

**Southern Regional School District
Manahawkin, New Jersey**

COURSE OF STUDY

MIDDLE SCHOOL GUIDANCE 7 & 8

**NJ Core Curriculum Content Standards 2004
NJ Standards Clarification Project 2008**

Submitted by:

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Southern Regional School District
Course of Study 2008
NJCCS 2004
NJ Standards Clarification Project 2008

Department: **MIDDLE SCHOOL GUIDANCE**
7th and 8th Grade

NJ Core Curriculum Content Standards:

- 9.1 – Career and Technical Education
- 9.2 – Consumer, Family and Life Skills

ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08)

Guidance interventions/support/proactive ventures can meet students' needs and better prepare them for academic, social and personal success.
 Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.

ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08)

How do I coordinate transition services with the district's comprehensive School-To-Career Program for students with disabilities.
 How do I, as a counselor, connect with my students to meet their academic, social and emotional needs to prepare them for success?
 How do I best prepare my students for personal and academic success?
 How do I identify students who are in need of intervention?
 How do I assist students in assessing their aptitudes and interests in order for them to make good personal, educational and career choices?

ASSESSMENTS:

Scheduling of counseling sessions
 Interaction with team(s), staff, parents
 Opportunities offered to students, i.e. Mates presentation, vocational trips.
 Scheduling of sending district articulation meetings
 Placement validity

MODIFICATIONS:

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs, 504s, prior knowledge assessment, and data provided from formative assessments. Transition services will be fully coordinated with the School-to-Career Plan.

Southern Regional School District
Course of Study 2008

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: OCTOBER

NJ Core Curriculum Content Standards:

- 9.1 – Career and Technical Education
- 9.2 – Consumer, Family and Life Skills

ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08)

Guidance interventions/support/proactive ventures can meet students' needs and better prepare them for academic, social and personal success.

Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.

ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08)

How do we handle: bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students?

How do we monitor individual and team (group) academic, emotional and social progress?

How do we prepare 7th graders to become more sensitive to individuals with disabilities?

How can we inform 8th grade students about non-traditional high schools?

How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?

CONTENT:

7th Grade

- Review MP#1 Progress Reports
- Identify and individually meet w/ "Academically At-Risk Students"
- Parent contact to students identified as "Academically At-Risk Students"
- Date Program
- Individual/Group/Parent meetings to discuss arising issues
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

8th Grade

- Review MP#1 Progress Reports
- Identify and individually meet with "Academically At-Risk Students"
- Parent contact to students identified as "Academically At-Risk Students"
- OCTVS Career/ Academic Academies Presentation (MATES/ Perf Arts)
- Individual/Group/Parent meetings to discuss arising issues
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

MODIFICATIONS:

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs, 504s, prior knowledge assessment, and data provided from formative assessments. Transition services will be fully coordinated with the School-to-Career Plan.

Southern Regional School District Course of Study 2008

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: NOVEMBER

NJ Core Curriculum Content Standards:

- 9.1 – Career and Technical Education
- 9.2 – Consumer, Family and Life Skills

ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08)

Guidance interventions/support/proactive ventures can meet students' needs and better prepare them for academic, social and personal success.

Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.

ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08)

How do we handle: bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students?

How do we monitor individual and team (group) academic, emotional and social progress?

How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?

CONTENT:

7th Grade

- Review MP#1 Report Cards
- Identify and individually meet w/ "Academically At-Risk Students"
- Parent contact to students identified as "Academically At-Risk Students"
- Individual/Group/Parent meetings to discuss arising issues
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

8th Grade

- Review MP#1 Report Cards
- Identify and individually meet with "Academically At-Risk Students"
- Parent contact to students identified as "Academically At-Risk Students"
- Individual/Group/Parent meetings to discuss arising issues
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

MODIFICATIONS:

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs, 504s, prior knowledge assessment, and data provided from formative assessments.

Transition services will be fully coordinated with the School-to-Career Plan.

Southern Regional School District Course of Study 2008

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: DECEMBER

NJ Core Curriculum Content Standards:

- 9.1 – Career and Technical Education
- 9.2 – Consumer, Family and Life Skills

ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08)

Guidance interventions/support/proactive ventures can meet students' needs and better prepare them for academic, social and personal success.

Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.

ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08)

How do we handle: bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students?

How do we monitor individual and team (group) academic, emotional and social progress?

How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?

CONTENT:

7th Grade

- Review MP#2 Progress Reports
- Identify and individually meet w/ "Academically At-Risk Students"
- Parent contact to students identified as "Academically At-Risk Students"
- Individual/Group/Parent meetings to discuss arising issues
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

8th Grade

- Review MP#2 Progress Reports
- Identify and individually meet with "Academically At-Risk Students"
- Parent contact to students identified as "Academically At-Risk Students"
- Individual/Group/Parent meetings to discuss arising issues
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

MODIFICATIONS:

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs, 504s, prior knowledge assessment, and data provided from formative assessments.

Transition services will be fully coordinated with the School-to-Career Plan.

Southern Regional School District Course of Study 2008

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: JANUARY

NJ Core Curriculum Content Standards:

- 9.1 – Career and Technical Education
- 9.2 – Consumer, Family and Life Skills

ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08)

Guidance interventions/support/proactive ventures can meet students' needs and better prepare them for academic, social and personal success.

Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.

ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08)

How do we handle: bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students?

How do we monitor individual and team (group) academic, emotional and social progress?

How do we educate incoming 7th grade students/parents to a day in the life of a middle schooler?

How do we academically advise our 7th and 8th grade students for the next level?

How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?

CONTENT:

7th Grade

- Parent contact to students identified as “Academically At-Risk Students”
- Individual/Group/Parent meetings to discuss arising issues
- CST Articulation with Elementary Schools (Sending Districts)
- Visit Elementary Schools (Sending Districts) to Academically plan/ distribute CSS's
- Incoming (6th Grade) parent orientation meeting/SNN presentation
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/ level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues year's academic placement

8th Grade

- Parent contact to students identified as “Academically At-Risk Students”
- Individual/Group/Parent meetings to discuss arising issues
- CST Articulation with Elementary Schools (Sending Districts)
- Meet w/teachers re: rec's for next school using recs, prepare CSS /Codes
- Visit SS classes for CSS presentation/ Academic Planning
- Individual/Parent Conferences as needed to discuss CSS procedures/academic placements
- All CSS's signed/returned/alphabetized
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/ level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

MODIFICATIONS:

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs, 504s, prior knowledge assessment, and data provided from formative assessments. Transition services will be fully coordinated with the School-to-Career Plan.

Southern Regional School District Course of Study 2008

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: FEBRUARY

NJ Core Curriculum Content Standards:	
9.1 – Career and Technical Education 9.2 – Consumer, Family and Life Skills	
ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08) Guidance interventions/support/proactive ventures can meet students’ needs and better prepare them for academic, social and personal success. Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.	
ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08) How do we handle: bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students? How do we monitor individual and team (group) academic, emotional and social progress? How do we academically advise and plan for our students for the next level? How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?	
CONTENT: <u>7th Grade</u>	<u>8th Grade</u>
<ul style="list-style-type: none"> ● Review MP#2 Report Cards ● Identify and individually meet w/ “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● Prepare CSS’s w/recs for distribution ● Visit SS classes for CSS presentation/ Academic Planning ● All CSS’s signed/returned/alphabetized ● Meet w/Ind Students/prepare finality of CSS’s before sending to HS/pink copy ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer schedule changes due to conflicts/ level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues 	<ul style="list-style-type: none"> ● Review MP#2 Report Cards ● Identify and individually meet with “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● Meet with individual students/prepare finality of CSS’s before sending to HS/pink copy ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer schedule changes due to conflicts/level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues
MODIFICATIONS: The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students’ IEPs, 504s, prior knowledge assessment, and data provided from formative assessments. Transition services will be fully coordinated with the School-to-Career Plan.	

Southern Regional School District Course of Study 2008

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: MARCH

NJ Core Curriculum Content Standards:

- 9.1 – Career and Technical Education
- 9.2 – Consumer, Family and Life Skills

ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08)

Guidance interventions/support/proactive ventures can meet students' needs and better prepare them for academic, social and personal success.

Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.

ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08)

How do we handle: bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students?

How do we monitor individual and team (group) academic, emotional and social progress?

How do we begin to finalize course selection sheets and recommendations?

How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?

CONTENT:

7th Grade

- Review MP#3 Progress Reports
- Identify and individually meet w/ "Academically At-Risk Students"
- Parent contact to students identified as "Academically At-Risk Students"
- Individual/Group/Parent meetings to discuss arising issues
- Meet with individual to finalize CSS/give pink copy
- Receive completed CSS's from Elem. Schools (Sending Districts), insert codes/finalize
- Contact elem. Teachers re: clarifications/ conflicts on rec's/CSS's
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/ level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

8th Grade

- Review MP#3 Progress Reports
- Identify and individually meet with "Academically At-Risk Students"
- Parent contact to students identified as "Academically At-Risk Students"
- Individual/Group/Parent meetings to discuss arising issues
- CSS's finalized and sent over to HS
- Administer CSS student changes/send over to HS
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

MODIFICATIONS:

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs, 504s, prior knowledge assessment, and data provided from formative assessments. Transition services will be fully coordinated with the School-to-Career Plan.

Southern Regional School District Course of Study 2008

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: APRIL

NJ Core Curriculum Content Standards:

- 9.1 – Career and Technical Education
- 9.2 – Consumer, Family and Life Skills

ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08)

Guidance interventions/support/proactive ventures can meet students' needs and better prepare them for academic, social and personal success.

Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.

ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08)

How do we handle: bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students?

How do we monitor individual and team (group) academic, emotional and social progress?

How do we inform 7th and 8th grade students of potential pass/fail for the year?

How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?

CONTENT:

7th Grade

- Review MP#3 Report Cards
- Identify and individually meet with “Academically At-Risk Students”
- Parent contact to students identified as “Academically At-Risk Students”
- Create “Need-to-Pass-Averages” Worksheets to distribute to students/parents/teachers
- Individual/Group/Parent meetings to discuss arising issues
- Administer changes to student’s CSS’s and adjust as needed
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

8th Grade

- Review MP#3 Report Cards
- Identify and individually meet with “Academically At-Risk Students”
- Parent contact to students identified as “Academically At-Risk Students”
- Create “Need-to-Pass-Averages” Worksheets to distribute to students/parents/teachers
- Individual/Group/Parent meetings to discuss arising issues
- Administer CSS student changes/ send over to HS
- Weekly Team meetings to discuss student progress/placement
- Attend CST IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Register new/incoming students to district and schedule them
- Monitor Student Attendance Issues

MODIFICATIONS:

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs, 504s, prior knowledge assessment, and data provided from formative assessments. Transition services will be fully coordinated with the School-to-Career Plan.

Southern Regional School District Course of Study 2008

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: MAY

NJ Core Curriculum Content Standards:	
9.1 – Career and Technical Education 9.2 – Consumer, Family and Life Skills	
ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08) Guidance interventions/support/proactive ventures can meet students’ needs and better prepare them for academic, social and personal success. Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.	
ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08) How do we handle: bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students? How do we monitor individual and team (group) academic, emotional and social progress? How do we communicate the minimal requirements for academic promotion to parents and students? How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?	
CONTENT: <u>7th Grade</u> <ul style="list-style-type: none"> ● Review MP#4 Progress Reports ● Identify and individually meet w/ “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Create “Potential Failure-Summer School/Retention” Grids for June Meetings ● Individual/Group/Parent meetings to discuss arising issues ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer changes to student’s CSS’s and adjust as needed ● Administer schedule changes due to conflicts/level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues 	<u>8th Grade</u> <ul style="list-style-type: none"> ● Review MP#4 Progress Reports ● Identify and individually meet with “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Create “Potential Failure-Summer School/Retention” Grids for June Meetings ● Individual/Group/Parent meetings to discuss arising issues ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Administer changes to student’s CSS’s and adjust as needed ● Administer schedule changes due to conflicts/level adjustments as needed ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues
MODIFICATIONS: The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students’ IEPs, 504s, prior knowledge assessment, and data provided from formative assessments. Transition services will be fully coordinated with the School-to-Career Plan.	

Southern Regional School District Course of Study 2008

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: JUNE

NJ Core Curriculum Content Standards:	
9.1 – Career and Technical Education 9.2 – Consumer, Family and Life Skills	
ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08) Guidance interventions/support/proactive ventures can meet students’ needs and better prepare them for academic, social and personal success. Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.	
ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08) How do we handle: bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students? How do we monitor individual and team (group) academic, emotional and social progress? What information can be communicated to parents and students in regard to options if academic requirements are not met? How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?	
CONTENT: <u>7th Grade</u>	<u>8th Grade</u>
<ul style="list-style-type: none"> ● Identify and individually meet w/ “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Review MP#4 Report Card Grades/ Final Exam Averages ● Individual/Parent conferences to discuss retention/summer school options ● Prepare “End year Failure Meetings Synopsis”- present to Administration for approval ● Mail/Distribute Summer School Applications to parents of students eligible ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues 	<ul style="list-style-type: none"> ● Identify and individually meet with “Academically At-Risk Students” ● Parent contact to students identified as “Academically At-Risk Students” ● Weekly Team meetings to discuss student progress/placement ● Attend CST IEP/AR/504 meetings as scheduled ● Review MP#4 Report Card Grades/ Final Exam Averages ● Individual/Parent conferences to discuss retention/summer school options ● Prepare “End year Failure Meetings Synopsis” - present to Administration for approval ● Mail/Distribute Summer School Applications to parents of students eligible ● Register new/incoming students to district and schedule them ● Monitor Student Attendance Issues
MODIFICATIONS: The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students’ IEPs, 504s, prior knowledge assessment, and data provided from formative assessments. Transition services will be fully coordinated with the School-to-Career Plan.	

Southern Regional School District Course of Study 2008

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: JULY

NJ Core Curriculum Content Standards:

- 9.1 – Career and Technical Education
- 9.2 – Consumer, Family and Life Skills

ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08)

Guidance interventions/support/proactive ventures can meet students' needs and better prepare them for academic, social and personal success.

Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.

ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08)

How do we handle: bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students?

How do we monitor individual and team (group) academic, emotional and social progress?

How do we educate ourselves and our colleagues to the incoming population of students?

How do we effectively monitor class size?

How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?

CONTENT:

7th Grade

- Balance Master Schedule for upcoming school year/Contact students/parents with conflicts
- Monitor Summer School Students for attendance/grades
- Articulation with elementary (sending districts) counselors on incoming students
- Register new/incoming students to district and schedule them

8th Grade

- Balance Master Schedule for upcoming school year. Contact students/parents with conflicts
- Monitor Summer School Students for attendance/grades
- Articulation w/HS counselors on incoming students
- Register new/incoming students to district and schedule them

MODIFICATIONS:

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs, 504s, prior knowledge assessment, and data provided from formative assessments. Transition services will be fully coordinated with the School-to-Career Plan.

Southern Regional School District Course of Study 2008

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: AUGUST

NJ Core Curriculum Content Standards: 9.1 – Career and Technical Education 9.2 – Consumer, Family and Life Skills	
ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08) Guidance interventions/support/proactive ventures can meet students’ needs and better prepare them for academic, social and personal success. Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.	
ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08) How do we handle: bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students? How do we monitor individual and team (group) academic, emotional and social progress? How do we effectively monitor class size? How do we collectively share the information gathered throughout the summer concerning students? How do I assist students in assessing their aptitudes and interests in order for them to make good personal educational and career choices?	
CONTENT: <u>7th Grade</u> <ul style="list-style-type: none"> ● Balance Master Schedule for upcoming school year/Contact students/parents with conflicts ● CST New “Classified” Student Orientation ● New Student Orientation/All Students ● Register new/incoming students to district district/schedule them ● Create “Opening Information Packet” for team teachers for September ● Individual/Group/Parent meetings to discuss arising issues that occurred over summer/needs to be addressed before school begins 	<u>8th Grade</u> <ul style="list-style-type: none"> ● Balance Master Schedule for upcoming school year. Contact students/parents with conflicts ● CST New “Classified” Student Orientation ● New Student Orientation/All Students ● Register new/incoming students to district and schedule them ● Create “Opening Information Packet” for team teachers for September ● Individual/Group/Parent meetings to discuss arising issues that occurred over summer and need to be addressed before school begins
MODIFICATIONS: The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students’ IEPs, 504s, prior knowledge assessment, and data provided from formative assessments. Transition services will be fully coordinated with the School-to-Career Plan.	

Southern Regional School District Course of Study 2008

Department: MIDDLE SCHOOL GUIDANCE 7TH & 8TH GRADE
Unit: School- to-Career Plan; IEP Transitions

NJ Core Curriculum Content Standards: 9.1 – Career and Technical Education 9.2 – Consumer, Family and Life Skills	
ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08) Guidance interventions/support/proactive ventures can meet students’ needs and better prepare them for academic, social and personal success. Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.	
ESSENTIAL QUESTIONS: (NJ DOE Standards Clarification Project 1-08) How do we monitor The Southern Regional School District School-to-Career Plan so that each student is able to reap the benefits of personal assessment, determination of aptitudes, career investigation, and career skill development?	
CONTENT: <u>7th and 8th Grade</u> <ul style="list-style-type: none"> ● Monitor School to Career Plan by grade level (see addendum) Meet with each team to ensure that career components are integrated within the curriculum ● Provide career speakers ● Introduce the School to Career component at Student Orientation/All Students and Back to School Night ● Provide relevant workshops, i.e. iPlan for Success ● Create “Opening Information Packet” for team teachers for September ● Individual/Group/Parent meetings to discuss student interests and aptitudes as they relate to career plans and to assist with transition from <ul style="list-style-type: none"> ➤ Work with the Child Study Team to specifically address each student’s IEP as determined by social, academic and vocational development 	<u>IEP Components to Include:</u> A statement of each student’s strengths, interests, and preferences Identification of a course of study and related strategies and/or activities that are consistent with the student’s strengths, interests, and preferences and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment, and if appropriate, independent living. As appropriate, a description of the need for consultation from other agencies that provide services for individuals with disabilities including, but not limited to, the Division of Vocational Rehabilitation Services in the Department of Labor and, as appropriate, a statement of any needed interagency linkages and responsibilities Beginning with the IEP in place for the school year when the student will turn age 16, or younger if deemed appropriate by the IEP team, a statement consisting of those elements set forth in the above and appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, if appropriate, independent living and the transition services including a course of study

	<p>needed to assist the child in reaching those goals.</p> <p>The transition services as defined in IDEA shall consist of a coordinated set of activities for a student with a disability that is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment, including supported employment), continuing and adult education, adult services, independent living, or community participation, and be based on the individual student's needs, taking into account the student's strengths, preferences and interests. In addition to the above, transition services shall include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives; and, if appropriate, acquisition of daily living skills and functional vocational evaluation</p> <p>The liaison chosen to ensure that post secondary resources are considered and who makes said referrals, will meet with the student to discuss transition services; the liaison will take necessary steps to ensure the consideration of such services if the student with disabilities does not attend the IEP meeting set to discuss them.</p> <p>CST New "Classified" Student Orientation</p>
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MODIFICATIONS:

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs, 504s, prior knowledge assessment, and data provided from formative assessments. Transition services will be fully coordinated with the School-to-Career Plan.

RESOURCES:

Southern Regional School District School to Career Plan; iPlan for Success Workshops; Administrative Code: 6A:14-3.7(e)11-13, Operations E.3(b)