

**Chapter 339**  
**PENNCREST School District**  
**K-12 School-Counseling Plan**

**School District:** PENNCREST School District  
**Date:** 2018 - 2019 School Year

**1. School Counselors and Assignments: Counselor names, buildings and counselor/student ratios**

**Elementary Grades K-6:** Updated 8/16/18

Steve Burick, Cambridge Springs Elementary (464:1)

Cindy Johnson, Maplewood Elementary (499:1)

Darrell Shields, Saegertown Elementary (464:1)

**Secondary Grades 7-12:** Updated 8/16/18

Laura Peterson, Cambridge Springs Jr/Sr High School (388:1)

Diane Hornstein, Maplewood Jr/Sr High School (501:1)

Rose Watt, Saegertown Jr/Sr High School (457:1)

**2. PENNCREST School-Counseling Department Mission Statement:**

To deliver a comprehensive counseling program, the PENNCREST School District with the support of parents, educators, post-secondary institutions and business/community partners will provide resources within the Academic, Personal/Social and Career domains to assist all students in acquiring the skills, knowledge and attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners.

**PENNCREST School District Mission Statement:**

PENNCREST School District's Mission is to provide resources and opportunities that challenge students, assess their educational progress, provide a system of support and empower all to become confident lifelong learners.

**The Penncrest School District's Counseling Department's program goals are to provide consistent programming for K-12 students in the three domains; academic, personal/social, and career. Below are the program goals for Elementary (Career Domain) and Junior/Senior High School (Career Domain) for the 2018-19 school year. New program goals will be added at the beginning of each school year. The program goals listed below will be reported to our Advisory Council during our spring meeting.**

# Elementary SMART Goal

**Initiate a Career Speaker Series (Career Cafe) for students in grades 3-6.**

<b>Specific Issue</b> What is the specific issue based on our school's data?	Students in grade 3-6 have a limited amount of knowledge of career opportunities in the local area. Some students may choose a career based on portrayal in the media, familial expectations and/or perceived income, rather than their personal interests.
<b>Measurable</b> How will we measure the effectiveness of our intervention?	Students will complete a Career Cafe exit ticket after presentation in complete.
<b>Attainable</b> What outcomes would stretch us but is still attainable?	100% of students in grades 3-6 will attend at least 1 career cafe lunch. There will be 10 offerings of the career cafe.
<b>Results-Oriented</b> Is the goal reported in results-oriented data (process, perception and outcome)?  <b>Process-Interventions used, # of students involved, # of staff involved in programs.</b>  <b>Perception-Beliefs, attitudes, knowledge (survey)</b>  <b>Outcome-What changed.</b>	<b>Process – The school counselor will coordinate speakers and develop a schedule</b>  <b>Perception – Students will have a question and answer period of time with each presenter. Students will give school counselor feedback regarding what they learned.</b>  <b>Outcome – Students in grades 3-6 will sign up for at least 1 career cafe speaker lunch.</b>
<b>Time Bound</b> When will our goal be accomplished?	The goal will be accomplished by the end of the 2018-2019 school year.

# Elementary SMART Goal

Increase number of career lessons taught in grades grades K-2

<b>Specific Issue</b> What is the specific issue based on our school's data?	Currently, grades K-2 do not have a career awareness curriculum. Students are unable to identify their "sparks," as well as demonstrate understanding of what a "job path" is.
<b>Measurable</b> How will we measure the effectiveness of our intervention?	Students will be able to identify their "sparks" along with increasing their understanding of what a "job path" is.  The effectiveness of the intervention will be measured by pre/post test assessments
<b>Attainable</b> What outcomes would stretch us but is still attainable?	9 career lessons will be presented in grades K-2 at each elementary school.
<b>Results-Oriented</b> Is the goal reported in results-oriented data (process, perception and outcome)?  Process-Interventions used, # of students involved, # of staff involved in programs.  Perception-Beliefs, attitudes, knowledge (survey)  Outcome-What changed.	<b>Process</b> – Each elementary school counselor and technology teacher will teach 9 career awareness lessons in grades K-2.  <b>Perception</b> – Pre/post test surveying results for grades 1-2 will be collected for each student (Not Kindergarten).  <b>Outcome</b> – The success of the program can be determined by an increase in student scores collectively across the district.
<b>Time Bound</b> When will our goal be accomplished?	The goal will be accomplished by the end of the 2018-2019 school year.

# Elementary SMART Goal

## 5th Grade Visit from Crawford County Career & Technical Center

<b>Specific Issue</b> What is the specific issue based on our school's data?	In order to increase student career awareness, All Penncrest School Districts 5th grade students will attend a presentation by students and teachers from the Crawford County Career & Technical Center.
<b>Measurable</b> How will we measure the effectiveness of our intervention?	Students will complete a "5th Grade CCCTC Visit Exit Ticket." This exit ticket will include what they learned at the presentation, and what program interested them the most.
<b>Attainable</b> What outcomes would stretch us but is still attainable?	The CCCTC presentation will be held in each elementary school. This is coordinated between the school counselor and the CCCTC counselor. The goal is to have 80% of students participate.
<b>Results-Oriented</b> Is the goal reported in results-oriented data (process, perception and outcome)?  Process-Interventions used, # of students involved, # of staff involved in programs.  Perception-Beliefs, attitudes, knowledge (survey)  Outcome-What changed.	<b>Process</b> – All 5th grades will be given the opportunity to attend the CCCTC presentation.  <b>Perception</b> – Students will complete an Exit Ticket Feedback Form asking them to reflect on the presentation and documenting what they learned.  <b>Outcome</b> – Each student will complete the "5th Grade CCCTC Visit Exit Ticket."
<b>Time Bound</b> When will our goal be accomplished?	The goal will be accomplished by mid-October of the 2018-2019 school year.

# Elementary SMART Goal

## 6th Grade Visit to the Crawford County Career & Technical Center

<b>Specific Issue</b> What is the specific issue based on our school's data?	In order to increase student career awareness, All Penncrest School Districts 6th grade students will attend a tour of the Crawford County Career & Technical Center (CCCTC).
<b>Measurable</b> How will we measure the effectiveness of our intervention?	Students will complete a "CCCTC Post-Visit Reflection." This exit ticket will include what program interested them the most, along what school subjects, extracurricular activities or community experiences will help them to prepare for this career.
<b>Attainable</b> What outcomes would stretch us but is still attainable?	The CCCTC tour will be held at the CCCTC. This is coordinated between the school counselor and the CCCTC counselor. The goal is to have 85% of students participate.
<b>Results-Oriented</b> Is the goal reported in results-oriented data (process, perception and outcome)?  Process-Interventions used, # of students involved, # of staff involved in programs.  Perception-Beliefs, attitudes, knowledge (survey)  Outcome-What changed.	<b>Process</b> – All 6th graders will be given the opportunity to attend the tour at the CCCTC.  <b>Perception</b> – Students will complete a Post-Visit Reflection Feedback Form asking them to reflect on the presentation and documenting what they learned.  <b>Outcome</b> – Each student will complete the "6th Grade CCCTC Post-Visit Reflection Form."
<b>Time Bound</b> When will our goal be accomplished?	The goal will be accomplished by the end of the 2018-2019 school year.

# Jr./Sr. High School SMART Goal

<p><b>Specific Issue</b> What is the specific issue based on our school's data?</p>	<p>Students are not exposed to the relationship between coursework and career pathways before entering senior high</p>
<p><b>Measurable</b> How will we measure the effectiveness of our intervention?</p>	<p>Effectiveness will be measured by students creating an individual career plan based on current career interest</p>
<p><b>Attainable</b> What outcomes would stretch us but is still attainable?</p>	<p>100% of 8th grade students will develop an individual career plan with their counselor.</p>
<p><b>Results-Oriented</b> Is the goal reported in results-oriented data (process, perception and outcome)? Process-Interventions used, # of students involved, # of staff involved in programs. Perception-Beliefs, attitudes, knowledge (survey) Outcome-What changed.</p>	<p>In the 2018/2019 SY, 100% of 8th grade students will develop an individual career plan they can refer to year to year when choosing courses and make changes based on changes in their career goals.</p>
<p><b>Time Bound</b> When will our goal be accomplished?</p>	<p>Spring of 2019</p>

**4. Stakeholders:**

**Parents**

We provide orientation and programs to new and transitioning students and their families, consultation and connection to community based resources and mental health providers, crisis intervention, and access to financial aid and post-secondary institutions.

Parents and Guardians support our students by holding their sons and daughters academically and socially accountable through monitoring their grades, discipline, and attendance reports, attending meetings, participating in advisory committees, and volunteering.

**Students**

Students are the main focus of our school counseling program. Our program is modeled to meet their individual academic, career, personal, and social needs. Students benefit by participating in PBIS, IST/SAP, MDT, 504 planning, mentoring, social skills groups, educational planning and course selection, student recognition programs. Ultimately the goal of the counseling program is to positively impact school climate and lives of each individual student.

Students help deliver the program through their involvement and participation in small and large group instruction, assisting in tutoring/mentoring, and actively seeking appropriate supports when struggling with peer relationship/bullying issues

**Action Plan for Parents/Students in Career Domain (K-12)**

<b>“Big Idea”</b>	<b>Program Goals (SMART Format)</b>	<b>CEW Standards</b>	<b>Grade Level</b>	<b>Activities /Event Description</b>	<b>Data to Measure Impact</b>	<b>Timeline Beginning &amp; End</b>
Develop a Strategy to educate parents about our Chapter 339 plan	In the 2018-2019 SY, all PENNCREST School District parents will be exposed to the Chapter 339 plan via the district website	13.1.D	k-12	Post the completed 339 plan to our district website	Informal Assessment	Fall 2018
Identify and Invite parents and students to participate on PENNCREST Advisory Council	In the 2018-2019 SY, Counselors will increase parent and student involvement on the advisory council by adding one parent from each attendance area and an available student	13.1.D 13.3	K-12	Advisory Council Meeting 2x a each year	Evidence of New Members	September 2018
Develop a strategy to connect parent to outside resources	In the 2018-2019 SY, Counselors will conduct a district wide financial aide night to inform parents of the costs of post secondary options	13.2 13.2.E 13.11.E	11 & 12	*two financial aid nights were held in the 2017/18 school year due to changes in FAFSA.  A spring financial aid night will be scheduled. Information will be added to PENNCREST Facebook page	Track Number of families in attendance	Spring 2019 at MHS

## **Educators**

We provide an interdisciplinary team effort to address student needs and educational goals through consultation to teachers, behavior support, academic support, large/small group lessons, and resource access.

Educators help with the delivery of our program by participating in co-facilitation of classroom lessons, communicating the needs/concerns of each individual student, and by understanding the importance of a “team” approach when working with students.

### **Action Plan for Educators**

<b>“Big Idea”</b>	<b>Program Goals (SMART Format)</b>	<b>CEW Standards</b>	<b>Grade Level</b>	<b>Activities /Event Description</b>	<b>Data to Measure Impact</b>	<b>Timeline Beginning &amp; End</b>
Teachers will help facilitate artifact collection within their classrooms	In the 2018-2019 SY K-6 and 7-12 teachers and counselors will work with students in creating two career artifacts	13.2.C 13.2.D	K-12	Portfolio Artifacts from Classroom Lesson or Career Cruising (Web Based Career Planning Tool)	6 artifacts by grade 5  6 artifacts by grade 8  8 artifacts by grade 11	2018-2019 School Year
An increased number of staff will attend Educator in the Work Place.	In the 2018-2019 SY, Counselors will advertise the time, date and location to school staff of the Spring Educator in the Work Place.	13.1.H	K-12	-Announce at faculty meetings prior to event.	Increased number of staff attendance	Spring of 2019

## **Business/Community**

At the elementary level, many different community organizations support our elementary counseling curriculum by providing educational classes to our different grade levels throughout the school year. In addition, local businesses and entrepreneurs participate in elementary career awareness opportunities through classroom visits which are connected to the current grade level curriculum.

We provide learning opportunities, mock interviews, and skill development for future employment. We encourage juniors to job shadow with local businesses to understand the job market, invite community members to present in classrooms, and co-sponsor events and activities.

Members of the business community support the school counseling program by providing resources, career advisory, and mentoring programs for students. This includes business week, career days, financial/material donations, scholarships, job shadowing, and co-op.

### **Action Plan for Business/Community**

<b>“Big Idea”</b>	<b>Program Goals (SMART Format)</b>	<b>CEW Standards</b>	<b>Grade Level</b>	<b>Activities /Event Description</b>	<b>Data to Measure Impact</b>	<b>Timeline Beginning &amp; End</b>
Prepare students for the world of work by utilizing business and community members in the classroom	In the 2018-19 SY, All senior students will complete a mock interview with a business partner	13.2.A	12	*Seniors will prepare a resume, practice interview skills, learn how to shake hands and dress professionally. *They will complete a job interview with a business person	Resume, mock interview will be graded in English 12	Fall 2018
Develop a career activity outside the building	In the 2018-2019 SY, All 8th grade students will attend a career fair	13.1.8	8	8th grade students will interview 3 individuals at the Career Fair, complete the booklet provided and write a reflection	Completion for an English grade	Fall 2018
Use business and community members as speakers to create a Career Cafe for elementary age students.	In the 2018-19 SY, students in grades 4 - 6 students will have opportunities to attend lunch presentations with guest speakers from the community	13.1.E 13.1.H 13.2.A	4-6	School Counselors will recruit community members who are willing to speak to students about their career.	Students will complete an exit ticket.	2018-19 SY

**Post-Secondary**

We prepare our students for the world of work or ongoing educational training by providing opportunities to first identify their abilities and interests, explore careers, and understand the connection between education and seeking employment or furthering their educational opportunities.

Our post-secondary stakeholders support our programs by providing presentations in the classroom about jobs or training opportunities, they provide parent presentations in the evenings. They also schedule college fairs, dual enrollment opportunities, military awareness and ASVAB testing.

**Action Plan for Post-Secondary**

“Big Idea”	Program Goals (SMART Format)	CEW Standards	Grade Level	Activities /Event Description	Data to Measure Impact	Timeline Beginning & End
Continue to invite postsecondary personnel to maintain and build connections with our students	In the 2018/19 SY, college admissions counselors/Military will present to students	13.2.5D	11-12	*Lunchroom tables for military recruiters. *College Admission officers visits. *Send students to college and career fairs locally *invite potential employers	Number of students who attend visits	Fall and Spring
Increase awareness of community resources for students entering the world of work	In the 2018/2019 SY, Students will learn how to access CareerLink services		12	*CareerLink resources will be provided to seniors *a spring meeting will be held for interested students	Number of students referred to CareerLink	Spring 2019
Continue with the development of career portfolio for students in grades K-12	In the 2018-19 SY, students in grades K-12 will access Career Cruising to assist in their career development.	13.2.D	K-12	Career Cruising program	Portfolios Career Cruising	2018-19 SY

**5. Role of the School Counselor:**

**A. Leader: Spearheading Mentoring Programs, Renew Facilitator, PBIS coaches, Student leadership teams, Charity drives, School Assessment Coordinators, Career planning and post-secondary planning and opportunities.**

**B. Advocate: Advocate for student/parent/teacher needs, at IEP meetings, ESAP, IST, 504 planning meetings, parent conferences, advocating when there is a discipline referral. We advocate for our profession with administrators and school board members.**

**C. Collaborator: We collaborate with teachers on cross curricular lessons planning to deliver lessons on the three Domain areas of Career, Academic, and Personal/Social. We provide ongoing consultation and support to teachers and parents to support students with varying needs. We are a member of many school-wide and district wide teams (ie. SAP, ESAP, IST, PBIS, Drop-out prevention). We collaborate with local colleges, businesses, and other community members to provide post-secondary options for our high school students. We collaborate with multiple human service agencies and institutions to support our students with mental health needs.**

**D. Agent of Systemic Change: Team member of most new initiatives within the district, Active in seeking opportunities for ongoing professional development so that we are abreast of current trends in the school counseling profession.**

# PENNCREST Advisory Council

Meeting Dates: Fall: October 18th 2018

Spring: May 15th 2019

Business Partners		
Name	Role	Phone & Address
Eileen Mullen	K-12 Career Programs/ Chamber	908 Diamond Park Meadville, PA 16335 814-337-8030
Eric McGuirk	Crawford County Career & Technical Center	860 Thurston Road Meadville, PA 16335 814-724-6024 Ext: 208
Craig Guy	Hagan Business Machine/Parent	77 Mead Avenue Meadville, PA 16335 1-800-390-0499
District Parents		
Name	Role	Phone & Address
	Saegertown Parent PENNCREST School Board Member	18991 Reservoir Road, Saegertown, PA 16406 Mailing address: 8608 Lojek Road Cochranon, PA 16314 814-392-0662
Kyle Astor	Cambridge Parent	21662 Kyla Drive Saegertown, PA 16433
Becky Mattocks	Maplewood Parent	8424 Lesh Road Titusville, PA 16354
PENNCREST Administration		
Name	Role	Phone & Address
Dr. Tim Glasspool	PENNCREST Superintendent	18741 State Highway 198 Suite 101 PO Box 808 Saegertown, PA 16304
Gerry Deane Mark Gerow	School Board Members	PO Box 934 432 Main Street Saegertown, PA 16433
Jennifer Stevens	Cambridge Springs Elementary Principal	130 Steele Street Cambridge Springs, PA 16403
Tom Baker	Saegertown Jr./Sr. High School	18079 Mook Road

	Principal	Saegertown, PA 16433
Patti Fiely	PENNCREST Director of Student Services	18741 State Highway 198 Suite 101 PO Box 808 Saegertown, PA 16304
<b>Post Secondary Partners</b>		
<b>Name</b>	<b>Role</b>	<b>Phone &amp; Address</b>
Melissa Manning	Edinboro University of Pennsylvania	219 Meadville Street Edinboro, PA 16444
Doug Nelson	Precision Machining	764 Bessemer Street #105 Meadville, PA 16335

**7. Program Calendars:**

<b>Monthly Program Counseling Calendar for <u>Cambridge Springs, Maplewood, and Saegertown Schools</u></b>		
<p><b>Key:</b> <b>Green:</b> School Counseling Curriculum  <b>Purple:</b> Prevention, Intervention and Responsive Services  <b>Blue:</b> Individual Student Planning  <b>Maroon:</b> System Supports</p>		
	<b>Elementary</b>	<b>Secondary</b>
<b>July:</b>		<u>Academic:</u> <ul style="list-style-type: none"> <li>● <b>Master schedule revisions/schedule changes</b></li> </ul> <u>Career</u> <u>Personal/Social</u>
<b>August:</b>	<u>Academic:</u> <ul style="list-style-type: none"> <li>● <b>New student enrollments</b></li> <li>● <b>Kindergarten Orientation</b></li> <li>● <b>Record reviews and scheduling for new students</b></li> <li>● <b>Meet with teachers and review student needs (Ex: 504/IST/ESAP/TSS/SOAR/ROAR)</b></li> </ul> <u>Career:</u>	<u>Academic:</u> <ul style="list-style-type: none"> <li>● <b>7th Grade Orientation</b></li> <li>● <b>Provide staff with individual student 504 plans</b></li> <li>● <b>New Enrollments</b></li> <li>● <b>Schedule Changes</b></li> </ul> <u>Career:</u> <ul style="list-style-type: none"> <li>● <b>CO-OP Coordination</b></li> </ul>

	<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>● Individual counseling related to school transition/other needs as needed</li> <li>● Check in on new students</li> <li>● PBIS Expectations</li> <li>● Olweus Review</li> </ul>	<p><b><u>Personal/Social:</u></b></p>
<b>September:</b>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● Back to School Night/Open House</li> <li>● PSSA Results Reviewed</li> </ul> <p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>● Classroom Lessons</li> </ul> <p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>● Small Group Counseling</li> <li>● Individual Counseling</li> <li>● Classroom Guidance Lessons (K-6)</li> <li>● PBIS Expectations</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● Schedule fixes</li> <li>● PSAT Registration</li> <li>● Open House</li> </ul> <p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>● 9<sup>th</sup> grade: CCCTC classroom visit</li> <li>● Schedule CCCTC tour dates for 9<sup>th</sup> grade</li> <li>● Senior Classes: Transcripts, Scholarship, College App info</li> <li>● Junior Classes: PSAT, SAT info, College search info, Career Fair information</li> </ul> <p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>● Crisis response</li> </ul>
<b>October:</b>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● Bus &amp; Fire Safety Month</li> </ul> <p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>● Career Cluster Survey Grades 5-6</li> <li>● Classroom Lessons</li> </ul> <p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>● Bullying Prevention/Kick Off</li> <li>● Red Ribbon Week</li> <li>● PAYS/PA Health/Safety Schools Survey (6<sup>th</sup> Grade)</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● 12<sup>th</sup> grade post secondary planning interviews</li> <li>● PSAT Coordination/Administration</li> </ul> <p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>● College Admission Rep visits</li> <li>● ASVAB testing coordination with MEPS</li> <li>● 9<sup>th</sup> Grade: coordination, schedule transportation, Break into tour groups</li> </ul> <p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>● Review Progress reports/Identify at risk students</li> <li>● Crisis response</li> </ul>
<b>November:</b>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● Parents/Teacher Conferences</li> <li>● OLSAT Testing (Grade 3)</li> <li>● Classroom Guidance Lessons</li> </ul> <p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>● Veteran's Day</li> <li>● Classroom Guidance Lessons</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● 11<sup>th</sup> Grade Credit checks</li> <li>● Meet with at-risk students</li> <li>● Review grades and send Failure letters</li> <li>● Assist with Keystones/DRC</li> <li>● Honor Roll Report</li> </ul> <p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>● 9<sup>th</sup> grade Tech Interviews</li> </ul>

	<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>● Parent/Teacher Conferences</li> <li>● Food/Coat Drives</li> </ul>	<p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>● Crisis response</li> </ul>
<b>December:</b>	<p><b><u>Academic:</u></b></p> <p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>● Gold Card Luncheon</li> </ul> <p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>● Santa Shops</li> <li>● Toys for Tots</li> <li>● Consultation with outside providers for the holidays</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● Keystone administration/proctoring</li> <li>● PSAT results/disbursements</li> </ul> <p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>● Financial Aid night</li> <li>● ASVAB results reviewed with Juniors</li> </ul> <p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>● Crisis response</li> <li>● Coordinate Christmas gifts for Families</li> </ul>
<b>January:</b>	<p><b><u>Academic:</u></b></p> <p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>● Classroom Lessons</li> </ul> <p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>● Women's Services</li> <li>● Great Kindness Challenge</li> <li>● No Name Calling Week</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● Midyear failure letters</li> <li>● Meet with at-risk students</li> <li>● Schedule changes at semester time</li> <li>● Honor Roll report</li> <li>● Course planning and Course Book updates for next school year</li> </ul> <p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>● Course Selection Assemblies</li> <li>● ASVAB classroom lesson</li> </ul> <p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>● Crisis response</li> <li>● Grade 10: Break Free From Depression Health Class lessons</li> </ul>
<b>February:</b>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● PSSA Prep</li> <li>● Early Intervention Registration</li> </ul> <p><b><u>Career:</u></b></p> <p><b><u>Personal/Social:</u></b></p>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● AP Test Coordination: Money Collection</li> <li>● Individual Course Selection meetings</li> <li>● AP registration</li> </ul> <p><b><u>Career:</u></b></p> <ul style="list-style-type: none"> <li>● 9<sup>th</sup> Grade: Coordinate work sessions</li> <li>● Update Course Selection Sheets</li> </ul> <p><b><u>Personal/Social:</u></b></p> <ul style="list-style-type: none"> <li>● Crisis response</li> </ul>
<b>March:</b>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● PSSA Prep</li> <li>● 6<sup>th</sup> Grade Scheduling for 7<sup>th</sup> Grade</li> <li>● Read Across America</li> </ul>	<p><b><u>Academic:</u></b></p> <ul style="list-style-type: none"> <li>● Order AP Exams</li> <li>● Assist with development of master schedule</li> </ul>

	<p><u>Career:</u></p> <ul style="list-style-type: none"> <li>● Classroom Lessons</li> </ul> <p><u>Personal/Social:</u></p>	<ul style="list-style-type: none"> <li>● PSSA: training, coordination, test inventory</li> </ul> <p><b>*Considering a 9<sup>th</sup> Grade Orientation evening</b></p> <p><u>Career:</u></p> <ul style="list-style-type: none"> <li>● 10<sup>th</sup> Grade Business Week</li> <li>● Scheduling Season begins for 7-11</li> </ul> <p><u>Personal/Social:</u></p> <ul style="list-style-type: none"> <li>● Crisis response</li> </ul>
<b>April:</b>	<p><u>Academic:</u></p> <ul style="list-style-type: none"> <li>● PSSA Administration</li> <li>● Kindergarten Registration</li> <li>● Early Intervention Multi-Disciplinary Evaluations/Meetings</li> </ul> <p><u>Career:</u></p> <ul style="list-style-type: none"> <li>● Coordinate the CCCTC Visit for 6<sup>th</sup> grade</li> <li>● Classroom Lessons</li> </ul> <p><u>Personal/Social:</u></p> <ul style="list-style-type: none"> <li>● Purple Up for Military Students</li> </ul>	<p><u>Academic:</u></p> <ul style="list-style-type: none"> <li>● Failure Reports mailed</li> <li>● Meet with at-risk students</li> <li>● Honor Roll report</li> </ul> <p><u>Career :</u></p> <ul style="list-style-type: none"> <li>● PSSA Coordination</li> <li>● Scholarship forms, letters</li> <li>● AP Prep</li> </ul> <p><u>Personal/Social:</u></p> <ul style="list-style-type: none"> <li>● Crisis response</li> </ul>
<b>May:</b>	<p><u>Academic:</u></p> <ul style="list-style-type: none"> <li>● 6<sup>th</sup> grade Move up Day (Transition)</li> <li>● Class Lists</li> </ul> <p><u>Career:</u></p> <ul style="list-style-type: none"> <li>● CCCTC Visit for 6<sup>th</sup> grade</li> <li>● Classroom Lessons</li> </ul> <p><u>Personal/Social:</u></p> <ul style="list-style-type: none"> <li>● Olweus Student Survey (Grades 3-6)</li> </ul>	<p><u>Academic:</u></p> <ul style="list-style-type: none"> <li>● AP Testing – Registration &amp; Proctoring</li> <li>● State Testing – Scheduling</li> </ul> <p><u>Career:</u></p> <ul style="list-style-type: none"> <li>● Seniors: Final Transcript forms, future plan data</li> </ul> <p>CCCTC enrollment paperwork</p> <p><u>Personal/Social:</u></p> <ul style="list-style-type: none"> <li>● Freshman Retreat</li> <li>● Crisis response</li> </ul>
<b>June:</b>	<p><u>Academic:</u></p> <ul style="list-style-type: none"> <li>● Final Report Cards</li> <li>● Class Lists</li> </ul> <p><u>Career:</u></p> <p><u>Personal/Social:</u></p>	<p><u>Academic:</u></p> <ul style="list-style-type: none"> <li>● Honor Roll Report</li> <li>● Underclassmen Awards</li> <li>● Review Year-End grades for failures</li> <li>● Summer School registration</li> <li>● Order PSAT materials</li> <li>● Print final transcripts/labels</li> </ul> <p><u>Career:</u></p> <ul style="list-style-type: none"> <li>● NCAA</li> </ul> <p><u>Personal/Social:</u></p> <ul style="list-style-type: none"> <li>● Schedule 8<sup>th</sup> grade tours</li> </ul>

<b>Ongoing throughout the year...</b>	<p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>● <b>New Student Enrollments</b></li> <li>● <b>Records Review and Scheduling for new students</b></li> <li>● <b>Meet with teachers and review student needs (Ex: 504/IST/ESAP/TSS/SOAR/ROAR)</b></li> <li>● <b>Parent/Teacher Consultation</b></li> <li>● <b>KBIT – Psychological Screenings</b></li> <li>● <b>ESAP Meetings</b></li> <li>● <b>504 Writing, Monitoring, Meetings</b></li> <li>● <b>Monitoring Student Progress/Interim Reports Reviews</b></li> <li>● <b>Individual Counseling Sessions</b></li> <li>● <b>Classroom Counseling Lessons</b></li> </ul> <p><b>Career:</b></p> <ul style="list-style-type: none"> <li>● <b>Classroom Counseling Lessons</b></li> </ul> <p><b>Personal/Social:</b></p> <ul style="list-style-type: none"> <li>● <b>Small Group Counseling</b></li> <li>● <b>Individual Counseling Sessions</b></li> <li>● <b>Classroom Counseling Lessons</b></li> <li>● <b>Consultation with Parents and Teachers</b></li> <li>● <b>Consultation with Outside Providers</b></li> <li>● <b>Referrals</b></li> <li>● <b>Virtues/Character Traits Announcements</b></li> <li>● <b>“Too Good For Drugs” Crawford County Drug &amp; Alcohol</b></li> </ul>
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<b>COUNSELOR RELATED</b>	<b>NON COUNSELOR RELATED</b>
<b>ESAP/IST/IEPs/MDT Meetings</b>	<b>Bus/Walker Duty</b>
<b>PBIS</b>	<b>Coordination of testing programs</b>
<b>Individual/Small Group services</b>	<b>Clerical duties</b>
	<b>Maintaining student records</b>
	<b>Supervising classrooms</b>
	<b>504 paperwork</b>
<b>RENEW/IEPs/MDTs/504</b>	<b>PROCTORING OF KEYSTONES, PSSA EXAMS, AP EXAMS</b>

8. Program Delivery:

**COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM**  
**PENNCREST Elementary Schools**  
**2015-2016**

<p align="center"><b>Guidance Curriculum</b></p> <p align="center">Provide developmental, comprehensive guidance program content in a systematic way to all students K-12</p>	<p align="center"><b>Prevention, Intervention and Responsive Services</b></p> <p align="center">Addresses school and student needs</p>	<p align="center"><b>Individual Student Planning</b></p> <p align="center">Assists students and parents in development of academic and career plans</p>	<p align="center"><b>System Support</b></p> <p align="center">Includes program, staff and school support activities and services</p>
<p><b>Purpose</b>            Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation</p>	<p><b>Purpose</b>            Prevention, Intervention and Responsive services to groups and/or individuals</p>	<p><b>Purpose</b>            Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p><b>Purpose</b>            Program delivery and support</p>
<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>● Classroom Lessons</li> <li>● 6th Grade Scheduling for 7th Grade</li> <li>● Review PSSA results with students</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>● Parent/Teacher/ Student Conferences</li> <li>● Psychological screenings</li> <li>● ESAP/IST</li> <li>● ESL</li> <li>● SOAR/ROAR</li> <li>● Check In / Check Out</li> <li>● Small Group Counselor</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>● Review PSSA results with individual students</li> <li>● 504 Case Management</li> <li>● Monitoring Student Progress/Interim Reports Reviews</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>● New student enrollments</li> <li>● Scheduling for new students</li> <li>● Records Review</li> <li>● Kindergarten Registration/ Orientation</li> <li>● Back to School Night/Open House</li> <li>● PSSA/ELA</li> <li>● Read Across America</li> <li>● Bus/Fire Safety</li> <li>● Report Cards</li> <li>● PSSA Preparation</li> <li>● Early Intervention MDT Planning/Meetings</li> <li>● Class Lists</li> <li>● Teacher Consultation (504, ESAP/IST/TSS/SOAR/ROAR)</li> <li>● Consultation with outside providers</li> <li>● referrals</li> </ul>
<p><b>Career</b></p> <ul style="list-style-type: none"> <li>● Classroom Lessons</li> <li>● CCCTC visit for 6th grade</li> </ul>	<p><b>Career</b></p>	<p><b>Career</b></p>	<p><b>Career</b></p>

<b>Personal/Social</b> <ul style="list-style-type: none"> <li>Classroom Lessons</li> <li>PBIS Expectations</li> <li>Bullying Review</li> <li>Character Education/Virtues</li> <li>Women's Services in K, 3, 5</li> <li>Great Kindness Challenge</li> <li>No Name Calling Week</li> <li>Too Good For Drugs in 2nd grade</li> <li>Red Ribbon Week</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>Women's Services</li> <li>Purple Up for Military Students</li> <li>Olweus Student Survey</li> <li>Small Group Counseling</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>Individual counseling</li> <li>Related to school transition/other needs as needed</li> <li>Check in on new students</li> <li>Parent Conferences</li> </ul>	<b>Personal/Social</b>
<b>Percentage of Time</b> 5% <b>ASCA 2005 Recommendation</b> 35-45%	<b>Percentage of Time</b> 80% <b>ASCA 2005 Recommendation</b> 30-40%	<b>Percentage of Time</b> 0% <b>ASCA 2005 Recommendation</b> 5-10%	<b>Percentage of Time</b> 15% <b>ASCA 2005 Recommendation</b> 10-15%

These ASCA percentages vary for Middle School Level

**COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM  
for PENNCREST High Schools  
2015-2016**

<b>Guidance Curriculum</b>  Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.	<b>Prevention, Intervention and Responsive Services</b>  Addresses school and student needs.	<b>Individual Student Planning</b>  Assists students and parents in development of academic and career plans.	<b>System Support</b>  Includes program, staff and school support activities and services.
<b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.	<b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals.	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	<b>Purpose</b> Program delivery and support.
<b>Academic</b> <ul style="list-style-type: none"> <li>7<sup>th</sup> Grade Orientation</li> <li>7-12 Classroom Scheduling lessons</li> <li>10th grade Business Week</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>Quarterly progress monitoring</li> <li>Parent phone calls</li> <li>Teacher concerns</li> <li>Summer School/Failure report</li> <li>Failure Letters</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>12th grade Interviews</li> <li>11th grade Interviews</li> <li>New Enrollments</li> <li>Schedule Changes</li> <li>504 Casemanagement</li> <li>Meetings/Referrals for At-Risk Students (Tier 2</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>Consultation with staff/parents</li> <li>Record Reviews</li> <li>PSAT registration administration/ordering</li> <li>Keystone/PSSA administration/training/inventorying</li> <li>AP registration and</li> </ul>

		<p>and Tier 3)</p> <ul style="list-style-type: none"> <li>❖ Individual scheduling meetings</li> </ul>	<ul style="list-style-type: none"> <li>❖ proctoring</li> <li>❖ Keystone setup</li> <li>❖ Master schedule revisions/changes</li> <li>❖ Honor Reports</li> <li>❖ Course Planning and Selection book updates</li> <li>❖ Scholarship information</li> <li>❖ Awards Ceremony</li> <li>❖ Print/Send Final Transcripts</li> <li>❖ Year end Permanent Grade Labels</li> </ul>
<p><b>Career</b></p> <ul style="list-style-type: none"> <li>❖ 9TH Grade classroom visits by CCCTC</li> <li>❖ 9th Grade CCCTC Tours</li> <li>❖ 11th grade ASVAB</li> <li>❖ 11th Grade PSAT results</li> <li>❖ 11th Grade College/ Career Fair</li> <li>❖ 8th Grade Career Portfolio</li> <li>❖ 8th Grade 4 year Program of Study</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>❖ 9th Grade CCCTC Interviews</li> <li>❖ 9th Grade CCCTC work sessions</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>❖ Course selection</li> <li>❖ College Apps</li> <li>❖ Letters of Recommendations</li> <li>❖ Co-op Coordination</li> <li>❖ NCAA coordination/mailings</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>❖ College Rep Visits</li> <li>❖ Financial Aid Night</li> </ul>

<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>❖ 9th grade Freshman Retreat (2 of 3 high schools)</li> <li>❖ 10th grade Health- Break Free from Depression</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>❖ SAP team member/case manager</li> <li>❖ Crisis response</li> <li>❖ Food/Clothing drives</li> <li>❖ meet with at-risk students</li> <li>❖ Small groups</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>❖ Individual counseling &amp; peer counseling as needed</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>❖ Crisis team member</li> <li>❖ Participation in SAP team meetings</li> <li>❖ SWPBS team member</li> <li>❖ Open House</li> <li>❖ JPO/CYS consultation</li> <li>❖ MH/Aftercare plans</li> </ul>
<p><b>Percentage of Time</b> 15% ASCA 2005 Recommends: 15-25%</p>	<p><b>Percentage of Time</b> 20% ASCA 2005 Recommends: 25-35%</p>	<p><b>Percentage of Time</b> 35% ASCA 2005 Recommends: 25-35%</p>	<p><b>Percentage of Time</b> 30% ASCA 2005 Recommends: 15-20%</p>

**9. Curriculum Action Plan: Attach the excel curriculum document**

For all activities linked to standards in all three domains. (Use black for current and red for proposed).

See Attachment

<https://docs.google.com/spreadsheets/d/1oQSlx1uzNvxduUwurmKfYoIvSurz2sggX-9tj6bcC60/edit#gid=1769927230>

**10. Career & Post-Secondary Resources**

Eileen Mullen (K-12 Career to Workforce Alliance), is assisting with development for Crawford County

<b>Intermediary Organizations</b>	Connecting, Collaborating, Convening Organizations Ex: Business/Education Partnerships, Regional Career Ed. Partnerships
<b>Umbrella Organizations</b>	Organizations that represent a large group of business organizations with a common mission Ex: Chamber of Commerce, Builders Associations
<b>Community State Organizations</b>	Agencies representing community and state initiatives, service to communities Ex: CareerLink, Youth Council, United Way
<b>Individual Contacts</b>	Contacts acquired through networking and interaction Ex: Chamber of Commerce, Technology Council
<b>Community/Business Meetings</b>	Meetings, which bring cross/community members together to promote growth to further a cause. Ex: Healthcare Career Day, Green Center Opening
<b>Internet Based Links</b>	Websites educating others and promoting career development and related topics. <a href="http://www.pacareerstandards.com">www.pacareerstandards.com</a> <a href="http://www.onetcenter.org">www.onetcenter.org</a>
<b>Media/Advertising</b>	Marketing Various Methods that provide contacts, career awareness, ideas and workforce information Ex: Billboards, Radio and TV ads, Social Media, Newspaper Inserts, Community Program Booklets
<b>Publication/Documents</b>	Hard Copy Materials that offer contacts and career/workforce information Ex: PA Career Guide, Newspaper Inserts, Community Program Booklets.

**11. Individualized Academic/Career Plan:**

Student Name \_\_\_\_\_ ID# \_\_\_\_\_

Graduating Class of 20 \_\_\_\_\_

After completing high school, I plan to \_\_\_\_\_

**MY FOUR-YEAR PROGRAM OF STUDY**

REQUIRED COURSES	# OF CREDITS REQUIRED	9 <sup>TH</sup> GRADE (FRESHMAN)	10 <sup>TH</sup> GRADE (SOPHOMORES)	11 <sup>TH</sup> GRADE (JUNIORS)	12 <sup>TH</sup> GRADE (SENIORS)
ENGLISH	4	ENGLISH 9	ENGLISH 10 ACADEMIC ENGLISH 10	ENGLISH 11 ACADMEIC ENGLISH 11	ENGLISH 12 ACADEMIC ENGLISH 12 AP ENGLISH
MATHEMATICS	3/4				
SCIENCE	3/4	GLOBAL SCIENCE 9	BIOLOGY		
SOCIAL STUDIES	4	AMERICAN CULTURES 2	AMERICAN CULTURES 3	WORLD HISTORY	GOVERNMENT/ ECONOMICS
PHYS. ED	2	PHYS. ED	PHYS. ED	PHYS. ED	PHYS. ED
HEALTH	.5		HEALTH		
HUMANITES	2	FAM. & CON. SCIENCE1/ THEATER ARTS			
TECHNOLOGY CREDITS	1	COMPUTER APPLICATIONS (.5)			
ELECTIVES	9				
TOTAL CREDITS	28.5				

PARENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

\*The form shown above will be utilized during the 2015-2016 SY with 8th grade students. It will be kept as part of the Career Portfolio and be reviewed on an annual basis as part of the scheduling process.

**12. Career and Technical Center Strategy- Describe your activities/events and Interventions for increasing awareness for students/parents and educators regarding your local Career and Technical Center.**

In the 2015-2016 school year all 6th grade students in PENNCREST School District will be introduced to and tour the CCCTC. Additionally, 9th grade students will have a classroom visit from the CCCTC Counselor, tour the facility, and apply to the shops they are interested in. They will also participate in work sessions in the spring prior to scheduling for the following school year. Parents will receive notification of summer camps at the center, and receive notification of their students acceptance into the CCCTC programs when applicable.

Educators will be exposed to the tech center on a rotating basis when they assist as chaperones on the student visits. We would like to increase teacher exposure to the center, however, budgetary constraints prevent this at this time.

### 13. PENNCREST SCHOOL DISTRICT

#### School Counselor Job Descriptions:

**Position Title:** Elementary Guidance Counselor (K-6)

**Reports To:** Building Principal or Designee

**Goal:** To enable students to draw the greatest benefit from the instructional programs of the schools by assisting students in: A) Identifying options and making choices B) Counseling groups of students

**Qualifications:** Valid PA Certificate in Elementary School Counseling, possess aptitude for successful performance of duties assigned

#### **Position Responsibilities:**

1. Provide for the enrollment needs, orientation and follow up of new students.
2. Assist the administration in planning, implementing and maintenance of student achievement.
3. Oversee, implement and interpret the PENNCREST standardized testing and assessment program.
4. Organize and implement the guidance curriculum program.
5. Advise and assess students in individual growth and development.
6. Provide responsive services to meet the needs of students, parents, teachers and administration.
7. Plan and implement system support activities to enhance building and district programs.
8. Coordinate and implement various special services for students, parents, and teachers.
9. Oversee and maintain accurate and current student records.
10. Develop and manage guidance department logistics.
11. Develop and provide special programming for Title I students.
12. Perform all other job-related tasks as directed by the administration.

**Position Title:** Secondary Guidance Counselor (7-12)

**Reports To:** Building Principal or Designee

**Goal:** To provide effective counseling services and guidance programs for all students in the junior-senior high school building

**Qualifications:** Valid PA Certificate in Secondary School Counseling, possess aptitude for successful performance of duties.

**Position Responsibilities:**

1. Provide for the enrollment needs, orientation, and follow-up of all new students to the building
2. Assist the administration in the planning, implementation, and maintenance of student schedules
3. Oversee, implement, and interpret the PENNCREST standardized testing and assessment program
4. Organize and implement the guidance curriculum program
5. Advise and assess students in individual planning
6. Provide responsive services to meet the needs of students, parents, teachers, and administration.
7. Plan and implement system support activities to enhance building and district programs
8. Coordinate and implement various special services for students, parents, and teachers.
9. Oversee and maintain accurate and current student records
10. Develop and manage guidance department logistics
11. Coordinate programming of all Vo-Tech Students
12. Perform all other job-related tasks as directed by the administration.