

**Delaware Township School District
Sergeantsville, New Jersey**

Guidance and Counseling Program Curriculum
Grades K-8

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Dr. Richard Wiener, Superintendent
Mrs. Patricia M. Ryan, Principal / Curriculum Coordinator

Delaware Township School

Guidance and Counseling Curriculum Committee

Faculty Members

Patricia M. Ryan, Principal/Curriculum Coordinator
Mike Hesington, Assistant Principal
Eileen Quinn-Ventimiglia, School Counselor (K-8)

Parents Members

Lisa Thompson – Parent
Stephanie Davis – Parent
Stephanie Jones – Parent

District Member

Dr. Richard Weiner, Superintendent (Adjunct Member)

**Guidance and Counseling Curriculum
Statement of Philosophy**

April, 2008

Consistent with the NJ Core Curriculum Content Standards, the District Mission Statement and the National Standards of School Counselors, Delaware Township School is committed to addressing the social, academic and career domains for all students through our Guidance and Counseling program.

This program is an integral part of the school's educational program and through it we seek to establish a collaborative partnership with all school families and community organizations. The program is designed to be proactive, preventative and responsive. We are committed to eliminating the social, emotional and physical barriers to success that a student may experience, thus maximizing each child's potential and possibilities for excellence.

Delaware Township School strives to provide students with the motivation, knowledge and skills to be successful and to thrive in these three domains. Our guidance and counseling program is implemented in three separate units, addressing grades K-2, 3-5 and 6-8. It encompasses the use of many modalities including one-on-one interactions, small group activities, large group discussions, in-class lessons and consultations with teachers, families and community.

DTS promotes a philosophy of life long learning and our guidance and counseling program utilizes both cognitive and problem solving skills and encourages critical thinking. Through the program we also seek to:

- Enhance self management and emotional development,
- Develop self awareness,
- Promote good citizenship and the development of good character and
- Enable students to become civic-minded adults who contribute responsibly to family and society
- Establishes the foundation for meaningful employment and life opportunities

We seek to develop students who are prepared to make healthy life choices, be responsible for themselves and to others, a sound capacity for resiliency, an enduring sense of self, a compassion and empathy for others in the face of diverse life issues.

Delaware Township School District Guidance and Counseling Program Parameters

The Delaware Township School district guidance and counseling program is structured to address federal and state curriculum standards while delivering developmentally appropriate services to the school community. Program structure and services are planned to cover academic, career, personal and social domains throughout the grade levels. The curriculum is designed to follow a continuum of skill development from less complex skills to more dynamic integrated ones. However the nature of the guidance and counseling services program is responsive to life situations and the immediacy of any issues which may develop. This unique characteristic of guidance counseling school services requires that the program remains flexible in delivery mode and content and that the counselors remain available.

Program Structure

The primary responsibility of a school counselor is to counsel students so that they develop their academic, career, personal, and social abilities. The counselor shall assist in planning and implementing the guidance program to serve all students and to address the special needs of students who are "at risk." In addition the counselor may consult with a student's parent or guardian and make referrals to outside counseling services through a community agency.

The school counselor is available for grades kindergarten through eighth and provides consultation in a variety of mediums ranging from whole group to small group to individual services. The group structure is determined based on the reason for the counseling and the nature of the issue. The counselor may select to teach a whole class lesson to supplement a classroom teacher's lessons from the guidance curriculum.

The counselor will also consult with faculty, parents, and other community members to help them promote student success. And the counselor may at times coordinate people and resources in the school, home, and community for this purpose.

Parents and the Guidance Curriculum

The guidance curriculum reflects skills that parents also help their children learn. Therefore, this curriculum will be made available to parents so that they are aware of what is taught. In addition, they are encouraged to reinforce these skills at home. Effort will be made to communicate to the home when an in class lesson is taught by the counselor so that parents can provide follow up at home.

Additional Services

The school counselor also provides a number of ongoing services to the school community, faculty and students. The purpose of these services is to remain responsive to those immediate concerns or problems that may put a student at risk. Although counselors respond to any concerns presented by students, some topics have been identified as having high priority within the school setting. Some of the situations and scenarios that may regularly occur include:

- attendance and tardiness issues
- student attitudes and behaviors, including motivational issues
- peer relationships
- study skills and habits
- orienting a new student to the school
- those of immediate intervention or follow up due to a traumatic event such as a death or issues of school safety
- divorce
- abuse or neglect
- harassment issues, and
- suicide prevention

The counselor also serves as a member of the team who coordinates several other school related functions. These functions include kindergarten screening, district 504 plans, the Intervention and Referral Service plans, faculty training including suicide training, abuse and neglect awareness, and drug and alcohol symptoms identification, and finally, orientation for new students at the start of the school year.

In conjunction with the assistant principal, the counselor will serve as the school testing coordinator with regards to state and district assessments. The counselor will work with the district testing coordinator to insure that all state security measures are implemented correctly for testing purposes. The counselor may additionally be involved with the interpretation of standardized test results and other assessment data which help educators plan programs and services for students.

Guidance and Counseling Program Units of Study by Grade Level Clusters

Academic Objectives:		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
K-2	Developing a love for school and learning						X						
	Following rules			X									
	Establishing routines			X									
	Developing neatness				X								
	Punctuality and attendance					X							
	Learning to concentrate						X						
	Believing in yourself							X					
3-5	Managing a calendar or agenda			X									
	Organizing a notebook				X								
	Developing study habits					X							
	Asking for help						X						
	Being prepared							X					
	Accepting constrictive criticism								X				
	Making a commitment									X			
	Prioritizing										X		
	Learning Styles inventory											X	
	Punctuality and attendance				X								
	Academic confidence							X					
6-8	Organizing a locker, backpack or desk			X									
	My learning style							X					
	Prioritizing				X								
	Organizing time					X							
	Developing study techniques						X						
	Academic integrity							X					
	Handling stress								X				
	Seeking help									X			
	Making a commitment										X		
	Accepting criticism and applying it											X	

		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	Public speaking												X
Career Objectives:													
K-2	Identifying careers				X								
	Career visitors												X
	Ethics of work						X						
	Time management skills			X									
	Working cooperatively				X								
	Speaking up for oneself					X							
	Working with someone you do not like						X						
	Being mindful of others workspace and time							X					
3-5	Interviewing skills										X		
	Public speaking								X				
	Filling out an application							X					
	Continue career awareness						X						
	Continued ethics of work			X									
	Respect in the work place				X								
	Time management					X							
6-8	Interest inventory						X						
	Connecting talents with job skills							X					
	Sexual harassment in the work place					X							
	Respect in the work place				X								
	Exploration of careers								X				
	Resume writing									X			
	Letter writing										X		
	Time management			X									
Personal/Social Objectives													
K-2	Learning how to follow rules			X									
	Recognizing boundaries and space				X								
	Building friendship skills						X						
	Establishing routines			X									
	Developing self-control					X							
	Identifying feelings						X						
	Expressing feelings							X					
	Staying safe								X				
	Developing expressive and receptive communication skills									X			

	Beginning problem solving										X		
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
3-5	Developing empathy					X							
	Instilling civic mindedness											X	
	Appreciating diversity									X			
	Learning coping skills						X						
	Mediating conflict							X					
	Developing leadership skills								X				
	Acquiring study skills				X								
	Organizing space and time			X									
	Fostering independence									X			
	Developing self advocacy skills										X		
6-8	Maintaining friendships							X					
	Managing time and tasks				X								
	Setting goals			X									
	Planning for the future					X							
	Accepting other points of view						X						
	Identifying and respecting boundaries							X					