

Wilson Area School District

Chapter 339

K - 12 School Counseling Plan

Welcoming

Aspiring

Respectful

Responsible

Inspiring

Open Minded

Reliable

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JOB DESCRIPTION

1. Members of the Wilson Area School District School Counseling Department:

- ❖ Morgan Coates, K-4 (310:1), Wilson Borough Elementary School
- ❖ Amelia Colon, K-4 (450:1) Avona Elementary and Williams Township Elementary School
- ❖ Ashley Luthcke, 5-6 (350:1) Wilson Area Intermediate School
- ❖ Nicole Richards, 7-8 (350:1) Wilson Area Intermediate School
- ❖ Traci Knopf, 9-12 (325:1) Wilson Area High School
- ❖ Meghann Moyer, 9-12 (425:1) Wilson Area High School

2. Wilson Area School District Mission Statement:

Enter to learn.....The Wilson Area School District will provide safe environments and a variety of learning experiences that embrace diversity and allow all students to achieve to their fullest potential as responsible and productive citizens, who become life-long learners. The District and community will work in partnership to prepare our students for tomorrow's challenges so that they may.....Go forth to serve



Wilson Area School District School Counseling K-12 Mission Statement:

The mission of the Wilson Area school counseling department is to provide a comprehensive and developmental program addressing the academic, career and personal/social needs of all students. Wilson Area School District encourages all students to become responsible citizens and productive members of the workforce. Our program strives to deliver equal access and equity for all students. School Counselors partner with and facilitate communication with parents/guardians, students, teachers, administrators and community resources to offer a comprehensive plan for success.

3. Program Goals

Academic

- **Elementary:** By the End of Year benchmark (mid-May), 95% of students will achieve “core” status on the Acadience screener. Acadience Reading is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through fourth grade.
- **Intermediate:** By the end of 8th 100% of students will demonstrate academic growth in the areas of reading and math. In grades 5&6 Acadience Reading data and PSSA/PVAAS data will be evaluated. In grades 7&8 PSSA/PVAAS data will be used to evaluate academic growth.

- **High School:** By the end of Junior Year, 100% of students will have met with their Guidance Counselor to discuss a future career path and review requirements of the Pennsylvania Pathways to Graduation. By the end of Senior Year, All Students will accumulate 22.5 credits to earn a High School Diploma completing 4 courses in Science, English, and Math and 3 courses in Social Studies along with a Health Course and a Physical Education course, supplemented with Electives. Score Proficient or Advanced on Keystone Exams. Completed PA Pathway to Graduation Criteria (Graduation Plan).

Career

- **Elementary :** By the end of the year, 100% of 4th grade students can identify at least 3 careers and their attributes.
- **Intermediate:** 100% of 8th grade students will have their Career Portfolios initiated. School Counselor will meet with 100% of 7th and 8th grade students to revisit the conversation about careers, post-secondary and military options as well as the importance of character. The career matchmaker on Xello will be re-introduced through classroom instruction to identify changes in interests which may happen through the middle level years.
- **High School:** By the end of Graduation Year, 100% students will have post secondary opportunities identified by utilizing academic successes, career explorations/research/interest surveys, technical training and guidance staff/teachers and parents/guardians. Examples will include the ASVAB, Xello, Career Link Services and have access to the Career Link Electronic Portal and College/Occupational Fairs.

Personal/Social

- **Overall 100% of students in WASD will display the characteristics of allyship by:**
 - **Elementary :** By May, 100% percent of 4th grade students will be able to identify and describe each of the seven district-wide W.A.R.R.I.O.R values. This will be measured by a post assessment given in the classroom.
 - **Intermediate:** Implement an intermediate level social emotional program to include application of the W.A.R.R.I.O.R traits. Provide students with skills necessary in Promoting Alternative Thinking Strategies and becoming Community Builders. By the end of 8th grade 98% of students will be able to apply the W.A.R.R.I.O.R values.
 - **High School:** By the end of Graduation Year, all students will be able to apply and practice the Wilson Warrior Acronym and Mission Statement as responsible, productive citizens who become lifelong learners and go forth to serve. Throughout 4 years in High School, 100% of students will have met with their School Counselor to discuss academics, personal goals, and social interests.

4. Stakeholders

Students-- Students will participate in relevant committees such as the Principal's Advisory Council whereby their input will be shared about the effectiveness of programs. Students will gain knowledge necessary to understand the choices they make in school and how it will affect their post - secondary decisions.

Parents – Parents will benefit from the program by understanding the importance of their role in helping their student make appropriate decisions which lead to post -secondary success.

Action Plan Chart

Educators/ Staff – A comprehensive career program will help educators understand and expand knowledge of career trends and how to best prepare students for secondary success

Action Plan Chart attached

Community –Businesses will be a continuation of post secondary success by understanding the ability, skills and preparedness of students for the real world. Communities/businesses can offer experiences such as internships, job shadowing and volunteer work which will create a connection between student interests and business/career opportunities for future planning.

Action Plan Chart attached

Post Secondary—Will benefit from a comprehensive program by receiving students who are well educated, prepared and driven to be successful members of the community in which they live.

Action Plan Chart attached

ACTION PLAN for STAKEHOLDERS

Stakeholder : PARENTS/GUARDIANS

“Big Idea”	Program Goals	CEW Standard	Grade Level	Activities / Events	Data to Measure Impact	Timeline
Educate parents/guardians on K-12 program	Provide opportunities for parents to meet with staff and community	13.1 13.2 13.3 13.4	K-12	Open House, Parent/Teacher Conferences, IEP Meetings	Attendance Records, Surveys	Ongoing
	Include parents in the 339 process			Chapter 339, Advisory Council, Mailings	Attendance Records	Ongoing
	Encourage parental involvement as volunteers			Field trips, Fundraisers, Coaches, Mentors	Attendance Records, Permission slips	Ongoing
Educate parents / guardians about CIT and other post-secondary options	Increase parental involvement in post-secondary planning	13.1 12.2 12.3 13.4	5-12	CIT Open house, tour of facilities, job shadows, IEP transition planning	Attendance Records	Ongoing
	Encourage communication between parents and post-secondary options			E-mails, mailings, social media, college fairs, presentations and speakers	Attendance Records	Ongoing
	Increase awareness of career options available at CIT			Encourage tours beginning in 7th grade, provide information at early levels, mailings/classroom lessons about careers	Permission slips, Attendance records, reflections	Ongoing
Connect outside resources to parents/guardians	Provide opportunities for parents to meet with staff and outside agencies	13.1 13.2 13.3 13.4	5-12	Financial Aid Night, Health Fair, SAP Program, Open House, Conferences	Attendance Records	Ongoing
	Encourage more consistency for parents to follow-through with their child			College Tours, Financial Aid Night, Scholarship applications, College applications, FAFSA	Attendance records	Ongoing
	Assist parents who need support in transitional planning			IEP, Transition Planning, OVR information, Job Placement Assistance, Work Permits	Attendance Records	Ongoing

ACTION PLAN for STAKEHOLDERS

Stakeholder : POST-SECONDARY

“Big Idea”	Program Goals	CEW Standard	Grade Level	Activities / Events	Data to Measure Impact	Timeline
Engage unfamiliar post-secondary resources to students and parents	Students will increase enrollment in post-secondary education programs	13.1 13.2 12.3 13.4	5- 12	College Day and Fairs, student participation in academic/career portfolios, 1:1 meetings with school counselors.	Attendance Records, Pre/Post test assessments	Ongoing
	Students will participate in an alumni mentoring program			Advisory meetings, Mock interviews, social media.	Attendance Records, personal reflections	Ongoing
Awareness	Parents will participate in the development of the academic/career portfolio			Informational flyers, IEP team meetings, Open House, Financial Aid Night, Course Selection Night	Meeting attendance, Surveys	Ongoing
	Students will have the opportunity to meet with Representatives from all branches of the Military, Technical School Representatives, Community College and 4 year College Representatives, and potential employers.		9-12	Assemblies, Presentations, Wall of “What to Do”, Google Classroom emails, College/Career Fairs	Attendance 1:1 counselor discussions	

ACTION PLAN for STAKEHOLDERS

Stakeholder: EDUCATORS / STAFF

“Big Idea”	Program Goals	CEW Standard	Grade Level	Activities / Events	Data to Measure Impact	Timeline
Connect staff to outside sources to help build the program	Familiarize staff with updated career and educational resources at all levels	13.1	K- 12	<p>Create a list of local businesses, trades, and colleges</p> <p>Educate teachers on “employable” qualities and the essential skills that employers are looking for</p>	<p>Survey</p> <p>Survey</p>	<p>Quarterly</p> <p>Quarterly</p>
Connect staff to and educate about CIT	<p>Familiarize staff with the Chapter 339 process and the K - 12 school counseling program</p> <p>Gain awareness about the programs and resources that CIT has to offer our students</p> <p>Build the relationship between our school district and CIT</p>	13.1	5 - 12	<p>Present at faculty meetings, school website information, newsletters</p> <p>Have current CIT students talk to staff and younger students about their experience and program</p> <p>Opportunity for staff to tour CIT or provide opportunities for staff to have a hands-on experience</p>	<p>Attendance records</p> <p>Attendance records</p> <p>Pre-Post Surveys, Attendance records</p>	<p>Quarterly</p> <p>August</p> <p>August</p>

ACTION PLAN for STAKEHOLDERS

Stakeholder : BUSINESS / COMMUNITY

“Big Idea”	Program Goals	CEW Standard	Grade Level	Activities / Events	Data to Measure Impact	Timeline
Build network of outside community resources	Successfully implement advisory council meetings to increase all stakeholders’ knowledge of the K - 12 counseling program.	13.1 13.2	K -12	Advisory council meetings, school counselor team meetings.	Attendance Records	One per semester
	Involve alumni groups, including recently graduated students in activities.			Social media outlets, mailings, community meetings, sporting events. Referrals School Based Resource Coordinator (SBRC)	Attendance records	Ongoing
Develop a new career development activity for students outside the building.	Include several grades and multiple opportunities in trips to CIT.	13.1 13.2 13.3 13.4	K- 12	CIT tour and field trips, student presentations and discussions.	Permission slips, attendance records	Ongoing
	Encourage/promote various high school students to at least 3 college or postsecondary trips per school year.			College visits, online tutorials or virtual tours.	Pre/post assessments	Ongoing
	Incorporate career and technical field trips throughout the school year.			Field trips, assemblies, online programs, career day, guest speakers	Pre/post surveys, input, attendance	Ongoing

5. Role of the School Counselor

Leader: *Wilson Area School district counselors serve as leaders by effectively managing and implementing a comprehensive, developmental program. The Wilson Area School District counselors work with students, families, administrators, community groups and post-secondary institutions and are called to be leaders in multiple ways.*

- Responsible for the development and delivery of a comprehensive school counseling program for all students, K – 12.
- Uses data to identify and remove barriers to student learning and promote the school counseling program.
- Promotes student success by participating in the RTII/MTSS process that helps to close existing achievement gaps.
- Serves on school leadership and improvement teams for the welfare of students.
- Supports a safe and welcoming school environment.

Advocate: *The Wilson Area School District counselors promote student achievement by advocating for students' academic, career and social/emotional needs. WASD counselors can impact attitudes and practices to reduce or eliminate barriers so that students have the opportunity to be successful in meeting career, personal, social and academic needs.*

- Remove barriers that prevent student learning.
- Participate in academic intervention teams to increase student success.
- Promote and design a proactive approach that strives to meet the needs of all students.
- Provide equitable access to educational and career exploration opportunities to all students.
- Respond to student needs while in crisis, access the need for internal or external mental health services and identify community resources and build partnerships.

Collaborator: *WASD counselors work with stakeholders inside and outside of the school to develop and enhance their comprehensive school counseling program. Through collaboration school counselors can access additional resources and build relationships and a sense of community.*

- Team with staff to provide professional development to ensure student success.
- Offer parents information, support and strategies to help their children realize the potential of educational opportunities.
- Maintain an atmosphere of open communication to help foster a sense of teaming in the school community.
- Use skills of problem solving and mediation within the school community.
- Consider feedback that supports continuous program improvement.

Agent of Systemic Change: *WASD counselors strive to serve the needs of every student and are acutely aware of barriers to student achievement. WASD counselors have access to school-wide achievement, attendance and behavioral data that informs the school counseling program and highlights the need to identify and remove barriers which prevent student success.*

- Establishes opportunities for collaboration to address problems.
- Gather data to support the need for change.
- Identifies realistic goals and creates action plans.
- Develops intervention strategies for challenging resistance.
- Embraces the ethical obligation to ask hard questions to challenge the status quo.

6. Advisory Council

The Wilson Area School District advisory council is a team that consists of a variety of school, business and community representatives that were selected to review and advise in the implementation of the school counseling program. The advisory council will assist school counselors in providing input about program goals, reviewing program results and data, make recommendations to enhance program outcomes and advocate and engage other school and community partners.

The Chapter 339 Advisory Committee will reconvene annually in order to review goal progress and determine additional needs or revisions as necessary to calendar and action planned activities.

Invitees to the advisory committee meetings:

<u>Name / Title</u>	<u>Stakeholder Group</u>
Dr. David Wright, Assistant Superintendent	Administration
Mrs Laura Samson, Director of Student Services	Administration
Mrs Amy Austin, Principal at WBES	Administration
Dr Alexandra Mindler, Supervisor of Curriculum and Instructional Technology	Administration
Mr. Ian Beitler, Assistant Principal at WAHS	Administration
Mr. Michael Chromey, Principal at WAIS	Administration
Mr. Dan Loudenslager, Teacher at WAHS	Teacher
Mrs. Jamie Silfies, Teacher at WAIS	Teacher
Mr. Neal Schaffer, Special Education Teacher	Teacher
Mrs. Traci Knopf, School Counselor at WAHS	School Counselor
Mrs. Meghann Moyer, School Counselor at WAHS	School Counselor
Mrs. Ashley Luthcke, School Counselor at WAIS	School Counselor
Mrs. Nicole Richards, School Counselor at WAIS	School Counselor
Ms. Amelia Colon, School Counselor WMS/ Avona	School Counselor
Ms. Morgan Coates, School Counselor at WBES/Avona	School Counselor
Mrs Molly Sunderlin, School Board Member	Board Member
Mr Jonathan Jones, School Board Member	Board Member
Tiffany Blevins, Elementary Parent	Parent

Scotia Pickering, WAHS Parent	Parent
Tara Bohnam, Elementary Parent	Parent
Sue Bulette, WAHS Parent	Parent
Jodi Brunstetter, WAHS Parent	Parent
Tara Cooke, WAHS Parent	Parent
Gabriella Lovett, Student at WAHS	Student
Leo Cooke, Student at WAHS	Student
Nolan Browne, Student at WAIS	Student
Tristan Burd , Student at WAIS	Student
Jenn Russ, CIT School Counselor	Business / Community
Jaclyn Hudak, SLUHN	Business
Cindy Evans, Lehigh Valley Workforce	Business
Shannon Freeser, CONCERN	Business
Anna Haroun Mahdavi, OVR	State Agency Partner
Molly Clarke, Northampton Community College	Post-Secondary Partner
Sgt. Ryan Packard, Marine Corp.	Military Representative

7. Monthly Counseling Calendar Elementary Level

<u>July</u>	<u>January</u>
Academic:	Academic: PSSA/PASA Training
Career:	Career: Career Exploration and Collecting Evidence
Personal/Social: Classroom guidance lesson prep	Personal/Social: Classroom Guidance Lesson (Inspiring)
<u>August</u>	<u>February</u>
Academic: Review 504/IEP paperwork Professional Development/In-Service Collaborate with classroom teachers	Academic: Early Intervention Transition Meetings
Career:	Career: Career Exploration and Collecting Evidence
Personal/Social: School-wide Behavior Program Kick-off and Weapons policy	Personal/Social: Classroom Guidance (Open-Minded)
<u>September</u>	<u>March</u>
Academic: Open House	Academic:
Career:	Career: Career Exploration and Collecting Evidence Career Day
Personal/Social: Classroom Guidance Lessons (Welcoming) SAP initial permissions Warrior Bag permissions Set up CHC Second Step Reinforcement Lessons	Personal/Social: Classroom Guidance (Reliable) SEL Related Assembly
<u>October</u>	<u>April</u>
Academic: Classroom Guidance Lessons (Aspiring)	Academic: Proctor PSSA testing and make-ups
Career:	Career: Career Exploration and Collecting Evidence
Personal/Social: Classroom Guidance Lessons (Aspiring) Unity Day	Personal/Social: Allyship April
<u>November</u>	<u>May</u>
Academic: Attend Parent / Teacher Conferences	Academic: Organize 4th grade files for transition Attend MDE Meetings for incoming Kindergarten students
Career:	Career:

Introduction to Careers	
Personal/Social: Classroom Guidance Lessons (Respectful) Recruit families and coordinate for Thanksgiving meals Anti-Bullying Assembly	Personal/Social: Warrior Values 4th Grade Post Assessment
December	June
Academic:	Academic:
Career: Introduction to Careers	Career:
Personal/Social: Classroom Guidance Lesson (Responsible) Coordinate Holiday charity activity for families Recruit families and coordinate for holiday meals.	Personal/Social:

Ongoing Monthly Counseling Activities

List activities or responsibilities that you continually perform over time and categorize which are related to your role as a counselor recommended by ASCA*

Counselor Related	Non Counselor Related
Classroom guidance lessons prep	Attend MDE and GMDE meetings
Crisis and individual counseling	504 Plan meetings and case management
Small group Counseling	Collect paperwork/data for Evaluations
Individual Counseling	Schedule MDE meetings
Curriculum writing - Act 339	Pictures of new students
“Warrior of the Month” program	Testing (PSSA, PASA)
Attend Child Study Team meetings	Classroom coverage for Acadience
SAP Coordination	Principal Advisory Meeting
Early Intervention meetings	Record collection
Warrior Bag coordination	Social Security / Disability paperwork
Gifted screenings	LEA for IEP and GIEP Meetings
Teacher and administration collaboration	Provide MA assistance to parents
Consult with parents on academic progress	
Contact previous schools for transfer student information	
Identify outside resources	
School - Wide behavior feather/token program	
Referrals to Children and Youth	
Respond to parent phone calls /emails	
Classroom observations	
Initial Evaluation Permissions, paperwork and meetings with parents	
Occupational Therapy checklists	
Faculty meetings	
Attend parent meetings	

Attend RTII 25 meetings	
Character education programs	
Suicide / threat assessments	
Student Attendance Improvement Plan participation	

Monthly Counseling Calendar
WAIS 5-8

<u>July</u>	<u>January</u>
Academic: Master scheduling/lockers/new student files Review student data for scheduling purposes	Academic: Report Cards/Child Study/Future Scheduling Distribute Attendance Certificates
Career:	Career: Long term and short term goal Goal Development Career Research and Reflection on top 3 Career Choices Xello Lesson Self Advocacy
Personal/Social: New student tours	Personal/Social Classroom Guidance Lesson (Commitment/Goals)
<u>August</u>	<u>February</u>
Academic: Master scheduling/lockers/new student files Review student data for scheduling purposes Communicate students needs to teachers Distribute 504 plans to the staff	Academic: 8th-9th Grade Scheduling PASA Training/ Prep/Administration/Review Mid Marking/Child Study Team PSSA Training and Preparation
Career:	Career: School Subjects Career Connections Reflection on Financial Literacy Xello Lesson Explore Career Matches
Personal/Social: Warrior Bag Eligibility	Personal/Social: Classroom Guidance Lesson (Healthy Relationships) Community Builders Program (VYH) grades 7-8
<u>September</u>	<u>March</u>
Academic: Open House/Scheduling New Students Mid-Marking Period/Child Study Team	Academic: 8th-9th Grade Scheduling PASA/PSSA Report Cards/Child Study Team
Career: Three Careers of Interest and why Xello Decision Making Lesson Learning Styles (Xello Lesson) Returning students update/review & new students complete their career preference survey	Career: Matchmaker School Subjects Career Connections Goal Development Career Assignment Interview
Personal/Social: Classroom Guidance Lesson (Bullying/Cyberbullying)	Personal/Social: Classroom Guidance Lesson (Mindfulness)

Life Skills Training PATHS Program: Grades 5-6	
<u>October</u>	<u>April</u>
Academic: Mid-Marking Period/Child Study Team	Academic: 8th-9th Grade Scheduling PSSA Administration PASA Grade review for students in danger of failing
Career: Xello Interests & Your Career Lesson Discover Learning Pathways (Xello Lesson) New students complete learning style survey	Career: Research & Reflection on Future Pathways Plan an event on a budget Short and long term goals
Personal/Social: Classroom Guidance Lesson (Bullying/Cyberbullying) Unity Day Coordinate Thanksgiving Meals with LINCS Life Skills Training PATHS Program: Grades 5-6	Personal/Social: Allyship April
<u>November</u>	<u>May</u>
Academic: Attend Parent Teacher Conferences Report Cards/Child Study Team	Academic: PSSA Administration Keystone Exams End of Year Grade Review Meetings Master Schedule Review Report Cards/Child Study Team
Career: What's So Cool About Manufacturing Xello School Subjects Related to Work Lesson Biases and Career Choices (Xello Lesson) Xello Lesson Transition to High School	Career: Personality & Interest Survey Update or complete 6th Career Portfolio surveys including Personality & Learning Style Monthly Budget Plan High School plan
Personal/Social: Classroom Guidance Lesson (Gratitude) Life Skills Training PATHS Program: Grades 5-6 Coordinate Thanksgiving Meals with LINCS Begin coordinating Warm Winter Wishes	Personal/Social: Classroom Guidance Lesson (Grit/Growth Mindset) 4th Grade Tours
<u>December</u>	<u>June</u>
Academic: Mid Marking Period/Child Study Team	Academic: Scheduling Report Cards Transition planning
Career: Xello Time Management Lesson Jobs & Employees (Xello Lesson) Xello Lesson Skills	Career:
Personal/Social:	Personal/Social:

Classroom Guidance Lesson (Generosity) Life Skills Training PATHS Program: Grades 5-6 Warm Winter Wishes Project	
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Ongoing Monthly Counseling Activities

List activities or responsibilities that you continually perform over time and categorize which are related to your role as a counselor recommended by ASCA*

Counselor Related	Non Counselor Related
Classroom Guidance Lessons	MTSS
Attending Child Study	504 Plan Meetings and Case Management
SAP Coordination	LEA
Individual Counseling	Take Pictures of New Students
Early Intervention Meetings	Testing (PSSA,Keystone,PASA, PSAT, benchmark, AP)
Warrior Bags	Testing Schedules
Initial Eval Paperwork SpEd	Training of Staff for Testing Purposes
Info gathering from previous schools for transfer students (speaking to school staff)	Record Collection
SAP Referrals	Scheduling (conflicts, changes, master, assemblies)
Identify Outside Resources/Programs for Students in Need	Secretarial Duties (collection of information, typing of meeting minutes)
Share info with ER staff if making referral for self harm/SI	Provide District Wide Inservices
Collaborate with teachers	Grades/Gradebooks/Report Cards
Respond to parent phone calls	IT Troubleshooting
Dropout Prevention	Due process
Attend Faculty Meetings	Tutoring (set up and coordination)
Attend Team meetings	Student Attendance Improvement Plan
Attend Parent/Teacher Meetings	Coordinating Bi-Lingual services for families
Attend IEP meetings/LEA	Communities that Care
Small Group/Conflict Resolution Counseling	School Climate & Character Ed Committees
Referrals to C&Y	Leadership Programs
Collaborate with admin/family/outside resources	
Post Secondary Discussion	
Buddy Up	
Suicide & Threat Assessments	
Individual Counseling (Crisis)	

Monthly Counseling Calendar
WAHS 9-12

<u>July</u>	<u>January</u>
Academic: Master scheduling/new student file review/student data review for scheduling purposes/building wide scheduling	Academic: Report Cards/Child Study/Future Scheduling/Review ASVAB Scores. Adjust student schedules to ensure graduation. Review progress toward Graduation Plan. Create Course Selection Book/Sheets
Career: Seek Job Postings for upcoming school year Participate in college visits when available	Career: Career Institute of Technology-2nd visits College and Military visits
Personal/Social: new student tours	Personal/Social: SAP Coordination & Referrals, Child Study Team, 1:1 Support with School Counselor
<u>August</u>	<u>February</u>
Academic: scheduling/new student file review/communicate students needs to teachers/distribute 504 plans/schedule changes/Sept-Oct news letters/review summer school promotion/Freshman Orientation	Academic: 8th-9th grade scheduling/Parent Night for scheduling info/Schedule all Students/Mid year reports for colleges/ Senior Failure letters/Child Study/
Career: Seek Job Postings for upcoming school year	Career: Recommend Scholarship and use of College and Post Secondary Resource Room/College and Military visits
Personal/Social: WARRIOR Bags offered, Assess students for continuity or need based services from School Based Resource Coordinator SAP-assess continuity/need for SAP Services for students. 1:1 support with School Counselor	Personal/Social: SAP Referrals, Child Study 1:1 support with School Counselor
<u>September</u>	<u>March</u>
Academic: Final verification of Senior Credit and Graduation Requirements/ 1:1 Senior Interviews/Scheduling/New Student Orientation/Records Review/Graduation Pathways review and plan/Child Study	Academic: Recruit for Future Empresarios, scheduling students, Review student award/scholarship recommendations/Order and prepare for all AP testing. Share information regarding academic development during summer (Hoby, Internships, Employment, Scholarships, Camps)
Career: 1:1 Senior Interview regarding Post-Secondary plans/College and Military visits	Career: College and Military visits 1:1 visit with undecided seniors with Career Link
Personal/Social: SAP referrals/counseling with outside agencies and offer other resources. 1:1 Support with School Counselor	Personal/Social: SAP Referrals 1:1 Support with School Counselor
<u>October</u>	<u>April</u>
Academic: Meet with all freshmen to discuss transition to High School/Administer PSAT/Child	Academic: Prepping for Keystone, Schedule Dual Enrollment students/Print course selections and

Study/Complete college recommendations/Financial Aid Night and Training. Online Training for College Board	revise master schedule accordingly/scholarship and award recommendations, AP Test Prep/Child Study
Career: Plan/assess for Post Secondary options/College and Military visits	Career: College and Military visits
Personal/Social: Thanksgiving Meals/Collaborate with outside agencies//SAP Referrals/Character Leadership Conference. 1:1 Support with School Counselor	Personal/Social: SAP Referrals 1:1 Support with School Counselor
<u>November</u>	<u>May</u>
Academic: Parent Teacher Conferences/Report Cards/Child Study Team/Dual Enrollment Spring Semester selection/Failing letters to Seniors/ASVAB testing	Academic: Child Study/Administer AP and Keystone testing/Awards Ceremony/Continue to revise master schedule/Transition Meeting 8-9th Grade/Transcript revisions
Career: Career Institute of Technology Exploration/College and Military visits In Person tour at CIT Parent Open House at CIT	Career: Complete Final Transcript/Senior Survey/

Personal/Social: SAP Referrals and Thanksgiving Meal Recruitment and Distribution to Needy Families/Start setting up Christmas Meal and gifts. 1:1 Support with School Counselor	Personal/Social: Finalize SAP cases, complete State Reporting/End of year survey for SAP. 1:1 Support with School Counselor Post Graduation Survey SAP Survey
<u>December</u>	<u>June</u>
Academic: Child Study/Mid Marking Period. Keystone Exam Planning/Community College Workshop/Update Transcripts for transfer students/enroll new students/Merit Scholarship enrollment. Dual Enrollment Conference at NCC	Academic: Scheduling/Report Cards/Review results of Post Grad Survey/Promotion meeting/Retention Meeting/Graduation Ceremony/Continue to revise scheduling/Schedule testing dates for next school year. Create a calendar of Counselor Events for next school year. Summer school referrals Awards Ceremony Graduation Ceremony
Career: Letters of recommendation, Scholarship information, update “What to Do” Wall	Career: Review results of Post Grad Survey
Personal/Social: Christmas Meal Recruitment & Distribution/Coordinate with outside agencies for Christmas gifts for needy families/Gift Card Distribution. 1:1 Support with School Counselor	Personal/Social: Promote continuity of care with SAP services

Ongoing Monthly Counseling Activities

List activities or responsibilities that you continually perform over time and categorize which are related to your role as a counselor recommended by ASCA*

Counselor Related	Non Counselor Related
Attending Child Study	Individual Counseling (Crisis)
SAP Coordination	504's
Individual Counseling	LEA
Warrior Bags	Technology (google acct set up/skyward passwords)
Initial Eval Paperwork SpEd	Proctor and Administer all Testing (Keystone,PASA, PSAT, AP testing)
Info gathering from previous schools for transfer students (speaking to school staff)	Create Testing Schedules
SAP Referrals	Training of Staff for Testing Purposes
Identify Outside Resources/Programs for Students in Need	Record Collection
Share info with ER staff if making referral for self harm/SI	Scheduling (conflicts, changes, master, assemblies)
Collaborate with teachers	Secretarial Duties (collection of information, typing of meeting minutes)
Respond to parent phone calls	
Dropout Prevention	Provide District Wide Inservices
Attend Faculty Meetings	Grades/Gradebooks/Report Cards
Attend IEP meetings/LEA	IT Troubleshooting
Attend Parent/Teacher Meetings	Due process
Child Study Team Meetings/Referrals	Leadership Programs
Collaborate with admin/post secondary options/family/outside resources	Tutoring coordination
Referrals to C&Y	Update Guidance Google Classroom
College Transition (including but not limited to application, financial aid, SAT sign ups)	Coordinating Bi-Lingual services for families
Post Secondary Planning	SAP Coordination
Attend Advisory Board Meeting	School Climate & Character Ed Committees
Attend Communities that Care meetings-LINCS	Big Brother/Big Sister Coordination
Advise Student Guides	
Update and maintain Guidance Web Page	Post Scholarship Information
Suicide & Threat Assessments	

**8. COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM
(Elementary Level, K-4 Wilson Area School District)**

<p align="center">Guidance Curriculum</p> <p>Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</p>	<p align="center">Prevention, Intervention and Responsive Services</p> <p>Addresses school and student needs.</p>	<p align="center">Individual Student Planning</p> <p>Assists students and parents in development of academic and career plans.</p>	<p align="center">System Support</p> <p>Includes program, staff and school support activities and services.</p>
<p align="center">Purpose</p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p align="center">Purpose</p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p align="center">Purpose</p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p align="center">Purpose</p> <p>Program delivery and support.</p>
<p align="center">Academic</p> <p>Classroom Guidance lessons</p> <p>Second Step Lessons</p>	<p align="center">Academic</p> <p>Small group counseling</p> <p>Classroom observations</p> <p>Attend parent meetings</p> <p>RTII team member at meetings</p>	<p align="center">Academic</p> <p>Individual counseling</p> <p>Gifted screenings</p> <p>Consultation with parents about academic progress</p> <p>Parent/ Teacher conferences</p> <p>504 plans</p> <p>LEA for MDE and gifted meetings</p>	<p align="center">Counselor Related</p> <p>Classroom guidance lesson prep</p> <p>Attend Child Study Team meetings</p> <p>Curriculum Writing - 339</p> <p>SAP process/paperwork</p> <p>Early intervention meetings</p> <p>Warrior Bag coordination</p> <p>Initial evaluation paperwork and meetings</p> <p>Teacher and administration collaboration</p> <p>Identify outside resources</p> <p>Children and Youth</p>

			<p>referrals</p> <p>Telephone contacts to previous schools</p> <p>Respond to parent calls and emails</p> <p>Occupational therapy checklists</p> <p>Faculty Meetings</p> <p>Review 504/IEP paperwork</p> <p>Open House/ Conferences</p>
Career	Career	Career	<p>Non-Counselor Related</p> <p>Coverage for Acadience testing</p> <p>Schedule MDE meetings</p> <p>Record collection</p> <p>Pictures of new students</p> <p>PAC meetings</p> <p>Social Security / disability paperwork</p> <p>Testing (PSSA, PASA)</p> <p>Coordinate holiday charity activity for families</p> <p>Recruit families and coordinate for holiday meals</p>
<p>Personal/Social Classroom Guidance lessons</p> <p>Second Step Lessons</p>	<p>Personal/Social Individual counseling</p> <p>Crisis counseling</p>	<p>Personal/Social Early intervention transition meetings</p>	

<p>Character Education Programs</p> <p>School-wide Behavior Kick-off</p> <p>“Warrior of the Month” program</p> <p>Unity Day</p> <p>Character assembly</p>	<p>Suicide and Threat assessments</p> <p>Small group counseling</p> <p>Big Brother Big Sister</p> <p>Recruit for small group</p> <p>Provide MA assistance to parents</p>		
<p>Percentage of Time</p> <p>20%</p>	<p>Percentage of Time</p> <p>45%</p>	<p>Percentage of Time</p> <p>20%</p>	<p>Percentage of Time</p> <p>15%</p>

COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM
(WASD 5- 8)

<p align="center">Guidance Curriculum</p> <p>Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</p>	<p align="center">Prevention, Intervention and Responsive Services</p> <p>Addresses school and student needs.</p>	<p align="center">Individual Student Planning</p> <p>Assists students and parents in development of academic and career plans.</p>	<p align="center">System Support</p> <p>Includes program, staff and school support activities and services.</p>
<p align="center">Purpose</p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p align="center">Purpose</p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p align="center">Purpose</p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p align="center">Purpose</p> <p>Program delivery and support.</p>
<p align="center">Academic</p> <p>Classroom Lessons Life Skills Training Lessons PATHS Community Builders Scheduling</p>	<p align="center">Academic</p> <p>Drop- Out Prevention RTII Tutoring</p>	<p align="center">Academic</p> <p>504 Plans 1:1 Student Scheduling LEA</p>	<p align="center">Counselor Related</p> <p>Child Study Attendance SAP Team Member Early Intervention Warrior Bags Transfer Kids Info Gathering Outside Resources Collaboration Respond to parent phone calls Faculty Meetings New Student Scheduling</p>
<p align="center">Career</p> <p>Classroom Lessons</p>	<p align="center">Career</p> <p>Discussion of school to career connection</p>	<p align="center">Career</p> <p>Xello</p>	<p align="center">Non-Counselor Related</p> <p>Eval's SAP Team Coordinator 504's Testing Staff Training and Development Record Collection Master Scheduling Typing agendas and minutes IT Troubleshooting Grades and Report Cards Bi-lingual meetings/information</p>
<p align="center">Personal/Social</p> <p>Conflict Resolution PATHS Program Community Builders W.A.R.R.I.O.R Traits Community Bike Works</p>	<p align="center">Personal/Social</p> <p>Individual Counseling Triage (contacting ER/outside placements for info) C&Y Referrals Crisis Counseling Due Process School Leadership Programs New Student Guides Community Bike Works</p>	<p align="center">Personal/Social</p> <p>Individual Counseling</p>	<p align="center">Personal/Social</p> <p>Concern SAP School-based Resource Coordinator</p>

Percentage of Time 25	Percentage of Time 15	Percentage of Time 35	Percentage of Time 25
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COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

(High School, 9-12 Wilson Area School District)

<p align="center">Guidance Curriculum</p> <p>Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</p>	<p align="center">Prevention, Intervention and Responsive Services</p> <p>Addresses school and student needs.</p>	<p align="center">Individual Student Planning</p> <p>Assists students and parents in development of academic and career plans.</p>	<p align="center">System Support</p> <p>Includes program, staff and school support activities and services.</p>
<p align="center">Purpose</p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p align="center">Purpose</p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p align="center">Purpose</p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions/post secondary</p>	<p align="center">Purpose</p> <p>Program delivery and support.</p>
<p align="center">Academic</p> <p>Life Skills/Life Planning Lessons via Health and consumer/business classes Scheduling</p>	<p align="center">Academic</p> <p>Drop-Out Prevention Tutoring</p>	<p align="center">Academic</p> <p>504 Plans 1:1 Student Scheduling/post Secondary Planning LEA Post Secondary planning Gifted Meetings IEP Meetings Credit Denial Meetings Alternative Grad Plans</p>	<p align="center">Counselor Related</p> <p>Child Study Attendance SAP Team Member Warrior Bags Collaboration Respond to parent phone calls Faculty Meetings New Student Scheduling</p>
<p align="center">Career</p> <p>Course selections XELLO Career Link Portal College Day</p>	<p align="center">Career</p> <p>Dropout prevention strategies</p>	<p align="center">Career</p> <p>College Searches College Visits Career Exploration at Career Institute of Technology Military Recruitment Job Shadowing</p>	<p align="center">Non-Counselor Related</p> <p>Eval's SAP Team Coordinator Warrior Bags Testing Staff Training and Development Record Collection Master Scheduling Typing agendas and minutes IT Troubleshooting Grades and Report Cards Class coverage Bi-lingual meetings/information</p>
<p align="center">Personal/Social</p> <p>Conflict Resolution No Place for Hate Activities School Climate Programs Character Ed Programs Assemblies</p>	<p align="center">Personal/Social</p> <p>Individual Counseling Triage (contacting ER/outside placements for info) C&Y Referrals Crisis Counseling Due Process School Leadership Programs New Student Guides</p>	<p align="center">Personal/Social</p> <p>Individual Counseling via SAP Counseling</p>	<p align="center">Personal/Social</p> <p>Concern SAP School-based Resource Coordinator</p>

Percentage of Time 15	Percentage of Time 15	Percentage of Time 45	Percentage of Time 25
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9. CURRICULUM ACTION PLAN

K - 12

[excel spreadsheets](#)

10. CAREER AND POST-SECONDARY RESOURCES

Occupational Information

CEW Strands	Sixteen Career Clusters
13.1 Career Awareness & Planning	Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology, & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections, & Security Manufacturing Marketing Science, Technology, Engineering, & Mathematics Transportation, Distribution, & Logistics
13.2 Career Acquisition	
13.3 Career Retention	
13.4 Entrepreneurship	

Organizations and Agencies

Intermediary Organizations: <i>Connecting, Collaborating, Convening Organizations</i>		
Resources	CEW Strand(s)	Career Cluster or District Pathway
ACT	13.1 - 2	Education & Training
SAT	13.1 - 2	Education & Training
College Board	13.1 - 2	Education & Training
Northampton Community College	13.1 - 4	Education & Training
PASSHE	13.1 - 4	Education & Training

PHEAA	13.1 - 2	Finance
Career Institute of Technology	13.1 - 4	Education & Training
Pennsylvania School Counselors Association	13.1 - 2	Human Services
American School Counselors Association	13.1 - 2	Human Services
Workforce Board Lehigh Valley	13.1 - 2	Human Services
PA Careerlink	13.1 - 2	Education & Training
PA Department of Education	13.1 - 2	Government & Public Administration
US Army Recruiters	13.1 - 2	Government & Public Administration
US Marine Corps Recruiters	13.1 - 2	Government & Public Administration
US Navy Recruiters	13.1 - 2	Government & Public Administration
US Air Force Recruiters	13.1 - 2	Government & Public Administration
US Coast Guard Recruiters	13.1 - 2	Government & Public Administration

Umbrella Organizations: <i>Organizations that represent a large group of business organizations with a common mission</i>		
Resources	CEW Strand(s)	Career Cluster or District Pathway
Colonial Intermediate Unit #20	13.1 - 4	Education & Training
Greater Lehigh Valley Chamber of Commerce	13.1 - 4	Hospitality & Tourism
Easton/Phillipsburg YMCA	13.1 - 4	Hospitality & Tourism
American Legion	13.1 - 4	Hospitality & Tourism
Lions Club	13.1 - 4	Hospitality & Tourism
LINCS/Communities that Care	13.1 - 4	Hospitality & Tourism

Easton Area Rotary Club	13.1 - 4	Hospitality & Tourism
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Community and State Organizations: <i>Agencies representing community and state initiatives, service to communities</i>		
Resources	CEW Strand(s)	Career Cluster or District Pathway
St. Luke's Hospital - Easton Campus	13.1 - 3	Health Science
Wilson Borough Police Department	13.1 - 3	Law, Public Safety, Corrections & Security
Valley Youth House	13.1 - 2	Human Services
Center for Humanistic Change	13.1 - 2	Human Services
Concern Counseling Services	13.1 - 2	Human Services
Communities in Schools	13.1 - 2	Human Services
Job Corp	13.1 - 4	Education & Training
Project of Easton	13.1 - 4	Human Services
Office of Vocational Rehabilitation	13.1 - 2	Human Services
Big Brothers, Big Sisters	13.1 - 2	Human Services
Workforce Board Lehigh Valley	13.1 - 2	Human Services
Wilson Area Partners in Education	13.1 - 2	Marketing
Children and Youth Services	13.1 - 2	Human Services
Northampton County Juvenile Probation	13.1 - 2	Law, Public Safety, Corrections & Security
Third Street Alliance for Women and Children	13.1 - 2	Human Services
Wilson Athletic Association	13.1 - 2	Hospitality & Tourism
Williams Township Athletic Association	13.1 - 2	Hospitality & Tourism

Community Bike Works	13.1 - 2	Transportation, Distribution, & Logistics
Meuser Library	13.1 - 3	Hospitality & Tourism

Networking Opportunities

Individual Contacts: *Contacts acquired through networking and interaction*

Resources	CEW Strand(s)	Career Cluster or District Pathway
Molly Clarke, NCC Connections Organizer	13.1 - 3	Education & Training
Angie Gerlach, Communities in Schools Liaison	13.1 - 3	Education & Training
Jennifer Russ, CIT School Counselor	13.1 - 3	Education & Training
Angie Vazquez, PA Careerlink	13.1 - 3	Education & Training

Community and Business Meetings: *Meetings, which bring cross/community members together to promote growth to further a cause*

Resources	CEW Strand(s)	Career Cluster or District Pathway
Wilson Area School District Board Meetings	13.1 - 2	Education & Training
WASD Elementary PTA Meetings	13.1 - 3	Education & Training
WASD Intermediate PTA Meetings	13.1 - 3	Education & Training
WASD High PTA Meetings	13.1 - 3	Education & Training
Wilson Area Partners in Education	13.1 - 3	Marketing
Easton Area Rotary Club	13.1 - 3	Hospitality & Tourism
LINCS/Communities that Care	13.1 - 3	Marketing

Community Events: <i>Conferences, Workshops, Grand Openings</i>		
Resources	CEW Strand(s)	Career Cluster or District Pathway
Open House Nights	13.1 - 2	Education & Training
Strengthening Families Program	13.1 - 2	Human Services
High School College Information Night	13.1 - 2	Education & Training
High School Financial Aid Night	13.1 - 2	Finance
Local Regional Career Fairs	13.1 - 2	Education & Training
College Representative High School Visits	13.1 - 2	Education & Training
Touch a Truck Festival	13.1 - 2	Hospitality & Tourism

Online and Other Resources

Internet Based Links: <i>Websites educating others and promoting career development and related topics</i>		
Resources	CEW Strand(s)	Career Cluster or District Pathway
www.collegeboard.com	13.1 - 2	Education & Training
www.sat.org	13.1 - 2	Education & Training
www.actstudent.com	13.1 - 2	Education & Training
www.naviance.com	13.1 - 2	Education & Training
www.asca.com	13.1 - 3	Education & Training
www.pheaa.org	13.1 - 3	Finance
www.pacareerzone.org	13.1 - 4	Education & Training

www.pacareerstandards.com	13.1 - 4	Education & Training
www.xello.world/en	13.1 - 4	Education & Training
www.educationplanner.org	13.1 - 2	Education & Training
www.pacareercoach.org	13.1 - 2	Education & Training
www.mynextmove.org	13.1 - 2	Education & Training
www.myfuture.com	13.1 - 4	Education & Training
www.careertech.org	13.1 - 4	Education & Training
www.careergame.com	13.1 - 4	Education & Training
www.roadtripnation.org	13.1 - 4	Education & Training
www.asvab.org	13.1 - 3	Government & Public Administration
www.ncaa.com	13.1 - 3	Education & Training
www.fastweb.com	13.1 - 2	Finance
www.pacareerstandards.com	13.1 - 4	Education & Training
www.fafsa.ed.gov	13.1 - 2	Finance
www.studentaid.ed.gov	13.1 - 2	Finance
www.schoolcounselor.org	13.1 - 3	Human Services
www.commonapp.org	13.1 - 2	Education & Training

Media and Advertising: <i>Various marketing methods that provide contacts, career awareness, ideas and workforce information</i>		
Resources	CEW Strand(s)	Career Cluster or District Pathway
WASD Website - www.wilsonareasd.org	13.1 - 2	Arts, A/V Technology, &

		Communications
All Elementary Schools Newsletters	13.1 - 2	Arts, A/V Technology, & Communications
Intermediate School Newsletters	13.1 - 2	Arts, A/V Technology, & Communications
High School Newsletters	13.1 - 2	Arts, A/V Technology, & Communications
Broadcasts at Secondary Schools	13.1 - 2	Arts, A/V Technology, & Communications
WFMZ	13.1 - 2	Arts, A/V Technology, & Communications
The Morning Call	13.1 - 2	Arts, A/V Technology, & Communications
Lehigh Valley Live	13.1 - 2	Arts, A/V Technology, & Communications
Service Electric Cable TV	13.1 - 2	Arts, A/V Technology, & Communications
RCN	13.1 - 2	Arts, A/V Technology, & Communications
Meuser Library - www.meuserlib.org	13.1 - 2	Arts, A/V Technology, & Communications

Publication and Documents: <i>Hard copy materials that offer contacts and career/workforce information</i>		
Resources	CEW Strand(s)	Career Cluster or District Pathway
PHEAA Financial Aid Materials	13.1 - 2	Finance
Military Information	13.1 - 2	Government & Public Administration

Wilson Area School District Program of Studies	13.1 - 2	Education & Training
Career Institute of Technology Program of Studies	13.1 - 2	Education & Training

Postsecondary Options: *Colleges, Apprenticeships, Military, Vocational Training*

Resources	CEW Strand(s)	Career Cluster or District Pathway
Bloomsburg University	13.1 - 4	Education & Training
Desales University	13.1 - 4	Education & Training
East Stroudsburg University	13.1 - 4	Education & Training
Kutztown University	13.1 - 4	Education & Training
Lehigh University	13.1 - 4	Education & Training
Northampton County Community College	13.1 - 4	Education & Training
US Army	13.1 - 4	Government & Public Administration
US Army Reserves	13.1 - 4	Government & Public Administration
US Army ROTC	13.1 - 4	Government & Public Administration
Us Marine Corps	13.1 - 4	Government & Public Administration
US Navy	13.1 - 4	Government & Public Administration
US Navy ROTC	13.1 - 4	Government & Public Administration
US Air Force	13.1 - 4	Government & Public Administration
US Coast Guard	13.1 - 4	Government & Public Administration

Individualized Academic / Career Plan

Wilson Area Intermediate School Academic & Career Plan

POST SECONDARY PLAN			
Grade	Major or Area of Study	Type of School or Training	Name of School or Training
5			
6			
7			
8			

Wilson Area Intermediate School

Academic & Career Plan

Career Interest And Self Assessments			
Grade	Career/Interest Assessment Results		Matching Careers
5	Career Cluster Survey Favorite Clusters 1. _____ 2. _____ 3. _____	Favorite Pathways 1. _____ 2. _____ 3. _____	Matching Careers 1. _____ 2. _____ 3. _____
6	Career Cluster Survey Favorite Clusters 1. _____ 2. _____ 3. _____	Favorite Pathways 1. _____ 2. _____ 3. _____	Matching Careers 1. _____ 2. _____ 3. _____
7	Career Interest Profiler Holland Code _____ _____ _____		Matching Careers 1. _____ 2. _____ 3. _____
8	Learning Styles Inventory Learning Strategies I can use to help me be an active learner in my education: 1. _____ 2. _____ 3. _____		

Wilson Area Intermediate School

Academic & Career Plan

POST MIDDLE SCHOOL PLAN

My High School Plan is to:

Attend the Career Institute of Technology (half day)

Attend Wilson Area High School (full day)

Some possible programs of study/career fields I am interested in are:

1. _____
2. _____
3. _____

My Post-High School Plans are to enroll in a:

4 year college/university (name of school) _____

2 year college (name of school) _____

Trade/Technical school (name of school) _____

Apprenticeship program (name of school) _____

Certificate/Diploma program (name of school) _____

Military (branch) _____

I will be entering the workforce (name of employer) _____

Some clubs, sports, organizations or activities that I am considering joining at the high school are:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

*Sample-H.S.

Wilson Area High School Academic & Career Plan

POST SECONDARY PLAN			
Grade	Major or Area of Study	Type of School or Training	Name of School or Training
9			
10			
11			
12			

*Sample-H.S.

Wilson Area High School

Updated Academic & Career Plan

Career Interest And Self Assessments			
Grade	Career/Interest Assessment Results		Matching Careers
9	Career Cluster Survey	Favorite Pathways	Matching Careers
	Favorite Clusters		
	1. _____	1. _____	1. _____
	2. _____	2. _____	2. _____
	3. _____	3. _____	
10	Career Cluster Survey	Favorite Pathways	Matching Careers
	Favorite Clusters		
	1. _____	1. _____	1. _____
	2. _____	2. _____	2. _____
	3. _____	3. _____	
11	Career Interest Profiler		Matching Careers
	Holland Code _____		1. _____ 2. _____ 3. _____
12	Learning Styles Inventory		
	Learning Strategies I can use to help me be an active learner in my education:		
	1. _____		
	2. _____		
	3. _____		

Wilson Area High School

Updated Academic & Career Plan

POST SECONDARY SCHOOL PLAN

My Post-High School Plans are to enroll in a:

- 4 year college/university (name of school) _____
- 2 year college (name of school) _____
- Trade/Technical school (name of school) _____
- Apprenticeship program (name of school) _____
- Certificate/Diploma program (name of school) _____
- Military (branch) _____
- I will be entering the workforce (name of employer) _____

Some possible programs of study/career fields I am interested in are:

1. _____
2. _____
3. _____

Some clubs, sports, organizations or activities that I joined at the high school are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Some references I can use from my high school experience include:

1. _____
2. _____
3. _____
4. _____

Wilson Area High School Promotion and Graduation Requirements

12. CAREER AND TECHNICAL CENTER STRATEGIES

Orientation to Career and Technical Options

Student Awareness:

Grade	Intervention, Program, or Event	Stakeholder Delivering	Data Used Success Indicator	Begin and End Dates	Contact Person
K-1st grade	Community Helpers/ Jobs classroom lessons	Teachers	Classroom lesson post assessment	Throughout the school year	Classroom Teacher, Career Media Arts Teacher
2nd grade	16 Career cluster classroom lessons and jobs within those clusters	Teachers	Classroom lesson post assessment	Throughout the school year	Classroom Teacher, Career Media Arts Teacher
3rd grade	16 Career cluster classroom lessons and levels of education	Teachers	Classroom lesson post assessment	Throughout the school year	Classroom Teacher, Career Media Arts Teacher
4th grade	Career interest inventory, Job type and personality classroom lessons	Teachers	Classroom lesson post assessment	Throughout the school year	Classroom Teacher, Career Media Arts Teacher
3rd-8th grades	Partnerships with CIT in areas related to specific curriculum	Educator	Collaborative exchange of specific programs	Throughout the school year	Classroom Teacher and CIT staff

5th-6th grades	Xello, Career and Media Arts Course	Educator	Introduction to Careers	Throughout the school year	WAIS Career and Media Arts Teacher
7th grade	Xello Portfolio, Family and Consumer Science Course	Educator	Career Exploration	Throughout the school year	WAIS Family Consumer Science Teacher
7th-8th grades	Students attend and/or receive informational session from CIT career exploration programs	CIT/WAIS counselor	Exposure to CIT programs	Throughout the school year	CIT and WAIS Counselor
9th grade	CIT Presentation/Tour CIT Parent/Student Open House	CIT/All 9th grade students/ WAHS Counselors	Completion of Tour	October	CIT and WAHS Counselor
9th grade	Individual CIT Visits for interested students	CIT Counselors/WAHS Counselors/individual students	Completion of Visit	February-March	CIT and WAHS Counselor
9th-11th grades	Assistance with CIT applications	WAHS Counselor/students	Completion of application	Spring of the school year	WAHS Counselor
9th-11th grades	Advertise CIT Open House	CIT/WAHS Counselors	Completion of advertisement	Fall of the School Year	CIT and WAHS Counselor

9th-11th grades	Follow up with paperwork and submitting applications to CIT	CIT/WAHS Counselors	Number of CIT applications submitted	Spring of the school year	CIT and WAHS Counselor
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Parent Awareness:

Grade	Intervention, Program, or Event	Stakeholder Delivering	Data Used Success Indicator	Begin and End Dates	Contact Person
7th-8th grades	Permission for students to attend and/or receive informational session from CIT career exploration programs	CIT/WAIS counselor	Exposure to CIT programs	Throughout the school year	CIT and WAIS Counselor
9th-12th grades	Parent Newsletter	WAHS Counselor	CIT Information	Monthly	WAHS Counselor
9th-11th grades	Fall Open House	CIT/WAHS	CIT attendance at event	September	WAHS Counselor/CIT Representative
8th grade	Parent Night	CIT/WAHS	CIT attendance at event	February	WAHS Counselor/CIT Rep

Educator Awareness:

Grade	Intervention, Program, or Event	Stakeholder Delivering	Data Used Success Indicator	Begin and End Dates	Contact Person
K-6th grades	All elementary counselors will attend one counselor meeting	CIT	Receiving updated information and awareness of CIT programs	Fall every school year	CIT and K-6 Counselors
7th-8th grades	Attend Counselor Meetings at CIT/Counselor share information at WAIS	CIT/WAIS	Information shared with administrators and teachers	Fall and Spring of the school year	CIT and WAIS Counselor
9th-12th grades	Counselor Meetings at CIT/Counselors share information at WAHS	CIT/WAHS	Information shared with administrators and teachers	Fall and Spring of the school year	CIT and WAHS Counselors

13. PLACEMENT AND TRANSITION SERVICES

The Wilson Area School District maintains a list of career guidance services to all students that includes the provisions for the placement and transition from school to post secondary options that include work/college/military.

Post Secondary College services

Students meet with their counselor at least annually to review acceptance criteria via the following platforms:

- College websites
- College packets
- Informational sessions provided by the College
- Review of the College application
- Review of NCAA criteria if applicable for student athletes

Military Services

Students meet with their counselor at least annually to review acceptance criteria via the following platforms:

- Review of Armed Services Vocational Battery (ASVAB) results
- Review of Armed Forces Qualifications Test (AFQT) and minimum score requirements
- Informational sessions provided by recruiters that visit the school throughout the year
- Military branch websites

Career Employment Services

Students meet with their counselor at least annually to review the following platforms:

- Career Link website
- Co-op and Internship opportunities with CIT
- Student created resumes
- Review job applications process and interview process

All students must complete a post secondary goal for High school and complete the [High School Plan template](#) as part of their 6 or more career pieces of evidence in order to meet the Graduation Readiness requirements.

Grade 9- Health class assignments include:

- Matchmaker
- Career Assignment
- Personality Style indicator
- Personality Style lesson
- Exploring Career factors
- Five saved careers
- Learning Style inventory
- Learning Style essay
- Program prospects lesson
- Career goal assignment
- Study skills and habits lesson
- HS Course plan

Grade 10- Social Studies assignments include:

- Work values lesson
- Careers and lifestyle costs lesson
- Workplace skills and attitude lesson
- Entrepreneurship skills lesson
- Short and long term goals
- HS course selections

Grade 11- English assignments include:

- Choosing a college lesson
- Career demand lesson
- Job interview lesson
- Work/life balance lesson
- Develop a cover letter
- Develop a resume
- Develop a thank you letter
- Career Research organizer lesson

14. WILSON AREA SCHOOL DISTRICT JOB DESCRIPTION

1. **POSITION:** Elementary School Guidance Counselor (K-4)

2. **REPORTS TO:** Avona Elementary School Principal
Wilson Borough Elementary School Principal

3. **SUMMARY:** Provides a full range of services, including group and individual counseling, to assist children in their development of academic and social skills, preventing and resolving problems and conflicts, and promotes understanding of children's strengths, weaknesses, limitations, and behaviors.

4. ESSENTIAL DUTIES AND RESPONSIBILITIES:

- a. Provides guidance and counseling services in individual and group settings.
- b. Works with teachers and administrators to assist with the placement of students in programs and grade levels.
- c. Assists students in the development of positive and realistic self-concepts.
- d. Interprets data from the cumulative records for students, their parents, and others who are professionally concerned.
- e. Participates actively as a member of the RTI team.
- f. Organizes school-wide activities that focus on developing a positive school climate.
- g. Conducts classroom guidance lessons on a variety of topics that promote academic and social learning.
- h. Communicates special education evaluation procedures, rights and programs to parents/guardians.
- i. Coordinates Child Study team meetings and communicates necessary student information.
- j. Assesses students in crisis and makes recommendations to address mental health needs.
- k. Orients parents toward resources available to them, both within and outside the school system, and serves as a resource person to parents and staff on growth and development of children.
- l. Provides supportive counseling for students at high risk of developing adjustment problems, e.g., families in crisis, families undergoing separations or divorce, and single parent families.
- m. Cooperates with classroom teachers to facilitate student social/emotional growth which fosters understanding of self, development of friendships, interpersonal relationships, and decision-making skills.
- n. Maintains and coordinates services provided by community resources which can assist and support students and their families.
- o. Assumes any other responsibilities as assigned by the Principal or his/her designee.

5. REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

- Ability to communicate effectively, both orally and in writing.
- Excellent organizational, planning, and human relations skills.
- Good knowledge of guidance counseling, career education methods, materials, procedures, and practices.
- Good knowledge of child/adolescent growth and development and career education counseling theory.
- Ability to apply knowledge of contemporary guidance and counseling practices to the needs of assigned students.
- Ability to develop cooperative working relationships with students, parents, and instructional staff.
- Ability to maintain accurate records and confidentiality.

6. CERTIFICATION:

- Must possess a valid and active Pennsylvania Elementary or PK-12 School Counseling Certification.

7. PHYSICAL ATTRIBUTES:

- The position requires standing, walking, sitting, and lifting/carrying work related items weighing up to 50 pounds such as papers, books, and instructional supplies with manual or mechanical assistance. Work requires sufficient mobility to move about the classroom and inside and outside the school building.

8. HAZARDS/UNUSUAL WORKING CONDITIONS:

- Work is generally performed in a classroom environment and other locations within and outside the school building such as cafeteria, playground, library, etc., as necessary.
- Work environment may be noisy and may involve working with students that require knowledge of intervention and restraint techniques. Occasionally, work may involve exposure to student body fluids and disease conditions. Work involves everyday risks or discomfort which require normal safety precautions when operating equipment and performing job duties.

WILSON AREA SCHOOL DISTRICT JOB DESCRIPTION

1. POSITION: Intermediate School Guidance Counselor (5-8)

2. REPORTS TO: Intermediate School Principal

3. SUMMARY: Assists students in the areas of academics and career awareness, personal and social development, and provides support to the instructional process with specific responsibility for managing student placement.

4. ESSENTIAL DUTIES AND RESPONSIBILITIES:

- a. Provides individual and small group counseling in a variety of settings.
- b. Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students in the school setting.
- c. Makes appropriate referrals of students and parents to outside agencies and specialists.
- d. Monitors and advises students and their parents as to progress toward promotion.
- e. Participates actively as a member of the Child Study Team.
- f. Assists in the transition from intermediate school to high school and to post-secondary high school options.
- g. Interprets tests, student data, and other assessment results appropriately in the counseling environment.
- h. Assists parents in addressing school related problems and issues. Refers students and their parents, as needed, to appropriate specialists, special programs, and/or outside agencies.
- i. Informs students and their parents as to pertinent test results and their implications for educational and career planning.
- j. Works in collaboration with all staff to problem solve and to identify innovative, practical, and effective differentiation strategies to meet student learning needs.
- k. Conducts or participates in needed parent conferences, telephone conferences, and other forms of professional communication.
- l. Maintains accurate student records, protecting the privacy and confidentiality of information, in accordance with school policy and federal and State law.
- m. Maintains and coordinates Member Center/4Sight class lists and data for grades 6-8.
- n. Maintains and coordinates PSSA class lists and material distribution/collection for grades 5-8.
- o. Maintains and assigns students to the grades 7-8 master schedule.
- p. Coordinates Olweus pre and post student surveys.
- q. Assumes any other responsibilities as assigned by the Principal or his/her designee.

5. REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

- Ability to communicate effectively, both orally and in writing
- Excellent organizational, planning, and human relations skills
- Good knowledge of guidance counseling, career education methods, materials, procedures, and practices
- Good knowledge of child/adolescent growth and development and career education counseling theory
- Ability to apply knowledge of contemporary guidance and counseling practices to the needs of assigned students
- Ability to develop cooperative working relationships with students, parents, and instructional staff
- Ability to maintain accurate records and confidentiality
-

6. CERTIFICATION:

- Must possess a valid and active Pennsylvania Secondary or PK-12 School Counseling Certification.

7. PHYSICAL ATTRIBUTES:

- The position requires standing, walking, sitting, and lifting/carrying work related items weighing up to 50 pounds such as papers, books, and instructional supplies with manual or mechanical assistance. Work requires sufficient mobility to move about the classroom and inside and outside the school building.

8. HAZARDS/UNUSUAL WORKING CONDITIONS:

- Work is generally performed in a classroom environment and other locations within and outside the school building such as cafeteria, playground, library, etc., as necessary.
- Work environment may be noisy and may involve working with students that require knowledge of intervention and restraint techniques. Occasionally, work may involve exposure to student body fluids and disease conditions. Work involves everyday risks or discomfort which require normal safety precautions when operating equipment and performing job duties.

WILSON AREA SCHOOL DISTRICT JOB DESCRIPTION

1. **POSITION:** High School Guidance Counselor (9-12)

2. **REPORTS TO:** High School Principal

3. **SUMMARY:** Provides a full range of professional services in the areas of academic, career development, and counseling for students in grades 9-12.

4. **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- a. Provides guidance and counseling services in individual and group settings.
- b. Works with teachers and administrators to assist with the placement of students in appropriate courses and programs.
- c. Orients parents toward resources available to them, both within and outside the school system, and serves as a resource person.
- d. Interprets data from the cumulative records for students, their parents, and others who are professionally concerned.
- e. Helps in the development of the Master Schedule as well as creates all student schedules and makes all schedule changes.
- f. Coordinates and runs a financial aid night for students and families.
- g. Coordinates and runs a scheduling information program for 8th grade students and families.
- h. Serves as a member of the SAP Team and coordinates SAP Services.
- i. Communicates with outside agencies for students educated off-site.
- j. Collects and disseminates to students and their parents current information on educational and vocational opportunities.
- k. Assists students in the process leading to appropriate post-secondary educational placement.
- l. Maintains and coordinates services provided by community resources which can assist and support students and their families
- m. Disseminates scholarship and financial aid information in a timely manner.
- n. Provides information and prepares recommendations to colleges for admissions and scholarships, as well as to potential employees and other agencies.
- o. Participates actively as a member of the Child Study Team.
- p. Assists in the organization and administration of standardized test programs.
- q. Works to prevent students from dropping out of school, and assists those that do in finding alternative educational programs and/or employment.
- r. Attends IEP/GIEP meetings and works with case managers to develop and implement IEP/GIEP.
- s. Conducts conferences with students, parents, teachers, or administrators to help all to understand and assist students in achieving success in the school and in positive personal growth.
- t. Monitors student progress, works with students, families and teachers to prevent failure and notifies parents when students are in danger and/or failing for the year.
- u. Maintains accurate student records, protecting the privacy and

confidentiality of information, in accordance with school policy and federal and State law.

v. Assumes any other responsibilities as assigned by the Principal or his/her designee.

5. REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

- Ability to communicate effectively, both orally and in writing
- Excellent organizational, planning, and human relations skills
- Good knowledge of guidance counseling, career education methods, materials, procedures, and practices
- Good knowledge of child/adolescent growth and development and career education counseling theory
- Ability to apply knowledge of contemporary guidance and counseling practices to the needs of assigned students
- Ability to develop cooperative working relationships with students, parents, and instructional staff
- Ability to maintain accurate records and confidentiality

6. CERTIFICATION:

- Must possess a valid and active Pennsylvania Secondary or PK-12 School Counseling Certification.

7. PHYSICAL ATTRIBUTES:

- The position requires standing, walking, sitting, and lifting/carrying work related items weighing up to 50 pounds such as papers, books, and instructional supplies with manual or mechanical assistance. Work requires sufficient mobility to move about the classroom and inside and outside the school building.

8. HAZARDS/UNUSUAL WORKING CONDITIONS:

- Work is generally performed in a classroom environment and other locations within and outside the school building such as cafeteria, playground, library, etc., as necessary.
- Work environment may be noisy and may involve working with students that require knowledge of intervention and restraint techniques. Occasionally, work may involve exposure to student body fluids and disease conditions. Work involves everyday risks or discomfort which require normal safety precautions when operating equipment and performing job duties.