

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

COURSE OF STUDY

HIGH SCHOOL GUIDANCE 9-12

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

**Submitted by:
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Submitted for Board Approval:

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Southern Regional School District
Course of Study 2011
NJCCS 2004
NJ Standards Clarification Project 2008

Department: **HIGH SCHOOL GUIDANCE**
9th-12th - 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?
- How do I prepare students for the transition to post-secondary education?

ASSESSMENTS:

- Scheduling of counseling sessions
- Interaction with team(s), staff, parents
- Opportunities offered to students, vocational presentations, college workshops, career presentations, financial aid programming, scholarship workshops, college planning presentations, education on standardized testing.
- Scheduling of meetings between middle school and high school guidance staff
- 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 2011

Department: HIGH SCHOOL GUIDANCE 9th-12th Grade

UNIT: SEPTEMBER

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 are bullying, peer conflict, IEP/504 review and implementation, attendance issues and academically at-risk students handled?	
How is individual academic, emotional and social progress monitored?	
How are 9 th grade students and transfer students acclimated to the school environment?	
How returning 10 th -12 th grade students re-acclimated to the school environment?	
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 SRHS staff, students, and parents
Placement validity	
Opportunities offered to students	

CONTENT:9TH Grade

- Review 9th Grade Cumulative Files
- Review IEPs w/Case Managers
- Review 504's
- Review Individual Student Schedules/ Teacher Recommendations
- Introduction to Guidance Services in HR's
- Individual/Group orientation meetings to discuss Guidance Services and procedures.
- Individual/Group/Parent meetings to discuss arising issues
- 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 and check on adjustment to SRHS.

11th Grade

- Review Transcript from 9th and 10th grade
- Review Individual Student Schedules/ Teacher Recommendations
- Announce College Representatives who will visit SRHS.
- Announce Military Representatives who will visit SRHS.
- PSAT preparation and meetings
- Monitor the adjustment of transfer students
- Attend CST/ IEP/AR/504 meetings as scheduled
- Administer schedule changes due to conflicts/level adjustments as needed
- Individual Meetings and Conference as needed
- Review 504 plans for individual students

10TH Grade

- Review 9th grade transcript
- Review IEP's w/Case Managers
- Review 504's
- Review Individual Student Schedules/ Teacher Recommendations
- Individual/Group/Parent meetings to discuss arising issues
- 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 the adjustment of transfer students to SRHS
- Individual Meetings and Conference as needed

12th Grade

- Review cumulative high school transcript
- Review Individual Student Schedules/ Teacher Recommendations
- Announce College Representatives who will visit SRHS.
- Announce Military Representatives who will visit SRHS.
- Administer schedule changes due to conflicts/level adjustments as needed
- Review 504 plans for individual students
- English class presentations on post-secondary planning
- Individual meetings for post-secondary planning
- Begin Scholarship Bulletin for seniors
- Individual Meetings and Conference as needed

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 2011****Department: HIGH SCHOOL GUIDANCE 9TH-12TH 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 academic, emotional and social progress?

How do we continue to support the transition to high school for 9th graders?

How do we familiarize 10th graders with PSAT and academic testing?

How can we assist 11th grade students with planning for post-secondary education?

How can we inform 12th graders about post-secondary options?

CONTENT:9th 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”
- Individual/Group/Parent meetings to discuss arising issues
- 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

11th Grade

- Review MP#1 Progress Reports
- Identify and individually meet w/ “Academically At-Risk Students”
- Individual/Group/Parent meetings to discuss arising issues
- Administer schedule changes due to conflicts/level adjustments as needed
- Attend CST IEP/AR/504 meetings as scheduled
- Discuss role of the PSAT via individual/group/ televised meetings
- Inform/Advertise OCPGA college fair
- Announce College Representatives who will visit SRHS.
- Monitor Student Attendance Issues
- Register new/incoming students to district and schedule them
- Parent/Student/Counselor/conferences on post secondary opportunities
- Administer the SAT @ SRHS

10th Grade

- Review MP#1 Progress Reports
- Identify and individually meet with “Academically At-Risk Students”
- Discuss role of the PSAT via individual/group/ televised meetings
- Individual/Group/Parent meetings to discuss arising issues
- 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

12th Grade

- Review MP#1 Progress Reports
- Identify and individually meet w/ “Academically At-Risk Students”
- Individual/Group/Parent meetings to discuss arising issues
- Administer schedule changes due to conflicts/level adjustments as needed
- Attend CST IEP/AR/504 meetings as scheduled
- Discuss/Inform about the SAT/SAT II/& ACT college testing opportunities
- Inform/Advertise OCPGA college fair
- Announce College Representatives who will visit SRHS.
- Monitor Student Attendance Issues
- Continue to maintain college scholarship bulletin
- Register new/incoming students to district and schedule them
- Parent/Student/Counselor/conferences on post secondary opportunities
- Administer the SAT @ SRHS
- Proctor HSPA examination

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 2011

Department: HIGH SCHOOL GUIDANCE 9TH - 12TH 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 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?

How do we continue to prepare students for post-secondary opportunities?

CONTENT:9th 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
- 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

11th 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
- Administer schedule changes due to conflicts/level adjustments as needed
- Attend CST IEP/AR/504 meetings as scheduled
- Host Junior Planning Night for 11th grade students and parents.
- Monitor Student Attendance Issues
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10th 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
- 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

12th 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
- Administer schedule changes due to conflicts/level adjustments as needed
- Attend CST IEP/AR/504 meetings as Scheduled
- Prepare transcripts for post-secondary institutions

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 2011**

Department: HIGH SCHOOL GUIDANCE 9TH & 12TH 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 academic, emotional, and social progress?

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

CONTENT:9th Grade

- Review MP#2 Progress Reports
- Identify and individually meet w/ “Academically At-Risk Students”
- Individual/Group/Parent meetings to discuss arising issues
- 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

11th Grade

- Review MP#2 Progress Reports
- Identify and individually meet w/ “Academically At-Risk Students”
- Individual/Group/Parent meetings to discuss arising issues
- Attend CST IEP/AR/504 meetings as scheduled
- Administer ASVAB test to interested students
- Announce College Representatives who will visit SRHS.
- Distribution/Explanation of PSAT scores
- Introduce OCVTS to our students
- Monitor Student Attendance Issues
- Administer SAT and ACT tests at SRHS

10th Grade

- Review MP#2 Progress Reports
- Identify and individually meet with “Academically At-Risk Students”
- Individual/Group/Parent meetings to discuss arising issues
- 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
- Distribution/Explanation of PSAT scores
- Introduce OCVTS to our students

12th Grade

- Review MP#2 Progress Reports
- Identify and individually meet with “Academically At-Risk Students”
- Individual/Group/Parent meetings to discuss arising issues
- 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
- Administer ASVAB test to interested students
- Announce College Representatives who will visit SRHS.
- Administer SAT and ACT tests at SRHS

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 2011

Department: HIGH SCHOOL GUIDANCE 9TH -12TH 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 academic, emotional and social progress?

How do we educate incoming 9th grade students/parents on the expectations of high school?

How do we academically advise our 9th-11th 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:9th Grade

- Individual/Group/Parent meetings to discuss arising issues
- Visit Middle School Guidance team to discuss schedules for incoming 9th grade students
- 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
- Run “The Scheduling Program” via SNN for the following year’s academic planning
- Monitor Academic progress of students

11th Grade

- Individual/Group/Parent meetings to discuss arising issues
- 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
- Administer SAT for students
- Parent/Student/Counselor/conferences on post secondary opportunities
- Monitor Academic progress of students

10th Grade

- Individual/Group/Parent meetings to discuss arising issues
- 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
- Monitor Academic Progress of Students
- Host OCVTS for information session with students
- Assist in OCVTS application process
- Individual Interpretation of PSAT scores

12th Grade

- Individual/Group/Parent meetings to discuss arising issues
- 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
- Inform students about the local scholarship program
- Host Financial Aid night for parents and students
- Administer SAT for students
- Prepare transcripts for post-secondary institutions
- Parent/Student/Counselor/conferences on post secondary opportunities
- Maintain the scholarship bulletin

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 2011

Department: HIGH SCHOOL GUIDANCE 9TH & 12TH 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 academic, emotional and social progress? How do we academically advise and plan for our students for the next level? How do we assist our students in making post-secondary decisions?	
<p>CONTENT: <u>9th Grade</u></p> <ul style="list-style-type: none"> ● Review MP#2 Report Cards ● Identify and individually meet w/ “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● Prepare CSS’s w/recs for distribution ● Visit English classes for CSS presentation/ Academic Planning ● All CSS’s signed/returned/alphabetized ● Input all schedules into computer ● Check to make sure all student course request are complete and accurate ● 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 ● Begin individual scheduling conferences for the upcoming academic year ● Work on developing a comprehensive high school and post-secondary plan. ● Introduction to Career Development 	<p><u>10th Grade</u></p> <ul style="list-style-type: none"> ● Review MP#2 Report Cards ● Identify and individually meet with “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● Prepare CSS’s w/recs for distribution ● Visit English classes for CSS presentation/ Academic Planning ● All CSS’s signed/returned/alphabetized ● Input all schedules into computer ● Check to make sure all student course request are complete and accurate ● 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 ● Begin individual scheduling conferences for the upcoming academic year ● Support and career development and future goals

<p><u>11th Grade</u></p> <ul style="list-style-type: none"> ● Review MP#2 Report Cards ● Identify and individually meet with “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● Prepare CSS’s w/recs for distribution ● Visit English classes for CSS presentation/ Academic Planning ● All CSS’s signed/returned/alphabetized ● Input all schedules into computer ● Check to make sure all student course request are complete and accurate ● 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 ● Begin individual scheduling conferences for the upcoming academic year ● Support and career development and future goals 	<p><u>12th Grade</u></p> <ul style="list-style-type: none"> ● Review MP#2 Report Cards ● Identify and individually meet with “Academically At-Risk Students” ● Individual/Group/Parent meetings to discuss arising issues ● Prepare transcripts for post-secondary institutions ● Parent/Student/Counselor/conferences on post secondary opportunities ● Maintain the scholarship bulletin ● Assist students with financial aid questions ● Assist students in making post-secondary decisions ● Attend CST/ IEP/AR/504 meetings as scheduled ● Monitor Student Attendance Issues ● Update and send mid-year transcripts to post-secondary institutions
<p>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.</p>	

**Southern Regional School District
Course of Study 2011**

Department: HIGH SCHOOL GUIDANCE 9TH & 12TH 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 academic, emotional and social progress?

How do we begin to finalize the course registration process for the upcoming academic year?

How do we assist students in various stages of the post-secondary transition process?

CONTENT:9th Grade

- Review MP#3 Progress Reports
- Identify and individually meet w/ “Academically At-Risk Students”
- Individual Conferences to discuss next year’s schedule and four year plan
- Individual/Group/Parent meetings to discuss arising issues
- Receive completed CSS’s from Middle School
- 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

11th Grade

- Review MP#3 Progress Reports
- Identify and individually meet w/ “Academically At-Risk Students”
- Individual Conferences to discuss next year’s schedule and four year plan
- Individual/Group/Parent meetings to discuss arising issues
- 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
- Educate students on various SAT prep courses: SR Adult School etc.
- Proctor/Administer the HSPA test during both the regular and make-up test dates
- Update NCAA Clearinghouse of all academic program changes
- Parent/Student/Counselor/conferences on post secondary opportunities
- Support Career Development through the use of the DISCOVER program

10th Grade

- Review MP#3 Progress Reports
- Identify and individually meet with “Academically At-Risk Students”
- Individual/Group/Parent meetings to discuss arising issues
- 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
- Individual Conferences to discuss next year’s schedule and four year plan
- Support Career Development through the use of the DISCOVER program

12th Grade

- Review MP#3 Progress Reports
- Identify and individually meet w/ “Academically At-Risk Students”
- Individual Conferences to discuss next year’s schedule and four year plan
- Individual/Group/Parent meetings to discuss arising issues
- 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
- Proctor/Administer the HSPA test during both the regular and make-up test dates
- Parent/Student/Counselor/conferences on post secondary opportunities
- Maintain the scholarship bulletin
- Assist students with financial aid questions
- Assist students in making post-secondary decisions
- Review all senior transcript issues
- Maintain list of student acceptances
- 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 2011

Department: HIGH SCHOOL GUIDANCE 9TH - 12TH 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 academic, emotional and social progress? How do we inform students of potential pass/fail for the year? How do we finalize the course registration process for the upcoming academic year? How do we assist students in various stages of the post-secondary transition process?

CONTENT:9th 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”
- Meet with students about goals for 4th MP
- Individual/Group/Parent meetings to discuss arising issues
- Administer changes to student’s CSS’s and adjust as needed
- 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
- Continue to work on revisions to the upcoming year’s master schedule
- Update schedules of incoming 9th graders

11th 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”
- Meet with students about goals for 4th MP
- Individual/Group/Parent meetings to discuss arising issues
- Administer changes to student’s CSS’s and adjust as needed
- 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
- Continue to work on revisions to the upcoming year’s master schedule
- Support Career Development through the use of the DISCOVER program

10th 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”
- Individual/Group/Parent meetings to discuss arising issues
- Administer CSS student changes and adjust as needed
- 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
- Continue to work on revisions to the upcoming year’s master schedule
- Monitor Student Attendance Issues
- Support Career Development through the use of the DISCOVER program

12th 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”
- Meet with students about goals for 4th MP
- Individual/Group/Parent meetings to discuss arising issues
- Scholarship Committee meetings
- Parent/Student/Counselor/conferences on post secondary opportunities
- Maintain the scholarship bulletin
- Assist students with financial aid questions
- Assist students in making post-secondary decisions
- Review all senior transcript issues
- Maintain list of student acceptances
- 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 2011**

Department: HIGH SCHOOL GUIDANCE 9TH & 12TH 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 academic, emotional and social progress?

How do we communicate the minimal requirements for academic promotion to parents and students?

How do we collect data and monitor students' post-secondary decisions?

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

CONTENT:9th Grade

- 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 list for end of year review
- Individual/Group/Parent meetings to discuss arising issues
- 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
- Mail home a copy of next year’s courses
- Adjust upcoming master schedule as needed with student/course conflicts
- Adjust incoming 9th graders course schedules when necessary

11th Grade

- 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 list for end of year review
- Individual/Group/Parent meetings to discuss arising issues
- 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
- Mail home a copy of next year’s courses
- Adjust upcoming master schedule as needed with student/course conflicts
- Administer SAT @ SRHS
- Administer AP testing throughout the month

10th Grade

- 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 list for end of year review
- Individual/Group/Parent meetings to discuss arising issues
- 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
- Mail home copy of next year’s schedule
- Adjust upcoming master schedule with student/course conflicts
- Monitor Student Attendance Issues
- Administer SAT @ SRHS

12th Grade

- Review MP#4 Progress Reports
- Identify and individually meet w/ “Academically At-Risk Students”
- Parent contact to students identified as “Academically At-Risk Students” for graduation
- Create “Potential -Failure-summer school list for end of year review
- Individual/Group/Parent meetings to discuss arising issues
- Attend CST /IEP/AR/504 meetings as Scheduled
- Administer “exit survey” to all seniors
- Administer AP testing throughout the month
- Scholarship Committee meetings
- Maintain the scholarship bulletin
- Assist students with financial aid questions
- Assist students in making post-secondary decisions
- Review all senior transcript issues
- Maintain list of student acceptances
- Attend end of year functions to celebrate achievements of our students such as academic awards night, scholarship night, OCPGA Caring award etc.

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 2011

Department: HIGH SCHOOL GUIDANCE 9TH - 12TH GRADE
Unit: JUNE

NJ Core Curriculum Content Standards:
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9.1 – Career and Technical Education

9.2 – Consumer, Family and Life Skills
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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.
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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?
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How do we monitor individual 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:9th Grade

- Review 4th MP report card and final averages
- Notify parents and students of credit restoration options (summer school)
- Parent contact to students identified as “Academically At-Risk Students”
- Attend CST/ IEP/AR/504 meetings as scheduled
- Individual/Parent conferences to discuss retention/summer school options
- Mail/Distribute Summer School Applications to parents of students eligible
- Register new/incoming students to district and schedule them
- Review Final Transcript
- Check next year’s student schedules for accuracy
- Monitor Student Attendance Issues

11th Grade

- Review 4th MP report card and final averages
- Notify parents and students of credit restoration options (summer school)
- Parent contact to students identified as “Academically At-Risk Students”
- Attend CST/ IEP/AR/504 meetings as scheduled
- Individual/Parent conferences to discuss retention/summer school options
- Mail/Distribute Summer School Applications to parents of students eligible
- Register new/incoming students to district and schedule them
- Review final transcript
- Check next year’s student schedules for accuracy
- Administer SAT I and SAT II @ SRHS
- Monitor Student Attendance Issues

10th Grade

- Review 4th MP report card and final averages
- Notify parents and students of credit restoration options (summer school)
- Parent contact to students identified as “Academically At-Risk Students”
- Attend CST/ IEP/AR/504 meetings as scheduled
- Individual/Parent conferences to discuss retention/summer school options
- Mail/Distribute Summer School Applications to parents of students eligible
- Register new/incoming students to district and schedule them
- Review final transcript
- Check next year’s student schedules for accuracy
- Monitor Student Attendance Issues

12th Grade

- Review 4th MP report card and final averages
- Notify parents and students of credit restoration options (summer school)
- Parent contact to students identified as “Academically At-Risk Students”
- Attend CST/ IEP/AR/504 meetings as scheduled
- Individual/Parent conferences to discuss retention/summer school options
- Mail/Distribute Summer School Applications to parents of students eligible
- Final check of students and graduation requirements
- Review final transcripts
- Update senior exit surveys
- Send final transcript to appropriate post-secondary institutions

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 2011

Department: HIGH SCHOOL GUIDANCE 9TH & 12TH 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 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:

9th Grade

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

11th Grade

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

10th Grade

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

12th Grade

- Balance Master Schedule for upcoming school year. Contact students/parents with conflicts
- Monitor Summer School Students for attendance/grades
- 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 2011

Department: HIGH SCHOOL GUIDANCE 9TH - 12TH 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:

9th Grade

- Balance Master Schedule for upcoming school year/Contact students/parents with conflicts
- 9th grade student orientation
- Register new/incoming students to district district/schedule them
- Transcript review
- Individual/Group/Parent meetings to discuss arising issues that occurred over summer and need to be addressed before school begins

11th Grade

- Balance Master Schedule for upcoming school year. Contact students/parents with conflicts
- New Student Orientation/All Students
- Register new/incoming students to district and schedule them
- Individual/Group/Parent meetings to discuss arising issues that occurred over summer and need to be addressed before school begins

10th Grade

- Balance Master Schedule for upcoming school year. Contact students/parents with conflicts
- New Student Orientation/All Students
- Register new/incoming students to district and schedule them
- Individual/Group/Parent meetings to discuss arising issues that occurred over summer and need to be addressed before school begins

12th Grade

- Balance Master Schedule for upcoming school year. Contact students/parents with conflicts
- New Student Orientation/All Students
- Register new/incoming students to district and schedule them
- 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 2011

Department: HIGH SCHOOL GUIDANCE 9TH & 12TH GRADE
Unit: School- to-Career Plan; IEP Transitions

<p>NJ Core Curriculum Content Standards: 9.1 – Career and Technical Education 9.2 – Consumer, Family and Life Skills</p>	
<p>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.</p>	
<p>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?</p>	
<p>CONTENT: 9th-12th Grade</p> <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 	<p><u>IEP Components to Include:</u> A statement of each student’s strengths, interests, and preferences</p> <p>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.</p> <p>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</p> <p>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 needed to assist the child in reaching those goals.</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

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.

CST New "Classified" Student Orientation

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)