

Readington Township Public Schools
School Counseling Curriculum Grades K-8

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Readington Township Public School District Mission Statement

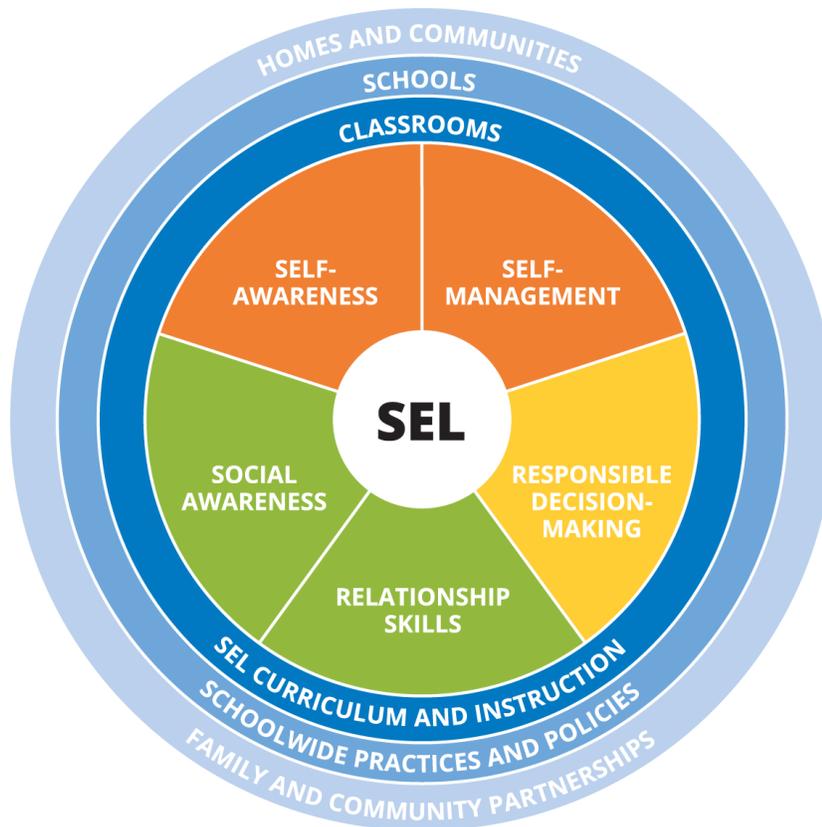
We empower members of our community to lead purposeful lives with integrity, to cultivate a spirit of discovery, and to embrace connections in our diverse, global society.

Social Awareness Goal (2020-2025)

Our learners will feel connected, valued, and secure in a learning environment cultivated by a shared sense of community. Every individual will develop skills that promote an awareness of self and others, including the ability to understand the impact of their decisions.

SCHOOL COUNSELING MISSION STATEMENT

The Readington Township School Counseling Department advocates for and affirms all students from diverse populations. We promote growth for each student in academic, personal/social, emotional, and career development to function responsibly in an ever evolving global community.



1.A

BELIEFS AND PHILOSOPHY

All students have the right to be treated with respect and dignity and to have access to a comprehensive school counseling program. The philosophy and beliefs of the Readington Township School Counseling Department are:

- Students are our highest priority.
- Students are unique and have the right to develop their individual career and personal/social potential.
- Students have the right to be treated with dignity and respect and to learn in a safe and supportive environment.
- The School Counselor advocates for and supports each student by fostering student connectedness with peers, staff, and family.

And that our School Counseling Program:

- Reaches all students;
- Is comprehensive in scope;
- Is developmental in nature;
- Is proactive in design;
- Is part of the whole educational program;
- Monitors student progress;
- Facilitates services for students;
- Advocates for students' individual needs;
- Collaborates with students, staff, and families;
- Collects and uses data to drive program decisions;
- Encourages the exploration of careers and future educational goals;
- Celebrates student success.

And that the School Counselor will:

- Plan and manage the comprehensive school counseling program;
- Abide by the professional school counseling ethics as advocated by the American School Counselor Association;
- Participate in professional development activities essential to maintaining a quality school counseling program.

The Role of the School Counselor

The School Counselor is a positive change agent in the school and plays the role of an advocate for the success of all students (New Jersey School Counseling Initiative, NJSCA, 2005).

The School Counselor is a master's level certificated professional, trained in counseling programs that meet the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The New Jersey School Counselor endorsement authorizes the holder to perform school counseling services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; counseling with administrators, teachers, students, and parents or guardians regarding personal, social, educational, and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and families (NJAC 6A :9-13.8, NJDOE, 2004).

The School Counselor who works in Readington Township School will develop a comprehensive counseling program that is aligned with the American School Counselors Association (ASCA) National Standards and National Model, the New Jersey School Counseling Association (NJSCA), NJ School Counseling Initiative, and the NJ Core Content Curriculum Standards. The comprehensive program will also address the mandates of No Child Left Behind, Harassment, Intimidation and Bullying Legislation and NJ Administrative Code. The counseling program will also be flexible to address any particular needs of the school district based on needs assessments and/or administrative directive.

In a comprehensive school counseling program designed to respond to local student needs, the School Counselor is on the cutting edge of positive change. She/he is a change agent, skilled in group dynamics, problem-solving, goal setting and decision making, advocacy, family systems and systemic change. As an active change agent in the school, she/he collaborates with others to facilitate and promote change each day in all school arenas: including classrooms, school climate, parent conferences, staff development, I&RS, and community groups. In addition, the School Counselor helps to close the achievement gap and open opportunities for all students.

Readington Township School Counselors:

- Develop our programs in accordance with the most relevant and up to date research;
- Foster a positive school climate;
- Design, lead, implement and evaluate a developmentally appropriate and comprehensive school counseling program;
- Follow a clearly defined counselor role description based on counseling goals for all students;
- Establish positive relationships with all students through individual and small group meetings;
- Provide classroom lessons, individual and group counseling, behavioral interventions, and high school transition;
- Provide guidance and crisis counseling as needed;

- Utilize professional training to provide confidential individual and group counseling, group facilitation, consultation, coordination, collaboration, and systemic change;
- Collaborate with teachers, administrators, and other specialists to promote student improvement and success;
- Work to remove school, cultural, community, and systemic barriers to student achievement;
- Assure access to opportunities and rigorous educational experiences for all students; and
- Solicit broad participation from parents, teachers, students, community members, support staff, board members, and administrators.

PROGRAM GOALS

The counselor will fulfill the goals and objectives of the Developmental Counseling Program through individual counseling, small group counseling, classroom lessons, the coordination of services, and consultation with families and staff. The curriculum is based on the philosophy that the effective development of the student, while the responsibility of the entire school staff, is a primary concern of the School Counselor. The counselor helps students identify strengths, weaknesses and feelings. Students will use this heightened self-awareness in their decision-making.

The three main themes of the Developmental Counseling Program will be reinforced throughout the curriculum by classroom teachers and specialists as the themes occur in their content area. The counselor will act as a consultant to offer materials and activities to supplement their curriculum.

The success of this program is dependent on the school community working as one unit to help each child reach his/her full potential. Teachers and parents will be an integral part of the program to identify and refer students for counseling services. Students will be able to self-refer when problems arise.

DESCRIPTION OF PROGRAM

The goals of the school counseling program have been divided into three categories:

Academic Development, Career Development and Personal/Social Development

The focus of this comprehensive developmental program addresses the following for all students:

I. Academic Development

The program standards for the academic development guide the school counseling program to implement strategies and to support and maximize student learning. Academic development includes acquiring skills, attitudes, and knowledge which contribute to effective learning in school across the lifespan; employing strategies to achieve success in school; understanding the relationship of academics to the world of work, and to life at home and in the community. Academic development standards and competencies support the premise that all students meet or exceed the local, state, national academic standards.

II. Career Development

The program standards for career development guide the counseling program to provide the foundation for students to make a successful transition from school to the world of work, and from job to job across their lifespan. Career development includes strategies to achieve future career success and job satisfaction as well as fostering an understanding of the relationship between personal qualities, education and training, and the world of work. Career development standards and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness and experiential activities.

III. Personal/Social Development

The program standards for personal/social development guide the school counseling program to provide the foundation for personal and social growth. Personal/social development includes the acquisition of skills, attitudes, and knowledge which help students understand and respect self and others, acquire effective interpersonal skills, understand safety and coping skills, and develop into contributing members of our society. Personal/social development standards and competencies ensure that students have learned to successfully negotiate their way in the increasingly complex world of the 21st century.

Content Standards

The comprehensive counseling program at Readington Township School will cover topics including, but not limited to, coping skills, study skills, character education, appreciation for diversity, anti-bullying strategies, drug use prevention, safety, stress management, mindfulness, growth mindset, career planning, peer mediation and positive behavioral support and interventions (Responsive Classroom, Kelso Conflict Resolution, Advietum, Leader In Me)

In developing the school counseling curriculum mapping for Readington Township School District, the School Counselor will address national and state standards as well as ASCA and NJSCA standards for comprehensive school counseling programs. Counselors will promote deep understanding of the concepts by asking essential questions and encouraging active student engagement in the learning process

The New Jersey Core Curriculum Content Standards Relevant to School Counseling Programs (NJ School Counseling Initiative, NJSCA, 2005):

- Standard 2.1 Wellness- All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle
- Standard 2.2. Integrated Skills- All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle
- Standard 2.3 Drugs and Medicines- All students will learn and apply information about alcohol, tobacco, other drugs, and medicines to make decisions that support a healthy, active lifestyle
- Standard 2.4 Human Relationships and Sexuality- All students will learn the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle
- Standard 9.1 Career and Technical Education- All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace
- Standard 9.2 Consumer, Family and Life Skills- All students will demonstrate critical life skills in order to be functional members of society

The National Career Development Guidelines (NJ School Counseling Initiative, NJSCA, 2005):

- Competency 1- Knowledge of the importance of self-concept
- Competency 2- Skills to interact with others
- Competency 3- Awareness of the importance of change and growth
- Competency 4- Awareness of the benefits of educational achievement
- Competency 5- Awareness of the relationship between work and learning

- Competency 6- Skills to understand and use career information
- Competency 7- Awareness of the importance of personal responsibility and good work habits
- Competency 8- Awareness of how work relates to the needs and functions of society
- Competency 9- Understanding of how to make decisions
- Competency 10- Awareness of the interrelationship of life roles
- Competency 11- Awareness of different occupations
- Competency 12- Awareness of the career planning process

ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

The American School Counselor Association (ASCA) has also proposed fostering growth mindsets in students.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student Each of the following standards can be applied to the academic, career and social/emotional domains

Category 1: Mindset Standards School Counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling		
Behavior Learning Strategies	Behavior Self-Management Skills	Behavior Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy

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B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

ASCA Student Standards: Program Planning Tool

Sample for 2020-2021 School Year

The following form is a tool that can be used to assist the School Counselor in planning the comprehensive guidance curriculum (ASCA Student Standards Program Planning Tool, ASCA, 2016):

ACADEMIC DEVELOPMENT DOMAIN	Pre-K-3	4-5	6-8
Standard A: Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	X	X	X
Competency A1 - Improve Academic Self-concept	X	X	X
<i>A:A1.1 articulate feelings of competence and confidence as learners</i>	X	X	X
<i>A:A1.2 display a positive interest in learning</i>	X	X	X
<i>A:A1.3 take pride in work and achievement</i>	X	X	X
<i>A:A1.4 accept mistakes as essential to the learning process</i>	X	X	X
<i>A:A1.5 identify attitudes and behaviors which lead to successful learning</i>	X	X	X
Competency A2 - Acquire Skills for Improving Learning	X	X	X
<i>A:A2.1 apply time management and task management skills</i>		X	X
<i>A:A2.2 demonstrate how effort and persistence positively affect learning</i>	X	X	X

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Competency A2 - Acquire Skills for Improving Learning (Con't)	Pre-K-3	4-5	6-8
A:A2.3 use communications skills to know when and how to ask for help when needed	X	X	X
A:A2.4 apply knowledge and learning styles to positively influence school performance		X	X
Competency A3 - Achieve School Success	X	X	X
A:A3.1 take responsibility for their actions	X	X	X
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	X	X	X
A:A3.3 develop a broad range of interest and abilities	X	X	X
A:A3.4 demonstrate dependability, productivity, and initiative		X	X
A:A3.5 share knowledge	X	X	X
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	X	X	X
Competency B1 - Improve Learning	X	X	X
A:B1.1 demonstrate the motivation to achieve individual potential	X	X	X
A:B1.2 learn and apply critical thinking skills	X	X	X
A:B1.3 apply the study skills necessary for academic success at each level	X	X	X
A:B1.4 seek information and support from faculty, staff, family and peers	X	X	X
A:B1.5 organize and apply academic information from a variety of sources		X	X
A:B1.6 use knowledge of learning styles to positively influence school performance		X	X
A:B1.7 become a self-directed and independent learner	X	X	X
Competency B:2 - Plan to Achieve Goals	X	X	X
A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school	X	X	X
A:B2.2 use assessment results in educational planning	X	X	X
A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement			
A:B2.4 apply knowledge of aptitudes and interests to goal setting			X
A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals		X	X

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Competency B:2 - Plan to Achieve Goals (Con't)	Pre-K-3	4-5	6-8
A:B2.6 understand the relationship between classroom performance and success in school		X	X
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities			X
STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.	X	X	X
Competency C:1 - Relate School to Life Experience	X	X	X
A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.			X
A:C1.2 seek co-curricular and community experiences to enhance the school experience	X	X	X
A:C1.3 understand the relationship between learning and work			X
A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals			X
A:C1.5 understand that school success is the preparation to make the transition from student to community member			X
A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities.		X	X
CAREER DEVELOPMENT DOMAIN	Pre-K-3	4-5	6-8
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.	X	X	X
Competency A:1 - Develop Career Awareness Experience	X	X	X
C:A1.1 develop skills to locate, evaluate, and interpret career information			
C:A1.2 learn about the variety of traditional and nontraditional occupations			X
C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations	X	X	X
C:A1.4 learn how to interact and work cooperatively in teams	X	X	X
C:A1.5 learn to make decisions	X	X	X
C:A1.6 learn how to set goals	X	X	X
C:A1.7 understand the importance of planning		X	X
C:A1.8 pursue and develop competency in areas of interest	X	X	X
C:A1.9 develop hobbies and vocational interests			X
C:A1.10 balance between work and leisure time		X	X

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CAREER DEVELOPMENT DOMAIN (Con't)	Pre-K-3	4-5	6-8
Competency A:2 - Develop Employment Readiness	X	X	X
C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills	X	X	X
C:A2.2 apply job readiness skills to seek employment opportunities			
C:A2.3 demonstrate knowledge about the changing workplace			
C:A2.4 learn about the rights and responsibilities of employers and employees			
C:A2.5 learn to respect individual uniqueness in the workplace			
C:A2.6 learn how to write a resume			
C:A2.7 develop a positive attitude toward work and learning	X	X	X
C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace			
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction	X	X	X
Competency B:1 Acquire Career Information	X	X	X
C:B1.1 apply decision making skills to career planning, course selection, and career transition			
C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice			
C:B1.3 demonstrate knowledge of the career planning process			
C:B1.4 know the various ways in which occupations can be classified			
C:B1.5 use research and information resources to obtain career information			
C:B1.6 learn to use the internet to access career planning information			
C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice			
C:B1.8 understand how changing economic and societal needs influence employment trends and future training			
Competency B:2 Identify Career Goals	X	X	X
C:B2.1 demonstrate awareness of the education and training needed to achieve career goals		X	X
C:B2.2 assess and modify their educational plan to support career			

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CAREER DEVELOPMENT DOMAIN (Con't)	Pre-K- 3	4-5	6-8
Competency B:2 Identify Career Goals (Con't)	X	X	X
C:B2.1 demonstrate awareness of the education and training needed to achieve career goals		X	X
C:B2.2 assess and modify their educational plan to support career			
C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience.			
C:B2.4 select course work that is related to career interests			
C:B2.5 maintain a career planning portfolio			
STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.	X	X	X
Competency C:1 Acquire Knowledge to achieve career goals	X	X	X
C:C1.1 understand the relationship between educational achievement and career success			X
C:C1.2 explain how work can help to achieve personal success and satisfaction		X	X
C:C1.3 identify personal preferences and interests which influence career choice and success		X	X
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills			X
C:C1.5 describe the effect of work on lifestyle			
C:C1.6 understand the importance of equity and access in career choice			
C:C1.7 understand that work is an important and satisfying means of personal expression			
Competency C2 Apply Skills to Achieve Career Goals	X	X	X
C:C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals		X	X
C:C2.2 learn how to use conflict management skills with peers and adults	X	X	X
C:C2.3 learn to work cooperatively with others as a team member	X	X	X
C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences			

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PERSONAL/SOCIAL DOMAIN	Pre-K- 3	4-5	6-8
STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	X	X	X
Competency A1 Acquire Self-Knowledge	X	X	X
PS:A1.1 develop positive attitudes toward self as a unique and worthy person	X	X	X
PS:A1.2 identify values, attitudes and beliefs	X	X	X
PS:A1.3 learn the goal-setting process	X	X	X
PS:A1.4 understand change is a part of growth	X	X	X
PS:A1.5 identify and express feelings	X	X	X
PS:A1.6 distinguish between appropriate and inappropriate behavior	X	X	X
PS:A1.7 recognize personal boundaries, rights, and privacy needs	X	X	X
PS:A1.8 understand the need for self-control and how to practice it	X	X	X
PS:A1.9 demonstrate cooperative behavior in groups	X	X	X
PS:A1.10 identify personal strengths and assets	X	X	X
PS:A1.11 identify and discuss changing personal and social roles	X	X	X
PS:A1.12 identify and recognize changing family roles	X	X	X
Competency A2 Acquire Interpersonal Skills	X	X	X
PS:A2.1 recognize that everyone has rights and responsibilities	X	X	X
PS:A2.2 respect alternative points of view	X	X	X
PS:A2.3 recognize, accept, respect and appreciate individual differences	X	X	X
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity	X	X	X
PS:A2.5 recognize and respect differences in various family configurations	X	X	X
PS:A2.6 use effective communications skills	X	X	X
PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior	X	X	X
PS:A2.8 learn how to make and keep friends	X	X	X
Competency B1 Self-Knowledge Application	X	X	X
PS:B1.1 use a decision-making and problem-solving model	X	X	X

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PERSONAL/SOCIAL DOMAIN	Pre-K- 3	4-5	6-8
Competency B1 Self-Knowledge Application (Con't)	X	X	X
PS:B1.2 understand consequences of decisions and choices	X	X	X
PS:B1.3 identify alternative solutions to a problem	X	X	X
PS:B1.4 develop effective coping skills for dealing with problems	X	X	X
PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions	X	X	X
PS:B1.6 know how to apply conflict resolution skills	X	X	X
PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences	X	X	X
PS:B1.8 know when peer pressure is influencing a decision		X	X
PS:B1.9 identify long- and short-term goals		X	X
PS:B1.10 identify alternative ways of achieving goals		X	X
PS:B1.11 use persistence and perseverance in acquiring knowledge and skills	X	X	X
PS:B1.12 develop an action plan to set and achieve realistic goals		X	X
STANDARD C: Students will understand safety and survival skills.	X	X	X
Competency C1 Acquire Personal Safety Skills	X	X	X
PS:C1.1 demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)	X	X	
PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of rights of the individual	X	X	X
PS:C1.3 learn about the differences between appropriate and inappropriate physical contact	X	X	X
PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy	X	X	X
PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X
PS:C1.6 identify resource people in the school and community, and know how to seek their help	X	X	X
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse		X	X
PS:C1.9 learn how to cope with peer pressure	X	X	X

PERSONAL/SOCIAL DOMAIN	Pre-K- 3	4-5	6-8
Competency C1 Acquire Personal Safety Skills (Con't)	X	X	X
PS:C1.10 learn techniques for managing stress and conflict	X	X	X
PS:C1.11 learn coping skills for managing life events	X	X	X

General Timeline of Counseling Activities Throughout the School Year

<i>Month</i>	<i>Activities</i>
September	<ul style="list-style-type: none"> ● Address school transition needs. ● Review new student files and meet with new students ● Provide individual counseling as needed ● Develop small counseling groups, as needed ● Consult with teaching staff on the following: <ul style="list-style-type: none"> ○ Existing I&RS cases ○ Existing 504 plans ○ At-risk and high needs students ○ Classified student needs ● Develop new 504 plans ● Provide SEL lessons ● Support and train staff regarding SEL program (introduce/reinforce Responsive Classroom feelings, study skills/ organization) ● Serve as HIB Specialist ● Collect HIB program information ● Assist with monthly SEL assemblies (Lower Elementary only) ● Participate in Back-to-School Night ● Respond to school emergencies/crises ● Provide parent support ● Address early attendance issues
October	<ul style="list-style-type: none"> ● Needs assessment surveys ● Start target topic counseling groups ● Continue School Counseling Classroom Lessons ● Lead and/or participate in I&RS

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	<ul style="list-style-type: none"> ● Week of Respect, Red Ribbon Week, National Violence Awareness Week. ● Monthly SEL assemblies (Lower Elementary only) ● NWEA Test coordination (Lower Elementary only)
November	<ul style="list-style-type: none"> ● Participation in Parent/Teacher conferences ● Continue School Counseling Classroom Lessons ● Lead and/or participate in I&RS ● Continue small group counseling ● Monthly SEL assemblies (Lower Elementary only)
December	<ul style="list-style-type: none"> ● Continue small group counseling ● Target topic counseling groups ● Continue School Counseling Classroom Lessons ● Lead and/or participate in I&RS ● Monthly SEL assemblies (Lower Elementary only)
January	<ul style="list-style-type: none"> ● Start new and continue target counseling groups, ● Continue School Counseling Classroom Lessons ● Lead and/or participate in I&RS ● No Name Calling Week ● Great Kindness Challenge ● Monthly SEL assemblies (Lower Elementary only)
February	<ul style="list-style-type: none"> ● Continue target topic counseling groups ● Continue School Counseling Classroom Lessons ● Lead and/or participate in I&RS ● National School Counseling Week Readington Township School ● Monthly SEL assemblies (Lower Elementary only) ● NWEA Test coordination (Lower Elementary only)

<p>March</p>	<ul style="list-style-type: none"> ● Continue target topic counseling groups ● Continue School Counseling Classroom Lessons ● Lead and/or participate in I&RS ● Monthly SEL assemblies (Lower Elementary only) ● NJSLA planning and coordination (Lower and Upper Elementary only)
<p>April</p>	<ul style="list-style-type: none"> ● Continue target topic counseling groups ● Continue School Counseling Classroom Lessons ● Lead and/or participate in I&RS ● Monthly SEL assemblies (Lower Elementary only) ● NJSLA planning and coordination (Lower and Upper Elementary only)
<p>May</p>	<ul style="list-style-type: none"> ● Continue target topic counseling groups ● Continue School Counseling Classroom Lessons ● Lead and/or participate in I&RS ● Monthly SEL assemblies (Lower Elementary only) ● NWEA Test coordination (Lower Elementary only) ● NJSLA administration and coordination (Lower and Upper Elementary only)
<p>June</p>	<ul style="list-style-type: none"> ● Monthly SEL assemblies (Lower Elementary only)

School Counseling Classroom Lesson: *Possible School Counseling classroom lessons that may be provided throughout the year to cover topics such as:*

- Respect; Tolerance for diversity
- Anti-bullying; Anger management; Conflict resolution
- Character education, mindfulness
- Empathy, Caring, Coping skills
- Social skills, Communication,
- Academic support
- Test prep,
- Stress management
- Career development growth mindset

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- Safety, relationships
- Drug use prevention

Ongoing Monthly School Counseling Activities

- Provide individual and group counseling to all students who demonstrate a need for support.
- Respond to student crises, including parent contact, referrals, and follow-up care.
- Consult with teachers regarding students who are struggling emotionally, academically, or socially.
- Respond to urgent behavioral and emotional student needs.
- Assist students with mediation and conflict resolution.
- Meet with parents regarding students who are struggling emotionally, academically, or socially.
- Review attendance and academic progress.
- Attend district and building staff meetings.
- Contact DCP&P and community agencies, as needed.
- Conduct HIB investigations and provide HIB program reports to the district coordinator.
- Coordinate services with outside agencies and crisis centers, and coordinate parent resources.
- Lead SEL and School Climate activities

Additional District Responsibilities of the School Counselor:

- School Testing Coordinator for NJSLA and NWEA testing (Elementary only)
- Anti-Bullying Specialist
- HIB investigations
- 504 Case Management
- Transition to 4th grade activities, transition to 6th grade activities, transition to 9th grade activities (including High School and Vo-Tech visits, applications and scheduling)
- Student assemblies
- Staff support
- School climate
- Professional Development