

**The Guidance Department
meets both GDRMS and
District goals.**

GDRMS Goals:

Goal 1

To explore becoming a Turning Points School – Turning Point coaches have been providing teachers with professional development related to effective teaming practices.

Goal 5

To educate the whole child through the Integrated Arts curriculum, after school activities and athletic programs – Project based learning and interdisciplinary, thematic units are some examples of learning activities that continue to take place in many classrooms.

District Goal:

Goal 1

To support the development of the whole student

Statement of Non-Discrimination

It is the policy of the Groton-Dunstable Regional School District not to discriminate on the basis of race, religion, color, gender, disability, sexual orientation, national origin or homelessness in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments, Chapter 622 of the Acts of 1971, and Section 504 of the Rehabilitation Act. Also, students will not be excluded for reasons of marriage or pregnancy. Requests for information about these laws and/or grievance procedures should be directed to Director of Curriculum and Staff Development, Groton-Dunstable Regional School District, (978) 448-5505.




**GUIDANCE COUNSELING
DEPARTMENT**

GUIDANCE COUNSELING DEPARTMENT

June Grove

Paige Leone

Cara Zwicker

**GROTON-DUNSTABLE
REGIONAL MIDDLE SCHOOL**

TEL: 978-448-6155

The Middle School Student

At the Turning Point/*The Young Adolescent Learner*

Between the ages of 10-14, the young adolescent grows and develops more rapidly than during any other stage except for infancy.

5 Key Areas of Young Adolescence

- 1) **Intellectual** – developing the ability to analyze their own and other's thinking; not primarily focused on academic matters but rather on the self in relation to these ideas
- 2) **Social** – need to belong to a peer group and feel accepted, learning how people respond to their actions, both positive and negative; social emotional concerns often block out academic issues,
- 3) **Physical** – intense and unfamiliar physiological changes cause adolescents to be painfully self-conscious about their appearance
- 4) **Emotional** – frequently changing intense feelings often cause an emotional rollercoaster marked by mood swings; adolescents often exaggerate small concerns and often become self-absorbed in these feelings
- 5) **Moral** – transitioning from focus on one's own needs and interest to considering the feelings and rights of others

How Can The Guidance Counselor Help?

The Counseling staff helps students benefit from their school experience through attention to personal, social, emotional and academic needs.

Each student is assigned a guidance counselor: June Grove, Paige Leone or Cara Zwicker. This information will be available on each student's schedule and on the GDRMS website.

Currently, the 5th grade class is split amongst the guidance counselors. One guidance counselor starts with the entire 6th grade and follows those same students through 8th grade. This allows the counselor and student to build a better understanding of the student's needs and promotes healthier relationships.

Students may see their guidance counselor through a referral from themselves, parents/guardians, school staff or with a peer.



Services Offered by Guidance

Counseling is offered at both individual and group levels to help students make appropriate decisions and to foster a clear understanding of themselves and others.

Each counselor provides individual and group counseling around developmentally appropriate middle school issues/concerns, which may include:

- Peer relationships
- Divorce/Separation
- Transitions
- Adjustment

The counseling staff also helps coordinate communication between the school, families, and outside providers.

Parents are encouraged to call their child's counselor with any concerns questions.

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