

CODIFICATION REFERENCE NUMBER: M2411

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GUIDANCE

RESPONSIBILITY:

The direction of the guidance program will be the responsibility of the Director of Education and Student Services. Guidance counselors and student assistance counselors will perform specific duties as outlined below.

PROCEDURES:

- I. The guidance staff formulates, articulates, and assists in the development of student's competencies appropriate to each pupil's stage of development.
- II. The guidance program assists students:
 - Examine alternatives and make informed decisions regarding ---
 - Educational opportunities,
 - Career planning,
 - Personal choices;
 - Solve problems; and
 - Develop positive self-concepts.
- III. The guidance program works with all staff members, parents, and students from kindergarten through grade 12.
- IV. The guidance program provides insightful assistance to parents and students who have the primary responsibility for decision making and for monitoring educational progress of the students.
- V. The guidance program facilitates communication by acting as a liaison and consultant among students, parents, staff, and administration.
- VI. The counseling component of the guidance program:
 - Is predominantly individualized;
 - Disseminates and explains general information in group sessions;
 - Is non-therapeutic in nature (will assist in referral for therapeutic counseling);

- Is available to students without an appointment, whenever possible;
 - Creates a positive and productive climate; and
- Recognizes the responsibility to make recommendations while realizing that parents and students have the responsibility for final decisions.
- VII. The assessment component of the guidance program includes:
- The examination and recommendation of appropriate current assessment devices;
 - The interpretation of assessment results;
 - The dissemination of assessment results.
- VIII. The guidance program develops, maintains, interprets, and disseminates students' records as per the "Bernards Township Guidelines for Relevant Recordkeeping."

**RATIONALE FOR A COMPETENCY BASED GUIDANCE CURRICULUM
TO BE DELIVERED VIA GROUP INSTRUCTION**

- I. All students receive identical information and instruction.
- II. Group discussion makes information more meaningful and promotes student involvement in learning.
- III. Uniform instruction makes objective evaluation of student competencies possible.
- IV. Guidance curriculum brings counselors into the classroom and promotes counselor/teacher cooperation and understanding.
- V. Guidance instruction makes better use of the individual counselor's expertise; all students benefit from this exposure.
- VI. Group instruction is a better use of counselor time, allowing counselor availability for individual counseling; i.e., personal concerns, academic problems, and future plans.
- VII. A guidance curriculum facilitates the addressing of current social concerns:
 - Increased academic pressure;
 - Increased knowledge on "How Students Learn;"
 - Changes in family constellations;
 - Alcohol and drug abuse;
 - Increased need for interpersonal counseling;
 - The need for earlier decisions regarding careers;

- Greater emphasis on increasing test scores;
- Update of I.D.E.A. and adoption of N.J.A.C. 6A:14-1.1 et seq. (Special Need Student);
- State graduation requirements; and
- Greater need for post high school education.

ESSENTIAL COMPONENTS OF THE BERNARDS TOWNSHIP GUIDANCE PROGRAM

I. COMPETENCIES - formulate, articulate, and assist in the development of:

- Educational Opportunities;
- Career Planning; and
- Personal-Social Development - Problem Solving.

II. REGISTRATION AND PLACEMENT:

- Obtain pupil data on new students.
- Provide each registrant with a complete orientation to his/her school.
- Plan an appropriate schedule for each new pupil.
- Furnish pupil data to the receiving school when a pupil transfers from our system.

III. COUNSELING:

- An "Open Door" policy assures students that they may come to see their counselor and become involved in an individual counseling session, either immediately or within a few hours of the initial contact.
- Counseling sessions initiated by the counselor with individual students to address personal-social development and educational progress shall be an on-going process throughout the school year.
- Counseling sessions with individual pupils for the purpose of program planning and program adjustment shall occur as needed.
- Individual counseling sessions which occur shortly after, and as a result of a request on the part of a parent, teacher, school administrator, special services team member, or a community agency for the purpose of counseling concerning a specific and immediate problem shall occur as needed.
- Parent/pupil counseling shall occur as needed.
- Counseling with individual staff members shall occur as needed.
- Counseling will occur with students in groups using prepared materials for the dissemination of general information, for the sharing of ideas appropriate to the needs of the high school student, and to develop student competencies for self advocacy.

- Individual counseling will occur, as needed, with both regular education students and special education students.
- Counselors will, through plans developed with the administration, assist students with career exploration.
- Counselors shall schedule yearly individual conferences, with parents urged to attend, with all students in grades 8, 9, 10, and 11. At each counseling session, some of the following items will be discussed, depending on the individual student and his/her grade placement:
 - ? Standardized test results for the current year;
 - ? Recommendations for future standardized tests needed to realize student's goal;
 - ? Class rank;
 - ? Credit analysis;
 - ? College unit analysis;
 - ? Four year individual program analysis;
 - ? Ensuing year's program;
 - ? Realistic educational goals - and means;
 - ? Realistic vocational or career goals - and means; and
 - ? Attitude and personality problems - goals and means.
- Grade 12 counseling sessions shall be held as frequently as student and counselor see the need for making post high school goals a reality.
- Counseling post graduates will take place on demand.

IV. SPECIAL NEEDS:

- Counselors will participate in Pupil Assistance Committees.
- Counselors will participate in the information sharing conference prior to the staffing of a referral.
- Counselors will assist in the implementation and provision of services for each child with an I.E.P.
- Counselors will, under the direction of the Director of Education and Student Services, cooperate with outside agencies servicing our special needs students within the framework established in the "Guidelines for Relevant Recordkeeping."

V. ORIENTATION:

- A yearly, structured, detailed program of orientation will be held at each school.
- The Guidance Department will assist the administration in the orientation of new teachers.
- Orientation of new students will be a continuing service occurring as the need arises.

- The Guidance Office will be open and services will be available throughout the year.

VI. LIAISON:

The counselors will act as a communication source between administration, teachers, parents, and students to promote better understanding and to unify all efforts toward the common goal, the welfare of the student in his school community. The counselor will:

- Coordinate student, parent and teacher efforts on behalf of the student;
- Serve as a facilitator between students and teachers - students and parents - teachers and parents;
- Act as a consulting service for the principal, parent, teacher, and community agencies;
- Serve as a resource person for teachers;
- Serve as a resource person for supplementary help;
- Establish communication with parents;
- Assist in communication between faculty and administration; and
- Reinforce judgments made by the teacher and administration.

VII. STANDARDIZED TESTING:

The group administered standardized tests will be coordinated with the Bernards Township testing program. The counselor will:

- Administer the local testing policy;
- Assist in the identification of students eligible to participate in the district gifted and talented programs;
- Assist in the identification of students eligible to participate in the district and/or funded remedial programs; and
- Interpret the results of the testing to teachers, parents, and students.

VIII. PUBLICATIONS:

- Counselors will assist in the annual revision and preparation of the Ridge High School Student Handbook.
- Counselors will contribute articles to the GUIDANCE NEWSLETTER throughout the school year.

- Counselors will contribute articles to local newspapers to publicize Guidance events and to recognize student achievement in such areas as honor roll, graduation, scholarships, etc.
- Counselors will contribute to the publication of the PROGRAM OF STUDIES.
- Counselors will contribute to the publication of the PRACTICAL GUIDE TO COLLEGE ADMISSION.
- Counselors will update guidance modules.

IX. RECORDKEEPING:

Counselors will supervise the implementation of the Bernards Township "Guidelines for Relevant Recordkeeping."

X. STAFF PROJECTS:

- Counselors will provide data for administration, special services, and state reports.
- Counselors will develop and maintain a guidance library for students.
- Counselors will participate in inservice programs.
- Counselors will conduct periodic evaluations of the guidance program and its procedures.

XI. INFORMATION:

Counselors will maintain a systematic procedure of assembling and dissemination occupational, educational, and personal-social information for the benefit of students, parents, teachers and administrators.

XII. INVENTORY:

Counselors will develop and maintain a collection of necessary data for the student research area that allows the student to determine with a counselor's assistance proper post high school opportunities.

XIII. PLACEMENT:

Counselors will develop and maintain a guidance procedure which assists students in carrying out their plans and to act upon their choices after graduation. See the PROGRAM OF STUDIES for Bernards Township Schools and also the PRACTICAL GUIDE TO COLLEGE ADMISSION for further amplification of the placement services.

XIV. THE COUNSELORS WILL DEVELOP AND MAINTAIN RESEARCH & EVALUATION PROJECTS:

- Guidance Department initiated yearly meetings with each of the other departments to evaluate existing curriculum and procedures, to examine common problems, and to entertain ideas for modification, changes, and improvements in general.
- Conscious professional effort to keep abreast of printed material related to the profession in order to keep up with changing times, noting specifically trends in vocations and careers, post high school education, and secondary school pupil personnel services.
- Periodic self-evaluation and self-development sessions via free exchange of critical comments concerning current activities, consideration of future modifications and improvement, and some inservice training exchanged in areas of special services.
- Counselors will annually visit colleges, technical schools, nursing schools, business schools, career sites, and military facilities in order to be aware of new programs, entrance requirements, etc.

A specialist concept of guidance follows:

STUDENT ASSISTANCE PROGRAM

STATEMENT OF PURPOSE

The Bernards Township Student Assistance Program (K-12) believes that students affected by personal problems of drug or alcohol related problems require assistance in order to make use of their educational time. It is believed that the provision of services will also foster the development of student self-esteem, problem solving skills, interpersonal skills, and coping skills. The Student Assistance Program provides prevention, intervention, and referral services to students, as well as continuing support following treatment. To these ends, the Substance Awareness Coordinator, under the direction of the Director of Education and Student Services, functions as part of a building "core team," working with the building administrator, school nurse, guidance counselor, child study team, and teachers.

TARGET POPULATION

The Student Assistance Program of Bernards Township seeks to identify and assist:

- A. Those students experiencing a personal crisis, including students at risk for suicide;
- B. Those students whose abuse of alcohol or drugs is causing a severe problem in their daily lives;
- C. Those students whose abuse is problematic and could benefit from education, counseling, and support;
- D. Those students returning from treatment programs who need support in their new lifestyle;
- E. Those students concerned about someone else's abuse (family members or friends), and

who need positive methods of coping; and

- F. Those students who are non-users and need support of their decision not to use or abuse alcohol or drugs.

PROGRAM COMPONENTS

I. PRIMARY PREVENTION:

A. Educational Awareness—

1. Inservice to faculty, K-12.
2. Faculty meeting presentations on school policy procedures, and relevant laws.
3. Introduction of Student Assistance services to ninth grade health classes.

B. Staff Development—

1. Intervention Committee model introduced into middle and high school and
2. Development of models for Intervention Committee training.

C. Community Network---

1. Referral network with health department, mental health centers, private practitioners, Family Crisis Intervention Unit, DYFS, etc.

D. Parent Education—

1. Series of evening workshops presented to parents, funded by Drug Free Grant.

E. Health Curriculum—

1. K-12 Drug and Alcohol Curriculum.

F. Peer Education—

1. P.U.S.H. Program (Prevention Using Student Help).
2. Positive recreational alternatives, i.e. Project Graduation.
3. Discussion groups.
4. Peer leadership program.

II. SECONDARY PREVENTION-INTERVENTION:

A. Pupil Substance Use Policy and Procedures.

B. Direct contact with students (assessment, short term intervention, and referral)—

1. Average number of students seen yearly: 163 Ridge; 98 William. Annin; 3 Elementary.
2. More than 80% of new referrals are self or peer-referrals.

III. TERTIARY PREVENTION: FOLLOW-UP AND AFTERCARE:

A. Aftercare—

1. Coordination with treatment program or therapist.
2. Referral to appropriate aftercare programs including AA/NA/CA, Al Anon, Alateen group.
3. Development of school-based support network.