

Regulation

GUIDANCE AND COUNSELING

A. Counseling Services

1. The mission of the Township of Union Public School District's School Counseling Program is to provide a comprehensive, developmental counseling program that addresses the personal/social, academic, and career development of all students. The school counseling program is an integral part of the total educational program and is aligned with the American School Counselor Association's National Standards for School Counseling and New Jersey Core Curriculum Content Standards for Technological Literacy (career awareness and exploration). All counseling services shall be free of bias on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, gender, social or economic status, or disability.
2. Counseling services include:
 - a. **Academic Development** – the academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning.
 1. Standard A – Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school across the life span.
 2. Standard B – Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
 3. Standard C – Students will understand the relationship of academics to the world of work and to life at home in the community.
 - b. **Career Development** – Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work.
 1. 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.
 2. Standard B – Students will employ strategies to achieve future career success and satisfaction.
 3. Standard C – Students will understand the relationship between personal qualities, education and training and the world of work.
 - c. **Personal/Social Development** – Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth, which contributes to academic and career success.
 1. Standard A – Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
 2. Standard B – Students will make decisions, set goals and take necessary action to achieve goals.
 3. Standard C – Students will understand safety and survival skills.

GUIDANCE AND COUNSELING (continued)

3. Types of Counseling Services

- a. Group Counseling emphasizes the importance of peer relationships in student development. Students learn that they are not alone and others share similar concerns. In the counseling group, students learn to give and receive feedback, develop a deeper understanding of themselves and others, trust others, and practice new behaviors in a safe, non-threatening environment.
- b. Developmental Counseling assists students to develop self-understanding, practice coping strategies, clarify issues, and/or explore alternatives common to their "development stage" and age.
- c. Problem Centered Counseling helps students experiencing difficulties that impede their progress in school.
- d. Crisis Counseling responds to students who need immediate, short-term help to deal with events which block the educational process such as relationship programs, harassment, substance abuse, or the death of a family member.
- e. Career Counseling addresses students' needs affecting their multiple life roles (student, family member, worker, friend, future parent and citizen) and their career identity, which are constantly in flux in today's society. Student life may be viewed as an ecosystem in which school, home, family, workplace, and community interact and affect their multiple roles. Life career planning is a continuous process across their life span.
- f. Referrals are coordinated in the school with the Child Study Team, the Student Assistance Program, and the Intervention and Referral Services (I&RS) program. In the community, cultural and neighborhood groups, the Division of Youth and Family Services (DYFS), Family Crisis Intervention Units (FCIU), juvenile committees, mental health agencies, treatment and rehabilitation programs, hotlines, community agencies are all integral parts of the referral network.

4. Support Services and Prevention Programs

- a. Intervention and Referral Services (*N.J.A.C. 6A:16-7*)

The Intervention and Referral Services (I&RS) is a school-based program designed to assist students experiencing learning, behavior, social and/or health difficulties. The I&RS is an interdisciplinary team of professional staff members created to develop intervention strategies to help both the student and teacher resolve problem areas. I&RS meets regularly to monitor the progress of students and recommends changes in strategies if necessary. The parent/guardian of the student is invited to be part of this I&RS process.

- b. Student Assistance Program

Students may discuss any number of personal concerns, including school difficulties, problems with relationships, alcohol/drugs, family, etc. All inquiries are kept confidential. As part of a comprehensive school counseling program, prevention programs are another area where school counselors collaborate with the SAC, teachers, and outside providers in developing a comprehensive and effective prevention plan.

- c. Anti-Bullying, Harassment, Intimidation (*N.J.S.A. 10:5-1 to 41*)

Bullying is addressed through a variety of services from prevention and community involvement, to counseling for victims. School counselors provide counseling to students who have been victimized. Counselors collaborate with other staff and administrators in developing and delivering programs such as peer leadership and anti-bullying activities. Anti-bullying, harassment, and intimidation education and prevention activities are infused into the curriculum.

GUIDANCE AND COUNSELING (continued)

B. Consulting Services

- a. The purpose of consulting services is the improvement of the instructional program and the delivery of educational services by the collaboration of those staff members responsible for the instructional program and the development of individual students.
- b. Consulting services will include:
 1. Identification of the needs of students;
 2. Identification, evaluation, and program implementation of students with special needs;
 3. Development and implementation of preventative and supportive programs to address such problems as student attendance, violence, suicide, anti-bullying, harassment, and intimidation;
 4. Alerting professional staff to the purposes, functions, and availability of school counseling services;
 5. Encouragement of cooperation among teaching staff members and parent(s) or legal guardian(s) in resolving individual student problems;
 6. Establishment and maintenance of working relationships with state and local agencies for the purpose of professional referral and the sharing of experiences;
 7. Cooperation with business and industry to facilitate student job placement, job shadowing, mentoring, and vocational training; and
 8. Access to career exploration and development activities using the COIN Career Library (www.coin3.com)
- c. Evaluation
 1. The school counseling program and the effectiveness of the I&RS Team will be reviewed annually to determine its strengths and weaknesses. The following information may be gathered and analyzed in that review:
 - a. Annual record of graduate placements in post-secondary institutions;
 - b. Assessments by persons not employed in the school district and expert in the field of guidance and counseling; and
 - c. The personal evaluations of the guidance and counseling staff members and administration to identify areas needing improvement.

Adopted: No date

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