

Lenape Regional High School District

Comprehensive School Counseling Curriculum (CSCC)



*Lenape, Shawnee, Cherokee, Seneca High School
Sequoia Alternative School*

Department: School Counseling

School Counseling Curriculum Grades 9-12

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**LENAPE REGIONAL HIGH SCHOOL DISTRICT
COMPREHENSIVE SCHOOL COUNSELING CURRICULUM**

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**Lenape Regional High School District
Counseling Services Department
Comprehensive School Counseling Curriculum**

Philosophy

The Lenape Regional School District is dedicated to addressing the holistic needs of each student, recognizing their individuality, dignity, and worth. The District's School Counseling Program is designed to consider the diverse needs of all students, ensuring a safe, respectful, and inclusive environment. Ethically-conscious counselors meet students where they are, providing personalized support tailored to their unique circumstances. This comprehensive program, available to students in Grades 9 through 12, is integral to their educational experience, focusing on academic, career, and personal/social development. Aligned with the American School Counselor Association's (ASCA) framework and standards, the program is delivered through a blend of direct and indirect services, providing consistent support to help students navigate their high school years and prepare for their unique future paths.

The American School Counselor Association's position states that School Counselors design and implement School Counseling programs that improve a range of student learning and behavioral outcomes. These programs are provided by a State-Certified School Counselor and:

- Are delivered to all students systematically
- Include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- Close achievement and opportunity gaps
- Result in improved student achievement, attendance and discipline

Mission

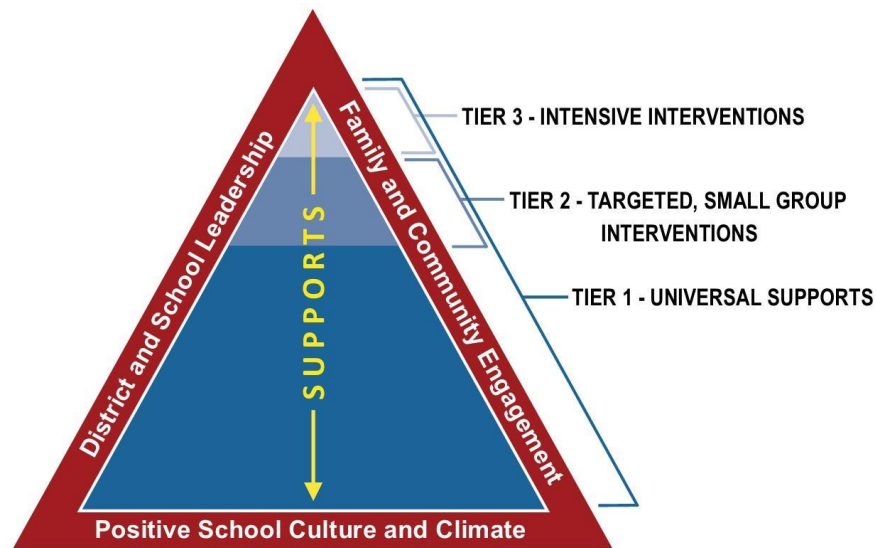
The mission of the Lenape Regional High School District School Counseling Program is to assist students with their academic, social-emotional, and post-secondary development. Ethically and culturally conscious counselors are committed to promoting challenging and meaningful educational opportunities for students in a safe and supportive environment. Counseling programs will foster an inclusive community of lifelong learners and socially responsible citizens on a personal path to success exceeding the demands of post-secondary readiness and citizenship in the 21st Century.

LRHSD School Counselors provide services based on a Multi-Tiered System of Support (MTSS) and align their counseling program with MTSS by providing direct and indirect student services including:

Tier 1 interventions in the form of classroom instruction and schoolwide programming and initiatives

Tier 2 interventions including small-group and individual counseling, consultation and collaboration with school personnel, families and community stakeholders

Tier 3 indirect student support services through consultation, collaboration and facilitation of referrals (Goodman-Scott, et al., 2020).



The Lenape Regional High School Counseling Program emphasizes the following ASCA domains:

- I. **Academic Development**
- II. **Career and Post-Secondary Development**
- III. **Social/Emotional Development**

These domains coincide with the American School Counselors Association “Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student”.

ASCA's National Model: A Foundation for School Counseling Programs reflects a comprehensive approach to program foundation, delivery, management and accountability. The model provides the mechanism with which school counselors and school counseling teams will design, coordinate, implement, manage and evaluate their programs for students' success. It provides a framework for the program components, the school counselor's role in implementation and the underlying philosophies of leadership, advocacy and systemic change. When implementing a National Model-based program, school counselors switch their emphasis from service-centered for some of the students to program-centered for every student. It not only answers the question, "What do school counselors do?" but requires school counselors to respond to the question, "How are students different as a result of what we do?"

Adapted from The American School Counselor Association; The School Counselor and Multi-Tiered System of Supports and New Jersey Tiered System of Supports.



District Counseling Goals

Academic Development: Improve student academic performance through the implementation of individual and group academic counseling sessions, developing personalized academic plans, collaborating with teachers and community partners, and providing workshops on study skills, time management, classroom behaviors, and goal setting. All students will develop their passions and have choices in their unique educational path.

Career and Post-Secondary Development: All students will participate in career exploration and planning through both individual counseling and group counseling. Key strategies include providing career assessments, college readiness workshops, and exposure to various careers. Our district enhances these efforts by developing comprehensive counseling plans, ensuring resource allocation, integrating technology, and promoting equity. Continuous professional development for counselors and regular program evaluations ensure the effectiveness and adaptability of these initiatives, ultimately preparing students for successful futures.

Social/Emotional Development & Wellness: All students will take care of themselves and take care of each other by investing in themselves and in one another for the good of individuals and for the greater community. Students will have the opportunity to learn and develop coping strategies and be able to demonstrate these strategies.

Professional Development: All School Counselors throughout the Lenape Regional High School District will be provided with opportunities for professional development through collaboration and training.

Implementation of goals ensure equitable delivery of counseling services for all students based on their individual needs and diverse backgrounds. Equity in education requires putting systems in place to ensure that every student has an equal chance for success.

Types of Direct Services Essential to LRHSD School Counseling by Grade

LRHSD'S CSCP Overall Goals:

Our goal is to provide opportunities for all students to develop a wellness mindset, engage in self-discovery, identify their unique passions and purpose, and engage with their community in a way that benefits themselves as well as the community as a whole.

- **9th Grade:** Transitioning – Adjustment – Assimilation - Personal/Social Development – Academic/Learning Awareness.
- **10th Grade:** Conceptualization of Career Pathways and Knowledge of Self in order to make informed career decisions – Post-Secondary Action Plan.
- **11th Grade:** College & Career Search/Preparation – Narrowing the Options.
- **12th Grade:** Finalize Career & College Options – Application Process - Transitioning to Post-Secondary Life.



Lenape Regional High School District Counseling Services Composite Comprehensive Calendar of Services by Grade Level

All programs are planned and delivered infusing wellness, goal setting, future self, and decision making for all students.

9th Grade

I. Academic Development

Essential Question: *What knowledge and skills do students need to develop for current and future academic success?*

Enduring Understanding: Students will understand that they can utilize and access academic supports available to them to prepare for current and future academic programming.

- a. Academic monitoring and support referrals
- b. Schedule change procedures
- c. Introduction to counseling technology supports (i.e school-issued device, help desk, etc.)
- d. Attendance monitoring for academic performance
- e. Dual enrollment programs
- f. Course programming and review of graduation requirements
- g. Athletic academic eligibility and requirements; NCAA Eligibility

II. Career and Post-Secondary Development

Essential Question(s):

- a. How can career and educational pathways be identified to align with individual interests, strengths, and aspirations?

Enduring Understanding(s): Students will understand...

- a. the correlation between education levels and career choices
- b. that actively seeking help and getting involved in extracurricular activities will support their current and future goals

- a. Extracurricular and School Activity Involvement
- b. Introduction to Career and Post-Secondary Platform
- c. Access to resume development tools

III. Social/Emotional Development

Essential Question(s): How do students identify and develop strategies to foster and sustain healthy emotional and social development?



Enduring Understanding: Students will understand how to identify and access mental health resources available through the school and greater community.

- a. Digital footprint
- b. Mental health support access and referral services
- c. Promoting positive decision making
- d. Communicating the role of the School Counselor and Student Assistance Counselor (SAC)
- e. Wellness Center Access and Procedures
- f. Foster healthy emotion regulation skills

10th Grade

I. Academic Development

Essential Question: *What knowledge and skills do students need to develop for current and future academic success?*

Enduring Understanding(s): Students will expand their knowledge and continue to **utilize and access supports available to them to prepare for current and future academic programming.**

- a. Academic monitoring and support referrals
- b. Review schedule change procedures
- c. Review of technology supports
- d. Attendance monitoring for academic performance and athletic eligibility
- e. Dual enrollment college acceleration programs
- f. Course selections and review of graduation requirements
- g. Athletic academic eligibility and requirements; NCAA Eligibility
- h. PSAT/SAT/ACT

II. Career and Post-Secondary Development

Essential Question(s): How can career and educational pathways be identified to align with individual interests, strengths, and aspirations?

Enduring Understanding(s): Students will understand that exploration of post-secondary options affords them flexibility and choice in areas of strengths and interests.

- a. Career Interest Assessments
- b. Access to advanced resume development tools
- c. Vocational, Military, and Conceptualization of Career Pathways
- d. Extracurricular and School Activity Involvement
- e. Continue to work with and expand on Career and Post-Secondary Platform



III. Social/Emotional Development

Essential Question(s): How do students identify and develop strategies to foster and sustain healthy emotional and social development?

Enduring Understanding: Students will understand how to identify and access mental health resources available through the school and greater community.

- a. Digital footprint
- b. Mental health support access and referral services
- c. Promoting positive decision making
- d. Communicating the role of the School Counselor and Student Assistance Counselor (SAC)
- e. Review of Wellness Center access and procedures
- f. Fostering healthy emotion regulation skills

11th Grade

I. Academic Development

Essential Question: *What knowledge and skills do students need to develop for current and future academic success?*

Enduring Understanding(s): Students will understand necessary steps to achieve post-secondary goals.

- a. Monitoring of academic performance
- b. Review of schedule change procedures
- c. Technology supports
- d. Attendance monitoring
- e. Review course selections and graduation requirements
- f. Athletic academic eligibility and requirements; NCAA Eligibility
- g. College and/or career entrance examinations and academic requirements

II. Career and Post-Secondary Development

Essential Question:

How can career and educational pathways be identified to align with individual interests, strengths, and aspirations?

Enduring Understanding(s): Students will understand options available to them after high school and how to plan and prepare for their future educational and career goals.

- a. Extracurricular and school activity involvement
- a. Continue use of career and post-secondary platform
- b. Introduction to Common Application
- c. Attendance monitoring
- d. Academic performance and athletic eligibility



- e. Procedures and etiquette for asking and requesting a letter of recommendation
- f. Access to advanced resume development tools
- g. Career Interest Assessments
- h. Post-secondary entrance examinations
- i. College, vocational, and military application procedures
- j. Post-secondary credit opportunities

III. Social/Emotional Development

Essential Question(s): How do students identify and develop strategies to foster and sustain healthy emotional and social development?

Enduring Understanding: Students will understand how to identify and access mental health resources available through the school and greater community.

- a. Digital footprint
- b. Mental health support access and referral services
- c. Promote positive decision making
- d. Foster healthy emotion regulation skills and self-reflection

12th Grade

I. Academic Development

Essential Question: *What knowledge and skills do students need to develop for current and future academic success?*

Enduring Understanding: Students will understand their responsibilities for graduation requirements and continue to self-advocate when necessary.

- a. Schedule change procedures
- b. Academic monitoring and support referrals
- c. Review of technology supports (i.e post-secondary search platforms)
- d. Attendance monitoring
- e. Facilitate necessary schedule changes
- f. Dual enrollment programs
- g. Athletic academic eligibility and requirements; NCAA Eligibility
- h. Final review of graduation eligibility
- i. Post-secondary placement testing

II. Career and Post-Secondary Development

Essential Question(s): How can career and educational pathways be identified to align with individual interests, strengths, and aspirations?



Enduring Understanding(s): Students will understand how to actively engage with and utilize resources to pursue post-secondary pathways that align with their individual interests and long-term goals.

- a. Extracurricular and school activity involvement
- b. Career and post-secondary platform
- c. Dissemination of financial aid resources
- d. Optimization and utilization of an effective resume
- e. Career interest assessments
- f. Community college and trade school information sessions
- g. Transitioning to post-secondary life and preparations for independent living
- h. Internal college and university visits interviews
- i. Post-secondary entrance examinations
- j. College, vocational, and military application procedures
- k. Finalize Common Application
- l. Access to advanced resume development tools

III. Social/Emotional Development

Essential Question(s): How do students identify and develop strategies to foster and sustain healthy emotional and social development?

Enduring Understanding: Students will develop the ability to identify, access, and utilize mental health resources available within the school community and external support networks.

- a. Review of the impact of a digital footprint
- b. Promote access to mental health supports and referral services
- c. Foster healthy emotion regulation skills and self-reflection



Appendix A

Counselor Confidentiality Statement

The information students share with the Counselor is confidential. The student's right to privacy is guarded as much as permitted by law, ethics, and school rules. All meetings held with the Counselor will remain confidential unless the student or parent gives permission to share information with related parties. As Professional School Counselors, we respect the rights of confidentiality of personal information disclosed during the course of conversation between ourselves and students, except in the following cases:

- If the student presents a danger to him or herself.
- If the student presents a danger to others.
- If the student has been abused by others, and/or if required to do so by court order.
- If the student gives permission for the information to be shared.

As mandated reporters, we are bound by Federal and State law to break confidentiality in the situations mentioned above and will do so to protect our students and to remain legally and ethically true to our profession. The Professional School Counselor may consult with other school professionals but will only share information necessary to achieve the goals of the consultation.



<https://schoolcounselor.org/>



Appendix B

Integration of New Jersey Administrative Code, including but not limited to:

[The Intervention and Referral Services](#)

The Intervention and Referral Services (I&RS), as well as other multilevel school teams, offers counselors the opportunity to serve as a resource and collaborate with other school staff. The New Jersey Department of Education adopted Code to ensure that all schools provide Intervention and Referral Services for students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs. The full Code describing the mandates of the I&RS can be found in NJAC SUBCHAPTER 8. INTERVENTION AND REFERRAL SERVICES 6A:16-8.1 and 6A:16-8.2.

About I&RS

The I&RS team is an adult-centered program. By design, the I&RS team invites requests for assistance from school staff or parents, rather than referrals to the team. Welcoming requests for assistance clearly communicates that the team exists to assist staff or parents with educational problems they are experiencing with students or their children, rather than assume total responsibility for identified problems. The program is not limited to providing assistance to classroom teachers. For example, school counselors, social workers or substance awareness coordinators might experience difficulty working with a student and/or the student's family, and could benefit from reviewing the problem through the collaborative team process. School support staff are in positions to observe and interact with students and can be valuable resources in the I&RS team process. *(Scope of services for building-based I&RS teams, from the Resource Manual for Intervention & Referral Services, New Jersey Department of Education)* Valuable resources can be found in the I&RS Manual online at: [Resource Manual for Intervention and Referral Services\(I&RS\)](#)

[Character Education and Student Conduct](#)

New Jersey districts must adopt agreed upon core ethical values as a basis for Character Education and as a basis for developing student codes of conduct. Because of their skills, counselors are in an ideal position to collaborate in the development and delivery of Character Education, as well as helping facilitate the process of identifying the community's agreed upon core ethical values. The full Code describing the mandates can be found in NJAC SUBCHAPTER 7. STUDENT CONDUCT 6A:16-7.1

[Anti-Bullying, Harassment, Intimidation](#)



New Jersey has been a leader in the establishment of a strong statutory, regulatory, policy and program framework to support the prevention, remediation and reporting of HIB in schools. Districts must address bullying through a variety of services from prevention and community involvement, to counseling for victims. School counselors frequently address classes and provide counseling to students who have been victimized. This is an ideal issue to collaborate with other staff in developing and delivering programs such as peer mediation, peer leadership, anti-bullying week activities. The full Code describing the mandates can be found in NJAC SUBCHAPTER 6. ANTI-BULLYING, HARASSMENT, INTIMIDATION 6A:16-7.7 and NJSA SUBCHAPTER 10 . CIVIL RIGHTS 10:5-1 to 42.

[Alcohol and Drug Abuse](#)

Because alcohol and drug use are prevalent, it is likely that counselors will have students who are actively involved, experimenting, or at-risk. Counselors who are familiar with Code, mandates and district policies and procedures on alcohol and drug abuse, and Federal Confidentiality Regulations (,CFR42R) will be in a better position to collaborate with others such as the Substance Assistance Coordinator (SAC) in developing comprehensive plans for students. As part of a comprehensive school counseling program, prevention programs are another area where school counselors collaborate with the SAC, teachers, and outside providers in developing a comprehensive and effective prevention plan. The full code describing mandates can be found in NJAC. 6A:16, PROGRAMS TO SUPPORT STUDENT DEVELOPMENT and NJAC SUBCHAPTER 3. COMPREHENSIVE ALCOHOL, TOBACCO, AND OTHER DRUG ABUSE PROGRAMS.



Appendix C

2020 New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways, but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Intent and Spirit

The NJSLS-CLKS provide a framework of concepts and skills to be integrated into the foundational, academic and technical content areas to prepare students to engage in the postsecondary options of their choice. Though the standard for 9.3 Career and Technical Education remains unchanged for now, 9.1 Personal Financial Literacy and 9.2 Career Awareness, Exploration, Preparation, and Training have been revised based on the feedback provided by New Jersey educators.

The personal financial literacy standard promotes not only the exploration of money management but also the psychology of spending and saving that influences decisions related to finances. From discovering the concept and forms of money to exploring lines of credit and types of insurance, these standards ensure a robust and comprehensive education in financial literacy from early elementary grades through high school. A new standard, 9.4 Life Literacies and Key Skills, has been added to ensure our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy. These standards provide students with a guide to interact in life and work regardless of the setting or context.

Mission

Career readiness, life literacies and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;



- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Structure of the NJSLS for Career Readiness, Life Literacies and Key Skill

The structure the NJSLS — Career Readiness, Life Literacies and Key Skills (NJSLS-CLKS) is intended to:

- Promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies and Key Skills as stated at the beginning of this document; foster greater coherence and appropriate progressions across grade bands;
- Establish meaningful connections among the major areas of study;
- Prioritize the important ideas and core processes that are central and have lasting value beyond the classroom; and
- Reflect the habits of mind central to Career Readiness, Life Literacies and Key Skills that lead to post-secondary success.

The organization and content of the NJSLS-Career Readiness, Life Literacies and Key Skills include the following areas:

- Standard 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.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training: 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.
- Standard 9.3: Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

CLKS Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Act as a responsible and contributing community members and employee

Students 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.

Attend to financial well-being

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Consider the environmental, social and economic impacts of decisions

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Demonstrate creativity and innovation

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Utilize critical thinking to make sense of problems and persevere in solving them

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Model integrity, ethical leadership and effective management

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.



Plan education and career paths aligned to personal goals

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Use technology to enhance productivity increase collaboration and communicate effectively

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Work productively in teams while using cultural/global competence

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Purpose of NJSL [\(N.J.A.C. 6A:8-1.1\)](#)

(a) To prepare students for college and career, success in life, and work in an economy driven by information, knowledge, and innovation requires a public education system where teaching and learning are aligned with 21st century learning outcomes. The outcomes move beyond a focus on basic competency in core subjects and foster a deeper understanding of academic content at much higher levels by promoting critical thinking, problem solving, and creativity through:

1. The New Jersey Student Learning Standards (NJSL) that specify expectations in nine academic content areas: English language arts; mathematics; visual and performing arts; comprehensive health and physical education; science; social studies; world languages; technology; and 21st century life and careers;
2. Indicators at benchmark grade levels delineated in the standards that further clarify expectations for student achievement; and
3. Twenty-first century themes and skills integrated into all content standards areas.

Curriculum and Instruction [\(N.J.A.C. 6A:8-3.1\)](#)

(c) District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSL, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum.



2. District boards of education shall integrate into the curriculum 21st century themes and skills.
3. District boards of education shall provide the time and resources to develop, review, and enhance interdisciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills.

Standard 9 Graduation Requirements ([N.J.A.C. 6A:8-5.1](#))

(a) For a State-endorsed diploma, district boards of education shall develop, adopt, and implement local graduation requirements that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century, and that include the following:

1. Participation in a local program of study of not fewer than 120 credits in courses designed to meet all of the NJSLs, including, but not limited to, the following credits:
 - v. At least 2.5 credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class;
 - x. At least five credits in 21st century life and careers, or career-technical education

Financial Literacy in Middle School ([N.J.S.A. 18A:35-4.34](#))

1. The State Board of Education shall require that a school district incorporate in each of the grades six through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide middle school students with the basic financial literacy necessary for sound financial decision-making. The instruction shall meet the requirements established by the State board and shall:
 - a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
 - b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.



Appendix D

Legal and Ethical Issues for the Professional School Counselor

School Counselors, perhaps more than any other school personnel, are on the frontline in the school setting, dealing directly with all members of the school and home community. They face challenges every day that require a level of knowledge and/or expertise in legal and ethical matters. School counselors, to a greater degree than counselors who practice in other settings, are continually challenged with legal and ethical problems. ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders and school counselors across the nation to clarify the norms, values and beliefs of the profession.

Counselors are directed to reference the [ASCA Ethical Standards](#)

The purpose of the document is to:

- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools district employees, communities and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.