Win! Win! Poster
2. Peer Mediation Agreement Form
3. Peer Mediator Training Manual (for trainers)

Suggested Time: 42 minutes/1 class period

Procedures:

1. The leader introduces the peer mediators to the group.
2. The peer mediators explain their roles, including the fact that the goal of mediation is to create a Win!Win! solution for both parties.
3. The peer mediators will then model a mediation: Roberto is always showing off, and Andre can't stand it, so he makes fun of Roberto's mother. Roberto immediately goes up to Andre and tell him to shut up and then threatens to beat him up. A teacher overhears this and recommends the boys for peer mediation.
4. When the disputants have reached a mutually agreeable solution, an agreement is drafted using the Peer Mediation Agreement Form. A blank copy of the form will be handed out to all students.

Evaluation: At the end of the session, peer mediators will ask the class to name the six steps to resolve conflict. The peer mediators will direct students to the Win! Win! Poster located in the classroom and will go over the steps if need be.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: Session 1 & Session 2

Objective: To introduce the students to the group process, to give the students an opportunity to get to know each other, to allow the students to get to know themselves better, and to provide students with an opportunity to practice self-disclosure.

Standards: 9.2.8 Consumer, Family, and Life Skills

9.2.8.A.3 – Identify and assess problems that interfere with attaining goals.

9.2.8.B.2 – Demonstrate responsibility for personal actions and contributions to group activities.

9.2.8.C.1 – Demonstrate respect and flexibility in interpersonal and group situations.

9.2.8.C.2 – Organize thoughts to reflect logical thinking and speaking.

9.2.8.C.3 – Work cooperatively with others to solve a problem.

9.2.8.C.4 – Demonstrate appropriate social skills within group activities

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

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

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

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

Materials:

Sheets of 8 ½ x 11 paper

Markers

Pencils

Magazines

Scissors

Glue

Flipchart

Suggested Time: 84 minutes/2 class periods

Procedures:

1. This lesson is introduced by explaining the purpose of the group.
2. The school counselors will encourage the group to come up with a list of group rules.
3. The school counselors will solicit possible group rules from members and will list the rules on a flipchart for the group to see.
4. The counselors will then transition into an icebreaker lesson “Days of Our Lives”.
5. Each student receives a piece of paper to fold into 4 boxes.
6. Explain the rules:
 - d. Draw pictures that tell the story of the “days of your lives” and put your name on it.
 - e. The drawings will be collected.
 - f. Drawings will be redistributed randomly. (If you receive your own drawing, it will be redistributed to another group member).

- g. Then introduce the person whose drawing you have, and tell that person's story by interpreting the drawing.
 - h. The artist may not interrupt while the speaker is interpreting.
 - i. After each person finishes the introduction, the artist will have an opportunity to correct misconceptions.
- 7. Begin the activity by asking for a volunteer to start.
 - 8. At the end of the session, drawings will be collected and put into the students' folders.

Evaluation: At the end of the session, students will recap what they learned about one another and will discuss how they felt about self-disclosing.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: Stopping False Rumors

Objective: The student will learn to recognize a false rumor and develop strategies to prevent them in order to avoid creating bad feelings with anyone, especially members of their peer group.

Materials:

Activity sheet "Stopping False Rumors" from Social Skills Lessons & Activities for Grades 4-6 edited by Ruth Weltmann Begun

Pencils

Flip Chart

Marker

Suggested Time: 42 minutes/1 class period

Procedures:

1. This lesson is introduced by discussing the following questions:
 - a. "Did anyone tell a rumor about you or someone you know?"
 - b. "How did the person feel when he/she heard the rumor?"
 - c. "What were the results?"
 - d. Describe the type of person who would start a false rumor.
 - e. "Why start a false rumor. Why do these rumors get started?"
2. Use a marker and flip chart to identify the following skill components:
 - f. Never start a false rumor.
 - g. Avoid listening to rumors.
 - h. Say, "That's a false rumor and I'm not going to listen to it."
 - i. Do not repeat rumors.
 - j. Tell others to ignore rumors.
 - k. Walk away.
3. The school counselors will select several students to role play the following two scenarios.
 - l. Situation 1 – 1st Student: "Paul told Joey that Tom said he was going to fight with him after school." 2nd Student: "I'm not going to listen to that rumor or repeat it because someone could get hurt"
 - m. Situation 2 – 1st Student: "Ann, did you tell Sue about what happened to Sharon on the playground?" 2nd Student: "No, I never spread rumors, and you shouldn't either because someone's feelings could get hurt."
4. The school counselors will distribute copies of the activity sheet, "Stopping False Rumors". Have the students complete the activity and share their responses.

Evaluation: At the end of the session, school counselors will ask the students to recap the skill components.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: My Favorite Things

Objective: The student will increase their awareness of personal uniqueness. The student will also gain an increased awareness of how they work in a team. This activity will promote group cohesion by identifying similar interests.

Materials:

Poster board
Magazines
Scissors
Glue
Markers

Suggested Time: 84 minutes/2 class period

Procedures:

1. The group leaders will distribute group members into teams of 2.
2. The leaders then tell the students that they will be working to create a poster board of their combined “favorite things” which may include any of the following: foods, sports, places, animals, people, colors, music, clothes, etc.”
3. Group members are instructed that they will need to work together to figure out how they’d like to arrange their “favorite things” on the page.
4. Group members are then asked to cut out and glue pictures from magazines, or draw their own.
5. As group members work together, group leaders observe their interactions and discuss when necessary.
6. The completed collages are then displayed for discussion and appreciation. Members will discuss their collages and why the things they have chosen are their “favorite things”.
7. The leaders encourage members to be aware of similarities and supportive of differences by refraining from negative comments.

Evaluation: At the end of the session, group leaders will ask the students to reflect on how they worked in their group.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: The Emotional Pie

Objective: This activity will define different feelings one might experience throughout a day, increase awareness of possible causes of and consequences to one's feelings, and to develop group cohesion through mutual self-disclosure.

Materials:

Drawing paper
Pencils
Markers
Tape
One sheet of poster paper

Suggested Time: 42 minutes/1 class period

Procedures:

1. The leader introduces this lesson by explaining, "We all go through many emotions and feelings throughout the day but are rarely aware of what they are or why they are caused. For example, when I came to school today I realized that I was feeling frustrated. When I walked out of my house, I dropped my books. Did that cause my frustration?"
2. On a piece of poster paper taped to the wall, the leader draws a large circle and divides the circle into pie-like sections which represent the feelings experienced during the day.
3. The leader draws four or five colors on the top of the poster paper that represents different feelings (e.g. red for anger, blue for relaxed, orange for frustrated, etc.). Each section of the pie is colored the feeling experienced. The group leader then briefly explains what causes each feeling.
4. Paper and markers are passed out to each member. They are asked to create their own "Emotional Pies" by drawing a circle and picking colors that represent feelings (writing feelings next to each color). Then they divide circle into sections representing feelings experienced throughout the day.

Evaluation: At the end of the session, members describe their personal "Emotional Pies" to the group and tell what caused each feeling represented by a different color. This discussion may evolve into the sharing of feelings can create positive and negative attitudes throughout the day.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: Drawing Emotions

Objective: This activity will increase understanding of one's emotions in a nonthreatening way, create a healthy expression of one's emotions, and promote a group cohesiveness around creative expression of feelings.

Materials:

Drawing paper
Pencils
Markers

Suggested Time: 42 minutes/1 class period

Procedures:

1. The leader introduces this lesson by asking the group if they've ever heard expressions such as:
 - a. "He's so angry, he sees red!"
 - b. "I'm feeling blue"
 - c. "She's such a warm person"
 - d. "How did the person feel when he/she heard the rumor?"
2. The leader then invites a short discussion that focuses on how people often express emotions through colors and temperatures.
3. While handing out the materials, the leader explains that in this exercise they are going to express an emotion or feeling through spontaneous drawings. Participants will work individually.
4. The leader will invite each student to call out a feeling word and asks participants to express the feeling through a drawing. Students are given 3-5 minutes per drawing, and each drawing should be labeled with a corresponding feeling.
5. Once all drawings are complete, the group discusses and displays their artwork.

Evaluation: At the end of the session, school counselors will ask the students to recap various methods they could use to express their feelings. School counselors will also reiterate the benefits of sharing feelings and emotions.

Character Education

Follow-Up Lesson (Remembering TJ)
2019 -7th and 8th Grade

Objectives: Students reflect on today's assembly. Students brainstorm healthy ways to deal with and manage feelings. **ESSENTIAL QUESTIONS:** What causes middle school students to feel overwhelmed? How can feelings be managed? **Materials Needed:** copy of "Release" PowerPoint-on the server labadir and sdavid folder,

- copy of the lesson plan,
- teacher laptop,
- projector,
- balloon (will be provided)
- copies of student worksheets (Journal Page)
- copies of Resource Lists

PLEASE NOTE:

Download "Release" PowerPoint from the server (sdavid or labadir folder)

Allow time for the video to load

To start slide show – bottom left corner of the screen on the PowerPoint

Click on present or view slide show

NOTE: Slide 7-after the students discuss the questions click to activate the "Pop"

Slide 9- has the video; please test it to make sure it works

Hover over bottom left corner of the slide to get arrow for showing videos

Lesson Summary: Being overwhelmed with too many things to do and not enough time to do them, can cause us to feel a variety of emotions. Along with their rapidly changing bodies, minds, and emotions, young people deal with wide ranging emotions involving school, friendships, parents/guardians, siblings, home life, relationships, extracurricular activities, and uncertainty about the future. Noting the range of emotions and acting upon them is important to teach young people so they manage feelings in healthy ways. Teaching these life skills can help them avoid conflicts with others, build self-confidence, and put them on the path to success.

Lesson Sequence:

1. Slide 1-Introduction Slide
2. Slide 2-Journal Reflection (10 minutes)
 - Pass out the Journal Reflection handout-please encourage the students to write down how they are feeling. Collect the journals and give them to guidance. They should put their name on it. Reassure the students that it will be seen by guidance only.
3. Slide 3- Feeling sad is a normal emotion and is part of being human. Tell participants that we may feel stressed if we are tired, have a test coming up, have a lot of things to do, or if we are having an argument with a friend. These emotions can make us feel worried, nervous, angry, or sad. We must learn how to appropriately cope with these emotions.

4. Slide 4-You will experience a lot of different feelings and emotions in middle school. As we cycle through these different feelings, it is important to be able to identify when you need to reach out for help or support. It is also important to be able to identify when your friends are crying out for help.
5. Slide 5- sometimes our feelings are too difficult to manage by ourselves. Ask: “who can we go to for help? (ex: teacher, counselor, parent). Someone you can trust with your feelings and emotions.
6. Slide 6 Balloon Activity- The balloon represents all the pain, hurt, anger, and sadness that can be found inside of us.
 - Ask the students to brainstorm things that make them overwhelmed. As the students are giving responses blow into the balloon.
 - Ask about things that happen to us that are difficult for us or make us feel bad. As the students are giving responses blow into the balloon.
7. Slide 7 Balloon Activity-
 - Ask: What is happening to the balloon? (it is getting bigger)
 - Ask: what happens when our balloon is full and we try to add more air? (it pops)
8. Slide 8-We need to react more appropriately to our emotions so we do not “pop” or respond in an unhealthy way. If we do not deal with our emotions as they are happening they may persist.
9. Slide 9-Release video (4 minutes and 48 seconds)
 - The first 2:24 of this video shows middle school students expressing their feelings about what bothers them.
 - Starting at 2:25 there is a guided meditation session-please encourage the students to participate.
 - As the students are meditating release the air from the balloon.
10. Slide 10- Resources-also available as a handout.

Character Education

Lesson Plan

Topic – Random Acts of Kindness

Grades 6, 7, and 8

Objective: Homeroom teachers will put every homeroom students' name in a hat/box. Students will pick a name at 'Random'. Then each student has 1 week to perform some Random Act of kindness for the person they selected. In your mailbox are hearts. You will have the students cut out their heart and write what they did and for who on the card and turn it into their homeroom teacher. Attached is a list of 26 suggestions for the students. Collect all the completed hearts and hold onto them for further instructions. They will be displayed somewhere in the building.

Suggestions for Random Acts of Kindness

1. Clean up their garbage from lunch for them
2. Let someone go in front of you in line
3. Give them a compliment
4. Draw a nice picture for them
5. Write a letter of encouragement
6. Write a kind message to someone
7. Leave a nice note or picture on their locker
8. Hold the door open for them
9. Carry someone's books
10. Do a favor without being asked for anything in return
11. Walk with someone to class
12. Learn to say hello in their language and say hello
13. Write a list of things you like about them and give it to them
14. Share an inspirational quote with them
15. Give up your seat for a classmate
16. Offer someone your pen
17. Lend or recommend someone your favorite book/movie
18. Make plans to hang out with someone
19. Write someone an encouraging poem
20. Give someone a sticker
21. Help tutor a struggling student
22. Help a student with their Homework
23. Help someone organize their locker
24. Help someone organize their notebooks
25. Take the time to listen to someone
26. Make someone laugh

Character Education
Name Calling Lesson (No Name Calling Week)
2019 -All grade levels

Materials Needed:

- copy of “No Name Calling” PowerPoint-on the server labadir and sdavid folder,
- copy of the lesson plan,
- teacher laptop,
- projector,
- copies of student worksheets (Cell Phone Self Assessment, Behind the Words and Instagram Post)

PLEASE NOTE:

Download “No Name Calling” PowerPoint from the server (sdavid or labadir folder)

Allow time for the videos to load

To start slide show – bottom left corner of the screen on the PowerPoint

Click on present or view slide show

NOTE: Slide 4 requires 8 clicks for all pics to load (to allow discussion/response time)

Slide 12 requires 5 clicks for all pics to load (to allow discussion/response time)

Advance slides by hitting return key

Hover over bottom left corner of the slide to get arrow for showing videos

Lesson Sequence:

1. PowerPoint begins with a brief synopsis of *Romeo and Juliet*-to provide background. (1minute)
2. Juliet Slide- class discussion: What’s in a name (2 minutes)
3. Are names meaningless? - class discussion (2 minutes)
4. Names in School-have students raise their hands as each name is presented
Discuss as a class (2 minutes)
5. Discuss as a class-Is this a problem in our school? (3 minutes)
6. Class discussion-Why is it so common? (2 minutes)
7. Sandlot video – 2 minutes 3 seconds
8. Class discussion-Why were they calling each other names? Is it acceptable? (1 minute)
9. Is Name Calling always verbal?-discussion/self reflection of our digital etiquette
10. Behind the Words- (Handout) 7 minutes/ Class discussion of results
11. Instagram Post Creation- remainder of class – Display on outside of your classroom door
12. Changing the School Culture/Words hurt video (32 seconds)

Assessment: Student will reflect on name-calling and how it affects their daily lives. They will create Instagram posts reflecting #WiseWordsWednesday.

Character Education Lesson

International Volunteer Day

Grades 6, 7, and 8

Objective: SWDA to compare volunteering and doing chores
SW identify examples of volunteering
SW identify the value of volunteerism and its impact on the volunteer

Materials: Index cards and PawPrint for each student, PawPrint for teacher

Procedure:

This is an interactive power point Teacher presents the lesson to the class as a whole group lesson and the PP will drive the lesson. Our National Junior Honor Society students will be joining the class to help out but **not present** the lesson.

NJHS students will share their experiences when the discussion hits slide 16.

Key topics/concepts:

The differences between volunteering and doing chores

What do other people do to volunteer?

What opportunities are there for middle school students?

How does volunteering help a volunteer?

A few details:

- To begin presentation
 - Open power point
 - Click on Slide Show icon (top right of PP) to run slide show
 - Use arrows to move from slide to slide
- There are 4 links embedded in the PP
 - The links will work if the PP is in slide show mode
- Slide 2 – Click on link – runs 3:20 minutes
 - You tube video about volunteering
 - Some students may not know Peace Corps, Habitat for Humanity and Doctors Without borders
 - Slide 3 clarifies
- Slide 16
 - This is where the NJHS students can share their experiences with volunteering (volunteering is a requirement for NJHS membership)
- Slide 18 – Click on link – runs 1:40 minutes
 - You Tube video clip about what one school has done about getting their students involved in volunteering
- Slide 20 – Click on link – runs 1:40 minute
 - Clip from the movie *UP*
- Slide 21 – Click on link – runs 3:20 minutes
 - If time is running late you can skip this video – or shorten it
 - Kid President message
 - You can make a difference
 - You can be AWESOME

Assessment: Teacher and peer evaluation: students will have actively engaged in a discussion about what volunteering means and how they can become involved in helping others.

Career Lessons

Grade: 7

Title of Activity: Lesson Plan 1

Objective:

1. Raise student awareness of interests and skills.
2. Self-assess career interests.

Standards:

9.2.8.A.1 – Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.3.8.B.3 – Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

9.3.8.B.6 – Evaluate communication, collaboration, and leadership skills and how they might be further developed in preparation for a future career through involvement in school, home, work, and extracurricular activities.

9.3.8.B.13 – Locate information about working papers, including what is required to obtain them and who must sign them.

Materials:

Pencils
Holland Personality types
Worksheet on back with *Exploring Your Profile*
Posters of each individual Holland Personality type
Chalk board

Suggested Time: 42 minutes, 1 class period

Procedures:

- This lesson is introduced by explaining the objective of an Interest Inventory.
- The counselor will distribute the *Holland Personality types* sheets with the questions on the back.
- Discussion about interests matching your career choice and it is never too early to start thinking
- Day 1 questions 1-3 will be answered individually by the students
- Students share their answers
- Discussion about the six categories. Read the types going through the Holland Interest type posters asking students to follow along with their handout.
- Divide room into 6 tables
- Students are to imagine that their classroom is a large cafeteria at a middle school. Different groups of students are sitting throughout the room eating lunch and talking. People are sitting together based on their interests.
- Students must choose to have lunch with one of the following groups of people described in the Holland Interest Type handout.

- After listening to all the Interest types students then choose their first choice and possibly a second.
- Then ask students to physically join the table by moving to the poster that is their first choice.
- Students answer questions 4-7 and share their answers with their group and then with the class
- Ask students to name some occupations within the school or others that they are familiar with. Write them down on the board: teacher, principal, counselor, gym teacher, computer teacher and discuss what students think is the primary personality type for each.

Evaluation:

1. The students understand the six Holland Interest types.

Exploring Careers Day 1

1. Things I am good at (abilities)?	2. Things I like doing (interests)?
3. Top four dream jobs?	

4. What is your top Holland Personality Type	5. If you have two, what is your second Holland Personality Type?
6. Why did you pick this personality type?	

Exploring Careers Day 2 www.mynextmove.org/explore/ip

List your final scores from the online My Next Move Interest Inventory test My Next Move Interest Inventory test	R - I - A - S - E - C -
What are your top two careers from the online My Next Move Interest Inventory test?	
1.	2.
Salary for your number one career type.	Salary for your number two career type.

Career Lessons

Grade: 7

Title of Activity: Lesson Plan 2

Objective:

1. To introduce the students to the objective of an Interest Inventory, an assessment that helps identify their interests.
2. To emphasize that this is not a test; there are no right or wrong answers. The students will be presented with many different statements that ask what they like and dislike. It is important that they answer all questions honestly.

Standards:

9.2.8.A.1 – Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.3.8.B.3 – Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

9.3.8.B.6 – Evaluate communication, collaboration, and leadership skills and how they might be further developed in preparation for a future career through involvement in school, home, work, and extracurricular activities.

9.3.8.B.13 – Locate information about working papers, including what is required to obtain them and who must sign them.

Materials:

Pencils

Computer

Website address

Holland Personality types

Worksheet on back with *Exploring Your Profile*

Chalk board

Suggested Time: 42 minutes, 1 class period

Procedures:

- Students will briefly review their answers from Lesson 1.
- Handout Exploring Careers Day 2 worksheet and have students sign in to the My Next Move website.
- The school counselor will encourage the group to reflect on each answer before they decide the different things they might enjoy.
- On each screen, click the **Next** button at the bottom to continue. You can use the **Back** button at the bottom to re-read the instructions or change your answers.
- The interest inventory test has 60 questions about work activities that some people do on their jobs. Students will read each question carefully and decide how you would feel about doing each type of work:

- **Strongly Dislike**
- **Dislike**
- **Unsure**

- **Like**
- **Strongly Like**

- The counselor will demonstrate the first item in the interest inventory.

The students are instructed to complete the remaining questions. Tell them there are no right or wrong answers! Please take your time answering the questions. There is no need to rush! You are learning about your interests, so that you can explore work you might like and find rewarding!

- The counselor asks the students to look at their two highest score to find the careers they are most likely to enjoy.
- Click on the tab that says Careers to explore the different options in the Holland type.
- Each student receives a copy of Exploring Careers Day 2 to complete.

8th Grade School Counseling Program

In eighth grade the school counseling program focuses on a successful completion of middle school and transition to high school. The emphasis is on individual responsibility to make favorable choices and decisions.

In preparation for life, students will refer to their 7th grade interest inventory for potential career options. Through this process students develop a greater understanding of what they can afford. Emphasis is on learning financial literacy since these skills are essential in a changing society.

The goals of the school counseling program for the eighth grade are:

1. Students will continue to progress toward accomplishing their academic and personal/social goals.
2. Students will be trained as peer mediators to alleviate conflicts and create an optimal learning environment.
3. Students will be prepared to make a successful transition to high school.

The eighth grade program includes the following activities designed specifically to meet the needs of an eighth grader:

1. In October, distribution of Red Ribbon Week material with strong anti-drug messages.
2. In January, students meet with the counselor in a classroom setting to present the high school program of studies and academic requirements for graduation. Counselors explain the courses, their choices of electives, and the course selection process for high school.
3. In April, Jonathan Dayton High School Springfield Leadership class present an orientation.
4. In May, the School Counselors will facilitate a high school transition group.
5. In June, the School Counselors will teach a Financial Literacy lesson.
6. On-going, counselors take an active role in initiating, facilitating and promoting character education programs in the eighth grade school curriculum.
7. Counselors will monitor students' academic and personal/social progress and provide interventions as necessary.

Grade 8 Scope and Sequence Chart

	Grade 8
September-October	AUP Week of Respect School Violence Awareness Week Newcomers Group Distribution of Red Ribbon Week material with strong anti-drug messages Character Education Lessons on current topic of need Standard# 2.1, 2.2, 9.2. A, P/S.
November-December	Character Education Lessons on current topic of need Standard# 2.1, 2.2, 9.2. A, P/S. Financial Literacy lesson. Standard#9.1
January-February-March	Classroom presentation on high school program of studies. Standard#9.1. A, C, P/S Orientation for eighth graders at JDHS. A, C, P/S CCS#9.1 Character Education Lessons on current topic of need Standard# 2.1, 2.2, 9.2. A, P/S.
April-May-June	High School Springfield Leadership class presentation on what to expect in high school. A, C, P/S Standard#9.1 School Counselors facilitate high school Transition group. A, C, P/S Standard#9.1 Character Education Lessons on current topic of need Standard# 2.1, 2.2, 9.2. A, P/S.
On-going	Monitor student academic and personal/social progress and provide interventions as necessary. A, P/S Standard#9.1,9.2 Counselors initiate, facilitate and promote character education programs in the eighth grade school curriculum.

	A, P/S Standard#9.2D Counselors co-facilitate support groups. P/S Standard#9.2 I&RS/504 meetings, Team meetings, CST meetings School Safety Committee Meetings Harassment, Intimidation, Bullying Investigations.
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Newcomers Group (for students who are new to the district)

Grade: 6, 7, 8

Title of Activity: Lesson 1 -Introduction and Human Bingo

Objective: To assure the successful transition of students to FMG and Springfield by exposing them to others who are also new to the school and district.

Standards: 9.2.8 Consumer, Family, and Life Skills
9.2.8.C.1, 3, 4, 6 – Interpersonal Communication

Materials:

3. Human Bingo worksheet

Suggested Time: 42 minutes/1 class period

Procedures:

1. The group is introduced by the counselors as one in which all students have a commonality: they are new to the Springfield School District and to FMG.
2. Students are then asked to go around the table and introduce themselves including their grade level and where they went to school prior to FMG.
3. Students are given a Human Bingo worksheet. Counselors will instruct students to try and find people in the room who fit the criteria in the boxes and to have them sign their names in the square.
4. The counselors will let the students know that the goal is to fill in as many boxes as they can.

Evaluation: The counselors will ask the group members what they learned about one another from participating in this activity.

Human Bingo

Directions: Try to find people in the room who fit the criteria in the boxes. Have people sign their names in the square. The goal is to fill in as many boxes as you can.

Plays Basketball	Was born in the month of December	Has never failed a class	Is an only child	Can Rollerblade
Knows what the FMG Mascot is	Speaks at least 2 languages	Is great at math	Has a sibling in college	Found their way to all of their classes last week
Knows someone famous	Has been to another country	YOUR GUIDANCE COUNSELOR'S SIGNATURE	Is allergic to cats/dogs	Knows when Back to School night is
Traveled outside of New Jersey this summer	Can name 10 states	Knows the name of the principal	Can name 5 people in their homeroom class	Tried out for the school play
Can breakdance	Knows how many floors there are at FMG	Knows what to do when their locker gets jammed	Cannot swim	Loves to read

Newcomers Group

Grade: 6, 7, 8

Title of Activity: Lesson 2 – Identity Collage

Objective: Students will learn to recognize personal unique qualities. Students will develop an appreciation of each other's uniqueness. Students will develop a greater awareness of our public and private selves.

Standards: 9.2.8 Consumer, Family, and Life Skills

9.2.8.B.2 – Self-Management

9.2.8.C.1, 3, 4, 6 – Interpersonal Communication

Materials:

- 13. poster board
- 14. magazines
- 15. glue
- 16. scissors
- 17. markers
- 18. pens/pencils

Suggested Time: 42 minutes/1 class period

Procedures:

- 13. The counselors talk about the different things that make someone unique. The counselors will include these thoughts: "No one else is exactly like you – you are unique. Part of what makes you unique is the way you express yourself, your likes and dislikes, and your past experiences."
- 14. The group is asked to give examples.
- 15. The counselors explain that we have a part of ourselves that we show to everyone. We can call this our "public self"; a part few people know can be called our "private self".
- 16. Participants are given a piece of poster board and are asked to fold it in half. The outside flap will have pictures from magazines and words that illustrate their "public self". The inside of the folded paper will illustrate their "private self."
- 17. Materials are handed out and participants are asked to complete their "Identity Collages."
- 18. When completed each member shares his or her collage with the group.

Evaluation: The counselors will ask the group members what they learned about one another from participating in this activity. The group members will also be asked to share the ways in which they are unique.

Newcomers Group

Grade: 6, 7, 8

Title of Activity: Lesson 3 – What is a Friend?

Objective: Students will explore what defines friendship. Students will develop skills to make friends.

Standards: 9.2.8 Consumer, Family, and Life Skills

9.2.8.A.2, 5 – Critical Thinking

9.2.8.B.1, 2 – Self-Management

9.2.8.C.1, 3, 4, 6 – Interpersonal Communication

Materials:

“Is This a Friend” Activity Sheet – Part 1 (6, 7) and Part 2 (8)
writing materials

Suggested Time: 42 minutes/1 class period

Procedures:

7. The counselors will start the group by asking members to decide what defines or best describes a friend.
8. The counselors will lead a follow up discussion that focuses on what describes healthy and realistic relationships and what does not.
9. A copy of “Is this a friend” is given to each participant to fill out. The focus of this exercise is in the discussion that will follow.

Evaluation: The counselors will ask group members to talk about how the different ideas of what is a friend could apply to their life. A piece of paper will be handed out to each student. They will be asked to draw four concentric circles with the word “me” in the center. Students will be asked to label each ring with good friend, so-so friend, and acquaintance. * If time permits, they will be asked to put the characteristics of each.

Newcomers Group

Grade: 6, 7, 8

Title of Activity: Lesson 4 – Talking on Purpose

Objective: Students will be able to recognize assertive communication. Students will develop an understanding of effective communication skills.

Standards: 9.2.8 Consumer, Family, and Life Skills

9.2.8.A.2, 5 – Critical Thinking

9.2.8.B.1, 2 – Self-Management

9.2.8.C.1, 3, 4, 6 – Interpersonal Communication

Materials:

7. “Assertive Self-Check” Activity Sheet
8. writing materials
9. poster board/chalkboard

Suggested Time: 42 minutes/1 class period

Procedures:

9. The counselors will begin this activity by writing the words “passive,” “aggressive,” and “assertive” on the poster board/chalkboard.
10. The counselors explain that the purpose of this activity is to help them communicate more effectively so that they can build friendships and achieve goals.
11. The counselor will define the three words for the students:
 - j. Passive: Statements that don’t communicate in a direct way.
 - k. Aggressive: Statements that are hostile, attacking, or demanding.
 - l. Assertive: Statements that communicate what you mean and feel.
12. Students will be given the activity sheet to complete individually. The group members will discuss their answers.

Evaluation: Students will take turns role playing the ways in which they could be more assertive. *When role playing, participants are encouraged to exaggerate the feeling tone and volume of their voices (i.e., passive is low and possibly whiny; aggressive is loud and demanding). A discussion will be held at the end of each role play.

Peer Mediators

Grade: 6, 7, 8

Title of Activity: Middle School Peer Mediator Lesson on Conflict Resolution

Objective: Students will gain an understanding of the 6 steps to resolve conflicts. Students will learn about the roles of our peer mediators at FMG.

Standards: 2.1 F – Social and Emotional Health

2.1 A, B, D – Integrated Skills – Communication, Decision Making, Character Development

6.2 Civics – Citizenship

9.2 Critical Thinking – Self-Management, Interpersonal Communications, Character Development and Ethics

Materials:

4. Win! Win! Poster
5. Peer Mediation Agreement Form
6. Peer Mediator Training Manual (for trainers)

Suggested Time: 42 minutes/1 class period

Procedures:

5. The leader introduces the peer mediators to the group.
6. The peer mediators explain their roles, including the fact that the goal of mediation is to create a Win!Win! solution for both parties.
7. The peer mediators will then model a mediation: Roberto is always showing off, and Andre can't stand it, so he makes fun of Roberto's mother. Roberto immediately goes up to Andre and tell him to shut up and then threatens to beat him up. A teacher overhears this and recommends the boys for peer mediation.
8. When the disputants have reached a mutually agreeable solution, an agreement is drafted using the Peer Mediation Agreement Form. A blank copy of the form will be handed out to all students.

Evaluation: At the end of the session, peer mediators will ask the class to name the six steps to resolve conflict. The peer mediators will direct students to the Win! Win! Poster located in the classroom and will go over the steps if need be.

Character Education

Lesson Plan

Topic – AUP – Acceptable Use Policy

Grades 6, 7, and 8

Objective: SW review Acceptable Use Policy.
SW identify responsibilities using school laptops.
Materials: Student copies of AUP tri-fold.

Procedure: Distribute the tri-folds.
Teacher leads class discussion reviewing the tri-fold information.

Each point on the tri-fold should be discussed at length.

Points to Stress

****Stress Tech Department's office hours.****

1. Activity Period - Students are to report to activity period for attendance and get a PASS to tech; otherwise, they will be turned away from tech.
2. At the beginning of their lunch period.
3. After school.

Students are NOT to go to tech any other time during the school day.

***Netiquette**

Stress to the students that if they receive any inappropriate/mean messages, they should save the message. Then they should immediately tell a parent, counselor, teacher, school administrator, or other adult.

NEVER reveal your name, address, phone number, school or any other personal information (or anyone else's) over the Internet.

The teacher will review Student Agreement in the center of tri-fold and students should then sign the agreement.

The tri-fold is to be kept in their locker.

The teachers can use the following scenarios to continue to review and reinforce acceptable behavior:

Students can respond by giving a thumbs up (agreement) or a thumbs down (disagreement) for each scenario.

The class should discuss which part of the AUP that the scenario refers to.

Assessment:

Teacher and Peer Evaluation:

1. Through class discussions, students will indicate their understanding of their responsibilities as outlined in the AUP. Students will sign the Student Agreement in tri-fold and the computer poster.

Character Education

Lesson Plan

Topic – Week of Respect

Grades 6, 7, and 8

Objective: SW review the concepts of respect, kindness, community service
SW identify points made in an assembly about

7. Respect
8. Respect on social media
9. Choices matter

SW create a presentation identifying their ideas of:

7. Respect, community service and the idea of one person making a difference
8. Respect on Social Media
9. Respect for Choices

Materials: Laptop connected to projector for PP presentation

Pre-Lesson Planning – Students will be creating a PowerPoint of their own in groups of 3 – 4 students. Teacher may wish to create these groups before the lesson.

Overview of the assembly students will have an assembly prior to the lesson

7. Basketball Dan - incorporated his talent with the basketball to engage the students in his positive message.
8. Don't press send or Union County prosecutors office
9. Project Pride

Procedure:

9. Teachers will use the PowerPoint provided by the CE committee to move the class discussion along about the concepts presented in yesterday's assembly.
There are three questions for discussion. This should take only a few minutes.
The bulk of class time can be used for the students to create their own PP and have as many presented as possible this class period.
10. Students will then be given a task – to create a power point of three slides with a group – instructions are on the teachers' PP
11. Allow students time to create their PP
12. Have as many student PPs presented as time allows.

Assessment:

Teacher and Peer Evaluation:

Through class discussions and student created PP, students will show they have an understanding, "it is important to show respect for others in and outside of school."

Title of Activity: 8th grade Orientation to Program of Studies at the High School

Objective: To assure the successful transition of students to high school by exposing them to academic requirements and individual choices.

Standards: #2.1

Materials:

1. Chalkboard
2. Program of Studies Booklet
3. Registration procedures
4. Typical Freshman Schedule
5. Electives for Freshman

Suggested Time: 42 minutes/1 class period

Procedures:

1. The lesson is introduced by explaining the differences between high school and middle school. Issues such as attendance, credits, graduation requirements, and understanding your future goals following high school graduation.
2. Explain the three steps of the registration procedures, reviewing the Program of Studies booklet, the students and parents attending the orientation program at the high school, and attending the individual registration conference with the high school counselor.
3. Page four of the Program of Studies booklet, the graduation requirements, are reviewed:
 - a. Understanding the term “courses completed satisfactorily”
 - b. Understanding the “completion of the minimum of 140 credits” required for graduation
 - c. The program of Studies booklet and specifically the Table of Contents is referenced to emphasize specific courses and the number of years required by the state. Discussion includes choices upper classmen are given to balance graduation credit requirements with individual academic goals and interests for post secondary school.
 - d. Honors requirements, prerequisites, and elective courses found in each academic department are indicated throughout each subject.
4. Review a Typical Freshman Schedule and introduce Electives for Freshman.
5. Discussion regarding electives includes number of periods available, half year/full year electives, prerequisites, and alternate choices.
6. Middle School Counselors remind students they are available to support them throughout the eighth grade registration procedures and are available to go with them to the individual registration conference if their parents are not available.

Evaluation: How well prepared the students are when they meet with their high school guidance counselor.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: Session 1 & Session 2

Objective: To introduce the students to the group process, to give the students an opportunity to get to know each other, to allow the students to get to know themselves better, and to provide students with an opportunity to practice self-disclosure.

Standards: 9.2.8 Consumer, Family, and Life Skills

9.2.8.A.3 – Identify and assess problems that interfere with attaining goals

9.2.8.B.2 – Demonstrate responsibility for personal actions and contributions to group activities.

9.2.8.C.1 – Demonstrate respect and flexibility in interpersonal and group situations.

9.2.8.C.2 – Organize thoughts to reflect logical thinking and speaking.

9.2.8.C.3 – Work cooperatively with others to solve a problem.

9.2.8.C.4 – Demonstrate appropriate social skills within group activities

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

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

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

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

Materials:

Sheets of 8 ½ x 11 paper

Markers

Pencils

Magazines

Scissors

Glue

Flipchart

Suggested Time: 84 minutes/2 class periods

Procedures:

1. This lesson is introduced by explaining the purpose of the group.
2. The school counselors will encourage the group to come up with a list of group rules.
3. The school counselors will solicit possible group rules from members and will list the rules on a flipchart for the group to see.
4. The counselors will then transition into an icebreaker lesson “Days of Our Lives”.
5. Each student receives a piece of paper to fold into 4 boxes.
6. Explain the rules:
 - m. Draw pictures that tell the story of the “days of your lives” and put your name on it.
 - n. The drawings will be collected.
 - o. Drawings will be redistributed randomly. (If you receive your own drawing, it will be redistributed to another group member).

- p. Then introduce the person whose drawing you have, and tell that person's story by interpreting the drawing.
 - q. The artist may not interrupt while the speaker is interpreting.
 - r. After each person finishes the introduction, the artist will have an opportunity to correct misconceptions.
7. Begin the activity by asking for a volunteer to start.
 8. At the end of the session, drawings will be collected and put into the students' folders.

Evaluation: At the end of the session, students will recap what they learned about one another and will discuss how they felt about self-disclosing.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: Stopping False Rumors

Objective: The student will learn to recognize a false rumor and develop strategies to prevent them in order to avoid creating bad feelings with anyone, especially members of their peer group.

Materials:

Activity sheet "Stopping False Rumors" from Social Skills Lessons & Activities for Grades 4-6 edited by Ruth Weltmann Begun

Pencils

Flip Chart

Marker

Suggested Time: 42 minutes/1 class period

Procedures:

1. This lesson is introduced by discussing the following questions:
 - a. "Did anyone tell a rumor about you or someone you know?"
 - b. "How did the person feel when he/she heard the rumor?"
 - c. "What were the results?"
 - d. Describe the type of person who would start a false rumor.
 - e. "Why start a false rumor. Why do these rumors get started?"
2. Use a marker and flip chart to identify the following skill components:
 - a. Never start a false rumor.
 - b. Avoid listening to rumors.
 - c. Say, "That's a false rumor and I'm not going to listen to it."
 - d. Do not repeat rumors.
 - e. Tell others to ignore rumors.
 - f. Walk away.
3. The school counselors will select several students to role play the following two scenarios.
 - a. Situation 1 – 1st Student: "Paul told Joey that Tom said he was going to fight with him after school." 2nd Student: "I'm not going to listen to that rumor or repeat it because someone could get hurt"
 - b. Situation 2 – 1st Student: "Ann, did you tell Sue about what happened to Sharon on the playground?" 2nd Student: "No, I never spread rumors, and you shouldn't either because someone's feelings could get hurt."
4. The school counselors will distribute copies of the activity sheet, "Stopping False Rumors". Have the students complete the activity and share their responses.

Evaluation: At the end of the session, school counselors will ask the students to recap the skill components.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: My Favorite Things

Objective: The student will increase their awareness of personal uniqueness. The student will also gain an increased awareness of how they work in a team. This activity will promote group cohesion by identifying similar interests.

Materials:

Poster board
Magazines
Scissors
Glue
Markers

Suggested Time: 84 minutes/2 class period

Procedures:

1. The group leaders will distribute group members into teams of 2.
2. The leaders then tell the students that they will be working to create a poster board of their combined “favorite things” which may include any of the following: foods, sports, places, animals, people, colors, music, clothes, etc.”
3. Group members are instructed that they will need to work together to figure out how they’d like to arrange their “favorite things” on the page.
4. Group members are then asked to cut out and glue pictures from magazines, or draw their own.
5. As group members work together, group leaders observe their interactions and discuss when necessary.
6. The completed collages are then displayed for discussion and appreciation. Members will discuss their collages and why the things they have chosen are their “favorite things”.
7. The leaders encourage members to be aware of similarities and supportive of differences by refraining from negative comments.

Evaluation: At the end of the session, group leaders will ask the students to reflect on how they worked in their group.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: The Emotional Pie

Objective: This activity will define different feelings one might experience throughout a day, increase awareness of possible causes of and consequences to one's feelings, and to develop group cohesion through mutual self-disclosure.

Materials:

Drawing paper
Pencils
Markers
Tape
One sheet of poster paper

Suggested Time: 42 minutes/1 class period

Procedures:

1. The leader introduces this lesson by explaining, "We all go through many emotions and feelings throughout the day but are rarely aware of what they are or why they are caused. For example, when I came to school today I realized that I was feeling frustrated. When I walked out of my house, I dropped my books. Did that cause my frustration?"
2. On a piece of poster paper taped to the wall, the leader draws a large circle and divides the circle into pie-like sections which represent the feelings experienced during the day.
3. The leader draws four or five colors on the top of the poster paper that represents different feelings (e.g. red for anger, blue for relaxed, orange for frustrated, etc.). Each section of the pie is colored the feeling experienced. The group leader then briefly explains what causes each feeling.
4. Paper and markers are passed out to each member. They are asked to create their own "Emotional Pies" by drawing a circle and picking colors that represent feelings (writing feelings next to each color). Then they divide circle into sections representing feelings experienced throughout the day.

Evaluation: At the end of the session, members describe their personal "Emotional Pies" to the group and tell what caused each feeling represented by a different color. This discussion may evolve into the sharing of feelings can create positive and negative attitudes throughout the day.

Social Skills Group

Grade: 6, 7, 8

Title of Activity: Drawing Emotions

Objective: This activity will increase understanding of one's emotions in a nonthreatening way, create a healthy expression of one's emotions, and promote a group cohesiveness around creative expression of feelings.

Materials:

Drawing paper
Pencils
Markers

Suggested Time: 42 minutes/1 class period

Procedures:

1. The leader introduces this lesson by asking the group if they've ever heard expressions such as:
 - a. "He's so angry, he sees red!"
 - b. "I'm feeling blue"
 - c. "She's such a warm person"
 - d. "How did the person feel when he/she heard the rumor?"
2. The leader then invites a short discussion that focuses on how people often express emotions through colors and temperatures.
3. While handing out the materials, the leader explains that in this exercise they are going to express an emotion or feeling through spontaneous drawings. Participants will work individually.
4. The leader will invite each student to call out a feeling word and asks participants to express the feeling through a drawing. Students are given 3-5 minutes per drawing, and each drawing should be labeled with a corresponding feeling.
5. Once all drawings are complete, the group discusses and displays their artwork.

Evaluation: At the end of the session, school counselors will ask the students to recap various methods they could use to express their feelings. School counselors will also reiterate the benefits of sharing feelings and emotions.

Grade: 8

Title: 8th Grade Transition Activity – The Path to Your Future

Objective: Students will be able to identify and discuss their feelings/emotions regarding leaving middle school and entering high school.

Standards: 2.1.D – Wellness: Safety

2.1.8.D.1 – Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

2.1.8.E.2 – Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

2.2. Integrate Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.2.8.A.1 – Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

2.2.8.B.2 – Justify when individual or collaborative decision-making skills.

2.2.8.C.1 – Analyze strategies to enhance character development in individual, group, and team activities.

Materials:

1. *Path to Your Future* Worksheet
2. Pencils
3. *Path to Your Future* Poster
4. *Path to Your Future* Questions (for the counselors)

Suggested Time: 42 minutes/1 class period

Procedures:

1. The counselors go over the phases already completed in the freshman orientation process and the purpose of the lesson to the group.
2. IF SAC IS PRESENT: The counselors introduce the Student Assistance Counselor (SAC), who is a liaison between the middle school and high school.
3. The counselor points out the *Path to Your Future* poster and uses it to introduce the lesson.
4. The counselors hand out *Path to Your Future* worksheet and pencils. The students are given a moment to put their names on the worksheet. The counselors will tell the students that we will keep their completed worksheets.
5. The counselors then tell the students that we will be asking them a series of questions and that they should write the answers in the corresponding boxes on the worksheet. Students are told that they may respond in bullet point or sentences. The students are told that they will answer all of the questions first and then a group discussion will take place.
6. After all 9 questions are read and students have completed their answers, a discussion commences.
7. The counselors begin the discussion by asking the students several questions about the lesson such as: What was it like for you to answer the questions? Which question were the easiest/ hardest for you to answer?
8. The counselors then begin by reading one question at a time and going around the table to invite students to share their responses.

9. Throughout the discussion, the counselors address several key transition points such as: credits and transcripts, attendance policies, graduation requirements, the difference between high school and middle school counselors, importance of clubs and organizations, electives, and options for after high school.
10. At the end of the class period, the students asked to leave their worksheets and pencils on the table. They are reminded that should they have any questions or concerns about high school, they are welcome to see their counselor.

Evaluation: Successful transition to the high school. At-risk students are identified.

Character Education
Follow-Up Lesson (Remembering TJ)
2019 -7th and 8th Grade

Objectives: Students reflect on today's assembly. Students brainstorm healthy ways to deal with and manage feelings. **ESSENTIAL QUESTIONS:** What causes middle school students to feel overwhelmed? How can feelings be managed? **Materials Needed:** copy of "Release" PowerPoint-on the server labadir and sdavid folder,

- copy of the lesson plan,
- teacher laptop,
- projector,
- balloon (will be provided)
- copies of student worksheets (Journal Page)
- copies of Resource Lists

PLEASE NOTE:

Download "Release" PowerPoint from the server (sdavid or labadir folder)

Allow time for the video to load

To start slide show – bottom left corner of the screen on the PowerPoint

Click on present or view slide show

NOTE: Slide 7-after the students discuss the questions click to activate the "Pop"

Slide 9- has the video; please test it to make sure it works

Hover over bottom left corner of the slide to get arrow for showing videos

Lesson Summary: Being overwhelmed with too many things to do and not enough time to do them, can cause us to feel a variety of emotions. Along with their rapidly changing bodies, minds, and emotions, young people deal with wide ranging emotions involving school, friendships, parents/guardians, siblings, home life, relationships, extracurricular activities, and uncertainty about the future. Noting the range of emotions and acting upon them is important to teach young people so they manage feelings in healthy ways. Teaching these life skills can help them avoid conflicts with others, build self-confidence, and put them on the path to success.

Lesson Sequence:

3. Slide 1-Introduction Slide
4. Slide 2-Journal Reflection (10 minutes)
 - Pass out the Journal Reflection handout-please encourage the students to write down how they are feeling. Collect the journals and give them to guidance. They should put their name on it. Reassure the students that it will be seen by guidance only.
3. Slide 3- Feeling sad is a normal emotion and is part of being human. Tell participants that we may feel stressed if we are tired, have a test coming up, have a lot of things to do, or if we are having an argument with a friend. These emotions can make us feel worried, nervous, angry, or sad. We must learn how to appropriately cope with these emotions.
4. Slide 4-You will experience a lot of different feelings and emotions in middle school. As we cycle through these different feelings, it is important to be able to identify when you need to

reach out for help or support. It is also important to be able to identify when your friends are crying out for help.

5. Slide 5- sometimes our feelings are too difficult to manage by ourselves. Ask: “who can we go to for help? (ex: teacher, counselor, parent). Someone you can trust with your feelings and emotions.

6. Slide 6 Balloon Activity- The balloon represents all the pain, hurt, anger, and sadness that can be found inside of us.

- Ask the students to brainstorm things that make them overwhelmed. As the students are giving responses blow into the balloon.
- Ask about things that happen to us that are difficult for us or make us feel bad. As the students are giving responses blow into the balloon.

7. Slide 7 Balloon Activity-

- Ask: What is happening to the balloon? (it is getting bigger)
- Ask: what happens when our balloon is full and we try to add more air? (it pops)

8. Slide 8-We need to react more appropriately to our emotions so we do not “pop” or respond in an unhealthy way. If we do not deal with our emotions as they are happening they may persist.

9. Slide 9-Release video (4 minutes and 48 seconds)

- The first 2:24 of this video shows middle school students expressing their feelings about what bothers them.
- Starting at 2:25 there is a guided meditation session-please encourage the students to participate.
- As the students are meditating release the air from the balloon.

10. Slide 10- Resources-also available as a handout.

Character Education

Lesson Plan

Topic – Random Acts of Kindness

Grades 6, 7, and 8

Objective: Homeroom teachers will put every homeroom students' name in a hat/box. Students will pick a name at 'Random'. Then each student has 1 week to perform some Random Act of kindness for the person they selected. In your mailbox are hearts. You will have the students cut out their heart and write what they did and for who on the card and turn it into their homeroom teacher. Attached is a list of 26 suggestions for the students. Collect all the completed hearts and hold onto them for further instructions. They will be displayed somewhere in the building.

Suggestions for Random Acts of Kindness

1. Clean up their garbage from lunch for them
2. Let someone go in front of you in line
3. Give them a compliment
4. Draw a nice picture for them
5. Write a letter of encouragement
6. Write a kind message to someone
7. Leave a nice note or picture on their locker
8. Hold the door open for them
9. Carry someone's books
10. Do a favor without being asked for anything in return
11. Walk with someone to class
12. Learn to say hello in their language and say hello
13. Write a list of things you like about them and give it to them
14. Share an inspirational quote with them
15. Give up your seat for a classmate
16. Offer someone your pen
17. Lend or recommend someone your favorite book/movie
18. Make plans to hang out with someone
19. Write someone an encouraging poem
20. Give someone a sticker
21. Help tutor a struggling student
22. Help a student with their Homework
23. Help someone organize their locker
24. Help someone organize their notebooks
25. Take the time to listen to someone
26. Make someone laugh

Character Education

Name Calling Lesson (No Name Calling Week)

2019 -All grade levels

Materials Needed:

- copy of “No Name Calling” PowerPoint-on the server labadir and sdavid folder,
- copy of the lesson plan,
- teacher laptop,
- projector,
- copies of student worksheets (Cell Phone Self Assessment, Behind the Words and Instagram Post)

PLEASE NOTE:

Download “No Name Calling” PowerPoint from the server (sdavid or labadir folder)

Allow time for the videos to load

To start slide show – bottom left corner of the screen on the PowerPoint

Click on present or view slide show

NOTE: Slide 4 requires 8 clicks for all pics to load (to allow discussion/response time)

Slide 12 requires 5 clicks for all pics to load (to allow discussion/response time)

Advance slides by hitting return key

Hover over bottom left corner of the slide to get arrow for showing videos

Lesson Sequence:

1. PowerPoint begins with a brief synopsis of *Romeo and Juliet*-to provide background. (1minute)
2. Juliet Slide- class discussion: What’s in a name (2 minutes)
3. Are names meaningless? - class discussion (2 minutes)
4. Names in School-have students raise their hands as each name is presented
Discuss as a class (2 minutes)
5. Discuss as a class-Is this a problem in our school? (3 minutes)
6. Class discussion-Why is it so common? (2 minutes)
7. Sandlot video – 2 minutes 3 seconds
8. Class discussion-Why were they calling each other names? Is it acceptable? (1 minute)
9. Is Name Calling always verbal?-discussion/self reflection of our digital etiquette
10. Behind the Words- (Handout) 7 minutes/ Class discussion of results
11. Instagram Post Creation- remainder of class – Display on outside of your classroom door
12. Changing the School Culture/Words hurt video (32 seconds)

Assessment: Student will reflect on name-calling and how it affects their daily lives. They will create Instagram posts reflecting #WiseWordsWednesday.

Character Education Lesson
International Volunteer Day
Grades 6, 7, and 8

Objective: SWDA to compare volunteering and doing chores
SW identify examples of volunteering
SW identify the value of volunteerism and its impact on the volunteer

Materials: Index cards and PawPrint for each student, PawPrint for teacher

Procedure: This is an interactive power point Teacher presents the lesson to the class as a whole group lesson and the PP will drive the lesson. Our National Junior Honor Society students will be joining the class to help out but **not present** the lesson.
NJHS students will share their experiences when the discussion hits Slide 16.

Key topics/concepts: The differences between volunteering and doing chores
What do other people do to volunteer?
What opportunities are there for middle school students?
How does volunteering help a volunteer?
A few details:

- To begin presentation
 - Open power point
 - Click on Slide Show icon (top right of PP) to run slide show
 - Use arrows to move from slide to slide
- There are 4 links embedded n the PP
 - The links will work if the PP is in slide show mode
- Slide 2 – Click on link – runs 3:20 minutes
 - You tube video about volunteering
 - Some students may not know Peace Corps, Habitat for Humanity and Doctors Without borders
 - Slide 3 clarifies
- Slide 16
 - This is where the NJHS students can share their experiences with volunteering (volunteering is a requirement for NJHS membership)
- Slide 18 – Click on link – runs 1:40 minutes
 - You Tube video clip about what one school has done about getting their students involved in volunteering
- Slide 20 – Click on link – runs 1:40 minute
 - Clip from the movie *UP*
- Slide 21 – Click on link – runs 3:20 minutes
 - If time is running late you can skip this video – or shorten it
 - Kid President message
 - You can make a different
 - You can be AWESOME

Assessment: Teacher and peer evaluation: students will have actively engaged in a discussion about what volunteering means and how they can become involved in helping others.

Financial Literacy Lesson Plan

Topic – What can I afford?

Grade 8

Objective: Students will review their profession from their 7th grade career interest profile. Students will identify their source of income and create a budget based on their income. Students will distinguish between fixed and variable expenses and wants vs. needs. Students will be able to develop a personal budget.

Standards: 9.1, 9.2, 9.3

Materials: Laptop and projector, website for incomes, budget worksheet

Procedure:

1. Return 7th grade career interest profiles.
2. Students will go to www.mynextmove.org/explore/ip and determine the income for their chosen profession.
3. Teacher will present a sample budget to distinguish between fixed and variable expenses and within variable expenses distinguish between needs and wants. (Using Sample 1 and Sample2)
4. Students will work on their budget and calculate expenses on the monthly spending plan worksheet

Assessment:

Teacher and Peer Evaluation:

Through class discussions and student created budget, students will show they have an understanding of their monthly expenses in relation to their monthly income.

High School Services

At the high school level counselors assist students with all aspects of academic, career and personal/social development. Beginning with the eighth grade registration process, the counselor works closely with students and parents to assist them with high school planning. Once the student enters high school counseling services focus on a different theme each year. In ninth grade successful adjustment to high school is the focus of the counseling program. By facilitating this transition, counselors help students maximize their potential for future success. Sophomore year is devoted to career exploration as a foundation for post-high school planning. In eleventh grade students make tentative post-secondary plans to secure placement in an educational institution, a military career or full-time employment after graduation. With the counselor's assistance these plans are carried out in senior year.

Throughout the counseling experience emphasis is placed on individualized services to meet the needs of the learner as he/she works to accomplish his/her goals. Academic progress is monitored closely and career and college plans are developed. Personal and social concerns are addressed to facilitate student success. Individual conferences are the primary method of delivery; however, small and large group counseling sessions are important components of the program. Every student participates in a comprehensive program designed to meet his/her needs.

School Counselor Responsibilities:

Monitoring of Academic Progress: Counselors review report cards and use reports from OnCourse to identify students who are not making acceptable progress in classes. Particular emphasis is placed on students who are in danger of losing credit for required classes. Twelfth graders receive special attention since loss of credit may endanger graduation with the class. See descriptions of academic interventions and at-risk seniors in student curriculum.

Attendance Intervention Conferences: Teachers complete an attendance intervention form at prescribed intervals. Counselors meet with students as part of this process to explore the causes of poor attendance and make recommendations for improvement. The attendance policy is reiterated to ensure that students understand the implications of loss of credit. Additional detail is located under attendance intervention in the student curriculum.

Social/Emotional Interventions: School counselors help students cope with social and emotional problems as necessary. They also intervene in crisis situations. Short-term supportive counseling services are provided, and parents are involved appropriately. Students requiring additional assistance are referred to the Student Assistance Counselor (see description) or to community resources.

Individual Conferences with New Students: As part of the registration process, counselors conduct an intake interview with students who are new to the district. The student's schedule is completed as part of this conference. See student curriculum for additional information.

Review standardized test scores for placement purposes: School counselors review available test scores annually as a means of monitoring student progress. Students whose test scores indicate lack of expected progress receive appropriate academic interventions (see student curriculum on academic intervention for grades 9, 10 and 11 and I and RS manual). Available scores include:

- Grade 9: PSAT and NJSLA

- Grade 10: PSAT and NJSLA
- Grade 11: PSAT, SAT, ACT, and NJSLA
- Grade 12: PSAT, SAT, ACT and NJSLA

Building responsibilities: These activities are assigned to the counselors by the administration and vary annually based upon building needs. Examples include:

- PSAT Administration
- NJSLA Administration
- AP Administration
- Monitoring of activity period
- Tracking student performed community service hours
- Investigating alleged bullying cases as Anti-Bullying Specialists

Individual Program Adjustment: Course requests for grades ten, eleven and twelve are reviewed in light of the students' progress in the third and fourth marking periods. Students who lose credits for a required course are recommended to attend summer school. At the middle school eighth grade teachers make recommendations for changes in future placement for their students. See description of academic interventions in student curriculum.

Committee Memberships

Scholarship Committee: Counselors are key members of the committee that awards local scholarships. In preparation for the meetings they review their students' local scholarship applications and present this information during discussion.

Child Study Team: Counselors may suggest names for discussion at the meetings. They are present for the discussion about their students for informational purposes and contribute to the development of strategies to address their students' issues. Meetings are held bi-weekly.

Intervention and Referral Services: As members of this group, counselors provide insight into their student's situation if they are referred to I and RS. They also assigned to be case managers for some students. Members are held weekly.

504 Accommodation Plans: Counselors assist the building principal in accumulating data and screening students for 504 accommodation plans. Once the committee decides the terms of the plan, they are responsible for writing the plan and explaining it to parents and students. The counselor serves as the case manager for students with 504 Plans insuring that accommodations are implemented to assist the student.

Report Card/Transcript Review: Report cards are reviewed each marking period, and counselors are hired in the summer months to finalize report cards and review transcripts. Particular attention is paid to the accumulation of the necessary credits for graduation.

Programs for Specific Grade Levels:

Grade 9

Ninth Grade Orientation to School Counseling: Counselors meet with freshmen in small groups to explain counseling services and begin to establish a relationship with them. See ninth grade curriculum for additional details.

Sources of Help Program: Counselors meet with ninth grade students to explain the signs and symptoms of depression and to stress sources of support for students in crisis in the school. The format varies with the year. See ninth grade curriculum for details.

Individual conference to review progress toward goals and plan sophomore year: Counselors meet with each student to discuss his progress and future goals. Current grades and teacher recommendations are the basis for decisions about placement for tenth grade. See student curriculum for additional details.

Grade 10

Classroom introduction to career exploration: Counselors meet with sophomores to explain the career exploration process and introduce Naviance. Students complete the career interest survey and explore careers of interest using Naviance. See career exploration session in tenth grade curriculum.

Individual career counseling session: Counselors meet with students individually to discuss the results of the career interest survey and refine career plans. See career exploration in tenth grade curriculum.

Individual conference to review progress toward goals and plan junior year: Counselors meet with each student to discuss his progress and future goals. Current grades and teacher recommendations are the basis for decisions about placement for eleventh grade. The graduation requirement checklist is completed. See student curriculum for further explanation.

Grade 11

Orientation to Post-Secondary Planning With Juniors. In October or November counselors meet with the junior class in groups to review college testing and explain the college counseling process at JDHS. The program is explained in further detail in the 11th grade curriculum.

College Representative Program: Each year college representatives visit JDHS during the school day. Interested juniors and seniors meet with them in the School Counseling Conference Room. Passes are issued and must be countersigned by the students' teacher(s).

SAT/ACT Review Counseling: When students take the PSAT in October of junior year, scores are analyzed in light of college admissions. Counselors assist students and parents in locating appropriate SAT review courses/materials if they wish to improve their scores. See handout on SAT/ ACT Review Courses in eleventh grade curriculum.

Individual conference to review progress toward goals and plan senior year: Counselors meet with each student to discuss his progress and future goals. Current grades and teacher recommendations are the basis for decisions about placement for twelfth grade.

Evening Program on the College Admissions Process: Eleventh grade students and their parents are invited to a college admissions program in the evening in February or March. See the 11th grade curriculum for details.

Junior Group Meeting on Post-Secondary Planning: In March counselors meet with eleventh grade students to discuss the process of selecting post-secondary education. See the eleventh grade curriculum for further information.

Individual Counseling on Post-Secondary Planning: Counselors meet with their juniors to develop plans for further education, the military or employment after graduation. Students seeking further training are assisted with college selection. Parents are invited to attend a post-secondary planning conference during the school day. See eleventh grade curriculum for additional information.

Grade 12

Meetings on College Application Process: Counselors meet with seniors in small groups to review the college application process. College testing is also reviewed. See twelfth grade curriculum for description.

College Representative Program: Each year college representatives visit JDHS during the school day. Interested juniors and seniors meet with them in the School Counseling Conference Room. Passes are issued and must be countersigned by the students' teacher(s).

Individual Conferences with Seniors: Counselors meet with seniors to implement their post-secondary plan. Assistance is provided with all aspects of the college application process. Academic progress is monitored carefully as it may impact college admissions and graduation.

Financial Aid Workshop: The department sponsors an evening financial aid program annually. The financial aid process is explained and the completion of the FAFSA is reviewed by a financial aid professional. Parents of juniors and seniors are invited to attend.

Individual Conferences with At Risk Seniors: Conferences are held with seniors who are in danger of losing credit for a course required for graduation. As the year progresses parents are contacted by telephone and in writing. See twelfth grade curriculum for specific procedures.

College Transition Program (Alumni Panel): Recent graduates of JDHS are invited to talk to seniors about their experiences in college. See twelfth grade curriculum for description.

Post-Graduation Survey: Counselors distribute the survey in senior health classes to ensure completion and proper updating of Naviance.

The Student Assistance Counselor

The Student Assistance Counselor has the combined responsibility of counseling and coordination of substance abuse programs. The SAC responds to identified problems, preventing future problems and promoting positive and healthy behaviors for students in the middle and in the high school.

Counseling Activities: The SAC will participate in assessing and assisting students who are at risk for substance abuse or showing signs of other emotional, social, legal, medical and/or familial problems. The SAC works in cooperation with school personnel, counselors, parents, and students in assisting with crisis intervention, early identification, and supportive individual counseling. The SAC will recommend a course of action that is appropriate to the students' success educationally and social emotionally. The SAC will meet with the student, faculty members, parents, (when necessary), to make referrals to in school resources or to community resources. The SAC will work in conjunction with treatment facilities to provide the student and family with a comprehensive approach to counseling in and out of school. The SAC will act as a facilitator or co-facilitator in one or more support groups.

Educational Activities: Disseminate information about Alcohol and other drugs and their related problems to students. Educate students about Alcohol, tobacco and other drug related problems, the student assistance program, policy, procedure, through classroom presentations and faculty in service presentations.

The SAC, in conjunction with The Alternatives Club, REBEL, Peer Leaders and Peer Mediators coordinates prevention activities during Red Ribbon Week, Safe Schools Week, The Great American Smoke out and Kick Butts Day.

The Alternatives Club members take on the role of peer-to-peer education at the high school. The club will hand out informative pamphlets throughout the week and during all three-lunch periods. Through televised announcements and scrolling bulletin announcements the message is clear, to make healthy choices that will keep teenagers from using drugs or alcohol. The members also reach out to students at Florence M. Gaudineer Middle School by handing out pencils, ribbons, tattoos and other items with strong anti drug messages. The club members participate in countywide events to mark the week and will tie ribbons around Springfield to serve as a reminder to the community of Red Ribbon Week.

The Peer Mediators are trained in conflict resolution and mediation at the beginning of the year. During Safe Schools Week they reach out to their peers via televised announcements and scrolling bulletins on effective conflict resolution skills.

During The Great American Smoke out, REBEL members demonstrate the dangers of second hand smoke through the interactive "Nic O' Teen" model during all three lunches. During Kick Butts Day, REBEL members coordinate anti smoking presentations through "Speakers against Tobacco" to highlight the correlation between smoking and cancer.

The SAC works closely with the Peer Leader advisor/s in coordinating programs for the middle school students on Bullying, Alcohol and Marijuana Use. The SAC will provide training to the Peer Leaders who will then cross teach the same program to the 6th, 7th and 8th graders.

Internet Safety is arranged through The Union County Prosecutor's office or the NJ State Police Department, High Tech Crimes Unit for the incoming freshman. Topics such as Internet surfing, instant messaging, downloading, file sharing, phishing, and social networks are addressed discussed.

Bullying and Harassment: Freshman receive the *Bullying, You Don't Have to Take it Anymore* program in their health classes during Safe Schools Week. Students learn that bullying behavior is

wrong and that no one has to accept it. They explore positive ways to deal with a bully and learn whom they could go to if they feel they or a friend is being bullied. Students also learn the dangers of cyber bullying via instant messaging, texting and other social networks. Students are made aware of the zero tolerance law for bullying as well as the process of reporting bullying.

Chemical Use and Dependency. The sophomore class receives the *Dying High in the ER* program during their health classes. The students learn skills for avoiding peer pressure to experiment with drugs or engage in risky behavior. They also learn that the choices that they make now can have permanent consequences. They understand the magnitude of the risks of serious accidents or death by learning about the facts and figures of teen emergency room incidents.

The Junior Class receives the *Pharm Parties: A Lethal Mix* program during their health classes. This program identifies the dangers and consequences of abusing prescription drugs. They will understand the physical and psychological effects of these drugs. They will be aware of the warning signs of a prescription drug overdose. They will understand how prescription drugs could be just as dangerous as illegal drugs.

The Senior Class will learn about Date Rape and Dating Violence during their health classes. The Seniors will learn that a dating relationship does not mean they have to deal with physical, emotional, verbal or sexual abuse. Students will be able to identify the signs of an abusive relationship and how to get help. In school resources such as the SAC, School Counselor, and School Nurse are offered as in school resources. Students are also informed of the out of school resources such as The Union County Date Rape Crisis Center, 908 233 7273 and the statewide domestic violence hotline, 800 572 7233.

The Student Assistance Counselor will function as a member of the Intervention and Referral Services Committee, The Principals Advisory Committee, The Child Study Team Committee.

The SAC will act as a liaison to the community as the Coordinator of The Springfield Municipal Alliance Committee. The SMAC is a community-based organization comprised of volunteers dedicated to heighten awareness, educate and prevent drug and alcohol use. The SMAC provides funding for the implementation of school and community programs that promote a drug free, alcohol free lifestyle.

As a member of the Association of Student Assistance Programs, the SAC maintains connections with other schools within Union County to discuss current trends and effective substance awareness programs. The SAC continually attends seminars that provide current techniques in assessment and treatment of adolescents. The SAC will continue to develop and maintain effective working relationships with service providers within the community to provide the best source of help for all students and their families within the Springfield Public School system.

Grade 8

Title of Activity: 8th Grade Orientation to Program of Studies at the High School

Objective:

1. To assure the successful transition of students to high school by exposing them to academic requirements and individual choices

Materials:

Copies of Program of Studies

Handouts: Registration Procedures and Typical Freshman Schedule

Procedures:

- This lesson is taught by the high school counselors during activity period at the middle school.
- The lesson is introduced with a discussion of the differences between middle school and high school. Topics for discussion include: attendance, credits, graduation requirements, academic expectations and pursuing future goals.
- Point to the Program of Studies booklet on the district website for the students to access and stress the importance of sharing it with parents. Key pages of the booklet are then reviewed:
 - a. Graduation Requirements (stress importance of earning a D average to earn credits)
 - b. NJ High School Graduation Test, Attendance policy
 - c. Weighting for honors classes
 - d. Subject listings (distinguish between required courses and electives)
 - e. Course descriptions (review prerequisites and recommendation policy)
- Review the Typical Freshman Schedule concentrating on choices available for freshmen and the usual course sequences related to these decisions.
- Explain the other two phases of the eighth-grade orientation program:
 - a. Evening orientation program at the high school with parents
 - b. Individual registration conference with high school counselor at FMG (parent is invited to attend)
- Middle school counselors should emphasize their availability to support students throughout the eighth-grade registration process and the transition to high school. They should also offer to accompany students to the individual conference if their parent cannot attend.

Evaluation:

1. Appropriate placement in high school courses

REGISTRATION PROCEDURES

1. Review the Program of Studies booklet for the current academic year with your son/daughter. Please note the high school graduation requirements.
2. Attend the orientation program for students and parents on held in January in the auditorium at Jonathan Dayton High School. Information and a response form will be mailed to parents/guardians.
3. Attend the individual registration conference with the high school counselor at FMG. A letter with the appointment time will be mailed to your home under separate cover. Recommendations for placement from the academic departments will be shared at this meeting. Registration will proceed with the student if the parent is not present.

TYPICAL FRESHMAN SCHEDULE

- Physical Education/Health 1
- English 1 Literature (or English 1 Literature Honors)
- Freshmen Writing/Research
- Western Civilization (or Western Civilization Honors)
- Biology (or Biology Honors)
- Mathematics – One of the following:
 - Algebra 1
 - Geometry
 - Geometry Honors
 - Trig/Algebra
 - Algebra 2 Honors
- World Language - One of the following:
 - French 2
 - Spanish 2
 - Italian 2
- Lunch

PLEASE NOTE:

- Recommendations for placement in English, Social Studies, Mathematics and Science will be made by the departments. These recommendations will be shared with students and parents at registration.
- The order of classes in the school day will be determined by the computer after student registration is completed.

JDHS Scope and Sequence

	Grade 9
September-October	PSAT Administration A:B2.2 A,C Small group counseling session: orientation to school counseling and goal-setting for high school 9.1 A:B2.3 A,C,P/S Review standardized tests for placement purposes; adjust schedules accordingly A:B2.3 A SAC presentation on Anti-Bullying Law during activity period 2.1.8 S 4 2.2.4 B 3 PS:A2.1 PS:A2.3 PS:C1.9 P/S Individual conferences with new students A:B1.5 A,C,P/S 9.2. 9.3 School-Wide Anti-Bullying Assembly 2.2.8.A.2 2.2.12.A.1 2.2.12.A.2 2.2.12.A.3 2.1.12.D.2
November-December-January	Orientation to Naviance/Goal Setting/Activities resume A:B2.4 A:B1.6 A,C 9.2 Financial Aid Workshop Review students records for NJSLA readiness C:A1.4
February - March	Assist students in scheduling for next year A:B1.5 A,C

	Individual conference to review progress toward goals and plan sophomore year 9.2, 9.3 PS:B1.12 A:B2.4 A,C 9.2
April – May - June	Individual program adjustment as necessary A:B2.5 A,C 92 College Admission Speaker (Bi-Annual) NJSLA AP Exams 9.2,9.3
On-going	Monitor academic adjustment to high school and provide assistance as necessary A:B2.1 A,C Monitor social and emotional progress and provide interventions as necessary PS:A1.1-12 PSA2.1-8 P/S Monitor schedules, change as necessary A:B2-7 A,C 9.2,9.3 Academic and attendance intervention conference A:A3.1 A;B1.4 A, P/S Crisis Intervention with At-risk Students A, P/S Harassment, Intimidation and Bullying Investigation and Reports 2.1.8 S 4 2.2.4 B 3 PS:A2.1 PS:A2.3 PS:C1.9

Grade 9

Title: Orientation to High School Counseling Services

Objectives:

1. Students will be able to explain the role of their school counselor and the School Counseling Office.
2. Students will be able to access School Counseling services at JDHS.
3. Students will be able to identify sources of help with academic, social and personal problems at JDHS.
4. Students will begin to establish a relationship with their high school counselor.

Standards: 9.3.12.C.1

Materials: School Counseling pass

Suggested Time: One class period

Procedures:

- Divide students into small groups. Because one of the goals of the session is to establish a rapport with students, it is suggested that the groups be no larger than 5 students.
- Engage students in conversation about their experiences in high school in the first weeks of school. Emphasis should be placed on identifying problems with adjustment to the high school that require the counselor's intervention.
- Explain the role of the school counselor and the School Counseling Office at the high school and the confidentiality rules. Identify the School Counseling pass and its role in requesting an appointment with the counselor.
- Identify other sources of support at the high school, including:
 - a. the Student Assistance Counselor
 - b. the school nurse
 - c. availability of teachers for extra help
 - d. National Honor Society tutors
- Stress the importance of academic performance in high school and the transcript as a permanent record of achievement.

Evaluation:

1. Students use of the pass system to request appointments with the school counselor and their use of other resources in the school in resolving academic, social and personal problems.
2. Monitoring of students' adjustment to high school by the counselor.

Grade 9

Title: Bullying and Harassment

Objective(s):

1. Define bullying and harassment in any form including cyber-bullying
2. Identify bullying and harassment as violence
3. Explain current statistics and facts about bullying and harassment
4. Explain the difference between reporting and “ratting”
5. Describe the psychological trauma associated with bullying and harassment
6. Identify ways to be proactive when witnessing bullying
7. Explain the zero tolerance policy when it comes to bullying and harassment in any form including cyber-bullying at Jonathan Dayton High School
8. Identify their sources of help are at Jonathan Dayton High School

Standards: 2.2.12.A.2

Materials:

DVD “I Was Cyberbullied”

District HIB investigation forms

Suggested Time: One class period

Procedure:

- Through the Bullying and Harassment PowerPoint presentation engage students in a discussion about bullying and harassment and the emotional and psychological long lasting effects of bullying.
- Distribute and review the district policy on bullying and harassment.

Evaluation: Post and pre tests

Grade 9, 10, 11 and 12

Title: Individual Conference with Student Who is New to the District

Objectives:

1. Students will be able to explain the role of their school counselor and the School Counseling Office
2. Students will be able to access School Counseling services at JDHS.
3. Students will be able to identify sources of help with academic, social and personal problems at JDHS.
4. Students will begin to establish a relationship with their high school counselor.
5. The counselor will gain pertinent information about the student's history and personal situation.

Standards: 9.3.12.C.1

Materials:

School Counseling pass
Student's cumulative record

Suggested Time: 30 minutes

Procedures:

- The counselor will conduct an individual conference with the student. The conference may include the registration of the student and the development of the schedule or this process may have occurred previously.
- In the context of this conference questions designed to explore the student's academic and personal situation should be addressed. Sample questions are listed below:
 1. What was your experience at your previous school? Records should be reviewed and clarified.
 2. What was the reason for your transfer to Jonathan Dayton?
 3. With whom do you live? What is it like at home? Are you able to concentrate on your homework?
 4. What are your most difficult classes? What assistance do you need to succeed?
 5. Are any of your classes so easy that we should consider a schedule change?
 6. Have you joined any activities, sports or clubs? Would you like to?
 7. Do you have questions about the school? The community?
 8. What are your plans after high school?
 9. Have you ever received any extra assistance with your work (basic skills instruction, IEP, 504, etc.)?
 10. What information or assistance may I provide?

Evaluation:

1. Conversion of student's records.
2. Referral for appropriate services.
3. Schedule adjustment if needed.

Grade 9

Title: Orientation to Naviance

Objectives:

1. Students will register on Naviance.
2. Students will be able to explain the components of Naviance.
3. Students will complete a personality assessment survey.
4. Students will be able to use the results of the personality assessment survey to explore potential careers.

Standards: 9.3.12.C.1

Materials:

Naviance registration codes
Student laptops

Suggested Time: One class period

Procedures:

- Students will meet with members of the counseling staff during health classes to complete the following activities:
 1. The counselors will distribute registration codes to students.
 2. Students will log on to Naviance.
 3. Students will create an account and bookmark the page.
 4. Students will complete and save the personality survey.
 5. Students will review their description to help them identify their strengths and weaknesses, their personality traits and potential college majors and careers.

Evaluation:

1. Completed personality survey

Grades 9,10,11

Title: Classroom Meetings with Students to Input their Course Requests for the Next School Year

Objectives:

1. Students will be able to correctly identify the courses that they should be taking for next year
2. Students will be able to access their OnCourse portals to review their requests

Standards: A:A2.4 , A:A3.3, A:A3.5, A:B1.4, A:B1.5, A:B1.7, A:B2.1, A:B2.2, A:B2.3, A:B2.4, A:B2.5

Materials: Counselor created student handout, laptop, overhead projector

Suggested time: One class period

Procedures, Process, and Explanation:

If you are in an honors course, you stay in honors unless your teacher recommends otherwise.

If you want any honors level courses, and your teacher has not recommended you for it, you must decide if you and your parents want to fill out an override form to place yourself in the higher level. AP work is COLLEGE LEVEL work. The class is significantly more independent.

As we are in high school, we want to treat you as young adults and want you to have a say in what you are taking here at Dayton.

English

English 1 Lit and English Wri & Res English 2 English 3 English 4

English 1 Lit Honors and English Wri & Res English 2 Honors AP English 3 AP English 4

Math

Algebra 1 Geometry

Geometry Trig/Alg

Geometry Honors Algebra 2 Honors

Trig/Alg Alg 2/Pre-Calculus

Algebra 2 Honors Pre-Calculus Honors

Alg 2/ Pre-Calculus Calculus

Pre-Calculus Honors AP Calculus BC

Social Studies

Western Civilization US History to 1900

Western Civilization Honors US History to 1900 Honors

US History to 1900 20th Century and Beyond

US History to 1900 Honors AP US History

Science

Biology Chemistry

Conceptual Physics

Biology Honors ☐☐Chemistry Honors

Chemistry ☐☐Physics

Chemistry Honors ☐☐AP Physics/Physics/AP Chemistry/ AP Biology

World Language

You will move to the next level.

Spanish 1 ☐☐Spanish 2 ☐☐Spanish 3 ☐☐Spanish 4 ☐☐AP Spanish 5 ☐☐AP Spanish 6

Italian 1 ☐☐Italian 2 ☐☐Italian 3 ☐☐Italian 4 ☐☐AP Italian 5 ☐☐AP Italian 6

French 1 ☐☐French 2 ☐☐French 3 ☐☐French 4 ☐☐AP French 5 ☐☐AP French 6

Electives

As you no longer will have a Writing/Research class in your schedule, you now have a period of the day to fill with electives.

Graduation Requirements:

Personal Finance OR Introduction to Economics

5 Credits of Practical Arts

5 Credits of Visual Arts

Please refer to your program of studies if you are still confused!!!!

ANY COURSES WITH A “V” IN FRONT OF THE NUMBER IS A VO-TECH COURSE

Evaluation:

1. Students correctly agree and decide upon the proper course requests through their meeting and OnCourse
2. Monitoring of student's academic progress on the requested path

Grade 9, 10, 11

Title: Individual Registration Conference

Objectives:

1. Students will be able to assess their progress toward graduation.
2. Students will make informed course choices consistent with their future goals.

Standards: 9.3.12.C.2 and 9.1.4.A.4

Materials:

Program of Studies booklet
Registration sheet
Course placement appeal forms
Recommendations for course placement

Suggested time: 25-40 minutes

Procedure:

- Review student's grade history using his transcript and most recent report card
- Discuss student's academic goals and post-secondary plans.
- Review course requirements and student's progress toward graduation
- Share departmental recommendations for placement in academic subjects
- Assist student in appropriate selection of courses for review by parent/guardian

Evaluation:

1. Student success in selected program and progress toward graduation.
2. Successful post-secondary placement consistent with student goals and abilities.

REGISTRATION PROCEDURES

Grade 9, 10 and 11

Title: Academic Interventions with Students in Danger of Losing Credit for a Class

Objectives:

1. Students and parents will be informed of the student's status in classes where credit is in jeopardy
2. Students will identify the steps to take to improve their grades.
3. Students and parents will know the impact of loss of credit on progress toward graduation.

Standards: 9.1.4.A.1 and 9.1.4.A.2

Materials: Academic Intervention Form
Letter On Loss of Credit

Procedures:

- The counselor will note all students with D or F grades on the first marking period progress report. Special attention will be paid to classes that are required for graduation. The counselor will see the student to clarify the nature of the problem and to suggest methods of improvement. The availability of teachers for extra help during activity period will be stressed. A National Honor Society tutor will be arranged if desired.
- If there is no improvement the teacher will complete an academic intervention form. The counselor will discuss the situation with the teacher. Then the counselor will meet with the student to explain areas of weakness and suggest methods of improvement. The counselor will continue to monitor the student's progress in the class(s) intervening as necessary and appropriate. If there is no improvement in the student's work, the parent will be contacted.
- The procedure outlined in step one and two will be repeated after each progress report and report card.
- If a student loses credit for a course, the teacher completes an academic intervention form indicating loss of credit. Upon receipt of the form, the counselor meets with the student and contacts the parent. Summer school information is provided, and the importance of attendance is stressed. A letter documenting loss of credit is sent to the parent.

Evaluation:

1. Improvement in marking period grades.
2. Successful completion of course(s).

Grade 9, 10, 11 and 12

Title: Social/Emotional Interventions

Objective(s):

1. To provide crisis intervention and appropriate referrals
2. To assist students in improving their self-esteem, self-image and self-worth
3. To teach students coping, problem-solving and decision-making skills and help them apply these skills to life situations.
4. To help students seek support from school and community resources in dealing with social and emotional problems

Standards: PS:B1.4, PS:B1.5, PS:C1.5, PS:C1.7, PS:C1.11

Materials:

Referral list for counselors

Referral list for parents and students

Procedure:

- The counselor is alerted to social and emotional difficulties in one or more of these ways:
 1. Student self-referral
 2. Counselor observation
 3. Peer referral
 4. Parental contact
 5. Teacher or administrative referral
 6. Referrals from the I and RS team or Child Study Team
- The counselor meets with the student to assess the situation. Using his/her professional training, the counselor will decide the best approach to use in this case.
- Interventions may include some or all of the following:
 - a. Short-term supportive counseling
 - b. Parental involvement
 - c. Referral to school resources such as the Student Assistance Counselor, the nurse, members of the Child Study Team, the administration, coaches, etc.
 - d. Sharing appropriate information with teachers with the permission of the student or parent
 - e. Referral to community resources
 - f. Communication with therapists and treatment providers
 - g. Referral to the I and RS Committee
 - h. Academic monitoring and support
 - i. Referral for school-based group counseling
 - j. Sponsoring programs to educate the school community

Evaluation:

1. Feedback from students, parents, community agencies, faculty and other sources
2. Counselor observation
3. Academic progress

Grades 9, 10, 11 and 12

Title: Attendance Intervention Procedures

Objectives:

1. The student will be able to explain the impact of poor attendance on his/her academic performance and credit status.
2. The counselor will identify causes of poor attendance and provide appropriate interventions to resolve the situation.

Standards: 9.1.4.A.1

Materials:

Attendance Intervention Letter (sample attached)

Procedure:

- When the student has accumulated the designated number of absences in a class, the teacher e-mails the attendance clerk and copies the counselor. The teacher notifies the parent and student of the concern. The attendance clerk mails an attendance intervention letter to the parent.
- The counselor conducts a conference with the student to reinforce the attendance policy and determine the reason for excessive absence or tardiness. Appropriate interventions are provided to resolve the situation if possible. The counselor monitors the situation and involves the parent in the discussion as necessary.
- Upon receipt of a final warning, the counselor confirms that both the student and parent are aware that additional absences may result in loss of credit for a class.
- If a student loses credit for a course, the teacher completes an attendance intervention form indicating loss of credit. Upon receipt of the form, the counselor meets with the student and contacts the parent. Summer school information is provided, and the importance of summer school attendance is stressed. A letter documenting loss of credit is sent to the parent.

Evaluation:

1. Improved attendance before the student loses credit for a class.

Grade 9, 10, 11 and 12

Title: Crisis Intervention

Objectives:

1. To provide crisis intervention and appropriate referrals
2. To assist students in improving their self-esteem, self-image and self-worth
3. To teach students coping, problem-solving and decision-making skills and help them apply these skills to life situations.
4. To help students seek support from school and community resources in dealing with social and emotional problems

Standards: 9.1.4.A.2 and 9.1.4.A.5

Materials:

Referral list for counselors

Referral list for parents and students

Procedure:

- The counselor is alerted to social and emotional difficulties in one or more of these ways:
 1. Student self-referral
 2. Counselor observation
 3. Peer referral
 4. Parental contact
 5. Teacher or administrative referral
 6. Referrals from the I and RS team or Child Study Team
- The counselor meets with the student to assess the situation. Using his/her professional training, the counselor will decide the best approach to use in this case.
- Interventions may include some or all of the following:
 1. Short-term supportive counseling
 2. Parental involvement
 3. Referral to school resources such as the Student Assistance Counselor, the nurse, members of the Child Study Team, the administration, coaches, etc.
 4. Sharing appropriate information with teachers with the permission of the student or parent
 5. Referral to community resources
 6. Communication with therapists and treatment providers
 7. Referral to the I and RS Committee
 8. Academic monitoring and support
 9. Referral for school-based group counseling
 10. Sponsoring programs to educate the school community

Evaluation:

1. Feedback from students, parents, community agencies, faculty and other sources
2. Counselor observation
3. Academic progress

JDHS Scope and Sequence

	Grade 10
September-October	PSAT Administration A:B2.2 A,C Review standardized tests for placement purposes; adjust schedules accordingly 9.1 A:B2.3 A Individual conferences with new students A:B1.5 A,C,P/S 9.2, 9.3
November-December-January	Classroom introduction to career exploration using Naviance A:B2.4 C:A1.1 C:A1.2 C:A1.3 A,C 9.2 Review students records for NJSLA readiness C:A1.4 SAC presentation on topic of demonstrated need in health classes 2.1.8 D 4 2.1.9 2.1.12 A 2 2.1.10 2.2.8 B 3 PS:C1.6 PS:C1.9 Financial Aid Workshop
February - March	Assist students in scheduling for next year A:B1.5 A,C 9.2 Individual conference to review progress toward goals and plan junior year A:B2.4 PS:B1.12 A,C 9.2 NJSLA 9.2,9.3 College Admission Speaker (Bi-Annual)

April – May - June	Naviance career profile follow-up as necessary	C:A1.1 C:A1.2 C:A1.3 A,C 9.2
	Individual career counseling session	C:A1.1 C:A1.2 C:A1.3 A,C 9.2
	Individual program adjustment as necessary	A:B2.5 A,C 9.2
	NJSLA (EOY)	
	AP Exams	9.2,9.3
On-going	Monitor academic progress and provide assistance as necessary	A:B2.1 A,C 9.2
	Monitor social and emotional progress and provide interventions as necessary	PS:A1.1-12 PS:A2.1-8 P/S
	Monitor schedules, change as necessary	A:B2.7 A,C 9.2
	Academic and attendance intervention conference	A:A3.1 A:B1.4 A, P/S 9.2
	Crisis Intervention for At-risk students	A,P/S

Grade 9, 10, 11 and 12

Title: Individual Conference with Student Who is New to the District

Objectives:

1. Students will be able to explain the role of their school counselor and the School Counseling Office
2. Students will be able to access School Counseling services at JDHS.
3. Students will be able to identify sources of help with academic, social and personal problems at JDHS.
4. Students will begin to establish a relationship with their high school counselor.
5. The counselor will gain pertinent information about the student's history and personal situation.

Standards: 9.3.12.C.1

Materials:

School Counseling pass
Student's cumulative record

Suggested Time: 30 minutes

Procedures:

- The counselor will conduct an individual conference with the student. The conference may include the registration of the student and the development of the schedule or this process may have occurred previously.
- In the context of this conference questions designed to explore the student's academic and personal situation should be addressed. Sample questions are listed below:
 1. What was your experience at your previous school? Records should be reviewed and clarified.
 2. What was the reason for your transfer to Jonathan Dayton?
 3. With whom do you live? What is it like at home? Are you able to concentrate on your homework?
 4. What are your most difficult classes? What assistance do you need to succeed?
 5. Are any of your classes so easy that we should consider a schedule change?
 6. Have you joined any activities, sports or clubs? Would you like to?
 7. Do you have questions about the school? The community?
 8. What are your plans after high school?
 9. Have you ever received any extra assistance with your work (basic skills instruction, IEP, 504, etc.)?
 10. What information or assistance may I provide?

Evaluation:

1. Conversion of student's records.
2. Referral for appropriate services.
3. Schedule adjustment if needed.

Grade 10

Title: Career Exploration using Naviance

Objectives:

1. Students will be able to clarify their career interests.
2. Students will be able to research occupations related to their career interests.
3. Students will be able to explain the career exploration process.
4. Students will identify careers that match their interests, aptitudes and values.

Standards: 9.3.12.C.7 and 9.3.12.C.23

Materials:

Student laptops
Naviance

Suggested time: One class period

Procedures:

Small Group Session

1. Introduce the session by reviewing the career exploration process.
2. Have students log on to Naviance at succeed.naviance.com. Give new students registration codes to allow them to access Naviance.
3. Have students complete and save the career interest survey.
4. Have students complete Career Interest Inventory worksheet.
5. Remaining time in this session should be used to explore suggested occupations using the research features in Naviance. Students should be encouraged to explore several potential careers.

Follow-UP Individual Session

1. Review career interest survey and personality profile saved in Naviance.
2. With counselor's direction continue the occupation search, recording possible careers in Naviance. The counselor should assist the student in clarifying which occupations are best suited to his interests, abilities and values.

Evaluation:

1. Computer generated career interest assessment and occupation descriptions in Naviance for future reference.
2. Student articulation of career goals in registration and college conferences.

Career Interest Worksheet

Name: _____

Grade: _____

Date: _____

Counselor: _____

Write down your number for each category:

Realistic: _____

Investigative: _____

Artistic: _____

Social: _____

Enterprising: _____

Conventional: _____

Circle the top three numbers.
These are your strongest
interests. Does this accurately
describe you?

Click on "View Matching Occupations" List

Please list two careers associated with your code and the level of preparation (None, Some, Considerable, etc.) for each:

1. _____ Preparation : _____

2. _____ Preparation: _____

Explore one career and indicate the following:

One skill I will need for this career: _____

Two typical tasks associated with this career:

1. _____ 2. _____

The average wage associated with this career for
California _____
New Jersey _____
Texas _____

What major I could pursue for this career: _____

A college that offers this major is: _____

Grade 10

Title: Dying High: Teens in the ER

Objective(s):

1. Explain why there is no such thing as a “safe recreational drug”
2. Identify skills for avoiding peer pressure to experiment with drugs or engage in risky behavior
3. Appreciate that drugs are not necessary in order to enjoy life
4. Explain how the choices they make now can have permanent consequences
5. Identify the scope and magnitude of the risks of serious accidents or death using the facts and figures of teen emergency room incidents.
6. Identify who their sources of help are at the high school

Standards: 2.2.12.B.1

Materials:

Video: *Dying High in the E.R.*

Pre-test and post-test with “Testing Your Knowledge”

Suggested Time: One class period

Procedures:

- Through class discussion establish the difference between natural risks that teenagers will take as a journey into maturity and independence, and the risks teenagers take through negative decision making such as drugs and alcohol.
- Distribute the pre-test before the video.
- After the video review the post-test and the testing your knowledge handouts.

Evaluation: Post and pre tests

Grades 9,10,11

Title: Classroom Presentations with Students to Input their Course Requests for the Next School Year

Objectives:

3. Students will be able to correctly identify the courses that they should be taking for next year
4. Students will be able to access their OnCourse portals to review their requests

Standards: A:A2.4 , A:A3.3, A:A3.5, A:B1.4, A:B1.5, A:B1.7, A:B2.1, A:B2.2, A:B2.3, A:B2.4, A:B2.5

Materials: Counselor created student handout, laptop, overhead projector

Suggested time: One class period

Procedures, Process, and Explanation:

If you are in an honors course, you stay in honors unless your teacher recommends otherwise.

If you want any honors level courses, and your teacher has not recommended you for it, you must decide with your guardians if you are going to submit an override form. AP work is COLLEGE LEVEL work. The class is significantly more independent.

As we are in high school, we want to treat you as young adults and want you to have a say in what you are taking here at Dayton.

English

English 1 Lit and English Wri & Res English 2 English 3 English 4

English 1 Lit Honors and English Wri & Res English 2 Honors AP English 3 AP English 4

Math

Algebra 1 Geometry

Geometry Trig/Alg

Geometry Honors Algebra 2 Honors

Trig/Alg Alg 2/Pre-Calculus

Algebra 2 Honors Pre-Calculus Honors

Alg 2/Pre-Calculus Calculus

Pre-Calculus Honors AP Calculus BC

Social Studies

Western Civilization US History to 1900

Western Civilization Honors US History to 1900 Honors

US History to 1900 20th Century and Beyond

US History to 1900 Honors AP US History

Science

Biology Chemistry

Conceptual Physics

Biology Honors ☐☐Chemistry Honors

Chemistry ☐☐Physics

Chemistry Honors ☐☐AP Physics/Physics/AP Chemistry/ AP Biology

World Language

You will move to the next level.

Spanish 1 ☐☐Spanish 2 ☐☐Spanish 3 ☐☐Spanish 4 ☐☐AP Spanish 5 ☐☐AP Spanish 6

Italian 1 ☐☐Italian 2 ☐☐Italian 3 ☐☐Italian 4 ☐☐AP Italian 5 ☐☐AP Italian 6

French 1 ☐☐French 2 ☐☐French 3 ☐☐French 4 ☐☐AP French 5 ☐☐AP French 6

Electives

As you no longer will have a Writing/Research class in your schedule, you now have a period of the day to fill with electives.

Graduation Requirements:

Personal Finance OR Introduction to Economics

5 Credits of Practical Arts

5 Credits of Visual Arts

Please refer to your program of studies if you are still confused!!!!

ANY COURSES WITH A “V” IN FRONT OF THE NUMBER IS A VO-TECH COURSE

Evaluation:

3. Students correctly decide upon and submit the proper course requests in their meeting through OnCourse
4. Monitoring of student's academic progress on the requested path

Grade 9, 10, 11

Title: Individual Registration Conference

Objectives:

1. Students will be able to assess their progress toward graduation.
2. Students will make informed course choices consistent with their future goals.

Standards: 9.3.12.C.2 and 9.1.4.A.4

Materials:

Program of Studies booklet
Registration sheet
Course placement appeal forms
Recommendations for course placement

Suggested time: 25-40 minutes

Procedure:

- Review student's grade history using his transcript and most recent report card
- Discuss student's academic goals and post-secondary plans.
- Review course requirements and student's progress toward graduation
- Share departmental recommendations for placement in academic subjects
- Assist student in appropriate selection of courses for review by parent/guardian

Evaluation:

3. Student success in selected program and progress toward graduation.
4. Successful post-secondary placement consistent with student goals and abilities.

Grade 9, 10 and 11

Title: Academic Interventions with Students in Danger of Losing Credit for a Class

Objectives:

1. Students and parents will be informed of the student's status in classes where credit is in jeopardy
2. Students will identify the steps to take to improve their grades.
3. Students and parents will know the impact of loss of credit on progress toward graduation.

Standards: 9.1.4.A.1 and 9.1.4.A.2

Materials: Academic Intervention Form
Letter On Loss of Credit

Procedures:

- The counselor will note all students with D or F grades on the first marking period progress report. Special attention will be paid to classes that are required for graduation. The counselor will see the student to clarify the nature of the problem and to suggest methods of improvement. The availability of teachers for extra help during activity period will be stressed. A National Honor Society tutor will be arranged if desired.
- If there is no improvement the teacher will complete an academic intervention form. The counselor will discuss the situation with the teacher. Then the counselor will meet with the student to explain areas of weakness and suggest methods of improvement. The counselor will continue to monitor the student's progress in the class(s) intervening as necessary and appropriate. If there is no improvement in the student's work, the parent will be contacted.
- The procedure outlined in step one and two will be repeated after each progress report and report card.
- If a student loses credit for a course, the teacher completes an academic intervention form indicating loss of credit. Upon receipt of the form, the counselor meets with the student and contacts the parent. Summer school information is provided, and the importance of attendance is stressed. A letter documenting loss of credit is sent to the parent.

Evaluation:

1. Improvement in marking period grades.
2. Successful completion of course(s).

Grade 9, 10, 11 and 12

Title: Social/Emotional Interventions

Objective(s):

1. To provide crisis intervention and appropriate referrals
2. To assist students in improving their self-esteem, self-image and self-worth
3. To teach students coping, problem-solving and decision-making skills and help them apply these skills to life situations.
4. To help students seek support from school and community resources in dealing with social and emotional problems

Standards: PS:B1.4, PS:B1.5, PS:C1.5, PS:C1.7, PS:C1.11

Materials:

Referral list for counselors

Referral list for parents and students

Procedure:

- The counselor is alerted to social and emotional difficulties in one or more of these ways:
 1. Student self-referral
 2. Counselor observation
 3. Peer referral
 4. Parental contact
 5. Teacher or administrative referral
 6. Referrals from the I and RS team or Child Study Team
- The counselor meets with the student to assess the situation. Using his/her professional training, the counselor will decide the best approach to use in this case.
- Interventions may include some or all of the following:
 1. Short-term supportive counseling
 2. Parental involvement
 3. Referral to school resources such as the Student Assistance Counselor, the nurse, members of the Child Study Team, the administration, coaches, etc.
 4. Sharing appropriate information with teachers with the permission of the student or parent
 5. Referral to community resources
 6. Communication with therapists and treatment providers
 7. Referral to the I and RS Committee
 8. Academic monitoring and support
 9. Referral for school-based group counseling
 10. Sponsoring programs to educate the school community

Evaluation:

1. Feedback from students, parents, community agencies, faculty and other sources
2. Counselor observation
3. Academic progress

Grades 9, 10, 11 and 12

Title: Attendance Intervention Procedures

Objectives:

1. The student will be able to explain the impact of poor attendance on his/her academic performance and credit status.
2. The counselor will identify causes of poor attendance and provide appropriate interventions to resolve the situation.

Standards: 9.1.4.A.1

Materials:

Attendance Intervention Letter (sample attached)

Procedure:

- When the student has accumulated the designated number of absences in a class, the teacher e-mails the attendance clerk and copies the counselor. The teacher notifies the parent and student of the concern. The attendance clerk mails an attendance intervention letter to the parent.
- The counselor conducts a conference with the student to reinforce the attendance policy and determine the reason for excessive absence or tardiness. Appropriate interventions are provided to resolve the situation if possible. The counselor monitors the situation and involves the parent in the discussion as necessary.
- Upon receipt of a final warning, the counselor confirms that both the student and parent are aware that additional absences may result in loss of credit for a class.
- If a student loses credit for a course, the teacher completes an attendance intervention form indicating loss of credit. Upon receipt of the form, the counselor meets with the student and contacts the parent. Summer school information is provided, and the importance of summer school attendance is stressed. A letter documenting loss of credit is sent to the parent.

Evaluation:

1. Improved attendance before the student loses credit for a class.

Grade 9, 10, 11 and 12

Title: Crisis Intervention

Objectives:

1. To provide crisis intervention and appropriate referrals
2. To assist students in improving their self-esteem, self-image and self-worth
3. To teach students coping, problem-solving and decision-making skills and help them apply these skills to life situations.
4. To help students seek support from school and community resources in dealing with social and emotional problems

Standards: 9.1.4.A.2 and 9.1.4.A.5

Materials:

Referral list for counselors

Referral list for parents and students

Procedure:

- The counselor is alerted to social and emotional difficulties in one or more of these ways:
 1. Student self-referral
 2. Counselor observation
 3. Peer referral
 4. Parental contact
 5. Teacher or administrative referral
 6. Referrals from the I and RS team or Child Study Team
- The counselor meets with the student to assess the situation. Using his/her professional training, the counselor will decide the best approach to use in this case.
- Interventions may include some or all of the following:
 1. Short-term supportive counseling
 2. Parental involvement
 3. Referral to school resources such as the Student Assistance Counselor, the nurse, members of the Child Study Team, the administration, coaches, etc.
 4. Sharing appropriate information with teachers with the permission of the student or parent
 5. Referral to community resources
 6. Communication with therapists and treatment providers
 7. Referral to the I and RS Committee
 8. Academic monitoring and support
 9. Referral for school-based group counseling
 10. Sponsoring programs to educate the school community

Evaluation:

1. Feedback from students, parents, community agencies, faculty and other sources
2. Counselor observation
3. Academic progress

JDHS Scope and Sequence

	Grade 11
September-October	PSAT Administration During PSAT Admin students will receive SAT/ACT handouts A:B2.2 A:B2.3 A,C Review standardized tests for placement purposes; adjust schedules accordingly A:B2.2 A:B2.3 A Individual conferences with new students A:B1.5 A,C.,P/S 9.2
November-December-January	Small group meeting on orientation to post-secondary planning C:A1.5-7 C:B2.1 A,C 9.2,9.3 Financial Aid Workshop for Students and Parents C:1.5-7 C:B2.1 9.1 Review students records for NJSLA readiness C:A1.4 SAT counseling based upon PSAT results as needed A:B2.2 Financial Aid Workshop
February - March	NJSLA Administration 9.2,9.3 A:A1.3 A/C Assist students in scheduling for next year A:B1.5 A,C 9.2

	College Admission Speaker (Bi-Annual) Small group meeting on college selection process during health classes C:A1.5-7 C:B2.1 A,C 9.2,9.3 Individual conference to review progress toward goals and plan senior year PS:B1.12 A:B2.4 A,C 9.2 Program on planning for post-secondary education for juniors and their parents C:A1.5-7 C:B2.1 A,C 9.2 SAC presentation on topic of demonstrated need in health classes 2.1.8 D 4 2.1.12 A 2 2.2.8 B 3 PS:C1.6 PS:C1.8 PS:C1.9 P/S 9.2
April – May - June	AP Test Administration A:A1.3 A/C Small group conferences for college search using Naviance A:B2.4 C:A1.5-7 C:B2.1 A,C 9.2,9.3 Individual conferences with students and parents to make tentative post-secondary plans A:B2.4 C:A1.5-7 C:B2.1 A,C

	Individual program adjustment as necessary NJSLA administration	9.2,9.3 A:B2.5 A,C 9.2 9.2,9.3
On-going	Open house bulletins College representative program Monitor academic progress and provide assistance as necessary Monitor social and emotional progress and provide interventions as necessary Monitor schedules, change as necessary Academic and attendance intervention conferences Crisis Intervention for At-risk Students	A:B2.7 A:B2.7 A A:B2.1 A,C 9.2 PS:A1.1-12 PS:A2.1-8 P/S A:B2.7 A,C 9.2 A:A3.1 A:B1.4 A, P/S A, P/S

Grade 9, 10, 11 and 12

Title: Individual Conference with Student Who is New to the District

Objectives:

1. Students will be able to explain the role of their school counselor and the School Counseling Office
2. Students will be able to access School Counseling services at JDHS.
3. Students will be able to identify sources of help with academic, social and personal problems at JDHS.
4. Students will begin to establish a relationship with their high school counselor.
5. The counselor will gain pertinent information about the student's history and personal situation.

Standards: 9.3.12.C.1

Materials:

School Counseling pass
Student's cumulative record

Suggested Time: 30 minutes

Procedures:

- The counselor will conduct an individual conference with the student. The conference may include the registration of the student and the development of the schedule or this process may have occurred previously.
- In the context of this conference questions designed to explore the student's academic and personal situation should be addressed. Sample questions are listed below:
 1. What was your experience at your previous school? Records should be reviewed and clarified.
 2. What was the reason for your transfer to Jonathan Dayton?
 3. With whom do you live? What is it like at home? Are you able to concentrate on your homework?
 4. What are your most difficult classes? What assistance do you need to succeed?
 5. Are any of your classes so easy that we should consider a schedule change?
 6. Have you joined any activities, sports or clubs? Would you like to?
 7. Do you have questions about the school? The community?
 8. What are your plans after high school?
 9. Have you ever received any extra assistance with your work (basic skills instruction, IEP, 504, etc.)?
 10. What information or assistance may I provide?

Evaluation:

1. Conversion of student's records.
2. Referral for appropriate services.
3. Schedule adjustment if needed.

Grade 11

Title: Fall Group Meeting on Post-Secondary Planning

Objectives:

1. Students will register for the SAT's and ACT's appropriately.
2. Students will be able to identify the steps in the college counseling process at JDHS.
3. Students will be able to participate in the college representative program at JDHS and local college fairs.
4. Students will be able to use the Internet to research colleges.
5. Students will learn how to use Naviance to do a college search and locate information on particular colleges.

Standards: 9.3.12.C.2 and 9.3.12.C.3

Materials:

SAT and ACT test dates

SAT/ACT review options handout

Suggested Timeline for Post-Secondary Planning

Listing of Local College Fairs

College Representative Schedule for JDHS

Suggested Questions to Ask A College Representative

Internet References

Student Laptops and Naviance Registration Codes for New Users

Procedure:

- Students will meet with their counselor during physical education classes according to pre-arranged schedule.
- The Suggested Timeline for Pos-Secondary Planning will be distributed and reviewed. Handouts on test dates will be distributed at appropriate points in this review. The importance of early registration for college admissions tests will be stressed, and the college counseling program at JDHS will be explained.
- Sources of information in researching colleges will be discussed. The Internet, local college fairs, college representatives at JDHS and Naviance will be suggested as sources of information. The importance of planning college visits will be stressed.
- Students will be asked to log into Naviance using their computers. The counselor will show them how to use Naviance to research colleges and do a college search.

Evaluation:

1. Student use of Naviance for college purposes.
2. Attendance at college representative program and local college fairs.

Grade 11 and 12

Title: Financial Aid Workshop

Objective:

1. Parents will understand the financial aid process.
2. Parents will know how to complete the Free Application for Federal Student Aid

Standards: 9.3.12.C.2 and 9.3.12.C.3

Materials:

Copies of the current FAFSA form

Financial aid publications from the federal government

Procedure:

- In September the format of the program should be determined. Usually a member of the counseling staff discusses methods of disseminating scholarship information and local scholarship opportunities. A speaker is hired to discuss the financial aid process generally and review the completion of the FAFSA form specifically.
- About three weeks before the program a letter on invitation is mailed to parents. A press release is sent to the local paper and the event is advertised throughout the building. It is also advertised on the website.
- School Counseling secretaries prepare folders of materials for distribution to parents.
- On the evening of the program each family receives the folder of materials as they enter the auditorium. The program generally lasts about an hour and a half.

Evaluation:

1. Program evaluation form.
2. Successful completion and filing of FAFSA.



Jonathan Dayton High School

139 MOUNTAIN AVENUE
SPRINGFIELD, NEW JERSEY 07081
(973) 376-1025
<http://www.springfieldschools.com/jdhs>

Dr. Norman Francis
Principal

Mr. Ronald Slate
Assistant Principal

December 20, 19

Dear Parent:

On behalf of the School Counseling Department it is my pleasure to invite you to Financial Aid Night. The program will be held on *List Date* in the auditorium of Jonathan Dayton High School at 7 p.m. The program will review the completion of the Free Application for Federal Student Aid (FAFSA) and provide suggestions for maximizing the student's eligibility for assistance. Attendance at this program will assist parents of seniors as they deal with the financial aid process in the coming months and provide important background information for parents of juniors as they make financial plans for college.

The featured speaker will be Kimber Decker, Senior Vice President of Nelnet Campus Solutions. Mr. Decker has worked in the financial aid field for nineteen years in colleges and commercial institutions. He has presented financial aid workshops at area high schools for fifteen years, and his presentations have been well-received by local audiences.

To assist in planning for the program, we are requesting that parents respond to this invitation. Please complete the enclosed form and return it to the School Counseling Office. However, if you decline the invitation and then your plans change, please join us.

This program will provide an opportunity to benefit from Kimber Decker's extensive experience in financial aid. Ample time will be provided for questions to address individual concerns. I hope that you will be able to join us for this important program.

Sincerely,

RESPONSE FORM FOR FINANCIAL AID WORKSHOP

List Date

JONATHAN DAYTON HIGH SCHOOL

Name: _____

____ I (we) will attend the program. Number attending: _____

____ I (we) will not be able to attend.

PLEASE RETURN THIS FORM TO THE SCHOOL COUNSELING OFFICE AT JONATHAN DAYTON HIGH SCHOOL BY *list return date*.

Grades 9,10,11,12

Title: Classroom Presentations with Students to Input their Course Requests for the Next School Year

Objectives:

1. Students will be able to correctly identify the courses that they should be taking for next year
2. Students will be able to access their OnCourse portals to review their requests

Standards: A:A2.4 , A:A3.3, A:A3.5, A:B1.4, A:B1.5, A:B1.7, A:B2.1, A:B2.2, A:B2.3, A:B2.4, A:B2.5

Materials: Counselor created student handout, laptop, overhead projector

Suggested time: One class period

Procedures, Process, and Explanation:

If you are in an honors course, you stay in honors unless your teacher recommends otherwise.

If you want any honors level courses, and your teacher has not recommended you for it, you must decide if you and your guardians want to fill out and submit an override form. AP work is COLLEGE LEVEL work. The class is significantly more independent.

As we are in high school, we want to treat you as young adults and want you to have a say in what you are taking here at Dayton.

English

Students at your level are currently in English 1 Literature as well as English Writing/Research. Next year you will move on to English 2 only.

English 1 Literature ☐English 2 ☐English 3 ☐English 4
English 1 Literature Honors ☐English 2 Honors ☐AP English 3 ☐AP English 4

Math

Algebra 1 ☐☐Geometry
Geometry ☐☐Trig/Alg
Geometry Honors ☐☐Algebra 2 Honors
Trig/Alg ☐☐Alg 2/Pre-Calculus
Algebra 2 Honors ☐☐Pre-Calculus Honors

Social Studies

Western Civilization ☐☐US History to 1900

Western Civilization Honors ☐☐US History to 1900 Honors

Science

Biology ☐☐Chemistry

Conceptual Physics

Biology Honors ☐☐Chemistry Honors

Chemistry ☐☐Physics

Chemistry Honors ☐☐AP Physics/Physics/AP Chemistry/ AP Biology

World Language

You will move to the next level.

Spanish 1 ☐☐Spanish 2 ☐☐Spanish 3 ☐☐Spanish 4

Italian 1 ☐☐Italian 2 ☐☐Italian 3 ☐☐Italian 4

French 1 ☐☐French 2 ☐☐French 3 ☐☐French 4

Electives

As you no longer will have a Writing/Research class in your schedule, you now have a period of the day to fill with electives.

Graduation Requirements:

Personal Finance OR Introduction to Economics

5 Credits of Practical Arts

5 Credits of Visual Arts

Please refer to your program of studies if you are still confused!!!!

ANY COURSES WITH A “V” IN FRONT OF THE NUMBER IS A VO-TECH COURSE

Evaluation:

1. Students correctly decide upon and submit the proper course requests in their meeting through OnCourse
2. Monitoring of student’s academic progress on the requested path

Grade 11

Title: Small Group Meeting on College Selection Process using Naviance

Objectives:

1. Students will go through College Search program
2. Students will locate colleges that meet their criteria for colleges
3. Students will have printout of colleges

Standards: C:A1.5-7, C:B2.1, A,C, 9.1,9.2,8.1

Materials:

Laptops

Suggested Time: 1 period

Procedures:

- Students will use email address and password to log onto Naviance
- Students will click on the "Colleges" tab
- Students will click on "College Search" tab
- Students will select criteria on several pages to meet their needs
- Students will click on "Show Matches" to get list of colleges
- Students will click on three filters to select under "Colleges that match your criteria" to obtain information regarding colleges
- Students will print colleges that match criteria
- Students will "pick" colleges to add to their "Colleges I'm Thinking About" tab
- Students may re-select criteria to revise search
- Students may click on college name/link to view college information

Evaluation:

1. Printed list of colleges
2. Student use of Naviance for college purposes

Jonathan Dayton High School



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<http://www.springfieldschools.com/jd/hs>

Dr. Norman Francis
Principal

Mr. Ronald Slate
Assistant Principal

Dear Eleventh Grade Student and Parent(s):

On behalf of the School Counseling Department at Jonathan Dayton High School, it is my pleasure to invite you to our annual college workshop. The program will be held on *List Date* at 7 p.m. in the Auditorium.

The college admissions process is often a source of great anxiety for students and parents. The program that the counseling staff is sponsoring is designed to allay these fears by providing information about the college admissions process generally and college counseling services at Jonathan Dayton High School specifically.

Information about the college counseling process at Jonathan Dayton High School will be reviewed, and each family will receive a folder of materials related to post-secondary education and financial aid. Then a special presentation will provide students and parents with insight into the admissions process. Our featured speaker will be Christopher Hooker-Haring, Dean of Admission and Financial Aid at Muhlenberg College. Local audiences have received his interesting and informative presentation, which will provide insight into the college admissions process, enthusiastically. Time will be provided for questions about the program and the college counseling process at Jonathan Dayton High School.

To assist in planning for the program, we are requesting that parents respond to this invitation. Please complete the enclosed form and return it to the School Counseling Office. However, if you decline the invitation and then your plans change, please join us.

This program is an essential element of the counseling process at Jonathan Dayton High School. I encourage you to take advantage of this opportunity.

Sincerely,

Principal

RESPONSE FORM FOR COLLEGE-PLANNING WORKSHOP

List Date

JONATHAN DAYTON HIGH SCHOOL

Name: _____

____ I (we) will attend the program. Number attending: _____

____ I (we) will not be able to attend.

**PLEASE RETURN THIS FORM TO THE SCHOOL COUNSELING OFFICE AT
JONATHAN DAYTON HIGH SCHOOL BY *** *list the return date****.**

Grade 11

Title: Pharm Parties: A Lethal Mix

Objective(s):

1. Identify the dangers and consequences of abusing prescription drugs
2. Describe the physical and psychological effects of these drugs
3. Identify the warning signs of someone who is abusing prescription drugs
4. Explain the difference between dependence and addiction
5. Appreciate that prescription drugs are not necessary in order to enjoy life, deal with stress or relax

NJCCCS: 2.2.12.B.1

Materials:

Video: *Pharm Parties: A Lethal Mix*

Suggested Time: One class period

Procedures:

- Through classroom discussion students will understand the potentially deadly consequences of abusing prescription and over the counter drugs.
- Distribute the pre-test before the video.
- After the video review the post-test and the testing your knowledge handouts.

Evaluation: Pre-test and post-test.

Grade 11

Title: Junior Group Meeting on Post-Secondary Planning

Objectives:

1. Students will be able to explain selection process for post-secondary education.
2. Students will be able to explain the counselor's role in the post-secondary selection process.

Standards: 9.3.12.C.2 and 9.3.12.C.3

Materials:

3"x5" index cards
Handout explaining basics of college selection process
College comparison chart
SAT registration information
Sample college books for illustration
Naviance registration cards for new students

Suggested time: One class period with small groups of juniors

Procedure:

- Distribute blank index card to students, and ask him or her to put their name on it. To focus attention on the subject of the session, ask to students to visualize where they will be in September of the following year. Ask students to share their cards, helping them clarify their thoughts through questioning (for example a student who is undecided may be asked to add the favorite and least favorite subjects.
- Review the steps of the college selection process using counselor generated handout. Distribute SAT registration information and Naviance registration codes. Show students key reference books available in the School Counseling Office.
- Distribute comparison chart. Have students list the attributes they desire in a college in the first column. Emphasize college selection as a process of researching schools that meet the criteria they establish. Stress the importance of finding schools where they can be successful and happy rather than those with the most prestigious name. Different levels of selectivity should also be discussed and the importance of safety schools stressed.
- Conclude the session by offering individual assistance with the college research process and encouraging prompt response to the invitation to schedule a student/parent conference with the counselor.

Evaluation:

1. Student progress in researching schools and eventual application to appropriate colleges

JUNIOR GROUP POST HIGH SCHOOL PLANNING

OBJECTIVES

College bound juniors have a job to do this spring and summer: Research, obtain college materials and visit campuses in order to begin senior year with several college choices and applications.

3,700 plus colleges in the United States

COLLEGE VISITATION

- Phone admission office for times and dates of informational sessions and tours
- Summer visits are welcomed for visitors
- FILL OUT CARDS!

WHAT DO COLLEGES LOOK AT

- Transcript—selectivity of curriculum
- AP courses – must take exam at end to receive AP credit
- SAT scores
- Extra-curricular activities—sports, community service
- Grade Point Average—we do not rank
- Recommendation letters
- Essay – English teachers ready & willing to help
- Interview—important when/if offered

TEACHER RECOMMENDATIONS

- Must be requested and followed up by student
- Select 1 or 2 teacher(s) from academic subjects who will give you good recommendation
- Teacher will submit the letter electronically into Naviance

SATs (students must send out)

- All SATs must be sent from College Board online
- SAT Subject tests
- How do you know if your college requires SAT Subject tests?

ACTs

- American College Testing program
- Includes English, Math, Science, Reading, Writing

- Math has a little pre-calc SOHCAHTOA
- May be appropriate alternative to SAT

TYPES OF APPLICATIONS

- Terms: Rolling admission, Early Decision, Early Action, Regular Decision
- Common Application information is available in the School Counseling Office
- Fall is the best time to apply to most colleges.

REMINDER: you are responsible for knowing and meeting your deadlines

ATHLETICS/SPECIAL TALENTS

- Div 1 or 2 - NCAA Clearing House Forms
 - Check Carnegie units
- Contact college department or coach
- Acquire letter of recommendation from teacher or coach
- Ask coach to call school
- Send stats/video/tape or portfolio to admission or department

FINANCIAL AID

- FAFSA (Free Application for Federal Student Aid) and CSS-Profile (College Scholarship Service) will be available in the School Counseling Office
 - EFC = expected family contribution
 - SAR – Student Aid Report
- Colleges have endowment and merit \$\$\$
- Bulletin listing scholarship notices received in the School Counseling Office will be sent to senior English classes for review
- Additional sources

IF YOU'RE NOT GOING TO COLLEGE

- Technical careers
- Military

SUGGESTED TIMELINE FOR POST HIGH SCHOOL PLANNING SPRING OF JUNIOR YEAR

Make tentative post-high school plans

Complete preliminary college research process

Schedule college visits – call for appointments for campus tours, interviews, etc.

Take SAT Reasoning Test and/or ACT-SAT Subject Tests may also be necessary

SUMMER FOLLOWING JUNIOR YEAR

Write for college applications, financial aid applications and catalogs

Visit colleges or finalize plans for visits in early fall

Begin work on applications

FALL OF SENIOR YEAR

Retake SAT Reasoning Test and/or ACT if necessary

Take SAT Subject Tests if necessary

Finish college visitations and interviews

Complete applications and write essays

Attend local college nights

Submit college applications by early December

File Free Application for Federal Student Aid (FAFSA) and other financial aid forms required by individual colleges

WINTER AND SPRING OF SENIOR YEAR

Monitor college acceptances and rejections – stay in touch with your counselor

Read all communications from colleges carefully

Complete local scholarship application and other scholarship form

Jonathan Dayton High School



139 MOUNTAIN AVENUE
SPRINGFIELD, NEW JERSEY 07081
(973) 376-1025
<http://www.springfieldschools.com/jd/>

Dr. Norman Francis
Principal

Mr. Ronald Slate
Assistant Principal

December 20, 19

Dear Parent:

In the spring months the School Counseling department focuses on post-secondary planning with juniors. Students must decide whether to seek employment, post-secondary training or admission to the armed services after graduation. Those seeking college admissions must begin to contact and visit institutions that meet their needs academically, socially and financially. It is important that juniors begin now to clarify their goals and plan their implementation.

Your son/daughter's counselor is available to assist with all phases of the post-secondary planning process. Later this month, counselors will begin meeting with students individually and in small groups to provide information and help with decision-making. In addition, **parents are encouraged to make an appointment for an individual conference with the counselor.** The purpose of this meeting is to explore the student's post-graduation plans. Questions about college admissions and financial aid will be addressed. This conference is an essential part of the counseling process, and all juniors and their parents are encouraged to take advantage of this opportunity.

Please call the School Counseling Office at (973) 376-1025, extension 5246 to arrange an appointment for an hour-long conference with your son/daughter's counselor during school hours. The counselors have reserved time in their schedules for this purpose between April 5th and May 14th. Active parental involvement is essential to successful post-secondary planning. Your son/daughter's counselor is looking forward to hearing from you in the near future.

Sincerely,

Principal

Grade 11:

Title: Individual Post-Secondary Planning Conference

Objectives:

1. The student will be able to clearly state his post-secondary goals.
2. The student will be able to research colleges that are appropriate to his/her goals and abilities.
3. The student and parent will clarify their understanding of the post-secondary selection process.

Standards: 9.3.12.C.2 and 9.3.12.C.3

Materials:

Student transcript and other appropriate educational records
Post-Secondary Planning Worksheet

Suggested time: One hour

Procedures:

- The counselor will schedule an hour conference with each eleventh grader and invite his parent(s) to attend.
- Ask student to state his post-secondary goals using questioning techniques to help him be as specific as possible. Stress the importance of selecting realistic colleges including at least one safety school.
- Review the student's high school transcript and test record stressing the student's strengths and potential improvements before applications are filed.
- Explore educational options with the student and parent(s) providing a list of potential schools whenever possible.. Students should be encouraged to research schools carefully and visit campuses when feasible.
- Review the college application and financial aid process providing information appropriate to the student.
- Encourage continued communication throughout the college application process.

Evaluation:

1. Students will identify a list of potential colleges including reach, realistic and safety schools preferably by June of the junior year.

Grade 11

Title: Evening Program on Post-Secondary Planning

Objectives:

1. Students and parents will be able to identify the college counseling process at Jonathan Dayton High School.
2. Students and parents will gain insight into recent trends in college admissions.
3. Students and parents will receive relevant information about the college admissions process and financial aid.

Standards: 9.3.12.C.2 and 9.3.12.C.3

Materials:

Folders of materials on college admissions and financial aid for each family
Representatives from colleges

Procedure:

- In September the format of the program should be determined. The member(s) of the counseling staff discuss the college counseling process at Jonathan Dayton High School. A speaker from a college admissions office addresses trends in college admissions. A panel of admissions representatives may be substituted. College representatives should be arranged early to insure their availability on appropriate dates.
- About three weeks before the program a letter of invitation is mailed to students and parents (see sample letter). A press release is sent to the local paper and the event is advertised throughout the building. It is also advertised on the website.
- School Counseling secretaries prepare folders of materials for distribution to parents.
- On the evening of the program each family receives the folder of materials as they enter the auditorium. The program generally lasts between one and two hours.

Evaluation:

1. Program evaluation form.
2. Participation of parents and students in the college counseling process.

Grade 11

Title: Individual Registration Conference

Objectives:

1. Students will be able to assess their progress toward graduation.
2. Students will make informed course choices consistent with their future goals.

Standards: 9.3.12.C.2 and 9.1.4.A.4

Materials:

Program of Studies booklet
Registration sheet
Course placement appeal forms
Recommendations for course placement

Suggested time: 25-40 minutes

Procedure:

- Review student's grade history using his transcript and most recent report card
- Discuss student's academic goals and post-secondary plans.
- Review course requirements and student's progress toward graduation
- Share departmental recommendations for placement in academic subjects
- Assist student in appropriate selection of courses for review by parent/guardian

Evaluation:

1. Student success in selected program and progress toward graduation.
2. Successful post-secondary placement consistent with student goals and abilities.

Grades 9,10,11

Title: Classroom Presentations with Students to Input their Course Requests for the Next School Year

Objectives:

5. Students will be able to correctly identify the courses that they should be taking for next year
6. Students will be able to access their OnCourse portals to review their requests

Standards: A:A2.4 , A:A3.3, A:A3.5, A:B1.4, A:B1.5, A:B1.7, A:B2.1, A:B2.2, A:B2.3, A:B2.4, A:B2.5

Materials: Counselor created student handout, laptop, overhead projector

Suggested time: One class period

Procedures, Process, and Explanation:

If you are in an honors course, you stay in honors unless your teacher recommends otherwise.

If you want any honors level courses, and your teacher has not recommended you for it, you must decide with your guardians if you want to submit an override form. AP work is COLLEGE LEVEL work. The class is significantly more independent.

As we are in high school, we want to treat you as young adults and want you to have a say in what you are taking here at Dayton.

English

English 1 Lit and English Wri & Res ☐☐English 2 ☐☐English 3 ☐☐English 4
English 1 Lit Honors and English Wri & Res ☐☐English 2 Honors ☐☐AP English 3 ☐☐AP English 4

Math

Algebra 1 ☐☐Geometry
Geometry ☐☐Trig/Alg
Geometry Honors ☐☐Algebra 2 Honors
Trig/Alg ☐☐Alg 2/Pre-Calculus
Algebra 2 Honors ☐☐Pre-Calculus Honors
Alg 2/Pre-Calculus ☐☐Calculus
Pre-Calculus Honors ☐☐AP Calculus BC

Social Studies

Western Civilization ☐☐US History to 1900
Western Civilization Honors ☐☐US History to 1900 Honors

US History to 1900 20th Century and Beyond
US History to 1900 Honors AP US History

Science

Biology Chemistry
 Conceptual Physics

Biology Honors Chemistry Honors

Chemistry Physics

Chemistry Honors AP Physics/Physics/AP Chemistry/ AP Biology

World Language

You will move to the next level.

Spanish 1 Spanish 2 Spanish 3 Spanish 4 AP Spanish 5 AP Spanish 6

Italian 1 Italian 2 Italian 3 Italian 4 AP Italian 5 AP Italian 6

French 1 French 2 French 3 French 4 AP French 5 AP French 6

Electives

As you no longer will have a Writing/Research class in your schedule, you now have a period of the day to fill with electives.

Graduation Requirements:

 Personal Finance OR Introduction to Economics

 5 Credits of Practical Arts

 5 Credits of Visual Arts

Please refer to your program of studies if you are still confused!!!!

ANY COURSES WITH A “V” IN FRONT OF THE NUMBER IS A VO-TECH COURSE

Evaluation:

5. Students correctly decide upon and submit the proper course requests in the meeting through OnCourse
6. Monitoring of student’s academic progress on the requested path

Grade 9, 10 and 11

Title: Academic Interventions with Students in Danger of Losing Credit for a Class

Objectives:

1. Students and parents will be informed of the student's status in classes where credit is in jeopardy
2. Students will identify the steps to take to improve their grades.
3. Students and parents will know the impact of loss of credit on progress toward graduation.

Standards: 9.1.4.A.1 and 9.1.4.A.2

Materials: Academic Intervention Form
Letter On Loss of Credit

Procedures:

- The counselor will note all students with D or F grades on the first marking period progress report. Special attention will be paid to classes that are required for graduation. The counselor will see the student to clarify the nature of the problem and to suggest methods of improvement. The availability of teachers for extra help during activity period will be stressed. A National Honor Society tutor will be arranged if desired.
- If there is no improvement the teacher will complete an academic intervention form. The counselor will discuss the situation with the teacher. Then the counselor will meet with the student to explain areas of weakness and suggest methods of improvement. The counselor will continue to monitor the student's progress in the class(s) intervening as necessary and appropriate. If there is no improvement in the student's work, the parent will be contacted.
- The procedure outlined in step one and two will be repeated after each progress report and report card.
- If a student loses credit for a course, the teacher completes an academic intervention form indicating loss of credit. Upon receipt of the form, the counselor meets with the student and contacts the parent. Summer school information is provided, and the importance of attendance is stressed. A letter documenting loss of credit is sent to the parent.

Evaluation:

1. Improvement in marking period grades.
2. Successful completion of course(s).

Grade 9, 10, 11 and 12

Title: Social/Emotional Interventions

Objective(s):

1. To provide crisis intervention and appropriate referrals
2. To assist students in improving their self-esteem, self-image and self-worth
3. To teach students coping, problem-solving and decision-making skills and help them apply these skills to life situations.
4. To help students seek support from school and community resources in dealing with social and emotional problems

Standards: PS:B1.4, PS:B1.5, PS:C1.5, PS:C1.7, PS:C1.11

Materials:

Referral list for counselors

Referral list for parents and students

Procedure:

- The counselor is alerted to social and emotional difficulties in one or more of these ways:
 1. Student self-referral
 2. Counselor observation
 3. Peer referral
 4. Parental contact
 5. Teacher or administrative referral
 6. Referrals from the I and RS team or Child Study Team
- The counselor meets with the student to assess the situation. Using his/her professional training, the counselor will decide the best approach to use in this case.
- Interventions may include some or all of the following:
 1. Short-term supportive counseling
 2. Parental involvement
 3. Referral to school resources such as the Student Assistance Counselor, the nurse, members of the Child Study Team, the administration, coaches, etc.
 4. Sharing appropriate information with teachers with the permission of the student or parent
 5. Referral to community resources
 6. Communication with therapists and treatment providers
 7. Referral to the I and RS Committee
 8. Academic monitoring and support
 9. Referral for school-based group counseling
 10. Sponsoring programs to educate the school community

Evaluation:

1. Feedback from students, parents, community agencies, faculty and other sources
2. Counselor observation
3. Academic progress

Grades 9, 10, 11 and 12

Title: Attendance Intervention Procedures

Objectives:

1. The student will be able to explain the impact of poor attendance on his/her academic performance and credit status.
2. The counselor will identify causes of poor attendance and provide appropriate interventions to resolve the situation.

Standards: 9.1.4.A.1

Materials:

Attendance Intervention Letter (sample attached)

Procedure:

- When the student has accumulated the designated number of absences in a class, the teacher e-mails the attendance clerk and copies the counselor. The teacher notifies the parent and student of the concern. The attendance clerk mails an attendance intervention letter to the parent.
- The counselor conducts a conference with the student to reinforce the attendance policy and determine the reason for excessive absence or tardiness. Appropriate interventions are provided to resolve the situation if possible. The counselor monitors the situation and involves the parent in the discussion as necessary.
- Upon receipt of a final warning, the counselor confirms that both the student and parent are aware that additional absences may result in loss of credit for a class.
- If a student loses credit for a course, the teacher completes an attendance intervention form indicating loss of credit. Upon receipt of the form, the counselor meets with the student and contacts the parent. Summer school information is provided, and the importance of summer school attendance is stressed. A letter documenting loss of credit is sent to the parent.

Evaluation:

1. Improved attendance before the student loses credit for a class.

Grade 9, 10, 11 and 12

Title: Crisis Intervention

Objectives:

1. To provide crisis intervention and appropriate referrals
2. To assist students in improving their self-esteem, self-image and self-worth
3. To teach students coping, problem-solving and decision-making skills and help them apply these skills to life situations.
4. To help students seek support from school and community resources in dealing with social and emotional problems

Standards: 9.1.4.A.2 and 9.1.4.A.5

Materials:

Referral list for counselors

Referral list for parents and students

Procedure:

- The counselor is alerted to social and emotional difficulties in one or more of these ways:
 1. Student self-referral
 2. Counselor observation
 3. Peer referral
 4. Parental contact
 5. Teacher or administrative referral
 6. Referrals from the I and RS team or Child Study Team
- The counselor meets with the student to assess the situation. Using his/her professional training, the counselor will decide the best approach to use in this case.
- Interventions may include some or all of the following:
 1. Short-term supportive counseling
 2. Parental involvement
 3. Referral to school resources such as the Student Assistance Counselor, the nurse, members of the Child Study Team, the administration, coaches, etc.
 4. Sharing appropriate information with teachers with the permission of the student or parent
 5. Referral to community resources
 6. Communication with therapists and treatment providers
 7. Referral to the I and RS Committee
 8. Academic monitoring and support
 9. Referral for school-based group counseling
 10. Sponsoring programs to educate the school community

Evaluation:

1. Feedback from students, parents, community agencies, faculty and other sources
2. Counselor observation
3. Academic progress

JDHS Scope and Sequence

	Grade 12
September-October	Small group meetings to review college application process C:A1.5-7 C:B2.1 A,C 9.2,9.3 Individual conferences with new students A:B1.5 A,C,P/S 9.2,9.3 Individual conference(s) to finalize post-secondary plans/process college applications C:A1.5-7 C:B2.1 A,C 9.2, 9.3 Review standardized tests for placement purposes; adjust schedules accordingly A:B2.2 A:B2.3 A NJSLA Administration A:A1.3
November-December-January	Individual conference(s) to finalize post-secondary plans/process college applications PS:B1.12 A:B2.4 A,C 9.2,9.3 Financial aid workshop for students and parents C:A1.5-7 C:B2.1 A,C 9.1 Review students records for NJSLA readiness C:A1.4 Financial Aid Workshop
February - March	Individual conferences with at risk students and parents regarding graduation requirements A 9.2,9.3

	College Admission Speaker (Bi-Annual)	
April – May - June	AP Testing Post-graduation survey SAC presentation on topic of demonstrated need in health classes	A:A1.3 A,C A,C 2.1.8 D 4 2.1.12 A 2 2.2.8 B 3 PS:B1.5 PS:C1.6 PS:C1.11 P/S

On-going	Scholarship and open house bulletins	A
	College representative program	A
	Assistance with college applications and financial aid	A
	Monitor academic progress and provide assistance as necessary	9.1 A,C 9.2
	Monitor social and emotional progress and provide interventions as necessary	P/S
	Monitor schedules, change as necessary	A,C
	Review graduation requirement and credits	A,C 9.2
	Academic and attendance intervention conference	A, P/S
	Crisis Intervention for At-risk Students	A, P/S

Grade 12

Title: Senior Meeting on Post-Secondary Application Process using Naviance and Linking to Common App

Objectives:

1. Students will be able to explain the college application process and correctly utilize Naviance as well as understand it's communication with the Common App
2. Students will develop a timeline for their college applications based upon packet given out that includes a checklist and step by step directions

Materials:

Laptops

Packet for senior application to-do list

Projector & screen

Suggested Time: One class period

Procedures:

- Collect seniors from their physical education classes and have them come to the auditorium.
- Distribute senior college application to-do list and forms.
- Discuss the step by step directions on connecting the Common App to Naviance
- Walk students through the connection process as they follow by watching the projector
- After connecting, students will now understand that Naviance and Common App will communicate together and understand that they have waived their right to review letters of recommendation.
- They will understand the difference between Common App and non Common App schools
- Students will learn how to request a teacher/counselor recommendation and be reminded they must ask the teacher in person before adding it to Naviance.
- Students will learn how to request a transcript on Naviance, as well as preparing paper form versions that are available in the guidance office.
- Discuss topics related to the post-secondary application process, answering student questions where appropriate. Topics to be discussed include:
 - a. Filling out the college application (both in Common App as well as separate)
 - b. Writing college essays
 - c. College recommendations
 - d. Applying for financial aid
 - e. College admissions testing
 - f. Activities resume
 - g. NCAA
- Conclude the sessions by reminding them of the individual senior meetings that will take place in the coming days to discuss their plans further.

Evaluation:

1. Successful post-secondary placement consistent with the student's goals and abilities as measured by the annual senior survey.

Grade 9, 10, 11 and 12

Title: Individual Conference with Student Who is New to the District

Objectives:

1. Students will be able to explain the role of their school counselor and the School Counseling Office
2. Students will be able to access School Counseling services at JDHS.
3. Students will be able to identify sources of help with academic, social and personal problems at JDHS.
4. Students will begin to establish a relationship with their high school counselor.
5. The counselor will gain pertinent information about the student's history and personal situation.

Standards: 9.3.12.C.1

Materials:

School Counseling pass
Student's cumulative record

Suggested Time: 30 minutes

Procedures:

- The counselor will conduct an individual conference with the student. The conference may include the registration of the student and the development of the schedule or this process may have occurred previously.
- In the context of this conference questions designed to explore the student's academic and personal situation should be addressed. Sample questions are listed below:

1. What was your experience at your previous school? Records should be reviewed and clarified.
2. What was the reason for your transfer to Jonathan Dayton?
3. With whom do you live? What is it like at home? Are you able to concentrate on your homework?
4. What are your most difficult classes? What assistance do you need to succeed?
5. Are any of your classes so easy that we should consider a schedule change?
6. Have you joined any activities, sports or clubs? Would you like to?
7. Do you have questions about the school? The community?
8. What are your plans after high school?
9. Have you ever received any extra assistance with your work (basic skills instruction, IEP, 504, etc.)?

10. What information or assistance may I provide?

Evaluation:

1. Conversion of student's records.
2. Referral for appropriate services.
3. Schedule adjustment if needed.

Grade 11 and 12

Title: Financial Aid Workshop

Objective:

1. Parents will understand the financial aid process.
2. Parents will know how to complete the Free Application for Federal Student Aid

Standards: 9.3.12.C.2 and 9.3.12.C.3

Materials:

Copies of the current FAFSA form
Financial aid publications from the federal government

Procedure:

- In September the format of the program should be determined. Usually a member of the counseling staff discusses methods of disseminating scholarship information and local scholarship opportunities. A speaker is hired to discuss the financial aid process generally and review the completion of the FAFSA form specifically.
- About three weeks before the program a letter on invitation is mailed to parents. A press release is sent to the local paper and the event is advertised throughout the building. It is also advertised on the website.
- School Counseling secretaries prepare folders of materials for distribution to parents.
- On the evening of the program each family receives the folder of materials as they enter the auditorium. The program generally lasts about an hour and a half.

Evaluation:

1. Program evaluation form.
2. Successful completion and filing of FAFSA.

Jonathan Dayton High School



139 MOUNTAIN AVENUE
SPRINGFIELD, NEW JERSEY 07081
(973) 376-1025

<http://www.springfieldschools.com/jd>

Dr. Norman Francis
Principal

Mr. Ronald Slate
Assistant Principal

December 20, 19

Dear Parent:

On behalf of the School Counseling Department it is my pleasure to invite you to Financial Aid Night. The program will be held on *list date*** in the auditorium of Jonathan Dayton High School at 7 p.m.**

The program will review the completion of the Free Application for Federal Student Aid (FAFSA) and provide suggestions for maximizing the student's eligibility for assistance. Attendance at this program will assist parents of seniors as they deal with the financial aid process in the coming months and provide important background information for parents of juniors as they make financial plans for college.

The featured speaker will be Kimber Decker, Senior Vice President of Nelnet Campus Solutions. Mr. Decker has worked in the financial aid field for nineteen years in colleges and commercial institutions. He has presented financial aid workshops at area high schools for fifteen years, and his presentations have been well-received by local audiences.

To assist in planning for the program, we are requesting that parents respond to this invitation. Please complete the enclosed form and return it to the School Counseling Office. However, if you decline the invitation and then your plans change, please join us.

This program will provide an opportunity to benefit from Kimber Decker's extensive experience in financial aid. Ample time will be provided for questions to address individual concerns. I hope that you will be able to join us for this important program.

Sincerely,

Principal

RESPONSE FORM FOR FINANCIAL AID WORKSHOP

December 20, 19

JONATHAN DAYTON HIGH SCHOOL

Name: _____

____ I (we) will attend the program. Number attending: _____

____ I (we) will not be able to attend.

**PLEASE RETURN THIS FORM TO THE SCHOOL COUNSELING OFFICE AT
JONATHAN DAYTON HIGH SCHOOL BY FRIDAY, ***list return date***.**

Jonathan Dayton High School



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SPRINGFIELD, NEW JERSEY 07081
(973) 376-1025
<http://www.springfieldschools.com/jd/>

Dr. Norman Francis
Principal

Mr. Ronald Slate
Assistant Principal

DATE

Dear :

In January the School Counseling Department will sponsor a program for seniors designed to facilitate their transition to college life. We are hoping you will assist us in this effort by sharing your experiences as a college freshman.

The counseling staff will moderate a panel discussion on transition to college from **LIST TIME**. on a still to be determined date in early January. The discussion will be informal and conversational in nature; no speeches or preparation will be required on your part. However, seniors will be able to benefit from the experiences of students attending a variety of schools. This knowledge of college transition will assist them in planning for the next year.

If you will be in Springfield during the first weeks of January, we would appreciate your participation in the panel. We believe you will make a valuable contribution to the panel discussion.

Please take a minute to respond to this invitation by calling the School Counseling Office at (973) 376-1025, ext. 5246 or by completing the enclosed form and returning it in the envelope provided. Those graduates who are willing to participate will receive additional details closer to the date of the program.

Sincerely,

Counselor

Name: _____ College Attending: _____

Dates of Winter Recess: _____

____ I am interested in participating in the college transition panel.

____ I will not be able to participate in the college transition panel.

Jonathan Dayton High School



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<http://www.springfieldschools.com/jd/>

Dr. Norman Francis
Principal

Mr. Ronald Slate
Assistant Principal

LIST DATE

Dear _____ :

On *****list date*****, the School Counseling Department will sponsor a program for seniors designed to facilitate their transition to college life. The program will be held at ***LIST TIME*** in ***LIST LOCATION***. We are hoping you will assist us in this effort by sharing your experiences as a college freshman.

The counseling staff will moderate a panel discussion on transition to college from ***LIST TIME***. The discussion will be informal and conversational in nature; no speeches or preparation will be required on your part. However, seniors will be able to benefit from the experiences of students attending a variety of schools. This knowledge of college transition will assist them in planning for the next year.

If you will be in Springfield that date, we would appreciate your participation in the panel. We believe you will make a valuable contribution to the discussion. Please sign into the building and then come to the East Gym when you arrive at Jonathan Dayton High School. It would be helpful if you could arrive at approximately 7:40 a.m.

Please take a minute to respond to this invitation by calling the School Counseling Office at (973) 376-1025, ext. 5246. This will assist us in planning this important program for seniors.

Sincerely,

Counselor

SCHOOL COUNSELING DEPARTMENT

Jonathan Dayton High School

Mountain Avenue
Springfield, New Jersey 07081

Memorandum

To: Seniors

From: School Counseling Department

Re: Alumni Panel on **list date**

Date: ***LIST DATE***

You are invited to attend an alumni panel on **list date** at ***LIST TIME*** in the ***LIST LOCATION***. Recent graduates of Jonathan Dayton High School will be here to discuss their college experiences with seniors who plan to attend college next year.

College-bound seniors are encouraged to attend this program. However, students who wish to attend the panel must see their counselor for a pass. The pass must be signed by your second and third period teachers before you will be allowed to attend.

Grade 12

Title: Alumni Panel

Objectives:

1. Students will be able to identify some common experiences during transition to college.
2. Students will be able to identify some of the problems they may encounter in the first weeks of college.
3. Students will be able to identify sources of support on a college campus.

Standards: 9.3.12.C.2

Materials:

Letter of invitation to graduates
Letter of confirmation to graduates
Invitation to seniors
Copies of brochures on college transition for seniors

Suggested time: Two class periods

Procedure:

- Invitations to selected graduates should be mailed before Thanksgiving recess soliciting participation in the alumni panel and requesting the dates of graduates' winter break.
- After reviewing the responses from the previous mailing, a date for the alumni panel should be set. It is important to check the school calendar before scheduling the program.
- A letter of confirmation with a response form should be sent to the graduates at least three weeks before the panel. Attendance should be confirmed by phone two days before the panel.
- Seniors should be invited to the panel and given passes to attend the program.
- Introduce the panel by asking graduates to identify themselves and the school they attend. Ask them to describe their experiences in their first days on campus, clarifying feelings when possible. It is important to recognize that fear, confusion, loneliness and anxiety are emotions that are often triggered by transition. The tone of the panel should be conversational in nature, and seniors should be encouraged to ask questions throughout the discussion.
- Ask graduates to describe their experiences at school to date. Topics to be discussed include: academic expectations, social life, dorm life, time management, etc. Graduates should be encouraged to share suggestions about how to succeed on campus with the seniors.
- Distribute information on transition to seniors and encourage them to take it to campus in the fall. Sources of help on campus should be identified in discussion with the graduates, and seniors should be encouraged to take advantage of assistance.

Evaluation:

1. Discussion of concerns about college transition during individual counseling sessions with seniors.

Questions for Alumni Panel

1. Describe the registration process at your school. How were classes selected?
2. What kind of freshman orientation did your school provide? What form of advisement did you receive?
3. What were your first days as a freshman like?
4. How are your college classes different from your high school classes?
5. How much time is it necessary to spend on preparation to be successful in your classes?
6. What kinds of classes are you taking (core requirements? major requirements?)
7. What strategies have helped you succeed in your classes?
8. What is it like to live away from home? What are the challenges of life in a dorm? How have you dealt with those challenges?
9. How did you deal with your roommate?
10. How do you handle money on campus?
11. How do you balance the demands of classes and social life?
12. What role do fraternities and sororities play at your school? Did you pledge?
13. What is it like to commute to college? What are the challenges of commuting? How have you dealt with those challenges?
14. What activities are you participating in? What impact do they have on your schedule?
15. What would you do differently if you could start college over?
16. What sources of assistance exist at your school: medical services, religious activities, social groups, counseling services, career centers, internship placement?
17. What special programs are you planning to participate in, i.e study abroad?

Grade 12

Title: Procedures for Intervention with At Risk Seniors

Objectives:

1. Twelfth grade students and their parents will be informed about graduation concerns.
2. Students will know how to improve their grades in classes that are in jeopardy.

Standards: 9.1.4.A.1 and 9.1.4.A.2

Materials:

Letter informing parents of graduation concerns (see sample)

Letter informing parents of failure to graduate with class (see sample)

Procedures:

- The counselor will note all students with D or F grades on the first marking period progress report. Special attention will be paid to classes that are required for graduation.
- The counselor will discuss the situation with the teacher of each required class that the student is in danger of failing. Then the counselor will meet with each senior to explain areas of weakness and suggest methods of improvement. Parents will be contacted to make sure they are aware of the situation.
- The procedure outlined in step one and two will be repeated after each progress report and report card.
- At the conclusion of the first semester the counselors will meet with the principal to review seniors in danger of not graduating on time. The parent of any student in danger of losing credit for a required course will receive a letter from the principal warning that the student may not graduate on time and encouraging them to contact the counselor.
- Once it is determined that a student will not graduate on time, the parent is informed in writing by the administration. The counselor works with the student and parent to determine the best method of earning a diploma.

Evaluation:

1. Graduation of at risk students.

Grade 12

Title: Summary Activity with Seniors

Objectives:

1. Students will complete the annual senior survey with data required for state reports.
2. Students will indicate the school to which their final transcript should be sent.
3. Students will be able to discuss topics of concern about post-secondary transition with a member of the counseling staff.

Standards: 9.3.12.C.7

Materials:

Senior Survey

Procedure:

- Counselors will distribute the senior survey in senior health classes
- Students will complete it with the counselor's assistance.
- The counselor will conduct a discussion about transition after high school. The discussion will focus on concerns and questions generated by the students.

Evaluation:

1. Completion of senior survey by all seniors.

JONATHAN DAYTON HIGH SCHOOL COUNSELING DEPARTMENT

SENIOR SURVEY

Last Name

First Name

Section A: Please CHECK ONE of the following four statements and COMPLETE the requested information.

Upon graduation from High School:

1. I plan to enroll as a

___ Full Time Student

___ Four year college/university

___ Two year college

___ Other (Technical/Voc. School)

Name of School _____

City/State _____

Program _____

OR

___ Part-Time Student (under 12 credits per semester)

___ Four year college/university

___ Two year college

___ Other (Technical/Voc. School)

Name of School _____

City/State _____

Program _____

2. Instead of enrolling in post-secondary education, I shall seek

___ Full-Time Employment

___ In New Jersey

___ In Other State

Name of Company _____

or Employer _____

Address _____

Type of Work _____

3. I am enrolling in the

___ Armed Services

___ Other

Branch _____

4. ___ I have no immediate plans.

Section B: Please provide the following information. If additional space is required please use the back of page.

1. I have received the following Financial Aid/Scholarship(s). List all money awarded to date. Include awards from specific colleges whether or not you plan to attend that school. You may use the back of the form for additional scholarships.

<u>Awarded</u>	<u>Name of Scholarship or Grant</u>	<u>Amount</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

2. I have been accepted by the following colleges or other schools.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Please send my Final Transcript to

NOTE: Your Final Transcript will be automatically mailed to the college or university you indicated in the space above. If you fail to complete this section, it is your responsibility to request that Ms. Marx mail your final transcript mailed if needed.

Grade 12

Title: What is Abuse? Dating Violence.

Objective(s):

1. Identify the different forms of dating abuse
2. Explain the difference between healthy and unhealthy relationships
3. Explain the most current statistics on dating abuse among teenagers
4. Explain how to safely end an abusive dating relationship
5. Identify their sources of help at the high school and in the community

NJCCCS: 2.1.12.D.2

Materials:

“What is Abuse, Dating Violence” Powerpoint developed by the YWCA of Eastern Union County
Brochures from the Union County Rape Crisis Center and the YWCA of Eastern Union County

Suggested Time: One class period

Procedures:

- Through the “What is Abuse, Dating Violence” PowerPoint presentation, students will be engaged in an interactive classroom discussion. Students will learn that abuse is a choice. Dating violence is not about anger, it is about power and control.
- Distribute informational brochures from The Union County Rape Crisis Center and the YWCA of Eastern Union County PALS program on dating violence and healthy relationships.

Evaluation: Post and pre tests

SUGGESTED QUESTIONS TO ASK A COLLEGE REPRESENTATIVE

1. What admissions criteria does the school use in evaluating applicants (grades, class rank, grade point average, standardized test scores, extracurricular activities etc.
2. What are the costs of attending the institution (tuition, room, board, fees, books, expenses?
3. What percentage of the student body receives financial assistance? What is the average amount? Are there scholarships available based upon academic accomplishments?
4. What co-curricular activities are offered at the institution (sororities, fraternities, sports, movies, school publications, service organizations, etc)?
5. What academic programs are particularly strong at this school? What types of special programs exist (study abroad, internships, etc.)?
6. What career planning/placement assistance is available? How successful has the institution been in placing graduates in jobs/graduate schools?
7. What percentage of a typical freshman class will actually graduate from your college?
8. How many of last year's freshmen returned for sophomore year?
9. What is the social life like at your school? How many students reside on campus? How many of the residential students go home on the weekends?
10. What academic services do you offer students (tutoring, counseling, study skills/time management workshops, academic advisement)?
11. What housing options exist on campus? How are dorms and roommates assigned?
12. How safe is your school? Where can I obtain statistics about crimes on campus?
13. What kinds of technology exist on your campus? What kind of computer will I need?

Grade 9, 10, 11 and 12

Title: Social/Emotional Interventions

Objective(s):

1. To provide crisis intervention and appropriate referrals
2. To assist students in improving their self-esteem, self-image and self-worth
3. To teach students coping, problem-solving and decision-making skills and help them apply these skills to life situations.
4. To help students seek support from school and community resources in dealing with social and emotional problems

Standards: PS:B1.4, PS:B1.5, PS:C1.5, PS:C1.7, PS:C1.11

Materials:

Referral list for counselors

Referral list for parents and students

Procedure:

- The counselor is alerted to social and emotional difficulties in one or more of these ways:
 1. Student self-referral
 2. Counselor observation
 3. Peer referral
 4. Parental contact
 5. Teacher or administrative referral
 6. Referrals from the I and RS team or Child Study Team
- The counselor meets with the student to assess the situation. Using his/her professional training, the counselor will decide the best approach to use in this case.
- Interventions may include some or all of the following:
 1. Short-term supportive counseling
 2. Parental involvement
 3. Referral to school resources such as the Student Assistance Counselor, the nurse, members of the Child Study Team, the administration, coaches, etc.
 4. Sharing appropriate information with teachers with the permission of the student or parent
 5. Referral to community resources
 6. Communication with therapists and treatment providers
 7. Referral to the I and RS Committee
 8. Academic monitoring and support
 9. Referral for school-based group counseling
 10. Sponsoring programs to educate the school community

Evaluation:

1. Feedback from students, parents, community agencies, faculty and other sources
2. Counselor observation
3. Academic progress

Grades 9, 10, 11 and 12

Title: Attendance Intervention Procedures

Objectives:

1. The student will be able to explain the impact of poor attendance on his/her academic performance and credit status.
2. The counselor will identify causes of poor attendance and provide appropriate interventions to resolve the situation.

Standards: 9.1.4.A.1

Materials:

Attendance Intervention Letter (sample attached)

Procedure:

- When the student has accumulated the designated number of absences in a class, the teacher e-mails the attendance clerk and copies the counselor. The teacher notifies the parent and student of the concern. The attendance clerk mails an attendance intervention letter to the parent.
- The counselor conducts a conference with the student to reinforce the attendance policy and determine the reason for excessive absence or tardiness. Appropriate interventions are provided to resolve the situation if possible. The counselor monitors the situation and involves the parent in the discussion as necessary.
- Upon receipt of a final warning, the counselor confirms that both the student and parent are aware that additional absences may result in loss of credit for a class.
- If a student loses credit for a course, the teacher completes an attendance intervention form indicating loss of credit. Upon receipt of the form, the counselor meets with the student and contacts the parent. Summer school information is provided, and the importance of summer school attendance is stressed. A letter documenting loss of credit is sent to the parent.

Evaluation:

1. Improved attendance before the student loses credit for a class.

Jonathan Dayton High School



139 MOUNTAIN AVENUE

SPRINGFIELD, NEW JERSEY 07081

(973) 376-1025

<http://www.springfieldschools.com/jd/>

Dr. Norman Francis
Principal

Mr. Ronald Slate
Assistant Principal

December 20, 2019

Dear Parent:

This letter is to confirm our conversation in which we discussed _____'s loss of credit in the following course(s):

_____	_____ credits
_____	_____ credits
_____	_____ credits

This loss of credit will impact the accumulation of credit toward graduation. Therefore, it is recommended that the course be repeated in summer school.

Students must successfully earn 130 credits and successfully complete the requirements listed below to earn a high school diploma:

English	4 years (20 credits)
English Writing/Research	1 year (5 credits)
United States History	2 years (10 credits)
Western Civilization	1 year (5 credits)
Physical Education and Health	5 credits each year in attendance
Mathematics	4 years (20 credits)
Science with lab	3 years (15 credits)
World Languages	2 years (10 credits)
Visual, Performing	5 credits*
Career Ed. & Consumer, Family & Life Skills	5 credits*

*Students must earn a minimum of 5 credits in visual and performing arts and 5 credits in practical arts to meet state requirements.

If you have questions or concerns, please contact me at (973) 376-1025, extension 5246.

Sincerely,
School Counselor

Grade 9, 10, 11 and 12

Title: Crisis Intervention

Objectives:

1. To provide crisis intervention and appropriate referrals
2. To assist students in improving their self-esteem, self-image and self-worth
3. To teach students coping, problem-solving and decision-making skills and help them apply these skills to life situations.
4. To help students seek support from school and community resources in dealing with social and emotional problems

Standards: 9.1.4.A.2 and 9.1.4.A.5

Materials:

Referral list for counselors

Referral list for parents and students

Procedure:

- The counselor is alerted to social and emotional difficulties in one or more of these ways:
 1. Student self-referral
 2. Counselor observation
 3. Peer referral
 4. Parental contact
 5. Teacher or administrative referral
 6. Referrals from the I and RS team or Child Study Team
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 4. Sharing appropriate information with teachers with the permission of the student or parent
 5. Referral to community resources
 6. Communication with therapists and treatment providers
 7. Referral to the I and RS Committee
 8. Academic monitoring and support
 9. Referral for school-based group counseling
 10. Sponsoring programs to educate the school community

Evaluation:

1. Feedback from students, parents, community agencies, faculty and other sources
2. Counselor observation
3. Academic progress

JONATHAN DAYTON HIGH SCHOOL
SPRINGFIELD, NEW JERSEY 07081

PARENT'S RELEASE OF PUPIL RECORDS

*Federal and State law forbid release of Pupil records without Permission.
Ref: N.J Administration Code #6:3-2.6. states, "Organizations, Agencies and
Persons from outside the School (shall have access to Pupil records) if they
have written consent of Parents or Adult (age 18) Pupils."*

*I give my permission for the release of all necessary records requested
by the student on the transcript request form to colleges, scholarship
programs and/or athletic representatives. I understand that transcript
requests require ten (10) school days to process.*

Student Name

Social Security #

Parent's Signature

Adult Pupils' Signature

Date

This Release is in effect until affirmatively rescinded.

*Please note: Effective with the Class of 2010, SAT and ACT scores will not appear
on students' transcripts.*

INTERNET REFERENCES

School Websites:

<http://connection.naviance.com/jonathandayton>

Test Information:

www.collegeboard.com – SAT information and registration; AP information

www.act.org - ACT information and registration

www.toefl.org – information on Test of English as a Foreign Language

General Information on the College Selection Process:

www.collegeboard.com

www.petersons.com

www.princetonreview.com

www.a2zcolleges.com

Scholarship Information:

www.springfieldschools.com

www.collegeboard.com – scholarship search

www.scholarshipexperts.com - scholarship search

www.fastweb.com – scholarship search

www.collegeanswer.com – scholarship and financial aid information

www.collegenet.com – scholarship information

www.google.com - search for anything!

Military Contacts:

www.af.mil – Air Force

www.army.mil – Army

www.uscg.mil - Coast Guard

www.usmc.mil – Marines

www.navy.mil - Navy

College Applications:

<http://commonapp.org> – common application on-line

Financial Aid:

www.fafsa.ed.gov – Free Application for Federal Student Aid on-line

<http://profileonline.collegeboard.com> – CSS profile

www.studentaid.ed.gov – federal financial aid information

www.hesaa.org – state financial aid information

Athletic Eligibility:

www.ncaa.org – NCAA Clearinghouse

Note: Individual college websites often are a valuable source of information including applications and catalogs.



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
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Additional time for assignments
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Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule
Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples



IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS (*CONTINUED*):

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule
Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples



ACCOMODATIONS AND MODIFICATION FOR ESL STUDENTS

Give tests orally
Give instructions/directions in writing and orally
Assign a peer tutor, same language or English speaking
Allow use of bilingual/translation dictionary
Provide summaries of text or study guides of particular chapters
Allow errors in speaking
Allow errors in writing
Accept writing in first language
Highlight key vocabulary
Reduce amount of work required
Assess comprehension through demonstration or other alternative means (gestures, drawings)
Rephrase questions, directions, and explanations
Reduce multiple choices on assessments
Provide study guides and/ or outlines
Shorten reading assignments
Allow extended time for test/project completion
Use of audio books
Use of graphic organizers
Use reduced text, so that print is not dense
Use visuals/pictures throughout lesson/unit/assignment
Adapt homework to reflect language proficiency/home support
Adapt homework to reflect home support
Provide hands-on activities and explanations
Allow extended time to answer questions, and permit drawing, as an explanation
Use of translation dictionaries to locate words in the native language
Use anecdotal records and portfolio of work as forms of assessment
Use story retellings to assess comprehension