

Washington Township School District

## GUIDANCE

Port Colden Elementary School  
Brass Castle Elementary School

Adopted April, 2009

## GUIDELINES FOR DELIVERY OF GUIDANCE

### Statement of Philosophy

#### **I. Purpose:**

The purpose of the Washington Township Elementary School's infused guidance program is to help students develop self-awareness, self-esteem, coping skills, and interpersonal/social skills.

The goal is for all students to become mature, thinking, skilled young people, well prepared to function throughout their lives to their fullest capabilities. Development of these skills assist students in achieving a satisfying and productive life, academically, personally, emotionally and socially.

#### **II. Group Delivery:**

The Curriculum is infused in effective units of the Health Curriculum grades K-6, in Social Studies Curriculum grades K-6 and in the Responsive Classroom grade-level activities. Guidance topics are best taught in context with an eye towards application rather than as isolated skills.

Other group delivery methods include: class discussions in Reading, Language Arts, Social Studies and Science; varying groups of instruction for academics, physical education (adaptive), and social activities; peer tutoring, behavior management systems in classrooms, playground, lunchroom; articulation with Middle School for grouping, academic assistance, special programs and other services.

In addition, staff is provided with in-services on topics of interest (i.e., crisis intervention, Responsive Classroom activities). Staff and students receive awareness training via CAP program, special assemblies / performances, group / individual counseling, staff consultation with nurse and school psychologist.

#### **III. Individual Delivery:**

Screening procedures are provided to identify children with varying needs as preschoolers, by the speech/language specialist, health care provider/nurse, and Child Study Team. Evaluation procedures considered may include norm-referenced tests, criterion referenced tests, observations, and informal measures.

Individual and small group counseling is provided on a short term basis by the school psychologist or the school nurse, depending on topic and need. Mental health issues, coping skills, first aid, hygiene and self-care, and nutritional guidance may be addressed by the nurse. Mental health issues, coping skills, social skills, relationship issues, and family problems may be addressed by the school psychologist.

Individual or small group sessions are conducted on a regular basis with parent permission. Consultation with teachers, administrators, and parents is provided as well to support children. Crisis intervention services are provided as needed immediately by the social worker, nurse, school psychologist and the Crisis Intervention Team designated by the school.

#### **IV. Evaluation:**

Evaluation of the myriad skills are conducted through regular testing via classroom curriculum listed above. In addition, informal observation, pupil-teacher interactions and conferencing as well as pupil-nurse, pupil-psychologist, and pupil-administrator conferencing, aid in evaluating guidance outcomes. Conferences between parents and teacher, administrator, nurse, and school psychologist are also a valuable means of evaluation.

Evaluation of curriculum development in this area is conducted through surveys.

#### **V. Resources:**

The delivery of guidance requires all staff (teachers, nurse, social worker, psychologist, administrators) to work together. Other resources include: library resources such as DVDs, videos, magazines, books, Child Study Team services, Social agencies such as Family Guidance, DYFS, Community and industry volunteers such as fire department, police, guest speakers, publications such as Master Teacher, NASP publications, games / workbooks.

#### **VI. Format of Curriculum:**

As the guidance curriculum does not stand alone, but rather is infused into other curriculum, the goals and objectives have been matched with the grade levels at which they will be addressed. A key has been provided to identify these matches.

The following chart is to show at what grade levels the Guidance Curriculum goals and objectives are infused into the Social Studies and Health Curriculum (including Responsive Classroom) goals and objectives.

Previous goals and objectives infused in Social Studies and Health (including Responsive Classroom).

These goals are an integral part of each classroom, but are specifically taught at these grade levels.

<b>DEVELOP A SENSE OF THEMSELVES - STUDENTS WILL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Identify basic needs	X	X	X	X	X	X	X
Develop self-awareness				X	X	X	X
Develop good self-esteem			X	X	X	X	X
Develop good interpersonal relationships and self-confidence	X	X	X	X	X	X	X
<b>DEVELOP AN UNDERSTANDING OF OTHERS – STUDENTS WILL</b>							
<b>DEVELOP AN UNDERSTANDING OF OTHERS – STUDENTS WILL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Develop good interpersonal relationships			X	X	X	X	X
Identify and accept differences among people				X	X	X	X
Develop an understanding of the effect of people upon each other				X	X	X	X
Develop communication skills that enhance interpersonal relationships				X	X	X	X
<b>UNDERSTAND AND DEAL WITH EMOTIONS – STUDENTS WILL</b>							
<b>UNDERSTAND AND DEAL WITH EMOTIONS – STUDENTS WILL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Identify feelings				X	X	X	X
Express feelings in appropriate or acceptable way				X	X	X	X
Develop strategies for dealing with emotions	X	X	X	X	X	X	X
<b>DEVELOP SENSE OF VALUES – STUDENTS WILL</b>							
<b>DEVELOP SENSE OF VALUES – STUDENTS WILL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Identify positive and negative value systems			X	X	X	X	X
Develop problem-solving skills relating to value systems			X	X	X	X	X
Develop decision-making skills relating to value systems				X	X	X	X
Develop an understanding and ability to deal with peer pressure				X	X	X	X
Develop an awareness of and strategies for dealing with drugs and alcohol		X	X	X	X	X	X
<b>DEVELOP AN AWARENESS OF AN APPRECIATION FOR VARIOUS VOCATIONS – STUDENTS WILL</b>							
<b>DEVELOP AN AWARENESS OF AN APPRECIATION FOR VARIOUS VOCATIONS – STUDENTS WILL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Become aware of various vocations	X	X	X	X	X	X	X
Develop awareness of gender-free vocational opportunities	X	X	X	X	X	X	X
<b>DEVELOP WORKPLACE READINESS SKILLS – STUDENTS WILL</b>							
<b>DEVELOP WORKPLACE READINESS SKILLS – STUDENTS WILL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Demonstrate employability and work habits such as honesty, dependability, promptness and getting along with others	X	X	X	X	X	X	X
Identify personal interest, abilities and skills	X	X	X	X	X	X	X
Describe the importance of academic and occupational skills to achievement in the work world						X	X