



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

Office of Curriculum and Instruction

PROGRAM MAP

DEPARTMENT	School Counseling	
GRADE BAND	✓	7-8
LAST REVISION DATE	June 2023	
BOE APPROVAL DATE	July 17, 2023	

DEPARTMENT OVERVIEW

2019 ASCA National Model Aligned with MTSS

Across all Tiers, School Counselors:

- DEFINE** MTSS and SC program:
 - Grounded in *Mindsets & Behaviors* and professional standards
- MANAGE** MTSS and SC program:
 - Belief, vision, mission, goals
 - Program planning tools
 - Data and action plans
- DELIVER** prevention and intervention activities that are:
 - Culturally-responsive
 - Evidence-based
 - Focused on *academic, career and social/emotional domains*
- ASSESS** MTSS and SC programs:
 - Program/SC assessment & appraisal
- Incorporate **ASCA THEMES**:
 - Collaboration
 - Leadership
 - Advocacy
 - Systemic Change

@SchCouns4MTSS

Tier 3: Indirect Services for FEW
Chronic, complex needs; Consult & collaborate; Wrap-around support; Facilitate referrals

Tier 2: Direct & Indirect Services for SOME
Individual/small group counseling, instruction, appraisal & advisement; Consult and collaborate with teachers/staff, parents and community providers

Tier 1 Direct & Indirect Prevention for ALL
School counseling classroom instruction (lessons); Large group/school-wide activities & initiatives; Student appraisal & advisement; Staff & family training/workshops; Community partnerships

Based on:
Goodman-Scott, Betters-Bubon & Donohue (2016)
Professional School Counseling
The ASCA National Model (2019)

For more information (Routledge, 2019):

The Middle School Counseling department seeks to support all students and staff in flourishing through the use of comprehensive programming as set forth by the American School Counselor Association. Counselors collaborate with all stakeholders to create an environment for personal, social, emotional, and academic success and wellness. Counselors seek to build a climate of belonging and connection in which each individual feels as though they are safe, valued, respected and celebrated for their unique contribution to our learning environment. The comprehensive counseling program utilizes a data driven, strength-based, and multi-tiered system of supports to educate and empower each child for future college, career and community planning and becoming a successful and responsible global citizen and life-long learner throughout college, career and community pursuits.

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COUNSELOR STANDARDS

Set forth by the American School Counselor Association:

- [ASCA School Counselor Professional Standards & Competencies](#) (copy attached)
- [ASCA Ethical Standards for School Counselors](#) (copy attached)

Professional Development

- School counselors will meet the professional development requirements for the district, as well as, their professional organizations.
 - GCN Trainings
 - District Turnkey Trainings
 - District PD Trainings

PLC Requirements

- Counselors on grade level teams will meet once per month to connect and discuss consistency in deliverable content (i.e., Tier 3 classroom lessons) across grade levels, as well as best practice methods throughout the year

TIER 3 - INDIVIDUAL DIRECT SERVICES OVERVIEW

ASCA Mindset and Behavior Standards ASCA PDF (copy attached)	Objectives/Activities	Assessment/Evaluation
<p>Mindsets:</p> <p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p>M 3. Positive attitude toward work and learning</p> <p>M 4. Self-confidence in ability to succeed</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success.</p> <p>Behaviors:</p> <p>B-LS 1. Critical thinking skills to make informed decisions</p> <p>B-LS 2. Creative Approach to learning, tasks and problem solving</p> <p>B-LS 3. Time-management,</p>	<p>Individual student meetings by request, referral or otherwise needed (social, emotional, academic support) to develop skills and strategies related to: Emotion Regulation & Expression, Anxiety, Self-Esteem building, Impulse Control, Social Skills/Peer Issues, Decision-making, Motivation, Behavior support, Crisis, Academic support, Grief support, Changing families support, Current events & Trends</p>	<p>Discipline/behavioral referrals, report cards, stakeholder feedback</p>

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<p><i>organizational and study skills</i> B-LS 7. Long- and short-term academic, career and social/emotional goals B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 6. Ability to identify and overcome barriers B-SMS 7. Effective coping skills B-SMS 10. Ability to manage transitions and adapt to change B-SS 1. Effective oral and written communication skills and listening skills B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 3. Positive relationships with adults to support success B-SS 4. Empathy B-SS 5. Ethical decision-making and social responsibility B-SS 6. Effective collaboration and cooperation skills B-SS 7. Leadership and teamwork skills to work effectively in diverse groups B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary B-SS 9. Social maturity and behaviors appropriate to the situation and environment B-SS 10. Cultural awareness, sensitivity and responsiveness</p>		
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 4. Self-confidence in ability to succeed</p>	<p>Risk Assessments</p>	<p>Student safety/behaviors, Stakeholder feedback</p>

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<p>Behaviors: B-SMS 6. Ability to identify and overcome barriers B-SMS 7. Effective coping skills B-SMS 9. Personal safety skills</p>		
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 4. Self-confidence in ability to succeed</p> <p>Behaviors: B-SMS 6. Ability to identify and overcome barriers B-SMS 7. Effective coping skills B-SMS 9. Personal safety skills</p>	<p><i>Re-entry and Safety Plans</i></p>	<p><i>Student safety/behaviors, teacher feedback,</i></p>
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 4. Self-confidence in ability to succeed</p> <p>Behaviors: B-LS 1. Critical thinking skills to make informed decisions B-LS 4. Self-motivation and self-direction for learning B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 5. Perseverance to achieve long and short-term goals B-SMS 6. Ability to identify and overcome barriers B-SMS 7. Effective coping skills B-SMS 9. Personal safety skills B-SMS 10. Ability to manage transitions and adapt to change B-SS 1. Effective oral and written communication skills and listening skills</p>	<p><i>Mental Health Screenings, Liaison for school and mental health programs (IOP/PHP/other), Re-entry meetings</i></p>	<p><i>Stakeholder feedback</i></p>

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<p>B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them</p> <p>B-SS 3. Positive relationships with adults to support success</p> <p>B-SS 4. Empathy</p> <p>B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</p> <p>B-SS 9. Social maturity and behaviors appropriate to the situation and environment</p>		
<p>Mindsets:</p> <p>M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p>M 3. Positive attitude toward work and learning</p> <p>M 4. Self-confidence in ability to succeed</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors:</p> <p>B-LS 7. Long- and short-term academic, career and social/emotional goals</p> <p>B-LS 8. Engagement in challenging coursework</p> <p>B-SS 3. Positive relationships with adults to support success</p>	<p><i>New Registrations: Create schedule and assist with student acclimation</i></p>	<p><i>Stakeholder feedback</i></p>
<p>Mindsets:</p> <p>M 3. Positive attitude toward work and learning</p> <p>M 4. Self-confidence in ability to succeed</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success.</p> <p>Behaviors:</p> <p>B-LS 7. Long- and short-term academic, career and social/emotional goals</p>	<p><i>Academic Planning for High School, Vo-Tech and Private School Applications</i></p>	<p><i>Successful completion of applications & completion of course selection for HHS, HHS Counselor feedback</i></p>

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<p>B-LS 8. Engagement in challenging coursework B-SS 3. Positive relationships with adults to support success</p>		
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors: B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 6. Ability to identify and overcome barriers B-SMS 7. Effective coping skills B-SMS 10. Ability to manage transitions and adapt to change B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 3. Positive relationships with adults to support success B-SS 4. Empathy B-SS 5. Ethical decision-making and social responsibility B-SS 6. Effective collaboration and cooperation skills B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary B-SS 9. Social maturity and behaviors appropriate to the situation and environment</p>	<p>Community Referrals</p>	<p>Stakeholder feedback</p>
<p>TIER 3 - INDIVIDUAL INDIRECT SERVICES</p>		
<p>ASCA Mindset and Behavior</p>	<p>Objectives/Activities</p>	<p>Assessment/Evaluation</p>

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<p>Standards ASCA PDF (copy attached)</p>		
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors: B-LS 1. Critical thinking skills to make informed decisions B-LS 3. Time-management, organizational and study skills B-LS 7. Long- and short-term academic, career and social/emotional goals B-LS 10. Participation in enrichment and extracurricular activities B-SMS 1. Responsibility for self and actions B-SMS 4. Delayed gratification for long-term rewards B-SMS 8. Balance of school, home and community activities B-SS 6. Effective collaboration and cooperation skills B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary B-SS 10. Cultural awareness, sensitivity and responsiveness</p>	<p><i>Parent meetings/conferences by request or as needed for support and collaboration.</i></p>	<p><i>Student grades, Attendance, Discipline/behavioral referrals, report cards, teacher feedback, parent/guardian feedback</i></p>
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning</p>	<p><i>Student Support and Advocacy in CST Meetings and/or teacher meetings</i></p>	<p><i>Grades, Attendance, Stakeholder feedback and Observation</i></p>

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<p>M 4. Self-confidence in ability to succeed</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors:</p> <p>B-LS 2. Creative approach to learning, tasks and problem solving</p> <p>B-LS 4. Self-motivation and self-direction for learning</p> <p>B-LS 7. Long- and short-term academic, career and social/emotional goals</p> <p>B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias</p> <p>B-SMS 1. Responsibility for self and actions</p> <p>B-SMS 2. Self-discipline and self-control</p> <p>B-SMS 3. Independent work</p> <p>B-SMS 6. Ability to identify and overcome barriers</p> <p>B-SMS 10. Ability to manage transitions and adapt to change</p> <p>B-SS 1. Effective oral and written communication skills and listening skills</p> <p>B-SS 3. Positive relationships with adults to support success</p> <p>B-SS 5. Ethical decision-making and social responsibility</p> <p>B-SS 6. Effective collaboration and cooperation skills</p>		
<p>Mindsets:</p> <p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p>M 3. Positive attitude toward work and learning</p> <p>M 4. Self-confidence in ability to succeed</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors:</p>	<p><i>I&RS Team Member, assistance in development of action plan interventions</i></p>	<p><i>Stakeholder feedback</i></p>

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<p>B-LS 2. Creative approach to learning, tasks and problem solving B-LS 3. Time-management, organizational and study skills B-LS 4. Self-motivation and self-direction for learning B-LS 5. Media and technology skills to enhance learning B-LS 7. Long- and short-term academic, career and social/emotional goals B-SMS 3. Independent work B-SMS 6. Ability to identify and overcome barriers B-SMS 7. Effective coping skills B-SS 1. Effective oral and written communication skills and listening skills B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</p>		
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success</p> <p>Behaviors: B-LS 2. Creative approach to learning, tasks and problem solving B-LS 3. Time-management, organizational and study skills B-LS 4. Self-motivation and self-direction for learning B-LS 5. Media and technology skills to enhance learning B-LS 7. Long- and short-term academic, career and</p>	<p>504 Plan Coordination, plan development, and system/data entry</p>	<p>Grades, Attendance, Stakeholder feedback, Student behavior</p>

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<p><i>social/emotional goals</i> B-SMS 3. Independent work B-SMS 6. Ability to identify and overcome barriers B-SMS 7. Effective coping skills B-SS 1. Effective oral and written communication skills and listening skills B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</p>		
<p>Mindsets M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success</p> <p>Behaviors: B-LS 4. Self-motivation and self-direction for learning B-LS 7. Long- and short-term academic, career and social/emotional goals B-LS 8. Engagement in challenging coursework B-SMS 5. Perseverance to achieve long and short-term goals B-SS 3. Positive relationships with adults to support success</p>	<p><i>Review Student Course Failures and Attendance issues each marking period & confer in I&RS committee meetings</i></p>	<p><i>Stakeholder feedback</i></p>
<p>Mindsets M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success</p> <p>Behaviors: B-LS 4. Self-motivation and self-direction for learning</p>	<p><i>Adjust Academic schedules based on course failures and/or Teacher recommendation</i></p>	<p><i>Grades, Report cards, Stakeholder feedback</i></p>

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Course Title: School Counseling

<p>B-LS 7. Long- and short-term academic, career and social/emotional goals B-LS 8. Engagement in challenging coursework B-SMS 5. Perseverance to achieve long and short-term goals B-SS 3. Positive relationships with adults to support success</p>		
TIER 2 SMALL GROUP DIRECT SERVICES		
<p>ASCA Mindset and Behavior Standards ASCA PDF (copy attached)</p>	<p>Objectives/Activities</p>	<p>Assessment/Evaluation</p>
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors: B-LS 4. Self-motivation and self-direction for learning B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-LS 10. Participation in enrichment and extracurricular activities B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 5. Perseverance to achieve long and short-term goals B-SMS 7. Effective coping skills B-SMS 10. Ability to manage transitions and adapt to change B-SS 2. Positive, respectful and supportive relationships with students who are similar to and</p>	<p><i>Small group interventions by parent request, staff referral or otherwise needed (social, emotional, behavioral, academic support)</i></p> <p><i>Dependent on demonstrated student need and teacher/CST recommendations</i></p> <p><i>Topics typically include but are not limited to: Grief support, Peer Issues, Family Issues, Anxiety & Stress Management</i></p>	<p><i>Stakeholder feedback, Student behavior</i></p>

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<p><i>different from them</i> B-SS 4. Empathy B-SS 5. Ethical decision-making and social responsibility B-SS 6. Effective collaboration and cooperation skills B-SS 7. Leadership and teamwork skills to work effectively in diverse groups B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary B-SS 9. Social maturity and behaviors appropriate to the situation and environment</p>		
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<p><i>Resources</i></p>	<p><i>Board approved Second Step Curriculum, Good Grief Group Materials</i></p>
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TIER 1 SCHOOL-WIDE INDIRECT SERVICES

<p>ASCA Mindset and Behavior Standards ASCA PDF <i>(copy attached)</i></p>	<p>Objectives/Activities</p>	<p>Assessment/Evaluation</p>
<p>Mindsets: M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>Behaviors: B-LS 3. Time-management, organizational and study skills B-LS 4. Self-motivation and self-direction for learning B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 3. Independent work B-SMS 5. Perseverance to achieve</p>	<p><i>8th Grade Parent Night Education - HHS Information</i></p>	<p><i>Stakeholder feedback</i></p>

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<p><i>long and short-term goals</i> B-SMS 6. Ability to identify and overcome barriers B-SMS 7. Effective coping skills B-SMS 8. Balance of school, home and community activities B-SS 1. Effective oral and written communication skills and listening skills B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 3. Positive relationships with adults to support success B-SS 4. Empathy B-SS 5. Ethical decision-making and social responsibility B-SS 6. Effective collaboration and cooperation skills B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</p>		
<p>N/A</p>	<p><i>Teacher collaboration & support</i></p>	<p><i>Teacher feedback</i></p>
<p>N/A</p>	<p><i>Coordinate with ARIS & HHS Counselors regarding the transition of rising 7th graders and 9th graders</i></p>	<p><i>Stakeholder feedback</i></p>
<p>TIER 1 SCHOOL-WIDE DIRECT SERVICES</p>		
<p>ASCA Mindset and Behavior Standards ASCA PDF <i>(copy attached)</i></p>	<p>Objectives/Activities</p>	<p>Assessment/Evaluation</p>
<p>Mindsets M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success Behaviors:</p>	<p><i>8th Grade Classroom Presentations to review HHS Course Selection Process</i></p>	<p><i>Student feedback, HHS scheduling efficiency</i></p>

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<p><i>B-LS 1. Critical thinking skills to make informed decisions</i></p> <p><i>B-LS 4. Self-motivation and self-direction for learning</i></p> <p><i>B-LS 7. Long- and short-term academic, career and social/emotional goals</i></p> <p><i>B-LS 8. Engagement in challenging coursework</i></p> <p><i>B-SMS 5. Perseverance to achieve long and short-term goals</i></p> <p><i>B-SS 3. Positive relationships with adults to support success</i></p>		
<p>Mindsets</p> <p><i>M 3. Positive attitude toward work and learning</i></p> <p><i>M 4. Self-confidence in ability to succeed</i></p> <p><i>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</i></p> <p><i>M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success</i></p> <p>Behaviors:</p> <p><i>B-LS 1. Critical thinking skills to make informed decisions</i></p> <p><i>B-LS 4. Self-motivation and self-direction for learning</i></p> <p><i>B-LS 7. Long- and short-term academic, career and social/emotional goals</i></p> <p><i>B-LS 8. Engagement in challenging coursework</i></p> <p><i>B-SMS 5. Perseverance to achieve long and short-term goals</i></p> <p><i>B-SS 3. Positive relationships with adults to support success</i></p>	<p><i>Scheduling for Next Academic School Year</i></p>	<p><i>Stakeholder feedback</i></p>
<p>N/A</p>	<p><i>NJSLA Duties & Make-up Proctoring</i></p>	<p><i>Successful completion of testing, VP feedback</i></p>