

LINDEN PUBLIC SCHOOLS

***SCHOOL BASED COUNSELING
AND SOCIAL WORK***

GRADES Pre-K – 12

CURRICULUM GUIDE

2013-2014

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Linden, New Jersey

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We wish to acknowledge the efforts of the many people who have contributed to the implementation of Linden's guidance and social work program over the years.

A special thanks goes to the members of the School Based Counseling and Social Work Curriculum Committee who volunteered their time and gave valuable input to the writing of this program evaluation.

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VISION

Vision Statement

The vision of the American School Counselor Association (ASCA) is to prepare today's students to become tomorrow's adults. The ASCA established National Standards for Students to help school counselors assist students. These national standards identify and prioritize the attitudes, knowledge and skills that students should acquire after participating in a school counseling program. Keeping this vision in mind to prepare today's students to become tomorrow's adults and also incorporating the 21st Century and the new Anti-Bullying standards relevant for school counseling programs, the committee began its assessment of the current school counselor and social work program Pre-K through Grade 12. The National Standards for School Counseling Programs facilitate student development in three broad content areas:

- Academic Development
- Career Development
- Personal/Social Development

The committee became familiar with both the National and State Standards and the New Jersey School Counseling Initiative in order to properly prepare for program improvement. They also reviewed programs in other New Jersey Districts including: New Providence, Roselle Park and Clark.

"ASCA National Standards for Students serves as the foundation for the ASCA National Model: A Framework for School Counseling Programs. The National Model helps school counselors design and implement programs that meet the National Standards and established school counseling as an integral component of the academic mission of their schools."

NATIONAL STANDARDS

ASCA NATIONAL STANDARDS FOR STUDENTS

Academic Development

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

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

A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take Pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

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

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance.
- A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.**A:C1 Relate School to Life Experiences**

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

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

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.

C:A1 Develop Career Activities

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- 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
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

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

C:B1 Acquire Career Information

- 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 career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
- C:B2.2 Assess and modify their educational plan to support career goals
- 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.

C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and Success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- 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

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes and inter-personal skills to help them understand and respect self and others

PS:A1 Acquire Self-knowledge

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.6 Use effective communication skills
- PS:A2.7 Know that communication involves speaking, listening and non-verbal behavior
- PS:A2.8 Learn how to make and keep friends

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

PS:B1 Self-knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals.
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

The New Jersey School Counseling Initiative is an original initiative that began more than 17 years ago by visionary school counselors as part of the national movement to improve school counseling in New Jersey. The NJSCI provides a framework to assist local school districts in developing their own school counseling program. It uses the National Standards for School Counseling Programs as a foundation as well as the New Jersey Core Curriculum Content Standards (see attached).

The school counseling program must change from the traditional reactive services to an organized proactive and developmental program to be effective. "School counseling is a planned, sequential, and coordinated program central to the educational experience of students, not an ancillary one." "Research suggests that high-quality counseling services can have long-term effects on a child's well-being and can prevent a student from turning to violence and drug or alcohol abuse. High-quality school counseling services can improve a students' grades, reducing classroom disruptions, and enhancing teachers' abilities to manage classroom behavior effectively. High-quality school counseling services also can help address students' mental health needs (US Department of Education, 2002, p. 117)."

The School Counseling program will help students to:

- Learn effectively and efficiently
- Establish educational and career goals and the plans to achieve them
- Become aware of a wide range of post secondary school and career opportunities, from those requiring college or other specialized training to those that do not require a degree
- Master academic and life-career skills with an understanding of the relationships between these skills and future success
- Develop decision-making and other skills necessary for success
- Improve their academic achievement

Standards

From the Core Curriculum Content Standard, the 21st Century Life and Career Standards Learning Progressions identify key career development and life skills that students must accomplish in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.

Members of the business and industry communities have identified vital career and technical education skills. In 1992, the Secretary's Commission on Achieving Necessary Skills (SCANS) identified productive use of resources, interpersonal skills, information, systems, and technology as essential workplace competencies. The SCANS foundation skills include basic skills, personal qualities, and the ability to identify and solve real problems, reason effectively, and apply critical thinking skills.

To keep with environmental savings, please use: www.nj.gov/education/standards/9 to access full information on 21st Century Life and Career Standard Learning Progressions.

NEW JERSEY CORE CURRICULUM
CONTENT STANDARDS

Core Curriculum Content Standards

21st Century Life and Careers Standards Learning Progressions

Introduction

9.2 21st Century Life Skills

- A. Critical Thinking & Problem Solving
- B. Creativity and Innovation
- C. Collaboration Teamwork and Leadership
- D. Cross-Cultural Understanding and Interpersonal Communications

9.2 Personal Financial Literacy

- A. Income and Careers
- B. Money Management
- C. Credit and Debit Management
- D. Planning, Saving and Investing
- E. Becoming a Critical Consumer
- F. Civic Financial Responsibility
- G. Risk Management and Insurance

9.3 21st Career Awareness, Exploration & Preparation

- A. Career Awareness
- B. Career Exploration
- C. Career Preparation

9.4 Career and Technical Education

- 9.4.A. Agriculture, Food & Natural Resources Career Cluster
 - 9.4.1(1) Food Products and Processing Systems
 - 9.4.A(2) Plant System
 - 9.4.A(3) Animal Systems
 - 9.4.A(4) Power, Structural, and Technical Systems
 - 9.4.A(5) Natural Resources Systems
 - 9.4.A(6) Environmental Service Systems
 - 9.4.A(7) Agribusiness Systems
- 9.4.B. Architecture & Construction Career Cluster
 - 9.4B(1) Design/Pre-Construction
 - 9.4B(2) Construction
 - 9.4B(3) Maintenance and Operations Pathway
- 9.4.C. Audio/Visual, Technology & Film Career Cluster
 - 9.4.C(1) Audio & Visual Technology and Film
 - 9.4.C(2) Journalism and Broadcasting
 - 9.4.C(3) Printing Technology
 - 9.4.C(4) Performing Arts
 - 9.4.C(5) Telecommunications Technologies
 - 9.4.C(6) Visual Arts

- 9.4.D Business, Management & Administrative Career Cluster
 - o 9.4.D(1) Administrative Services
 - o 9.4.D(2) Business Information Technology
 - o 9.4.D(3) General Management
 - o 9.4.D(4) Business Financial Management & Accounting
 - o 9.4.D(5) Human Resources
 - o 9.4.D(6) Operations Management
- 9.4.E Education & Training Career Cluster
 - o 9.4.E(1) Professional Support Services
 - o 9.4.E(2) Teaching and Training
- 9.4.F Finance Career Cluster
 - o 9.4.F(1) Accounting
 - o 9.4.F(2) Banking
 - o 9.4.F(3) Business Finance
 - o 9.4.F(4) Insurance
 - o 9.4.F(5) Securities and Investment
- 9.4.G. Government & Public Administration Career Cluster
 - o 9.4.G(1) Governance
 - o 9.4.G(2) Foreign Service
 - o 9.4.G(3) Planning
 - o 9.4.G(4) National Security
- 9.4.H. Health Science Career Cluster
 - o 9.4.H(1) Therapeutic Services
 - o 9.4.H(2) Diagnostic Services
 - o 9.4.H(3) Health Informatics
 - o 9.4.H(4) Support Services
 - o 9.4.H(5) Biotechnology Research and Development
- 9.4.I. Hospitality & Tourism Career Cluster
 - o 9.4.I(1) Restaurant Food and Beverage Service
 - o 9.4.I(2) Lodging
 - o 9.4.I(3) Travel and Tourism
 - o 9.4.I(4) Recreation, Amusement, and Attractions
- 9.4.J Human Services Career Cluster
 - o 9.4.J(1) Early Childhood Development and Services
 - o 9.4.J(2) Family and Community Services
 - o 9.4.J(3) Personal Care Services
 - o 9.4.J(4) Consumer Service
- 9.4.K Information Technology Career Center
 - o 9.4.K(1) Network Systems
 - o 9.4.K(2) Information Support and Services
 - o 9.4.K(3) Web and Digital Communication
 - o 9.4.K(4) Programming and Software Development

- 9.4.L Law, Public Safety, Corrections & Security Career Cluster
 - 9.4.L(1) Corrections Services
 - 9.4.L(2) Emergency and Fire Management Services
 - 9.4.L(3) Security and Protective Services
 - 9.4.L(4) Law Enforcement Services
 - 9.4.L(5) Legal Services
- 9.4.M Manufacturing Career Cluster
 - 9.4.M(1) Manufacturing Production Process Development
 - 9.4.M(2) Production
 - 9.4.M(3) Maintenance, Installation, and Repair
 - 9.4.M(4) Quality Assurance
 - 9.4.M(5) Logistics and Inventory Control
 - 9.4.M(6) Health, Safety, and Environmental Assurance
- 9.4.N Marketing Career Cluster
 - 9.4.N(1) Marketing Communications
 - 9.4.N(2) Marketing Management
 - 9.4.N(3) Marketing Research
 - 9.4.N(4) Management & Entrepreneurship
 - 9.4.N(5) Merchandising
 - 9.4.N(6) Professional Sales & Marketing
- 9.4.O Science, Technology, Engineering & Mathematics Career Cluster
 - 9.4.O(1) Engineering and Technology
 - 9.4.O(2) Science and Mathematics
- 9.4.P Transportation, Distribution & Logistics Career Cluster
 - 9.4.P(1) Transportation Operations
 - 9.4.P(2) Logistics Planning and Management
 - 9.4.P(3) Warehousing and Distribution Center Operations
 - 9.4.P(4) Planning Implementation
 - 9.4.P(5) Transportation Systems/Infrastructure Planning, Management, and Regulations
 - 9.4.P(6) Health, Safety, and Environmental Management
 - 9.4.P(7) Sales and Service

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PHILOSOPHY OF SCHOOL COUNSELING
AND SOCIAL WORK PROGRAM

PHILOSOPHY

The School District believes that the counseling program is an important and integral part of the overall educational process.

Since students develop emotionally, socially, and academically, the counseling program must address the issue of total growth and development. It prepares students to be responsible citizens of society by facilitating their intellectual, physical, moral, emotional, career and social development.

The PreK-12 developmental program is concerned with all students while recognizing the fact that individuals have needs that will continue to require special attention. As a result, the comprehensive counseling program is for all students and becomes developmental rather than crisis-oriented.

The school counselors in the Linden School District believe:

- All students are unique individuals and have dignity and worth.
- All students' ethnic, cultural, racial, sexual orientation, color, national origin, religion and special needs are considered in the planning and implementation of the school counseling program.
- All Pre K-12 students will participate in the school counseling program.

GOALS OF SCHOOL COUNSELING AND SOCIAL WORK PROGRAM

PROGRAM GOALS

Elementary Schools

At the elementary level, the counseling program promotes quality education schooling by assisting students in learning the skills and attitudes necessary to be successful. It emphasizes decision-making skill development and awareness and beginning exploration of future educational and occupational possibilities. The program also stresses self-concept development and the acquisition of skills in developing interpersonal relationships. Specific goals include:

1. To aid children in their school adjustment and academic development including organizational, study and test taking skills.
2. To assist children in their personal growth through self-understanding and development of healthy self-concepts.
3. To assist children in their social development and understanding of others, peer relationships, coping strategies and effective social skills.
4. To aid children in their understanding of the world of work.
5. To assist children in helping to alleviate personal, behavioral, and emotional problems.
6. To aid children in the development of problem-solving skills necessary in considering alternatives, making decisions and goal setting.
7. To allow children to be in a safe and secure environment free of bullying.

Secondary Schools

Building on the goals of the elementary school, the counseling program at the secondary school level assists students in becoming responsible adults who can develop realistic goals and fulfill life plans based on clear understandings of themselves and their needs, interests and skills. The counselors work with the students to develop education/career plans that cover graduation requirements and update these plans periodically in accordance with students' post graduation education and occupation goals. Continued attention is given to assist students in developing competence in decision making, career planning, working with others, and taking responsibility for their own behavior. Specific goals include:

1. To help each student discover his/her abilities in school life and to encourage the student to work to his/her academic and social capacity.
2. To assist the student in a wise choice of the available school curriculum and in the development of good relationships with his/her teachers and peers.
3. To secure information on the student's mental capacities, aptitudes, occupational interests, and academic achievement through objective tests.
4. To interpret collected student data and to disseminate to the students, the students' parents, teachers, future employers and college admissions officers.
5. To make students aware of the offerings of community agencies.
6. To help students become productive members of society.
7. To assist the classroom teacher in discovering and using opportunities and services of the school district.
8. To coordinate the guidance/counseling opportunities and services of the school district.
9. To educate the parent and community about the guidance and counseling program.
10. To assist each student in developing coping strategies.
11. To encourage students to develop positive peer relationships and effective social skills.
12. To provide substance abuse education.
13. To encourage multicultural/diversity awareness and respect.
14. To develop career awareness exploration and planning.
15. To allow children to be in a safe and secure environment free of bullying.
16. To encourage students to pursue leadership roles within the school community.

DEFINITION OF A SCHOOL COUNSELING PROGRAM

DEFINITION OF A SCHOOL COUNSELING PROGRAM

The American School Counselor Association has developed National Standards for School Counseling Programs that help to define a future vision for the school counseling profession.

“A comprehensive school counseling program is developmental and systematic in nature, sequential, clearly defined, and accountable. It is jointly founded upon developmental psychology, educational philosophy, and counseling methodology (ASCA, 1994). The school counseling program is integral to the educational enterprise. The program is proactive and preventive in its focus. It assists students in acquiring and using life-long learning skills. More specifically, school counseling programs employ strategies to enhance academics, provide career awareness, develop employment readiness, encourage self-awareness, foster interpersonal communication skills, and impart life success skills for all students.

The school counseling program has characteristics similar to other educational programs, including a scope and sequence; student outcomes or competencies; activities and processes to assist students in achieving these outcomes; professionally credentialed personnel; materials and resources; and accountability methods.

School counseling programs are developed by design, focusing on needs, interests, and issues related to the various stages of student growth. There are objectives, activities, special services and expected outcomes, with an emphasis on helping students to learn more effectively and efficiently. There is a commitment to individual uniqueness and the maximum development in three major areas: academic, career, and personal/social (ASCA, 1990).”

PROGRAM DESCRIPTION

PROGRAM DESCRIPTION

School Counseling is an integral part of each school's total education program. The PreK-12 developmental program is implemented by certified school counselors, student assistance counselor and school social workers along with other professional staff such as teachers, school nurses, media specialists, and administrators.

The counseling program is organized around the following services:

1. The *assessment service*, which is designed to collect, analyze, and use a variety of objective and subjective personal, psychological, and social data about each student for the purpose of better understanding him/her, as well as assisting him/her to understand himself/herself.
2. An *informational service*, which is designed to provide students with a greater knowledge of educational, vocational, and personal-social opportunities so that they may make better informed choices and decisions in an increasingly complex society.
3. The *counseling service*, which is designed to facilitate self-understanding and development through dyadic or small-group relationships. The major focus of such relationships tends to be upon personal development and decision-making that is based on self-understanding and knowledge of the environment.
4. A *planning, placement, and follow-up service*, designed to enhance the vocational development of the student by helping him select and utilize job opportunities within the school and in the outside labor market.
5. The *consultative service*, which is defined as sharing professional information and knowledge with others who have an important part to play with the student's development and adjustment.
6. The Anti-Bullying Specialist, which is defined as a trained Social Worker who has knowledge of Anti-Bullying regulations, will review and evaluate all HIB incidents.
7. Anti-Bullying Respect and Tolerance Programs will be implemented throughout the year to create a positive school climate.

APPRAISAL SERVICES

PUPIL RECORDS

The pupil records system provides material useful in pupil analysis and counseling. In conformance with State and Federal regulations, the Linden Board of Education has issued guidelines governing mandated and permitted records.

Mandated records are as follows:

1. Personal Data Card
2. Scholarship and Attendance Record
3. Health Record
4. Standard School Immunization Record
5. All other records required to be kept by the State Board of Education including Child Study Team reports and speech correction records on classified students.
6. Results of performance on State Tests*

All of the above are included in the cumulative folder, with the exception of Item No. 5. These records are kept by the Department of Pupil Personnel Services.

Permitted records are as follows:

1. Records of district testing
2. Activities and work experience record
3. Academic honors earned
4. Observations, progress reports and rating of individual pupils by professional staff members
5. Samples of pupil work
6. Verified reports of serious or recurrent behavior patterns and statements regarding suspensions
7. Correspondence relating specifically to pupil's school performance

8. Child Study Team reports on non-classified and declassified pupils.
9. LEP Bilingual records
11. Speech correction records on non-classified or declassified pupils
12. Title I records

Principles of confidentiality are strictly adhered to in the maintenance of pupil records. These records are made accessible to parents and/or legal guardians, adult pupils and graduates upon presentation of a written request to the school principal. Similarly, pupil records may only be released to outside individuals and/or agencies with proper written authorization.

* New Jersey Assessment of Skills and Knowledge, and High School Proficiency/Assessment.

DISTRICT TESTING

The results of the district's comprehensive group testing program in Grade 3 through Grade 8 are used primarily to identify pupil strengths and weaknesses, to review current curriculum programs and in turn aid future planning. Also, the performance of Linden students in a particular school or class can be compared to that of students in other schools in the district, as well as to the performance of students throughout the nation. Item analysis reports (i.e. objective mastery reports and right response records) are also obtained in order to determine the performance of a student or a group of students on specific items or various groupings. This information is particularly valuable to teachers with regard to individual student and group needs.

The district also participates in various national testing programs for students on specific items or various item groupings. This information is particularly valuable to teachers with regard to individual student and group needs.

The district also participates in various national testing programs for students who are interested in college admissions and scholarships. In addition, the counseling department cooperates with representatives of the military services in administering the Armed Services Vocational Aptitude Battery (ASVAB).

Advanced Placement Testing

The Advanced Placement Program, administered by the College Board, allows high school students to undertake college-level academic learning and to show that they have mastered the advanced material by taking Advanced Placement Exams. Students can receive credit, advanced placement, or both from thousands of colleges and universities that participate in the Advanced Placement Program. Students that do not take the AP Examination related to their course will have their grade weight revert to the 1.075 GPA weight of an Honors Course rather than the 1.1 GPA weight of the AP course.

International Baccalaureate Diploma Testing

The International Baccalaureate Diploma Program is a two-year course of study in the 11th and 12th grade. Affiliated with the International Baccalaureate Organization headquartered in Geneva, Switzerland, Linden High School offers students the opportunity to obtain a world-class education. The IB Diploma program is for college bound students. Additional details are contained in the IB section of this book. Students who do not take the IB Examination related to their course will have their grade weight revert to the 1.075 GPA weight of an Honors Course rather than the 1.1 GPA weight of the IB Course.

International Baccalaureate Certificate Testing

The International Baccalaureate Certificate Program is offered as an alternative to the Diploma Program. Students are eligible to enroll in any IB Course as a certificate candidate. Certificate candidates must comply with all the course requirements, which include the internal and external examinations and will receive the same grade weight as outlined in the Diploma Program above.

NEW JERSEY STATE TESTING

In May 1996, the State Board of Education adopted the Core Curriculum Content Standards to describe what all students should know and be able to do at the end of fourth grade, eighth grade, and upon completion of a New Jersey public school education. The fourth grade Elementary School Proficiency Assessment (ESPA) is aligned with the content standards as is The Grade Eight Proficiency Assessment (GEPA), and The High School Proficiency Test (HSPT) which is the state's graduation test.

In 2006, as a result of the No Child Left Behind (NCLB) requirement, students in fifth, sixth, and seventh grades were also administered the New Jersey Assessment of Skills and Knowledge (NJASK). The NJ ASK Grades 5, 6, and 7, are also aligned with Core Curriculum Content Standards. The NJ ASK and HSPT all assess students in language arts literacy and mathematics. NJASK4, NKASK8 and HSPA also assess science.

The New Jersey Core Curriculum Content Standards will be replaced in 2014 by the Common Core Curriculum Standards which are being developed by multiple states, NJ being one. It will allow for unification of skills taught throughout the USA.

Currently NJASK is being administered in grades 3-8 in Language Arts Literacy and Mathematics. In addition, Science is administered with NJCCS. Two Thousand Twelve freshmen will be the first class to be tested as Juniors in the year 2014 using CCCS as basis for determination. Current Sophomores, Juniors and Seniors will continue to use High School Proficiency Assessment (HSPA) as their graduation requirement.

New Jersey Statute (N.J.S.A. 18A:7c-3) and Administrative Code (N.J.A.C. 6A:8-4.1) provide for an alternate assessment of twelfth-grade students who have met all graduation requirements except for demonstrating proficiency in all content areas of the High School Proficiency Assessment (HSPA). The Alternative High School Assessment (AHSA) process is the designated alternate assessment for the HSPA knowledge and skill in a familiar setting.

The AHSA is aligned to the HSPA test specifications to ensure that students who demonstrate proficiency through the AHSA have demonstrated the same knowledge and skills as students who are proficient on HSPA itself. The process used for the development of the AHSA is designed to ensure that the AHSA is:

- Aligned with the clusters and performance levels of HSPA; and
- Fair, reliable and comparable for all eligible AHSA candidates, including students from special populations

PARCC will be the replacement for HSPA

Instruction aligned to the Common Core State Standards (CCSS) in Mathematics and English Language Arts will be implemented statewide at the high school level beginning this fall. One challenge is transitioning assessment systems. We have decided to extend the High School Proficiency Assessment (HSPA) for the next two years to assure that students who began high school under the New Jersey Core Curriculum Standards will take the HSPA as their graduation exam. The incoming tenth and eleventh graders will have the same numbers of opportunities to meet their assessment graduation requirement; i.e., the same number of re-take opportunities on HSPA and the same number of Alternative High School (AHSA) administrations.

Incoming ninth-grade students' instruction will be aligned to the CCSS and, therefore, will be the first cohort to be administered the Partnership for Assessments of Readiness for College and Careers (PARCC) assessments in 2014-2015 when they will be juniors in high school. The table below illustrates the transition.

Class	2012-2013	2013-2014	2014-2015
Senior	HSPA (Re-take) & AHSA		
Junior	HSPA	HSPA (Re-take) & AHSA	
Sophomore		HSPA	HSPA (Re-take) & AHSA
Freshman			PARCC

The New Jersey Biology Competency Test (NJBCT) will continue to assess student knowledge and skills of New Jersey's Biology standards since the CCSS only include mathematics and English Language Arts and The End of Course Algebra I & II assessments will not be administered in 2013 and 2014.

College Board Testing

SAT

The SAT is an objective, standardized, approximately four hours test, that measures the kind of reasoning skills needed for college by assessing how students apply what they have learned in school.

The test includes the following sections

SAT Writing

- 25 minutes – Essay
- 25 minutes - 35 questions (improving sentences and paragraphs, identifying sentence errors)
- 10 minutes - 14 questions (improving sentences)

SAT Critical Reading

- 25 minutes - 24 questions (sentence completion, short and reading comprehension)
- 25 minutes - 24 questions (sentence completion, short and reading comprehension)
- 20 minutes - 19 questions (sentence completion, long reading comprehension)

SAT Math

- 25 minutes - 20 questions (multiple choice)
- 25 minutes - 18 questions (multiple choice, grid-in)
- 20 minutes - 16 questions (multiple choice)

Experimental Section

- 25 minutes - questions vary

SAT Writing Section Format

There are three SAT writing sections--one is the Essay and two are multiple choice.

SAT Essay Section

For the SAT Essay section, you will have 25 minutes to write about a given topic. The Essay section doesn't require you to have a vast knowledge on any specific subject; rather it tests you on your grasp of English language conventions and your ability to develop a point of view supported by evidence based on reading, experience, and studies.

SAT Writing Multiple Choice

In addition to the Essay, SAT Writing has two multiple choice sections with identifying sentence errors, improving sentences, and improving paragraphs. For identifying sentence errors, you will be given a sentence and have to decide if there are any mistakes that deviate from standard English. There are five answer choices where four are possible mistakes and one is for no mistakes.

For improving sentences and paragraphs, you'll be given a sentence or paragraph and answer choices that propose different wordings or sentence order that would make the sentence or paragraph more readable.

SAT Critical Reading Section Format

The SAT Critical Reading section has three main question types--short passages, long passages, and sentence completion.

Short Passages

SAT short passages are only about 1-2 paragraphs long and you'll be asked 1-2 questions on each passage. Just like the SAT Writing section, you don't need prior knowledge to answer SAT Critical Reading questions. All answers can be found in the passage.

Long Passages

Usually 3-5 paragraphs long, long passage questions are often the most challenging part of the SAT Critical Reading section. After you finish reading a passage, you will be asked 3-5 questions on what you just read. You will usually be asked about a couple of main ideas and a couple of details. Like short passage questions, you'll be able to find all answers in the passage.

Sentence Completion

Sentence completion questions require you to read a sentence with a missing word(s) or phrase(s) and choose an answer to fill in the blank. Sometimes there's more than one answer that makes sense, but it's up to you to choose the answer that fits a sentence best. A good gauge of how well you'll do on SAT sentence completions is your level of vocabulary.

SAT Math Section Format

Subjects covered by the SAT Math section--arithmetic, geometry, algebra, and advanced algebra. These subjects will be tested in the form of multiple choice and grid-in questions.

SAT Math Multiple Choice

There will be three SAT Math sections where two sections are entirely multiple choice questions, and the other section is part multiple choice and part grid-in. Multiple choice questions can be in any of the previously mentioned subjects. Geometry questions are often preceded by a figure that you'll have to refer to.

SAT Math Grid-in

Grid-in questions are about the same as multiple choice questions, except you will not be given any answer choices. Instead, you will have to fill in an answer yourself in the special grid-in area on your answer sheet.

*Information provided by www.studybeans.com

SAT II: Subject Test

SAT II: Subject Tests are designed to measure students' knowledge and skills in particular subject areas, as well as their ability to apply that knowledge. The tests are independent of any particular textbook or method of instruction. The tests' content evolves to reflect current trends in high school curricula, but the types of questions changes little from year to year.

Subject Tests fall into five general subject areas:

English

Literature

History and Social Studies

United States History

World History

Mathematics

Math Level I

Math Level 2

Science

Biology E/M

Chemistry

Physics

Languages

Chinese with Listening

French

French with Listening

German

German with Listening

Modern Hebrew

Italian

Japanese with Listening

Korean with Listening

Latin

Spanish

Spanish with Listening

All Subject Tests are one-hour, multiple-choice tests. However, some of these tests have unique formats:

- The Biology E/M Test contains a common core of 60 general-knowledge multiple-choice questions, followed by 20 multiple-choice questions that emphasize either ecological (Biology E) or molecular (Biology M) subject matter. After completing the core questions, test takers choose the section for which they feel most prepared.

- Language Tests with Listening (Chinese, ELPT, French, German, Japanese, Korean, and Spanish) consist of a listening section and reading section. Students taking these tests are required to bring an acceptable cassette player with earphones to the test center.
- The Mathematics tests have some questions that require you to use a calculator at least at the level of a scientific calculator.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is cosponsored by the College Board and National Scholarship Corporation. The PSAT/NMSQT measures the critical reading, math problem-solving, and writing skills that students have developed over the course of their education.

This test is one-half the length of the SAT I and similar in content. It is typically administered in the Fall of the junior year but is also beneficial to younger students to take the test to get a head start on improving academic skills needed for success in college.

ACT TEST

Breakdown

Many prospective college students will need or want to take the ACT exam. This exam was developed by the ACT (formerly American College Testing) to measure general academic ability.

The basic core of the ACT test is four multiple-choice tests in the following content areas: English, mathematics, reading, and science.

The English section contains 75 questions and must be completed in 45 minutes. The content of the English exam can be divided into two basic sections, usage/mechanics and rhetorical skills. In turn, these two categories can be broken down into 6 parts: punctuation (13% of the exam); grammar and usage (16%); sentence structure (24%); rhetorical strategy (16%); rhetorical organization (15%); and rhetorical style (16%). The English section is composed of five prose passages, followed by questions.

The math section contains 60 multiple-choice questions and must be completed in 60 minutes. This section can be broken into 6 constituent parts: pre-algebra (23%); elementary algebra (17%); intermediate algebra (15%); coordinate geometry (15%); plane geometry (23%); and trigonometry (7%).

The reading test contains 40 multiple-choice questions and must be completed in 35 minutes. Four passages will be presented to the candidate, each of which is roughly at the level of difficulty found in college freshman courses. The four content areas from which these passages are drawn are social studies, natural science, fiction, and the

humanities. The questions that follow these passages are meant to assess the candidate's ability to understand and evaluate material, rather than the ability to recall obscure facts or define vocabulary.

The science section contains 40 questions and must be completed in 35 minutes. In order to succeed in this section, candidates will need to have taken Earth science, physical science, and biology. This test seeks to measure the candidate's ability to apply scientific reasoning skills. Content will be presented in the following formats: data representation, as for instance graphs and tables (38% of the exam); research summaries (45%); and conflicting viewpoints (17%).

Description of the ACT

The ACT (No Writing) consists of four multiple-choice tests: English, Mathematics, Reading, and Science. The ACT Plus Writing includes the four multiple-choice tests and a [Writing Test](#).

Test			Content
English	75 questions	45 minutes	Measures standard written English and rhetorical skills.
Mathematics	60 questions	60 minutes	Measures mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.
Reading	40 questions	35 minutes	Measures reading comprehension.
Science	40 questions	35 minutes	Measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.
Optional Writing Test	1 prompt	30 minutes	Measures writing skills emphasized in high school English classes and in entry-level college composition courses.

Ranking Procedures

The ranking procedure is based upon the fact that greater weight is given to honors, advanced placement, accelerated, and International Baccalaureate courses. These courses differ substantially in their levels of academic challenge. Ranking helps make fairer academic peer comparisons. The result is that students selecting these courses will be helped to a higher rank and their opportunities for college admission improved. This philosophy further emphasizes that each student should be encouraged to elect those subjects which are best suited to insure maximum utilization of his/her potential for educational development consistent with his/her goals and aspirations.

The board emphasizes that rank in class, although an ingredient in the college admissions process, does not measure such important human traits as character, personality, manual dexterity, social and practical intelligence and maturity. The student who ranks number one in a class is not necessarily a better person than the student who ranks ninety-nine.

The essentials of the ranking system are as follows:

- Class rank will be prepared for all seniors.
- Cumulative ranking begins with the ninth grade and an exact ranking is computed at the end of the eleventh grade. Rankings are carried out three places to the right of the decimal point.
- Grades for all classes will be included in computing class rank.
- Rank in-class is computed on the basis of numerical grades earned, in all subjects attempted. Failing marks, grades for courses repeated and summer school grades are counted.
- All students are included in the class rank except those transfer students with incomplete or inconsistent grading data.
- A final ranking will be computed for the 25 highest students at the end of twelfth grade. In the event a tie for Valedictorian occurs, the students will be declared Co-Valedictorians. In that case no Salutatorian will be designated.
- A weighted factor of 1.075 will be given to honors courses. A weight of 1.1 will be given for Advanced Placement courses and International Baccalaureate courses only if the student takes the AP or IB exam.
- Courses designated remedial or special education will be given a weight of 1.00, except for those designated In-Class Support which will be given a grade of 1.025.
- All remaining courses will be assigned a weight of 1.025.

INFORMATIONAL SERVICES

ORIENTATION PROGRAMS

The school system conducts an evening orientation program for fifth grade students planning to enter the middle school (grades 6-8). These programs consist of providing students with information regarding school rules, procedures and of giving the students a tour of the building.

Additionally, each year an evening orientation program is conducted at the high school level for incoming ninth graders and their parents. This provides an overview of course offerings, possible sequences of courses according to career goals, graduation requirements and the High School Proficiency Assessment. Incoming ninth graders will be encouraged to attend a daytime orientation over the summer which will provide students with an overview of rules, procedures and tour of the building.

EDUCATIONAL OPPORTUNITY PROGRAMS

In the fall of each year, a College Night Program is held at the high school. The program affords all high school students, parents/guardians, and the general public the opportunity to obtain information on post-secondary schools. Representatives from colleges, technical and trade schools, business schools and the military are in attendance. There are approximately one hundred ten representatives at the program. A similar program (mini-college day) is held in March, during the day, for the eleventh and twelfth grade students.

At the evening program, workshops are provided for students and parents regarding financial aid for post-secondary education. The workshop on financial aid is conducted by a financial aid officer from a local college. Two sessions are held in order that all interested parties can obtain pertinent information.

COLLEGE INFORMATION PROGRAM

A College Information Program is held each Fall for seniors and each winter for juniors. For small group participation counselors go to individual English classes. The school counselors speak to the students about admissions to post-secondary schools. All students contemplating further education are given the following information:

1. Students are told when they can secure their class rank from the school counselor and how it is arrived at, as well as its importance.
2. Juniors are given the recommendation to take the SAT's in May. For those students who desire to take it a second time, they may do so in November or December of their senior year. They are encouraged to take SAT review courses through College Board or Naviance. Students are requested to secure information on all schools to which they plan on applying to in order that they can take all necessary SAT tests or Achievement test required for admission.
3. Students are asked to research and locate information on all schools they may wish to attend as to entrance requirements in order to obtain an application.
4. Financial Aid information of a general nature is given to the students as well as Specific Information on the FAFSA application (Free Application for Federal Student Aid). Counselors provide assistance to families on completing this application as needed.
5. Students find college/career information through various sights on the internet.

The School Counseling Department is pleased to introduce Family Connection from Naviance, a web based service designed especially for students and parents. Family Connection is a comprehensive website that you and your child can use to help in making decisions about courses, colleges, and careers.

Family Connection is linked with Naviance Succeed, a service used in the guidance office to track and analyze data about college and career plans, so it provides up-to-date information that is specific to our school.

SCHOLARSHIPS AND FINANCIAL AID

Local scholarships and scholarships available from colleges, technical and/or vocational schools, organizations, unions, etc., are posted by the School Counseling Department. In addition, notices pertaining to these scholarships are sent to all senior homerooms. Scholarship Applications are posted on the Linden Public Schools website.

Each scholarship notice includes the qualifying information for applying, where applications can be obtained, the deadlines, as well as materials (i.e., transcripts, references) to be included with the application. Information on these scholarships and awards are usually received from October through April of each school year. Some of these awards are not dependent upon financial need but upon individual achievement of specialized participation.

An annual awards program is held in June, at which representatives of local organizations and companies present scholarships and awards to seniors.

A work sheet for web-based applications and a guide to completing the FAFSA booklet is available. Guidance on preparation is offered. Students are reminded and encouraged to complete FAFSA on January 2 of each year. Announcements and postings are made weekly. It is recommended to file online as opposed to paper.

CAREER EDUCATION

Whenever possible, career education concepts have been incorporated (infused) in the various courses of study. In Middle School students are cycled through fifteen rotation modules; art, music, theatre, computers, world languages and gateway to technology. Career education is addressed in all areas. Students meet with the counselor to select appropriate cycle classes. All sixth graders are required to take a language and all students must take a computer cycle class at least one time during middle school.

High School students may meet the career education and life skills requirement through infusion into existing courses or by taking one of a whole array of courses which include but are not limited to:

Business Education

Accounting I, II
Business Law
Business Management
Career Opportunities - CST
Computer Application Skills
Cooperative Business and Marketing Ed CO-OP
Entrepreneurship
Financial Management Skills – CST
Introduction to Business
Introduction to Cooperative Business and Marketing Ed
Introduction to Marketing
Microsoft Office Skills
Personal Finance
Recordkeeping
Service Occupations – CST
IB Business Management SL – 12th

Computer Science

Introduction to Computer Science Using C++
Object Oriented Programming C++
Computer Science Using JAVA
Introduction to Video Game Design
Computer Science Using Visual BASIC
Web Based Technology for Business
Web Design

Fine and Performing Arts

Painting, Drawing & Sculpting
Digital/Traditional Illustration & Animation
Advanced Art/Portfolio
Dance Major
Dance Company
Advanced Drama
Musical Theatre Major
Music Technology
IB Theatre Arts HL-11th grade
IB Theatre Arts HL-12th grade
IB Art Design SL

Language Arts

Journalism I, II

Practical Arts and Technology

Modern Clothing I
Modern Foods I
Electronics I, II, III
Woodshop I
Cosmetology I, II, III
Basic CAD
Computer Integrated Manufacturing
Digital Electronics
Graphics Design I, II, III

Introduction to Engineering Design
Process Technology I, II
IB Design Technology SL
IB Design Technology HL - 11th grade
IB Design Technology HL - 12th grade

Linden High School students may also avail themselves of the shared time arrangement that the high school has with the Union County Vocational-Technical High School.

Course offering areas include:

- Air Conditioning, Heating & Refrigeration Technology
- Allied Health
- Auto Collision Technology
- Automotive Technology
- Baking
- Carpentry/Construction
- Child Development
- Computer Repair
- Culinary Arts
- Electrical Technology
- Electromechanical Technology
- Law Enforcement
- Maintenance Mechanics
- Telecommunications Technology

When students come to the guidance office they are encouraged to obtain occupational information on any field of interest. Affirmative Action principles are always considered and practiced. Internet research is available.

Career oriented programs are made available to the students throughout the year. For example, this past year representatives from Berkeley College and Devry University talked with students about career opportunities.

Career information can also be obtained from the media center at the high school. Students are made aware of this through the guidance and counseling office.

Lists of web sites are also posted in the media center and the guidance and counseling office and on the Linden Public Schools website.

COUNSELING SERVICES

CAREER AND ACADEMIC COUNSELING

This aspect of counseling services includes consideration of interests, past performance, present potential and future opportunities. It involves:

1. Assisting students with decision making and problem solving skills when considering their options;
2. Helping the pupil seek out personal life directions based on their interests;
3. Clarifying personal needs, values and goals and

One of the most common problems addressed in career and academic counseling is poor scholarship. An under-achiever often fails to express concern about low grades because he/she is preoccupied with other problems. In this case, the counselor focuses more on the underlying problems than on the grades themselves. In other instances, a remedial program and/or the development of good study habits may help.

Career counseling is usually student initiated, while academic counseling is more likely to be counselor initiated. Often, however, students state that they have a career problem when they also have more pressing problems. Career counseling may be an intensely emotional experience because of parental expectations. The counselor must consider student ability, interest, aptitude, and plans in the initial counseling session.

The student's program should be as flexible as possible since the student's character traits and interests are constantly changing. Further, test data, although helpful for decision-making, may not accurately predict success or failure in the achievement of specific goals.

The Guidance Department is pleased to introduce Family Connection from Naviance, a web based service designed especially for students and parents. Family Connection is a comprehensive website that you and your child can use to help in making decisions about courses, colleges, and careers.

Family Connection is linked with Naviance Succeed, a service used in the guidance office to track and analyze data about college and career plans, so it provides up-to-date information that is specific to our school.

PERSONAL AND CRISIS COUNSELING

Personal Counseling

This aspect of counseling services includes consideration of developing or situational adjustment problems that may interfere with efficient functioning. It involves:

1. Dealing with pupil anxiety and confusion about the immediate situation;
2. Providing support for the purpose of guided self-examination;
3. Understanding the pupil's own behavior and the consequences;
4. Encouraging the pupil to use new self-understanding in future planning and decision-making; and
5. Identifying and referring the pupil to other appropriate sources of assistance.

Crisis Counseling

This aspect of counseling services includes consideration of developmental or situational adjustment problems that may interfere with efficient functioning. It involves:

1. Reassuring the pupil that coping is possible;
2. Identifying the pupil's obstacles to coping by;
 - a. understanding self-perceptions that contribute to the crisis and by
 - b. understanding environmental forces that contribute to the crisis;
 - c. reducing pupil anxiety and confusion regarding both the self-perception and the environmental forces;
 - d. post-crisis planning including possible referral for immediate or continuing treatment.

This decision as to whether or not to make a referral for assistance is often a difficult one and must be made on a case by case basis. Suspected cases of substance abuse are immediately referred to the school principal and the district student assistance counselor.

GROUP COUNSELING

Working with groups has a number of advantages. Dealing with a number of students simultaneously spreads the effect of the counselor without diminishing counselor effectiveness. It is not as threatening as individual counseling is to some students. Peer influence can have a very positive effect in group counseling. The adult in the situation acts as a resource or catalyst. Group counseling can be used to promote good study habits by stressing organized daily preparation, using study time effectively and developing good note-taking techniques.

Group guidance is used primarily for orientation programs for new students to provide them with basic educational, vocational and college information. Counselors may form groups as dictated by need such as for disseminating information has proven more effective than assembly types.

SCHOOL-BASED SOCIAL WORK PROGRAM

This Social Work Program is a Pre-K through Grade 12 program. This program is not part of Child Study Team but is a unique prevention oriented approach to dealing with problems. Some of these include:

- Abuse and Neglect
- Bereavement
- Bullying
- Chronic Absenteeism
- Disruptive Classroom Behavior
- Divorce
- Illness
- Peer Relations
- Poor Academic Performance

The school-based social worker in conjunction with appropriate school staff, can work with the child and the family if a student is experiencing one or more of the above problems.

Interventions to be utilized may consist of some of the following:

- Activities for development of self-respect/self-discipline
- Anger management
- Behavior modification
- Conflict resolution
- Crisis management
- Increase problem-solving techniques as a means of improving social adjustment

Various social work strategies will be utilized depending upon the nature of the problem.

Students can be referred to the School-Based Social Work Program by their teacher, school nurse, the principal, parent/guardians or requested by the child.

Identification Procedures

- Referral can be made if the student is experiencing difficulties with academic performance, conduct or life stresses which could be barriers to student achievement.
- School-based social worker interviews the student, and collaboratively plans remediation, counseling, and intervention.

The school based social worker in conjunction with the professional staff may intervene with a student in any crisis situation which may occur. Therefore, this procedure may not follow in the sequence stated above. Referrals to outside agencies for assistance at this time may be necessary.

CONSULTATIVE SERVICES

PARENT/TEACHER CONFERENCES

Education of students is a shared responsibility of school personnel and parents. The counselor acts as a facilitator to insure close contact between the school and home. Conferences give each party an opportunity to understand and appreciate each other's concerns and responsibilities and to more fully understand the student's needs, development, potential and motivation. Parents are encouraged to confer with their child's counselor. Conferences generally evolve from:

1. Programming and course selection
2. Behavior adjustment problems
3. Personal adjustment problems
4. Personal health problems
5. College and career planning
6. Failure and low achievement
7. Test interpretation
8. Attendance issues

Requests for conference may be initiated by students, parents/guardians, teachers, the school social worker, the guidance counselor or an administrator. Conferences can be scheduled through the Guidance Office.

Elementary schools have 3 day parent/teacher conferences twice a year. Individual parent/teacher conferences can be scheduled through the teacher, social worker or main office.

Genesis

Genesis Parent/Guardian access is a service that Linden Public Schools is offering to parents that will allow them to view their student records via the Internet.

CHILD STUDY TEAM CONFERENCES

Counselors confer with Child Study Team members for the purpose of identifying students with special needs and to help plan programs to meet those needs. The counselor works together with teachers and the Child Study Team as part of the Intervention and Referral Services committee process. The Child Study Team also meets regularly with the counselors and social workers to monitor classified students' academic progress, behavior and overall school adjustment.

Throughout the school year, the counselors participate in I.E.P. meetings for classified students. The counselor provides pertinent information such as an assessment of the student's academic performance, results of district and state testing, and the attendance record. After all materials are reviewed with the parent and student, an individualized educational plan (I.E.P.) is developed for the following school year.

COMMUNITY AGENCIES

A close working relationship between counselors, social workers, student assistance counselor and community agencies is essential. The following is a listing of some of the community agencies with which the counselors, social workers, and student assistance counselor has contact on a regular basis.

1. The courts/probation department frequently requests information pertaining to the student's school performance, attendance, etc.
2. Social service agencies, which include state and county protective services, welfare agencies, and mental health agencies, often require information as to the student's school record. On occasion, counselors, social workers and substance abuse counselors are requested to arrange in-school meetings between student's parents and outside social workers.
3. The counselors, social workers and student assistance counselor act as a liaison in those cases in which parents have secured special help for the child through the services of a physician, therapist or tutor.

The counselors, social worker or student assistance counselor will make available to parents, upon request, community services. Also, the Guidance Office has a display featuring free local community resource and mental health brochures and pamphlets. The Guidance Office strives to build the bridge between parents and guardians and representatives from community agencies through hosting free workshops.

HIGH SCHOOL ACTIVITIES

HIGH SCHOOL ACTIVITIES

ON-GOING

New student registration.

Do schedule changes/schedule new students.
Start posting National Scholarships.
See students on an as-needed basis.
Write recommendations for seniors.
Drop Out Report due every month.
Parent conferences.
Student conferences.
IEP meetings.
I&RS.
504
Teacher conferences.
College visitations.
Monthly Reports for Director/Supervisor.
Complete Alternative School applications for students.
Help seniors with college applications before they are sent to the colleges.
Provide liaison for U.S. Military representatives.
Conduct group/individual counseling sessions.
Scholarship up-date.
Process: student transcripts in accordance with department policy as needed.
Bi-weekly progress reports as needed.
Translation of documents and grades.
Bulletin Board Updates.
Web updates.
Announcements for SAT deadlines.
Check all transcripts prior to giving out.
Review Genesis info constantly.
Arranging tutoring for students.
Principal liaison.
School based planning.
H. S. at work.
Update AHSA & HSPA data.
UCCA meetings.
Display information about Selective Service registration.
Naviance
Review transcripts repeatedly.

SEPTEMBER

See all seniors to find out their career goals/college selections.
Resolve student schedule conflicts.
Give seniors S.A.T. website (school wide announcement).
Check all student schedules for accuracy.
Plan and announce PSAT/NMSQT administration.
Make selection for New Jersey Distinguished Scholar (Deadline, October 1st).
Back to School Night.
Do credit counts on all seniors. Verify senior graduation eligibility as per district and state policy.
Get up-dated list of all students classified at the high school.
Post College Campus Days as they come in the mail.
Go over records of all new entrants. Reconcile missing grades on permanent record cards along with summer school grades.
Final arrangements made for College Night (news release and announcements put out to Senior homerooms).
Prepare National Merit Semi-Finalist applications (if appropriate).
Update High School Proficiency Assessment Retakes.
Prepare training manuals for HSPA.

OCTOBER

Notice is sent to all sophomore/junior homerooms regarding the PSAT's.
College Night scheduled.
Give out grade point average and class rank to all seniors.
Arrange scheduling and information for HSPA.
School Proficiency Assessment testing and training.
Administer test and prepare make-up testing for the following week.
Progress reports go out.
Cross check schedules on current students (9-12).
PSAT/NMSQT – administration.
Scholarship updates.
Process college applications.
Counselor's meet with their freshman and sophomores.
Counselors meet with seniors and juniors individually about career goals.
Post info on Selective Service.
Call students for HSPA make-ups.
Counselors go to individual English Classes to share information on College Application Process.

DECEMBER

Set date for the ASVAB test.
Compile a list of all juniors and seniors taking the ASVAB.
Notice sent to all seniors to prepare for FAFSA.
Progress reports go out the middle of the month.
Report cards go out for first marking period.
Rutgers application deadline – December 1.
PSAT results given to students.
Counselors meet with students with regard to failing marking period grades.
Possible Senior assembly by college freshman
Gov. School Application delivered

NOVEMBER

Do bulletin board display for National Education Week.
SAT's – announcements made regarding registration deadlines, school website, facebook.
First marking period ends.
Counselors – complete ROTC and military academy applications.
Governor's School selection process.
Provide liaison to U. C. Board of Election, make arrangements for LHS students to work on Election Day.
Apply for Robert Wood Johnson mini-medical school.
Early college application deadlines.

JANUARY

ASVAB test administered in January.
Classroom visits for course selection.
Second marking period ends.
Develop HSPA test procedures and list.
Disseminate financial aid and FAFSA information form.
Provide liaison for the U.S. Military representatives (selective service registration for senior males).
Conduct evening group eighth into ninth pre-scheduling and Naviance meeting with parents and students.
Counselors begin to conduct individual conferences with all freshman, sophomores and juniors to schedule them for next school year. (usually this process will last six to eight weeks).
Classroom visits to junior English class for college search.
Night meeting counselor.
Vo.tech. presentations.
Vo-tech. applications.

FEBRUARY

National Guidance Week is the first week in February.
Post available summer enrichment programs.
Get materials together and compile list for HSPA.
Prepare mid-year senior grades for college.
Counselors continue to meet with students on course selections.
All local scholarships posted February 1st.
Report cards go out to parents.
Review report cards of all students.
Process college and scholarship applications for seniors.
Counsel students with failing marking period grades.
Evening counselor appointments.

APRIL

Meet scheduling deadline for next year.
Compile materials, now through June, for local scholarship Awards Booklet.
Third marking period ends.
Send notices to all supervisors to get nominations for local awards.
Major deadline for all local scholarships is April.
Student selection, application process, recommendations.
Monitor each senior's progress toward graduation keeping students, parents and administrators informed as to students who are in danger of failing.
Mini College Day Program.
Access Testing.
Arrange for State Trooper Camp.
COGEN Program.
Prepare for Biology Test.

JUNE

MARCH

District and Official State Testing done during this month, as well as make-up testing.
Mini College Day (may be March or April).
See all college prep juniors to give them website for SAT's scheduled for May. Deadline for filing is March.
Progress reports go out.
Vocational testing for the state.
HSPA Training.
Call students for HSPA make-ups
Arrange for participation at NJ State Trooper Youth Week Program.

MAY

Progress Reports go out.
Get failure letters, failure sheets and summer school lists ready for the end of the year.
On-Site registration for Union County College.
Progress Reports go out to parents.
Student surveys for seniors and follow up study.
Resolve student schedule conflicts.
College for Teens applications.
Interviews at COGEN Plant in Linden.
- Help the accepted students with paperwork.

JULY

Local Scholarship Awards Program.
Guidance end of the year directives.
Failure meetings.
Survey sheets sent to all senior homerooms to find out what students are doing after graduation and to see if students received additional scholarships.
Top twenty-five students are re-ranked.
Arrange for award recipients for Rotary Club to attend luncheon.
Send out failure letters with summer school information to parents of students that failed a course or courses.
Call seniors not graduating.
Change next year course requests because of failures and honors and HSPA results.
Send final transcripts to colleges.

New student registration.
Senior records – up-date and file.
Process schedule changes.
Make schedule adjustments for Basic Skills and Special Education students where necessary.
Resolve student schedule conflicts.
Revise schedules of students retained.
Revise schedules of students that failed administratively for attendance.
Put labels on transcripts (hard copy).
Revise, Revise, Revise.

AUGUST

New student registration.
Resolve student schedule conflicts.
Process schedule changes.
Update transcripts with summer school grades.
Process student transcripts in accordance with the district policy.
Mail tentative student schedules.
Work on follow-up study.
Update school profile.
Add summer school labels.
Freshman Assembly – General information.
Revise student schedule from summer school grades.
Revise student schedules if needed to align with NJASK Scores.

SUPPORT SERVICES

SUPPORT SERVICES

A variety of services and programs are available to meet special needs in association with the district's guidance and counseling program.

SCHOOL BASED COUNSELORS/SOCIAL WORKERS

School Based Counseling/Social Work services are available to all students to assist students and their parents in educational, vocational, and personal decision-making. The School Based Counseling/Social Work services staff consists of professional counselors, school social workers, and student assistance counselor. All guidance counselors, school social workers and student assistance counselor are fully certified and have had appropriate graduate training in counseling techniques.

All students are assigned to a school counselor who will work with them during their entire middle and high school experience in the areas of scholastic, career, personal and social matters.

Each elementary school has a School Social Worker on staff. Middle and High School each have at least two Social Workers. Students who wish to see their counselors can make an appointment either before school or during the day. The classroom teacher can issue a pass to the guidance office, social worker or student assistance counselor in an emergency.

Students are encouraged to consult with their counselors whenever necessary.

ATTENDANCE

Attendance officers are on staff to check all excessive absences. These attendance officers use the school district's resources as well as those of the social and legal system in fulfilling the requirements of school attendance law. Student attendance is treated as a top priority in Linden.

INTERVENTION AND REFERRAL SERVICE (I & RS)

Classroom teachers request the I&RS team for students who have difficulty performing positively in a classroom setting. Difficulty can range from attendance to behavior. Use of this procedure provides school personnel with an effective process whereby they can be assured that all of the school's resources and general education teaching approaches, modifications and strategies have been considered. It allows a team of educators to review the problem, offer strategies, monitor success, and provide reinforcement to the classroom teacher.

Every Linden school has an I&RS team. The referring teacher meets with the I&RS team and together they analyze pertinent information and attempt to develop problem solving strategies, modifications and techniques. The I&RS recommendations are put into effect for a reasonable period of time, after which the results are again evaluated by the team.

504

The 504 plan is a written document that offers all children with disabilities equal access to an education.

PEER LEADERSHIP

A student leadership program designed for eighth graders to receive training over a sixteen week period in interpersonal and intrapersonal skills. Candidates are chosen through an application process, which takes place at the end of the seventh grade.

Once trained, these eighth graders facilitate activities for all sixth-grade classes to promote positive self-esteem, cooperation, and to help adjust to the middle school environment.

PEER GROUP CONNECTION

Peer Group Connection is a full year elective in which seniors are selected after an application and screening process. Course activities include a weekend retreat and training in leadership, inter-personal and intra-personal skills. These seniors and faculty members work with freshmen selected at random on a weekly basis to aid them with problems such as: adjusting to school, academic difficulties, social adjustments and expectations and group difference.

PEER MEDIATION

A “conflict resolution program” which trains eighth graders selected through application. These eighth graders are educated in a positive resolution process that addresses student conflicts in the school community. This group of students may facilitate the resolution process for peers in minor conflicts in the presence of an advisor.

CHILD STUDY TEAM – PUPIL PERSONNEL SERVICES

One of the major functions of the district’s child study team is to evaluate students who have been referred as being at risk and possibly eligible for special education and related services. These evaluations assess the child’s school, emotional, cognitive, physical health, speech patterns, and learning capabilities in a variety of learning

modes. Classifications of educationally handicapped students are made on the basis of these evaluations.

When a child is classified, an individualized educational plan is developed. Team members work with administrators, guidance counselors, school social workers, teachers and parents in developing, monitoring and evaluating these programs.

SUBSTANCE AWARENESS PROGRAM

A Student Assistance Counselor (SAC) is available to any student who may be involved in substance abuse, or who may be experiencing the effects of substance abuse within his/her family.

The services provided by the SAC also include crisis counseling i.e.

- Suicide Ideation
- Abuse and Neglect
- Bereavement
- Eating Disorder

The SAC initiates referrals to outside agencies

HEALTH SERVICES

The district's nursing staff provides for the physical well-being of students and should be consulted for preventive, emergency and referral services. They furnish the contact between the home and school and community agencies.

SPEECH CORRECTION

At the end of each school year all kindergarten children are screened for speech problems. Students in other grades can be referred by the classroom teacher. Speech correction is conducted in small groups limited to three children.

GIFTED AND TALENTED

The academically gifted program provides enrichment for well motivated, high achievers who display a strong commitment to learning. These students require differentiated educational programs that go beyond the scope of the regular school curriculum. The program differences are in curriculum, content, method of lesson presentation, and learning environment.

TEDDY

Targeting and Educating Developmentally Delayed Youngsters (TEDDY) is a program of early intervention for pre-schoolers between the ages of three and five. It provides education for children who have significant physical, mental or behavioral problems. This early intervention program attempts to assist youngsters progress toward the expected developmental level appropriate for kindergarten.

SPECIAL EDUCATION CLASSES AND PROGRAMS

When a student is classified as eligible for Special Education and/or Related Services by the child study team, an Individual Education Plan is made that can include the following:

- Supported general education
- Inclusive general education – a general education class with a second special education teacher or para-professional
- Academic instruction in a resource room
- Placement in a departmentalized or self-contained special education setting
- Placement in an out-of-district special education program
- Home instruction

Linden's special departmentalized or self-contained classes address a wide range of disabilities and start with pre-kindergarten groups. The following special education classes are available in the district:

- Learning and Language Disabled
- Behavioral Disabilities
- Multiple Disabled
- Resource Centers taught by special educators
- Pre-kindergarten Handicapped (TEDDY)
- Autistic (Elementary)
- Pervasive Developmentally Delayed
- Inclusion Support in General Education
- Transition Service

21st CENTURY GRANT

The 21st Century Community Learning Center, located at Soehl Middle School, is a program for fifth grade students from School No. 1 and middle school students at Soehl. The program runs from 3:15 p.m. to 6:15 p.m. each day and allows students an opportunity to attain the skills necessary to meet the state core curriculum content standards. It offers tutorial services and academic enrichment activities in subjects such as Language Arts and Mathematics.

TRANSITION SERVICE

Classified students from Grades 9 through 12 meet with the Transition Coordinator throughout the school year in classroom settings, as well as small group and individual situations. Their move from secondary school to adult life is discussed, and connections to appropriate government agencies are facilitated. The main topics covered are their transition, self-advocacy, learning disabilities, the laws covering learning disabilities, post secondary schooling, employment and careers. Students are surveyed for their interests, preferences, and goals, which are used to focus in on their individual plans to achieve their goals.

EVALUATION

The evaluation of the guidance/social work/student assistance program is an ongoing process. The counselors, social workers, teachers, administrators, supervisors, parents, students and other professional staff members are active participants in the evaluation process.

Evaluation is made verbally through meetings and conferences with the guidance counselors, social workers, SAC, teachers, administrators, and supervisors.

All guidance counselors and social workers complete monthly reports regarding the total students counseled and counseling sessions. The supervisor of guidance submits an annual report which describes the program and provides statistics dealing with the number of students who were provided counseling services. The results of the annual report are used for program improvement and development.

In addition, a comprehensive summative program evaluation is conducted on a five-year cycle. Program effectiveness is determined in part through the analysis of data. The report of the High School's Middle States Committee with regard to student services is also utilized for program evaluation as well as programs and trainings implemented monthly based on school climate.

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