

**CONEWAGO VALLEY
SCHOOL DISTRICT**

PA CHAPTER 339

**SCHOOL COUNSELING
PLAN**

**Chapter 339 K-12 Guidance Plan Outline
CONEWAGO VALLEY SCHOOL DISTRICT
SCHOOL COUNSELING PLAN**

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2. Individual Planning
 - a. Academic Domain
 - b. Career Domain
 - c. Personal/Social Domain
3. Prevention, Intervention, and Responsive Service
 - a. Counseling
 - b. Consultation
 - c. Collaboration
 - d. Coordination
 - e. Case-Management
 - f. Referrals

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- a. Professional Development
- b. Advisory Council
- c. Action Plans
- d. Program Management/Agreements
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- 1. School Counseling Curriculum
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 - b. Career Domain
 - c. Personal/Social Domain
- 2. Individual Planning
 - a. Academic Domain
 - b. Career Domain
 - c. Personal/Social Domain
- 3. Prevention, Intervention, and Responsive Service
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Chapter 339 K-12 Guidance Plan Outline
 CONEWAGO VALLEY SCHOOL DISTRICT
 SCHOOL COUNSELING PLAN

1. SCHOOL COUNSELORS

	Counselor/Student ratio	Assignment
Lisa Miller, School Counselor	(1-610)	Conewago Township Elementary (K-3)
Eric Bowden (LTS 2017-18)		(also assigned to Gifted education K-3)
Roxann Hall, Elementary SST	(1-609)	New Oxford Elementary (K-3)
		(also assigned to Gifted education K-3)
Rebecca Wildasin, School Counselor	(1-445)	Conewago Valley Intermediate (4-6)
Abby Reichart, School Counselor	(1-445)	Conewago Valley Intermediate (4-6)
Laurie Miller, School Counselor	(1-625)	New Oxford Middle (7-8)
Becky Myers, At-Risk Coordinator		New Oxford Middle (7-8)
Joseph Connolly, School Counselor	(1-417)	New Oxford High (9-12) A-G
Alexandra Heller, School Counselor	(1-372)	New Oxford High (9-12) H-O
Mark Rodrigo, School Counselor	(1-431)	New Oxford High (9-12) P-Z
Maria Lorenz, College Advisor		New Oxford High (9-12)
Brad Trostle, Drop-Out Coordinator		New Oxford High (7-12)
Kelly Kuhn, Para-professional		New Oxford High (9-12)
Nancy Brown, Guidance Secretary		New Oxford High (9-12)
Michelle Kopp, Guidance Secretary		New Oxford High (9-12)

2. SCHOOL-COUNSELING DEPARTMENT MISSION STATEMENT, CORE BELIEFS, AND PHILOSOPHY

The mission of the Conewago Valley School District (CVSD) School Counseling Department is to support our school district's educational mission by providing a comprehensive school-counseling program which will prepare each student to reach his or her fullest academic, career, and social-emotional potential, giving equity and access for all students.

Core Beliefs

- Every child deserves acceptance and respect.
- Positive relationships are vital to a student's success.
- All students can learn and have a right to an education in a safe and positive school environment.
- School, home, students, and community should collaborate (as a whole.)
- Adults have the responsibility to aid in the development of the whole child in the social, emotional, academic, and career (aspects).
- All students should be prepared to be life-long learners and contributing members of society.

PHILOSOPHY

The CVSD School Counseling Department believes each student has the ability to make positive life choices that contribute to personal growth and self-actualization.

We believe an effective school counseling program should provide counseling, coordinating, and consulting services. Students, family, staff, and community members have an important role in the developmental growth of our students. Resources should be provided for all members of our educational community. Individual, classroom, and group programs should be implemented to engage students in the process of becoming productive citizens.

We believe continuous and comprehensive evaluation of the school counseling program will ensure that the needs of our diverse student population will be met.

3. PROGRAM GOALS

Academic, Career; Personal/Social

Goal for 2017-2018

Our Goal: To use the group counseling modality to reach students with academic, personal/social, or career concerns.

How: Select student using data (grades, attendance, discipline and other subjective information)

Measure: Group counseling used at each building level and number of students serviced

Plan: Use data to form groups, run groups, and assess groups

PREVIOUS GOAL

Goals for 2016-2017

Our Goal: Educate families/students on a variety of wellness/mental health topics and provide information and resources.

How: Created and distribute a School Counselor Newsletter via the District Webpage and Email blasts

Measure: Utilize a site counter if possible to track number of hits on the newsletter or Guidance webpages, Administer an end of year survey to assess impact of "Counselor's Corner."

Plan: Beginning in November the Department will design a newsletter template that will be posted as a link on the District Webpage and Guidance site. This will also be sent home via email blast. The topics that were discussed for each newsletter are as follows:

November- Study and Homework Tips

December- Building Family Connection

January- Healthy mind/body, Mindfulness

February- Conflict Resolution

- March- Self Confidence
- April- Test Taking Tips
- May- Transition (changing schools, change to summer schedule)

In the newsletter the goal is to define the topic, provide resources, tips, etc.

Other topics that can be utilized for future newsletters include:

Mental health-Breaking down the barriers, Organization skills, Making good choices, Decision making, Forward thinking, Communication skills, Time management, Need for sleep, Healthy habits, Careers, Financial planning, Coping skills

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PREVIOUS GOAL

Goals for 2015-2016 were to improve the home/school connection through better communication and through better utilization of technology:

Created survey and distributed electronically and by paper. (Survey completed)

- Total enrollment in CVSD 3784 K -12
- 602 Responses in fall of 2015 (e-mail and paper)
- 504 Responses in spring of 2016 (e-mail only)
- Short survey/limited response time = ISSUES
- Survey fall/spring (sent to all parents/guardians in CVSD e-mail and paper in the fall)
- Survey data to assess parents/guardians' perceptions of connectedness between school counseling department and home

84% of respondents currently using parent portal

31% Direct phone contact

23% Personal meetings with school counselor

16% Parent evening presentation

2% Referral to community resources

40% Utilize school counseling services

84% Usage of web-based resources

Comfort contacting Guidance Department

- Contact with each home listed with no e-mail

NOHS	30+
NOMS	17/48
CVIS	11/34
NOE	18/62
CTE	+17
- Increase use of Parent Portal
 - Set up appointments to assist parents
 - Flyer for portal instructions
 - Reminders during meetings and phone calls
 - Teach during conferences

Use results to improve communication about all domains.

Survey in May to assess improvements. (Survey Completed)

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Goal for 2014-2015 is to improve attendance at all building levels.

Attendance impacts all three domains of school counseling. See chart below for data and annual goal.

Building	Enrollments	# students with ≥10 % absences	% of student body	Goal of 1 % improvement
NOHS	1216	175	14 %	17 students
NOMS	595	42	7 %	6 students
CVIS	860	53	6 %	10 students
NOE	617	17	3 %	12 Students
CTE	531	18	3 %	

4. Stakeholders:

Students- Students are obviously the focus of the school counseling program. The CVSD program is modeled to meet their individual academic, career, personal, and social needs. They are both receivers of our services and active participants in determining the goals set by our programming.

Student benefits

- College and career planning
- Academic support
- Development of interpersonal skills
- Small group counseling
- Individual counseling
- School-wide guidance curriculum
- Crisis support

Program support from students

- 9th grade mentoring program
- Book buddies
- TNT (Peer helper program)
- Peer tutoring
- Big Brothers/Big Sisters
- Advisory Council representatives
- Positive peer pairing
- Homework club

Parents/guardians are partners in education. They provide resources, opportunities, and support to help their child remain engaged in the educational process.

Parent benefits

- Collaboration
- Consultation
- Community resources connections
- College (post-high school awareness/planning)

Program support from parents/guardians

- Provide feedback on current counseling program
- Provide feedback on ways to improve current program
- Encourage their children to utilize the program
- CVIS Biztown job interviews
- Parent volunteers
- Career Day
- PTO
- Advisory members
- Boosters

Educators - Administrators, principals, and teachers will actively aid in delivery and support of school counseling programs that foster academic, career, and personal/social standards.

Educator benefits

- Behavior support
- Academic support
- Consultation
- Collaboration
- Small group on requested student needs
- Resource access
- Homework Club

Program support from Educators

- Referrals
- Data Collection
- Program feedback
- Advisory Council member
- School counseling curriculum implementation
- Behavioral/academic plan implementation
- Student mentoring

Business/Community – Members of the business community support the school counseling program by providing resources, career advisory, and mentoring programs for our students.

Business/Community benefits

- Student referrals
- Collaboration
- Consultation
- Fundraising for community support

Program support from Business/Community

- Career Day speakers
- Interviewers
- Advisory
- Consultation

- Financial/material donations
- Scholarships

Post-Secondary –Post secondary institutions act as a resource by providing information and guidance to our students about future career opportunities.

Post-secondary benefits

- College awareness
- Career planning
- Interest surveys
- Parent education post-high school planning
- Financial aid student/parent education

Program support from Post-secondary

- Student presentations
- Parent presentations
- College Fairs
- Advisory Council members
- College in the high school opportunities

5. Role of the School Counselor:

It is the responsibility of the CVSD School Counseling Department to provide a comprehensive school counseling program for all students in kindergarten through twelfth grade. School counselors act as leaders, advocates, collaborators, and agents of systemic change to assure that students have the best possible school services to enable them to take advantage of future post-school opportunities. As school leaders, counselors must work with students and all stakeholders to help fulfill the school district's mission. Through counseling students and families on academics, careers, and personal/social needs, school counselors collaborate with teachers and staff to help students work to attain their goals. As student advocates, counselors help students learn how to find and to utilize the resources to achieve success. Gathering and analyzing data to assess what current needs should be addressed is a primary focus of the CVSD School Counseling Department.

As a Leader...

For the Student and the Counseling Program

- During the 2014-2015 school year, the school counselors at Conewago Valley School refined the comprehensive K-12 guidance and counseling plan that follows PA's academic standards for career education and work.
- In addition, the school counselors at CVSD will continue to utilize the following career programs: High School and Middle School will utilize websites Career Cruising and Educationplanner, Intermediate School will utilize Jr. Achievement Biztown program and Elementary School will utilize PAWS in JobLand.
- The School Counselors at CVSD will continue to serve on district level curriculum teams. These teams include the District Curriculum Cabinet, School Wide Behavior Support Plan, and School Improvement Team.

As an Advocate...

For the Student and the Counseling Program the K-12, school counselors at CVSD

- Are members of the academic intervention teams.
- Participate in the RTII process, Student Support Team, Grade Level Team Meetings, Pupil Services, and Student Assistance Program.
- Provide support for student learning through behavior plans, academic support, Check In/Check Outs.
- Ensure the academic, personal/social, and career development of all students.
- Collaborate with others within and outside the school to help meet all students needs.
- Participate in parent teacher conferences, FBA's, IEP's, 504's.

As a Collaborator...

Collaborator for the Student and the Counseling Program

- Provides a comprehensive school counseling program that engages the educational community to ensure that all students benefit from the program.
- Offers parents/guardian information to enhance the educational opportunities for students and their families. The School Counselors have resources available to all stakeholders, updated information on their website, and information added to the school newsletter sent home via e-mail at the Elementary level.
- Maintains an open communication style to foster an effective team culture and a sense of community for the school system.
- Serves actively on school leadership teams.
- Will team with staff to provide professional development that enhances student success.
- Collaborates with numerous outside agencies to provide needed resources and services for the students depending on needs.

As an Agent of Systemic Change...

Counselors as Agents of Systemic Change

- Creates pro-social programs directed by counselors. Each level participates in Career Day (Grades 3 and 5); Career Fair (Grade 10), and College Fair (Grade 9-12).
- Gathers data to support the need for change.
- Disseminates data to find populations with achievement gaps.
- Identifies realistic goals and creates action plans for students in collaboration with teachers and support team.
- Develops intervention strategies through Positive Behavior Support Plans, Functional Behavior Assessments, 504, and Individualized Education Plans.
- Enlists the support of stakeholders.

Consults with administration to bring about needed program changes.

6. Advisory Council –

The intent of the advisory council is to serve as a link between the school counseling program and the various groups to be served. Representatives of the advisory councils should reflect the diversity of the school/community and should include the following five stakeholder groups: students, parents/guardians, educators/administrators, business/community members, and post-secondary representatives.

Counseling for Career Success Advisory Committee

District: Conewago Valley School District

Schools: Conewago Township Elementary, New Oxford Elementary, Conewago Valley Intermediate, New Oxford Middle, New Oxford High

Name	Stakeholder Group
Armacost, Ken	Administration
Bowman, Chris	Administration
Burdis, John	Business - Hanover Toyota
Christner, Ray	Parent
Cotton, Matt	MS Teacher
Gibson, Angel	HS S
Haugh, Ben	Business Owner
Haugh, Jennifer	Parent/Teacher
Hayward, Krista	Parent
Lazarus, Andrea	Post Secondary:HACC
Maines, Sara	Post Secondary: HACC
Plotica, Jeanne	HS Teacher
Teal, Lisa	NOE Teacher
Wakefield, Kim	Wellspan Health
Students	Representatives from CVIS, NOMS, NOHS

7. Program Calendar:

	Academic	Career	Social
August			
Class Placement	4-6, 7-8, 9-12		
New Student Registration	K-12	K-12	K-12
Back to School Night	4-6, 7-8, 9-12		9-12
Character Counts Curriculum		4	4
JA BizTown		6	
Orientation	K-3,4-6,7-8, 9-12		4-6,7-8,9-12
Core Essential Curriculum		K-3	K-3
Whole School lesson	7-8		7-8
SAT	11-12		

Study Skills Group	4-12		
Summer Mentoring	4-6		
September	Academic	Career	Social
Study Skills Group	4-12		
DIBELS sweep	K-3, 4-6		
JA Biztown		6	
Character Counts Curriculum		4	4
Bullying Lessons			4-6
Grade-level meetings	7-8,9-12	7-8,9-12	7-8,9-12
Senior individual interviews	9-12	9-12	
Post-high school planning for seniors/parents presentation	9-12	9-12	
Career Shadowing Presentation	11	11	
Graduation Portfolio Presentation	9-11	9-11	
Counselor Intro Lessons			K-3
Support Groups	4-6,7-8		K-3 4-5,7-8
Core Essential Curriculum		K-3	K-3
Intervention Groups	2,3		
Pupil-Personnel Services	9-12	9-12	9-12
College Fair	9-12	9-12	
LSS Social Skills Lessons			4-6,7-12
Colonial Academy Lessons	4-6,7-8,9-12		4-6,7-8,9-12
October	Academic	Career	Social
Johns Hopkins Talent Search	4-6		
Progress Reports	4-6, 7-8,9-12		
JA BizTown Curriculum		6	
Character Counts Curriculum		4	4
Support Groups	4-6,7-8		K-3,4,5
Intervention Groups	2,3		
Core Essentials Curriculum		K-3	K-3
Progress Reports	9-12, 7-8		
PAYS Survey			6,8,10,12
PSAT	10-11		
SAT	11-12		
ASVAB	10-12	10-12	

Freshmen individual interviews	9	9	9
HOBY	10	10	10
Senior DAR	12	12	12
Scholarships	9-12		
Transcripts	12		
Staff development	K-12	K-12	K-12
Pupil-Personnel Services	9-12	9-12	9-12
Adviser/advisee	9-12	9-12	9-12
Mentor/Mentee Program	9	9	9
College	9-12	9-12	9-12
Freshmen Individual interviews	9	9	9
College Fair	9-12	9-12	9-12
LSS Social Skills Lessons			4-6,7-12
Charitable Assistance			K-3
Parent Teacher Conferences	9-12	9-12	9-12
FAFSA	12	12	
Colonial Academy Lessons	4-6,7-8,9-12		4-6,7-8,9-12
Study Skills Group	4-6		
November	Academic	Career	Social
Charitable Assistance			K-3, 4-6
Support Group			K-3, 4-6
JA BizTown		6	
Report Cards	4-6, 7-8, 9-12		
Character Counts Curriculum			4
Parent Teacher Conferences	K-8	K-8	K-8
Charitable Assistance			K-3
Support Groups	K-3,4-6,7-8		K-3,4-6
Core Essentials Curriculum		K-3	K-3
Report Cards	K-12	K-12	K-12
Early College Awareness	9-10	9-10	9-10
Pupil-Personnel Services	9-12	9-12	9-12
Adviser/advisee	9-12	9-12	9-12
Mentor/Mentee Program	9	9	9
LSS Social Skills Lessons			4-6,7-12
Colonial Academy Lessons	4-6,7-8,9-12		4-6,7-8,9-12
SAT	11-12		

December	Academic	Career	Social
Progress Reports	4-6,7-8		
JA Biztown		6	
Character Counts Curriculum			4
Charitable Assistance	K-3		K-3, 4-6, 7-8
Support Groups	K-3		K-3
Core Essentials Curriculum		K-3	K-3
Pupil-Personnel Services	9-12	9-12	9-12
PSAT Results returned	10-11	10-11	10-11
Adviser/advisee	9-12	9-12	9-12
Mentor/Mentee Program	9	9	9
HS Course Selections	8		
Career Counseling		8	
LSS Social Skills Lessons			4-6,7-12
SAT	11-12		
Colonials Academy Lessons	4-6,7-8,9-12		4-6,7-8,9-12
January	Academic	Career	Social
DIBELS sweep	K-6		
JA Biztown Curriculum		6	
Character Counts Curriculum		4	4
Support Groups	K-3		K-3,4,5,7-8
Core Essentials Curriculum		K-3	K-3
Parent Teacher Conferences	K-3		K-3
LIU Summer Academy	3,4-6,7-8	3,4-6,7-8	3,4-6,7-8
Scheduling Fair	8, 9-11	8, 9-11	
Report Cards	7-12		
HS Course Selections	8, 9-11		
Classroom Scheduling Presentations	9-11	9-11	
Semester 1 Rescheduling	9-12		
LSS Social Skills Lessons			7-12
Colonial Academy Lessons	4-6,7-8,9-12		4-6,7-8,9-12
February	Academic	Career	Social
Progress Reports	4-6, 7-8, 9-12		
JA Biztown Curriculum		6	
Teacher Recommendations	8-11	8-11	

Character Counts Curriculum		4	4
PSSA Testing	3, 4-6, 7-8		
Career Shadowing Presentation	11	11	
Build schedule for new school year	9-12		
Junior Individual Interviews	11	11	11
LSS Social Skills Lessons			4-6,7-12
7th Grade Future Forward Conference	7	7	7
GPA Calculation	9-12		
Core Essential			K-3
Colonial Academy Lessons	4-6,7-8,9-12		4-6,7-8,9-12
March	Academic	Career	Social
PSSA Testing	3, 4-6, 7-8		
Report Cards	4-6, 7-8, 9-12		
10 th Grade Career Fair		10	
JA Biztown Curriculum			6
Character Counts Curriculum		4	4
In-service	K-12	K-12	
LSS Social Skills Lessons			4-6.7-8,9-13
SAT	11-12		
Parent Teacher Conferences	9-12		
Core Essentials			K-3
Career Day		K-3	
Colonial Academy Lessons	4-6,7-8,9-12		4-6,7-8,9-12
April	Academic	Career	Social
PSSA Testing	3, 4-6, 7-8		
Progress Reports	4-6, 7-8, 9-12		
JA Biztown Curriculum		6	
Character Counts Curriculum			4
Support Group			4-6
Sophomore Individual Interviews	10	10	10
LSS Social Skills Lessons			7-12
Core Essentials			K-3
Colonial Academy Lessons	4-6,7-8,9-12		4-6,7-8,9-12
May	Academic	Career	Social

DIBELS Sweep	K-3, 4-6		
Career Day		5	
JA Biztown		6	
AP Testing	10-12		
Teacher Recommendations	7-8		
Character Counts Curriculum			4
Academic Awards	7-8,9-12		
Career Counseling	7	7	
Keystone Testing	8, 9-12		
SAT	11-12		
Core Essentials			K-3
LSS Social Skills Lessons			7-12
Colonial Academy Lessons	4-6,7-8,9-12		4-6,7-8,9-12
June	Academic	Career	Social
Report Cards	K-3, 4-6, 7-8, 9-12		
JA Biztown			6
Character Counts Curriculum		4	
Transition Meetings	4-6, 7-8	4-6	7-8
Mentor/Mentee Training	11-12		11-12
GPA Calculation	9-12		
SAT	11-12		
Colonial Academy Lessons	4-6,7-8,9-12		4-6,7-8,9-12
July	Academic	Career	Social
Class Placements	4-6		
New Student Placement	7-8		7-8
Student placements	7-8		7-8
Year Long/ On-Going	Academic	Career	Social
Individual Counseling	K-12		K-12
FBA/PBSP—Writing, Implementation, Data Collection	K-12		K-12
Student Support Team	K-12		K-12
Behavior Cards	K-3, 4-6		K-3, 4-6
Bullying Programs			4-6, 7-8
Homework Club	4-6, 7-8, 9-12		
504 Plans—Writing and Distribution	K-12		K-12
New Student	K-12	K-12	K-12

Registration/Orientation			
Parent/Teacher Meetings	K-12	K-12	K-12
IEP meetings	K-12	K-12	K-12
Crisis Response			K-12
Family Issues—Involvement of Children and Youth			K-12
Liaison for Outside Placements	K-12		K-12
Referrals to Counseling and Outside Agencies			K-12
Professional Development	K-12	K-12	K-12
Maintain Guidance Website	K-12	K-12	K-12
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Work with LIU Second Generation Program (Migrant Education)	K-12		K-12
Guidance/Administration Meetings	K-12		K-12
Failure/At-Risk List Creation	K-12		
Lunch Duty			K-3, 7-8
SAP meetings	7-8, 9-12		7-8, 9-12
Building Improvement Team Meetings	7-8		
PBSP Writings/Collection	7-8		7-8
Team Meetings	7-8, 9		7-8, 9
Support Groups			K-3,4-6 7-8
504 Plan Writing	K-12		K-12
School Wide Positive Behavior Team	K-12		K-12
Professional Development	K-12	K-12	K-12
Behavior Support Team Meetings	K-12		K-12
Building Level Intervention Meetings	K-3,4-6		
Grade Level Intervention Meetings	K-3, 7-8,9-12		
Pupil Service Meetings	9-12	9-12	9-12
Advisor/Advisee Program	9-12	9-12	9-12
Mentor/Mentee Program	9	9	9

8. Program Delivery:

Elementary Level: (Kindergarten- Third Grade)

<p><u>School Counseling Curriculum</u> Provides developmental, comprehensive school counseling program content in a systematic way to all students.</p>	<p><u>Prevention, Intervention and Responsive Services</u> Addresses students' and parents' immediate concerns</p>	<p><u>Individual Student Planning</u> Assists students in development of academic and career plans</p>	<p><u>System Support</u> Includes program, staff and s activities and services</p>
<p><u>Purpose</u> Student awareness, skill development and application of skills needed in everyday life.</p>	<p><u>Purpose</u> Prevention and intervention</p>	<p><u>Purpose</u> Individual student academic and career planning, decision making, goal setting and preparing for academic transitions.</p>	<p><u>Purpose</u> Program delivery and support</p>
<p><u>Academic</u> Assist with Standardized Testing (PSSA), Universal Assessments (DIBELS, Linkit), and Intervention Groups</p>	<p><u>Academic</u> Any immediate academic concerns (Student Support Team, Intervention Team, 504 Plans)</p>	<p><u>Academic</u> Any immediate academic concerns (Student Support Team, Intervention Team, 504 Plans)</p>	<p><u>Total Program</u> Professional Development- A Advisory Council- Guidance I Chair meets with Advisory Co approximately every other mo Action Plans- SST, FBA/PBS Program Management- Stud Guidance Services are identi not limited to: attendance, bu discipline referrals, academic demographics, parent referra Reading Recovery, Title 1 Re psychological reference/plac beginning and end of year as Conner's Checklist, retention observations School-Counseling Calendar professional development tim In-Service days set by the A Superintendent Program evaluation- conduct distributed to faculty, parents (see appendix) Consultation with Staff – SST referrals(Academic and Beha Community Outreach- CYS, I Education, school affiliated d dentist, Hempfield Behaviora</p>

			<p>Health(PEACE) Public Relations- Articles placed in newsletter Committee Memberships- School Improvement Team, Student Intervention Team Technology- Daily use in classroom presentations and through maintaining an accurate website with various important links for students, parents, and community</p>
<p>Career See Curriculum Appendix Grade 3 (Career Awareness Preparation)</p>	<p>Career PHEAA presentation See Curriculum Appendix Grade 3 (Career Awareness Preparation)</p>	<p>Career See Curriculum Appendix Grade 3 (Career Awareness Preparation)</p>	<p>Total Program Professional Development- Advisory Council- Guidance Chair meets with Advisory Council approximately every other month Action Plans- SST, FBA/PBS Program Management- Student services are identified through referrals to: attendance, bus referral, referrals, academic records, demographics, parent referrals Reading Recovery, Title 1 Reading psychological reference/place beginning and end of year assessment Conner's Checklist, retention observations School-Counseling Calendar- professional development time In-Service days set by the Superintendent Program evaluation- conducted and distributed to faculty, parents (see appendix) Consultation with Staff – SST referrals(Academic and Behavioral) Community Outreach- CYS, Family Education, school affiliated dentist, Hempfield Behavioral Health(PEACE) Public Relations- Articles placed in newsletter Committee Memberships- School Improvement Team, Student Intervention Team Technology- Daily use in classroom presentations and through mail</p>

<p>Personal/Social Guidance/Support Groups, Classroom Lessons</p>	<p>Personal/Social Counseling- Guidance/Support Groups, Classroom lessons Consultation- release of records request(past schools, doctors, counseling agencies, etc.) Collaboration- Administrator involvement, school psychologist, teacher, parent communication, School Orientation, seek out grant funding opportunities Case Management- SST, Behavior Plans, school/home communication, home visits, data collection, Parent/Teacher conferences, progress monitoring Referrals- Big Brother/Big Sister Program, Blended Academy, Cyber-Charter, CYS, PEACE Program Extra-Curricular offerings- Good News Club, YMCA Gymnastics/swimming, Bowling program</p>	<p>Personal/Social Individual counseling, SST Behavioral referrals, FBA/PBSP</p>	<p>accurate website with various for students, parents, and co Counselor Role o Develop/manage/evaluate o Coordination o Develop relationships and Consultation/Collaboration</p>
<p>Counselor Role o Assist with school counseling curriculum implementation o Assist with assessment administration o Classroom lessons or structured groups Consultation and collaboration</p>	<p>Counselor Role o Individual counseling o Group counseling o Class meetings o Referral/Case Management o Consultation/Collaboration o Student Support Team Intervention Team</p>	<p>Counselor Role o Assessment o Planning o Referral Consultation/Collaboration</p>	
<p>Recommended</p>	<p>Recommended Time</p>	<p>Recommended Time</p>	<p>Recommended Time</p>

Time 35%-45%	30%-40%	5%-10%	10%-15%
Estimated Actual Time: 9%	Estimated Actual Time: 10%	Estimated Actual Time: 31%	Estimated Actual Time: 17%
33% Non-guidance due to teaching gifted education			

Intermediate Level (grades 4 through 6)

<u>School Counseling Curriculum</u> Provides developmental, comprehensive school counseling program content in a systematic way to all students 4 - 6.	<u>Prevention, Intervention and Responsive Services</u> Addresses students' and parents' immediate concerns	<u>Individual Student Planning</u> Assists students in development of academic and career plans	<u>System Support</u> Includes program, staff and school support and services
<u>Purpose</u> Student awareness, age appropriate skill development and application of skills needed in everyday life.	<u>Purpose</u> Prevention and intervention	<u>Purpose</u> Individual student academic and career planning, decision making, goal setting and preparing for academic transitions.	<u>Purpose</u> Program delivery and support
<u>Academic</u> o Effective learning in school and become a life-long learner (Grade 4 and 6 guidance lessons). o Develop appropriate	<u>Academic</u> o Any immediate academic concerns (Homework Club; Study Skills Group; Blended Academy; Behavior Cards;	<u>Academic</u> o Facilitation and/or interpretation of assessment data (Student Support team; DIBELS; Link-It RTII tiers)	<u>Total Program</u> o School counselor professional development (In-services; PSEA workshops) o Advocacy and public relations for comprehensive school counseling programs o Develop character education plan and implement for students (Gr. 4 Guidance Curriculum;

<p>life skills for school success (Grade 4 and 6 guidance lessons; Support groups for grades 4, 5, 6)</p> <ul style="list-style-type: none"> o Relationship of academics, work, family and community (Parent Information Nights, Parent conferences) 	<p>Parent Conferences)</p> <ul style="list-style-type: none"> o School-related concerns including attendance, discipline, drop-out prevention, etc. (Blended Academy; Student Support Team; FBA/PBSP; Colonial Academy referrals; Parent conferences; Community Agency referrals) 	<ul style="list-style-type: none"> o Assists in understanding academic strengths related to career awareness and exploration. (Grade 4 and 6 guidance lessons) o Facilitation of parent conferences to address academic concerns o Development of an educational plan (SST participant in goal planning and implementation). o Awareness of student personal behaviors affecting academic success (Grade 4 and 6 guidance lessons). o Referrals to Homework club 	<p>Anti-Bullying Program)</p> <ul style="list-style-type: none"> o Program planning and development (o Implement bullying prevention program strategies (Incident Reports, Policy P o Wide In-Service for Staff and Student of the Year celebrations) o Maintenance of school counseling calendar and department website o Evaluation and assessment of comprehensive school counseling program and student (Annual survey of a Population) o Participation in district strategic planning o Integration of ASCA and CEW standards curriculum o Encourage and develop increased parent involvement in education (Parent Pres MMS portal; Personal contact; SST m Parent/Teacher conferences) o Collaboration and instructing on age-app issues with administration, staff and c (Parenting workshops; Consultations) o Practices based on research (FBA/PB o Community outreach and involvement for Youth, Adams co.; PEACE program o Data analysis and related action plans (FBA/PBSP)
<p>Career</p> <ul style="list-style-type: none"> o Investigate the world of work to make informed decisions and to achieve future goals (Grade 4 and 6 guidance lessons; Career Day-Gr. 5) o Identify relationship between personal qualities, education, training and work (Grade 4 and 6 guidance lessons; Career Day-Gr. 5) 	<p>Career</p> <p>Meet interests for career exploration through exposure to career awareness activities (Career Day/JA DAYGr. 5; Guidance Lessons-Gr. 4 and 6)</p>	<p>Career</p> <ul style="list-style-type: none"> o Utilize career information resources in school and community (Gr. 5 Career Day) o Explore career clusters (Gr. 4 and Gr. 6 guidance curriculum) o Build student awareness of their personal learning styles (Gr. 4 guidance curriculum) o Explore personal interests and skills related to occupation clusters (Gr. 4 and Gr. 6 guidance curriculum) 	

		o Explore self knowledge related to career options (Gr. 4 and Gr. 6 guidance curriculum)	
Personal/Social o Interpersonal skills to respect self and others (Anti-bullying School wide Program; Individual and SAP counseling; Student support Team; FBA/PBSP) o Decision making, setting goals and taking action to achieve goals (Student support Team; FBA/PBSP) o Understanding everyday safety/survival skills (Individual counseling; Community Referrals)	Personal/Social o Peer Interactions (Anti-bullying School Wide Program) o Crisis response (Community Referral) o Bullying prevention (Anti-bullying School Wide Program) o Grief, loss and death (Individual and Group Counseling; Community Referral) o School refusal/avoidance (ACCYS Referral; Colonial Academy; Referral; Student Support Team) o Family issues (Community Referral) o Coping with stress/anxiety (Individual and Group counseling) o Divorce and family changes (Individual and Group Counseling; Community Referral) o Social development o Child abuse and related issues (ACCYS Referral; Childline) o Referral plan o Contact and develop relationships with community resources	Personal/Social o Skills and competencies related to student success (Individual counseling; Parent consultation; Support Groups such as Study skills, Divorce, Loss/Grief and Friendship, Anger Management) o Identification of strategies to support individual student concerns (FBA/PBSP; behavior cards; 504 Plans; SAP)	

	<ul style="list-style-type: none"> o Teaching of Social Skills Lessons in the Colonial Academy o Suicide Awareness and Prevention (Community Referral; Parent Consultation) 		
Counselor Role <ul style="list-style-type: none"> o School Counseling Curriculum implementation o Classroom guidance lessons (Gr. 4 and 6) o Structured groups o Consultation and collaboration o Student Support Team 	Counselor Role <ul style="list-style-type: none"> o Individual counseling o Group counseling o Classroom Guidance Lessons (Gr. 4 and 6) o Referral o Consultation/Collaboration o Student Support Team 	Counselor Role <ul style="list-style-type: none"> o Assessment o Planning o Placement o Consultation/Collaboration 	Counselor Role <ul style="list-style-type: none"> o Develop and manage program o Coordination o Develop relationships and partnerships o Consultation/Collaboration
Recommended Time 35%-45%	Recommended Time 30%-40%	Recommended Time 5%-10%	Recommended Time 10%-15%
Estimated Actual Time: 32%	Estimated Actual Time: 41%	Estimated Actual Time: 14%	Estimated Actual Time: 13%

Middle School Level (grades 7 and 8)

<p><u>School Counseling Curriculum</u> Provides developmental, comprehensive school counseling program content in a systematic way to all students 7-8.</p>	<p><u>Preventive, Intervention and Responsive Services</u> Addresses students' immediate concerns</p>	<p><u>Individual Student Planning</u> Assists students in development of academic and career plans</p>	<p><u>System Support</u> Includes program, staff and school activities and services</p>
<p><u>Purpose</u> Student awareness, skill development and application of skills needed in everyday life.</p>	<p><u>Purpose</u> Prevention and intervention</p>	<p><u>Purpose</u> Individual student academic and career planning, decision making, goal setting and preparing for academic transitions.</p>	<p><u>Purpose</u> Program delivery and support</p>
<p><u>Academic</u></p> <ul style="list-style-type: none"> o Effective learning in school and across the life span o Academic preparation for post-secondary options o Relationship of academics, work, family and community 	<p><u>Academic</u></p> <ul style="list-style-type: none"> o Any immediate academic concerns o Homework club o Progress monitoring o Honor roll o PSSA Preparation o Teacher/Team meetings o Student Support Team o FBA/PBSP o HOPE Classroom o WIT Support o 504 Plans o Behavior Intervention Plans o Colonial Academy o Ox Strong 	<p><u>Academic</u></p> <ul style="list-style-type: none"> o Facilitation and/or interpretation of assessment data o Academic preparation essential for post-secondary options o Understanding academic strengths related to careers o Appropriate course selection o Development of an educational plan 	<p><u>Total Program</u></p> <ul style="list-style-type: none"> o School counselor professional development o Advocacy and public relations for comprehensive school counseling o Program planning and development o Evaluation and assessment of comprehensive school counseling program and services o Participation in district strategic planning o Integration of ASCA and CEW standards into curriculum o Encourage and develop increased student involvement in education o Collaboration and instructing on age-appropriate issues with administrators and community o Practices based on research o Community outreach and involvement o Implement bullying prevention program strategies
<p><u>Career</u></p> <ul style="list-style-type: none"> o Identify relationship between personal qualities, education, training and work o Course selections based on career interest survey 	<p><u>Career</u></p> <ul style="list-style-type: none"> o Career survey that explores interests related to course selections 	<p><u>Career</u></p> <ul style="list-style-type: none"> o Complete interest and skill inventories o Complete career searches o Explore self-knowledge related to career choices o Select appropriate courses and programs of study 	<ul style="list-style-type: none"> o Maintenance of school counseling events and department website o Data analysis and related action

<p>Personal/Social</p> <ul style="list-style-type: none"> o Interpersonal skills to respect self and others o Decision making, setting goals and taking action to achieve goals o Understanding everyday safety/survival skills o Bullying intervention and character building 	<p>Personal/Social</p> <ul style="list-style-type: none"> o Relationship concerns o Crisis response o Bullying prevention and preventing/addressing unlawful harassment o Grief, loss and death o School refusal/avoidance o SAP o Family issues o Attendance issues o Coping with stress o Legal issues (probation, arrest, incarceration) o FBA/PBSP o Child abuse and related issues o Contact and develop relationships with community resources 	<p>Personal/Social</p> <ul style="list-style-type: none"> o Skills and competencies related to student success o Personal interest inventory 	
<p>Counselor Role</p> <ul style="list-style-type: none"> o School counseling curriculum implementation o Classroom or structured groups o Consultation and collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> o Individual counseling o Group counseling o Referral to outside agencies o Consultation/Collaboration o SAP team o Behavior Intervention Plans 	<p>Counselor Role</p> <ul style="list-style-type: none"> o Assessment o Planning o Placement o Consultation/Collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> o Develop and manage program o Coordination o Develop relationships and partnerships o Consultation/Collaboration
<p>Recommended Time: 15%-20%</p>	<p>Recommended Time: 30%-40%</p>	<p>Recommended Time: 20%-25%</p>	<p>Recommended Time: 20%-25%</p>
<p>Estimated Actual Time: 14%</p>	<p>Estimated Actual Time: 44%</p>	<p>Estimated Actual Time: 22%</p>	<p>Estimated Actual Time: 20%</p>

High School Level (grades 9 through 12)

<u>School Counseling Curriculum</u> Provides developmental, comprehensive school counseling program content in a systematic way to all students 9-12.	<u>Responsive Services</u> Addresses students' and parents' immediate concerns.	<u>Individual Student Planning</u> Assists students in development of academic and career plans	<u>System Support</u> Includes program, staff, and school support activities and services
<u>Purpose</u> Student awareness, skill development, and application of skills needed in everyday life.	<u>Purpose</u> Prevention and intervention	<u>Purpose</u> Individual student academic and career planning, decision making, goal setting and preparing for academic transitions.	<u>Purpose</u> Program delivery and support
<u>Academic</u> <ul style="list-style-type: none"> o Effective learning in school and to become a life-long learner o Academic preparation for post-secondary options (CHS courses, NCA College Advisor, SAT Boot Camp) o Relationship of academics, work, family, and community (Freshmen Mentoring) 	<u>Academic</u> <ul style="list-style-type: none"> o Any immediate academic concerns (Grade 9 Study Skills group, credit recovery, Blended Academy) o School-related concerns including attendance, discipline, drop-out prevention, etc. (Blended Academy, credit recovery, Ninth grade team meeting, PPS, SST, FBA, PBSP) 	<u>Academic</u> <ul style="list-style-type: none"> o Facilitation and/or interpretation of assessment data (SST, RTII tiers*) o Academic preparation essential for post-secondary options (grant from NCA for College Advisor) o Understanding academic strengths related to careers (Grade 9 Career Research) o Appropriate course selection (teacher recommendations) o Development of an graduation plan (Grade 9-12 annual interviews) o Development of a career portfolio o Development of a post-secondary plan (Grade 11 annual interview) 	<u>Total Program</u> <ul style="list-style-type: none"> o School counselor professional development (PHEAA, College Board, PASHE, SAS workshop) o Advocacy and public relations for comprehensive school counseling programs o Advisory committee (in progress) o Program planning and development (annual review) o Evaluation and assessment of comprehensive school counseling program and student results (school profile, Senior exit survey, annual survey of a population) o Participation in district strategic planning * o Integration of ASCA and CEW standards across curriculum ? o Encourage and develop increased parent involvement in education (Parent presentations, MMS Parent website, personal contact, SST, Truancy Elimination Plan, Parent/Teacher Conferences) o Collaboration and instructing on age-appropriate issues with
<u>Career</u>	<u>Career</u>	<u>Career</u>	

<ul style="list-style-type: none"> o Investigate the world of work to make informed decisions and to achieve future goals (Grade 9 presentation) o Identify relationship between personal qualities, education, training and work (Grade 9 Career project) 	<ul style="list-style-type: none"> o Meet interests for career exploration through job shadowing, career speakers, post-secondary representatives, etc. (Grade 10 Career Fair, college representatives, college fairs, Grade 11 Career Shadowing experience) 	<ul style="list-style-type: none"> o Utilize career information resources in school and community, explore career clusters, complete interest and skill inventories, complete career searches, explore self knowledge related to career choices (Grade 9 Career project) o Select appropriate courses and programs of study (Scheduling Fair, Grades 9-12) o Explore careers through job shadowing and/or internships (Grade 11 Career Shadowing experience, Grade 10 Graduation Project) o Develop career portfolio (Grades 9 – 12 Graduation Project) 	<ul style="list-style-type: none"> administration, staff, and comm (D & A Parenting workshops, consulting, media/electronics) o Practices based on research (C Theory, CBT, PBSP) o Community outreach and involvement (BB/BS, BEP, Collaborating for Youth, Suicide Prevention Committee, Healthy Adams Co, Adams Co. Counselor) o Implement bullying prevention program and strategies (Incident reports, policy poster, mediation) o Maintenance of school counselor calendar of events and department website (Fridge cards, Automated calling system, posting on MMS Portals) o Data analysis and related action plans (Pupil Service, SST, FBA
<p>Personal/Social</p> <ul style="list-style-type: none"> o Interpersonal skills to respect self and others (Anti-bullying policy, CAMFEL assembly, Individual and SAP counseling, Freshmen Mentoring) o Decision making, setting goals and taking action to achieve goals (course selections, annual personal interviews, Freshmen Mentoring) o Understanding everyday safety/survival 	<p>Personal/Social</p> <ul style="list-style-type: none"> o Relationship concerns (mediation) o Crisis response (outside referral) o Bullying prevention and preventing/addressing unlawful harassment (Incident report form) o Grief, loss and death (individual counseling, outside referral) o Substance abuse (SAP) o School refusal/avoidance (credit recovery, Truancy Elimination Plan, PPS) o Family issues (CYS) o Coping with stress (Study Skills group) o Suicide awareness/prevention (outside referral, parent consultation) 	<p>Personal/Social</p> <ul style="list-style-type: none"> o Skills and competencies related to student success (annual student interview, Study Skills group, Parent/Student Consultation) 	

<p>skills (outside resource referral)</p>	<ul style="list-style-type: none"> o Divorce and family changes (individual counseling and outside referrals) o Legal issues (probation, drug task force, local police, district magistrate) o Child abuse and related issues (CYS, Child Line) o Referral plan (incident reports, SAP process, TEP, Family Decision Making) o Contact and develop relationships with community resources 		
<p>Counselor Role</p> <ul style="list-style-type: none"> o School counseling curriculum implementation o Classroom or structured groups o Consultation and collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> o Individual counseling o Group counseling o Class meeting o Referral o Consultation/Collaboration o SAP team 	<p>Counselor Role</p> <ul style="list-style-type: none"> o Assessment o Planning o Placement o Consultation/Collaboration 	<p>Counselor Role</p> <ul style="list-style-type: none"> o Develop and manage program o Coordination o Develop relationships and partnerships o Consultation/Collaboration
<p>Recommended Time: 15%-25%</p>	<p>Recommended Time: 25%-35%</p>	<p>Recommended Time: 25%-35%</p>	<p>Recommended Time: 15%-20%</p>
<p>Estimated Actual Time: 16% counselors</p>	<p>Estimated Actual Time: 32% counselors</p>	<p>Estimated Actual Time: 21 % counselors</p>	<p>Estimated Actual Time: 19% counselors</p>

9. Organizing Career/Postsecondary Resources

Resource Types	List Resources
Organizations/Agencies	Adams County Business Education Partnership, Junior Achievement
Intermediary Organizations	Intermediate Unit (LIU)
Umbrella Organizations	Chamber of Commerce, Adams County Builders Association
Community/State Agencies	HACC, True North Wellness Services, Collaborating for Youth
Networking Opportunities	Adams County Business Education Partners
Individual Contacts	
Community/Business Meetings	Adams County Counselors, Chamber of Commerce, New Oxford Rotary, Business Education Partners
Community Events	College Fair, Parent nights, Family Fun nights, HS Parent presentation, Career Day, Family Carnival, Fitness for Education
Online/Other Publications	pacareerstandards.com, careercruising.com, onetcenter.org, e
Internet Based Links	collegeboard.org, bls.org
Media/Advertising	Gettysburg Times, The Evening Sun, CVSD district
Publications/Documents	Gettysburg Times Career Publication, District brochure

10. Individualized Academic/Career Plan – *Career Planning through Graduation Project*

The purpose of the career portfolio is for students to have met the Career-To-Work standards that all students must meet prior to graduating in the state of Pennsylvania. Career portfolio activities will assist students in being better prepared for future career goals.

NEW OXFORD HIGH SCHOOL 11th GRADE CAREER SHADOWING DAY RULES AND REGULATIONS

All 11th graders should receive a copy of the rules and guidelines for career day and a copy of the timeline. When selecting a shadowing site for career day, please keep the following items in mind:

1. Students cannot visit a business where they are currently working.
2. Students cannot shadow a position in the Conewago Valley School District
3. Students may use their parent's place of employment as a shadowing site but may not be supervised by their parent.
4. All students must have their visit completed by set date.
5. Students can use only one day for shadowing.
6. The time spent at the job site should be the equivalent of a "normal work day".
If this is not convenient to the employer, at least four hours should be spent on the job.
7. Students must dress appropriately according to the specific job area being shadowed.
8. Career Shadowing Day is a course requirement for your English class.
All students will receive two grades for the shadowing project. Grades will be based on the following: **1)** Business Letter; **2)** Reflective Paper
9. All students are required to submit the following form to the appropriate people.
Form #1 – Pre-Arranged Absence Form
Form #2 – Employer Survey Form
Form #3 – Employer Question
10. Transportation is the responsibility of the students or the student's parents.

**NEW OXFORD HIGH SCHOOL
11th GRADE CAREER SHADOWING DAY STUDENT TIMELINE**

1. Student receives rules, timelines and an explanation of career day.
2. English teacher will assign business letter.
Items to have available prior to going to the writing center:
 - * Contact name/company/business (be certain on the correct spelling of the information)
 - * Various dates for visitation
 - * Questions you may have for company/business about your visitation
3. Forms
Form #1 – Pre-Arranged Form:

To be done on Career Day:
Form #2 – Employer Survey Form –
Form #3 – Employer Question Sheet –
4. All students must have their visit completed by set date.
5. Reflective papers will be assigned by the English teacher following the visitation.
This will be included into your English grade.
Reflective papers are to be turned in to the English teacher. The English teacher will then submit the reflective paper to the Guidance Office to be placed in the student's career folder.

**NEW OXFORD HIGH SCHOOL
11TH GRADE CAREER DAY QUESTIONS AND ASSIGNMENT**

This form is to be taken along to the Career Day visitation. The student is to complete this form, have the employer sign it, and attach it to the reflective paper.

Suggested Questions:

Describe your job duties. Have I seen a typical day at your job?

What hours are you expected to work?

What are the advantages/disadvantages about your job?

What high school courses would be beneficial to do your job? Do you need further education?

What is the employment outlook in this career, and what are the possibilities for promotion?

What abilities or skills, other than those studied in school, are necessary in this career?

Are benefits important to you? What benefits do you receive?

Do you have any advice for a high school student about choosing a job?

Is this your first career, or have you held other jobs?

Signature of shadow person _____

Student's Name _____

Use the following as a cover sheet for your career day assignment, which is described below.

Name

Name of your selected career.

Name of the site you visited within this career choice.

Date that you went

Name of the contact person and anyone else you spoke to during your visit.

In no less than one typed, double-spaced page, write a 3-paragraph reflection paper telling why you chose this place for your visitation and how the visit encouraged or discouraged you as far as a future career in this field. Use specific examples from your visit in this paper. What have you learned about your chosen career from your visitation? Use the information you gathered from your interview and what you saw to complete the paper.

The Career Day paper is due _____

Career Focus:

Guidance Interview 9-12

	Activities (School & Community)	GP	Work	Leadership
9				
10				
11				
12				

FRESHMAN:

What do you like so far about high school?
 Hobbies/Unique interests?
 FF 4 years – ready? What needs to change?
 One thing – Involvement, Depth?
 ?’s about 28 credit requirement?

SOPHOMORE:

Educational strengths?
 Community Service/Volunteer?
 Understand a GPA?

JUNIOR:

What’s next after HS?
 What courses have you enjoyed the most at NOHS?
 What courses have been the most difficult for you?
 GPA/Decile?
 What three adjectives best describe your strengths?
 What areas are you weak in?
 Where did/will you go for career shadowing?

SAT - When?
 CR
 M
 W
End of 11th GPA

Registered for SAT’s?

Collegeboard.com list

SENIOR:

HS again - change or do differently?
 Who or what - Biggest influence on your life thus far?
 Proudest accomplishment thus far in life?
 What three adjectives best describe you?
 What’s next after HS?
 (Resume, Career Link, Recruiter)
 Major?
 Admissions office – “Why should you be admitted to my school?”
 What would your ideal school have in order for you to be happy there?

Safety _____
Target _____
Reach _____

How or in what ways can I be helpful to you during SR year?

Re-Register for SAT's

- SAT Prep
- Visits

- Apps – OCT/NOV
- Transcript Request
- Letters of rec.
- Resumes

- Interviews
- Acceptance Letter
- Fin Aid
- FAFSA – SAR – Award Lett

Career Focus:

NOHS 4-Year Plan

Educational Goal After High School:

- Vocational/Technical School
 Work Force
 Military (Branch: _____)
 Undecided
 College:
 2-year,
 Community,
 4-year

Subject Area	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English (4 credits)	English 9-1 English 9-2 English 9-3	English 10-1 English 10-2 English 10-3	English 11-1 English 11-2 English 11-3	English 12-1 English 12-2 CHS
Social Studies (4 credits)	Am Cultures L1 Am Cultures L2 Am Cultures L3	World Civ L1 World Civ L2 World Civ L3	Am Government L1 Am Government L2 Am Government L3	Global Econ L1 Global Econ L2 Global Econ L3
Science (4 credits)	Gen Science L1 Gen Science L2	Biology 1 L1 Biology 1 L2 Chemistry L2 Chemistry 1 L3	Chemistry L2 Chemistry 1 L3 Chemistry 2 L3 Int. Science L1 Env. Biology L1 Physical Science L2 Physics L3 AP Physics 1 AP Physics 2 Adv Bio/HACC Anat & Phys 1 Anat & Phys 2 Animal/Plt Science Wildlife/Natural	Chemistry L2 Chemistry 1 L3 Chemistry 2 L3 Int. Science L1 Env. Biology L1 Physical Science L2 Physics L3 AP Physics 1 AP Physics 2 Adv Bio/HACC Anat & Phys 1 Anat & Phys 2 Animal/Plt Science Wildlife/Natural
Math (4 credits)	CC Algebra 1 A CC Algebra 1 B CC Geometry CC Algebra 2	CC Algebra 1 B CC Geometry CC Algebra 2 Pre-Calc	CC Geometry CC Algebra 2 Pre-Calc College Algebra College Stats AP Calculus	CC Algebra 2 Pre-Calc College Algebra College Stats AP Calculus
Phys. Ed (3 credits)	Health/PE	Dr Ed/PE	FW/PE	
Computer Technology (1 credit)	<input type="checkbox"/> Beginning Computer Technology <input type="checkbox"/> Advanced Computer Technology <input type="checkbox"/> Intro to Business Software <input type="checkbox"/> Drafting <input type="checkbox"/> Arch. Drawing <input type="checkbox"/> Computer Programming 1, 2, or 3 <input type="checkbox"/> Graphics <input type="checkbox"/> Photography			
Art/Humanities (2 credits)				
Electives (6 credits) Total of 8				
Total of 28 and Graduation Project				

Notes:

11. Career and Technical Center Strategy-

Conewago Valley School District sends students to Adams County Tech Prep (ACTP) to participate in four programs: Allied Health, Culinary Arts, Diesel Mechanics, and Law Enforcement.

Data: NOHS students at ACTP - student retention

Year	Level 1 Enrollment	Graduated	% Retained
2010	15	8	53%
2011	20	13	65%
2012	24	16	67%
2013	23	18	78%
2014	18	13	72%
Total	100	68	68%

ACTP students participate in programs and activities K-12 to increase awareness and recruitment of the Tech Prep programs. At the high school level, ACTP students talk to perspective students at an assembly for 10th grade students. The Career Counselor at ACTP also participates in recruitment and awareness activities for CVSD students through talking with parents and students at Scheduling Fair at the high school. In addition, collaboration occurs between CVSD counselors and ACTP staff to ensure that students and parents receive all the necessary information regarding all of the offerings at Tech Prep, including information about articulation agreements and college credits, certifications offered, job shadowing, etc.

12. Job Descriptions

CONEWAGO VALLEY SCHOOL DISTRICT

Position Title: High School Drop Out Prevention Coordinator
Department: School Counseling
Reports To: Building Principal and School Counseling Curriculum Liaison

AUTHORITY:

The position of the Drop-Out Prevention Coordinator is non-certified therefore, this individual works under the direct supervision of a certified school counseling (the School Counseling Curriculum Liaison). The role of the Drop-Out Prevention Coordinator is to manage and facilitate the District's Drop-Out Prevention Program.

DUTIES AND RESPONSIBILITIES: Duties include, but are not limited to the following:

- * Assist with the identification of students at-risk of dropping out of school K-12
- * Assist in the organization and maintenance of at-risk students' files
- * Develop a program that will monitor, and assist with this monitoring, the academic progress and attendance of at-risk students K-12
- * Communicate regularly with administrators concerning attendance and discipline of the at-risk students.
- * Assist the school counseling staff in providing services the at-risk students may require (vocational, educational, career, personal, or crisis) especially as they enter/exit the school program and making them aware of educational alternatives, options and counseling/career awareness opportunities. This could include assisting the students in their evaluation of job skills, personal skills, and social skills through individual and group counseling activities, as well as a computerized career assistance program
- * Be an ad hoc member of student assistance teams (high school and middle school) as a way of keeping track of the at-risk students
- * Facilitate groups for at-risk students addressing issue such as self-esteem, behavior management, conflict resolution, substance abuse, goal setting, loss, etc.
- * Assist in proper placement of retained or failing at-risk students
- * Assist with the gathering of progress report information and grade information at appropriate times during the year, monitoring graduation and program requirements of at-risk students in grades 9-12
- * Direct and maintain the Drop-Out Prevention Program Advisory Committee involving teachers, parents, and interested business/industry persons with the development of the Conewago Valley School District program. Also, to provide information regarding referral procedures and resources to school, community and business personnel.
- * Provide teachers, parents, and other staff with information and in-service activities that will enhance their abilities with working with the at-risk population
- * Provide consultation to at-risk families concerning community services available, i.e. WIC, Teen Parenting, Drug and Alcohol, Family Counseling, etc. Also provide them with information concerning prevention and intervention strategies
- * Assist with written announcements, press releases, and other communications concerning the at-risk program
- * Keep the District informed of necessary state forms, guidelines, and procedures and to assist with the collation and distribution of reports and pertinent information concerning the program
- * Research information on improving the program, updating and maintaining files on various at-risk

programs, trends and articles concerning them. To assist in the implementation of changes in our program, if necessary

* Attend required conferences with respect to funding

* Other duties as assigned

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE: Degree in human services, education, or a related field is preferable but not required. Experience in working with children is desirable.

CERTIFICATES, LICENSES, REGISTRATIONS: None

LANGUAGE SKILLS: Ability to read, analyze, and interpret general periodicals, some professional journals, technical procedures, or governmental regulations. Ability to write reports and correspondence. Ability to effectively present information and respond to questions in individual, small group, and large group settings.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistics. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES:

Ability to apply knowledge to school counseling program; ability to plan and implement programs based on direction provided by certified counselors.

Ability to establish and maintain effective relationships with students, peers and parents

Skill in oral and written communication

Ability to operate or to learn to operate various computer hardware and software

Ability to quickly adjust from one situation to another

Ability to work successfully with adults and children even when those individuals are angry or display negative behavior

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is continuously required to sit and talk or hear. Occasionally the employee will repeat the same hand, arm, or finger motion many times. The employee must be able to attend meetings in the evening and at other locations.

Specific vision abilities required by this job include close vision such as the ability to read handwritten or typed material and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet, although hallway or large group supervisory responsibilities may have a higher level of noise.

CONEWAGO VALLEY SCHOOL DISTRICT

Position Title: School Counseling Curriculum Liaison
Department: School Counseling
Reports To: District Superintendent and Building Principal
Date: December 19, 2003

SUMMARY: Oversee the development and implementation of comprehensive guidance services K-12.

JOB QUALIFICATIONS:

Master's Degree – Guidance Certification
 Supervisory Certification

SUPERVISORY DUTIES:

Supervise all matters pertaining to counseling and guidance and provide District-wide leadership of the school counseling program.

Develop/implement a K-12 school counseling program for the District

Give technical advice and supervision to individual counselors, paraprofessionals, secretaries and interns in conjunction with the building principals (K-12).

Arrange/provide a comprehensive standardized testing program (including the management of the local scoring process) for the District (K-12) and be prepared to give instruction/staff supervision in the administration thereof.

Maintain/enact policy pertaining to the handling of pupil records and information (including all special education) as to safeguarding and release of same (including collection, recording, and compiling of data for cumulative records).

Assist in securing applications and interviewing applicants in the area of counseling which may become vacant in the District.

Provide budgetary assistance for the K-12 school counseling program.

Aid administrators in completing required District, state, and federal reports.

Assume all duties of Curriculum Liaison such as setting up department meetings, organizing agendas, attending department chair and curriculum cabinet meetings.

Serve as District representative for the County School to Work effort.

Organize District career development program.

In conjunction with the counseling staff annually develop and implement a written action plan to increase the continuing education rate among CVSD graduates. The plan would include, but not be limited to, (a) maintaining an up-to-date file and library from which to draw knowledge of admission policies, program offerings, and financial aid for students, (b) organize, coordinate, and conduct local college fairs, (c) set up visitations from college, trade technical, business school, nursing school, and armed forces representatives, (d) publicize scholarship opportunities and provide information about scholarships, (e) oversee post-secondary visits by 8th grade students.

OTHER ESSENTIAL DUTIES:

Maintain up-to-date file and library from which to draw knowledge of vocational information for career planning.

Maintain software programs for career and college information.
 Oversee local scholarship program and aid in various scholarship selection processes.
 Organize and prepare articles for the high school and District newsletter.
 Conduct all normal counseling duties with assigned students.
 School Counseling Curriculum Liaison

December 19, 2003

Page 2

Be accountable for maintaining all student records, including cumulative folders, test files, permanent record cards, special education files, psychological files, and career files.
 Oversee high school standardized (Stanford, PSSA, Advanced Placement, Preliminary Scholastic Aptitude Tests, and Armed Services Vocational Aptitude Battery) testing program (e.g. scheduling, rooms, proctors, general administration, make-up, etc.)
 Develop and distribute high school course selection guide. Organize Scheduling Fair. Organize individual classroom presentations (8-11). Organize new student orientation.
 Conduct end of year surveys of senior students. Conduct 1 and 5 year follow up surveys of graduates.
 Arrange and provide for parent conferences with teachers and administrators.
 Coordinate relations with Childrens' Services, Family Counseling, Mental Health, Vocational Rehabilitation, in-school therapists, and other agencies.
 Organize Fall Open House conferences.
 Coordinate the high school graduation project program.
 Such other responsibilities in the area of counseling as determined by the District Superintendent or the High School Principal.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit and talk or hear.
 The employee frequently is required to walk.
 The employ is occasionally required to stand and reach with hands and arms
 Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints interacting with the public and other workers.
 Occasionally this position requires the employee to work irregular or extended hours, direct responsibility for the safety, well-being or work output of other people, and meet multiple demands from several people.

WORK ENVIRONMENT: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The work environment is usually quiet and is representative of those an employee encounters while performing the essential functions of this position.

COMMENTS: Position holder must have a friendly, helpful, caring personality. Individual must also possess good communication, interpersonal, and organizational skills.

The Position Specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to

enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

CONEWAGO VALLEY SCHOOL DISTRICT

Position Title: High School Counseling – Career Paraprofessional
Department: School Counseling
Reports To: Building Principal and School Counseling Curriculum Liaison
Date: June 30, 2009

SUMMARY:

To help to provide, as a support staff member of the School Counseling Department and **under the direction and supervision of a certificated counselor**, a comprehensive school counseling program for students. The role of the school counseling paraprofessional is to aid the certified counselors in the performance of most of the traditional counselor/guidance functions.

ESSENTIAL DUTIES AND RESPONSIBILITIES: ALL OF THE DUTIES DESCRIBED ARE TO BE UNDERTAKEN ONLY UNDER THE DIRECTION AND SUPERVISION OF A CERTIFICATED COUNSELOR OR ADMINISTRATOR. Other duties may be assigned.

CAREER ORIENTED DUTIES

- Monitor and screen to aid counselors in counseling groups or individual students through the development of educational and career plans
- Provide a non-certificated, paraprofessional viewpoint in the evaluation and revision of the building school counseling program/career exploration
- Support the counselors in conducting counseling activities (career and scheduling) in the classroom in conjunction with administration and teachers
- Provide support to the counselors in facilitating the infusion of counseling/learning activities into the regular education curricula
- Attend orientations, end of year awards programs, evening parent meetings, and other parent information meetings as appropriate and/or assigned
- Assist with the coordination and proctoring of state tests (PSAT, SAT, ASVAB, Keystone exams)
- Assist the middle school with the proctoring and organization of the PSSA tests
- Assist in the coordination of the 10th Grade Career Fair at Gettysburg College
- Assist counselors with implementation of issue groups, classroom guidance, information services, career development, testing, educational planning, and miscellaneous functions associated with the mission of the school counseling department
- Assist with registration and orientation of new students (explanation of graduation career portfolio)
- Coordinate the career oriented graduation project for all students
- Coordinate the 11th Grade Career Shadowing experience

OTHER DUTIES

Support the counselor in counseling small groups and individual students with problems. Refer severe problems to appropriate staff members
 Consult with teachers, staff, and parents regarding meeting the developmental needs of students
 Help to facilitate the Student Assistance Program (SAP)
 Help to facilitate the Mentoring Program
 Help to respond to crisis situations when appropriate and in a fashion commensurate with the non-certified, paraprofessional status and limitations of the position
 Coordination and proctoring of state (PSSA, 4Sight, Keystone Exams) tests
 Coordinate Homework Club
 Coordinate the scheduling of parent/teacher conference night
 Assist with the orientation of new students during the school year
 Perform clerical and computer duties as needed
 Other duties as assigned by administration or school counselors

SUPERVISORY RESPONSIBILITIES: Students and student helpers

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE: Degree in human services, education, or a related field is preferable but not required. Experience in working with children is desirable.

CERTIFICATES, LICENSES, REGISTRATIONS: None

LANGUAGE SKILLS: Ability to read, analyze, and interpret general periodicals, some professional journals, technical procedures, or governmental regulations. Ability to write reports and correspondence. Ability to effectively present information and respond to questions in individual, small group, and large group settings.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistics. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES:

Ability to apply knowledge to school counseling program; ability to plan and implement programs based on direction provided by certified counselors.
 Ability to establish and maintain effective relationships with students, peers and parents
 Skill in oral and written communication
 Ability to operate or to learn to operate various computer hardware and software
 Ability to quickly adjust from one situation to another
 Ability to work successfully with adults and children even when those individuals are angry or display negative behavior

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is continuously required to sit and talk or hear. Occasionally the employee will repeat the same hand, arm, or finger motion many times. The employee must be able to attend meetings in the evening and at other locations.

Specific vision abilities required by this job include close vision such as the ability to read handwritten or typed material and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

CONEWAGO VALLEY SCHOOL DISTRICT

Position Title: School Counselor – High School
Department: School Counseling
Reports To: District Superintendent and Building Principal
Date: May, 2010

SUMMARY:

Assist students, parents, administrators and teachers in collaborating to meet academic, social-emotional, and career goals.

JOB QUALIFICATIONS:

Master's Degree – Guidance Certification

ESSENTIAL DUTIES:

Provides direct support service to individual students, small groups, and classrooms.
Be accountable for maintaining all student records, including cumulative folders, test files, permanent record cards, special education files, psychological files, and career files and completing associated paperwork (transcripts, etc).
Arrange and facilitate parent conferences with teachers and administrators.
Responsible for scheduling students
Schedules to meet with every student at least one time per year formally to provide college, career and general counseling.
Presents in classrooms on the topics of career development, college preparation and transition services.
Identifies and develops a plan to deal with at-risk students.
Completes assessments, referrals, and counseling with students and families.
Consults with other professional staff and outside agencies and other organizations.
Serves as a member of the SAP team and other school based teams.
Coordinates help for students through the BIP, SST and other support teams.
Authors 504 Plans and other written reports as needed or as requested or as required by Federal, State and local agencies.

Develops and maintains family outreach programs and community partnerships.
 Plans, promotes and facilitates parent presentations.
 Assists with back to school and new student orientation nights.
 Seeks out grant funding opportunities.
 Assists with standardized testing.
 Prepares articles for the high school and District newsletter.
 Conducts all normal counseling duties with assigned students.
 Oversees local scholarship program and aid in various scholarship selection processes.
 Such other responsibilities in the area of guidance as determined by the District Superintendent or the High School Principal which may include:

- Career Fair
- College Fairs
- College in the High School
- Distance Education/Blended Academy
- Coordinating the scholarship/awards ceremony
- Maintaining guidance website

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit and talk or hear.

The employee frequently is required to walk.

The employee is occasionally required to stand and reach with hands and arms

The employee is occasionally required to lift boxes of materials

Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints interacting with the public and other workers.

Occasionally this position requires the employee to work irregular or extended hours, direct responsibility for the safety, well-being or work output of other people, and meet multiple demands from several people.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is usually quiet and is representative of those an employee encounters while performing the essential functions of this position.

COMMENTS:

Position holder must have a friendly, helpful, caring personality. Individual must also possess good communication, interpersonal, and organizational skills.

The Position Specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of duties performed for this position. Additional duties are performed

by the individual currently holding this position and additional duties may be assigned.

CONEWAGO VALLEY SCHOOL DISTRICT

Position Title: Middle School At-Risk Coordinator
Department: School Counseling
Reports To: School Counseling Curriculum Liaison

AUTHORITY:

The position of the At-Risk Coordinator is non-certified therefore, this individual works under the direct supervision of a certified guidance professional (the School Counseling Curriculum Liaison). The role of the At-Risk Coordinator is to manage and facilitate the District's At-Risk Coordinator Program.

DUTIES AND RESPONSIBILITIES: Duties include, but are not limited to the following:

- Assist with the identification of students at-risk of dropping out of school K-12
- Assist in the organization and maintenance of at-risk students' files
- Develop a program that will monitor, and assist with this monitoring, the academic progress and attendance of at-risk students K-12
- Help facilitate the Student Assistance Program (SAP)
- Help facilitate the TNT program (Peer Helper Program)
- Attend orientations, end of year awards programs, evening parent meetings, and other parent information meetings as appropriate and/or assigned.
- Coordinate the scheduling of parent/teacher conference night.
- Assist with the orientation of new student during the school year.
- Assist counselors with implementation of issue groups, classroom guidance, information services, career development, testing, educational planning, and miscellaneous functions associated with the mission of the school counseling department.
- Perform clerical and computer duties as needed.
- Communicate regularly with administrators concerning attendance and discipline of the at-risk students.
- Communicate concerns with school counseling department staff.
- Provide opportunities for academic improvement through Homework Clubs, individual work sessions, Lunch/Study program, etc.
- Assist the school counseling staff in providing services the at-risk students may require (vocational, educational, career, personal, or crisis) especially as they enter/exit the school program and making them aware of educational alternatives, options and guidance/career awareness opportunities. This could include assisting the students in their evaluation of job skills, personal skills, and social skills through individual and group counseling activities, as well as a computerized career assistance program
- Be an ad hoc member of student assistance teams (high school and middle school) as a way of keeping track of the at-risk students
- Facilitate groups for at-risk students addressing issue such as self-esteem, behavior management, conflict resolution, substance abuse, goal setting, loss, etc.
- Assist in proper placement of retained or failing at-risk students
- Assist with the gathering of progress report information and grade information at appropriate times during the year. Provide additional assessments for at risk students after each marking period.
- Provide teachers, parents and other staff with information and in-service activities that will enhance their abilities with working with the at-risk population
- Provide frequent communication with families of at-risk students about academic expectations, academic status and methods to improve academic success

Provide weekly notification to school counseling and administrative staff, teachers, parents and students in regards to academic status

Provide consultation to at-risk families concerning community services available, i.e. WIC, Teen Parenting, Drug and Alcohol, Family Counseling, etc. Also provide them with information concerning prevention and intervention strategies

Serve as liaison between school and outside agencies (i.e. Mental Health agencies, Children and Youth, Probation) in regards to at-risk students

Assist in the training of the peer facilitators

Assist with written announcements, press releases, and other communications concerning the at-risk program

Keep the District informed of necessary state forms, guidelines, and procedures and to assist with the collation and distribution of reports and pertinent information concerning the program

Research information on improving the program, updating and maintaining files on various at-risk programs, trends and articles concerning them. To assist in the implementation of changes in our program, if necessary

Other duties as assigned

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE: Degree in human services, education, or a related field is preferable but not required. Experience in working with children is desirable.

CERTIFICATES, LICENSES, REGISTRATIONS: None

LANGUAGE SKILLS: Ability to read, analyze, and interpret general periodicals, some professional journals, technical procedures, or governmental regulations. Ability to write reports and correspondence. Ability to effectively present information and respond to questions in individual, small group, and large group settings.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistics. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES:

Ability to apply knowledge to school counseling program; ability to plan and implement programs based on direction provided by certified counselors.

Ability to establish and maintain effective relationships with students, peers and parents

Skill in oral and written communication

Ability to operate or to learn to operate various computer hardware and software

Ability to quickly adjust from one situation to another

Ability to work successfully with adults and children even when those individuals are angry or display negative behavior

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is continuously required to sit and talk or hear. Occasionally the employee will repeat the same hand, arm, or finger motion many times. The employee must be able to attend meetings in the evening and at other locations.

Specific vision abilities required by this job include close vision such as the ability to read handwritten or typed material and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet, although hallway or large group supervisory responsibilities may have a higher level of noise.

CONEWAGO VALLEY SCHOOL DISTRICT

Position Title: Middle School - School Counselor
Department: School Counseling
Reports To: District Superintendent, Building Principal, and School Counseling Curriculum Liaison
Date: October 2010

SUMMARY:

Assist students, parents, administrators and teachers in collaborating to meet academic, social-emotional, and career goals.

JOB QUALIFICATIONS:

Master's Degree – Guidance Certification

ESSENTIAL DUTIES:

Provides direct support service to individual students, small groups, and classrooms.
Be accountable for maintaining all student records, including cumulative folders, test files, permanent record cards, special education files, psychological files, and career files and completing associated paperwork (transcripts, etc).
Arrange and facilitate parent conferences with teachers and administrators.
Responsible for scheduling students.
Presents in classrooms on the topics of career development, college preparation and transition services.
Identifies and develops a plan to deal with at-risk students.
Completes assessments, referrals, and counseling with students and families.
Consults with other professional staff and outside agencies and other organizations.
Serves as a member of the SAP team and other school based teams.
Coordinates help for students through the BIP, SST and other support teams.
Authors 504 Plans and other written reports as needed or as requested or as required by Federal, State and local agencies.
Develops and maintains family outreach programs and community partnerships.
Plans, promotes and facilitates parent presentations.
Assists with back to school and new student orientation nights.
Seeks out grant funding opportunities.
Assists with standardized testing.
Conducts all normal counseling duties with assigned students.
Such other responsibilities in the area of counseling as determined by the District Superintendent or the Middle School Principal which may include:
Young Men's/Women's Leadership Conference
Coordinating the scholarship/awards ceremony
Maintaining guidance website

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit and talk or hear.

The employee frequently is required to walk.

The employee is occasionally required to stand and reach with hands and arms

The employee is occasionally required to lift boxes of materials

Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints interacting with the public and other workers.

Occasionally this position requires the employee to work irregular or extended hours, direct responsibility for the safety, well-being or work output of other people, and meet multiple demands from several people.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is usually quiet and is representative of those an employee encounters while performing the essential functions of this position.

COMMENTS:

Position holder must have a friendly, helpful, caring personality. Individual must also possess good communication, interpersonal, and organizational skills.

The Position Specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

CONEWAGO VALLEY SCHOOL DISTRICT

Position Title: Intermediate School - School Counselor
Department: School Counseling
Reports To: District Superintendent, Building Principal, and School Counselor Curriculum Liaison
Date: November 2010

SUMMARY:

Assist students, parents, administrators and teachers in collaborating to meet academic, social-emotional, and career goals.

JOB QUALIFICATIONS:

Master's Degree – Guidance Certification

ESSENTIAL DUTIES:

Provides direct support service to individual students, small groups, and classrooms.
Arrange and facilitate parent conferences with teachers and administrators.
Responsible for scheduling students
Identifies and develops a plan to deal with at-risk students.
Completes assessments, referrals, and counseling with students and families.
Consults with other professional staff and outside agencies and other organizations.
Serves as a member of the Student Support Team (SST), Bullying Prevention Team, SWPBSP, SAP and other school based teams.
Coordinates help for students through the BIP, FBA/PBSP, SST, Hope program and other support teams.
Authors 504 Plans and other written reports as needed or as requested or as required by Federal, State and local agencies.
Assist with the planning, promoting and facilitating of parent presentations.
Assists with back to school and new student orientation nights.
Coordinates and oversee all aspects of the preparation of testing materials for PSSA testing.
Conducts all normal counseling duties with assigned students.
Assist with the registration and placement of new students.
Consult with teachers, staff and parents regarding meeting the developmental needs of students.

Responds to crisis situations when appropriate.

Develop and teach lesson plans for guidance curriculum (Grade 4-Character Counts and Career Awareness, Grade 6-Junior Achievement BizTown).

Coordinate the preparation and printing of progress reports (4 times/year) and report cards (4 times/year).

Such other responsibilities in the area of guidance as determined by the District Superintendent or the Intermediate School Principal which may include:

Distance Education/Blended Academy

Maintaining guidance website

Help coordinate Homework Club program

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit and talk or hear.

The employee frequently is required to walk.

The employee is occasionally required to stand and reach with hands and arms

The employee is occasionally required to lift boxes of materials

Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints interacting with the public and other workers.

Occasionally this position requires the employee to work irregular or extended hours, direct responsibility for the safety, well-being or work output of other people, and meet multiple demands from several people.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is usually quiet and is representative of those an employee encounters while performing the essential functions of this position.

COMMENTS:

Position holder must have a friendly, helpful, caring personality. Individual must also possess good communication, interpersonal, and organizational skills.

The Position Specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

CONEWAGO VALLEY SCHOOL DISTRICT

Position Title: Intermediate School - Paraprofessional
Department: School Counseling
Reports To: District Superintendent, Building Principal, and School Counselor Curriculum Liaison
Date: October 13, 2014

SUMMARY:

To help to provide, as a support staff member of the School Counseling department and **under the direction and supervision of a certificated counselor**, a comprehensive school counseling program for students. The role of the guidance paraprofessional is to aid the certified counselors in the performance of most of the traditional counselor functions.

ESSENTIAL DUTIES:

ALL OF THE DUTIES DESCRIBED ARE TO BE UNDERTAKEN ONLY UNDER THE DIRECTION AND SUPERVISION OF A CERTIFICATED COUNSELOR OR ADMINISTRATOR. Other duties may be assigned.

Monitor and screen to aid counselors in counseling groups or individual students through the development of educational and career plans.

Support the counselor in counseling small groups and individual students with problems. Refer severe problems to appropriate staff members.

Consult with teachers, staff, and parents regarding meeting the developmental needs of students.

Provide a non-certificated, paraprofessional viewpoint in the evaluation and revision of the building school counseling program.

Support the counselors in conducting counseling activities in the classroom in conjunction with administration and teachers.

Provide support to the counselors in facilitating the infusion of counseling/learning activities into the regular education curricula.

Help to facilitate the Tier III SST intervention (i.e. SWPBS, SAP, FBA, PBSP) meetings.

Help to respond to crisis situations when appropriate and in a fashion commensurate with the non-certified, paraprofessional status and limitations of the position.

Attend orientations, evening parent meetings, and other parent information meetings as appropriate and/or assigned.

Assist with the coordination and proctoring of state (PSSA) testing.

Homework club Coordinator

Coordinate the scheduling of parent/teacher conference night.

Assist with the orientation of new students during the school year.

Assist counselors with implementation of issue groups, classroom guidance, information services, career development, testing, educational planning, and miscellaneous functions associated with the mission of the school counseling department.

Register and orient new students.

Perform clerical and compute duties as needed.

Help to develop and instruct classroom guidance lessons.

Other duties as assigned by administration or school counselors.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE: Degree in human services, education, or a related field is preferable but not required. Experience in working with children is desirable.

CERTIFICATES, LICENSES, REGISTRATIONS: None

LANGUAGE SKILLS: Ability to read, analyze, and interpret general periodicals, some professional journals, technical procedures, or governmental regulations. Ability to write reports and correspondence. Ability to effectively present information and respond to questions in individual, small group, and large group settings.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistics. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES:

Ability to apply knowledge to school counseling program; ability to plan and implement programs based on direction provided by certified counselors.

Ability to establish and maintain effective relationships with students, peers and parents

Skill in oral and written communication

Ability to operate or to learn to operate various computer hardware and software

Ability to quickly adjust from one situation to another

Ability to work successfully with adults and children even when those individuals are angry or display negative behavior

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is continuously required to sit and talk or hear. Occasionally the employee will repeat the same hand, arm, or finger motion many times. The employee must be able to attend meetings in the evening and at other locations.

Specific vision abilities required by this job include close vision such as the ability to read handwritten or typed material and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet, although hallway or large group supervisory responsibilities may have a higher level of noise.

CONEWAGO VALLEY SCHOOL DISTRICT

Position Title: Elementary School Counselor
Student Support Team Teacher

Department: School Counseling

Reports To: District Superintendent, Building Principal, and School Counseling Curriculum Liaison

Date: October 5, 2010

Summary:

Assist students, parents, administrators, and teachers in collaborating to meet academic, social-emotional, and career goals.

Job Qualifications:

Master's Degree – Guidance Certification for School Counselor title
B.S. in Education and Elementary Teaching Certificate for SST coordinator

Essential Duties:

- * Provides direct support service to individual students, small groups, and classrooms.
- * Presents in classrooms on the topics on career, academic, and social emotional development.
- * Identifies and creates a plan to deal with at-risk students (academics/behavior)
- * Completes assessments, referrals, and counseling with students and families.
- * Consults with other professional staff and outside agencies and other organizations.
- * Serves as a member of the School Improvement Team and other school based teams.
- * Coordinates help for students through the SWPBS, SST, and other support teams.
- * Authors 504 Plans and other written reports as needed or as requested or as required by Federal, State, and local agencies.
- * Develops and maintains family outreach programs and community partnerships.
- * Plans, promotes, and facilitates parent presentations.
- * Assists with back to school and new student orientation nights.
- * Seeks out grant funding opportunities.
- * Assists with standardized testing.
- * Prepares articles for the elementary school newsletter/district website.
- * Such other responsibilities in the area of school counseling as determined by the District Superintendent or the Elementary School Principal which may include:
 - * Distance education/Blended Academy
 - * Coverage duties as assigned
- * Provides direct support services to individual students and small groups.
- * Identifies and develops a plan to deal with at-risk students (behaviors)
- * Consults with other professional staff through attending weekly intervention meetings.

- * Serves as a member of the School Improvement Team and other school based teams.
- * Facilitate in the creation of student FBA/PBSP.
- * Assist with back to school and new student orientation nights.
- * Assist with standardized testing.
- * Assist with AIMSWeb screening materials and assessment results.
- * Complete assessments and referrals with students and teachers.
- * Conduct referral conferences with teachers and building principal per student referral.
- * Collect needed data (attendance, discipline, health report, report cards, standardized test scores, and prior evaluations.)
- * Arrange and facilitate parent conferences/SST meetings with teachers and administrators.
- * Oversee the implementation of individualized action plans.
- * Coordinate and maintain progress monitoring.
- * Other responsibilities as determined by the District Superintendent or the Elementary School Principal.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- * While performing the duties of this job the employee is regularly required to sit and talk or hear.
- * The employee frequently is required to walk.
- * The employee is occasionally required to stand and reach with hands and arms.
- * The employee is occasionally required to lift boxes of materials.
- * Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints interacting with the public and other workers.
- * Perform physical duties to ensure the safety of students and staff.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is usually quiet and is representative of those an employee encounters while performing the essential functions of this position.

Comments:

Position holder must have a friendly, helpful, caring personality. Individual must also possess good communication, interpersonal, and organizational skills.