

Haddon Heights School District
Office of Student Services/ Guidance
Comprehensive Curriculum

2020- 2021



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Mission and Statement:

The mission of the Haddon Heights School Counseling Department is to provide a comprehensive, proactive, developmental K-12 program for all students. As advocates, Counselors recognize the uniqueness and personal worth of each child. Our structured program anticipates and fulfills the academic, career, and social/emotional needs of each of our students. School counselors partner with other educators, parents/guardians, and community leaders. Haddon Heights Counselors recognize that all children can learn and support their efforts to become confident, productive members of a changing society.

The school counselors in Haddon Heights School District believe:

- all students are unique and have personal worth.
- all students' multicultural backgrounds, special needs, and ethnic and sexual orientation should be addressed with sensitivity.
- all students will participate in the school counseling program delivered by a state certified, master's degree level counselor.

All counselors in the Haddon Heights School District:

- Govern themselves by the American School Counselor Association's Ethical Standards.
- Participate actively in professional development to foster continuous improvement in the school counseling program.
- Plan and manage the comprehensive school counseling program

Role of School Counselors

The school counselor is a positive change agent in the school and plays the role of an advocate for the success of all students (New Jersey School Counseling Initiative, NJSCA, 2005). The school counselor is a master's level certificated professional, trained in counseling programs that meet the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The New Jersey school counselor endorsement authorizes the holder to perform school counseling services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; counseling with administrators, teachers, students, and parents regarding personal, social, educational, and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and families (NJAC 6A :9-13.8, NJDOE, 2004). The school counselor who works in Haddon Heights Public Schools will facilitate a comprehensive counseling program that is aligned with the American School Counselors Association (ASCA) National Standards and National Model and New Jersey School Counseling Association (NJSCA) NJ School Counseling Initiative. The counseling program will also be flexible to address any particular needs of the school district based on needs assessments and/or administrative directive. In a comprehensive school counseling program designed to respond to local student needs, the school counselor is on the cutting edge of positive change. She/he is a change agent, skilled in group dynamics problem-solving, goal setting and decision making, advocacy, family systems and systemic change. As an active change agent in the school, she/he collaborates with others to facilitate and promote change each day in all school arenas. The school counselor helps to close the achievement gap and open opportunities for all students.

A Haddon Heights School Counselor:

- Designs, leads, implements and evaluates the comprehensive school counseling program
- Follows a clearly defined counselor role description based on counseling goals for all students
- Establishes positive relationships with all students through individual contacts, lunch bunches or play groups
- Provides classroom guidance, individual and group counseling, behavioral interventions, high school transition guidance and crisis counseling as needed
- Utilizes professional training in individual and group counseling, group facilitation, consultation, coordination, collaboration, and systemic change
- Collaborates with teachers, administrators, and other specialists to promote student improvement and success
- Works to remove school, cultural, community, and systemic barriers to student achievement and assures access to opportunities and rigorous educational experiences for all students
- Solicits broad participation from parents, teachers, students, community members, support staff, board members, and administrators
- Documents each individual contact with students, parents, and staff members in a student management system.

Program Overview

The Student Services/Guidance Department offers a wide array of programs and services to our students at Haddon Heights School District. Services include but are not limited to: post-secondary planning, financial aid/scholarship assistance, monitoring of academic progress, school adjustment and social-emotional support. The Haddon Heights Guidance Department enjoys cooperating and collaborating with parents in the mutual pursuit to afford all students the most efficient direction towards achieving their goals and to provide helpful counseling along the way.

A comprehensive school counseling program:

- Recognizes the need for counseling as a lifelong process.
- Understands the rapidly changing nature of society.
- Promotes educational excellence.
- Meets the unique personal, social- emotional, educational, and career needs of students.
- Helps students identify personal strengths and skills.
- Provides preventive, remedial, and crisis intervention.
- Involves the entire community, including parents, teachers, students, and community members.
- Integrates the expertise of counselors, teachers, and others into a total program delivery system.
- Provides ongoing monitoring to meet changing needs of students.
- Is enhanced by the school counselor as a role model for effective human relations skills and an advocate for individual students.
- Provides on-going professional development.
- Follows the ethical guidelines of the American School Counselors Association
- Explores various means to keep students engaged in the learning process.

ASCA Standards for Students Competencies and Indicators

The primary goals of the counseling program target three major developmental areas:

- 1) **Academic Development:** Counselors help students develop skills related to educational achievement, school adjustment, study skills, critical thinking, time management, technological literacy, motivation, and school success. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options. Students will also understand the relationship of an education to the world of work and to life at home. Activities that support this realm of student development include, but are not limited to:
 - a. Individual counseling.
 - b. Data collection, interpretation and organization.
 - c. College and Career planning.
 - d. Class discussions.
 - e. Group counseling.
 - f. Course selection.
 - g. Organize college and post-secondary educational materials in the office.
 - h. Test administration (PARCC, PSAT, SAT, ACT, AP exams) and score interpretation.
 - i. Develop articulation agreements with local colleges.
 - j. Peer tutoring.
 - k. Parent programs, including newsletters.
 - l. Curriculum development.
 - m. Program development and intervention activities.
 - n. Facilitate College visits
 - o. Review Program of Studies

- 2) **Personal/Social Development:** Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. They will learn to make appropriate decisions, set realistic goals, and take necessary action to achieve those goals. The counseling activities that support personal/social development include, but are not limited to:
 - a. Individual and group counseling
 - b. Planning assemblies
 - c. Demonstrating respect
 - d. Interventions, such as mediation, goal setting, meetings with parents, students, teachers
 - e. Sharing knowledge, effectively communicating
 - f. Promote cultural diversity
 - g. Assist with conflict resolution
 - h. Monitor discipline, helping students understand consequences of decisions and choices

- i. Link counseling with appropriate referral sources, such as 504, I&RS, CST, SAC, outside therapeutic services, etc.
- 3) **Career Development:** Realizing the significance of an education and training necessary to lead a fulfilling, successful adult life, the students will acquire skills to investigate, and apply the strategies needed, to achieve career satisfaction. Students need to understand the relationship between their personal qualities, education and training, and career opportunities. Counseling activities that enhance career development include, but are not limited to:
- a. Individual and group counseling.
 - b. Classroom presentations.
 - c. Assemblies.
 - d. Course selection.
 - e. Assist with interest inventories.
 - f. Review academic records, highlighting strengths.
 - g. Maintain career information resources in office.
 - h. Collaborate with local colleges to find

National Standards for Counseling Programs

In April 2000, the Department of Education for the State of New Jersey added the requirement of a comprehensive K-12 school-counseling program for New Jersey students. As part of assuring that this new requirement is implemented, the NJ Department of Education, in cooperation with the NJ Counselor Association, has developed the “New Jersey School Counselor Initiative: Developing Strategic Plans for Creating Comprehensive School Counseling Programs.” These plans are based on the National Standards for School Counseling Programs developed by the American School Counselor Association. The standards are a public document stating what “**ALL** students should know, understand and be able to do to enhance their development” as a result of being part of a school counseling program.

I. Academic Development

- Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary 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.

II. 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 and success and satisfaction.
- Standard D: Students will understand the relationship between personal qualities, education, training, and the world of work.

III. Personal/Social Development

- Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to 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.

Each of the nine National Standards defines specific goals and student competencies. The following shows how these national goals and competencies are addressed in the Haddon Heights School Counseling Program.

Academic Development

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

Goal 1A. Improve Academic Self-Concept

Students will:

- Develop feelings of self-esteem.
- Evaluate study habits and make appropriate changes.
- Recognize the importance of writing down assignments.
- Learn how to organize and complete work.
- Advocate for reasonable accommodations to address special needs.
- Develop an educational plan that matches student competencies.
- Accept mistakes as essential to the learning process.
- Identify attitudes and behaviors which lead to successful learning.
- Learn how to get help from proper sources.
- Recognize goals they achieved.

Goal 2A. Acquire Skills for Improving Learning

Students will:

- Learn test-taking skills.
- Use communication skills to know when and how to ask for help when needed.
- Apply time management and task management skills.
- Demonstrate how effort and persistence positively affect learning.
- Learn study skills.
- Describe good listening skills and why it is important in learning.
- Maintain balance between study/work/social activities.
- Recognize the importance of self-control in the classroom.
- Evaluate study habits and make changes if necessary.
- Develop a study plan.

Goal 3A. Achieve School Success

Students will:

- Work cooperatively with peers and teachers.
- Demonstrate the ability to work independently, being productive and taking initiative.
- Develop interests in extracurricular activities.
- Recognize goals they have already achieved.
- Tell why learning is important.

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

Goal 1B. Improve Learning

Students will:

- Recognize what motivates them to perform well.
- Identify past victories as motivation toward future success.
- Learn test-taking skills.
- Read and interpret high school transcripts and recognize the significance of permanent records.
- Develop a tentative 4-year educational plan for high school to be reviewed each year.
- Develop good study habits and manage study time.
- Be a self-motivated independent learner.
- Organize and apply academic information from a variety of services.
- Apply study skills necessary at each academic level.
- Learn and apply critical thinking skills.
- Seek information and support from faculty, staff, family and peers.

Goal 2B: Plan to Achieve Goals

Students will:

- Establish challenging academic goals K-12.
- Use past performance in academic planning.
- Use and maximize their study plans.
- Understand the relationship between classroom performance, school success and job success.
- Identify realistic post-secondary options that match interests, achievement and abilities.
- Set long term and short term goals.
- Apply knowledge of aptitudes and interests to goal setting.
- Read and interpret high school transcripts and recognize the significance of permanent records.
- Build and maintain relationships with people and agencies that support them.
- Access appropriateness of current goals: Academic/career/personal and social.

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

Goal 1C. Relate School of Life Experience

Students will:

- Demonstrate the ability to balance schoolwork, extra-curricular activities and work.
- Seek co-curricular activities and community experiences to enhance the school experience.
- Understand the relationship between learning and work.
- Set and review educational plans based on self-assessment and career exploration.

- Understand how school success and academic achievement enhance future career and vocational opportunities.
- Appreciate that learning can also take place out of school.

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.

Goal 1A. Development Career Awareness

Students will:

- Develop skills to locate, evaluate and interpret career information.
- Learn about the variety of traditional and non-traditional occupations.
- Develop an awareness of personal abilities, skills, interests and motivation.
- Develop a valid decision-making process.
- Learn to set realistic long and short-term goals.
- Recognize the relationship between long and short-term goals.
- Understand the importance of planning.
- Recognize activities that interest them.
- Understand the importance of balancing study time, extracurricular activities and work.
- Recognize how school success related to occupational choices.
- Understand that occupational choices are influenced by interest and abilities.
- Define work and understand why people work.

Goal 2A: Develop Employment Readiness

Students will:

- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
- Utilize time-and-task management skills.
- Demonstrate knowledge about the changing workplace.
- Respect individual uniqueness in the workplace.
- Understand and develop a good work ethic.
- Learn to write a resume.
- Understanding the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
- Learn about the rights and responsibilities of employers and employees.
- Develop a positive attitude toward work and learning.
- Specify characteristics and abilities of a good employee.
- Recognize appropriate behavior in the workplace.

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

Goal 1B. Acquire Career Information

Students will:

- Assess their skills, abilities and interests for career prospects.
- Apply decision-making skills to career planning, source selection, and career transitions.
- Demonstrate knowledge of the career planning process.
- Explore post-secondary educational/occupational information.
- Know the various ways which occupations can be classified.
- Use research and information resources to obtain career information.
- Analyze how traditional and non-traditional occupations affect their career identities.
- Understand how changing economic and societal needs influence employment trends and future training.

Goal 2B. Identify Career Goals

Students will:

- Demonstrate awareness of the education and training needed to achieve career goals.
- Assess and modify their educational plan to support career goals.
- Select coursework that is related to career interests.
- Develop a career plan by using available resources for career exploration (Naviance, internet, etc.)

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

Goal 1C. Acquire Knowledge to Achieve Career Goals

Students will:

- Understand the relationship between educational achievement and career success.
- Explain how work can help to achieve personal success and satisfaction.
- Review and evaluate educational plans and set educational goals based on self-assessment and career exploration.
- Begin self-exploration in areas of skill, abilities, interests, and knowledge, which influence career choices.
- Recognize the relationship between personal skills and interests.
- Recognize various ways of developing skills and interests.
- Assess their abilities to achieve past goals and integrate these into future planning.

Goal 2C. Apply Skills to Achieve Career Goals

Students will:

- Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.
- Evaluate current communications and conflict resolution skills.
- Assume responsibilities for their actions and utilize problem-solving skills to resolve conflicts.
- Describe cooperation.
- Learn how to write a resume.

- Stress the importance of acquiring new skills and lifelong learning.

Personal and Social Development

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

Goal 1A. Acquire Self-Knowledge

Student will:

- Develop a positive attitude toward self as a unique and worthy person.
- Learn the goal setting process.
- Distinguish between appropriate and inappropriate behaviors.
- Recognize personal boundaries, rights, and privacy needs.
- Understand the need for self-control and how to practice it.
- Describe feelings they have in various situations.
- Describe their own appearances.
- Recognize special personal traits and positive attributes in self and others.
- Discuss two skills they have.
- Define “values” and describe their own.
- Specify personal characteristics they value.
- Define and discuss self-esteem and how it affects performance.
- Explore how thoughts and feelings affect life choices.
- Develop skills to cope with change and transition.
- Analyze how their thoughts and feelings affect performance.
- Focus on strength rather than limitations, which can be used to overcome barriers.
- Introduce the concept of self-esteem.
- Identify personal strength of students in the school environment.

Goal 2A. Acquire Interpersonal Skills

Students will:

- Recognize that everyone has rights and responsibilities.
- Respect alternative points of view.
- Recognize, accept, respect, and appreciate ethnic and culture diversity.
- Recognize and respect differences in various family configurations.
- Know that communication involves speaking, listening, and nonverbal behavior.
- Identify characteristics and abilities they appreciate in themselves and others.
- Describe cooperation.
- Understand the concept of choices and their consequences in themselves and others.
- Evaluate the effect of their behavior on others.
- Use effective communication skills.

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

Goal 1B. Self-Knowledge Applications

Students will:

- Identify alternative solutions to a problem.
- Demonstrate a respect and appreciation for individual and cultural differences.
- Know when peer pressure is influencing a decision.
- Identify alternate ways of achieving goals.
- Learn basic social problem-solving and decision-making skills.
- Describe choices and decisions they make at school.
- Describe choices and decisions they make by themselves.
- Recognize that choices and decisions have consequences.
- Develop a decision-making process.
- Understand that there are positive and negative consequences for their decisions.
- Describe situations where their behaviors affect others.
- Provide examples of how past decisions have affected present actions.
- Demonstrate how gaining more information helps in decision-making.
- Analyze the importance of generating alternatives and assessing consequences.
- Assess the consequences of the decisions they make.
- Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- Understand and utilize decision-making, problem-solving skills.

Standard C: Students will understand safety and survival skills.

Goal 1C. Acquire Personal Safety Skills

Students will:

- Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- Learn about the relationship between rules, laws, safety, and the protection of an individual's rights.
- Learn the difference between appropriate and inappropriate physical contact.
- Demonstrate the ability to assert boundaries, rights, and personal privacy.
- Differentiate between situations requiring peer support and situations requiring adult professional help.
- Identify resource people in the school and community and know how to seek their help.
- Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- Learn about emotional and physical dangers of substance use and abuse.
- Learn how to cope with peer pressure.
- Learn techniques for managing stress and conflict.
- Learn coping skills for managing life events.
- Understand legal issues related to harassment and discrimination.
- Recognize forms of harassment and impact on others.
- Learn assertiveness skills for self-protection and advocacy.

GRADE LEVEL COUNSELING PROGRAMS

ELEMENTARY COUNSELING

The Haddon Heights elementary counseling program assists in the early identification and intervention of children's needs. By addressing the areas of personal/social issues, academic, and career awareness, the program helps children better cope with transitions and life changes. Activities are organized in a way that is appropriate to students' developmental levels. Counselors also work with teachers in order to address specific problem areas. Specific responsibilities of the Elementary Counselors include but are not limited to:

- Manages 504/ I&RS Plans for all students.
- In the classrooms teaching lessons on SEL following the SEL guidelines. For example, focused on grades K-3 in October and November was focused on grades 4-6. The grades will rotate monthly focusing on SEL. Examples of SEL: Kindness, self-esteem, growth mindset, zones of regulation, coping skills and strategies.
- SEL competencies/guidelines(self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) are all relevant to our lessons.
- Coordinate virtual assemblies with support from PTG and Elementary School Principals.
- Character Education-Recognizing students who display outstanding character each month.
- Lessons on organization regarding academic needs with hybrid and remote.
- Group sessions- Start January. Our student population needs to be addressed with worries and organization.
- Short- Term individual counseling
- Refer students with major mental health disorders to outside providers where they will receive psychiatric evaluations by licensed mental health professionals.
- Analyzing behavior during remote and creating plans that best support students.
- Parent/ Teacher conferences
- Career Lessons- Inventory, transition preparation for high school students
- Combining 7th/ Atlantic (1st - 6th grade) for organization/ worry groups to help develop peer relationships
- Communicate with Junior High Counselor to discuss incoming 7th grade students' needs.
- Counselors will refer a family to DCP&P if student is deemed to be unsafe in the home

JUNIOR HIGH SCHOOL COUNSELING

Haddon Heights Junior High School counseling program focuses on academic advisements, career exploration, and personal/social- emotional issues. Counseling is carried out through group guidance programs, counseling groups, and individual counseling. Focus is placed on the transition from elementary school to the junior high. The counselor works with students on organization, handling the increased academic workload, and peer/social issues that affect students. In addition, the junior high counselor works with Haddon Heights and sending districts (Barrington, Lawnside , Merchantville)students to select courses for 9th grade. By working with parents, teachers, and administrators the counselor is able to help meet the individual educational goal of the students. Specific responsibilities of the Junior High Counselor include but are not limited to:

- Collaborates with the Child Study Team, 504 Coordinator, crisis counselor, and outside counseling/intervention agencies to provide students with the resources
- Provide short term individual/ group counseling for students in need.
- Crisis Counseling
- Refer students with major mental health disorders to outside providers where they will receive psychiatric evaluations by licensed mental health professionals.
- Schedule and co- facilitate parent/ teacher conferences
- Complete scheduling for incoming 6th, current 7th and 8th grade students
- Review teacher and parent course recommendations, and place students into appropriate classes.
- Attend regular meetings with Middle school teachers, and administrators to review student progress.
- Facilitate lessons on College and Career planning.
- Organizational help
- Generate Failure notices/ reports
- Provide resources for academic support
- Communicate with Elementary Counselors to discuss incoming 7th grade students' needs.
- Participate in IEP/ 504 meetings.
- Provide support for 7th grade transition to Junior High
- Counselors will refer a family to DCP&P if student is deemed to be unsafe in the home

HIGH SCHOOL COUNSELING

Haddon Heights High School counselors work with teachers, parents, administrators and the community to help students become successful while in high school and beyond. Counselors utilize the classroom, group activities, and individual counseling to meet student needs in the areas of personal/social, academic, and goal setting. Study skills, decision-making, problem-solving, and career planning are emphasized to prepare students for the transition to the world of work. Specific responsibilities of the High School Counselor include but are not limited to:

- Aid with post-graduation plans, such as college or technical school admissions, or entering the military.
- Participate in CST, 504 and I&RS meetings.
- Facilitating parent/teacher conferences.
- Conducting orientation programs.
- Interpreting scores and educational data.
- Collaborates with the Child Study Team, 504 Coordinator, crisis counselor, and outside counseling/intervention agencies to provide students with the resources
- Provide short term individual/ group counseling for students in need.
- Crisis Counseling
- Refer students with major mental health disorders to outside providers where they will receive psychiatric evaluations by licensed mental health professionals.
- Schedule and co- facilitate parent/ teacher conferences
- Facilitate AP, PSAT, ASVAB testing
- Review teacher and parent course recommendations, and place students into appropriate classes.
- Attend regular meetings with High School teachers, and administrators to review student progress.
- Facilitate Dual Credit Program
- Disperse college Scholarship information to seniors via Naviance/ e-mai
- Facilitate SAC services
- Counselors will refer a family to DCP&P if student is deemed to be unsafe in the home

PROFESSIONAL DEVELOPMENT

The Haddon Heights School District counselors have multiple opportunities for ongoing training at various workshops, in-service programs, conferences, and by reading current literature. Counselors hold membership in local and state counseling associations, such as Camden County School Counselors Association (CCSCA), and the New Jersey Counselors Association (NJSCA).

Haddon Heights High School School Counseling Grade Level Calendar

The below table of activities reflects the major components of the counseling program. *Please note that changes/ updates to the Haddon Heights HS Grade Level Calendar are ongoing.*

| Time of Year | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---------------------|--|--|--|--|
| SEMESTER 1 | 9 th Grade Orientation Schedule Adjustments | Schedule Adjustments | Schedule Adjustments | Schedule Adjustments |
| | Transition/Goal Setting Making High School Count Presentation Freshman Survival Guide Presentation | Records check Goal setting | Records check College Visits | Records check College Visits College Planning Review/Naviance Educational Plans & Career Goals Classroom Visits |
| | Progress report Review report cards review/study skills Naviance- Career Interest survey | Progress report Review report cards review/PSAT SAT/ACT Presentation | Progress report Review report cards Classroom visits-PSAT SAT/ACT Presentation | Progress report Review report cards Senior Meetings College Planning Financial Aid Night |
| | Ongoing academic/personal counseling Student Services Guideposts Publication Open House Failure reports-generated every marking period | Ongoing academic/personal counseling Student Services Guideposts Publication Open House Failure reports-generated every marking period | Ongoing academic/personal counseling Student Services Guideposts Publication Open House Failure reports-generated every marking period | SAT/ACT Prepare transcripts Senior Failure List Student Services Guideposts Publication Open House Ongoing academic/personal counseling Failure reports-generated every marking period |
| | Attendance/grade review | Interpret PSAT scores | Interpret PSAT scores ASVAB | Process college applications ASVAB |

| | | | | |
|--|--|-------------------------|-----------------------------|-----------------------------|
| | | Attendance/grade review | SAT Attendance/grade review | SAT Attendance/grade review |
|--|--|-------------------------|-----------------------------|-----------------------------|

| Time of Year | 9TH Grade | 10TH Grade | 11TH Grade | 12TH Grade |
|---------------------|---|--|--|---|
| SEMESTER 2 | Mid-year academic review Family Roles/Family Tree Presentation | Mid-year academic review | Mid-year academic review Student Services Guideposts Publication | Student Services Guideposts |
| | Course selection Goal setting Presentation | Course selection Goal setting Presentation | Course selection Goal setting Presentation | Transition planning |
| | NJSLA 8 th Grade Presentations to incoming 8 th graders & parents | NJSLA | NJSLA Evening Program College Planning Night | Final college selection Senior Failure lists |
| | Attendance/grade/credit review | Attendance/grade/credit review Summer school sign-ups | Post-high school planning/Naviance Making College Count | Final senior review/graduation plans |
| | Failure Notices Summer School sign ups | AP Exams | AP Exams | AP Exams |
| | | Failure notices | SAT Failure Notices | SAT Failure Notices |
| | | | Attendance/grade review | Attendance/grade review |
| | | | Summer school sign-ups | Graduation Awards/Scholarships |
| | | | | Summer school sign-ups |