

**CONEWAGO VALLEY  
SCHOOL DISTRICT**

**PA CHAPTER 339**

**SCHOOL COUNSELING  
PLAN  
2019-2020**

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

**TABLE OF CONTENTS**

- I. Guidance Plan Committee/List of School Personnel and assignments
- II. CVSD Guidance Department Mission Statement, Core Beliefs, and Philosophy
- III. Program Goals
- IV. Roles of Stakeholders
  - A. Students
  - B. Parents/Guardians
  - C. Educators
  - D. Business/Community Representatives
  - E. Post-Secondary Partners
- V. Role of the School Counselor
  - A. As a Leader
  - B. As an Advocate
  - C. As a Collaborator
  - D. As an Agent of Systemic Change
- VI. Advisory Council
- VII. Program Calendar
- VIII. Program Delivery
  - A. Elementary Level
    - 1. School Counseling Curriculum
      - a. Academic Domain
      - 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
      - a. Counseling

- b. Consultation
- c. Collaboration
- d. Coordination
- e. Case-Management
- f. Referrals
- 4. System Support
  - a. Professional Development
  - b. Advisory Council
  - c. Action Plans
  - d. Program Management/Agreements
  - e. School-Counseling Calendar
  - f. Program Evaluation
  - g. Consultation with Staff
  - h. Community Outreach
  - i. Public Relations
  - j. Committee Memberships
  - k. Technology

B. Intermediate Level

- 1. School Counseling Curriculum
  - a. Academic Domain
  - 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
  - a. Counseling
  - b. Consultation
  - c. Collaboration
  - d. Coordination
  - e. Case-Management
  - f. Referrals
- 4. System Support
  - a. Professional Development
  - b. Advisory Council

- c. Action Plans
- d. Program Management/Agreements
- e. School-Counseling Calendar
- f. Program Evaluation
- g. Consultation with Staff
- h. Community Outreach
- i. Public Relations
- j. Committee Memberships
- k. Technology

C. Middle- School Level

- 1. School Counseling Curriculum
  - a. Academic Domain
  - 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
  - a. Counseling
  - b. Consultation
  - c. Collaboration
  - d. Coordination
  - e. Case-Management
  - f. Referrals
- 4. System Support
  - a. Professional Development
  - b. Advisory Council
  - c. Action Plans
  - d. Program Management/Agreements
  - e. School-Counseling Calendar
  - f. Program Evaluation
  - g. Consultation with Staff
  - h. Community Outreach
  - i. Public Relations
  - j. Committee Memberships

k. Technology

D. High –School Level

1. School Counseling Curriculum
  - a. Academic Domain
  - 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
  - a. Counseling
  - b. Consultation
  - c. Collaboration
  - d. Coordination
  - e. Case-Management
  - f. Referrals
4. System Support
  - a. Professional Development
  - b. Advisory Council
  - c. Action Plans
  - d. Program Management/Agreements
  - e. School-Counseling Calendar
  - f. Program Evaluation
  - g. Consultation with Staff
  - h. Community Outreach
  - i. Public Relations
  - j. Committee Memberships
  - k. Technology

IX. Career/Post-Secondary Resources

X. Individual Academic/Career Planning

XI. Career/Technical Programming

XII. Job Descriptions

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	(1-548)	Conewago Township Elementary (K-3) (also assigned to Gifted education K-3)
Roxann Hall, Elementary SST	(1-594)	New Oxford Elementary (K-3) (also assigned to Gifted education K-3)
Rebecca Wildasin, School Counselor	(1-455)	Conewago Valley Intermediate (4-6)
Abby Reichart, School Counselor	(1-455)	Conewago Valley Intermediate (4-6)
Laurie Miller, School Counselor	(1-640)	New Oxford Middle (7-8)
Becky Myers, At-Risk Coordinator		New Oxford Middle (7-8)
Shannon Webb, School Counselor	(1-425)	New Oxford High (9-12) A-G
Alexandra Heller, School Counselor	(1-414)	New Oxford High (9-12) H-O
Marcia Knorr, School Counselor	(1-425)	New Oxford High (9-12) H-O Substitute until October
Mark Rodrigo, School Counselor	(1-400)	New Oxford High (9-12) P-Z
Joe Connolly, Career Counselor		(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**

**MISSION STATEMENT**

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.

- Adults have the responsibility to aid in the development of the whole child in the social, emotional, academic, and career domains.
- 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 2019-2020

**Our Goal:** *To provide evidence that the School Counseling department is meeting the Social/Emotional of students in order to enable students to become competent, confident, and creative builders of the future*

**Elementary Grades K-3:** Throughout the 2019-2020 academic school year, the Elementary School Counseling Department will introduce select coping skills strategies to recognize and regulate emotions (e.g. positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self talk).

**How:** Recognize and reinforce student examples of positive self talk and appropriate coping skills through the use of our school-wide positive behavior program. Display examples of positive self talk and coping skills throughout the building. Provide instructional materials incorporated into classrooms (i.e., center rotations and Career Week activities) and utilize outside resources (Children’s Advocacy Center). Present examples of strategies through Core Essential morning announcements.

**Measure:** SRSS Data, Discipline Records, Attendance Records, teacher referral/feedback

**Plan:** Share out materials to teachers defining strategies for students to recognize and regulate emotions (following SRSS data review-October and reminders throughout the year). Display posters and student examples throughout the building defining coping skill strategies continuously throughout the school year. Provide instructional materials to be incorporated into classrooms in conjunction with the SRSS data review (October and January) as well as utilize outside resources (i.e., Speak Up Be Safe Lessons: September and February).

Present examples via morning announcements daily.

**Conewago Valley Intermediate School 4-6:** Throughout the 2019-2020 academic school year, the School Counseling Department at CVIS will monitor how many students received services at each Tier of intervention for Social/Emotional needs to see if the number of students reflect the recommended percentages for each Tier per the Response to Intervention model. (Tier 1 = 100%; Tier 2 = 10-15%; Tier 3 = 0-5%)

**How:** To provide age appropriate services to students at CVIS at each Tier per the social/emotional needs of the students.

**Measure:** *Implementation of services will be measured at each Tier using the following guidelines:*

**Tier 1:** Ensure school-wide guidance curriculum meets all Social/Emotional standards as outlined in the ASCA Mindsets & Behaviors and Career Readiness Standards for Student Success and is administered to 100% of students.

**Tier 2:** Identify student social/emotional needs and provide appropriate services for these needs. Record the number of students serviced by Tier 2 interventions (group counseling, Check In Check Out) regarding Social/Emotional needs.

**Tier 3:** Identify student needs and provide access to appropriate services for these needs. Record the number of students serviced by Tier 3 interventions (alternative education classroom/Colonial Academy, School Based counseling services, SAP services, FBA/PBSP).

**Plan:** For Tier 1, provide school-wide curriculum to meet framework for Social/Emotional needs per ASCA model. For Tier 2 and Tier 3, use data (grades, discipline, attendance, school-wide screener, etc.) to identify students who need Tier 2 and Tier 3 services. Provide these services to appropriate students. Record number of students being serviced at each level. Compare percent of student body with ASCA model for percentage guidelines (Tier 1 = 100%; Tier 2 = 10-15%; Tier 3 = 0-5%).

**New Oxford Middle School 7-8:** Throughout the 2019-20 academic school year, the School Counseling Department at NOMS will introduce “Rachel’s Challenge” to all students. Rachel’s Challenge exists to equip and inspire individuals to replace acts of violence, bullying and negativity with acts of respect, kindness and compassion.

**How:** The student body will attend a training on January 23, 2020 to introduce the program. A core team of administration and faculty will be recruited to implement the program as a Tier 1 intervention.

**Measure:** Compare discipline referrals from January 2019 to May 2019 with January 2020 to May 2020. Rachel’s Challenges purports the program will result in a decrease in discipline referrals.

**Plan:** The core team will be recruited and trained on January 23, 2020. This training of Rachel’s Challenge framework will be provided in January to all students and staff with materials provided.

**New Oxford High School 9-12:** The High School guidance department as well as the high school administration will work to successfully implement the “Rachel’s Challenge” for all high school students.

**How:** The entire student body will attend a training on January 22nd, 2020 to introduce the program. We will recruit a core team of faculty and students to implement the program as a permanent tier 1 intervention. This year we will work to ensure the training of the faculty and staff members.

**Measure:** Compare discipline referrals from January 2019 to May 2019 with January 2020 to May 2020. Rachel’s Challenges purports the program will result in a decrease in discipline referrals.

**Plan:** The core team will be recruited and trained during the 2019-2020 school year. Provide training of Rachel’s Challenge framework in



January to all students and staff. Rachel's Challenge will be implemented from January until the end of the school year.

---

PREVIOUS GOAL

**Goal for 2018-2019**

**Our Goal:** To inform stakeholders of the how Conewago Valley meets the Career Education to Work standards

**How:** Create Counselors' Corner e-letter, create Imovie, update webpages with information

**Measure:** Ensure all stakeholders groups have access to information

**Plan:** Set time line and follow

---

PREVIOUS GOAL

**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

---

#### 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)

PREVIOUS GOAL

**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

- 9<sup>th</sup> grade mentoring program
- Book buddies
- TNT (Peer helper program)
- Peer tutoring
- Advisory Council representatives
- Positive peer pairing
- Homework club
- Life Skills Buddy Program

**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

- Each 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 2019-2020

District: Conewago Valley School District

Stakeholder Group	Member
Parent	Krista Hayward
Parent/Teacher	Jeanne Plotica
Parent/Teacher	Jen Haugh
Student	Jacob Livai
Student	Allison Horrick
Student	Anna Farmer
Student	Peyton Nell
Student	Logan Groft
Student	Adrian Mann
Student	Lila Patterson



Student	Josh Zeyn
Administration	Chris Bowman
Administration	Ken Armacost
Teacher	Lisa Teal
Teacher	Angel Gibson
Teacher	Matt Cotton
Post Secondary: HACC	Andrea Lazarus
Parent/Community Business	Ray Christner
Community Business	John Burdis
Community Business	Loni Smith
Community Business	Lynneah Smith
Parent/Community Business	Ben Haugh

**7. Program Calendar:**

	<i>Academic</i>	<i>Career</i>	<i>Social</i>
<b>August</b>			
Class Placement	4-6, 7-8, 9-12		
New Student Registration	4-12	4-12	4-12
Character Counts Curriculum	4	4	4
JA BizTown		6	
Orientation/Back to School Night	K-12		K-12
Core Essential Curriculum	K-3	K-3	K-3
School-wide Positive Behavior Lessons	K-12	K-12	K-12

SAT	11-12		
Summer Mentoring	4-6		
Colonial Academy Lessons	4-6		4-6
Counselors' Corner Article	K-12	K-12	K-12
New Student Group	K-6		K-6
<b>September</b>	<b>Academic</b>	<b>Career</b>	<b>Social</b>
DIBELS sweep	K-3, 4-6		
JA Biztown		6	
Character Counts Curriculum	7-8	4	4,7-8
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-3,4
Support/ Psychoeducational Groups	K-3,4-6,7-8		K-3, 4-5,7-8
Core Essential Curriculum	K-3	K-3	K-3
Counselors' Corner Article	K-12	K-12	K-12
Pupil-Personnel Services	9-12	9-12	9-12
College Fair	9-12	9-12	
LSS Social Skills Lessons			K-12
Colonial Academy Lessons	4-6		4-6
Buddies Program with LSS			4-6,7-8
<b>October</b>	<b>Academic</b>	<b>Career</b>	<b>Social</b>
Buddies Program with LSS			4-6,7-8

Progress Reports	4-6, 7-8,9-12		
JA BizTown Curriculum		6	
Character Counts Curriculum		4	4
Support/ Psychoeducational Groups	K-3,4-6,7-8		K-3,4,5
Core Essentials Curriculum	K-3	K-3	K-3
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 Fair	9-12	9-12	9-12
LSS Social Skills Lessons			4-6,7-12
Charitable Assistance			K-3
Parent Teacher Conferences/Open House	9-12	9-12	9-12
FAFSA	12	12	
Colonial Academy Lessons	4-6		4-6
Buddies Program with LSS			4-6,7-8
Counselors' Corner Article	K-12	K-12	K-12
9th grade ESSA Career Evidence		9	
Administer/Review Data			K-3, 4-6

from Social/Emotional Screener SRSS-I/E			
<b>November</b>	<b>Academic</b>	<b>Career</b>	<b>Social</b>
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	4
Parent Teacher Conferences	K-8	K-8	K-8
Charitable Assistance			K-6, 4-6
Support Groups	K-3,4-6,7-8		K-3,4-6
Core Essentials Curriculum	K-3	K-3	K-3
Report Cards	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
LSS Social Skills Lessons			4-6,7-12
Colonial Academy Lessons	4-6		4-6
SAT	11-12		
Buddies Program with LSS			4-6,7-8
Counselors' Corner Article	K-12	K-12	K-12
8th Grade Manufacturing Exposure Assembly	8	8	
<b>December</b>	<b>Academic</b>	<b>Career</b>	<b>Social</b>
Progress Reports	4-6,7-8		
JA Biztown		6	
Character Counts Curriculum		4	4
Charitable Assistance	K-3		K-3, 4-6, 7-8
Support Groups	K-3		K-3, 4-6

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
Tech Prep Assembly		10	
SAT	11-12		
Colonials Academy Lessons	4-6		4-6
Buddies Program with LSS			4-6,7-8
Counselors' Corner Article	K-12	K-12	K-12
10th grade ESSA Career Evidence		10	
<b>January</b>	<b>Academic</b>	<b>Career</b>	<b>Social</b>
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
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		4-6
Buddies Program with LSS			4-6, 7-8
Counselors' Corner Article	K-12	K-12	K-12
Administer/Review Data from Social/Emotional Screener SRSS-I/E			K-3, 4-6
<b>February</b>	<b>Academic</b>	<b>Career</b>	<b>Social</b>
Progress Reports	4-6, 7-8, 9-12		
JA Biztown Curriculum		6	
Support Groups			4-6
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
Buddies Program with LSS			4-6,7-8
Counselors' Corner Article	K-12	K-12	K-12
<b>March</b>	<b>Academic</b>	<b>Career</b>	<b>Social</b>
PSSA Testing	3, 4-6, 7-8		
Report Cards	4-6, 7-8, 9-12		

10 <sup>th</sup> Grade Career Fair		10	
JA Biztown Curriculum		6	
Character Counts Curriculum		4	4
In-service	K-12	K-12	
LSS Social Skills Lessons			4-6,7-8,9-12
SAT	11-12		
Parent Teacher Conferences	9-12		
Core Essentials			K-3
Career Day		K-3	
Colonial Academy Lessons	4-6		4-6
Support Groups			4-6
Buddies Program with LSS			4-6,7-8
Counselors' Corner Article	K-12	K-12	K-12
<b>April</b>	<b>Academic</b>	<b>Career</b>	<b>Social</b>
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			4-6, 7-12
Core Essentials			K-3
Colonial Academy Lessons	4-6		4-6
Counselors' Corner Article	K-12	K-12	K-12
11th Grade ESSA Career Evidence		11	
<b>May</b>	<b>Academic</b>	<b>Career</b>	<b>Social</b>
DIBELS Sweep	K-3, 4-6		

Career Day		5	
JA Day	5	5	5
JA Biztown		6	
AP Testing	10-12		
Teacher Recommendations	7-8		
Character Counts Curriculum		4	4
Academic Awards	7-8,9-12		
Keystone Testing	8, 9-12		
SAT	11-12		
Core Essentials			K-3
LSS Social Skills Lessons			4-6, 7-12
Colonial Academy Lessons	4-6		4-6
Buddies Program with LSS			4-6,7-8
Support Groups			4-6
Counselors' Corner Article	K-12	K-12	K-12
Administer/Review Data from Social/Emotional Screener SRSS-I/E			K-3, 4-6
<b>June</b>	<b>Academic</b>	<b>Career</b>	<b>Social</b>
Report Cards	K-3, 4-6, 7-8, 9-12		
JA Biztown			6
Character Counts Curriculum		4	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
<b>July</b>	<b>Academic</b>	<b>Career</b>	<b>Social</b>
Class Placements	4-6		



Student placements	7-8		7-8
<b>Year Long/ On-Going</b>	<b>Academic</b>	<b>Career</b>	<b>Social</b>
Individual Counseling	K-12	K-12	K-12
FBA/PBSP—Writing, Implementation, Data Collection	K-12		K-12
Student Support Team	K-12		K-12
Behavior Cards/Check In Check Out	K-3, 4-6		K-3, 4-6
Behavior Improvement Plans			7-8
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 Registration/Orientation	K-12	K-12	K-12
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
Home Visits	K-12		K-12
Guidance/Administration Meetings	K-12		K-12

Failure/At-Risk List Creation	K-12		
Lunch Duty			7-8, 9-12
Lunch Grade Recovery	7-8		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	7-8		K-3,4-6 7-8
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	K-12
Building Level Intervention Meetings	K-3,4-6.7-8		7-8
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
School Based Counseling Referrals			K-12
Pack Pals Food Program			K-12

8. Program Delivery:

***Elementary Level: (Kindergarten- Third Grade)***

<b><u>School Counseling Curriculum</u></b> Provides developmental,	<b><u>Prevention, Intervention and Responsive Services</u></b> Addresses students' and	<b><u>Individual Student Planning</u></b> Assists students in development of	<b><u>System Support</u></b> Includes program, staff and school support activities and services
---	---	---	--

<p>comprehensive school counseling program content in a systematic way to all students.</p>	<p>parents' immediate concerns</p>	<p>academic and career plans</p>	
<p><i>Purpose</i> Student awareness, skill development and application of skills needed in everyday life.</p>	<p><i>Purpose</i> Prevention and intervention</p>	<p><i>Purpose</i> Individual student academic and career planning, decision making, goal setting and preparing for academic transitions.</p>	<p><i>Purpose</i> Program delivery and support</p>
<p><b>Academic</b> Assist with Standardized Testing (PSSA), Universal Assessments (DIBELS, Linkit), and Intervention Groups</p>	<p><b>Academic</b> Any immediate academic concerns (Student Support Team, Intervention Team, 504 Plans)</p>	<p><b>Academic</b> Any immediate academic concerns (Student Support Team, Intervention Team, 504 Plans)</p>	<p><b>Total Program</b> Professional Development- Act 48 hours Advisory Council- Guidance Department Chair meets with Advisory Committee approximately every other month Action Plans- SST, FBA/PBSP, 504 Plans Program Management- Students needing Guidance Services are identified through but not limited to: attendance, bus referral, discipline referrals, academic records, family demographics, parent referrals, SST goals, Reading Recovery, Title 1 Reading, psychological reference/placement, beginning and end of year assessments, Conner's Checklist, retentions, and observations School-Counseling Calendar- includes professional development time and In-Service days set by the Assistant Superintendent Program evaluation- conduct yearly surveys distributed to faculty, parents, or students (see appendix) Consultation with Staff – SST referrals(Academic and Behavioral) Community Outreach- CYS, Migrant Education, school affiliated doctor and dentist, Hempfield Behavioral Health(PEACE)</p>

			<p>Public Relations- Articles placed in school newsletter          Committee Memberships- School Improvement Team, Student Support Team, Intervention Team          o Technology- Daily use in classrooms, parent presentations and through maintaining an accurate website with various important links for students, parents, and community</p>
<p><b>Career</b>          See Curriculum Appendix Grade 3 (Career Awareness Preparation)</p>	<p><b>Career</b>          PHEAA presentation          See Curriculum Appendix Grade 3 (Career Awareness Preparation)</p>	<p><b>Career</b>          See Curriculum Appendix Grade 3 (Career Awareness Preparation)</p>	<p><b>Total Program</b>          Professional Development- Act 48 hours          Advisory Council- Guidance Department Chair meets with Advisory Committee approximately every other month          Action Plans- SST, FBA/PBSP, 504 Plans          Program Management- Students needing services are identified through but not limited to: attendance, bus referral, discipline referrals, academic records, family demographics, parent referrals, SST goals, Reading Recovery, Title 1 Reading, psychological reference/placement, beginning and end of year assessments, Conner’s Checklist, retentions, and observations          School-Counseling Calendar- includes professional development time and In-Service days set by the Assistant Superintendent          Program evaluation- conduct yearly surveys distributed to faculty, parents, or students (see appendix)          Consultation with Staff – SST referrals(Academic and Behavioral)          Community Outreach- CYS, Migrant Education, school affiliated doctor and dentist, Hempfield Behavioral Health(PEACE)          Public Relations- Articles placed in school newsletter          Committee Memberships- School Improvement Team, Student Support Team, Intervention Team          Technology- Daily use in classrooms, parent presentations and through maintaining an accurate website with various important links for students, parents, and community  <b>Counselor Role</b></p>

<p><b>Personal/Social</b> Guidance/Support Groups, Classroom Lessons</p>	<p><b>Personal/Social</b> 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><b>Personal/Social</b> Individual counseling, SST Behavioral referrals, FBA/PBSP</p>	<ul style="list-style-type: none"> <li>o Develop/manage/evaluate program</li> <li>o Coordination</li> <li>o Develop relationships and partnerships</li> </ul> <p>Consultation/Collaboration</p>
<p><b>Counselor Role</b></p>	<p><b>Counselor Role</b></p>	<p><b>Counselor Role</b></p>	

<ul style="list-style-type: none"> <li>o Assist with school counseling curriculum implementation</li> <li>o Assist with assessment administration</li> <li>o Classroom lessons or structured groups Consultation and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>o Individual counseling</li> <li>o Group counseling</li> <li>o Class meetings</li> <li>o Referral/Case Management</li> <li>o Consultation/Collaboration</li> <li>o Student Support Team Intervention Team</li> </ul>	<ul style="list-style-type: none"> <li>o Assessment</li> <li>o Planning</li> <li>o Referral Consultation/Collaboration</li> </ul>	
<p><b>Recommended Time 35%-45%</b></p>	<p><b>Recommended Time 30%-40%</b></p>	<p><b>Recommended Time 5%-10%</b></p>	<p><b>Recommended Time 10%-15%</b></p>
<p><b>Estimated Actual Time: 9%</b></p>	<p><b>Estimated Actual Time: 10%</b></p>	<p><b>Estimated Actual Time: 31%</b></p>	<p><b>Estimated Actual Time: 17%</b></p>
<p>33% Non-guidance due to teaching gifted education</p>			

**Intermediate Level (grades 4 through 6)**

<p><b><u>School Counseling Curriculum</u></b> Provides developmental, comprehensive school counseling program content in a systematic way to all students 4 - 6.</p>	<p><b><u>Prevention, Intervention and Responsive Services</u></b> Addresses students' and parents' immediate concerns</p>	<p><b><u>Individual Student Planning</u></b> Assists students in development of academic and career plans</p>	<p><b><u>System Support</u></b> Includes program, staff and school support activities and services</p>
<p><b><u>Purpose</u></b> Student awareness, age appropriate skill development and application of skills needed in everyday life.</p>	<p><b><u>Purpose</u></b> Prevention and intervention</p>	<p><b><u>Purpose</u></b> Individual student academic and career planning, decision making, goal setting and preparing for academic transitions.</p>	<p><b><u>Purpose</u></b> Program delivery and support</p>
<p><b><u>Academic</u></b> o Effective learning in school and become a life-long learner (Grade 4 and 6 guidance lessons). o Develop appropriate life skills for school success (Grade 4 and 6 guidance lessons; Support groups for grades 4, 5, 6) o Relationship of academics, work, family and community (Parent Information Nights, Parent conferences)</p>	<p><b><u>Academic</u></b> o Any immediate academic concerns (Homework Club; Study Skills Group; Blended Academy; Behavior Cards; Parent Conferences) o School-related concerns including attendance, discipline, drop-out prevention, etc. (Blended Academy; Student Support Team; FBA/PBSP; Colonial Academy referrals; Parent conferences;</p>	<p><b><u>Academic</u></b> o Facilitation and/or interpretation of assessment data (Student Support team; DIBELS; Link-It RTII tiers) 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).</p>	<p><b><u>Total Program</u></b> o School counselor professional development (District In-services; PSEA workshops) o Advocacy and public relations for comprehensive school counseling programs o Develop character education plan and scope for all students (Gr. 4 Guidance Curriculum; School Wide Anti-Bullying Program) o Program planning and development (Annual Review) o Implement bullying prevention programs and strategies (Incident Reports, Policy Poster, School Wide In-Service for Staff and Students, Mid and End of the Year celebrations) o Maintenance of school counseling calendar of events and department website o Evaluation and assessment of comprehensive school counseling program and student results (Annual survey of a Population) o Participation in district strategic planning o Integration of ASCA and CEW standards across</p>

	<p>Community Agency referrals)</p>	<ul style="list-style-type: none"> <li>o Awareness of student personal behaviors affecting academic success (Grade 4 and 6 guidance lessons).</li> <li>o Referrals to Homework club</li> </ul>	<ul style="list-style-type: none"> <li>o curriculum</li> <li>o Encourage and develop increased parent involvement in education (Parent Presentations; MMS portal; Personal contact; SST meetings; Parent/Teacher conferences)</li> <li>o Collaboration and instructing on age-appropriate issues with administration, staff and community (Parenting workshops; Consultations)</li> <li>o Practices based on research (FBA/PBSP)</li> <li>o Community outreach and involvement (Collaborating for Youth, Adams co.; PEACE programs)</li> <li>o Data analysis and related action plans (SST; FBA/PBSP)</li> </ul>
<p><b>Career</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>o Identify relationship between personal qualities, education, training and work (Grade 4 and 6 guidance lessons; Career Day-Gr. 5)</li> </ul>	<p><b>Career</b></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><b>Career</b></p> <ul style="list-style-type: none"> <li>o Utilize career information resources in school and community (Gr. 5 Career Day)</li> <li>o Explore career clusters (Gr. 4 and Gr. 6 guidance curriculum)</li> <li>o Build student awareness of their personal learning styles (Gr. 4 guidance curriculum)</li> <li>o Explore personal interests and skills related to occupation clusters (Gr. 4 and Gr. 6 guidance curriculum)</li> <li>o Explore self knowledge related to career options (Gr. 4 and Gr. 6 guidance curriculum)</li> </ul>	



<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>o Interpersonal skills to respect self and others (Anti-bullying School wide Program; Individual and SAP counseling; Student support Team; FBA/PBSP)</li> <li>o Decision making, setting goals and taking action to achieve goals (Student support Team; FBA/PBSP)</li> <li>o Understanding everyday safety/survival skills (Individual counseling; Community Referrals)</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>o Peer Interactions (Anti-bullying School Wide Program)</li> <li>o Crisis response (Community Referral)</li> <li>o Bullying prevention (Anti-bullying School Wide Program)</li> <li>o Grief, loss and death (Individual and Group Counseling; Community Referral)</li> <li>o School refusal/avoidance (ACCYS Referral; Colonial Academy; Referral; Student Support Team)</li> <li>o Family issues (Community Referral)</li> <li>o Coping with stress/anxiety (Individual and Group counseling)</li> <li>o Divorce and family changes (Individual and Group Counseling; Community</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>o Identification of strategies to support individual student concerns (FBA/PBSP; behavior cards; 504 Plans; SAP)</li> </ul>	
--	--	--	--

	<ul style="list-style-type: none"> <li>Referral)</li> <li>o Social development</li> <li>o Child abuse and related issues (ACCYS Referral; Childline)</li> <li>o Referral plan</li> <li>o Contact and develop relationships with community resources</li> <li>o Teaching of Social Skills Lessons in the Colonial Academy</li> <li>o Suicide Awareness and Prevention (Community Referral; Parent Consultation)</li> </ul>		
<p><b>Counselor Role</b></p> <ul style="list-style-type: none"> <li>o School Counseling Curriculum implementation</li> <li>o Classroom guidance lessons (Gr. 4 and 6)</li> <li>o Structured groups</li> <li>o Consultation and collaboration</li> <li>o Student Support Team</li> </ul>	<p><b>Counselor Role</b></p> <ul style="list-style-type: none"> <li>o Individual counseling</li> <li>o Group counseling</li> <li>o Classroom Guidance Lessons (Gr. 4 and 6)</li> <li>o Referral</li> <li>o Consultation/Collaboration</li> <li>o Student Support Team</li> <li>o</li> </ul>	<p><b>Counselor Role</b></p> <ul style="list-style-type: none"> <li>o Assessment</li> <li>o Planning</li> <li>o Placement</li> <li>o Consultation/Collaboration</li> </ul>	<p><b>Counselor Role</b></p> <ul style="list-style-type: none"> <li>o Develop and manage program</li> <li>o Coordination</li> <li>o Develop relationships and partnerships</li> <li>o Consultation/Collaboration</li> </ul>

<b>Recommended Time</b> 35%-45%	<b>Recommended Time</b> 30%-40%	<b>Recommended Time</b> 5%-10%	<b>Recommended Time</b> 10%-15%
<b>Estimated Actual Time: 32%</b>	<b>Estimated Actual Time: 41%</b>	<b>Estimated Actual Time: 14%</b>	<b>Estimated Actual Time: 13%</b>

**Middle School Level (grades 7 and 8)**

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

<p><b>Career</b></p> <ul style="list-style-type: none"> <li>o Identify relationship between personal qualities, education, training and work</li> <li>o Course selections based on career interest survey</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>o Career survey that explores interests related to course selections</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>o Complete interest and skill inventories</li> <li>o Complete career searches</li> <li>o Explore self-knowledge related to career choices</li> <li>o Select appropriate courses and programs of study</li> </ul>	<p>department website</p> <ul style="list-style-type: none"> <li>o Data analysis and related action plans</li> </ul>
<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>o Interpersonal skills to respect self and others</li> <li>o Decision making, setting goals and taking action to achieve goals</li> <li>o Understanding everyday safety/survival skills</li> <li>o Bullying intervention and character building</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>o Relationship concerns</li> <li>o Crisis response</li> <li>o Bullying prevention and preventing/addressing unlawful harassment</li> <li>o Grief, loss and death</li> <li>o School refusal/avoidance</li> <li>o SAP</li> <li>o Family issues</li> <li>o Attendance issues</li> <li>o Coping with stress</li> <li>o Legal issues (probation, arrest, incarceration)</li> <li>o FBA/PBSP</li> <li>o Child abuse and related issues</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>o Skills and competencies related to student success</li> <li>o Personal interest inventory</li> </ul>	

	o Contact and develop relationships with community resources		
<b>Counselor Role</b> o School counseling curriculum implementation o Classroom or structured groups o Consultation and collaboration	<b>Counselor Role</b> o Individual counseling o Group counseling o Referral to outside agencies o Consultation/Collaboration o SAP team o Behavior Intervention Plans	<b>Counselor Role</b> o Assessment o Planning o Placement o Consultation/Collaboration	<b>Counselor Role</b> o Develop and manage program o Coordination o Develop relationships and partnerships o Consultation/Collaboration
<b>Recommended Time:</b> 15%-20%	<b>Recommended Time:</b> 30%-40%	<b>Recommended Time:</b> 20%-25%	<b>Recommended Time:</b> 20%-25%
<b>Estimated Actual Time:</b> 14%	<b>Estimated Actual Time:</b> 44%	<b>Estimated Actual Time:</b> 22%	<b>Estimated Actual Time:</b> 20%

**High School Level (grades 9 through 12)**

<p><b><u>School Counseling Curriculum</u></b> Provides developmental, comprehensive school counseling program content in a systematic way to all students 9-12.</p>	<p><b><u>Responsive Services</u></b> Addresses students' and parents' immediate concerns.</p>	<p><b><u>Individual Student Planning</u></b> Assists students in development of academic and career plans</p>	<p><b><u>System Support</u></b> Includes program, staff, and school support activities and services</p>
<p><b><u>Purpose</u></b> Student awareness, skill development, and application of skills needed in everyday life.</p>	<p><b><u>Purpose</u></b> Prevention and intervention</p>	<p><b><u>Purpose</u></b> Individual student academic and career planning, decision making, goal setting and preparing for academic transitions.</p>	<p><b><u>Purpose</u></b> Program delivery and support</p>
<p><b><u>Academic</u></b> 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</p>	<p><b><u>Academic</u></b> 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)</p>	<p><b><u>Academic</u></b> 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</p>	<p><b><u>Total Program</u></b> o School counselor professional development (PHEAA, College Board, PASHE, SAS workshops) 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)</p>

<p>academics, work, family, and community (Freshmen Mentoring)</p>		<p>selection (teacher recommendations)</p> <ul style="list-style-type: none"> <li>o Development of an graduation plan (Grade 9-12 annual interviews)</li> <li>o Development of a career portfolio</li> <li>o Development of a post-secondary plan (Grade 11 annual interview)</li> </ul>	<ul style="list-style-type: none"> <li>o Participation in district strategic planning *</li> <li>o Integration of ASCA and CEW standards across curriculum ?</li> <li>o Encourage and develop increased parent involvement in education (Parent presentations, MMS Portal, website, personal contact, SST, Truancy Elimination Plan, Parent/Teacher Conferences)</li> <li>o Collaboration and instructing on age-appropriate issues with administration, staff, and community (D &amp; A Parenting workshops, consulting, media/electronics)</li> <li>o Practices based on research (Choice Theory, CBT, PBSP)</li> <li>o Community outreach and involvement (BB/BS, BEP, Collaborating for Youth, Suicide Prevention Committee, Healthy Adams Co, Adams Co. Counselors)</li> <li>o Implement bullying prevention program and strategies (Incident reports, policy poster, mediation)</li> <li>o Maintenance of school counseling calendar of events and department website (Fridge cards, Automated calling system, posting on MMS Portals)</li> <li>o Data analysis and related action plans (Pupil Service, SST, FBA, TEP)</li> </ul>
<p><b>Career</b></p> <ul style="list-style-type: none"> <li>o Investigate the world of work to make informed decisions and to achieve future goals (Grade 9 presentation)</li> <li>o Identify relationship between personal qualities, education, training and work (Grade 9 Career project)</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>o Select appropriate courses and programs of study (Scheduling Fair, Grades 9-12)</li> <li>o Explore careers through job shadowing and/or internships (Grade 11 Career Shadowing experience, Grade 10 Graduation Project)</li> <li>o Develop career portfolio (Grades 9 – 12 Graduation Project)</li> <li>o</li> </ul>	



<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>o Interpersonal skills to respect self and others (Anti-bullying policy, CAMFEL assembly, Individual and SAP counseling, Freshmen Mentoring)</li> <li>o Decision making, setting goals and taking action to achieve goals (course selections, annual personal interviews, Freshmen Mentoring)</li> <li>o Understanding everyday safety/survival skills (outside resource referral)</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>o Relationship concerns (mediation)</li> <li>o Crisis response (outside referral)</li> <li>o Bullying prevention and preventing/addressing unlawful harassment (Incident report form)</li> <li>o Grief, loss and death (individual counseling, outside referral)</li> <li>o Substance abuse (SAP)</li> <li>o School refusal/avoidance (credit recovery, Truancy Elimination Plan, PPS)</li> <li>o Family issues (CYS)</li> <li>o Coping with stress (Study Skills group)</li> <li>o Suicide awareness/prevention (outside referral, parent consultation)</li> <li>o Divorce and family changes (individual counseling and outside referrals)</li> <li>o Legal issues (probation, drug task force, local police, district magistrate)</li> <li>o Child abuse and related issues (CYS, Child Line)</li> <li>o Referral plan (incident</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>o Skills and competencies related to student success (annual student interview, Study Skills group, Parent/Student Consultation)</li> </ul>	
--	---	--	--

	<p>reports, SAP process, TEP, Family Decision Making)</p> <ul style="list-style-type: none"> <li>o Contact and develop relationships with community resources</li> </ul>		
<p><b>Counselor Role</b></p> <ul style="list-style-type: none"> <li>o School counseling curriculum implementation</li> <li>o Classroom or structured groups</li> <li>o Consultation and collaboration</li> </ul>	<p><b>Counselor Role</b></p> <ul style="list-style-type: none"> <li>o Individual counseling</li> <li>o Group counseling</li> <li>o Class meeting</li> <li>o Referral</li> <li>o Consultation/Collaboration</li> <li>o SAP team</li> </ul>	<p><b>Counselor Role</b></p> <ul style="list-style-type: none"> <li>o Assessment</li> <li>o Planning</li> <li>o Placement</li> <li>o Consultation/Collaboration</li> </ul>	<p><b>Counselor Role</b></p> <ul style="list-style-type: none"> <li>o Develop and manage program</li> <li>o Coordination</li> <li>o Develop relationships and partnerships</li> <li>o Consultation/Collaboration</li> </ul>
<p><b>Recommended Time:</b> 15%-25%</p>	<p><b>Recommended Time:</b> 25%-35%</p>	<p><b>Recommended Time:</b> 25%-35%</p>	<p><b>Recommended Time:</b> 15%-20%</p>
<p><b>Estimated Actual Time:</b> 16% counselors</p>	<p><b>Estimated Actual Time:</b> 32% counselors</p>	<p><b>Estimated Actual Time:</b> 21 % counselors</p>	<p><b>Estimated Actual Time:</b> 19% counselors</p>

## 9. Organizing Career/Postsecondary Resources

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

10. Individualized Academic/Career Plan –

13.1.3 Career Awareness and Preparation "A"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	Spring	K-3	Career Week	Guidance Curriculum, Community Businesses	School counselor and community volunteers

13.1.5 Career Awareness and Preparation "A"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	Fall/Spring	4	Classroom Lesson: Introduction to Guidance	Guidance Curriculum	School Counselor
Guidance	Fall/Spring	4	Classroom Lesson: Acceptance of Uniqueness	Guidance Curriculum	School Counselor
Guidance	Fall/Spring	4	Classroom Lesson: Self-knowledge	Guidance Curriculum	School Counselor
Guidance	Fall/Spring	4	Classroom Lesson: Cooperation	Guidance Curriculum	School Counselor
Guidance	Spring	5	Career Day	Volunteer Speakers	School Counselors
Guidance	Spring	5	JA Our Nation: Session 3: Career Quest	Junior Achievement	School Counselor/JA Volunteers

13.1.8 Career Awareness and Preparation "A"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
---------	------------	-------------	----------	-----------	--------------

Guidance	February	7	Career Interest Inventory	Future Forward	7th grade teachers
Guidance	December	8	Interest Inventory	Educationplanner.org	School Counselor
Guidance	August & January	6	BizTown Classroom Lesson - Community (Unit 1 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	October & February	6	BizTown Classroom Lesson - Work Readiness (Unit 3 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	January & May	6	BizTown Classroom Lesson - Field Trip (Unit 5 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor

13.1.11 Career Awareness and Preparation "A"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	Yearly	9-12	Individual Interview	Collegeboard Indeed Monster	School Counselor

13.1.3 Career Awareness and Preparation "B"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	Spring	K-3	Career Week	Guidance Curriculum Community Businesses	School counselor and community volunteers

13.1.5 Career Awareness and Preparation "B"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall/Spring	4	Classroom Lesson: Group Responsibility	Guidance Curriculum	School Counselor
Guidance	Fall/Spring	4	Classroom Lesson: Acceptance of Uniqueness	Guidance Curriculum	School Counselor
Guidance	Fall/Spring	4	Classroom Lesson: Self-Knowledge	Guidance Curriculum	School Counselor
Guidance	Fall/Spring	4	Classroom Lesson: Work habits, environment and personal preferences	Guidance Curriculum	School Counselor
Guidance	Spring	5	JA Our Nation: Session 3: Career Quest	Junior Achievement	School Counselor/JA Volunteers
Guidance	Spring	5	Career Day	Volunteer Speakers	School Counselors

## 13.1.8 Career Awareness and Preparation "B"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	February	7	Career Interest Inventory	Future Forward	7th grade teachers
Guidance	December	8	Interest Inventory	Educationplanner.org	School Counselor
Guidance	August & January	6	BizTown Classroom Lesson - Community (Unit 1 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	October & February	6	BizTown Classroom Lesson - Career Types (Unit 3 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	January & May	6	BizTown Classroom Lesson - Field Trip (Unit 5 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor

13.1.11 Career Awareness and Preparation "B"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	September	9th	World of Work Map	Worksheet	Guidance

13.1.3 Career Awareness and Preparation "C"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	Spring	K-3	Ourselves Our Families Our Community Our City	Junior Achievement	Junior Achievement volunteers

13.1.5 Career Awareness and Preparation "C"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	Fall/Spring	4	Classroom Lesson: Career Research	Guidance Curriculum	School Counselor

13.1.8 Career Awareness and Preparation "C"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	February	7	Career Interest Inventory	Future Forward	7th grade teachers
Guidance	December	8	Interest Inventory	Educationplanner.org	School Counselor

13.1.11 Career Awareness and Preparation "C"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
---------	------------	-------------	----------	-----------	--------------

Guidance	Fall & Spring	11	Job Shadowing	Packet/ Community Resources	Guidance Department
----------	---------------	----	---------------	-----------------------------------	---------------------

13.1.3 Career Awareness and Preparation “D”

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	K-3	Ourselves Our Families Our Community Our City	Junior Achievement	Junior Achievement volunteers

13.1.5 Career Awareness and Preparation “D”

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall/Spring	4	Classroom Lesson: Work habits, environment and personal preferences	Guidance Curriculum	School Counselor
Guidance	Fall/Spring	4	Classroom Lesson: Career Research	Guidance Curriculum	School Counselor
Guidance	Spring	5	Career Day	Volunteer Speakers	School Counselors

13.1.8 Career Awareness and Preparation “D”

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	January	8	Course Selections	Teacher Recommendations	School Counselors (HS & MS)



Guidance	March	7	Future Forward Conference	Future Forward Surveys	7th grade teachers
Guidance	October	8	ABC Keystone Construction Wars	Interactive construction workshops	ABC Construction-skilled tradesman

13.1.11 Career Awareness and Preparation "D"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	May	11	Junior Achievement	JA Program	Guidance/ Junior Achievement Program
Guidance	March	10	Career Fair	Community Resources	Guidance Department
Guidance	Fall & Spring	11	Job Shadowing	Community Resources/ Junior Packet	Guidance Department

13.1.3 Career Awareness and Preparation "E"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	K-3	Ourselves Our Families Our Community Our City	Junior Achievement	Junior Achievement volunteers
Guidance	Spring	K-3	Career Week	Guidance Curriculum Community Businesses	School counselor and community volunteers

13.1.5 Career Awareness and Preparation "E"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
----------------	-------------------	--------------------	-----------------	------------------	---------------------

Guidance	Fall/Spring	4	Classroom Lesson: Group Responsibility	Guidance Curriculum	School Counselor
Guidance	Fall/Spring	4	Classroom Lesson: Acceptance of Uniqueness	Guidance Curriculum	School Counselor
Guidance	Fall/Spring	4	Classroom Lesson: Work habits, environment and personal preferences	Guidance Curriculum	School Counselor
Guidance	Fall/Spring	4	Classroom Lesson: Career Research	Guidance Curriculum	School Counselor
Guidance	Spring	5	Career Day	Volunteer Speakers	School Counselors

## 13.1.8 Career Awareness and Preparation "E"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Information Literacy	October	7	Career Interest Inventory	O'Net	Media Specialist
Guidance	October & February	6	BizTown Classroom Lesson - Career Types (Unit 3 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	October & February	6	BizTown Classroom Lesson - Jobs (Unit 3 - Lesson 2)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	December & March	6	BizTown Classroom Lesson - Paychecks (Unit 4 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor

## 13.1.11 Career Awareness and Preparation "E"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Yearly	9,10,11,12	Individual Interviews	Varies	School Counselors

13.1.3 Career Awareness and Preparation "F"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	K-3	Career Week	Guidance Curriculum Community Businesses	School counselor and community volunteers

13.1.5 Career Awareness and Preparation "F"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall/Spring	4	Classroom Lesson: Job Awareness	Guidance Curriculum	School Counselor
Guidance	Spring	5	Career Day	Volunteer Speakers	School Counselors

13.1.8 Career Awareness and Preparation "F"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	January	8	Course Selections	Teacher Recommendations	School Counselors (HS & MS)
Information Literacy	October	7	Career Interest Inventory	O'Net	Media Specialist
Guidance	October & February	6	BizTown Classroom Lesson - Job Applications (Unit 3 - Lesson 3)	Junior Achievement BizTown Curriculum	School Counselor

13.1.11 Career Awareness and Preparation "F"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	September & October	9	Levels of Attainment	Worksheet	Career Counselor
Guidance	September & October	9	Entrepreneurial Worksheet	Worksheet	Career Counselor

13.1.3 Career Awareness and Preparation "G"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	K-3	Career Week	Guidance Curriculum Community Businesses	School counselor and community volunteers

13.1.5 Career Awareness and Preparation "G"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall/Spring	4	Classroom Lesson: Job Awareness	Guidance Curriculum	School Counselor

13.1.8 Career Awareness and Preparation "G"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Information Literacy	October	7	Career Interest Inventory	O'Net	Media Specialist
Guidance	March	7	Future Forward Conference	Future Forward Surveys	7th grade teachers
Guidance	March	7	Future Forward	Future Forward Reflection Form	School Counselor

Guidance	December	8	Interest Inventory	Educationplanner.org	School Counselor
Guidance	October & February	6	BizTown Classroom Lesson - Job Applications (Unit 3 - Lesson 3)	Junior Achievement BizTown Curriculum	School Counselor

## 13.1.11 Career Awareness and Preparation "G"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	May	12	Return of Portfolio	Portfolio	Guidance Paraprofessional

## 13.1.3 Career Awareness and Preparation "H"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	K-3	Career Week	Guidance Curriculum Community Businesses	School counselor and community volunteers

## 13.1.5 Career Awareness and Preparation "H"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall/Spring	4	Classroom Lesson: Self-knowledge	Guidance Curriculum	School Counselor
Guidance	Spring	5	Career Day	Volunteer Speakers	School Counselors

## 13.1.8 Career Awareness and Preparation "H"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	January	8	Scheduling Fair	Teacher Recommendation	MS/HS Counselors

13.1.11 Career Awareness and Preparation “H”

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Winter	11	Junior Interview	4 Year Plan and Interview forms	School Counselor

13.2.3 Career Acquisition (Getting a Job)

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	3	Classroom Lesson	Guidance Curriculum	School Counselor

13.2.5 Career Acquisition (Getting a Job) “A”

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall/Spring	4	Classroom Lesson: Personal Responsibility	Guidance Curriculum	School Counselor

13.2.8 Career Acquisition (Getting a Job) “A”

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	November & March	6	BizTown Classroom Lesson - Interview Skills (Unit 3 - Lesson 4)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	November & March	6	BizTown Classroom Lesson - Interviews (Unit 3 - Lesson 5)	Junior Achievement BizTown Curriculum	School Counselor

13.2.11 Career Acquisition (Getting a Job) “A”

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall/Spring	11	Mock Interviews	Guidance Curriculum	School Counselor

13.2.3 Career Acquisition (Getting a Job) "B"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	3	Career Week	Career Presentation Choice Packet	School Counselor

13.2.5 Career Acquisition (Getting a Job) "B"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall/Spring	4	Classroom Lesson: Career Research	Guidance Curriculum	School Counselor

13.2.8 Career Acquisition (Getting a Job) "B"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Information Literacy	October	7	Career Interest Inventory	O'Net	Media Specialist
Guidance	October/February	6	BizTown Classroom Lesson - Jobs (Unit 3 - Lesson 2)	Junior Achievement BizTown Curriculum	School Counselor

13.2.11 Career Acquisition (Getting a Job) "B"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
----------------	-------------------	--------------------	-----------------	------------------	---------------------

Guidance	September/ January	11	Career Shadowing	Networking with local businesses. Career Assessment Survey	Guidance Paraprofessionals
----------	-----------------------	----	------------------	--	----------------------------

13.2.3 Career Acquisition (Getting a Job) "C"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	Spring	3	Thank you letter to presenters	Career Week	School Counselor

13.2.5 Career Acquisition (Getting a Job) "C"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	Fall/Spring	4	Classroom Lesson: Trustworthiness	Guidance Curriculum	School Counselor

13.2.8 Career Acquisition (Getting a Job) "C"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	October/ February	6	BizTown Classroom Lesson - Job Application (Unit 3 - Lesson 3)	Junior Achievement BizTown Curriculum	School Counselor

13.2.11 Career Acquisition (Getting a Job) "C"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	Fall/Spring	11	Resume/ Cover Letter	Guidance Curriculum	School Counselor



13.2.3 Career Acquisition (Getting a Job) "D"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	3	Career Week	Guidance Curriculum Community Businesses	School Counselor Community Volunteers

13.2.5 Career Acquisition (Getting a Job) "D"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall/Spring	4	Classroom Lesson: Self Knowledge	Guidance Curriculum	School Counselor

13.2.8 Career Acquisition (Getting a Job) "D"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	December	8	Educationplanner.org	Internet, Interest Inventory	School Counselors
Guidance	February	7	Future Forward	Interest Survey	7th grade teachers
Guidance	May	8	Awards Ceremonies	Teacher recommendations, academic achievement	School Counselor
Guidance	January	8	Scheduling Fair	High School Teachers/School Counselors, Teacher Recommendations	MS/HS Counselors and Teachers

13.2.11 Career Acquisition (Getting a Job) "D"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
----------------	-------------------	--------------------	-----------------	------------------	---------------------

Guidance	December-February	11	Junior Interviews	Guidance Curriculum	School Counselor
----------	-------------------	----	-------------------	---------------------	------------------

13.2.3 Career Acquisition (Getting a Job) "E"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	3	Career Week	Guidance Curriculum Community Businesses	School Counselor Community Volunteers

13.2.5 Career Acquisition (Getting a Job) "E"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Winter	4	Classroom Lesson: Personal Responsibility	Guidance Curriculum	School Counselor
Guidance	Spring	4	Classroom Lesson: Cooperation	Guidance Curriculum	School Counselor
Guidance	Fall	4,5,6	Lessons about School Wide Positive Behavior Support Program	SWBSP created lessons	School Counselors/CVIS Staff

13.2.8 Career Acquisition (Getting a Job) "E"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	October/February	6	BizTown Classroom Lesson - Teamwork (Unit 3 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	October/February	6	BizTown Classroom Lesson - Job Applications (Unit 3 - Lesson 3)	Junior Achievement BizTown Curriculum	School Counselor

Guidance	October/ February	6	BizTown Classroom Lesson - Quality Businesses (Unit 4 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	January/ May	6	BizTown Classroom Lesson - Field Trip (Unit 5 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	January/ May	6	BizTown Classroom Lesson - Business Evaluation (Unit 5 - Lesson 2)	Junior Achievement BizTown Curriculum	School Counselor

13.2.11 Career Acquisition (Getting a Job) "E"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	May	11	Junior Achievement	Junior Achievement Program	Guidance Department/ Junior Achievement Program

13.3.3 Career Retention and Advancement "A"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	3	Ourselves Our Families Our Communities Our City	Junior Achievement	Community Volunteers

13.3.5 Career Retention and Advancement "A"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall/Spring	4	Classroom Lesson: Introduction to Guidance	Guidance Curriculum	School Counselor

Guidance	Fall/Spring	4	Classroom Lesson: Personal Responsibility	Guidance Curriculum	School Counselor
Guidance	5 hours per week	4,5,6/75 students	Homework Club		School Counselor/CVIS Staff
Guidance	Fall	4,5,6	Lessons about School Wide Positive Behavior Support Program	SWBSP created lessons	School Counselors/CVIS Staff
Guidance	Spring	5	JA Our Nation: Session 4: Get and Keep the Job	Junior Achievement	School Counselors/JA Volunteers

13.3.8 Career Retention and Advancement "A"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
At-Risk	4 hours a week	7/8	Homework Club	Textbooks, Student Materials	MS/HS At-Risk School Coordinators
Guidance	School Term	7/8	WIT	Textbooks, Student Materials	At-Risk Coordinator
Guidance	School Term	7/8	Executive Functions	Curricular materials	School Counselors
Guidance	October/February	6	BizTown Classroom Lesson - Work Readiness (Unit 3 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	October/February	6	BizTown Classroom Lesson - Quality Businesses (Unit 4 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	January/May	6	BizTown Classroom Lesson - Business Evaluation (Unit 5 - Lesson 2)	Junior Achievement BizTown Curriculum	School Counselor

13.3.11 Career Retention and Advancement "A"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	November/December	10th	10th grade Learning Styles Survey	Guidance Curriculum	School Counselor

13.3.3 Career Retention and Advancement "B"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall	3	Core Essential Beginning of Year Big 3 Lesson	Core Essentials	School Counselor

13.3.5 Career Retention and Advancement "B"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall/Spring	4	Classroom Lesson: Group Responsibility	Guidance Curriculum	School Counselor
Guidance	Fall/Spring	4	Classroom Lesson: Cooperation	Guidance Curriculum	School Counselor
Guidance	Spring	5	JA Our Nation: Session 4: Get and Keep the Job	Junior Achievement	School Counselor/JA Volunteers
Guidance	Fall	4,5,6	Lessons about School Wide Positive Behavior Support Program		School Counselors/CVIS Staff

13.3.8 Career Retention and Advancement "B"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	September	7/8	Whole Class Meeting	SAP/Bullying Referral Forms, Student Handbook	School Counselor and Administration
Guidance	October/February	6	BizTown Classroom Lesson - Teamwork	Junior Achievement BizTown Curriculum	School Counselor

			(Unit 3 - Lesson 1)		
Guidance	October/ February	6	BizTown Classroom Lesson - Quality Businesses (Unit 4 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	January/ May	6	BizTown Lesson - BizTown Field Trip (Unit 5 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	January/ May	6	BizTown Classroom Lesson - Business Evaluation (Unit 5 - Lesson 2)	Junior Achievement BizTown Curriculum	School Counselor

13.3.11 Career Retention and Advancement "B"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	May	11th	Junior Achievement	Junior Achievement	Guidance Department

13.3.3 Career Retention and Advancement "C"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	Spring	3	Ourselves, Our Families Our Communities Our City	Junior Achievement	Community Volunteers

13.3.5 Career Retention and Advancement "C"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance		4	Classroom Lesson: Personal Responsibility	Guidance Curriculum	School Counselor
Guidance		4	Classroom Lesson: Group Responsibility	Guidance Curriculum	School Counselor

Guidance		4	Classroom Lesson: Budgeting Finances	Guidance Curriculum	School Counselor
Guidance		4	Classroom Lesson: Citizenship—Problem Solving	Guidance Curriculum	School Counselor
Guidance	Fall	4,5,6	Lessons about School Wide Positive Behavior Support Program	SWBSP created lessons	School Counselors/CVIS Staff
Guidance	Spring	5	JA Our Nation: Session 4: Get and Keep the Job	Junior Achievement	School Counselor/JA Volunteers

13.3.8 Career Retention and Advancement “C”

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	December/ April	6	BizTown Classroom Lesson - BizPrep #1,2 & 3 (Unit 4)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	October/ February	6	BizTown Classroom Lesson - Teamwork (Unit 3 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	December/ April	6	BizTown Classroom Lesson - Quality Business (Unit 4 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	January/ May	6	BizTown Classroom Lesson - BizTown Field Trip (Unit 5 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	January/ May	6	BizTown Classroom Lesson - Business Evaluations (Unit 5 - Lesson 2)	Junior Achievement BizTown Curriculum	School Counselor

13.3.11 Career Retention and Advancement “C”

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	May	11th	Junior Achievement	Junior Achievement	Guidance Department

## 13.3.3 Career Retention and Advancement "D"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	3	Ourselves Our Families Our Communities Our City	Junior Achievement	Community Volunteers

## 13.3.5 Career Retention and Advancement

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall/Spring	4	Classroom Lesson: Budgeting Finances	Guidance Curriculum	School Counselor

## 13.3.8 Career Retention and Advancement "D"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	December/ April	6	BizTown Classroom Lesson Costs & Profit (BizPrep #3)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	September/ February	6	BizTown Classroom Lesson - Checks (Unit 2 - Lesson 3)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	September/ February	6	BizTown Classroom Lesson - Savings Accounts (Unit 2 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	March/ November	6	BizTown Classroom Lesson - Paychecks	Junior Achievement BizTown Curriculum	School Counselor



			(Unit 3 - Lesson 7)		
--	--	--	---------------------	--	--

13.3.11 Career Retention and Advancement "D"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	May	11th	Junior Achievement	Junior Achievement	Guidance Department

13.3.3 Career Retention and Advancement "E"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	Fall	3	Core Essentials Beginning of Year Big 3 Lesson	Core Essential	School Counselor

13.3.5 Career Retention and Advancement "E"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Guidance	Fall/Spring	4	Classroom Lesson: Personal Responsibility	Guidance Curriculum	School Counselor
Guidance	Fall	4,5,6	Lessons about School Wide Positive Behavior Support Program	SWBSP created lessons	School Counselors/CVIS Staff
Guidance	Fall/Spring	4	Classroom Lesson: Group Responsibility	Guidance Curriculum	School Counselor

13.3.8 Career Retention and Advancement "E"

Content	Time Frame	Grade Level	Activity	Resources	Delivered By
Drop Out	5 hours weekly	7 <sup>th</sup> & 8 <sup>th</sup> /60 students	Homework Club	School Curriculum	At-Risk Coordinator

Drop Out	Daily	7 <sup>th</sup> & 8 <sup>th</sup> /60 students	Lunch study program	School Curriculum	At-Risk Coordinator
Guidance	December/ April	6	BizTown Classroom Lesson - Quality Business (Unit 4 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	January/ May	6	BizTown Classroom Lesson - BizTown Field Trip (Unit 5 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	January/ May	6	BizTown Classroom Lesson - Business Evaluations (Unit 3 - Lesson 2)	Junior Achievement BizTown Curriculum	School Counselor

13.3.11 Career Retention and Advancement “E”

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	May	11th	Junior Achievement	Junior Achievement	Guidance Department

13.3.3 Career Retention and Advancement “F”

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	3	Ourselves Our Families Our Communities Our City	Junior Achievement	Community Volunteers

13.3.5 Career Retention and Advancement “F”

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
----------------	-------------------	--------------------	-----------------	------------------	---------------------

Guidance	Fall/Spring	4	Classroom Lesson: Personal Responsibility	Guidance Curriculum	School Counselor
----------	-------------	---	---	---------------------	------------------

13.3.8 Career Retention and Advancement "F"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Announcements	School term	7/8	Job openings announced	Community postings	School Counselor

13.3.11 Career Retention and Advancement "F"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	March	10th	10th Grade Career Fair	Adams County Economic Education Foundation	Adams County Economic Education Foundation

13.3.3 Career Retention and Advancement "G"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	3	Career Week	Guidance Curriculum Community Businesses	School Counselor Community Volunteers

13.3.5 Career Retention and Advancement "G"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Fall/Spring	4	Classroom Lesson: Self-knowledge	Guidance Curriculum	School Counselor

13.3.8 Career Retention and Advancement "G"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	School term	7/8	Job openings, Volunteer opportunities	Community postings	School Counselor

## 13.3.11 Career Retention and Advancement "G"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	September /October	9th	9th grade levels of educational attainment worksheet	9th grade levels of educational attainment worksheet	School Counselor

## 13.4.3 Entrepreneurship "A"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	3	Ourselves Our Families Our Communities Our City	Junior Achievement	Community Volunteers

## 13.4.5 Entrepreneurship "A"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	5	Career Day	Volunteer Speakers	School Counselors
Guidance	Spring	5	JA Our Nation: Session 2: Innovation Nation	JA Volunteers	School Counselor

## 13.4.8 Entrepreneurship "A"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	September/	6	BizTown Classroom	Junior Achievement	School Counselor

	February		Lesson - Checks (Unit 2 - Lesson 3)	BizTown Curriculum	
Guidance	December/ March	6	BizTown Classroom Lesson - Paychecks (Unit 3 - Lesson 7)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	December/ May	6	BizTown Classroom Lesson - Business Costs (Unit 4 - BizPrep #3)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	November/ March	6	BizTown Classroom Lesson - Pricing (Unit 3 - Lesson 6)	Junior Achievement BizTown Curriculum	School Counselor

13.4.11 Entrepreneurship "A"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	September /October	9th	9th grade Entrepreneurship Worksheet	9th grade entrepreneurship worksheet	School Counselor

13.4.3 Entrepreneurship "B"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	3	Ourselves Our Families Our Communities Our City	Junior Achievement	Community Volunteers

13.4.5 Entrepreneurship "B"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	4	Classroom Lesson: Budgeting Finances	Guidance Curriculum	School Counselor

Guidance	Spring	5	JA Our Nation: Session 2: Innovation Nation	JA Volunteers	School Counselor
----------	--------	---	--	---------------	------------------

13.4.8 Entrepreneurship "B"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	October/ February	6	BizTown Classroom Lesson - Work Readiness (Unit 3 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor

13.4.11 Entrepreneurship "B"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	September /October	9th	9th grade Entrepreneurship Worksheet	9th grade entrepreneurship worksheet	School Counselor

13.4.3 Entrepreneurship "C"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	3	Ourselves Our Families Our Communities Our City	Junior Achievement	Community Volunteers

13.4.5 Entrepreneurship "C"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	Spring	4	Classroom Lesson: Budgeting Finances	Guidance Curriculum	School Counselor

## 13.4.8 Entrepreneurship "C"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	August/ January	6	BizTown Classroom Lesson - Economy (Unit 1 - Lesson 2)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	December/ March	6	BizTown Classroom Lesson - Quality Business (Unit 4 - Lesson 1)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	December/ May	6	BizTown Classroom Lesson - Business Costs (Unit 4 - BizPrep #2)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	November/ April	6	BizTown Classroom Lesson - Pricing (Unit 3 - Lesson 6)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	December/ April	6	BizTown Classroom Lesson - Advertising (Unit 4 - BizPrep #1 & 2)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	January/ May	6	BizTown Classroom Lesson - Final Preparations (Unit 4 - Lesson 4)	Junior Achievement BizTown Curriculum	School Counselor
Guidance	January/ May	6	BizTown Classroom Lesson - Business Evaluations (Unit 5 - Lesson 2)	Junior Achievement BizTown Curriculum	School Counselor

## 13.4.11 Entrepreneurship "C"

<b>Content</b>	<b>Time Frame</b>	<b>Grade Level</b>	<b>Activity</b>	<b>Resources</b>	<b>Delivered By</b>
Guidance	September /October	9th	9th grade Entrepreneurship Worksheet	9th grade entrepreneurship worksheet	School Counselor

### ***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 11<sup>th</sup> GRADE CAREER SHADOWING DAY RULES AND REGULATIONS**

All 11<sup>th</sup> 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  
11<sup>th</sup> 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  
11<sup>TH</sup> 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?

**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** \_\_\_\_\_

SAT\_- When?

CR

M

W

End of 11<sup>th</sup> GPA

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 recc.
- 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 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>English (4 credits)</b>	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
<b>Social Studies (4 credits)</b>	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
<b>Science (4 credits)</b>	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
<b>Math (4 credits)</b>	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
<b>Phys. Ed (3 credits)</b>	Health/PE	Dr Ed/PE	FW/PE	
<b>Computer Technology (1 credit)</b>	<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			
<b>Art/Humanities (2 credits)</b>				
<b>Electives (6 credits) Total</b>				

of 8				
Total of 28 and Graduation Project				

**11. Career and Technical Center Strategy-**

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

Data: NOHS students at ACTP - student retention

	Allied Health	Culinary Arts	Diesel Mechanics	Computer Networking	Law Enforcement
2018-2019	14 Students	8 Students	7 Students	1 Students	5 Students

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 prospective 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

**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 8<sup>th</sup> 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

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 employee 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.

**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 10<sup>th</sup> 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 11<sup>th</sup> 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.

**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

**Position Title:** Career Counselor – 7 thru 12  
**Department:** School Counseling  
**Reports To:** District Superintendent and Building Principal  
**Date:** April, 2018

**SUMMARY:**

Assist students, parents, administrators and teachers in collaborating to meet career goals.

**JOB QUALIFICATIONS:**

Master's Degree – Guidance Certification

**ESSENTIAL DUTIES:**

- Meets with every 9th, 11th and 12th grade student (10th content is covered in the 10th grade interview with their respective guidance counselor) at least one time per year formally to provide career counseling
- Presents in classrooms on the topics of career development, college preparation and transition services
- Completes assessments, referrals, and counseling with students and families
- Consults with other professional staff and outside agencies and other organizations
- Plans, promotes and facilitates parent presentations
- Attends Hanover Chamber of Commerce meetings
- Attends District Manufacturing Program Development Meetings
- Assists with the development of Programs of Study and Pathways
- Assists with Job Shadowing
- Serves as a tour guide and schedules visitors to the renovated Technology Center
- Maintains Individual Career Plan Documents
- Meets with area businesses to solicit job openings, internships, and apprenticeships
- Announces, posts and recruits for active job openings
- Distribute written announcements, press releases, and other communications concerning career/volunteer/work opportunities
- Supports the efforts of 6-12th grade career initiatives in the district
- Works with CVIS and NOMS counselors to identify those students who would benefit from the alternative career based options in high school and meets with those students to assist with transitions



- Collaborates with middle school staff to organize and lead the Future Forward Conference for all 7th graders annually
- Assists in providing services to at-risk students (vocational, educational, career, personal and crisis), making them aware of educational alternatives and counseling/career awareness opportunities. This could include:
  - Assisting 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 programs
    - Grades, attendance, and behavior gathered monthly
    - Meet with identified students regularly to focus on job exploration, interest inventories, etc.
- Such other responsibilities in the area of guidance as determined by the District Superintendent, High School Principal, or the Middle 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.
- 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.

**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.

**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.

**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.

**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.