Roxbury Township
School Counseling Initiative

Our Mission Statement

- To support K-12 students in achieving personal, social, academic, and career growth through a comprehensive program which includes individual and group counseling, and classroom activities. This progressive, integrated program will be accomplished by working collaboratively with students, parents, faculty, administrators, and community members.

Roxbury Township Schools
Faculty/Parent
K-12 Guidance and Counseling Needs Assessment

- Please select your child's grade level:
  - K-2
  - 3-5
  - 6-8
  - 9-12
- Circle the 4 student competencies you would like expanded in the district guidance and counseling program:
  1. Develop an awareness of personal abilities, skills, interests and motivation
  2. Learn how to make decisions
  3. Learn how to use conflict management skills with peers and adults
  4. Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals
  5. Describe traditional and non-traditional occupations and how they relate to career choice
  6. Learn to work cooperatively with others as a team member
  7. Demonstrate awareness of education and training needed to achieve career goals
  8. Understand the importance of responsibility, dependability, punctuality, neatness, and effort in the workplace
  9. Assess and modify their educational plan to support career goals
  10. Utilize time and task management skills
District Wide Activities

- A year of Caring
  - Education
    - Letter writing to Service Personnel
    - Organizational Skills
    - Time Management
  - Social
    - Community involvement
    - Team building activities
  - Career
    - Career Exploration

District Wide Activities

- Red Ribbon Week
  - Education-drug/alcohol awareness
  - Social
    - Team building activities
    - Poster Contest
    - Food Donation
    - Community Involvement - Municipal Alliance

Roxbury Elementary Schools

- Comprehensive School Counseling and Guidance Program
K-3

- During the early school years students form attitudes about school, self peers, social groups and family. It is a time when students develop decision-making, communication, and life training skills as well as character values.

The Counselors Goals Are:

- Implement effective classroom guidance focusing on understanding of self and others, coping strategies, positive peer relationships and effective social skills, as well as increasing students' knowledge of study skills, career awareness, substance prevention education and multicultural awareness.

Classroom Guidance Lessons

- September – Transition
- October – Positive Choices
- November – Conflict Resolution
- December – Character Education
- January – Kindness and Justice
- February – Respecting differences/tolerance
March – Study Skills
April – Goal Setting
May – Career Exploration
June - Transitions

Classroom Guidance Programs
- **Be Cool**  Written by James Stanfield
- **Character Counts Program**
- **Choices Choices** Written by Tom Snyder Productions
- Career Portfolios
- Kindness and Justice Challenge
- IDEAL Problem Solving Model

Goal 2 and 3
- Provide individual and small group counseling dealing with self-image and self-esteem, personal adjustment, family issues, interpersonal concerns, academic development, and behavior modification.
- Develop students' career awareness as part of a lifelong process of forming basic values, attitudes and interests regarding their future world of work.
Small Group And Individual Counseling
- Friendship Groups
- Newcomer's Club
- Lunch Bunch
- Cool Kids Club
- Changing Family
- Study Bunch
- Foster Care Group

Career Programs
- Community Member Visits
- Career Portfolios
- Book Reports
- Career Resources Program
- Class Trips
  - Hospital, Arboretum, Museums, Town Hall, etc.

Goal 4 and 5
- Coordinate school, community, and business resources, school wide guidance related activities and extracurricular programs which promote students' personal growth and skill development.
- Provide consultation with teachers, administrators, child study team members and other agencies concerning the welfare of students.
Guidance Related Activities

- Newcomer's Breakfast with families and PTA
- Character Counts
- A Year of Caring Program
- Tutoring
- Farewell Assembly to third graders

Other Responsibilities

- Pupil Assistance Committee
- Child Study Team Identification Meetings
- Contact with Outside Agencies
- Teacher Consultation
- In-service Workshops

Goal 6

- Communicate and exchange information with parents/guardians through conferences, parent education workshops and newsletters.
ASCA Competencies

- This comprehensive program includes the ASCA standards of:
  - Personal/Social Goals
  - Academic Development
  - Career Development

Result of Surveys Grades 4 to 6 (Scores common to teachers and parents in importance)
- Benefits of Parent Survey:
  - Awareness of personal skills, skills, interests, and motivation (1).
  - View how one conflict management skills with peers and adults (2).
  - View the importance of responsibility, dependability, punctuality, integrity, and effort as the workplace (3).
  - - Utilize time and task management skills (2).
  - Benefits of Teacher Survey:
  - View how one conflict management skills with peers and adults (3).
  - View how to work cooperatively with others as a team member (4).
  - Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace (5).
  - Utilize time and task management skills (6).
- The overall results suggest that development of personal skills toward educational and career goals is significant. Interpersonal and interpersonal growth are essential. Conflict resolution is a concern of all levels. We need to put more effort into unique personal development and career goals.
- Presently in our school the following is being done:
  - Opportunity Extension – class management
  - Group work – conflict resolution
  - Group work
  - Group work
  - Group work
  - Guidance support
  - Hamza

ASCA Counseling Curriculum Calendar

- Month: Grade 1
  - Subject: Language Arts
  - Subject: Math
  - Subject: Social Studies
  - Subject: Science
  - Subject: Art
  - Subject: Music
  - Subject: Physical Education
  - Subject: Health

- Month: Grade 2
  - Subject: Language Arts
  - Subject: Math
  - Subject: Social Studies
  - Subject: Science
  - Subject: Art
  - Subject: Music
  - Subject: Physical Education
  - Subject: Health

- Month: Grade 3
  - Subject: Language Arts
  - Subject: Math
  - Subject: Social Studies
  - Subject: Science
  - Subject: Art
  - Subject: Music
  - Subject: Physical Education
  - Subject: Health

- Month: Grade 4
  - Subject: Language Arts
  - Subject: Math
  - Subject: Social Studies
  - Subject: Science
  - Subject: Art
  - Subject: Music
  - Subject: Physical Education
  - Subject: Health

- Month: Grade 5
  - Subject: Language Arts
  - Subject: Math
  - Subject: Social Studies
  - Subject: Science
  - Subject: Art
  - Subject: Music
  - Subject: Physical Education
  - Subject: Health

- Month: Grade 6
  - Subject: Language Arts
  - Subject: Math
  - Subject: Social Studies
  - Subject: Science
  - Subject: Art
  - Subject: Music
  - Subject: Physical Education
  - Subject: Health
"T" MESSAGES

"T" MESSAGES HAVE 4 PARTS
1. I FEEL
2. WHEN YOU
3. BECAUSE
4. AND I WANT

NAME
DATE
Changing Family Curriculum

Objective: Children will speak in a small group in an accepting and understanding environment.

Goals:
- Develop social skills
- Increase self-esteem
- Objectives:
  - Children will learn by listening or and talking that others may have feelings that are both similar and different than their own.
  - Children will learn by listening or and talking that others may share similar feelings and experiences as the ones they thought were unique to them.

Materials/Resouces:
- Self-esteem balloon sketches for each student
- Colored pencils

Basic Procedures/Activities:
1. Children are given a paper with a simple line picture of a bunch of five balloons.
2. In each balloon children are to write something about themselves they are proud of; something special to them.
3. Children hold up drawings and share with group what they’ve done.

Evaluation:
- Do children express acceptance of others?
- Are children able to express unique qualities in a comfortable manner?

Eisenhower Middle School

Parent Responses
- Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- Utilize time- and task management skills
- Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
• Teacher responses
  • Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the work place
  • Utilize time- and task-management skills
  • Learn how to make decisions

A Comprehensive Middle School Program

• Social/Emotional
  • New Student Orientation and Group
  • Support groups
  • Clubs and sports
  • Individual Guidance
  • Parent conferences
  • CORE team
  • Meet the Counselor
  • Grade Transition support

• Academic
  • Study Skills
  • Homework Club
  • Parent/Teacher/Counselor meetings
  • Progress reports
  • Test taking skills
  • Pupil Assistance committee
  • Tutoring
  • Test taking
  • Course selection
- Career Education
  - Career Day
  - Classroom Speakers
  - Field Trips
  - Course Selection
  - Transition Assistance
  - Career Exploration

Roxbury High School
Guidance and Counseling Department

- The competencies ranked highest by high school teachers are:
  - 8- Career/work skills
  - 10- time management
  - 4- abilities/skills related to career
  - 3- Conflict management
  - 6- Cooperative teamwork
  - 1- Personal awareness

Roxbury High School

- The competencies ranked highest by high school parents are:
  - 4- abilities/skills related to career
  - 10- Time management
  - 7- awareness of education for career
  - 8- career/ workplace skills
  - 3- conflict management
Common Themes for High School Respondents

- There was a clear priority for workplace readiness skills and qualities necessary for success in the world of work such as punctuality, dependability, responsibility, cooperation and time management.
- A second priority is personal knowledge and the assessment and awareness of abilities, interests and skills as they relate to careers.

Roxbury High School

- **Grade 9**
  - School transition
  - Conflict Resolution
  - Raising
  - Career/educational aspirations
  - Time Management
  - Mentoring
  - Coping skills
  - Peer group membership

- **Grade 10**
  - Decision making
  - Bully proofing
  - Tolerance education
  - Resiliency
  - Bond to school and community
  - Relate abilities/interests to goals
  - Drop out prevention

- **Grade 11**
  - Awareness of educational needs
  - Personal responsibility
  - Place in society
  - Relationships
  - ExPAN Career Interest Survey
  - College Personal Statement
  - Academic Recognition

- **Grade 12**
  - Mentoring
  - School transition
  - Post high school plans
  - Healthy lifestyles
  - Family bonds
  - Relate abilities to workplace
  - Personal responsibility
  - Strong Campbell Interest Inventory