



EVESHAM TOWNSHIP SCHOOL DISTRICT

EVESHAM TOWNSHIP SCHOOL DISTRICT

SCHOOL COUNSELING: GUIDANCE SERVICES AND PROGRAM MANUAL

GRADES K-8

ADOPTED: May 25, 2017

DISTRICT MISSION STATEMENT

The mission of the Evesham Township School District is to promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, dedicated staff, families, and community, the district provides a strong educational foundation that will empower our students to:

- Achieve their unique potential
- Embrace self-directed, lifelong learning
- Develop the skills necessary for appropriate risk-taking and responsible decision-making
- Respect themselves and others
- Problem-solve individually and collaboratively
- Become contributing members of a diverse, global society

John Scavelli Jr., Superintendent
Danielle Magulick, Director of Curriculum and Instruction
Robin Collins, Curriculum Supervisor

Making the world a better place,
one student at a time



School Counselors Committee Members:

Jacqueline Pierce, Elementary Counselor
Jane Rader, Elementary Counselor
Angela Denniston, Middle School Counselor
Robin Collins, Curriculum Supervisor
Danielle Magulick, Director of Curriculum and Instruction

The School Counselors Committee acknowledges their entire department for their work in all phases of the curriculum writing project.

School Counselor Department Members:

Sharon Boylan
Kathy Carmack
Angela Denniston
Stacey Donnelly
Elizabeth Kilroy
Eileen Lubertazzo
Fawn Mutschler
Jacqueline Pierce
Jane Rader
Rosemarie Thackston
Rebecca White

Table of Contents

	Page Number
Vision for Learning and Goals	3
School Counseling Program Description	5
American School Counseling Association (ASCA) & New Jersey Student Learning Standards (NJSL)	8
Section A: School Counselor Responsibilities and Services	13
Table of Contents A	14
Section B: School Counseling Processes	31
Table of Contents B	32
Appendices	67
Appendix A: Job Description	
Appendix B: 21st Century Life and Careers	
Appendix C: Interdisciplinary Connections	
Appendix D: Referenced ETSD Policies	

Vision for Learning

Professional school counselors everywhere proudly share the same simple vision - to prepare today's students to become tomorrow's adults.

-ASCA National Standards for Students - One Vision, One Voice

Within a collaborative, student-centered environment, the elementary and middle school counselors of the Evesham Township School District implement a program designed to foster students' academic and personal achievement. This program is comprehensive in scope, preventative in design and developmental in nature; thus an integral component of the district's mission. Through a variety of support services and programs, students receive guidance and assistance to help acquire knowledge and develop skills necessary to achieve individual academic, social, and emotional competencies appropriate to their developmental level. School counselors focus their skills, time and energy on direct and indirect services to students. Counselors are proactively involved with students, staff, administration, parents, and the community to encourage and enable children to become responsible, respectful members of their school community, and ultimately to society.

In order to achieve the district mission, students will need to work toward fulfilling the following goals:

Goals for Students:

- Participate in relevant curriculum, individual student planning, and responsive services.
- Participate in proactive strategies and responsive interventions to minimize and eliminate educational barriers.
- Develop skills in the counseling domains: academic, personal, and social.
 - Improve academic self-concept, acquire skills for improving learning, achieve school success, plan to achieve goals;
 - Relate school to life experiences;
 - Develop career awareness, develop employment readiness;
 - Begin to acquire career information, begin to identify career goals; and
 - Acquire self-knowledge, acquire interpersonal skills, acquire personal safety skills.

As effective school counseling programs are a collaborative effort between school counselors, parents and other educators to create an environment that promotes student achievement, the following goals have also been developed for other key stakeholders that work with our students:

Goals for Faculty:

- Benefit from collaborative and positive relationships with school counselors, students, parents, and teachers.
- Receive direct support from the counselors in order to improve student achievement.
- Foster and contribute to a safe and nurturing learning environment.
- Share accountability for results.

Goals for Administration:

- Facilitate effective communication and collaborative partnerships
- Receive support from school counselor as a critical stakeholder and leader in the educational process.
- Gain data to inform the School Improvement Plan and strengthen school climate and student performance/achievement.
- Foster and contribute to a safe and nurturing learning environment.
- Provide and receive input regarding opportunities for professional development.

Goals for Parents and Guardians:

- Participate in educational and informational sessions.
- Participate in ongoing communication between parent, teacher, administrators, and school counselor.
- Share accountability for results.
- Benefit from increased access to school and community resources.

Goals for the Community:

- Participate in partnership with school stakeholders.
- Assists with the school's access to community resources.
- Connect with school stakeholders and students who impact community well-being and workforce.

School Counseling Program Description

School Counselors are vital members of the educational leadership team, providing valuable assistance to students in pre-kindergarten through eighth grade. Counselors hold master's degrees and are state certified. They work closely with teachers, parents, and administrators to ensure that every student is afforded opportunities to develop the knowledge, attitudes, and skills needed to become healthy, competent, and confident learners. To foster a respectful milieu and caring climate, one school counselor is assigned to each elementary school and one to each middle school house.

A main objective of the counseling program is to assist students with their academic, personal, and social development. This is achieved through individual and group counseling services, along with a variety of support programs and school-related activities (see Board of Education Policy 2411).

Services are delivered through a tiered approach. All students participate in developmentally appropriate lessons that focus on building and district-wide goals and initiatives. A determination for additional and differentiated supports/programs is made based on the needs presented by each school, grade, class, and/or individual student. This tiered approach, also known as intentional guidance, involves analysis of data to determine the extent to which students warrant additional support. Activities designed to address the specific needs of specific students are then delivered and results are measured. Intentional guidance activities may be discrete, involving only a single lesson or counseling session, or on-going to provide support to those students who require more than most.

Modifications for Special Populations

As all students are individuals, it will be necessary to differentiate to meet the needs of every learner. In all cases, school counselors should be consistently gathering and utilizing formative and summative assessment data to drive decision-making. At times this will necessitate additional whole group lessons, flexible, small group instruction, and individual conferring.

Students who are at risk for failure or are English Language Learners should be seen in small groups as much as possible in order to ensure additional opportunities for differentiation, modeling, and guided practice prior to independent practice with concepts or skills. In addition, counselors may request observations from building specialists (i.e. reading specialists, math coaches, etc.) or curriculum supervisors regarding feedback and/or recommendations for individuals. Counselors oversee and coordinate the I&RS process for students who are not identified for Special Education and who are not making sufficient progress in any subject area.

In certain cases, additional modifications are necessary to meet the needs of all students. Students who are identified through the Special Education process or the Tier III Gifted and Talented process will have additional individualized plans that may include adjusted materials or accommodations in order to access the curriculum and meet the standards. In these cases, school counselors will consult IEPs or Tier III plans for specific guidelines regarding instruction and materials.

Programs offered by school counselors may include, but are not limited to:

- Week of Respect activities
- National School Violence Awareness Week activities
- Red Ribbon/Drug Awareness Week activities
- Harassment, intimidation, and bullying education and prevention
- Responsive Classroom initiatives/C.A.R.E.S.
- Caring school/class community initiatives
- CAPPs (Coordinated Arts Program for Primary Students)
- Elementary and middle school orientation
- National School Counselors' Week theme-related activities
- Middle School Career Day
- Read Across America initiatives
- Random acts of kindness
- Mix-It-Up Day
- Lunch pals
- Peer mediation
- Banana Splits
- G.I.R.L.S. (Girls In Real Life Situations)

School-wide counseling initiatives are developed on an as-needed basis to:

- Support curricular objectives in core content areas and related arts
- Address drug and alcohol awareness
- Address timely issues and current events
- Address local, national, or global crises
- Support anti-bullying/HIB initiatives
- Foster a culture of caring and respect
- Address the social curriculum
- Implement pro-social goals and activities
- Address and support "mindset"
- Address cyberbullying and technology dependence
- Provide responsive services to students and their families

Individual and group counseling is provided for, but not limited to:

- Academic concerns
- Career awareness
- Grief and loss
- Divorce and separation
- Depression and anger
- Drug and alcohol awareness, prevention, and abuse
- Anxiety
- School phobia/refusal
- Social adjustment
- Self-esteem/self-image
- Personal crisis
- Conflict resolution/problem solving
- Attention and focus
- Peer relations
- Anger management
- Aggressive or disruptive behaviors
- Development of pro-social skills
- HIB responsive services

Classroom lessons provided focus on a variety of themes which include, but are not limited to:

- Responsive Classroom/CARES (Cooperation, Assertion, Responsibility, Empathy, Self-Control)
- Language of learning/the power of our language
- Identification and management of feelings
- Character education
- Friendship/peer relationships
- Social skills
- School climate
- High school course selection/career planning
- Study skills
- Conflict resolution/problem solving
- Disability awareness
- Tolerance/acceptance
- Responsible use of technology
- Stranger danger

School Counseling Program Standards

The nine school counseling program standards below are from the American School Counselor Association National Standards, and support the Counseling Department's vision. The standards are statements of what students should know and be able to do as a result of participating in a comprehensive school counseling program (ASCA, 1997) and follow the three universally accepted domains of counseling programs: academic, career, and personal/social development. Student competencies, which help to identify student knowledge and skills, follow each of the standards. Priorities were established based on the district strategic priorities and initiatives, delineated by the pre-K, elementary, and middle school levels.

The developmental organization for the acquisition of knowledge and skills is based on Bloom's Taxonomy. Pre-K students *become aware*; elementary students *learn*; middle schoolers *practice*; and, high schoolers are expected to delve deeper into each standard and *demonstrate or model* what they have learned.

Academic Development

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

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

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

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.

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

Standard C: Students will understand the relationship between personal qualities, education, training and world of work.

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

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

Standard C: Students will understand safety and survival skills.

New Jersey Student Learning Standards Addressed:

Comprehensive Health and PE:

2.1 Wellness
2.1-3.P-8.A-E

21st Century Life and Careers:

College and Career Readiness Practice Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Personal Financial Literacy

9.1.4.A.1-2, 5
9.1.8.A.1-2
9.1.4.B.1
9.1.8.B.1-2
9.1.A.C.1
9.1.8.C.1-3
9.1.4.D.1-3
9.1.8.D.1-4
9.1.4.E.1, 4
9.1.8.E.4

Career and Technical Education

9.3.4.A.1-6
9.3.8.B.4-5, 12-13, 16-17

SCHOOL COUNSELING PROGRAM STANDARDS AND STUDENT PRIORITIES

PRE-K LEVEL

<p>Academic Development ASCA Standard A Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.</p>	<p>Academic Development ASCA Standard B Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</p>	<p>Academic Development ASCA Standard C Students will understand the relationship of academics to the world of work and to life at home and in the community.</p>
<p>Students will:</p> <ul style="list-style-type: none"> ● Become aware of communication skills for knowing when and how to ask for help ● Become aware of school rules and expectations ● Take responsibility for their actions ● Develop a positive attitude and interest in learning 	<p>Students will:</p> <ul style="list-style-type: none"> ● Become aware of the relationship between classroom performance and success in school ● Become a self-directed and independent learner ● Be exposed to problem-solving and decision-making skills 	<p>Students will:</p> <ul style="list-style-type: none"> ● Become aware of the relationship between classroom performance and success in school ● Become aware of how school success and academic achievement enhance future career and vocational opportunities
<p>Career Development ASCA 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.</p>	<p>Career Development ASCA Standard B Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>Career Development ASCA Standard C Students will understand the relationship between personal qualities, education, training, and the world of work.</p>
<p>Students will:</p> <ul style="list-style-type: none"> ● Become aware of the world of work and why people work ● Develop an understanding of family needs, roles, and jobs ● Identify different kinds of jobs that people do at home, school, and their community 	<p>Students will:</p> <ul style="list-style-type: none"> ● Become aware of career interests ● Become aware of the education and training needed to achieve career interests 	<p>Students will:</p> <ul style="list-style-type: none"> ● Become aware of the relationship between educational achievement and career success
<p>Personal/Social Development ASCA Standard A Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p>	<p>Personal/Social Development ASCA Standard B Students will make decisions, set goals, and take necessary action to achieve goals.</p>	<p>Personal/Social Development ASCA Standard C Students will understand safety and survival skills.</p>
<p>Students will:</p> <ul style="list-style-type: none"> ● Become aware of the difference between appropriate and inappropriate behavior ● Identify and express feelings ● Identify friendship qualities ● Respect similarities and differences amongst one another 	<p>Students will:</p> <ul style="list-style-type: none"> ● Become aware of consequences of decisions and choices ● Become aware of coping skills for dealing with problems ● Become aware of when, where, and how to seek help for solving problems 	<p>Students will:</p> <ul style="list-style-type: none"> ● Become aware of safe and healthy choices ● Become aware of the emotional, physical dangers of substance use and abuse as well as environmental abuse ● Become aware of personal information (i.e., name, etc.)

ELEMENTARY SCHOOL LEVEL

<p>Academic Development ASCA Standard A Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.</p>	<p>Academic Development ASCA Standard B Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</p>	<p>Academic Development ASCA Standard C Students will understand the relationship of academics to the world of work and to life at home and in the community.</p>
<p>Students will:</p> <ul style="list-style-type: none"> • Take responsibility for their actions • Learn to work independently, as well as cooperatively with others • Learn how effort and persistence positively affect learning • Learn communication skills for knowing when and how to ask for help 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn the study skills necessary for academic success at each level • Become a self-directed and independent learner • Learn the relationship between classroom performance and success in school • Learn problem-solving and decision-making skills 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn to understand the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
<p>Career Development ASCA 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.</p>	<p>Career Development ASCA Standard B Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>Career Development ASCA Standard C Students will understand the relationship between personal qualities, education, training, and the world of work.</p>
<p>Students will:</p> <ul style="list-style-type: none"> • Learn how to work in teams • Learn to make good decisions • Learn to set goals • Learn the importance of responsibility, dependability, punctuality, integrity, and effort in all aspects of life • Develop time- and task-management skills • Develop an awareness of personal abilities, skills, interests, and motivations 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn to use the Internet to access college and career-planning information • Know the education and training needed to achieve career goals 	<p>Students will:</p> <ul style="list-style-type: none"> • Know the relationship between educational achievement and career success • Learn that the changing workplace requires lifelong learning and acquiring new skills • Learn how to use conflict management skills with peers and adults
<p>Personal/Social Development ASCA Standard A Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p>	<p>Personal/Social Development ASCA Standard B Students will make decisions, set goals, and take necessary action to achieve goals.</p>	<p>Personal/Social Development ASCA Standard C Students will understand safety and survival skills.</p>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop a positive self attitude • Learn the difference between appropriate and inappropriate behavior • Learn to appreciate diversity • Learn appropriate speaking, listening, and non-verbal behaviors • Learn to identify and express feelings • Learn how to make and keep friends 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand consequences of decisions and choices • Develop effective coping skills • Learn conflict management and resolution skills • Learn when, where, and how to seek help for solving problems and making decisions • Know when peer pressure is influencing decisions 	<p>Students will:</p> <ul style="list-style-type: none"> • Know the difference in situations requiring peer support and situations requiring adult professional help • Learn effective problem-solving and decision-making skills to make safe and healthy choices • Learn about the emotional and physical dangers of substance use and abuse • Know personal information (i.e., telephone number, home address, emergency contact)

MIDDLE SCHOOL LEVEL

<p>Academic Development ASCA Standard A Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.</p>	<p>Academic Development ASCA Standard B Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</p>	<p>Academic Development ASCA Standard C Students will understand the relationship of academics to the world of work and to life at home and in the community.</p>
<p>Students will:</p> <ul style="list-style-type: none"> ● Work independently, as well as cooperatively with others ● Understand how effort and persistence positively affect learning ● Take responsibility for their actions ● Practice time management and task management skills ● Practice communication skills to know when and how to ask for help 	<p>Students will:</p> <ul style="list-style-type: none"> ● Practice critical-thinking skills ● Practice the study skills necessary for academic success at each level ● Be a self-directed and independent learner ● Practice problem-solving and decision-making skills to assess progress toward educational goals ● Understand the relationship between classroom performance and success in school ● Understand the requirements for success in high school 	<p>Students will:</p> <ul style="list-style-type: none"> ● Understand the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals ● Seek co-curricular and community experiences to enhance the school experience
<p>Career Development ASCA 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.</p>	<p>Career Development ASCA Standard B Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>Career Development ASCA Standard C Students will understand the relationship between personal qualities, education, training, and the world of work.</p>
<p>Students will:</p> <ul style="list-style-type: none"> ● Practice working in teams ● Practice making good decisions ● Practice setting goals ● Develop an awareness of personal abilities, skills, interests, and motivations ● Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. 	<p>Students will:</p> <ul style="list-style-type: none"> ● Practice using the Internet to access college and career-planning information ● Be aware of the education and training needed to achieve career goals ● Understand the college and career-planning process 	<p>Students will:</p> <ul style="list-style-type: none"> ● Understand the relationship between educational achievement and career success ● Understand that the changing workplace requires lifelong learning and acquiring new skills ● Describe the effect of work on lifestyle
<p>Personal/Social Development ASCA Standard A Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p>	<p>Personal/Social Development ASCA Standard B Students will make decisions, set goals, and take necessary action to achieve goals.</p>	<p>Personal/Social Development ASCA Standard C Students will understand safety and survival skills.</p>
<p>Students will:</p> <ul style="list-style-type: none"> ● Develop a positive self attitude ● Distinguish between appropriate and inappropriate behavior ● Appreciate diversity ● Know that communication involves speaking, listening, and non-verbal behaviors ● Respect alternative points of view ● Identify and express feelings 	<p>Students will:</p> <ul style="list-style-type: none"> ● Understand consequences of decisions and choices ● Practice effective coping skills ● Practice conflict resolution skills ● Know when peer pressure is influencing decisions ● Develop an action plan to set and achieve realistic goals 	<p>Students will:</p> <ul style="list-style-type: none"> ● Differentiate between situations requiring peer support and situations requiring adult professional help ● Practice effective problem-solving and decision-making skills to make safe and healthy choices ● Learn the emotional and physical dangers of substance use and abuse ● Learn the relationship between rules, laws, safety, and the protection of rights of the individual ● Practice techniques for managing stress and conflicts

Section A:

**School Counselor
Responsibilities and Services**

Table of Contents A

SCHOOL COUNSELOR RESPONSIBILITIES AND SERVICES	Page Number
<u>Provide individual and group counseling sessions for students, including IEP mandated counseling.</u>	16
<u>Establish a developmental and proactive school counseling program for students.</u>	16
<u>Be available to interpret the school counseling program to students, faculty, parent(s)/guardian(s), and the community.</u>	16
<u>Evaluate and recommend improvements to increase the effectiveness and efficiency of the school counseling program.</u>	17
<u>Establish a character education program for students.</u>	17
<u>Establish a conflict resolution program to enable students to resolve personal issues.</u>	17
<u>Observe individual students in school settings (i.e., classroom, cafeteria, and recess).</u>	18
<u>Maintain a resource library and agency referral list for students, administrators, staff and parent(s)/guardian(s).</u>	18
<u>Assist in the requisition of supplies and materials for the school counseling program.</u>	18
<u>Counsel parent(s)/guardian(s) and staff on issues impacting student's academic, social, emotional, and behavioral functioning.</u>	19
<u>Participate with administrators, law enforcement officials, parent(s)/guardian(s), and outside agencies in crisis interventions. Report alleged cases of abuse/neglect to DCF.</u>	19
<u>Coordinate/participate in quarterly School Safety Team meetings.</u>	20
<u>Coordinate all aspects of HIB investigations as mandated by the state.</u>	20
<u>Attend school meetings and functions (i.e., Back-to-School Night, Parent-Teacher Conferences, and Orientations).</u>	20
<u>Initiate conferences with parent(s)/guardian(s) and staff when necessary and schedule conferences upon request.</u>	21
<u>Organize/monitor/coordinate Intervention & Referral Services (I&RS) procedures/referrals.</u>	21
<u>Develop/monitor 504 accommodation plans with parent(s)/guardian(s) and teachers/other appropriate staff.</u>	22
<u>Facilitate communication between CST, school, and home.</u>	22
<u>Participate in maintaining and compiling student records.</u>	23
<u>Develop and implement placement card usage for all students at the elementary level.</u>	23

<u>Assist teachers and principal in developing class lists.</u>	24
<u>Develop and implement an orientation program for students and parent(s)/guardian(s) new to the school.</u>	24
<u>Coordinate Kindergarten registration/screening, follow through on children identified as needing further study, and refer eligible students to CAPPs.</u>	25
<u>Evaluate children to determine eligibility for early admission to first grade.</u>	25
<u>Assist with the transition of fifth grade students to the middle school.</u>	26
<u>Confer with counselors from Cherokee High School to provide information about eighth grade students.</u>	26
<u>Coordinate eighth grade students' transition to Cherokee High School.</u>	27
<u>Coordinate eighth grade students' transition to Burlington County Institute of Technology or private/parochial high schools.</u>	27
<u>Determine placement of new students.</u>	27
<u>Assist with the transition of a student returning to school after hospitalization, rehabilitation, or alternative school placements.</u>	28
<u>Participate in the re-entry of students to school after disciplinary suspension.</u>	28
<u>Coordinate school-wide district and state standardized testing.</u>	28
<u>Interpret test results as requested.</u>	29
<u>Submit a monthly counseling report to the principal and supervisor.</u>	29
<u>Continue professional growth.</u>	30

Provide individual and group counseling sessions for students, including IEP mandated counseling.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies
 - A. Provide individual and group counseling sessions.
 - B. Provide referrals for outside counseling as needed (see professional contacts).
 - C. Provide resources to supplement counseling sessions.
 - D. Confer with administrator, parents, teacher, and/or school nurse, when appropriate.
 - E. Provide referrals to physicians, therapists, and/or other appropriate community resources, if warranted.
- III. Expected Outcomes
 - A. Student's needs will be addressed.
 - B. Administrators, parent(s)/guardian(s), and/or teacher will be provided with appropriate information related to student's progress.

Establish a developmental and proactive school counseling program for students.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies
 - A. Students, teams, or teachers will contact school counselor(s) if there are needs that should be addressed with a particular class or group.
 - B. Counselors will meet with classes or groups to discuss concerns.
 - C. Counselors will provide and utilize resources pertinent to specific topics (i.e., peer relationships, divorce, key character values, and grief).
- III. Expected Outcomes
 - A. Teacher, parent(s)/guardian(s) and/or counselor observation of growth in specific areas of discussion/concern.
 - B. Student report of progress.
 - C. Termination of the group process for a specific individual, determined collaboratively.

Be available to interpret the school counseling program to students, faculty, parent(s)/guardian(s), and the community.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies
 - A. Schedule and conduct class visits at the start of the school year to familiarize students with the school counseling program.

- B. Explain the school counseling program to children who are new to the school.
- C. Attend faculty and team meetings with the staff.
- D. Provided written communication and attend meetings and conferences as needed.

III. Expected Outcomes

- A. Use of school counseling services by students, faculty, parent(s)/guardian(s) and the community.
- B. Professional follow-up as needed.

Evaluate and recommend improvements to increase the effectiveness and efficiency of the school counseling program.

I. Indicators

- A. Appointment Schedule
- B. Monthly Report
- C. Professional Growth Plan

II. Strategies

- A. Schedule meetings with all counselors for discussion and evaluation of the program.
- B. Review and develop curriculum.

III. Expected Outcomes

- A. Implementation of new ideas and techniques.

Establish a character education program for students.

I. Indicators

- A. Appointment Schedule
- B. Monthly Report

II. Strategies

- A. Counselors/teachers will provide lessons to address key character values (C.A.R.E.S).
- B. Provide follow-up for individuals or groups that need additional support in developing key character values, as indicated by teachers.

III. Expected Outcomes

- A. Observation of student growth in specific areas indicated (before and after program lessons).

Establish a conflict resolution program to enable students to resolve personal issues.

I. Indicators

- A. Appointment Schedule
- B. Monthly Report

II. Strategies

- A. Teach students to identify the nature and origins of conflict, and appropriate responses.
- B. Increase violence awareness through familiarity with C.A.R.E.S and the Code of Conduct.
- C. Discuss the principles of conflict resolution and peacemaking.

- D. Introduce, teach and model good communication and empathy skills.
- E. Provide follow-up services as needed.

- III. Expected Outcomes
 - A. Students are better able to form agreements/compromise to resolve conflict in positive ways.
 - B. Students demonstrate proficiency in communication and empathy skills.

Observe individual students in school settings (i.e., classroom, cafeteria, and recess).

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies
 - A. Observe individual students in the classroom, cafeteria, recess, and other school settings.
 - B. Discuss observations with teachers, parent(s)/guardian(s), school nurse, or administrators, as appropriate.
- III. Expected Outcomes
 - A. Observations shared with pertinent personnel.
 - B. Inclusion of observations in the preparation of specifically required studies or reports.

Maintain a resource library and agency referral list for students, administrators, staff and parent(s)/guardian(s).

- I. Indicators
 - A. Resource Library List
 - B. Agency Referral List (See Professional Contacts)
- II. Strategies
 - A. When appropriate, inform parent(s)/guardian(s)/students of specific materials and resources available to them.
 - B. Make administrators and faculty aware of all available materials and resources.
 - C. Provide teachers the use of social skills material that may supplement or enrich classroom activities.
- III. Expected Outcomes
 - A. Resources and materials are available or obtainable upon request.

Assist in the requisition of supplies and materials for the school counseling program.

- I. Indicators
 - A. Networking with other professionals
 - B. Grant opportunities
 - C. Catalogues and brochures
- II. Strategies
 - A. Meet with other schools counselors to find appropriate materials.

- B. Order counseling-related materials.
- C. Preview materials upon receipt.
- D. Return inappropriate materials when necessary.
- E. Add new materials to resource library list.
- F. Investigate grant opportunities.

III. Evaluation

- A. Students, administrators, staff and parent(s)/guardian(s) will use materials when appropriate.
- B. Assist in application and administration of grant funds as opportunities arise.

Counsel parent(s)/guardian(s) and staff on issues which impact academic, social, emotional, and behavioral functioning.

I. Indicators

- A. Appointment Schedule
- B. Monthly Report

II. Strategies

- A. Determine need to provide parent(s)/guardian(s) or staff member with information and/or counseling; provide referrals as needed.
- B. Use appropriate techniques and intervention to address concerns.
- C. Confer with administrators, staff, students and parent(s)/guardian(s) when appropriate.

III. Expected Outcomes

- A. Needs and issues will be addressed in conjunction with school staff.
- B. Related Programs/Services are utilized.
 - 1. Genesis Counseling Program (Middle School)
 - 2. Community Resources

Participate with administrators, law enforcement officials, parent(s)/guardian(s), and outside agencies in crisis interventions. Report alleged cases of abuse/neglect to DCF.

I. Indicators

- A. Appointment Schedule
- B. Monthly Report

II. Strategies

- A. Counselors, parent(s)/guardian(s), teachers, students and/or administrators will communicate with each other in the event of a crisis.
- B. Meet with the appropriate parties to investigate and assess the crisis.
- C. Referrals will be recommended by school officials to parent(s)/guardian(s) (see Professional Contacts and Student Crisis Guidelines).
- D. Contact the parent(s)/guardian(s) to determine if recommendations have been followed.
- E. Provide appropriate follow up with the student.

III. Expected Outcomes

- A. Improved student behavior or improved situation is observed by counselor and teachers.

- B. Communication is maintained between parent(s)/guardian(s) and school counselor to ensure student success.

Coordinate/participate in quarterly School Safety Team meetings.

- I. Indicators
 - A. Meeting Schedule
 - B. Meeting Agenda
 - C. HIB Data Collection
- II. Strategies
 - A. Discussion of HIB related issues
 - B. Sharing of appropriate data
 - C. Distribute school climate related articles/resources
 - D. Brainstorming of ideas to improve school climate
 - E. Follow up on progress/effectiveness of climate related activities, lessons, events, and/or programs
- III. Expected Outcomes
 - A. Increased awareness of school climate status
 - B. Improved school climate
 - C. Development of lessons/programs to prevent future incidents of HIB

Coordinate all aspects of HIB investigations as mandated by the state.

- I. Indicators
 - A. HIB reports
 - B. Anecdotal notes and documented interviews in response to HIB allegations
- II. Strategies
 - A. Interview students and witnesses involved
 - B. Review/discuss information collected
 - C. Communicate with parent(s)/guardian(s) of the students involved
 - D. Determination of HIB outcome
- III. Expected Outcomes
 - A. Develop the HIB report
 - B. Distribute HIB report to stakeholders (superintendent, parent(s)/guardian(s))
 - C. Follow up with appropriate consequence (i.e., counseling, lessons, etc.)

Attend school meetings and functions (i.e., Back-to-School Night, Parent/Teacher Conferences, and Orientations).

- I. Indicators
 - A. Appointment Schedule
 - B. Memo from Administration
 - C. Monthly Report
- II. Strategies
 - A. Attend meetings and functions as directed or initiated.

B. Be available as a resource.

III. Expected Outcomes

- A. Attendance and participation when appropriate.
- B. Reflection and revision as appropriate.

Initiate conferences with parent(s)/guardian(s) and staff when necessary and schedule conferences upon request.

I. Indicators

- A. Appointment Schedule
- B. Monthly Report

II. Strategies

- A. Meet with parent(s)/guardian(s) and staff to discuss concerns and establish mutual goals.
- B. Request presence of appropriate staff when necessary.

III. Expected Outcomes

- A. The conference will be conducted.
- B. Professional follow-up as needed.

Organize/monitor/coordinate Intervention and Referral Services (I&RS) procedures/referrals.

I. Indicators

- A. Appointment Schedule
- B. Monthly Report
- C. I&RS Referral Forms

II. Strategies

- A. Coordinate I&RS team meeting dates with principals and Child Study Team liaison.
- B. Assist teacher/I&RS team in completing I&RS referral forms (see [ETSD I&RS Guidebook](#)).
- C. Inform parent(s)/guardian(s) and I&RS committee of referral(s).
- D. Assemble I&RS committee and include related staff.
- E. Follow up with team to monitor interventions as indicated in the Action Plan.
- F. Discuss student progress and additional recommendations as needed.

III. Expected Outcomes

- A. Plan is developed and implemented to meet the student's need for additional intervention.
- B. A Child Study Team referral may be recommended.
- C. Upon student transition, active I&RS intervention plans will be shared with the appropriate school.

Develop/monitor 504 accommodation plans with parent(s)/guardian(s) and teachers/other appropriate staff.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies
 - A. Distribute appropriate pages of 504 accommodation plan to person requesting the 504 Plan consideration. Distribute the Parent and Staff Guide to Section 504. If requested by staff member, notify parent(s)/guardian(s) of impending 504 consideration (see [Americans with Disabilities 504 Section](#)).
 - B. Obtain documentation of a diagnosed disability from parent(s)/guardian(s) or Child Study Team.
 - C. Distribute appropriate forms to staff and parent(s)/guardian(s).
 - D. Distribute forms to teachers or I&RS/504 team for evaluation and determination of eligibility.
 - E. Notify parent(s)/guardian(s) of outcome/eligibility.
 - F. For eligible students, develop 504 accommodation plan with teachers or I&RS/504 team input.
 - G. Parent(s)/guardian(s) are given a copy for review, input, and consent.
 - H. Finalized plan is signed by parent(s)/guardian(s) and a copy is sent to the Director of Special Services, student's teacher, school counselor file, cumulative file, principal and parent(s)/guardian(s).
 - I. At a designated time each school year, parents are notified, and accommodation plan is reviewed and updated as needed. Records of changes are sent to Director of Special Services and parent.
 - J. 504 plan is sent annually to parent(s)/guardian(s) for review and signature.
 - K. Fifth grade 504 plans are sent to the middle school for review at time of transition.
- III. Expected Outcomes
 - A. Plan will be completed and distributed appropriately to assist in meeting the child's needs.

Facilitate communication between the Child Study Team, school, and home.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies
 - A. Counselor sends comprehensive I&RS records to CST Case Manager/Director of Special Services.
 - B. Attend relevant CST meetings (i.e. Identification, Eligibility, and Annual Review).
 - C. Monitor implementation of any counseling recommendations.
 - D. Notify case manager of any changes to students' counseling program/schedule.
- III. Expected Outcomes
 - A. Recommendations will be made regarding student services.
 - B. Meetings will be attended.

Participate in maintaining and compiling student records.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies
 - A. A single, central file will be compiled for each student and will be maintained in the office of the school.
 - B. Content of records:
 - 1. Mandated records include the student's personal descriptive data, daily attendance records, progress reports, physical health records (school nurse), records required for educationally handicapped students, and all other records required by the State Board of Education (i.e., 504 Plan, I&RS documentation).
 - 2. Permitted records include observations and ratings by professional staff members acting within the scope of their professional duties, samples of student work, information obtained from professionally acceptable standard instruments of measurement, educationally relevant information provided by parent(s)/guardian(s) concerning achievements, custody and other school activities that the parent(s)/guardian(s) wishes to make part of the student's records.
 - C. Access to student records will be available only to the student's parent(s)/guardian(s), appropriate school personnel, and others who may be permitted access according to rules of the State Board of Education. Access by parent(s)/guardian(s) may be denied only if release of records would involve substantial risk of harm to the student, or if parental rights have been restricted or denied.
 - D. Copies of student records may be made by those permitted access to them, at the fee established for reproduction of public records noted in Board of Education Policy 8310.
 - E. Inspection of Pupil Records Form must be completed when those permitted access are viewing and/or making copies (see Board of Education Policy 8330).
 - F. The records of currently enrolled students will be reviewed annually by appropriate teaching staff, and permitted records that are detrimental or no longer educationally relevant must be deleted.
 - G. When a student is no longer enrolled in this district, those records mandated by rules of the State Board of Education will be preserved.
- III. Expected Outcomes
 - A. Appropriate records related to the student's progress will be made available.
 - B. Within a reasonable timeframe, school personnel will be informed of student needs and appropriate follow-up will take place as needed (see Board of Education Policy 8330).

Develop and implement placement card usage for all students at the elementary level.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
 - C. Placement Cards
- II. Strategies
 - A. Complete revision/update of cards.

- B. Distribute appropriate cards to K-5 teachers with attached directions on proper methods of filling out required information, appropriate dates, and return procedures.
 - C. Collect, review, and redistribute cards for grade 5 prior to middle school visitations.
 - D. Distribute placement cards for students moving within Evesham Township to appropriate counselor.
 - E. Use placement cards to assist principal and teachers in establishing class lists.
 - F. Collect all placement cards and newly developed class lists.
- III. Expected Outcomes
- A. Placement cards are distributed and collected in a timely manner.
 - B. Class lists are developed.

Assist teachers and principal in developing class lists.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
 - C. Class lists
- II. Strategies
 - A. Schedule meetings with individual grade levels.
 - B. Use student placement cards to develop class lists according to ability, needs, teacher input, etc.
 - C. Check class lists for balance in number, gender, specific strengths/needs, etc.
- III. Expected Outcomes
 - A. Heterogeneous class lists will be created.

Develop and implement an orientation program for students and parent(s)/guardian(s) new to the school.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies
 - A. New student/parent introduction:
 1. Discuss school routine and availability of services, clubs and activities, within the school;
 2. Tour building with student/parent;
 3. Introduce new student to his/her classroom teacher or house team;
 4. Provide any other appropriate plans or procedures deemed necessary;
 5. Review students' records (i.e. Cumulative Folder, Transition Folder, In-District School Transfer Pupil Progress Report).
 - B. Contact principal and teacher to discuss any pertinent information received from the former school.
 - C. Within a month meet with each new student to discuss his/her adjustment.
 - D. Meet with the teacher periodically to assess new student's adjustment and/or need for further services.

- III. Expected Outcomes
 - A. Discussion with student and teachers to determine his/her adjustment to the new school environment.
 - B. Professional follow-up as needed.
- IV. Related Resources
 - A. Small group sessions for new students
 - B. Orientation information packets
 - C. Referrals for special programs, clubs, and activities
 - D. Welcoming Committee

Coordinate Kindergarten registration/screening, follow through on children identified as needing further study, and refer eligible students to C.A.P.P.S.

- I. Indicators
 - A. Memos Indicating Dates of Kindergarten Screening and Orientation
 - B. Appointment Schedule
 - C. Monthly Report
- II. Strategies
 - A. Participation in the kindergarten screening as per direction of administration.
 - B. Review results and compile list of screened students who are eligible to attend CAPPS summer program.
 - C. Determine which students will attend CAPPS and notify parents.
 - D. Determine students who require ESL screening.
 - E. Attend kindergarten orientation and distribute information about the kindergarten program.
 - F. Review post-CAPPS screening and share information with kindergarten teachers.
- III. Expected Outcomes
 - A. Child will be more familiar with the school setting as a result of the kindergarten screening process and orientation.
 - B. School personnel will become more familiar with the child's readiness for kindergarten.

Evaluate children to determine eligibility for early admission to first grade.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Procedures
 - A. Review incoming records to determine eligibility. Child must have reached the age of six by October 1 and successfully completed one year in an accredited kindergarten (see Board of Education Policy 5112).
 - B. Administer appropriate testing instrument to evaluate child:
 - 1. Counselor administers Brigance First Screen for grade one.
 - 2. Reading Specialist administers Clay's Observational Survey of Literacy if Brigance score exceeds 84%.
 - 3. Child has preliminary eligibility for placement if the following scores are attained on the Observational Survey:

- Letter Identification—50
 - Concepts About Print—16
 - Dictation—25
 - Text Reading—Level 4
4. Principal, Counselor and Reading Specialist will consider any discrepancy in child’s maturity and achievement levels before making placement recommendation.
- C. Counselor/Principal contacts parent(s)/guardian(s) and provides a written notification of eligibility status if necessary.
- III. Expected Outcome
- A. Student will be placed appropriately as determined by evaluation criteria.

Assist with the transition of fifth grade students to middle school.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies
 - A. Implement orientation program for fifth grade students to familiarize them with the middle schools.
 1. Fifth grade students, teachers and school counselors visit the middle schools near the completion of fifth grade.
 2. Students are given an opportunity to ask questions relating to middle school.
 3. Elementary teachers and counselors meet with middle school counselors regarding student placement and at-risk profiles.
- III. Expected Outcomes
 - A. Students will be more familiar with the middle school setting.
 - B. Middle school personnel will be more familiar with the incoming fifth grade students.

Confer with counselors from Cherokee High School to provide information about eighth grade students.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies/Procedures
 - A. Meet/confer with Cherokee High School counselors.
 - B. Respond to additional requests for information as needed.
- III. Expected Outcomes
 - A. High school counselors will become acquainted with student needs.

Coordinate eighth grade students' transition to Cherokee High School.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies/Procedures
 - A. Coordinate student completion of census forms for high school.
 - B. Provide information regarding course selection prepared by the high school.
 - C. Schedule high school counselors' visit to the middle schools.
 - D. Confer with parents about scheduling concerns as needed.
 - E. Coordinate the collection of completed course selection forms.
 - F. Establish eligibility lists for high school Honors Program.
 - G. Take certain groups of students to Cherokee for a visit as needed.
- III. Expected Outcomes
 - A. Students will enroll in appropriate courses for their first year in high school.
 - B. Students will become acquainted with Cherokee to ease the transition.

Coordinate eighth grade students' transition to Burlington County Institute of Technology or private/parochial high schools.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies
 - A. Provide information on open houses, admission requirements, and scholarships for vocational, private and parochial high schools.
 - B. Complete student recommendation forms and other transcript and scholarship requirements.
 - C. Arrange Burlington County Institute of Technology informational assembly for eighth grade students.
 - D. Arrange field trip for eighth grade students interested in attending BCIT.
- III. Expected Outcomes
 - A. Students interested in attending alternative high schools will receive the appropriate assistance.

Determine the placement of new students.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies
 - A. Review district placement card or out-of-district academic records of each new student.
 - B. Use records, current needs, or other appropriate factors to determine placement.

- III. Expected Outcomes
 - A. Students will adjust well to their new placement.
 - B. Balanced class lists will be maintained.

Assist with the transition of a student returning to school after hospitalization, rehabilitation, or alternative school placements.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies
 - A. Meet with students, parent(s)/guardian(s), administrators and student's therapist (when appropriate), to formulate a re-entry plan.
 - B. Share plan with appropriate staff as needed.
 - C. Provide a "safe place," a modified program, individual or group counseling and/or other services as needed. (See Student Crisis Guidelines.)
 - D. Monitor student progress with teachers, parent(s)/guardian(s), and therapist.
 - E. Provide appropriate intervention(s).
 - F. Confer with administrators, staff, parent(s)/guardian(s), therapist and other professionals when appropriate.
 - G. Complete appropriate forms (see Student Crisis Guidelines).
- III. Expected Outcomes
 - A. Student experiences a positive transition back to school.

Participate in the re-entry of students to school after disciplinary suspension.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report
- II. Strategies
 - A. Prepare in advance of the meeting a behavioral plan or contract to be set in place at the meeting as needed (see Board of Education Policy 5610).
 - B. Attend re-entry meeting.
 - C. Present and explain plan to student and parent(s)/guardian(s) as needed.
 - D. Encourage student's successful return to school by extending offer of related services.
- III. Expected Outcomes
 - A. Student will experience a successful transition back to school.
 - B. Counselor will continue to monitor student progress.

Coordinate school-wide district and state standardized testing.

- I. Indicators
 - A. Appointment Schedule
 - B. Monthly Report

C. Building-level Testing Schedule, Guidelines and Teacher Turnkey Training
Agenda/Sign-ins

II. Strategies

- A. Attend all meetings scheduled by the state and/or district for test administration and interpretation.
- B. Conduct all necessary scheduling and training for test administration.
- C. Serve as school point-of-contact on test administration plans, procedures, special circumstances, and problems for examiners/proctors, school administrators, and the district test coordinator.
- D. Receive and inventory all testing materials.
- E. Maintain test security at all times.
- F. Prepare necessary paperwork prior to testing (rosters, master schedule, etc.).
- G. Supervise testing administration to ensure proper procedures are followed.
- H. Distribute and collect appropriate materials
- I. Prepare schedule for make-up testing.
- J. Provide examiners with materials for make-up testing.
- K. Assist with make-up testing as needed.
- L. Check/Inventory testing materials before return to the district test coordinator.
- M. Return materials to the district test coordinator maintaining security.

III. Expected Outcomes

- A. All students will be properly tested/assessed.
- B. Appropriate test security will be maintained.
- C. All materials will be properly returned to district test coordinator.

Interpret test results as requested.

I. Indicators

- A. Appointment Schedule
- B. Monthly Report

II. Strategies

- A. Meet with parent(s)/guardian(s) and/or teacher(s) upon request or as needed to interpret test results.
- B. When necessary, consult with administration or appropriate staff to lend expertise in the area of test interpretation.

III. Expected Outcomes

- A. Parent(s)/guardian(s) and/or teachers will have clarification of their students' test performance.

Submit a monthly counseling report to the principal and supervisor.

I. Indicators

- A. Appointment Schedule
- B. Monthly Report

II. Strategies

- A. Compile information to be incorporated in the monthly report.

B. Distribute a copy of the report to the principal and supervisor before the next scheduled monthly board meeting.

III. Evaluation

A. Receipt of the monthly report by principal/supervisor.

Continue professional growth.

I. Indicators

A. Appointment Schedule

B. Monthly Report

C. Professional Growth Plan

II. Strategies

A. Attend conferences and workshops related to the school counseling program.

B. Read publications pertaining to school counseling.

C. Collaborate with other school counselors both in and outside of the district.

III. Expected Outcomes

A. Increased professional growth.

B. Application of new techniques.

Section B:

Processes

Table of Contents B

Processes	Page Number
<u>Americans with Disabilities Act Section 504</u>	33
<u>Anti-Bullying District Plan</u>	37
<u>Genesis Counseling</u>	40
<u>Guidelines for Public School Districts, Approved Charter Schools and Private Schools for the Disabled to Conduct Violence and Vandalism Public Hearings and Guidelines for Public Schools, Approved Charter Schools and Private Schools for the Disabled to Observe "School Violence Awareness Week"</u>	41
<u>Intervention & Referral Services</u>	50
<u>Professional Contacts and Parent Resources</u>	52
<u>Reporting Child Abuse and Neglect in New Jersey</u>	53
<ul style="list-style-type: none"> ● <u>What Every Public School Employee Should Know About Reporting Missing or Abused Children</u> 	54
<u>Responsive Classroom</u>	56
<u>Student Crisis Guidelines</u> <ul style="list-style-type: none"> ● <u>Self Harming Behavior</u> ● <u>Substance Abuse</u> ● <u>Death</u> ● <u>Sexual Assault/Rape</u> ● <u>Oppositional/Defiant Student</u> ● <u>Nonviolent Crisis Intervention Protocol</u> 	57

AMERICANS WITH DISABILITIES ACT SECTION 504

Overview of Process and Procedures

WHAT IS SECTION 504?

Section 504 is the section of the Rehabilitation Act of 1973 that prohibits discrimination based upon a disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities be met as adequately as the needs of non-disabled students are met. Section 504 is enforced by the US Department of Education, Office for Civil Rights (OCR).

HOW DOES SECTION 504 DEFINE “DISABILITY”?

A student is considered to have a “disability” if he/she:

1. Has a physical or mental impairment which substantially limits one or more major life activities, or
2. Has a record of such an impairment or
3. Is regarded as having such an impairment.

Section 504 requires that districts provide a Free and Appropriate (FAPE) education to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

In addition to school-age children who are eligible for special education services; Section 504 includes, for example, students with communicable diseases, attention deficit disorder (ADD), behavior disorders, chronic asthma and severe allergies, physical handicaps, diabetes and temporary disabling conditions.

WHAT IS A “MAJOR LIFE ACTIVITY”?

Major life activities, as defined in the section 504 regulations at 34 C.F.R. 104.3 (j)(2)(ii), include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exclusive.

HOW IS SECTION 504 DIFFERENT FROM INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)?

1. IDEA lists the categories of qualifying conditions, Section 504 is much broader.
2. A Free Appropriate Public Education under Section 504 means an education comparable to the education provided to non-handicapped students. A F.A.P.E. under IDEA does not have to be comparable to but rather appropriate to the individual student. Under Section 504 a student is eligible if he / she meets the definition of “qualified handicapped person”. The student is not required to be in need of special education in order to be protected under Section 504.
3. Section 504 does not provide additional funds. IDEA is federally funded.
4. Section 504 includes detailed regulations regarding access to buildings and programs. IDEA is an educational law.
5. Section 504 requires notice of procedural safeguards; however, it does not have to be written notice. IDEA requires written notice.

6. Under Section 504 school districts must designate a multi-disciplinary committee to be responsible for assuring compliance and must provide a grievance procedure.

WHAT TYPES OF DISCRIMINATION DOES SECTION 504 PROHIBIT?

1. Denial of the opportunity to participate in or benefit from a service which is afforded non-handicapped students.
 - Refusing to allow a student with an IEP the opportunity to be on the honor roll; denying credit to a student whose absenteeism is related to the disability; refusing to dispense Ritalin to a student with ADD. (You must get your physician's prescriptions to back up the administration of medication or for the school to provide certain medical accommodations.)
2. Provision of opportunity to participate in or to benefit from a service which is not equal to that afforded to other students.
 - Determining sports eligibility based on a student's grades without regard to the student's handicapping condition.
3. Provision of aids, benefits or services which are not as effective as those provided to others. Equally effective means equivalent, not identical, and must afford an equal opportunity, not equal results.
 - Placing a student with a hearing impairment in the front row instead of providing an interpreter.
4. Provision of different or separate benefits or services unless such action is necessary to be effective.
 - Separate classes, schools or facilities.
5. Aiding or perpetuating discrimination by providing assistance to an organization which discriminates.
 - Sponsoring a student organization which excludes students with disabilities.
6. Denial of opportunity to participate on a committee, in a school trip or in a club because of student's handicapping condition.

WHAT DOES "REASONABLE ACCOMMODATION" MEAN?

A recipient of federal funds shall make reasonable accommodations to the known physical or mental limitations of otherwise qualified students unless the recipient can demonstrate that the accommodation would impose an undue hardship on the operation of its programs. Courts have required accommodations which achieve "meaningful equal opportunity."

Accommodations need to take into account both the functional limitations of the student and the alternative methods of performing tasks or activities which would permit students of varying abilities to participate without jeopardizing outcomes.

Some examples of reasonable accommodations are modified homework requirements, assistance of a teacher's aide, or seating in the front row of the classroom.

1. Accommodations must be individualized.
2. The individual needs of a student with a disability should be met to the same extent as the needs of students without handicapping conditions.
3. Modifications can be made to regular programs, or the provision of different programs may be necessary.
4. Accommodations should place the student with a disability at an equal starting level with the non-handicapped students.

DOES SECTION 504 REQUIRE AN IEP?

No. Section 504 requires a written plan describing placement and services. Placement decisions must be based upon information drawn from a variety of sources and all information must be documented

and considered. Although a formal IEP is not required, the placement decision must be made by a group of persons knowledgeable about the student, about the meaning of the evaluation data and about placement options. A student found eligible for services under Section 504 will receive indirect services provided through a written 504 plan.

DOES SECTION 504 REQUIRE EVALUATIONS?

Section 504 Regulation 34 CFR Section 104.35(a) requires that a district evaluate “any student who, because of handicap, needs or is believed to need special education or related services.” An evaluation is also required prior to any significant change in placement. Prescreening methods which affect a student’s eligibility for special education may be considered “evaluations” and are subject to proper notice requirements. A Section 504 evaluation does not have to be performed by a child study team. A Section 504 evaluation may be performed by a group of individuals who are familiar with the student (I&RS Committee).

Section 504 does not require that a district must carry out a full evaluation of a student simply because a parent requests it. However, refusal by the district to do so constitutes an official action with respect to the student’s evaluation and placement and the district must provide the parent with procedural safeguards.

Section 504 requirements can be handled by your child’s school.

HOW DO I FILE A COMPLAINT?

Usually, it should not be necessary to file a formal complaint. Your school district’s representatives should be able to resolve any questions or concerns that you may have. However in the rare event that the district is unable to resolve your concern, locate someone in your regional OCR office who understands the applications of Section 504 on education, and use that person as your contact. Explain the situation, specify the issue, and cite the area of discrimination. OCR should then send a representative to investigate the complaint. It is recommended that you begin by contacting a school district representative.

WHO IS THE SCHOOL DISTRICT REPRESENTATIVE?

Your first contact should be your child’s building principal. The building principal is knowledgeable regarding Section 504 requirements. Considering the nature of your concern the building principal, in consultation with the school counselor, should be able to resolve the issue. If you are not satisfied you may contact the Section 504 Officer in the district’s central office administration. At this stage you will be asked to put your concerns into writing to formalize the process. If you are still not satisfied with the response or action taken you will be directed to the regional OCR Office. At all stages your district will work closely with you to resolve your concern(s). Remember we are here to serve you and our students. Our Central Office Compliance officer is the Director of Personnel.

WHAT PROCEDURAL SAFEGUARDS DO PARENTS HAVE?

To be in compliance with Section 504, school districts must:

1. Provide a listing of written assurances of nondiscrimination.
2. Designate an employee to coordinate Section 504 compliance.
3. Provide grievance procedures to resolve complaints.
4. Provide notice of nondiscrimination in admission or access to its programs or activities. Notice must be included in a student/ parent handbook.

5. Annually identify and locate all qualified children with disabilities who are not receiving a public education.
6. Annually notify students with disabilities and their parents or guardians of the district's responsibilities under Section 504.
7. Provide parents or guardians with procedural safeguards:
 - Notice of their rights
 - An opportunity to review relevant records and
 - An impartial hearing – parents / guardians must be notified of their rights to request a hearing regarding the identification, evaluation or educational placement of students with handicapping conditions.

ANTI-BULLYING DISTRICT PLAN

Overview of Process and Procedures

Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and that
3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the student's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
5. Has the effect of insulting or demeaning any student or group of students; or
6. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the pupil.

The Anti-Bullying Bill of Rights was signed into legislation in January of 2011. While the Evesham Township School District Policy 5512 HARASSMENT, INTIMIDATION, AND BULLYING provides a thorough and comprehensive account of the new mandates, the district has developed a plan that designates the required personnel that assist in preventing, identifying, and addressing instances that involve the harassment, intimidation, or bullying (HIB) of students. In addition, the plan outlines our process as it relates to procedures and guidelines that also relate to prevention and identification of HIB. Our goal is to continue to provide a safe and caring learning environment, which promotes civility and respect in and amongst students and staff.

The Superintendent annually appoints a district Anti-Bullying Coordinator (ABC) who is responsible for coordinating and strengthening the school district's Anti-Bullying Plan. The ABC will collaborate with the Anti-Bullying Specialists throughout the district to help prevent, identify, and respond to HIB incidents.

District Anti-Bullying Coordinator: Director of Curriculum and Instruction

The Principal in each school annually appoints an Anti-Bullying Specialist (ABS) who is responsible for working with the building/house principal to assist in preventing, identifying, and addressing incidents of HIB in the school. The ABS is also the co-chair, along with the building administrator of the School Safety Team.

School Anti-Bullying Specialist (ABS): School Counselors

Each school shall have a designated School Safety Team that helps to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school. School climate issues such as harassment, intimidation, or bullying will be an area of focus. The building/house principal is the co-chair and must appoint the ABS, a teacher and a parent to be on the team. Other members may be appointed as appropriate.

Week of Respect – The Anti-Bullying Bill of Rights Act (P.L.2010, c.122) requires that the week beginning with the first Monday in October of each year be designated as the Week of Respect in New Jersey. To recognize the importance of character education, school districts, charter schools and Renaissance school projects are required to observe the week by providing age-appropriate instruction focusing on preventing HIB. To facilitate planning, see online resources at <http://www.state.nj.us/education/students/safety/sandp/climate/>.

The New Jersey Legislature has set aside this week, along with School Violence Awareness Week, to highlight these very important issues. However, it is our clear, consistent message throughout the school year about positive school climate and student behavioral expectations that will help to reduce violence and create safe and supportive learning environments for all of our students and staff.

District-Wide Programs

The following district-wide programs are utilized to teach students about character education, peer relationships, diversity and social skills in order to enable them to responsibly and responsively make informed decisions within our culturally diverse society and interdependent world:

- Responsive Classroom
- Social Studies
- School Counseling Program
- Middle School Health Curriculum
- Computer Curriculum

Individual School Programs

In addition to district-wide programs, building-based initiatives are also utilized to create a common culture of respect, tolerance and community where positive character development and making good choices are recognized and reinforced.

Professional Development

Targeted professional development for school personnel are provided annually, along with resources and materials. In addition, parent sessions that focus on anti-bullying and/or

creating a positive home/school partnership are also presented based on a predetermined schedule.

School districts statewide recognize the importance of continually fostering a positive school climate. The fundamental work being done to reduce incidences of violence and harassment, intimidation and bullying (HIB) within the schools is paramount and aids in providing students a safe environment in which they are able to attain academic success and grow as individuals.

GENESIS COUNSELING SERVICES

Genesis is a non-profit organization providing services to compliment the middle school counseling program. There are generally two Genesis Counselors assigned to each middle school.

The Genesis counselors primarily focus on drug and alcohol services to the student population; however, also offers intervention for students struggling with family relationships, stress, ADHD, anger management, and other personal issues that relate to their academic, emotional, and social success. Crisis counseling and/or group sessions are offered based on an identified need. The Genesis Counselor assists the school counselor in identifying, assessing, and when necessary, referring young people and their families for professional help in the community.

Referrals to the Genesis Counselor are made by the school counselor after an initial intake evaluation. Teachers, administration, child study team, parent(s)/guardian(s) or students may request Genesis services through the school counselor. Parent(s)/guardian(s) are notified when a Genesis referral is made as their input is important for a successful intervention.

**GUIDELINES FOR PUBLIC SCHOOL DISTRICTS, APPROVED
CHARTER SCHOOLS AND PRIVATE SCHOOLS FOR THE
DISABLED TO CONDUCT VIOLENCE AND VANDALISM PUBLIC
HEARINGS IN ACCORDANCE WITH N.J.S.A. 18A:17-46, N.J.A.C.
6A:16-5.2(B) AND N.J.A.C. 6A:16-5.3(F)
AND GUIDELINES FOR PUBLIC SCHOOLS, APPROVED
CHARTER SCHOOLS AND PRIVATE SCHOOLS FOR THE
DISABLED TO OBSERVE "SCHOOL VIOLENCE AWARENESS
WEEK" IN ACCORDANCE WITH N.J.S.A. 18A:36-5.1 AND N.J.A.C.
6A:16-5.2**



Prepared by:

Office of Student Support Services
Division of Student Services
New Jersey Department of Education

September 2010

**Guidelines for Public School Districts, Approved Charter Schools and Private Schools
for the Disabled to Conduct Violence and Vandalism Public Hearings
in Accordance with N.J.S.A. 18A:17-46 , N.J.A.C. 6A:16-5.2(b) and 5.3(f)**

PUBLIC SCHOOL DISTRICTS AND CHARTER SCHOOLS

Public Hearings on School Violence and Vandalism

- The authorizing statute and the regulations require that at a public hearing each year the chief school administrator provide a report to the board of education on all acts of violence and vandalism which occurred in the school district or charter school during the previous school year.
- Verification of the report is part of the state's monitoring of the school districts and charter schools under the New Jersey Quality and Single Accountability System (NJQSAC), pursuant to N.J.A.C. 6A:30.
- The district board of education or managing authority must adopt regulations, pursuant to N.J.A.C. 6A:16-5.3(g), that impose a penalty on a school employee who falsifies a report, pursuant to N.J.A.C. 6A:16-5.3(a), incident reporting of violence, vandalism and substance abuse.

Compliance Instructions

Public Hearing

- The chief school administrator (CSA) must schedule and conduct the public hearing during the school year. The hearing may be held at a regular meeting of the board of education or managing authority or another meeting of the board of education or managing authority for the purposes of fulfilling the requirements of *N.J.S.A. 18A:17-46* and *N.J.A.C. 6A:16-5.3(f)*.

CSA Presentation

- Pursuant to *N.J.S.A. 18A:17-46* and *N.J.A.C. 6A:16-5.3(f)*, the CSA must provide a presentation to the board of education or managing authority at the public hearing on all acts of violence and vandalism which occurred during the previous school year, including a report on the district's or charter school's verified violence and vandalism data submitted under the Electronic Violence and Vandalism Reporting System (EVVRS) to the NJDOE for the previous school year. For your reference, the district's EVVRS Annual District Report of Violence and Vandalism may be accessed by logging in to the online EVVRS Main Menu.

PRIVATE SCHOOLS FOR THE DISABLED

Compliance Instructions

- Pursuant to *N.J.A.C. 6A:16-5.2(b)1*, during School Violence Awareness Week private schools for the disabled only are required to meet with staff and parents to review the incidents of violence and vandalism that occurred in the schools or programs during the previous school year, including the verified violence and vandalism data submitted under the Electronic Violence and Vandalism Reporting System (EVVRS) to the NJDOE for the previous school year.

Guidelines for Public School Districts, Approved Charter Schools and Private Schools for the Disabled to Observe *School Violence Awareness Week* in Accordance with *N.J.S.A. 18A:36-5.1* and *N.J.A.C. 6A:16-5.2*

Annual School Violence Awareness Week

- The authorizing statute and the regulations designate an annual *School Violence Awareness Week* in the state of New Jersey. School districts, charter schools and private schools for the disabled must observe this week by organizing activities to prevent school violence, including, but not limited to, age-appropriate opportunities for student discussion on conflict resolution, issues of student diversity and tolerance. Law enforcement personnel must be invited to join members of the teaching staff in the discussions. Programs also must be provided for school employees that are designed to help them recognize warning signs of school violence and to instruct them on recommended conduct during an incident of school violence.

Guidance for Schools

- All public school districts, approved charter schools and private schools for the disabled are required to designate the third week in October as *School Violence Awareness Week*.
- During this week, schools should provide an opportunity for students, parents and school district or charter school and law enforcement staff to discuss methods for keeping

schools safe from violence; consider school safety and security plans; and learn how to recognize students in need of help.

- Ideas to consider in promoting the importance of school safety include:
 - discussions about school policies and procedures for addressing violence and school crises;
 - identification and assessment of troubled youth;
 - involvement of parents and other community members;
 - dissemination of informational materials;
 - infusion of violence awareness lessons into the academic curriculum;
 - implementation of character education activities that endorse respect, responsibility and tolerance;
 - use of keynote speakers with expertise in bullying prevention or related violence prevention topics;
 - presentation of lessons on conflict resolution, peer mediation and bullying prevention by students; and
 - training for school board employees in the areas of violence prevention and intervention, crisis response and related district policies and procedures.
- Please be aware that public school districts, approved charter schools and private schools for the disabled are required to invite law enforcement personnel to participate in the discussion of methods to keep schools safe from violence.

Schools may want to consider using carry over federal funds under the *Safe and Drug-Free Schools and Communities Act* (Title IV, Part A of the *No Child Left Behind Act*), as appropriate, to support activities conducted during *School Violence Awareness Week*. All activities funded under Title IV, Part A, however, must conform to the Principles of Effectiveness (Section 4115(a) of the *No Child Left Behind Act*) and all other requirements under Title IV, Part A.

Activity Planning

Provided below are suggested guidelines for school staff to consider in planning for *School Violence Awareness Week*. Additionally, some available programs, publications, organizations and Web sites are included on pages four through ten of this document to aide in planning.

Student Discussions

Schools are required to organize activities to prevent school violence, including, but not limited to, age-appropriate opportunities for student discussion on conflict resolution, bullying prevention, and issues of student diversity and tolerance. Law enforcement officers must be invited to join members of the school staff in the discussions.

School Employee Programs

Schools are required to provide programs for school employees that are designed to help them recognize warning signs for school violence and to instruct them on policies, procedures and recommended conduct during an incident of school violence. A few Web resources for information on warning signs are:

- <http://www.ed.gov/about/offices/list/osers/osep/gtss.html>
- <http://www.apa.org/helpcenter/warning-signs.aspx#>

Considerations in Planning Activities for Students

In planning activities with students, you may want to consider the following tips:

- Organize small-group activities as opposed to large-group presentations;
- Conduct student-centered rather than adult-centered activities;
- Plan activities that are age appropriate;
- Implement activities that build skills for non-violent responses to conflict; and
- Provide opportunities for follow-up and processing of information received to provide opportunities for questions, reinforcement of information or skills and to ensure understanding.

Applicable Statutes

NEW JERSEY STATUTES ANNOTATED
 TITLE 18A. EDUCATION
 SUBTITLE 6. CONDUCT OF SCHOOLS
 PART 2. FACILITIES AND CONDUCT OF SCHOOLS
 CHAPTER 36. CONDUCT OF SCHOOLS IN GENERAL

N.J.S.A. 18A:36-5.1

18A:36-5.1. School Violence Awareness Week

The week beginning with the third Monday in October of each year is designated as "School Violence Awareness Week" in the State of New Jersey. School districts shall observe this week by organizing activities to prevent school violence including, but not limited to, age-appropriate opportunities for student discussion on conflict resolution, issues of student diversity, and tolerance. Law enforcement personnel shall be invited to join members of the teaching staff in the discussions. Programs shall also be provided for school board employees that are designed to help them recognize warning signs of school violence and to instruct them on recommended conduct during an incident of school violence. The Department of Education shall provide guidelines and information to boards of education for use in planning the activities in observance of the week and such funds as are necessary to pay the costs of the required activities and programs.

NEW JERSEY STATUTES ANNOTATED
 TITLE 18A. EDUCATION
 SUBTITLE 5. SCHOOL DISTRICTS
 PART 6. OFFICERS AND EMPLOYEES OF BOARDS OF EDUCATION
 CHAPTER 17. SPECIFIC OFFICERS AND EMPLOYEES
 ARTICLE 8. PUBLIC SCHOOL SAFETY LAW

N.J.S.A. 18A:17-46

18A:17-46. Act of violence; report by school employee; notice of action taken; annual report

Any school employee observing or having direct knowledge from a participant or victim of an act of violence shall, in accordance with standards established by the commissioner, file a report describing the incident to the school principal in a manner prescribed by the commissioner, and copy of same shall be forwarded to the district superintendent.

The principal shall notify the district superintendent of schools of the action taken regarding the incident. Annually, at a public hearing, the superintendent of schools shall report to the board of education all acts of violence and vandalism which occurred during the previous school year. Verification of the annual report on violence and vandalism shall be part of the State's monitoring of the school district, and the State Board of Education shall adopt regulations that impose a penalty on a

school employee who knowingly falsifies the report. A board of education shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements pursuant to this section. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence and vandalism.

s:\sdfs unit\projects\violence aware week\fy11\ v & v guidance.doc

Resources

Provided below is a list of resources that may be helpful in planning activities for *School Violence Awareness Week and/or Week of Respect*, as well as for improving the safety of schools. This is not intended to be an exhaustive list of violence-related resources, but a diverse collection of supportive resources.

Organizations And Web Sites Of Interest:

New Jersey School Counselor Association www.njsca.org

Listing of resources and additional links.

American School Counselor Association www.schoolcounselor.org

Listing of resources and additional links.

New Jersey Education Association www.njea.org

Listing of resources and additional links.

National Education Association www.nea.org

Listing of resources and additional links.

National Association of School Psychologists

http://www.nasponline.org/resources/factsheets/threatassess_fs.aspx

Various resources related to violence for parents and educators.

National Association of School Resource Officers www.nasro.org

Various resources and additional links.

National School Public Relations Association www.nspr.org

Various resources and additional links.

National Association of Elementary School Principals www.naesp.org

Various resources and additional links.

Center for Mental Health Services

www.mentalhealth.org/cmhs/emergencyservices/after.asp

Tips for Talking About Disasters – Information for parents and social workers.

National Institute of Mental Health www.nimh.nih.gov/

Contains in-depth links on trauma and post-traumatic stress disorder.

Family Education Network <http://familyeducation.com>

Listing of resources and additional links.

National Parent Teachers Association (PTA) www.pta.org

Various resources, activities and additional links for educators, parents and youth.

Association for Supervision and Curriculum Development www.ascd.org

Various materials, training, research and additional resources for educators.

American Academy of Child and Adolescent Psychiatry

www.aacap.org/publications/factsfam/disaster.htm

Various resources dedicated to child and adolescent psychiatry.

American Counseling Association www.counseling.org

Various resources dedicated to the social and emotional development of children.

American Psychological Association www.apa.org

Various materials for educators, parents and children.

iSafe www.isafe.org

Various educator resources and information on internet safety, cyber-bullying, etc.

Horatio Alger Association www.horatioalger.org

Provides a comprehensive national survey report of America's youth titled, *The State of Our Nation's Youth 2002-2003*. This back-to-school survey examines the attitudes and opinions of America's youth.

New Jersey Department of Education

<http://www.state.nj.us/education/code/current/title6a/chap16.pdf>

Administrative Code: Chapter 16, Programs to Support Student Development.

Provides parameters for health and student support services, including *Subchapter 5, School Safety*.

Center For The Prevention of School Violence <http://www.ncdjjdp.org/cpsv/>

Serves as a primary resource for dealing with the problem of school violence. The Center's focus is on ensuring that schools are safe and secure for every student, and conducive to learning.

Knowledge Path: Adolescent Violence Prevention

http://mchlibrary.info/KnowledgePaths/kp_adolvio.html

This online guide offers a selection of recent, high quality resources and tools for further research. Lists of websites, articles and print materials on adolescent violence.

National Youth Violence Prevention Campaign <http://www.violencepreventionweek.org/>

This site is presented by the National Association of Students Against Violence Everywhere (S.A.V.E.) and the Guidance Channel. This campaign's purpose is to encourage awareness, and promote education, about effective methods to reduce and prevent youth violence.

National Crime Prevention Council - Be Safe and Sound in School

<http://www.ncpc.org/programs/be-safe-and-sound-campaign/about>

Be Safe and Sound is a public education campaign that seeks to raise awareness of school safety and security issues and provide concrete measures that parents, community members, and educators can take to make schools safer and more secure.

National School Safety Center www.nssc1.org

NSSC provides school communities and their school safety partners with quality information, resources, consultation, and training services.

Operation Respect: Don't Laugh at Me <http://www.dontlaugh.org/>

A non-profit organization dedicated to creating safe, caring and respectful environments for children.

Centers for Disease Control and Prevention <http://www.cdc.gov/ncipc/cmprfact.htm> CDCP provides a variety of fact sheets on violence and injury prevention.

Brady Center to Prevent Gun Violence (Formerly the Center to Prevent Handgun Violence) <http://www.HandgunControl.org><http://www.handguncontrol.org/>

National initiatives include prevention programs for parents and youth on the risks associated with guns, legal representation for gun violence victims, and outreach to the entertainment community to encourage the de-glamorization of guns in the media.

National Youth Violence Prevention Resource Center <http://www.safeyouth.org><http://www.safeyouth.org/>

A collaboration between the Centers for Disease Control and Prevention and other federal agencies to provide a central source of information on prevention and intervention programs, publications, research and statistics on violence committed by and against children and teens.

Keys to Safer Schools <http://www.keystosaferschools.com><http://www.keystosaferschools.com/>
This website equips teachers, students, parents, administrators and counselors with tools, training and materials.

Suicide Prevention, Awareness and Support <http://suicide.org/><http://suicide.org/>
This website provides information and resources on suicide and depression.

International Bullying Prevention Association <http://www.stopbullyingworld.org/><http://www.stopbullyingworld.org/>
This website provides bullying research and resources from around the world.

Additional Programs and Publications:

<u>A Uniform State Memorandum Of Agreement Between Education And Law Enforcement Officials</u>	New Jersey Department of Education and the Office of Law and Public Safety http://www.state.nj.us/education/schools/security/regs/agree.pdf http://www.state.nj.us/education/schools/security/regs/agree.pdf
<u>Best Practices of Youth Violence Prevention: A Sourcebook for Community Action</u>	National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention http://www.cdc.gov/ncipc/dvp/bestpractices.htm
<u>Cyberbullying: Hands-on Health</u>	Health Wave Newsletter, May 2010 http://healthwaveinc.com/images/5-10_newsletter.pdf
<u>Bullying at School</u>	Olweus, D., 1993 Wiley-Blackwell, New York, NY
<u>Bullying in Schools</u>	The Center for Problem-Oriented Policing http://www.popcenter.org/Problems/problem-bullying.htm http://www.popcenter.org/Problems/problem-bullying.htm
<u>Bullying: What Parents, Teachers Can Do To Stop It</u>	American Psychological Association, April 2010 http://healthnewsdigest.com/news/Family_Health_2010/Bullying_What_Parents_Teachers_Can_Do_To_Stop_It.html http://healthnewsdigest.com/news

	/Family_Health_2010/Bullying_What_Parents_Teachers_Can_Do_To_Stop_It.html
<u>Deadly Lessons - School Shooters: Secret Service Findings</u>	October 15, 2000 Chicago Sun-Times http://www.knowgangs.com/school_resources/deadlylessons.pdf http://www.knowgangs.com/school_resources/deadlylessons.pdf
<u>Developing and Maintaining Safe Schools</u>	North Central Regional Educational Laboratory, Naperville, ILL www.ncrel.org/sdrs/issues.html , click on Safe and Drug Free
<u>Early Warning, Timely Response: A Guide to Safe Schools</u>	United States Department of Education, Educational Publications Center, Jessup, MD. To get a free copy, contact toll free at (877) 433-7827 or download a copy on http://www.ed.gov/about/offices/list/osers/osep/index.html .
<u>Exemplary and Promising Safe, Disciplined, and Drug-Free Schools Programs</u>	United States Department of Education http://www.ed.gov/admins/lead/safety/exemplary01/panel.html
<u>Gang Resistance Education and Training (G.R.E.A.T.) Program</u>	United States Department of Justice http://www.great-online.org/ http://www.great-online.org/
<u>Helping Children Deal With Scary News</u>	PBS Kids, Family Communications, New York, NY To download a free copy, visit www.pbskids.org/rogers/parents http://www.pbskids.org/rogers/parents
<u>Impact of Disaster On Children In Our Schools: A Program for School Nurses</u>	Rutgers, The State University of New Jersey, Education and Training Division, Center of Alcohol Studies, Piscataway, NJ. To request a free copy of the CD and/or videotape contact (732) 445-4317.
<u>Managing Sudden Traumatic Loss in the Schools</u>	Maureen M. Underwood, LCSW and Karen Dunne-Maxim, MS, RN. To purchase a copy of the manual or the five-part videotape series, contact the American Association of Suicidology, Washington, DC at 202-237-2280 or to order online, visit www.suicidology.org and conduct a search for the title.
<u>Office of Juvenile Justice and Delinquency Prevention Model Program Guide (OJJDP)</u>	The OJJDP Model Programs Guide (MPG) is designed to assist practitioners and communities in implementing evidence-based violence prevention and intervention programs. The MPG database of evidence-based programs covers the entire continuum of youth services from prevention through sanctions to reentry. http://www2.dsgonline.com/mpg/ http://www2.dsgonline.com/mpg/
<u>Reducing Bullying: Meeting The Challenge</u>	TeachSafeSchools.org http://www.teachsafeschools.org/bully.pdf http://www.teachsafeschools.org/bully.pdf
<u>Report of the New Jersey Commission on Bullying in Schools</u>	http://www.state.nj.us/childadvocate/publications/PDFs/Bullying%20Report%20December%202009%20-%20%20Final.pdf http://www.state.nj.us/childadvocate/publications/PDFs/Bullying%20Report%20December%202009%20-%20%20Final.pdf or New Jersey Office of the Child Advocate http://www.state.nj.us/childadvocate/publications/PDFs/Bullying%20Report%20December%202009%20-%20%20Final.pdf
<u>Research-Based Curricula and Program Matrix</u>	The Research-Based Curricula and Programs Matrix is a database of evidence-based alcohol, tobacco, and other drug (ATOD) and violence prevention programs which can be searched by title, keyword, target population, category (i.e., problem/issue addressed), and availability in New Jersey. http://sdfsc.rutgers.edu/page/program/ http://sdfsc.rutgers.edu/page/program/
<u>Safe and Sound: An Educational Leader's Guide to Evidenced-Based Social and Emotional Learning Programs</u>	The Collaborative for Academic, Social and Emotional Learning (CASEL), University of Illinois at Chicago, Department of Psychology. www.casel.org/ http://www.casel.org/

<u>Safe Schools: A Handbook for Practitioners</u>	National Institute for Safe Schools, Alexandria Virginia (866) 711-NISS
<u>Safe, Supportive and Successful Schools: Step by Step</u>	Center for Effective Collaboration and Practice http://cecp.air.org .
<u>Safeguarding Our Children: An Action Guide</u>	United States Department of Education, Educational Publications Center, Jessup, MD. To get a free copy, contact toll free (877) 433-7827 or download a copy on http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr or www.ed.gov/about/ordering.jsp http://www.ed.gov/programs/dvppserv/index.html
<u>School Emergency Response to Violence</u>	http://www.ed.gov/programs/dvppserv/index.html
<u>School Safety and Security Manual: Best Practices Guidelines - 2nd generation (Disseminated January 2007)</u>	New Jersey Department of Education, Trenton, NJ http://www.nj.gov/njded/students/safety/schools/manual/safety.pdf
<u>Sourcebook of Drug and Violence Prevention Programs for Children and Adolescents</u>	http://www.umdni.edu/vinjweb/publications/sourcebook/aboutsourcebook.html
<u>Student-led Crime Prevention: A Real Resource with Powerful Promise.</u>	U.S. Department of Education http://www.ed.gov/admins/lead/safety/crimeprevention.pdf
<u>Take a Stand. Lend a Hand. Stop Bullying Now!</u>	U.S. Department of Health and Human Services http://stopbullyingnow.hrsa.gov/kids/
<u>Threat Assessment in Schools</u>	United States Department of Education To get a free copy, contact toll free (877) 433-7827 or download a copy on http://www.ed.gov/about/offices/list/osers/osep/index.html http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr
<u>Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates</u>	U.S. Secret Service and the U.S. Department of Education http://www.ed.gov/admins/lead/safety/threatassessmentguide.pdf
<u>What You Need to Know About Youth Violence Prevention</u>	Substance Abuse and Mental Health Services Administration (SAMHSA) http://www.mentalhealth.samhsa.gov/publications/allpubs/SVP-0054/intro.aspx http://www.mentalhealth.samhsa.gov/publications/allpubs/SVP-0054/intro.asp
<u>When Terrible Things Happen: A Parent's Guide to Talking with Their Children</u>	Johnson and Johnson Pediatric Institute, Elk Grove Village, Ill. To download a free copy of this guide, visit www.jjpi.com . For additional information and questions, contact the Institute at toll free (800) 433-9016 or visit www.aap.org and conduct a search for the title.
<u>Youth and Violence: Students Speak Out for a More Civil Society</u>	Families and Work Institute http://www.familiesandwork.org/
<u>School Violence Prevention Plan Resources</u>	A community violence prevention kit of resources and training materials for community members to organize violence-prevention forums and related initiatives. http://www.teachervision.com http://www.teachervision.com/
<u>Guide for Preventing and Responding to School Violence</u>	A publication of the Department of Homeland Security, which addresses prevention of school violence and crisis management. http://www.homelandsecurity.ms.gov/docs/respondingtoschoolviolenceguide.pdf http://www.homelandsecurity.ms.gov/docs/respondingtoschoolviolenceguide.pdf

How can I get more information about the Intervention & Referral Services team at my child's school?

You may contact the principal, vice principal or school counselor of your child's school.

Helen L. Beeler 988-0619

Jerry Boland, Principal
Fawn Mutschler, School Counselor

Frances S. DeMasi 988-0777

Irene Romanelli, Principal
Colleen Schroeder, Assistant Principal
Rebecca White, School Counselor

Florence V. Evans 988-0675

Nicholas DiBlasi, Principal
Kathy Carmack, School Counselor

Robert B. Jaggard 988-0679

Maria Sobel, Principal
Jacqueline Pierce, School Counselor

Marlton Elementary 988-9811

Julio Feldman, Principal
Eileen Lubertazzo, School Counselor

Richard L. Rice 988-0685

Tami Aronow, Principal
Stacey Donnelly, School Counselor

J. Harold Van Zant 988-0687

Susan Screnci, Interim Principal
Jane Rader, School Counselor

DeMasi Middle School 988-0777

Irene Romanelli, Principal

Green House-

Gaeton Lucibello, Vice Principal
Angela Denniston, School Counselor

Red House-

Patrick Bree, Vice Principal
Rosemarie Thackston, School Counselor

Marlton Middle School 988-0684

Gary Hoffman, Principal

Blue House-

Joseph Donnelly, Vice Principal
Elizabeth Kilroy, School Counselor

Yellow House-

Joy Williams, Vice Principal
Sharon Boylan, School Counselor

Evesham Township School District



EVESHAM TOWNSHIP SCHOOL DISTRICT

**Meland
Administration Building
25 South Maple Avenue
Marlton, NJ 08053
(856)983-1800
(856)983-2939 (fax)
www.evesham.k12.nj.us**

Evesham Township School District

Intervention & Referral Services



**Making the world a better place,
one student at a time**

What is the Intervention & Referral Services team?

The Intervention & Referral Services team (I&RS) is a school-based, problem-solving group selected to assist staff members with intervention strategies for meeting the learning needs and interests of students.

The committee seeks creative ways to maximize the use of available school and/or district resources and offers staff members a means of drawing on these resources. Because students learn in different ways, the I&RS team offers educators the opportunity to explore resources and services to benefit students.

The I&RS teams in the Evesham Township School District provide an important avenue for staff members to work together to make services available for our children. We hope you will find the information in this brochure helpful in understanding what the I&RS team does and how it works to help your child.

When is it appropriate for a staff member to seek assistance from the I&RS team?

Assistance is requested when the child is having difficulties which are affecting his or her academic, social or emotional progress.

Who serves on the Intervention & Referral Services team?

It is important to have staff who have different expertise and experiences represented on the Intervention & Referral Services teams so that the best strategies are developed to help your child. The following people will be members of the I&RS team:

- A principal/vice principal/assistant principal
- A teacher
- A school counselor
- A Child Study Team member
- The requesting staff member
- Resource personnel (e.g. nurse, related arts teacher)

What happens when the I&RS team meets?

The requesting staff member is asked to briefly describe the student and any issues that may be occurring in the classroom. Successful strategies already being used are identified; alternative means of intervention are discussed and new approaches are agreed upon. A timeline is established for implementing the recommendations and observing their effectiveness. The I&RS team then monitors progress.



What is the parent's role?

Parents, who are an integral part of the process, will be informed by the teacher of concerns regarding their child's progress or adjustment in school. The teacher or member of the I&RS team will send out a parent letter and questionnaire for their input at the start of the process. Parents will later be given feedback regarding the intervention action plan and recommendations of the I&RS team.



Professional Contacts and Parent Resources

Effective school counseling programs are a collaborative effort between home and school. Specific resources and materials, along with professional contacts are shared with parents based on individual student situations and need. Below is a general list of some of the more common parent resources that may be shared; parent can also access additional information at <https://www.schoolcounselor.org/parents-public>:

[National PTA](#)

National Parent Teacher Association provides parents and families with a powerful voice to speak on behalf of every child and the best tools to help their children be safe, healthy and successful in school and in life.

[Watch D.O.G.S.](#)

Watch D.O.G.S. (Dads of Great Students) is the father involvement initiative of the National Center for Fathering that organizes fathers and father figures to provide positive male role models for the students and to enhance school security.

[Parents Helping Parents](#)

This nonprofit, community-based, parent-directed family resource center provides lifetime guidance, supports and services to children with any special need, their families and the professionals who serve them.

[Three for Me](#)

Three for Me is a National PTA program designed to effectively involve parents and families in support of children and their education by helping PTAs and parents find different ways to volunteer in the home, school and community.

[Project Appleseed](#)

Project Appleseed's Capacity-Building Partnerships recruits and mobilizes large numbers of family volunteers, door-to-door, to turn around struggling schools and districts.

[Families and Schools Together \(FAST\)](#)

FAST is a family strengthening and involvement program delivered in schools and communities using multifamily group interaction to build relationships, impart values and empower parents.

[Hispanic Mother Daughter Program](#)

Hispanic mothers and daughters receive support through mother-daughter conferences, campus meetings, college field trips, community service activities and mentoring and tutoring throughout the year.

[TIPS: Teachers Involving Parents in Schoolwork](#)

TIPS features homework assignments requiring students to talk to someone at home about something interesting they are learning in school.

School counselors have multiple opportunities to network and share resources throughout the school year both within and outside of the school district. To that end, a list of Professional Contacts is updated and shared annually among counselors.

REPORTING CHILD ABUSE AND NEGLECT IN NEW JERSEY

“Child abuse and neglect” is defined in N.J.A.A. 9:6-1, 9:6-9.1c and 9:6-8, 84. “Parent or guardian” means any natural parent, adoptive parent, foster parent, stepparent, or any person who has assumed responsibility for the care, custody or control of a child or upon whom there is legal duty for such care (e.g. school teachers, institutional staff, etc.). “Child abuse and neglect” means harm inflicted by a parent or guardian, and also includes abuse/neglect by staff of an institution, (e.g. day school, child care center, institution, etc. - N.J. 9:6-3.2, 9:6-8.9d and f, and 9:6-8.21). A “child” is defined as a person under 18 years of age. (See Board of Education Policies 8462 and 8464 as well as Physical and Behavioral Indicators of Child Abuse and Neglect for additional information.)

Procedures:

1. The law says that any person having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall report this information immediately to the NJ Department of Children and Families/Child Protection and Permanency (DCF/DCP&P) at 1-855-INFO-DCF (1-855-463-6323).
2. DCF accepts all allegations of child abuse and neglect by telephone and in person from all sources including the child or parent(s)/guardian(s) themselves. Reports may be made anonymously.
3. When calling DCF, have the following information available: The name, age and address of the child; the phone number to reach the parent(s)/guardian(s) at work/home; any specific needs of the child (special needs, handicap, ESL/ELL), and any after-school childcare arrangements. Document all information from the phone call, the DCF worker receiving the information, and direct phone extensions of the caseworker.
4. Notify the principal of the report to DCF.
5. When possible, notify school nurse who will make a medical recommendation about possible signs of physical abuse, physical neglect, and sexual abuse.
6. Upon receiving a report of child abuse or neglect, a DCF caseworker shall investigate the allegations and take the necessary actions to insure the safety of the child.
7. If the DCF worker comes to the school to interview the child, the teacher and/or counselor may be in the room to help support the child.
8. DCF can not have the child stay after school to conduct an interview. The interview is handled at the home of the child.
9. The counselor/teacher may follow-up with DCF on actions and interventions taken by DCF.

Immunity from Civil or Criminal Liability

Any person who, according to the law, reports abuse or neglect or testifies in a child abuse hearing resulting from such a report, is immune from any criminal or civil liability as a result of such action.

Penalty for Failure to Report

Any person who knowingly fails to report suspected abuse or neglect according to the law or to comply with the provisions of the law, is considered a disorderly person and is subject to a fine up to \$1,000 and up to six months imprisonment, or both.

What Every Public School Employee Should Know About Reporting Missing or Abused Children

Definitions of Child Abuse¹

Child abuse includes all types of abuse and neglect in children under the age of 18.

“**Abuse**” means any willful act or threatened act that results in any physical, mental or sexual injury or harm that causes or is likely to cause the child’s physical, mental or emotional health to be significantly impaired. Abuse of a child includes acts or omissions. Corporal discipline of a child by a parent/guardian for disciplinary purposes does not in itself constitute abuse when it does not result in harm to the child. “**Harm**” to a child’s health or welfare can occur when any person inflicts or allows to be inflicted upon the child, physical, mental or emotional injury.

Four Common Types of Child Abuse:

- **Neglect:** Neglect is the failure to meet a child’s physical and medical needs. These needs include housing, food, clothing, education and access to medical care.
- **Emotional Abuse:** This refers to behaviors that harm a child’s self-worth or emotional well-being. Examples of emotional abuse include name calling, shaming, rejection, withholding love and threatening. Emotional abuse includes threats of harm to a child.
- **Sexual Abuse:** This involves engaging a child in sexual acts that include fondling, rape and exposing a child to other sexual activities and pornography.
- **Physical Abuse:** This occurs when a child’s body is injured as a result of hitting, kicking, shaking, burning or other show of force.

Harm can include:

- Purposefully giving a child poison, alcohol, drugs or other substances that substantially affect the child’s behavior, motor coordination or judgment, or that result in sickness or internal injury.
- Inappropriate or excessively harsh discipline.
- Exposure to a controlled substance or alcohol.
- Engaging in violent behavior that demonstrates a wanton disregard for the presence of a child and could reasonably result in a serious injury to the child.

Reporting suspected child abuse or neglect:

- School employees are legally required to report suspected child abuse or neglect to the Department of Children and Families/Child Protection and Permanency (DCF) at 1-855-INFO-DCF (1-855-463-6323).
- No one within the school has the authority to veto a reporting; the report may be kept anonymous.
- If it is necessary for school personnel to examine a student for evidence of physical abuse, two adults should be present during the exam, one of them being the school nurse.
- Reporting employees may not inform the parent(s)/guardian(s) of their report.
- ALL allegations of sexual abuse MUST be reported; WHEN IN DOUBT, REPORT!

¹ Source – Elite Continuing Education 2010 Course Manual

Responding in the event of a missing child:

- Notify principal/site supervisor immediately.
- School administrators and staff should search the facility and grounds (such as restrooms, closets, and other potential hiding places) for the missing student. This step is time sensitive!
- Principal/site supervisor will initiate lockdown procedures.
- Principal/site supervisor will notify police with appropriate information.

RESPONSIVE CLASSROOM OVERVIEW

The *Responsive Classroom* approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Developed by classroom teachers, the approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out.

Guiding Principles

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Seven principles guide this approach:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: Process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach and working with them as partners is essential to children's education.
7. How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

Components

- Morning Meeting
- Teacher Language
- Interactive Modeling
- Creating Rules
- Logical Consequences
- *Academic Choice*
- *Guided Discovery*
- *Working with Families*
- *Classroom Organization*
- *Collaborative Problem-Solving*

STUDENT CRISIS GUIDELINES

Introduction

A **crisis** is an event that is extraordinary and unpredictable. Each school has a Crisis Management Plan in place. There are several types of events in which the crisis plan would be implemented (see Board of Education Policy 8468). The following procedures address a student's level of crisis and coincide with district policy as a guideline for school counselors.

General Guidelines:

- Stay calm.
- Evaluate the situation in terms of risk or danger to those involved. Determine what short-term action is most appropriate.
- Contact the appropriate school district administrator immediately. Contact parent(s)/guardian(s) as appropriate.
- Remain at the scene until necessary or relieved by school district personnel.
- Most situations are best handled in private. Those not directly involved should continue usual activities.
- Immediately log the following:
 - Time and date
 - Events as they occurred
 - Action taken by staff

Emergency:

Fire, police, ambulance, rescue or medical calls – DIAL 911

Contacts:

Superintendent: John Scavelli, Jr. 856-983-1800 x 5010

Director of Personnel: Richard Dantine 856-983-1800 x5201/5103

Director of Curriculum and Instruction: Danielle Magulick 856-983-1800 x 5050

Director of Special Services: Nicole Espenberg 856-983-1800 x 5071

NJ Department of Children and Families/Child Protection and Permanency (DCF/DCP&P): 1-877-652-2873

Poison Control Information: 1-800-222-1222

Legacy Treatment Services/Screening and Crisis Intervention Program (SCIP): 1-609-835-6180 <http://legacytreatment.org/services/crisis-intervention/#ScreeningAndCrisis>

Mobile Response and Stabilization Services: 1-877-652-7624

Perform Care: 1-877-652-7624

Burlington County School Crisis Response Team

The Evesham Township School District is a participating district in the [Burlington County School Crisis Response Team](#). Team members from districts across the county represent various disciplines, including school administrators, guidance counselors, school psychologists, social workers, teachers, school nurses, security experts, media relations professionals and other related areas. All members of the team are volunteers who have specialized training in school crisis response and are available to support districts in time of need. Click on the link above to view their website and for recommended resources.

Self-Harming Behavior

Suicidal threats and gestures, whether verbal or written, should always be taken seriously with immediate intervention. When behavior is life-threatening, the issue of confidentiality does not apply (see Board of Education Policy 5350).

Assess the Degree of Risk:

- Ask student directly if he/she is contemplating suicide.
- Determine if there is a plan and the specifics of said plan.
- Determine lethality of method.
- Determine if the means to implement the plan are available.
- Determine if previous attempts were made.
- Ask about feelings of anger and depression, and changes in sleeping/eating habits.
- Ask about recent losses or changes in family situations or friendships.
- Ask about medications or chemical use.
- Ask if the student has made any final arrangements, such as giving away personal mementos.

Intervention Plan:

- Do not leave child unattended.
- Contact principal.
- Staff contacts school counselor.
- Contact student's parent(s)/guardian(s) and plan with them how to help student.
- Complete/provide all appropriate paperwork, see following pages.
- Refer parent(s)/guardian(s) for designated services from physicians, mental health professionals or community agencies (including Mobile Response and Stabilization Services 877-652-7624).
- If parent(s)/guardian(s) or their designee are unwilling or unavailable to provide emergency transport to a local hospital, police or EMT may need to be involved.
- Police involvement may be required if parent(s)/guardian(s) cannot be located or are unable to help, and student is assessed to be in immediate danger. School staff will not transport students by private vehicles.

Follow-up:

- Check to make sure the student is receiving appropriate services.
- Prepare for the student's return to school.
- Collect required documentation (i.e. Parent/Guardian Acknowledgement Form, discharge plan from a licensed mental health professional or other licensed medical professional).
- Request that parent(s)/guardian(s) sign a records release form for medical records.
- If student required hospitalization, plan for transition back to school.
- Brief the appropriate staff of student's status within confidential and ethical limits.

Substance Abuse

A teaching staff member who suspects that a student is involved with substances should bring the symptoms to the student's attention and will refer the student to the school nurse and/or building administrator (see Board of Education Policy 5530 and 8461). If a student is referred to the school nurse for suspected substance abuse the school nurse will:

1. Explain to the student why he/she was referred.
2. Ask the student directly if he/she has ingested a potentially harmful or illegal substance.
3. Notify school principal/designee of incident.
4. School nurse will formally assess the student.

Intervention Plan:

The following steps will take place according to district policy:

- The principal or his/her designee shall immediately notify the student's parent(s)/guardian(s) and the superintendent.
- The principal shall arrange for the immediate examination of the student by a doctor selected by the parent(s)/guardian(s) or, if that doctor is not immediately available, by the school medical inspector. If neither is available, the student will be taken to the nearest hospital emergency room for examination.
- The student's parent(s)/guardian(s) shall accompany the student to the hospital if possible, and a member of the school staff appointed by the principal.
- A written report of the examination will be furnished to the parent(s)/guardian(s), the principal and the superintendent within twenty-four hours.
- A student found to be under the influence of a substance shall not be admitted to school until a written report certifying that the student is physically and mentally able to perform in school has been submitted to the parent(s)/guardian(s), the principal and the superintendent.
- Parent(s)/Guardian(s) who refuse to comply with district policy may be subject to prosecution.
- Additional evaluations may be required of a student once found to have been under the influence of a substance, in order to determine the extent of the student's substance use and its effect on his or her school performance.

Follow-up:

- Complete all necessary paperwork to report the incident (see Board of Education Policies 5530 and 8461).
- Check to be sure the student is receiving appropriate services outside of school.
- Have a transition plan ready to help the child ease back into a daily school routine.

Substance Abuse as reported by a student about his/herself:

According to district policy, when a student involved with substances has discussed his or her involvement with a teaching staff member with an expectation of confidentiality, the staff member may respect that confidence in order to assist the student toward remediation with the exception of concerns for the potential harm to self or others. The teaching staff member should encourage the student to seek aid from a professional trained in counseling or intervention. If the student will not seek such help on his/her own, the staff member shall report the student to the principal, who will determine whether to notify the student's parent(s)/guardian(s). The principal also may report the student to an appropriate district

professional, or a trained resource person, or to an appropriate agency for evaluation and possible treatment (see Board of Education Policies 5530 and 8461).

Related Resources for Prevention:

In addition to district comprehensive health and physical education curriculum at all grade levels, the following programs are also implemented.

Red Ribbon Week:

The Red Ribbon Campaign® is the oldest and largest drug prevention program in the nation, reaching millions of young people during Red Ribbon Week®, October 23rd - October 31st each year.

- **WHAT IS RED RIBBON WEEK?** It is an ideal way for people and communities to unite and take a visible stand against drugs. Show your personal commitment to a drug-free lifestyle through the symbol of the Red Ribbon, October 23 - 31st.
- **WHY?** The Red Ribbon Campaign® was started in 1985 to honor the memory of DEA agent Kiki Camarena. This began the continuing tradition of displaying Red Ribbons as a symbol of intolerance towards the use of drugs. The mission of the Red Ribbon Campaign® is to present a unified and visible commitment towards the creation of a DRUG - FREE AMERICA.
- **WHO?** National Family Partnership is the sponsor of the National Red Ribbon Week® Celebration. They are helping citizens across the country come together to keep children, families and communities safe, healthy and drug-free, through parent training, networking and sponsoring the National Red Ribbon Campaign®.
- **WHY SUPPORT THE NATIONAL THEME?** A theme unifies each year's campaign and helps to broadcast one message, creating a tipping point to change behavior.
- **HOW?** Plan a Red Ribbon celebration. Display Red Ribbon materials with the National Red Ribbon Theme during Red Ribbon Week®, October 23rd - 31st.
- Additional Resources from Red Ribbon Campaign™, click [here](#).

Law Enforcement Against Drugs (LEAD) Program:

Law Enforcement Against Drugs is a collaborative effort by LEAD certified law enforcement officers, educators, students, parents, and community to offer an educational program in the classroom to prevent or reduce drug abuse and violence among children and youth.

The emphasis of the program in fifth grade is to help students recognize and resist the many direct and subtle pressures that influence them to experiment with alcohol, tobacco, marijuana, inhalants, or other drugs or to engage in violence. The LEAD program offers preventive strategies to enhance protective factors – especially bonding to the family, school, and community – which has been proven to help foster the development of resiliency in young people who may be at risk for substance abuse or other problem behaviors. It also helps to build the capacity of young people in making healthy, independent growth in spite of adverse conditions. These strategies focus on the development of social competence, communication skills, self-esteem, empathy, decision-making, conflict resolution, sense of purpose and independence, and positive alternative activities to drug abuse and other destructive behaviors.

In Evesham Township, the 5th grade program content for LEAD is organized into twelve 45- to 60-minute lessons taught by an Evesham law enforcement officer. A specially trained officer is assigned to the school one day a week for half of the school year to conduct weekly lessons. Student participation in the LEAD program is incorporated as part of the school's curricular offering in health, science, social studies, language arts, or other subjects as appropriate.

The middle school LEAD program is provided to all seventh graders. This program builds on the strategies taught in the elementary program and focuses on peer-pressure, refusal, understanding addiction, and examining the effects of alcohol and drugs on the body and development of the adolescent brain. By highlighting the methods of communication, the program also helps kids understand the risks of drugs, teaches them to make good decisions and resist the temptation to use drugs.

In Evesham, the seventh grade program is taught in quint cycles during health class for a condensed seven week schedule throughout the school year.

The LEAD curriculum has proven effective in reducing adolescent alcohol, marijuana, and tobacco use in students by preparing students to act decisively in refusing offers to use drugs, and helping students to recognize the risks and avoid drug-related situations. It also focuses on building strong decision-making, communication, planning and assertive refusal skills. At the core of the program is empowering youth to value their own perceptions and feelings and make choices that support drug-free values.

The LEAD programs – offered in concert with other school-based prevention activities and intervention strategies for the identification, early intervention, and aftercare support of students at risk for substance abuse – may be viewed as a comprehensive substance abuse program that meets the goals of the federal Drug-Free Schools and Communities Act.

For more information on LEAD, click here <http://www.leadrugs.org>.

Substance Abuse Prevention Campaign - Defy the Issue

The mission of Defy the Issue as a community coalition involving Evesham, Medford, Medford Lakes, Mount Laurel, Shamong, Southampton, Tabernacle, and Woodland is to educate residents and families of all ages about the dangers of illegal drug and alcohol use and to provide support for young people by empowering them to *DEFY* the pressures of Drug and Alcohol use.

This will be accomplished through:

- A marketing campaign demonstrating solidarity for Defy the Issue;
- Education, outreach, and support for families; and
- Community awareness soliciting sponsorship and support for Defy the Issue from all stakeholders.
- Click [here](#) to read more about this campaign.

Death

Death can greatly impact the well-being of a child. Anyone who has suffered a loss will experience varying degrees of grief, or even crisis. It can range from a mild, short-term reaction to a severe, long-term grief response. Teachers and parent(s)/guardian(s) are encouraged to keep the school informed when unfortunate events occur.

Intervention Plan:

- Verify the information about the incident.
- Inform all key school staff.
- If a student/staff member has died, refer to school crisis plan. Utilize help from other schools, community agencies and religious institutions as needed.
- When appropriate, contact the family personally and offer support as well as referral services if needed.
- Make contact with student who has suffered loss.
- Make student aware that counseling is available if needed.
- Utilize grief counseling techniques and age-appropriate methods.
- Include student in a support group if necessary.

Follow-up:

- Check on student as needed.
- Check with teachers to see how the student is coping.

Sexual Assaults/Rape

In the event of a sexual assault/rape, appropriate steps must be taken to cope with the trauma. Due to the sensitive nature of this type of trauma, it is advisable to have an additional adult (i.e., nurse) present to listen to the account of the event (see Board of Education Policies 5512, 5751, and 8462).

Intervention Plan:

- Notify school nurse.
- Notify the building administrator/principal.
- Gather information to assess level of severity.
- Call 911.
- Provide medical attention if necessary.
- Contact parent(s)/guardian(s) when appropriate.
- Contact DCP&P or appropriate authorities as needed.
- Accompany the victim to hospital if necessary and appropriate.
- Complete an incident report.

Follow-up:

- Make student aware that counseling is available if needed.
- Inform staff members within limits of confidentiality.
- Check with building administrator to ensure that Affirmative Action Officer has been contacted if applicable.

Oppositional/Defiant Student

Oppositional students display negative, hostile, and defiant behavior toward self or others. They may erupt in a temper tantrum (i.e., screaming, crying, throwing objects, thrashing on ground, running away, refusing to move), in defiance of directions, rules or requests from adult (see Board of Education Policy 5560).

Intervention Plan:

- Assess the level of situation.
- Engage student with calming strategies, defuse anger and de-escalate the situation.
- If necessary, escort the student away from the area of confrontation. (In some instances, the room may need to be cleared of other people, thereby isolating the oppositional/defiant student with an adult.)
- Notify building administrator/principal and/or nurse.
- Check with school nurse about any medications the student may have taken or may not have taken.
- Gather information precipitating the event.
- Notify parent(s)/guardian(s) as needed.
- If student remains oppositional and parent(s)/guardian(s) cannot be reached or are unable to help the child, the building administrator should call police and notify the Superintendent.
- Emergency medical transport may be needed to transport student to crisis intervention (i.e., SCIP), if parent(s)/guardian(s) is not located or able to do so.
- Notify Child Study Team if the incident involves a student with special needs.

Follow-up:

- An administrative decision may require student to go home with disciplinary action taken according to district policy.
- School counselor will collaborate with teacher(s) to determine appropriate interventions and support.
- Refer parent(s)/guardian(s) to appropriate mental health services as needed.
- Medical documentation may need to be presented upon the student's return to school, based on administrative decision.
- Maintain ongoing contact with student.
- Inform staff members within limits of confidentiality.
- Complete crisis report, documenting incident and outcome.

Note:

See Nonviolent Crisis Intervention section on the following pages for information regarding control/restraint techniques.

Nonviolent Crisis Intervention

by Crisis Prevention Institute (CPI)

Control/Restraint Techniques

The Evesham Township School District's Special Education Department recognizes the need to provide specialized services for those students requiring extensive behavioral support services through their Individual Education Programs (IEPs). These supports may include the use of Functional Behavioral Assessments (FBA), Behavioral Intervention Plans, counseling services, social skill development, or various individual-based or classroom-based behavioral modification programs.

In order to provide for the safety of all students and school staff there are also district provisions for the use of appropriate restraint techniques when the issue of personal safety is manifested. These techniques can be made available on a district-wide basis with the following provisions to be included in their implementation:

TRAINING

1. Key professional staff are trained annually in the use of appropriate CPI techniques, which includes
 - Preventive Techniques (recognize behavioral precursors and learn verbal and nonverbal techniques to de-escalate and prevent problem behaviors)
 - Team Intervention (physical control and restraint positions)
 - Postvention (debriefing and re-establishment of relationships)
2. Follow-up training is available on an as needed basis throughout the school year to ensure proper training for all professional staff and support staff.

CPI NONVIOLENT PHYSICAL CRISIS INTERVENTION TECHNIQUES

Children's Control, Team Control, Transport, & Interim Control

CONTROL (i.e. restraint procedures)

1. Unless otherwise specified in an IEP, ***control (restraint techniques) should only be utilized in an "emergency situation" (i.e. when the child is "a danger to self or others")***.
 - a. If a student's safety or that of others is in danger, control techniques can be implemented even if they are not in the IEP.
 - b. The need for consistent use of restraint over time should result in an IEP meeting to review the appropriateness of the program.
 - c. When an IEP is developed or modified, the need for possible use of restraint techniques shall be reviewed. This provision will be added to the IEP if it is anticipated that restraint techniques constitute a "necessary" strategy to maintain the safety of the student and the effectiveness of other behavioral supports contained in the BIP or other IEP components.
 - d. Only staff members who have been CPI trained may perform a restraint or transport.
2. **Duration of Restraint:** *(shortest period of time necessary to ensure the safety of all individuals)*
 - a. Release the student as soon as the individual is no longer a danger to self or others.
 - b. Release immediately if student reports, exhibits, or staff suspect any sign of physical distress or injury (student should be monitored closely throughout the restraint).

3. **Post Restraint Procedures (postvention)** *Whenever a control procedure or transport is used...*
 - a. The student should be assessed by the school nurse no later than the end of the school day.
 - b. The attached Incident Report should be completed, recording pertinent information. Copies of this report are to be sent to the school's principal and behavior specialist assigned to student. If a behavior specialist is not assigned, a copy should be sent to the case manager.

APPENDICES:

Appendix A: Job Description

Appendix B: 21st Century Life and Careers

Appendix C: Interdisciplinary Connections

Appendix D: Referenced ETSD Policies

Appendix A: JOB DESCRIPTION

EVESHAM TOWNSHIP SCHOOL DISTRICT MARLTON, NEW JERSEY

Position: Guidance Counselor/School Counselor

Qualifications:

- Valid New Jersey Certification – Pupil Personnel Services.
- At least one year of successful teaching experience or experience with counseling and/or advising children.
- Broad knowledge of testing and evaluation, theories of individual and group counseling techniques and school counseling program design.
- Must demonstrate ability to communicate and work effectively with students, parents, staff, and community groups and organizations.
- Must demonstrate knowledge, interest, and aptitude for assigned responsibilities.
- Such alternatives and/or additions to the above qualifications as the Board may find appropriate and acceptable.

Reports To: School principal and designated supervisor

Job Goal:

To provide individual and group counseling and related school counseling services to students. This will include helping students overcome problems that impede learning, and to assist them in making educational and social decisions that hold promise for their personal fulfillment.

Performance Responsibilities:

1. Identifies and counsels students in need of services for academic, social, emotional, personal, attendance, and/or crisis situations. Assists students with problem-solving and decision-making skills.
2. Creates an atmosphere in the school counseling office where students feel comfortable in seeking guidance and constructive support.
3. Conducts classroom lessons on social skills, career education, study skills, character education, and other appropriate topics.
4. Promotes school counseling and intervention services for faculty, parent(s)/guardian(s), and students.
5. Remains abreast of current developments in the area of school counseling.
6. Provides administration with updated schedules and monthly reports of activities.
7. Organizes and attends monthly I&RS meetings and serves as chair of the committee.
8. Serves as a liaison between Child Study Team and the school.
9. Assists teachers with the development and implementation of classroom interventions, including program modifications for individual students as needed.
10. Functions as the testing coordinator for the school or house in collaboration with district supervisor(s).
11. Participates in parent/guardian and teacher conferences as needed.
12. Attends grade level and team meetings as requested.
13. Develops and implements orientation programs for students and parent(s)/guardian(s).

14. Communicates with in-district and Cherokee counselors to maintain consistency in the school counseling program for students moving forward from elementary and middle school.
15. Meets with new students and assists them in adjusting to their new school environment. Reviews new student cumulative folder information.
16. Maintains student records and ensures confidentiality.
17. Participates in community activities to promote early intervention programs (i.e. academic, social, emotional, substance abuse, and grant initiatives).
18. Facilitates positive, cooperative, teacher-student relationships.
19. Assists teachers and administration in planning programs that address the needs of students.
20. Acts as a resource in the development and/or updating of the district's substance abuse education program.
21. Assists with the development of student schedules, class lists, transition folders, and student placement cards.
22. Recommends and facilitates student involvement with peer mediation when appropriate.
23. Implements and/or follows administrative regulations and directives, board policy, and state law.
24. Facilitates positive, cooperative relations with parent(s)/guardian(s) and students, which may include being available to students and parent(s)/guardian(s) for education-related purposes outside the instructional day.
25. Maintains resource libraries, book lists, and agency referral lists for parent(s)/guardian(s) and teachers.
26. Cooperates with other staff members in educational matters.
27. Assists with kindergarten screening and first grade early admission processes.
28. Provides for a smooth transition from elementary school to middle/high school which may include orientation programs for students and parent(s)/guardian(s).
29. Shows concern for all students and staff regardless of race, creed, gender, gender identity, ancestry, national origin, or socio-economic status.
30. Continues his/her own professional growth.
31. Performs all other duties as assigned by the principal and/or supervisor.

Terms of Employment:

The school counselor shall be employed on a ten (10) month contract with salary, benefits, and other terms and conditions of employment as negotiated between the Evesham Township Board of Education and the Evesham Township Education Association. The information contained in this job description is a Board of Education guideline and may be changed at any time as Evesham Township School District deems necessary. Further, this job description does not constitute a written employment contract.

Evaluations:

Performance of this job will be evaluated in accordance with provisions of the board's policy on Evaluation of Teaching Staff Members. (See Board of Education Policy 3220 and NJAC 6:3-1.21.)

Evaluator:

Principal and/or designee of superintendent

Appendix B: 21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

In Evesham, 21st century life and career skills focus on enabling student to make informed decisions that will prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. Therefore, these life and career skills are integrated across the K-8 curriculum in various subject areas, where appropriate. It is our goal to build a solid foundation for the high school that foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

The Standards: Standard 9 is composed of the Career Ready Practices and Standards 9.1 and 9.2 which are outlined below:

- **Career Ready Practices**
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
 - CRP1. Act as a responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills.
 - CRP3. Attend to personal health and financial well-being.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP5. Consider the environmental, social and economic impacts of decisions.
 - CRP6. Demonstrate creativity and innovation.
 - CRP7. Employ valid and reliable research strategies.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 - CRP9. Model integrity, ethical leadership and effective management.
 - CRP10. Plan education and career paths aligned to personal goals.
 - CRP11. Use technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

"New Jersey Student Learning Standards." *New Jersey Student Learning Standards*. New Jersey Department of Education, May 2016. Web. 13 July 2016. <<http://www.state.nj.us/education/cccs/>>.

Appendix C: Interdisciplinary Connections

Interdisciplinary learning develops real-world, multi-faceted knowledge. Integration identifies logical connections between and among the content and learning experiences in all areas of the curriculum. Integrating and connecting various content areas improves learning outcomes and provides more authentic and relevant experiences for students. Interdisciplinary connections both enrich and extend learning. In Evesham, interdisciplinary connections are studies that cross the boundaries of two or more district disciplines such as mathematics and art or literature and science. By purposefully looking for “essential concepts” and “big ideas,” we purposefully design deliberate integration of the various content areas wherever appropriate. This includes, but is not limited to examining how curriculum themes, project-based learning, understanding by design, essential questions, inquiry approaches, curriculum mapping, and the standards merge, while always keeping student best interests at the heart of this work. The following areas are integrated into all areas of the instructional program:

Language Arts Literacy

Anchor Standards for Reading

Key Ideas and Details

- NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Anchor Standards for Writing

Text Types and Purposes

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Mathematics:

- NJSLS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
- NJSLS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
- NJSLS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.
- NJSLS.MATH.PRACTICE.MP5 Use appropriate tools strategically.
- NJSLS.MATH.PRACTICE.MP6 Attend to precision.
- NJSLS.MATH.PRACTICE.MP7 Look for and make use of structure.
- NJSLS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

Science and Engineering Practices (New Jersey Student Learning Standards: Next Generation Science Standards):

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating and communicating information

Social Studies (6.3.P-8.A-D):

Social Studies Standard 6.3: Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Technology

- Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- Technology Standard 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world, as they relate to the individual, global society, and the environment.

Comprehensive Health and P.E. (2.2.2-8.C1-3):

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		C. Character Development	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
		2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
4	Personal core ethical values impact the health of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
		2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
		2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
6	Personal core ethical values impact the behavior of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
		2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
		2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
8	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
		2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

The Career Ready Practices at Work: School Counselor Interdisciplinary Connection

*"With ordinary talent and extraordinary perseverance, all things are attainable."
-Thomas Foxwell Buxton*

Project-Based Learning Example:

An 8th grade class has agreed to put on a career exposition. This will be held during class, recorded, and turned into a multimedia presentation. As part of the exposition, each student needs to select careers based on a predetermined rubric. Then, the class will be split into groups of three to four. The groups will have to select their top four careers, and each student will have to write a justification saying why that career is worthy of exploring for future employment, using the key ideas from the rubric. This will be done on a shared document. On the actual day of the expo, different students will take on different roles, such as MC, audio, visual director, reader, questioner, timer, project director, etc. The final product will be available on the school news channel or alternate medium, where appropriate.

Applicable of Standards:

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Language Arts Literacy

Anchor Standards for Reading

- NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Anchor Standards for Writing

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- NJSLSA L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Technology

- Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- Technology Standard 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world, as they relate to the individual, global society, and the environment.

Appendix D: Referenced Board of Education Policies

Referenced Board of Education Policies

- [1510](#) – Rights of Persons with Handicaps or Disabilities/Policy on Non-Discrimination
- [2411](#) – Guidance Counseling
- [3220](#) – Evaluation of Teaching Staff Members
- [5112](#) – Entrance Age
- [5350](#) – Student Suicide Prevention
- [5410](#) – Promotion and Retention
- [5512](#) – Harassment, Intimidation, and Bullying
- [5530](#) – Substance Abuse
- [5560](#) – Disruptive Pupils
- [5610](#) – Suspension
- [5700](#) – Pupil Rights
- [5751](#) – Sexual Harassment
- [8310](#) – Public Records
- [8330](#) – Pupil Records
- [8461](#) – Reporting Violence, Vandalism, Harassment, Intimidation, Bullying, Alcohol and Other Drug Abuse
- [8462](#) – Reporting Potentially Missing or Abused Children
- [8464](#) – Missing Children
- [8468](#) – Crisis Response