



Conestoga Valley School District K-12 School Counseling Plan February 2017

Conestoga Valley School District

OUR COMMUNITY

Lancaster County



District Area: 56 square miles
Townships: East Lampeter, Upper Leacock, West Earl
Population: 33,183
Household Income: \$56,316

1) School Counseling Department & Caseloads:

Katherine Young, Brownstown Elementary School (K-6) 510
Jennifer Cangialosi, Fritz Elementary School (K-6) 662
Tina Brenneman, Leola Elementary School (K-6) 442
Beth Sharp, Smoketown Elementary School (K-6) 641
Jennifer Gabryluk, Conestoga Valley Middle School (7) 347
David Martin, Conestoga Valley Middle School (8) 340
Bob Capolupo, Conestoga Valley High School (9-12) 535
Lori Casanova, Conestoga Valley High School (9-12) 427
Doug Helsel, Conestoga Valley High School (9-12) 392
Jerry Wyble, Conestoga Valley High School/Coordinator (9-12) 123

2) Conestoga Valley School District Counseling Department Mission Statement:

Our Mission

To support all students in the academic, career and social/emotional domains as they strive for personal excellence, while becoming caring and contributing citizens in a global community.

Our Vision

To inspire a collaborative learning community where all individuals have equal opportunities to achieve their fullest potential.

We believe in the following foundations:

- Expecting a safe and respectful learning environment
- Sustaining strong school-family relationships
- Delivering a well-rounded educational program
- Cultivating the diverse skills necessary for the 21st Century
- Fostering an appreciation for lifelong learning
- Promoting the development of our core character traits
- Investing in mutually beneficial community partnership

3) Program Goals:

General Program Goal Statement:

All of the activities described in the counselor's basic job descriptions, separate program components, and program scope and sequence are directed toward the accomplishment of one or more broad program goals as defined below. These goals are not listed in any priority order. Priorities vary from grade to grade and even from student to student. The goals provide the ultimate measure of program success. They have been designed to benefit students first and foremost. The counseling staff is but a part of the delivery system for the goals, along with teachers, parents, agency representatives, and others.

The goals of the Conestoga Valley School District's developmental counseling program include the following:

- *To help* students identify and reach their academic potential.
- *To identify* factors interfering with learning and to assist in planning a course of action to provide appropriate support.
- *To provide* students with the opportunity to assess characteristics and aptitude in relationship to their Pathways program and to reach their post-secondary goals.
- *To help* students discover the world of work through various career resources.
- *To facilitate* experiences for direct exposure to a broad spectrum of careers.
- *To maintain* a counseling staff that is competent, up-to-date in both information and technique, and available to meet the needs of the students, staff and community.
- *To assist* students in developing interpersonal relationship skills demonstrating respect for self and others.
- *To encourage* students to be responsible and productive members of their community.
- *To assist* the student to develop appropriate problem-solving and decision-making skills, including coping mechanisms and conflict resolution strategies.

Specific Program Goals by Levels:

Elementary

Career: In an effort to have all K-12 CVSD students develop and maintain a career plan in accordance with PDE Academic and Career Education Work Standards, elementary school counselors will collaborate with middle and high school counselors to identify three research-based K-12 career curricular software programs by March 2017.

Academic: In an effort to prepare 3rd grade students for the increased challenges of standardized tests and increased academic demands, elementary school counselors will present lessons focused on good work habits for success in school during the 2016-17 school year. At the conclusion of the lessons, 80% of 3rd grade students will be able to name three good work habits to be successful in school, as indicated by data from pre and post-surveys.

Social/Emotional: In an effort to facilitate positive relationships, elementary school counselors will present lessons to primary students focused on developing positive social skills. At the conclusion of lessons, 80% of targeted students will be able to provide three examples of how they demonstrated positive social skills.

Middle

Career: In an effort to have all K-12 CVSD students develop and maintain a career plan in accordance with PDE Academic and Career Education Work Standards, middle school counselors will collaborate with elementary and high school counselors to identify three research-based K-12 career curricular software programs by March 2017.

Academic: In an effort to promote regular attendance with all students, middle school counselors will take an active role in the CVMS School-Wide Positive Behavior Support program and associated activities to influence regular attendance at school, thereby improving individual academic grades and regular school attendance for the 2016-2017 school year.

Social/Emotional: In an effort to promote cooperative learning, dependability, and communication, all students will take part in a group project within their regular curricular day at least once within the 2016-2017 school year.

High

Career: In an effort to have all K-12 CVSD students develop and maintain a career plan in accordance with PDE Academic and Career Education Work Standards, high school counselors will collaborate with elementary and middle school counselors to identify three research-based K-12 career curricular software programs by March 2017.

Academic: Attendance has a direct link to academic performance and career retention. In an effort to promote regular attendance with all students, high school counselors will meet with administration on a weekly basis to identify potential truancy,

attendance and other transition issues, as well as to provide interventions appropriate for improving individual academic grades and regular school attendance for the 2016-2017 school year.

Social/Emotional: In an effort to raise community awareness of the burgeoning addiction epidemic, CVHS will provide drug and alcohol awareness programming through SAP/Red Ribbon Week in October, and hosting a Community Conversation Forum presented by the Lancaster County Anti-Heroin Task Force on September 20, 2016 at 6:30 PM.

4) Stakeholder Groups:

The Conestoga Valley School District will work with various stakeholder groups in developing a K-12 comprehensive school counseling program to address student needs. The stakeholder groups are: students, parents, educators, business/community partners, and post-secondary partners.

Students will experience K-12 School Counseling Plan programming and curriculum focused on academic, career, and social/emotional skills and as a result will be better prepared for entry into the workplace. Students will participate in student-centered planning sessions at multiple grade levels within a classroom setting and/or through individualized guidance sessions for the purpose of developing goals and formalizing an Academic/Career Plan related to interests, abilities and aptitudes. All Academic/Career Plans will be maintained through a hard copy or electronic career exploration program. Included will be skills, interest, and aptitude assessments, learning styles inventories, goal setting strategies, soft skills education, and exposure to a framework guiding career selections.

Students will assist in the evaluative process by providing constructive feedback regarding program effectiveness of counseling and career services throughout high school. In addition, student(s) will actively serve on the Advisory Council to provide valuable insight.

Parents will have regular access to ongoing counseling and career services programming and opportunities for their children in order to assist them in making more informed career and postsecondary choices. Parents are an integral part of the planning and decision-making process. Parents are encouraged to be active members of their child's school experiences by initiating and responding to communication through building-based websites, parent portal system, student conferences, phone and email communication systems. Parents will be

encouraged to attend school sponsored educational workshops and events providing input and support where possible.

Parent representative(s) will actively serve on the Advisory Council and provide insight regarding effective programming.

Educators Administrators, teachers and school board members will be asked to promote and support the mission of the K-12 School Counseling Plan. Educators will be asked to support and become involved with program initiatives such as classroom guidance lessons, mental health initiatives, school-wide behavioral support programming and academic success programming. Teachers will be encouraged to deliver curriculum-based activities and experiences for students in direct support of their Academic/Career Plans.

Administrators, teachers and school board members will actively serve on the Advisory Council providing insight and support for the development of more effective academic/career planning. Educators will become an integral part of creating a much more informed and prepared graduate in the workforce.

Business/Community Partners will benefit from an effective academic/career program because future employees will be more confident about their career decisions and will have a better understanding of the skills necessary to be successful in the workplace. Business and community partners will be asked to provide work-based learning opportunities such as job shadowing, student internships, and educator/student industry tours. In addition, business/community partners will be invited into school for classroom presentations, student mock interviews, and to participate in career day activities.

Business and community partners will actively serve on the Advisory Council providing insight and support for the development of a value-added college and career services system.

Post-Secondary Partners will be connected to students at various levels in the K-12 academic/career planning in order to help students better understand the spectrum of viable and relevant options after high school: four-year colleges/universities, two-year/community colleges, technical/trade schools, career technology center adult programs, apprenticeship programs, and military. Postsecondary partners will be integrated within curriculum-based experiences for students and staff including an invitation to our annual college fair, meeting with students during fall recruitment season, and classroom presentations.

Post-secondary partners will actively serve on the Advisory Council and provide insight to effective programming.

Students:

Program Goals	Grade Level	Activities/Events Descriptions	Start/End Dates	Participants
To assist students in developing and maintaining academic/career plan in accordance with PDE Academic and Career Education Work Standards.	K-12	Our school district will research K-12 career curricular software programs this school year.	By June 2017	Central Office administrators, building administrators, counselors, and selected teachers.
To promote regular attendance thereby increasing academic performance.	K-6	Counselors will present lessons on good work habits.	Throughout the school year.	Counselors Teachers Students
	7-8	Counselors will take an active role in promoting the School-Wide Positive Behavior Support program.	Throughout the school year.	Counselors Administrators Teachers Students
	9-12	Counselors will meet with administration weekly to identify potential truancy concerns and develop an intervention plan for students.	Weekly throughout the school year.	Administrators Counselors Students

Parents/Guardain:

Program Goals	Grade Level	Activities/Events Descriptions	Start/End Dates	Participants
To provide parents the opportunity to tour and learn about their child's school.	K-12	Orientation/ parent night.	August	Administrators, Parents, Students, Counselors, Teachers
To provide parents with the opportunity to meet their child's administrator(s), counselor(s), and teacher(s)	K-12	Open House Parent Night	September, and February (HS)	Administrators, Parents, Students, Counselors, Teachers
To provide parents with an opportunity to create an account for our community portal.	K-12	At registration	Anytime	DO Staff
	9-12	Open House	September and February	HS Staff
To provide parents with the opportunity to learn about curriculum and course selection	8-11	Course selection night	February	Administrators, counselors, department heads
To provide parents, teachers and counselors the opportunity to discuss students' progress	K-6	Parent/Teacher Conferences	November	Parents, teachers, counselors, administrators

Educators:

Program Goals	Grade Level	Activities/Events Descriptions	Start/End Dates	Participants
To facilitate home/school communication and student success.	K-6	Parent/Teacher Conference	November	Administrators, Parents, Counselors, Teachers
	7-8		September	Administrators, Parents, Counselors, Teachers
	9-12		September and February	Administrators, Parents, Counselors, Teachers

Business/Community:

Program Goals	Grade Level	Activities/Events Descriptions	Start/End Dates	Participants
To assist students in learning about career options for the future	K-12	Career/Classroom Presentations	Ongoing	Community, students, counselors, teachers
To provide students the opportunity to tour local community businesses	9-12	Business Tours	Ongoing	Community, students, counselors, teachers
To assist students in learning about career options	7-12	Career Day	April (every 2 years)	Community, students, counselors, teachers

To provide students with the opportunity to complete an internship in a business	11-12	Business Internship	Ongoing	Community, administrator, students, counselors, teachers

Post-Secondary

Program Goals	Grade Level	Activities/Events Descriptions	Start/End Dates	Participants
To increase student awareness of career and technical post-secondary institution through meeting with college admissions representatives	9-12	College Representative meetings.	Ongoing	Students, college representatives, counselors
To increase student awareness of post-secondary institution through field trips to local colleges	9-12	Field trips	Ongoing	College representatives, administration, students, counselors, and teachers
To increase student awareness of post-secondary institution through annual college fair	5-12	Annual College Fair	November	College representatives, students, parents, counselors,

5) Roles of School Counselors:

The School Counselor will serve the developmental needs of all students through a comprehensive school counseling program to address their academic, career and social/emotional development.

As a Leader School Counselors:

- Encourage and empower students to make productive, informed and successful decisions
- Participate/collaborate in School-Wide Effective Behavior Team, Classroom Intervention Coordination Team, Student Assistance Team; Child Study Team. Safe Schools Incident Command Structure & Public Information Officer; Youth Development Task Force, DUI Advisory, Board of Directors for various Community Agencies, County-wide Suicide Prevention Task Force, School Improvement Team, Leader in Me, RtII Core Team, District Crisis Management Team, IU Flight Team
- Present to community organizations, staff, school board of directors, parents and school groups on school initiatives that impact students' social/emotional, academic, and career development
- Follow ASCA Ethical Standards for School Counselors to demonstrate high standards of confidentiality, integrity, leadership, and professionalism

As an Advocate School Counselors:

- Identify school and community resources to support student success
- Serve as a liaison for students with parents, educators, and community agencies, interceding on behalf of all students
- Promote equitable access to educational services for all students
- Conduct proactive activities to assist students in removing barriers to their success

As a Collaborator School Counselors:

- Work with educators, parents, and community stakeholders to discuss and develop student academic, career, and social/emotional success
- Serve as member of grade level and intervention teams, building level and district wide teams
- Collaborate with community agencies to support the needs of students

As an Agent of Systemic Change School Counselors:

- Develop a system of analysis to determine effectiveness of implemented programming

- Serve as a resource and advisor regarding decisions made that impact programming
- Develops actions plans and intervention strategies to address barriers to learning
- Collaborates with local business, the Chamber of Commerce, and local postsecondary institutions

6) Chapter 339 Advisory Council Members:

The Advisory Council will provide critical insight, leadership, direction and support for further development and implementation of the district’s comprehensive counseling and career services program. The Advisory Council members will be listed by name and title:

Name	Title
Owen Horst	Middle School Student
Imaan Rana	Middle School Student
Caitlyn Sellard	High School Student
Jarod Steed	High School Student
Nicole Castagna	Elementary Parent
Kim Reynolds	Middle School Parent
Karri Sensenig	Middle School Parent
John Beiler	High School Parent
Joan Pawlikowski	Elementary School Teacher
Laura Weidensaul	Elementary School Teacher
Beth Sharp	Elementary School Counselor
Andy Graybill	Elementary School Principal
Kerry Mulvihill	Middle School Teacher
Jennifer Gabryluk	Middle School Counselor
Baron Jones	Middle School Principal
Susan Scales	High School Teacher
Lori Casanova	High School Counselor
Jerry Wyble	High School Counselor & Counselor Coordinator
Mike Thornton	High School Principal
Dwight Sproul	Subject Area Supervisor
Chris Linkey RLPS Architects	Business Partner
Walt Burnett Sky Zone	Business Partner

Nakia Eckert HACC	Postsecondary Partner
Amber Bensing PA College of Health Sciences	Postsecondary Partner
Megan Dancause Thaddeus Stevens College	Postsecondary Partner
Kelly Cartwright	Director of Elementary Education
Donovan Mann	Director of Secondary Education
Mike Talley	School Board Member
Todd Shertzer	School Board Member

**7) Conestoga Valley Elementary Schools
Counseling Calendar by Month & ASCA Domain**

July	January
Academic <ul style="list-style-type: none"> • New Student Registrations • Kindergarten screening • Summer Pre-K 	Academic <ul style="list-style-type: none"> • Study Skills lessons/groups • Student motivation sessions
Career <ul style="list-style-type: none"> • Planning & Preparation 	Career <ul style="list-style-type: none"> • Career Awareness lessons
Social/Emotional Welcoming new families <ul style="list-style-type: none"> • New Student tours • Lesson prep 	Social/emotional* <ul style="list-style-type: none"> • Conflict resolution lessons • Communication lessons
August	February
Academic <ul style="list-style-type: none"> • New Student Registrations • Kindergarten screening • Summer Pre-K • New Student Orientation • Review new student records 	Academic <ul style="list-style-type: none"> • PSSA Test Prep • Kindergarten Expo
Career <ul style="list-style-type: none"> • Planning & Preparation 	Career

<p>Social/emotional*</p> <ul style="list-style-type: none"> • Welcoming new families • Summer Pre-K • New Student Orientation • Transition support - scheduling meetings w/teachers and students • Individual counseling • Pre-Service Meetings w/BHRS agencies • Consult w/teachers regarding individual student needs • Lesson prep 	<p>Social/emotional*</p> <ul style="list-style-type: none"> • Social Responsibility (kindness, empathy) lessons • Tolerance activities
September	March
<p>Academic</p> <ul style="list-style-type: none"> • Introductory classroom guidance • Ongoing enrollment and transition • Active Listening lessons • Back to School Night 	<p>Academic</p> <ul style="list-style-type: none"> • PSSA Prep • Kindergarten Registration
<p>Career</p> <ul style="list-style-type: none"> • School Success lessons 	<p>Career</p> <ul style="list-style-type: none"> • Career Awareness
<p>Social/emotional</p> <ul style="list-style-type: none"> • Transition to new school year • Individual counseling • New student groups • Ongoing enrollment and transition • Pre-Service Meetings w/BHRS agencies • Family outreach - school supplies/economic need 	<p>Social/emotional</p> <ul style="list-style-type: none"> • PSSA Prep - emotional • Coping Skills
October	April
<p>Academic</p> <ul style="list-style-type: none"> • Begin small groups 	<p>Academic</p> <ul style="list-style-type: none"> • PSSA Administration
<p>Career</p> <ul style="list-style-type: none"> • School Success lessons 	<p>Career</p> <ul style="list-style-type: none"> • WITW Career Fair • Junior Achievement
<p>Social/emotional</p> <ul style="list-style-type: none"> • Healthy Lifestyles (Red Ribbon Week) • Friendship & Kindness (Anti-Bullying Week) • Begin small groups • Mix It Up Day 	<p>Social/emotional</p> <ul style="list-style-type: none"> • Personal safety lessons • 6th Grade Girl Groups • Positive Relationship Lessons

November	May
Academic <ul style="list-style-type: none"> • Learning Style lessons • Parent-Teacher conferences 	Academic <ul style="list-style-type: none"> • Class lists • Kindergarten Screening • MS transition • Purge 6th grade files • Grade Level Transition • MS Course Selection
Career <ul style="list-style-type: none"> • WITW Career Fair • Junior Achievement 	Career <ul style="list-style-type: none"> • Career Portfolios • Purge 6th grade files
Social/emotional <ul style="list-style-type: none"> • Positive Relationship lessons • Teamwork lessons • Conflict resolution lessons 	Social/emotional <ul style="list-style-type: none"> • MS Transition • Grade Level Transition Meetings
December	June
Academic <ul style="list-style-type: none"> • Post-conference follow-up 	Academic <ul style="list-style-type: none"> • Class lists
Career <ul style="list-style-type: none"> ▪ 	Career <ul style="list-style-type: none"> • Career Portfolios
Social/Emotional* <ul style="list-style-type: none"> • ProSocial Skills lessons • Holiday outreach 	Social/Emotional* <ul style="list-style-type: none"> • Step up Day

Conestoga Valley Elementary Schools

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
Crisis Management (IU Flight Team)	Arrival & Dismissal Duty
Crisis Management (District Team)	Class Coverage
Counseling for Disciplinary Problems	Social Security Paperwork
RtII Team (Academic and/or Behavior)	MDE/IEP/504 meetings
District Level KTO Transition Committee	Student surveys (KTO)
New Student Registration / Orientation	Discipline
Individual Counseling	PSSA Make-up testing
Classroom Guidance Lessons	Class Placement
Small Group Counseling	Safari Learning Program
Counseling Students w/ Poor Attendance	
Collaborating w/Teachers	
Ensuring Student Records are Maintained	
Collaborating w/ Building Administration	
Collaborating w/ Central Office	
Collaboration w/Parents	
Ongoing new student tours and groups	
SWPBS committee	
Leader in Me Lighthouse committee	
Mentor programs	
Referrals and collaboration w/ outside providers	
Referrals to and collaboration w/School Social Worker	
Attendance tracking and meetings	
Review new student records	

Gifted Screening	
Weekend Blessings	
Develop & Monitor Behavior plans	
Coordinate lessons with programs such as Junior Achievement and YWCA Personal Safety	
Data tracking and analysis	
Conduct staff inservice sessions	
Professional Development	
Counselor website	
MDE/IEP/504 meetings	
BHRS liaison	
Maintain & Distribute Community Resources	

7) Conestoga Valley Middle School Counseling Calendar by Month & ASCA Domain

() = Initials of Coordinating Counselor (Both) = Both Department Counselors Equally Involved

July	January
Academic <ul style="list-style-type: none"> • New Student Registration (Both) • Resolving Scheduling Conflicts (Both) 	Academic <ul style="list-style-type: none"> • New Student Registration (Both) • Analyze Mid-Marking Period Grade Reports (Both) • Failure Counseling As Needed (Both)
Career <ul style="list-style-type: none"> • Counselor Summer Hours (Both) • Summer Professional Development (Both) 	Career <ul style="list-style-type: none"> • Career Education (Both)
Social/Emotional <ul style="list-style-type: none"> • Individual Student Counseling (Both) • WEB Transition Program (JG) 	Social/Emotional <ul style="list-style-type: none"> • Individual Student Counseling (Both) • SAP (Both) • Behavioral RtII (Both) • Transition / Attendance Meetings (Both) • K-12 Department Meeting (Both) • WEB Transition Program (JG)
August	February
Academic <ul style="list-style-type: none"> ▪ New Student Registration (Both) ▪ Resolving Scheduling Conflicts (Both) ▪ Parent Night Orientation (Both) 	Academic <ul style="list-style-type: none"> ▪ New Student Registration (Both) ▪ Trimester Schedule Adjustments (Both) ▪ Counseling Course Failures (Both)
Career <ul style="list-style-type: none"> ▪ Counselor Summer Hours (Both) ▪ Summer Professional Development (Both) 	Career <ul style="list-style-type: none"> ▪ Career Education (Both)
Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (Both) ▪ WEB New Student Orientation (JG) ▪ New Student Orientation/Transition (Both) 	Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (Both) ▪ SAP (Both) ▪ Behavioral RtII (Both) ▪ Transition / Attendance Meetings (Both) ▪ K-12 Department Meeting (Both)

	<ul style="list-style-type: none"> ▪ WEB Transition Program (JG)
September	March
Academic <ul style="list-style-type: none"> ▪ Parent Night (Both) ▪ New Student Registration (Both) ▪ Resolving Scheduling Conflicts (Both) 	Academic <ul style="list-style-type: none"> ▪ New Student Registration (Both) ▪ Trimester Schedule Adjustments (Both) ▪ Counseling Course Failures (Both)
Career <ul style="list-style-type: none"> ▪ Career Education (Both) 	Career <ul style="list-style-type: none"> ▪ Career Education (Both)
Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (Both) ▪ SAP (Both) ▪ Behavioral RtII (Both) ▪ Transition / Attendance Meetings (Both) ▪ K-12 Department Meeting (Both) ▪ WEB Transition Program (JG) 	Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (Both) ▪ SAP (Both) ▪ Behavioral RtII (Both) ▪ Transition / Attendance Meetings (Both) ▪ K-12 Department Meeting (Both) ▪ WEB Transition Program (JG)
October	April
Academic <ul style="list-style-type: none"> ▪ New Student Registration (Both) ▪ Analyze Mid-Marking Period Grade Reports (Both) ▪ Failure Counseling As Needed (Both) 	Academic <ul style="list-style-type: none"> ▪ New Student Registration (Both) ▪ Analyze Mid-Marking Period Grade Reports (Both) ▪ Failure Counseling As Needed (Both) ▪ PSSA Implementation (Both)
Career <ul style="list-style-type: none"> ▪ Career Education (Both) 	Career <ul style="list-style-type: none"> ▪ Career Education (Both)
Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (Both) ▪ SAP (Both) ▪ Behavioral RtII (Both) ▪ Transition / Attendance Meetings (Both) ▪ K-12 Department Meeting (Both) ▪ WEB Transition Program (JG) 	Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (Both) ▪ SAP (Both) ▪ Behavioral RtII (Both) ▪ Transition / Attendance Meetings (Both) ▪ K-12 Department Meeting (Both) ▪ WEB Transition Program (JG)
November	May
Academic <ul style="list-style-type: none"> ▪ New Student Registration (Both) ▪ Trimester Schedule Adjustments (Both) ▪ Counseling Course Failures (Both) 	Academic <ul style="list-style-type: none"> ▪ New Student Registration (Both) ▪ Counseling Course Failures (Both) ▪ Summer School Preparation (Both) ▪ Elementary to MS Transition Program (Both)

Career <ul style="list-style-type: none"> ▪ Career Education (Both) ▪ Pathways to 21st Century Career Night (Both) 	Career <ul style="list-style-type: none"> ▪ Career Education (Both) ▪ Career Day (Both)
Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (Both) ▪ SAP (Both) ▪ Behavioral RtII (Both) ▪ Transition / Attendance Meetings (Both) ▪ K-12 Department Meeting (Both) ▪ WEB Transition Program (JG) 	Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (Both) ▪ SAP (Both) ▪ Behavioral RtII (Both) ▪ Transition / Attendance Meetings (Both) ▪ K-12 Department Meeting (Both) ▪ WEB Transition Program (JG)
December	June
Academic <ul style="list-style-type: none"> ▪ New Student Registration (Both) 	Academic <ul style="list-style-type: none"> • New Student Registration (Both) • Assist with Scheduling Process (Both)
Career <ul style="list-style-type: none"> ▪ Career Education (Both) 	Career <ul style="list-style-type: none"> ▪ Counselor Summer Hours (Both) ▪ Summer Professional Development (Both)
Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (Both) ▪ SAP (Both) ▪ Behavioral RtII (Both) ▪ Transition / Attendance Meetings (Both) ▪ K-12 Department Meeting (Both) ▪ WEB Transition Program (JG) 	Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (Both) ▪ WEB Transition Program (JG)

Conestoga Valley Middle School

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
Crisis Management	Non-essential data entry
Crisis Management (District Team)	Class/Lunch Coverage (as requested)
Counseling for Disciplinary Problems	Assist in disciplinary investigations
Student Assistant Program (SAP)	Implementing Building Testing (PSSA)
Behavioral RtII Team	Some Parts of Scheduling
District Level Transition Committee	
New Student Registration / Orientation	
Small Group Counseling	
Failure Interviews w/ Failing Students	
Counseling Students w/ Poor Attendance	
Collaborating w/Teachers	
Ensuring student records are updated	
Collaborating w/ Building Administration	
Collaborating w/ District Office	
Advisory Programming (Character and Anti-Bullying Education)	

**7) Conestoga Valley High School
Counseling Calendar by Month & ASCA Domain**

() = Initials of Coordinating Counselor (All) = All Department Counselors Equally Involved

July	January
Academic <ul style="list-style-type: none"> ▪ New Student Registration (All) ▪ Resolving Scheduling Conflicts (All) 	Academic <ul style="list-style-type: none"> ▪ Career Ed Class (Freshman & Sophomores) (All) ▪ Resolving Scheduling Conflicts (All) ▪ New Student Registration (All) ▪ Run Failure Report MP 2 (JW) ▪ Monitoring Graduation Requirements (All)
Career <ul style="list-style-type: none"> ▪ New Student Registration (All) ▪ Resolving Scheduling Conflicts (All) 	Career <ul style="list-style-type: none"> ▪ Junior Interviews (Sm Groups) (All) ▪ CTC Applications Due (LC) ▪ Dual Enrollment Registration (JW) ▪ Send Mid-Year Transcript Reports (All) ▪ PSAT Scores Returned (All)
Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (All) 	Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (All) ▪ Small Group Counseling (ALL) ▪ SAP (All) ▪ Behavioral RtII Meetings (All) ▪ Transition / Attendance Meetings (All) ▪ K-12 Department Meeting (All)
August	February
Academic <ul style="list-style-type: none"> ▪ New Student Registration (All) ▪ Resolving Scheduling Conflicts (All) ▪ Parent Night Orientation (All) ▪ Dual Enrollment Registration (JW) ▪ Career Ed Class (Sophomores) 	Academic <ul style="list-style-type: none"> ▪ Career Ed Class (Freshmen & Sophomores) ▪ Monitoring Graduation Requirements / Course Selection (JW / All)
Career <ul style="list-style-type: none"> ▪ New Student Registration (All) ▪ Resolving Scheduling Conflicts (All) 	Career <ul style="list-style-type: none"> ▪ Parent Night Course Selection (All) ▪ Financial Aid Night (LC)
Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (All) ▪ Link Crew (LC) ▪ Freshmen Orientation/Transition (All) 	Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (All) ▪ Small Group Counseling (ALL) ▪ SAP (All) ▪ Behavioral RtII Meetings (All) ▪ Transition / Attendance Meetings (All) ▪ K-12 Department Meeting (All)
September	March
Academic	Academic

<ul style="list-style-type: none"> ▪ Parent Night (All) ▪ New Student Registration (All) ▪ Career Ed Class (Freshmen & Sophomores) 	<ul style="list-style-type: none"> ▪ Career Ed Class (Freshmen & Sophomores) ▪ Monitoring Graduation Requirements / Course Selection (JW / All) ▪ Run Failure Reports MP 3 (JW)
Career <ul style="list-style-type: none"> ▪ Senior Interviews (Pull Out) (All) ▪ Sophomore Interviews (Mtg Teams) (All) ▪ ACT Testing (BC) ▪ PSAT Registration (BC) ▪ Develop School Profile (JW/DH) 	Career <ul style="list-style-type: none"> ▪ SAT Testing (BC)
Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (All) ▪ Small Group Counseling (ALL) ▪ SAP (All) ▪ Behavioral RtII (All) ▪ Transition / Attendance Meetings (All) ▪ K-12 Department Meeting (All) 	Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (All) ▪ Small Group Counseling (ALL) ▪ SAP (All) ▪ Behavioral RtII Meetings (All) ▪ Transition / Attendance Meetings (All) ▪ K-12 Department Meeting (All)
October	April
Academic <ul style="list-style-type: none"> ▪ Career Ed Class (Freshman & Sophomores) 	Academic <ul style="list-style-type: none"> ▪ Career Ed Class (Freshmen & Sophomores)
Career <ul style="list-style-type: none"> ▪ Senior Interviews (Pull Out) (All) ▪ Sophomore Interviews (Mtg Teams) (All) ▪ Freshmen Interviews (Core Class) (All) ▪ PSAT Testing (BC) ▪ SAT Testing (BC) ▪ FAFSA Completion Night (LC) ▪ Complete College Apps (All) ▪ Sophomore CTC Tours (All) 	Career <ul style="list-style-type: none"> ▪ ACT Testing (BC) ▪ Career Week (Every 2 Years) (All)
Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (All) ▪ Small Group Counseling (All) ▪ SAP (All) ▪ Behavioral RtII Meetings (All) ▪ Transition / Attendance Meetings (All) ▪ K-12 Department Meeting (All) 	Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (All) ▪ Small Group Counseling (All) ▪ SAP (All) ▪ Behavioral RtII Meetings (All) ▪ Transition / Attendance Meetings(All) ▪ K-12 Department Meeting (All)
November	May
Academic <ul style="list-style-type: none"> ▪ Run Failure Report MP 1 (JW) ▪ Monitoring Graduation Requirements (All) 	Academic <ul style="list-style-type: none"> ▪ Career Ed Class (Freshmen & Sophomores)
Career <ul style="list-style-type: none"> ▪ College Fair, Invite County Schools (LC) ▪ Junior Interviews (Sm Groups) (All) ▪ Complete College Apps (All) ▪ Junior CTC Tours (All) 	Career <ul style="list-style-type: none"> ▪ SAT Testing (BC) ▪ AP Exams (DH) ▪ CTC Awards Night (All) ▪ CVHS Awards Night (All)
Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (All) 	Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (All)

<ul style="list-style-type: none"> ▪ Small Group Counseling (All) ▪ SAP (All) ▪ Behavioral RtII Meetings (All) ▪ Transition / Attendance Meetings (All) ▪ K-12 Department Meeting (All) 	<ul style="list-style-type: none"> ▪ Small Group Counseling (All) ▪ SAP(All) ▪ Behavioral RtII Meetings (All) ▪ Transition / Attendance Meetings (All) ▪ K-12 Department Meeting (All)
December	June
Academic <ul style="list-style-type: none"> ▪ Career Ed Class (Freshmen & Sophomores) 	Academic <ul style="list-style-type: none"> ▪ Career Ed Class (Freshmen & Sophomores) (All) ▪ Run Failure Report for Year (JW) ▪ Monitoring Graduation Requirements (All) ▪ Summer School Registration (All) ▪ Graduation (DH) (All) ▪ New Student Registration (All) ▪ Resolving Scheduling Conflicts (All)
Career <ul style="list-style-type: none"> ▪ Junior Interviews (Sm Groups) (All) ▪ Complete College Apps (All) ▪ Facilitate CTC Application Completion (All) 	Career <ul style="list-style-type: none"> ▪ Counselor Summer Hours (All) ▪ SAT Testing (BC) ▪ Send Final Transcripts (All) ▪ NCAA Course Updates (DH) ▪ Professional Development (All)
Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (All) ▪ Small Group Counseling (All) ▪ SAP (All) ▪ Behavioral RtII Meetings (All) ▪ Transition / Attendance Meetings (All) ▪ K-12 Department Meeting (All) 	Social/Emotional <ul style="list-style-type: none"> ▪ Individual Student Counseling (All)

Conestoga Valley High School

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
Crisis Management (IU Flight Team)	Lunch Duty
Crisis Management (District Team)	Class Coverage (more at elementary)
Counseling for Disciplinary Problems	Recommending Level Discipline
Student Assistant Program (SAP)	Organizing Building Testing
Behavioral RtlI Team	Some Parts of Scheduling
District Level Transition Committee	Non-essential Data Entry
New Student Registration / Orientation	
Small Group Counseling	
Failure Interviews w/ Failing Students	
Monitoring Graduation Requirements	
Counseling Students w/ Poor Attendance Completions of SAIP's	
Collaborating w/Teachers	
Ensuring Student Records are Maintained	
Collaborating w/ Building Administration	
Collaborating w/ Central Office	
Collaborating w/ CTC Schools	
Collaborating with Career Ed Teachers	
Collaborating w/ Parents	
Administrative Responsibilities: SSI Paperwork, Working Papers, Military Recommendations, School-based Therapy, Education Verification, etc.	

**8) Comprehensive Program Delivery System:
Conestoga Valley Elementary Schools**

<p>Guidance Curriculum Provide developmental, comprehensive guidance program content in a systematic way to all students K-12</p>	<p>Prevention, Intervention and Responsive Services Addresses school and student needs</p>	<p>Individual Student Planning Assists students and parents in development of academic and career plans</p>	<p>System Support Includes program, staff and school support activities and services</p>
<p>Purpose Fosters student awareness, skill development, and application of skills needed for academic success, college/career readiness, and social/emotional development</p>	<p>Purpose Implement comprehensive guidance programming to assess and address the needs of the student population.</p>	<p>Purpose Individual student career and academic planning, decision making, goal setting and preparing for academic transitions.</p>	<p>Purpose Counseling program delivery and school-wide supports for a safe and successful learning environment</p>
<p>Academic Plan and facilitate classroom lessons and small groups (active listening, following directions, organization, study & test-taking skills, learning styles, effective communication, identifying and correcting thinking errors, importance of school and work, transition to middle school)</p>	<p>Academic Meeting/Consultation with parents, teacher/staff - academic Individual Counseling RtII core team KBIT screenings Participate in MDE/IEP/504 meetings Classroom Guidance lessons Small groups Attendance Committee Meetings SWPBS Program Leader In Me Individual Counseling Classroom Guidance</p>	<p>Academic Attendance intervention plans Academic goal setting 6th Grade Course Selection Individualized Education Plan Meetings 504 Meetings Gifted screenings Gifted MDE/ IEP Meetings RTII team meetings Retention meetings Step Up Day Class Placements</p>	<p>Academic Lesson Prep Collaborate with grade level teachers School-Wide Positive Behavior Support Transition team and transition days (Middle school and Step Up) Monthly counselor meetings Student record maintenance and review School Counselor Professional Development MDE/504/IEP meetings RTII Core and Data meetings Class placement</p>

	<p>Small Groups</p> <p>Data Tracking and Analysis</p>	<p>Summer PreK Program</p> <p>Kindergarten Screening</p> <p>Parent-teacher conferences</p> <p>Time-on-task observations</p>	<p>Counseling resource library</p> <p>Faculty meetings</p> <p>Chapter 339 plan</p>
<p>Career</p> <p>Plan and facilitate classroom lessons and small groups (career awareness, conflict resolution, citizenship, problem solving steps, making amends, active listening, following directions, teamwork, effective communication, perspective-taking in conflicts, flexible thinking, tolerance, assertiveness, importance of school and work, career planning, interest inventory, entrepreneurs, etc.)</p>	<p>Career</p> <p>Coordinate Junior Achievement volunteers and lessons</p> <p>Coordinate "What in the World" career fair</p> <p>Coordinate Career Awareness presentations with CTC</p> <p>Individual Counseling</p> <p>Classroom Guidance</p> <p>Small Groups</p> <p>Career inventory</p>	<p>Career</p> <p>Coordinate Junior Achievement volunteers and lessons</p> <p>Coordinate "What in the World" career fair</p> <p>Classroom guidance lessons</p> <p>Career inventory</p>	<p>Career</p> <p>School Counselor Professional Development</p> <p>Collaboration with community agencies to provide career education (Junior Achievement, WITF)</p> <p>Lesson prep</p> <p>Classroom lessons</p> <p>Counseling resource library</p>
<p>Personal / Social</p> <p>Plan and facilitate classroom lessons and small groups (awareness, differences, dealing with unhappy feelings, making & keeping friends, conflict resolution, tattling vs. reporting, social responsibility, problem solving steps, choosing your mood, put-ups vs put-downs, empathy, making amends, active listening, teamwork, effective communication, identifying and</p>	<p>Personal / Social</p> <p>Individual Counseling</p> <p>Classroom Guidance</p> <p>Small Groups</p> <p>Suicide Risk assessment Columbia Screening tool</p> <p>Consultation with parents, staff</p> <p>Consultation/collaboration with outside providers</p> <p>Flight Team</p>	<p>Personal / Social</p> <p>Soft skills (leadership, teamwork, organization, etc.)</p> <p>New Student Orientation</p> <p>New Student groups</p> <p>Classroom guidance lessons</p> <p>Small Counseling groups</p> <p>Parent & Teacher conferences</p>	<p>Personal / Social</p> <p>Agency collaboration (pre-service, referrals & interagency meetings) for behavioral/mental health needs</p> <p>Staff education</p> <p>School Counselor Professional Development</p> <p>Leader in Me</p> <p>Olweus Bullying Prevention</p> <p>Mentoring programs</p>

<p>correcting thinking errors, perspective-taking in conflicts, flexible thinking, tolerance, true friendships, peer pressure, cyberbullying & bully prevention, assertiveness, middle school transition)</p>	<p>Referrals to School Social Worker</p> <p>Referrals to outside agencies</p> <p>Deliver crisis response services</p> <p>Maintain and provide resources to parents and staff</p> <p>Holiday Help</p> <p>Weekly food distribution</p> <p>SWPBS Program</p> <p>Leader In Me</p>	<p>Mentor programs</p>	<p>Developmental classroom lessons (K-6)</p> <p>Small groups (K-6)</p> <p>Individual counseling</p> <p>Collaboration on school climate</p> <p>Needs assessment for small group planning</p> <p>Counselor webpage</p>
<p>Counselor Role Initiate, Coordinate, & Facilitate above services</p>	<p>Counselor Role Initiate, Coordinate, & Facilitate above services</p>	<p>Counselor Role Initiate, Coordinate, & Facilitate above services</p>	<p>Counselor Role Develop, Manage, Coordinate and Evaluate the above services</p>
<p>Percentage of Time 35-45%</p>	<p>Percentage of Time 30-40%</p>	<p>Percentage of Time 5-10%</p>	<p>Percentage of Time 10-15%</p>

Black text represents programming/activities currently delivered to all students.

Red text represents developing programming/activities to be implemented.

8) Comprehensive Program Delivery System: Conestoga Valley Middle School

<p>Guidance Curriculum Provide developmental, comprehensive guidance program content in a systematic way to all students K-12</p>	<p>Prevention, Intervention and Responsive Services Addresses school and student needs</p>	<p>Individual Student Planning Assists students and parents in development of academic and career plans</p>	<p>System Support Includes program, staff and school support activities and services</p>
<p>Purpose Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p>Purpose Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p>Purpose Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p>Purpose Program delivery and support.</p>
<p>Academic Facilitate support groups (Social Skills, Grief, Academic Engagement, Friendship, Impulsivity) 7th Grade Course Selection Lesson 8th Grade Course Selection Lesson</p>	<p>Academic Parent/Teacher/Team Conferences Collaboration w/Students and Teachers – Academic Plans Pre-referrals Support Groups Review Standardized Assessments Scheduling New Student Orientation 504 & IEP Meetings Celebrate National School Counseling Week</p>	<p>Academic Scheduling New Student Orientation 8th Grade Course Selection 6th Grade Course Selection Transition meetings for 6th 7th, & 8th graders: ELL, Special Education, Population Parent/Teacher/Team Meetings Multi Disciplinary Evaluation Meeting Individualized Education Plan Meetings 504 Meetings Gifted IEP Meetings</p>	<p>Counselor Related Scheduling Develop Career Curriculum Professional Development Maintain Guidance Webpage Maintain Counseling Resource Library Career Development Training Chapter 339 Crisis Response</p>

			<p>Training</p> <p>Lancaster County School Counselor Meeting</p> <p>Suicide Prevention Training</p> <p>Positive Intervention Committee for Students</p> <p>School-Wide Positive Behavior Support Program</p> <p>Olweus Program</p> <p>Student Assistance Program</p> <p>Mental Health First Aid</p>
<p>Career</p> <p>Work, Career Readiness Lessons (Interest Inventory, Learning Styles Inventory, Traditional vs. Non-traditional Careers, Collars, SMART Goal Setting, Soft Skills Training, Pre-Interview Preparation, Revisit Careers Indicated in Interest Inventory, Analyze Future of World of Work, Overview of Budget-Relate Needs to</p>	<p>Career</p> <p>Provide Career Resources to Families</p> <p>Academic Engagement Group Motivating with Career Goals</p> <p>Dissemination of career resources during parent/teacher/team conference</p> <p>Collaborating with computer and technology staff to</p>	<p>Career</p> <p>Parent/Teacher/Team Meetings</p> <p>Individualized Education Plan Meetings</p> <p>504 Meetings</p> <p>Gifted IEP Meetings</p>	<p>Non-Counselor Related</p> <p>PSSA Support</p> <p>Transition Committee</p> <p>Ongoing Committee Meeting Obligations</p> <p>Lunch Duty</p> <p>Classroom Coverage Non-Essential</p>

<p>Career Choice, Explore Educational Opportunities/Options Relating to Career Interests)</p>	<p>integrate career exploration into curriculum</p> <p>Distribute resources for career programs</p> <p>8th Grade Field Trip to CTC</p> <p>Career Day</p>		<p>Data Entry</p>
<p>Social/emotional</p> <p>I</p> <p>Truancy Elimination/Attendance</p> <p>Anti-Bullying Lessons</p> <p>Character Education Lessons</p> <p>7th Grade Orientation</p>	<p>Social/emotional</p> <p>Parent's Night</p> <p>Student Assistance Program</p> <p>Holiday Food Basket Distribution</p> <p>Weekly Food Bag Distribution</p> <p>Distribution of Anti-Bullying Resources</p> <p>CVMS 7th Grade Orientation</p> <p>Elementary 6th Grade CVMS Tours & Course Selection</p> <p>8th Grade Orientation Program to CVHS</p> <p>8th Grade Course Selection</p> <p>Distribute Resources for Summer Activities/Camps</p>	<p>Social/emotional</p> <p>New Student Orientation</p> <p>Parent/Teacher/Team Meetings</p> <p>Multi Disciplinary Evaluation Meeting</p> <p>Individualized Education Plan Meetings</p> <p>504 Meetings</p> <p>Gifted IEP Meetings</p>	

	Mentoring Program		
Percentage of Time	Percentage of Time	Percentage of Time	Percentage of Time
15%	50%	15%	15%

Black text represents programming/activities currently delivered to all students.

Red text represents developing programming/activities to be implemented.

8) Comprehensive Program Delivery System: Conestoga Valley High School

Guidance Curriculum Provide developmental, comprehensive guidance program content in a systematic way to all students K-12	Prevention, Intervention and Responsive Services Addresses school and student needs	Individual Student Planning Assists students and parents in development of academic and career plans	System Support Includes program, staff and school support activities and services
Purpose Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.	Purpose Prevention, Intervention and Responsive services to group and/or individuals.	Purpose Individual student academic and occupational planning, decision making, goal setting and preparing for academic transition.	Purpose Program delivery and support.
Academic Career Education Class Freshmen Orientation Post-Secondary Planning Post-Secondary Campus Tours (Career Ed Class) Financial Aid Programming SAT, PSAT, ACT Testing Advertisement Course Selection Presentations College Fair Promotion	Academic SAT, PSAT, ACT Test interpretation AP Course Opportunities Advisement Dual Enrollment Advisement Failing Student Interviews Parent Conferences Contact with parents of students in danger of failing Summer School Registration Coordinate High School Internships	Academic SAIP's Gifted IEP New Student Orientation New Student Scheduling Course Selection 504 Plans MDE/IEP Meetings College Applications Schedule Adjustments College Recommendation Letters Course Selection Advisement Record Review and Maintenance Graduation Requirement Review	Counselor Related Program Development Monthly HS Counselor Meetings/Principal consult K-12 Pupil Services Meetings Agency Meetings/Referrals Student Record History Verification and Entry Scholarship Coordination Collaboration with Teachers School Board Presentations Chapter 339 Development SAP Meetings Professional Development

			Senior Awards Program Faculty Meetings Staff Chapter 339 Trainings AP Testing Administration Dual Enrollment Test Administration Proctoring Keystone Exams
Career Post-Secondary Planning Career Cluster Survey Lessons CTC Presentations CTC Tours Resume Lesson Interview Lesson Career Day (every two years) Host county-wide College Fair (annually)	Career Young Men's Symposium Young Women's Symposium Coordination of Military Representative Meetings Armed Forces Academy Night Small Group career interviews	Career Review Career Assessment Results Individualized student career interviews Naviance Portfolio review Coordinate job shadow opportunities	Non-Counselor Related Cafeteria Duty Course Selection Book On-line Scheduling Set up Master Schedule Building
Emotional / Social SAP Awareness/Red Ribbon Week Collaboration with Health/Physical Education Department regarding addiction	Emotional / Social Flight Team Participation Small Group Counseling: ART, Anger Management, ALP, Grief, Life Strategies, etc. Agency Consultation	Emotional / Social Individual student meetings Agency Referrals School-based Counseling	Emotional / Social Individual Parent Meetings Staff Personal Support

Percentage of Time 10	Percentage of Time 15	Percentage of Time 55	Percentage of Time 20

Black text represents programming/activities currently delivered to all students.

Red text represents developing programming/activities to be implemented.

9) Curriculum Action Plan:

Each building level *Comprehensive Program Delivery System* chart (#8) outlines current and developing counseling and career services delivered by our comprehensive (K-12) school counseling program. The Counseling District Advisory Council and school district will review existing programming and determine strengths and potential areas of need. The Counseling District Advisory Council will convene biannually to provide insight, leadership, direction and support for the continual development and evaluation of effective program services. As a result, the K-12 counseling team will implement identified ways to increase levels of engagement with parents, and involve educators more with the integration and delivery of school counseling programming. Additionally, as part of career service delivery, the team will strive to nurture and expand business and community involvement experiences for students and staff, while also fostering increased exposure of postsecondary partners. These components will facilitate the development of an individual career plan for every student upon the completion of high school.

Curriculum Action Plan Snapshot of Plans

Grade Band X K-5 6-8 9-12

Content/ Program	ASCA / CEW Domain	Materials	Start & End Date	# of Students	Location	Evaluation & Assess	Stake- holder Delivering	Contact Person
Junior Achievement (JA) "Ourselves" - K	13.1.3 A, B, C 13.3.3 A, B, D	JA "Ourselves" toolkit	5 classroom lessons	Kindergarten	Classroom	JA "Ourselves" Hands on Activities	Community volunteer	Mia Walesh (JA) School Counselor Teacher
Junior Achievement (JA) "Our City" - 3	13.1.3 C, D, E, F, G 13.1.5 E 13.2.3 A, B, 13.2.5 A, B, E 13.3.5 A, B, C, D 13.4.5 A, B, C	JA "Our City" Toolkit	5 classroom lessons	3 rd Grade	Classroom	JA "Our City" Hands on Activities	Community volunteer	Mia Walesh (JA) School Counselor Teacher
Junior Achievement (JA) "Our Nation" - 5	13.1.5 C, D, E, F 13.1.8 A, B, C, D, E, F 13.2.5 A, B, D, E 13.3.5 B, C, D, F, G 13.4.5 A, B, C	JA "Our Nation" Toolkit	5 classroom lessons	5 th Grade	Classroom	JA "Our Nation" Hands on Activities	Community Volunteer	Mia Walesh (JA) School Counselor Teacher
BizTown (Junior Achievement) - 6	13.1.5 D 13.1.8 A, B, C, D, E, F 13.2.8 A, B, C, D, E 13.3.8 A, B, D, E	BizTown Curriculum	13 lessons, site visit	6 th Grade	Classroom BizTown, York	Acting as an employed, responsible citizen at Biz Town	6 th Grade Teachers, Parent volunteers	6 th Grade Teacher
"What in the World" (WITW)	13.1.8 A, B, C, D, F	WITW Materials	90 minutes	6 th Grade	School building	WITW Question/Notes page	North Museum	School Counselor

Career Fair - 6	13.2.8 B, E 13.3.8 A, B 13.4.8 A, B							
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Grade Band K-5 X 6-8 9-12

Content/ Program	ASCA / CEW Domain	Materials	Start & End Date	# of Student s	Location	Evaluation & Assess	Stake- holder Delivering	Contact Person
Interest Inventory	ASCA C:A1.1, C:A1.3, C:A1.8, C:B1.6, C:C1.3, C:C2.1/ CEW 13.1.8 A,B,G,F 13.2.8 D	Career Cruising	Trimester Course	7th Grade	Classroom	Summative	School Counselor	School Counselor
Learning Styles Inventory	ASCA A:A1.5, A:C1.3/ CEW 13.1.8 A,B,G 13.2.8 D	Career Cruising	Trimester Course	7th Grade	Classroom	Summative	School Counselor	School Counselor
SMART Goals	ASCA A:B2.1, A:B2.7, C:A1.6, PS:A1.3, PS:B1.9, PS:B1.10, PS:B1.12 PS:A1.3/ CEW 13.1.8 G 13.2.8 D	Career Cruising; PPT	Trimester Course	7th Grade	Classroom	Summative	School Counselor	School Counselor

Introduce Career Language	ASCA C:A1.2, C:B1.4, C:B1.7, C:B1.8/ CEW 13.1.8 C,D,E,	Power Point	Trimester Course	7th Grade	Classroom	Discussion	School Counselor	School Counselor
Introduce Soft Skills	ASCA C:A2.8, C:C2.2, C:C2.3, PS:B1.1, PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6/ CEW 13.2.8 A,D,E 13.3.8 A,B,C,E, F	Dept. of Labor and Industry Videos	Trimester Course	7th Grade	Classroom	Discussion	School Counselor	School Counselor
Introduce Job Application Process	CEW 13.2.8 C,E	None	Trimester Course	7th Grade	Classroom	Discussion	School Counselor	School Counselor
Junior Achievement YES Program	CEW 13.1.8. A,B,F 13.2.8.A 13.1.8. A,B,D,F,G 13.1.8 E 13.1.8 E,F,G 13.3.8 A,F,G 13.2.8 A,B,D,E 13.2.8 A,E 13.1.8 A,B,F 13.2.8 B 13.1.8 D,E,F 13.3.8 A 13.3.8 D	All materials supplies by JA	Yearly Event	7th & 8th Grades	CVMS	Summative	JA Volunteers	JA Programming Coordinators

Participate in CVMS Career Day	ASCA C:A1.8, C:B1.2, C:B1.5, C:B2.1, C:C1.1/ CE W 13.1.8 D,F 13.3.8 A,B,C,G 13.4.8 A,B	None	Yearly Event	7th & 8th Grades	CVMS	Discussio n	Career Day Presente rs	School Counselor
Complete Expanded Interest Inventory	ASCA C:A1.1, C:A1.3, C:A1.8, C:B1.6, C:C1.3, C:C2.1/ CEW 13.1.8 A,B,G,F 13.2.8 D	Career Cruising	Trimeste r Course	8th Grade	Classroo m	Summative	School Counselor	School Counselor
Introduce Budgeting	CEW 13.1.8 E,F 13.3.8 D	Career Cruising	Trimeste r Course	8th Grade	Classroo m	Summative	School Counselor	School Counselor
Evaluation of Career Choices	ASCA A:C1.3, A:C1.4, A:C1.5, A:C1.6, C:A1.1, C:A1.7/ CEW 13.1.8 D,E,F,H 13.3.8 A,B,C,G	Fleming' s Success in the New Economy	Trimeste r Course	8th Grade	Classroo m	Discussio n	School Counselor	School Counselor
Introduce Post-Secondary Options	ASCA A:B2.7, A:C1.4, A:C1.6, C:B2.1, C:C1.4/ CEW 13.1.8 D,G 13.2.8 D	Career Cruising	Trimeste r Course	8th Grade	Classroo m	Discussio n	School Counselor	School Counselor

Visit LCCTC	ASCA A:B2.7, A:C1.4, A:C1.6, C:B2.1, C:C1.4/ CEW 13.1.8 D,G 13.2.8 D	None	Yearly Event	8th Grade	LCCTC	Discussio n	LCCTC Staff	Special Educators/Scho ol Counselor
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Grade Band K-5 6-8 X 9-12

Content/ Program	ASCA / CEW Domain	Materials	Start & End Date	# of Student s	Location	Evaluation & Assess	Stake- holder Delivering	Contact Person
Complete Self surveys and assessments	13.1.11 A,B,C,D, F, G	Naviance Program	9 Week Course	9 th Grade	Classroom	Summative Formative Projects Presentatio ns	Business Ed Teachers	Teacher
Investigate Careers & Job Shadow	13.2.11 A,C,D,E	Naviance 1 to 1 student computer	9 Week Course	9 th Grade	Classroom	Summative Formative Projects Presentatio ns	Business Ed Teachers	Teacher
Explore Career Clusters	13.1.11F 13.2.11B	Naviance Internet OOHB	9 Week Course	9 th Grade	Classroom	Summative Formative Projects Presentatio ns	Business Ed Teachers	Teacher
Explore Education & Training Options	13.1.11 C,D	Naviance Internet	9 Week Course	9 th Grade	Classroom	Summative Formative Projects Presentatio ns	Business Ed Teachers	Teacher
Complete Budget and Explore Cost of Education	13.3.11D	Naviance Internet	9 Week Course	9 th Grade	Classroom	Summative Formative Projects Presentatio ns	Business Ed Teachers	Teacher
Finding Employment	13.2.11 A,B,C,E 13.4.11A	Naviance Internet	9 Week Course	9 th Grade	Classroom	Summative Formative Projects Presentatio ns	Business Ed Teachers	Teacher

Career Field Trips Businesses & Colleges	13.1.11 D,F 13.2.11C	Busing & Permission Forms	1 Day during Career Ed Course	9 th Grade	Varies		Business Ed Teachers	Teacher
Job Shadowing Experience	13.1.11D	Shadowing Permission Form	1 Day during Career Ed Course	9 th Grade	Varies		Business Ed Teachers	Teacher
Internship Program	13.1.11D	Permission Form WIKI Space Access	1 or 2 Marking Period(s)	11-12 th Grades	Varies	WIKI Assignments, Journal, Site Supervisor Assessment	Counselor, Site Supervisor	Counselor
Consumer Skills Class	13.3.11D Career	Internet Schoology	9 Week Course	12 th Grade	Classroom	Summative Formative Projects Presentations	Business Ed Teachers	Teacher
Entrepreneurship Class	13.4.11 A,C	Internet Schoology	Elective 9 Week Course	10-12 th Grades	Classroom	Summative Formative Projects Presentations	Business Ed Teachers	Teacher
9 th Grade Interviews	13.1.11D	Graduation Requirements	Varies	9 th Grade	Varies		Counselor	Counselor
10 th Grade Interviews	13.1.11D	Graduation Requirements	Varies	10 th Grade	Varies		Counselor	Counselor
11 th Grade Interviews	13.1.11D	Graduation Requirements	Varies	11 th Grade	Varies		Counselor	Counselor
12 th Grade Interviews	13.1.11D	Graduation Requirements	Varies	12 th Grade	Varies		Counselor	Counselor
CTC Presentation	13.1.11D	CTC Presenter	Oct. 1 Day	11 th Grade	Varies	# Students Requesting Applications	Counseling Office	Counseling Office
CTC Tours	13.1.11 A, B,C, D, F	Busing Permission Forms	Oct. 1 Day	10-11 th Grades	CTC Buildings	# Students Requesting Applications	Counseling Office	Counseling Office
Career Week	13.1.11A Career	Presenters	April (Every 2 Years)	9-12 th Grades	HS Building in various classrooms		Counseling Office / Main Office	Counseling Office
College Fair	13.1.11 A,F Career	College Reps	1 st Monday Night in Nov	6-12 th Grade	Rill Gym		Counseling Office	Counseling Office

Course Selection	Academic, Career	Course Catalog, Internet	1 Week in February	9-11 th Grades	H.S. Building	Completion of Online Form	Counselors & Administration	Counselors & Administration
Financial Aid	13.1.11F 13.3.11D Career	PHEAA Presenter	1 Evening in Nov	12 th Grade	HS Aud	Completion of FAFSA	Counselors	Counselors
SAP Awareness/ Red Ribbon Week	Emotional / Social	SAP Team	1 Week in Oct.	9-12 th Grade	HS Building		Counselors SAP Team	Counselors SAP Team

10) Organizing Career & Postsecondary Resources:

Conestoga Valley School District has had a long-standing commitment to the development and implementation of a comprehensive career development program and committed funds during the 2014-15 school year to update the district's Comprehensive Developmental School Counseling Program. An important part of the Comprehensive School Counseling Program is a list of resources available to our students and staff. Some counselors maintain an electronic list of local community agencies and contact information, which can be distributed to parents and stakeholders upon request. Counselors update these lists as new referral sources and mailings come to the counselors' attention. This list would include resources such as providers of counseling, psychological and psychiatric services; "kids' support"; violence and abuse hotlines; supports for grief and loss; and local providers who work specifically with students with disabilities.

Career and Postsecondary Resources	
<u>Resource Types</u>	<u>Resources List</u>
Intermediary Organizations (Connecting, Collaborating, and Convening)	Harrisburg Community College Thaddeus Steven Technical College Millersville University Lancaster Bible College Penn State, York Campus Eastern Mennonite University IU 13 Crisis Team Lancaster County School Counselors Association YTI
Umbrella Organizations (Organizations that Represent a Large Group of Businesses)	Lancaster Chamber of Commerce & Industry Workforce Development Board Lancaster-Lebanon Intermediate Unit (IU 13)
Community & State Organizations (Local & State Agencies Providing Services to our Community)	Conestoga Valley Christian Community Services (CVCCS) Pathways of Hope Philhaven YWCA Sexual Assault & Prevention Center Community Services Group PA Counseling TEAMCare Children and Youth Agency TW Ponessa, School-Based Counseling IU 13 Crisis Team Community Aid (Provides gift cards for clothing to families) Salvation Army Compass Mark Byrnes Health Education Center Migrant Education Lancaster-Lebanon Intermediate Unit (IU 13) Lancaster County School Counselors Association Junior Achievement North Museum of Nature and Science PHEAA

	United Way Crisis Intervention, Lancaster Military Recruiters Career Link Homes of Hope Conestoga Valley Ministerium
Individual Contacts (Contacts through Networking: Businesses, College Reps, etc.)	Nakia Eckert – Harrisburg Community College Megan Dancause – Thaddeus Stevens College Randall McCarty – Clark Associates Randy Heffner – Miller’s Smorgasbord Sonya Mann McFarlane – PHEAA Lisa Horst – CVCCS John Baker – IU 13 Crisis Team Crisis Intervention Hotline 717-394-2631
Community Events (Conferences, Workshops, etc.)	College Fair Community Resource Fair (Organized by School Social Worker)
Internet Based Links (Website Educating others & Promoting Career Development and Related Topics)	College Board ACT PHEAA FAFSA Naviance Career Cruising
Media/Advertising (Marketing Methods that Provide Contact for Career Awareness, Ideas & Workforce Ideas)	School District Website Posters Mailings Social media
Publications/ Documents (Hard Copy Materials that Offer Contacts and Career/Workforce Information)	United Way, “Where to Call” FAFSA Tip Sheet PHEAA Student Aid Guide

11) Individualized Academic Career Plan

a. Demographics and Logistics of the Process:

A district wide review revealed great guidance and career lessons were occurring at all levels. The elementary level had students begin their portfolio booklet in kindergarten. Each succeeding year, students completed a section in their portfolio booklet ending in 6th grade.

After entering the middle school in 7th grade, students began using Career Cruising to complete Interest and Learning Styles Inventories along with career lessons. Upon entering the high school, students complete a 9 week Career Education course where they use the Naviance platform to complete self-assessments and develop an electronic portfolio.

Our District desires to develop more continuity among the three levels so student plans and portfolios transition more smoothly to the next building level. Our District set a goal to review two different career software packages for this school year. In January school staff viewed two software presentations and a decision will be made in the near future.

Our District will initiate a career portfolio and soft skills lessons in kindergarten and continue to build these areas through high school. CVSD will maintain student plans/portfolios electronically. These files will be maintained by counselors, teachers, and students at all levels. The following demographic information will be included on the portfolio: student name, address, date of birth, school id number.

b. Intervention and Assessments to be Used:

What self-assessment interventions will be used and when? (Grade or Grade Band)

K-6, Conestoga Valley students will first utilize self-assessment tools in elementary school to assess their strengths, personality types and learning styles, while also beginning to explore various career clusters. Self-assessment inventories at the elementary level will range from rating individual organizational skills during third grade lessons, to career interest inventories up through sixth grade.

Grades 7-8, middle school students utilize Career Cruising software and begin developing electronic career portfolios. Students will continue to explore their interests and learning styles through Career Cruising self-assessments. Using the SMART goal model students will write short term and long term goals.

Grades 9-12, high school students continue exploring interests, learning styles, and the world of work during a nine-week course using the Naviance platform. An

electronic portfolio is developed, submitted and evaluated as part of the course grade.

What information will be in the plan/portfolio regarding high school core courses, electives, and experiences?

Graduation requirements are covered at every high school grade level. Counselors present core courses, elective options, and CTC information in each section of Career Education classes. Students are encouraged to review their careers of interest and select elective courses aligning with future careers options.

What information will be in the plan/portfolio regarding the postsecondary search process?

Students list their top 3 career goals and level of education needed to be eligible for employment in their chosen careers. Researching post-secondary schools offering the majors for their chosen careers is completed in the Career Education Course. Counselors review and refine the post-secondary school list as they meet with students during their junior and senior interviews.

What information will be in the plan/portfolio regarding the soft (employability) skills related to specific workforce preparation? (Strand 2,3,4 of the CEW standards)

Students will list the top 3 employability skills needed in the workplace in the Career Education course. The curriculum will also cover employment vocabulary, finding a job, application process, digital footprint effects, and job interviewing.

How will the plan be part of the portfolio for their graduation project?

CVHS no longer has a graduation project.

c. Parent Engagement:

Parents will have regular access to ongoing counseling and career services programming and opportunities for their children in order to assist them in making more informed career and postsecondary choices. Parents are an integral part of the planning and decision-making process. Parents are encouraged to be active members of their child's school experiences by initiating and responding to communication through building-based websites, parent portal system, student conferences, parents' night, course selection night, college fair night, financial aid night, phone and email communication systems. Parents will be encouraged to attend school sponsored educational workshops and events providing input and support where possible.

Parent representative(s) will also actively serve on the Advisory Council and provide insight regarding effective programming.

d. Faculty Engagement:

Administrators, teachers and school board members will be asked to promote and support the mission of the K-12 School Counseling Plan. Educators will be asked to support and become involved with program initiatives such as classroom guidance lessons, mental health initiatives, school-wide behavioral support programming and academic success programming. All ninth grade students will be required to enroll in a nine-week career education course to be taught by Business Education teachers. Additional faculty members will be encouraged to deliver curriculum-based activities and experiences for students in direct support of their Academic/Career Plans.

Administrators, teachers and school board members will actively serve on the Advisory Council providing insight and support for the development of more effective academic/career planning. Educators will become an integral part of creating a much more informed and prepared graduate in the workforce.

e. Plan/Portfolio Sustainability and Review:

How will this plan be revisited each year while in high school?

Grade 9: Every freshman student is required to complete a nine-week Career Education Course. Students will continue developing their Academic Career Plan.

Grade 10: Every sophomore student is required to complete a nine week Digital Literacy 4 You, which incorporates the International Society for Technology in Education (ISTE) Standards. Students will update their Academic Career Plan.

Grade 11: Every junior student is required to complete Current Health Issues. Counselors will go into every section of the course and guide students in a review and update of their Academic Plan.

Grade 12: Every senior student is required to complete a nine-week Consumer Skills course. Students will update their Academic Career Plan.

**What process will be used for students to present the information on their plans?
(Exit Interview)**

There is no formal presentation at this time. However, counselors meet with students during their junior and senior interviews and discuss the post-secondary plans.

Career Development Intervention Chart

Grade	Career Development Interventions for All Students
K	<p>Guidance lessons focusing on: what is fair, wants & needs, conflict resolution, feelings, kind words, coping skills, 'I like me', working together, personal space, cooperating, whole body listening</p> <p>Junior Achievement</p> <p>Career Portfolio</p>
1	<p>Guidance lessons focusing on: what is fair, wants & needs, conflict resolution, tattling vs. reporting, using kind words, growth mindset, how to be a friend, listening detectives, 'I am special', working together</p> <p>Career Portfolio</p>
2	<p>Guidance lessons focusing on: what is fair, wants & needs, conflict resolution, growth mindset, friendship skills, compromise, empathy, mistakes, coping skills, apologies, put ups/put downs</p> <p>Career Portfolio</p>
3	<p>Guidance lessons focusing on: what is a problem, friendship, conflict resolution, study skills (brain/mindset, organization, active listening), self-control, stress management, tolerance, affirmations</p> <p>Junior Achievement</p> <p>Career Portfolio</p>
4	<p>Guidance lessons focusing on: communication skills, thinking errors, ways to correct thinking errors, affirmations, career paths, career (interests, talents, strengths, goals), goal setting, stress management</p> <p>Junior Achievement</p> <p>Career Portfolio</p>
5	<p>Guidance lessons focusing on: what do you do with a problem, types of bullying, bullying roles, what to do when you are bullied, 'just kidding', perspective taking, conflict resolution, rumors, gossip, positive thinking</p> <p>Junior Achievement</p> <p>Career Portfolio</p>
6	<p>Guidance lessons focusing on: Unit 1: Working Together (active listening, body language, conflict resolution, stress management); Unit 2: Career Exploration – Mrs. Davis and I co-teach this unit together and students complete an interest inventory & resume, narrow in on one career to research, and learn about different career clusters through student-created presentations. Students write an essay about one career for one of their district writing assessments.; Unit 3: Transition to Middle School</p> <p>Junior Achievement Biztown</p>

	<p>North Museum's What In The World? Career Fair</p> <p>Lunch for 6th grade students in Emotional Support program with Ben Stiles from CTC</p> <p>Field trip to CTC for 6th grade students in Emotional Support program.</p> <p>Career Portfolio</p>
7	<p>Interest Inventory (Career Cruising)</p> <p>Learning Styles Inventory Career Cruising)</p> <p>SMART Goals (Short Term and Long Term) (Career Cruising)</p> <p>Language of Careers</p> <p>Employability Skills</p> <p>Applying for Jobs</p> <p>Junior Achievement YES Program</p> <p>CVMS Career Day</p>
8	<p>Interest Inventory (Continued from 7th Grade) (Career Cruising)</p> <p>Intro to Budgeting: (How Education and Career Choices Affect Lifestyle/Budget)</p> <p>Evaluate Career Choices: (Are they a "Good Fit" and how do tech advancements affect Career Choices)</p> <p>Intro Options after High School (Fleming's Success in the New Economy)</p> <p>Junior Achievement YES Program</p> <p>CVMS Career Day (Post High School Educational Options)</p> <p>Course Selection for Freshmen Year (Health Classrooms)</p>
9	<p>Career Education Course (Develop a Portfolio)</p> <p>Freshmen Interviews</p> <p>Course Selection</p> <p>College Fair</p> <p>Career Week (every 2 years)</p>
10	<p>Sophomore Interviews</p> <p>Course Selection</p> <p>Update Portfolio in which class?</p> <p>College Fair</p> <p>Career Week (every 2 years)</p>
11	<p>Junior Interviews</p> <p>Course Selection</p> <p>Update Portfolio in Health class</p> <p>College Fair</p> <p>Career Week (every 2 years)</p>
12	<p>Senior Interviews</p> <p>Consumer Skills Class</p> <p>Update Portfolio in Consumer Skills class</p> <p>College Fair</p> <p>Career Week (every 2 years)</p>

Academic and Career Plan Charts

Academic and Career Plan for Elementary

Documented electronic career plans will be initiated at the 7th grade level in Middle School. Through the elementary years, students will benefit from research-based curriculum provided through Junior Achievement and Career Cruising. These programs have students engaging in various self-assessments, which help students identify areas of interest, strengths, employability skills and career-related information.

Academic & Career Plan for Middle School Chart

Career Interests & Assessments			
Grade			
7	Interest Inventory Results	Matching Careers	
7	Learning Styles Results	I Learn Best By:	
7	Smart Goal	Short Term	Long term
8	Budgeting	Less Training	More Training
8	Career Choices (Best Fit) 1. 2.		

	3.
8	<p>High School Course Options</p> <p>1. ___ Honors</p> <p>2. ___ Traditional College Prep</p> <p>3. ___ CTC Technical Training</p> <p>4. ___ Military</p> <p>5. ___ Other</p>

Academic & Career Plan for High School Chart

My Academic & Career Plan			
Assessments	Results		
Matchmaker & My Skills	<p>Top 3 Career Matches:</p> <p>1.</p> <p>2.</p> <p>3.</p>		
Ability Profiler	<p>Six Abilities in Order:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p>		
Learning Styles	Visual	Auditory	Tactile
My Top 3 Careers	<p>1.</p> <p>2.</p> <p>3.</p>		
My Career Clusters	<p>1.</p> <p>2.</p>		

My High School Course Plan	1. ___ Attend High School 2. ___ Attend the CTC 3. ___ Attend Both
Career/Life Goal – Short Term	
Career/Life Goal – Long Term	
Complete High School Graduation Requirements	4 Credits – English 4 Credits – Social Studies 3 Credits – Math (Algebra 1, Geometry, Algebra 2) 3 Credits – Science (Earth Science, Biology, and _____) 2 Credits – Physical Education 0.5 Credits – Career Education 0.5 Digital Literacy 4 Today 0.5 Current Health Issues 0.5 Consumer Skills 0.5 Child Care Skills 0.5 Art 0.5 Music 0.5 Technology Education (any level 1 class) 8.0 Electives
Post-Secondary Goals Career Cluster Interests	1 st Choice 2 nd Choice
Post-Secondary Goals Careers that Interest Me	1 st Choice 2 nd Choice 3 rd Choice
Post-Secondary Educational Goals	Level of Education
Post-Secondary Schools that Interest Me	1 st Choice 2 nd Choice

	3 rd Choice
Financial Plans	
Employability Skills in the Workplace Top 3	1. 2. 3.

Course Syllabus for Career Education

CONESTOGA VALLEY HIGH SCHOOL



Teacher: Mrs. Tonya Santamaria or Mrs. Susan Scales

E-Mail: Tonya_Santamaria@cvsd.k12.pa.us or Susan_Scales@cvsd.k12.pa.us

Subject Area: Business Education

Subject Area Supervisor (SAS): Dwight Sproul

SAS Phone: (717) 397-5231 x 1252

Teacher Phone: (717) 397-5231 x1109 (Santamaria) or x1130 (Scales)

Course Syllabus

Career Education

Required Course Information for Career Education 0522 (10th grade)

- **Course Description and/or Objectives:** This required class will provide students with an application of the PA standards for Career Education and Work. Career Cruising is the software tool students will use to assist in career awareness, preparation, acquisition, retention and advancement along with entrepreneurship.
- **Resources:** notebook, writing utensils, computer
- **Software:** Family Connection/Naviance website, Microsoft PowerPoint, Microsoft Word, Internet tools
- **Equipment:** Computers, printers, technology as needed
- **Student Behavioral Expectations and/or Responsibilities:** Students will bring their laptops daily. The class is a blended online class where the curriculum is on a website that can be found on Schoology.com

Course Curriculum Outline:

1. Unit 1: Self-Awareness and Assessment

- a. Lesson 1 – Introduction & All About Me Survey In Naviance
- b. Lesson 2 – Do What You Are Survey In Naviance
- c. Lesson 3 – Multiple Intelligence Survey In Naviance
- d. Lesson 4 – Career Profiler In Naviance
- e. Lesson 5 – Use Web 2.0 Tools To Create A Wiki Page
- f. Lesson 6 - Unit 1 Summary

2. Unit 2: Career Investigation & Job Shadow

- a. Lesson 1 - Career Investigation: Compare Your Career
- b. Lesson 2 - Job Shadow Worksheet (What is a job shadow and how does a student behave on a job shadow)
- c. Lesson 3 - 1st Impressions
- d. Lesson 4 - Cover Letter
- e. Lesson 5 - Resume
- f. Lesson 6 - Confirmation Letter
- g. Lesson 7 - Job Shadow Questions (questions to ask during the job shadow)
- h. Lesson 8 - Thank You Letter
- i. Lesson 9 - Careers In Action Permission Slip
- j. Lesson 10 -Careers in Action Worksheet (Field Trip to see careers in action or schools that help to

prepare students for careers)

3. **Unit 3: Career Clusters**
 - a. Lesson 1 – Exploring Career Clusters
 - b. Lesson 2 – Employment Outlook
 - c. Lesson 3 – Gold Collar Careers
 - d. Lesson 4 – Other Options: Military Careers & CTC Options
 - e. Lesson 5 - Pathways
4. **Unit 4: Education or Training Options**
 - a. Lesson 1 – Educational Options
 - b. Lesson 2 – Explore Training Options
 - c. Lesson 3 – Compare Schools
 - d. Lesson 4 – Create a Career Plan (Build a portfolio)
5. **Unit 5: The Cost**
 - a. Lesson 1 – Scholarship Search

 - b. Lesson 2 – Funding / FAFSA
 - c. Lesson 3 - Budgeting Vocabulary
 - d. Lesson 4 – Budgeting Game
 - e. Lesson 5 – Additional Costs for Education

6. **Unit 6: Employment**
 - a. Lesson 1 –Employment Vocabulary
 - b. Lesson 2 –Finding a Job
 - c. Lesson 3 –Application
 - d. Lesson 4 –Soft Skills in the Workplace
 - e. Lesson 5 –Digital Footprint Effects
 - f. Lesson 6 –Job Interview (Interview practice and mock interview)
 - g. Lesson 6 –Entrepreneurship Option

Grading Practices

- *Marking Period Grades*

Marking period grades will be based on at least 85% summative assessments and no more than 15% formative assessments.
- **Summative assessments** for this course include, but are not limited to, the following:
 - Projects
 - Class work/Take-home Assignments
 - Oral/Board Presentations
- **Formative assessments** for this course include, but are not limited to, the following:
 - Independent Practice/Class Work/Homework
 - Group Work
 - Notebook Organization/Preparation

Final Course Grade

Career Education is a required marking period course with a final digital portfolio; therefore overall course grade will be computed using the following calculation:

- 100% for the marking period grade

Make-Up Work

- For every day a student is absent (5 or fewer days), he or she will be allowed two days to make up missed work.
- Any student missing more than 5 days must request work to be sent home through the assistant principal's office. In such an instance, time allotted for make-up work will be at the teacher's discretion.
- Assignments made two or more days in advance of an absence are due on the day a student returns to school (i.e. research papers, announced tests and/or quizzes, etc).
- All make-up work must be completed by the end of the semester.
- After compiling three unexcused absences, students will no longer be permitted to make up work missed due to additional unexcused absences.

Late Work:

- Work completed/submitted beyond the make-up due date will be subject to a 10% reduction for each day it remains incomplete/not submitted.
- After 10 days, the student will receive a zero and will no longer be permitted to submit the work.
- If summative assessments are incomplete and cause a student's grade to fall below 60%, the teacher will communicate his/her concern with the student and directly to the parent by phone or e-mail. The teacher will also communicate a list of these concerns with the guidance office and his/her direct supervisor.

Extra Credit: Extra credit is offered in this course. Extra credit will account for a maximum of 2% of the final marking period grade. There may be extra credit offered at various times throughout the marking period. Extra credit will only be offered on a whole class basis. Extra credit will not be offered on an individual basis. Therefore, when an extra credit opportunity is offered, take advantage of it—you may thank yourself later!

Work Habit Evaluations will be assigned for each marking period according to the following guidelines:

- Outstanding
 - Course work is consistently completed in an exemplary fashion.
 - Student exhibits leadership during group/class discussions.
 - Student is a role model of respectful and cooperative behavior.
 - Student is enthusiastic about learning.
- Satisfactory:
 - Course work is completed.
 - Student participates in group/class discussions.
 - Student is respectful and cooperative.
 - Student maintains a positive attitude about learning.
- Unsatisfactory:
 - Course work is incomplete.
 - Student detracts from group/class discussions.
 - Student is disruptive, disrespectful, or uncooperative.
 - Student displays a negative attitude about learning.

Recap and Reminders

- ✓ Remember to take care of your own work station—its condition is your responsibility
- ✓ Textbooks will be your responsibility to maintain for the duration of the course and should NOT be left in the classroom
- ✓ Students need to maintain a notebook for the course to organize notes and worksheets

Rule/Expectation/Procedure	Consequence & Additional Information
1. Follow directions the first time given.	Unless a student is unclear of the expectations or does not understand, directions in this classroom will not be repeated.
2. Come to class on time and prepared.	These items will not be provided for you. You will have to find some way to get the notes or to complete the written assignments that you missed because you were not prepared.

<p>→Get your book and binder out of the drawer when you enter the room</p> <p>→We will take notes mostly every day, bring something to write with</p>	
3. Do not take/remove anything from the teacher's desk.	Items for student use are provided on the student supply shelf.
4. Be polite and respectful of everyone in the room.	Disrespect of the teacher or peers will not be taken lightly. Consequences will be administered depending on the severity of the student's action.
5. Respect the computers—they are not your home computers! You are not permitted to change <u>any</u> settings on the computer *See acceptable use policy	Disrespect of the computers could result in loss of computer privileges for an undetermined amount of time. This consequence also applies for tampering with any settings or cables.
6. Be responsible by completing all assignments on time. *See missed assignment policy listed above	Grades are updated and posted in the classroom each Friday. It is your job to get the assignments from the absent folder and complete them on time based on the length of your absence
7. Adhere to the lavatory/hall pass policy outlined in class.	Students are permitted to leave the classroom for lav use during "work time" in the class period. Please refrain from leaving room during notes/instruction.
8. Adhere to the "Chair Rules" of the room. → No Traveling. → No 360's. →Adjust position/height once	Failure to follow "Chair Rules" will result in your sitting in a "hard" chair for an undetermined amount of time
9. Game playing of any kind is <u>strictly prohibited</u> .	An after school "working" detention will be assigned.
10. If you have a question or if you need assistance, RAISE YOUR HAND. The teacher's name is Mrs. Santamaria or Mrs. Scales—Not Miss	Mrs. Santamaria will answer to nothing except a RAISED HAND. 10 (a) Be respectful and call the teacher by her name

- ✓ When working with computers, remember to save your work frequently
- ✓ Students should never change seats without first speaking with the teacher
- ✓ Stay on top of all assignments. If you don't understand an Accounting concept or theory, PLEASE ASK! In Accounting, skills and knowledge build upon prior learning. Master all material so that you will not be lost or behind when new material is introduced! Be sure not to procrastinate with class assignments

CONESTOGA VALLEY HIGH SCHOOL

Teacher: Mr. Marco Marinaro

E-Mail: marco_marinaro@conestogavalley.org

Subject Area: Business Education

Teacher Phone: (717) 397-5231 x1218

Consumer Skills Syllabus – MP3 – 2017

“Success is not final, failure is not fatal: it is the courage to continue that counts.”

Winston Churchill

Required Course Information

COURSE DESCRIPTION – This class is a required graduation requirement and will provide comprehensive classroom experiences that allow students to develop the knowledge and skills needed to make informed choices regarding consumer responsibilities. Consumer topics included will be money management, personal budgeting, banking, credit use, investing, comparison shopping, insurance and issues related to taxes and taxation.

DAILY REQUIRED RESOURCES - It is expected you come to class with each item daily

- Knowledge Matters Simulation username and password (once you receive)
- Course Notebook/Binder – I will provide PPT's on Schoology but you will also need to take notes
- Calculator – You should have a calculator (Cell phone is not to be used because you may not use on test) You may use the calculator on your computer or Excel if you don't have a calculator.
- Computer w/ charger
- Pen/Pencil

TEXTBOOKS/MATERIALS – There is no required textbook for this class. You will receive supplemental information we will use for class. All class materials handed-out and daily agenda will be posted daily on Schoology.

STUDENT BEHAVIORAL EXPECTATIONS AND RESPONSIBILITIES – You are responsible for your success so take ownership and show pride in your work!

- **Participation** - You are expected to participate in all class discussions and learning activities and follow directions the first time they are given. Please ask if you are unsure of directions or a learning objectives.
- **Punctuality** - Be on time and in your assigned seat before the bell rings. Have your materials out and ready to begin class. Unless directed otherwise by the teacher you should always remain in your assigned seat. Only adjust your seat height once at the start of class and do not spin (360's) or travel in your chair. The chair at the table behind my desk should never be moved.
- **Respect** - Always show respect for your teacher, peers, textbooks (please don't write in textbooks) and school issued equipment. Please use school appropriate language during all communications. Raise your hand first, please don't call out. Do not take anything off the teacher desk without permission. If you borrow something from the room, please return it to the same place you got it. Likewise, please do not take anything from your peers without permission. If I am teaching you should be listening and not doing other school work, working ahead or doing working on our simulation.
- **Preparation** - This includes having your simulation username and password, notebook/notes, computer (charged or plugged in), pen/pencil and any assignments. I expect that you take notes on a daily basis either digitally or written and keep those notes in an orderly form.
- **Cell phones** - Will be permitted in this class after I am lecturing or discussing information with the class, although texting is never permitted. When I am teaching all cell phones should be out of sight. You may use your cell phone for listening to music or research for this class. Please show me respect and refrain from texting or using your cell phone when I am teaching. Headphones are not permitted when I am teaching. They are not to be worn or in view. If you need to make an important text or are waiting for an important phone call, please let me know ahead of time.
- **Computer usage and care** - Computers are a valuable tool to our educational process during this course. Computers are only to be used for educational purposes related to this class. Only software approved by the teacher for this class should be used. Games are strictly prohibited during class time that are not assigned by the teacher. The school acceptable usage policy will be enforced at all times so make sure you are familiar with it. You are expected to take care of "your" computer at all times and handle it with care.
- **Absences** - If you are absent for any reason it is your responsibility to obtain any notes, assignments or activities that you missed the day you return to school. It is your responsibility to come to me and not my responsibility to find you. Check the class Schoology agenda for any materials that you will need.
- **Organization and Cleanliness** - Keep your assigned workstation clean, neat and organized. I also expect your notes to be organized and neat (Any handout lost such as the simulation project assignment will result in a deduction of 5 points if I need to give you a new copy), clean and professional looking at all times. I don't mind food or drink as long as you clean up after yourself. I reserve the right to revoke this privilege.
- **Passes** - A pass or "pass lanyard" is required to leave the classroom. You will not be permitted to leave unless you have a signed pass or have taken one of the "lanyard tags" in

the back of the classroom. No exceptions will be made to this policy. You will also need to sign out and in in the red book in the back of the room. This is for your safety should an emergency occur. Please try and use the lavatory during working time and not during instructional time.

- **Academic Dishonesty** – At no point will academic dishonesty be accepted in this class. Copying, plagiarizing or cheating on a test or assignment will result in a zero on the assignment and a formal write up in your permanent file.

POSSIBLE CONSEQUENCES FOR NOT FOLLOWING ABOVE EXPECTATIONS –

- Warning/Personal conference
- Parent contact
- After school working detention
- Administrative referral

GRADING PRACTICES – All grades will be calculated in accordance with CVHS grading policies. Marking Period Grades: 85% Summative Assessments and no more than 15% Formative Assessments

- **Summative assessments** for this course include, but are not limited to, the following:
 - Tests
 - Quizzes
 - Projects
 - Presentations
 - Schoology Posts
- **Formative assessments** for this course include, but are not limited to, the following:
 - Class Participation
 - Independent Practice/Class Work/Homework
 - Group Work
 - Schoology discussion questions

FINAL COURSE GRADE – Consumer Skills is a 1 marking period course with a final examination; therefore, overall course grade will be computed using the following calculation:

- **Final Grading Calculation**
 - 65% - Summative Assessments (Tests, Quizzes, Projects)
 - 15% - Class Participation and Formative assessments (homework or classwork)
 - 20% for the final exam grade – Cumulative Financial Literacy Exam

GRADING SCALE – in accordance with CVHS policies

- **A+** (98-100), **A** (92-97), **A-** (90-91)
- **B+** (88-89), **B** (82-87), **B-** (80-81)
- **C+** (78-79), **C** (72-77), **C-** (70-71)
- **D+** (68-69), **D** (62-67), **D-** (60-61)
- **F** (Below 60)

MAKE-UP WORK – In accordance with CVHS policies

- For every day a student is absent (5 or fewer days), he or she will be allowed two days to make up missed work (for an excused absence).

- Any student missing more than 5 days must request work to be sent home through the assistant principal's office. In such an instance, time allotted for make-up work will be at the teacher's discretion.
- Assignments made two or more days in advance of an absence are due on the day a student returns to school (i.e. research papers, announced tests and/or quizzes, etc).
- All make-up work must be completed by the end of the semester.
- After compiling three unexcused absences, students will no longer be permitted to make up work missed due to additional unexcused absences.

LATE WORK – In accordance with CVHS policies

- Work completed/submitted beyond the make-up due date will be subject to a 10% reduction for each day it remains incomplete/not submitted.
- After 10 days, the student will receive a zero and will no longer be permitted to submit the work.
- If summative assessments are incomplete and cause a student's grade to fall below 65%, the teacher will communicate his/her concern with the student and directly to the parent by phone or e-mail. The teacher will also communicate a list of these concerns with the guidance office and his/her direct supervisor.

EXTRA CREDIT – Extra credit may sometimes be offered in this course

- Extra credit will account for a **maximum of 2%** of the final marking period grade. There may be extra credit offered at various times throughout the marking period. Extra credit will only be offered on a whole class basis.
- Extra credit will not be offered on an individual basis. Therefore, when an extra credit opportunity is offered, take advantage of it!

WORK HABITS GRADE – Students will receive an O (outstanding), S (satisfactory), or U (unsatisfactory) based on the following guidelines:

- **Outstanding:**
 - Course work is consistently completed in an exemplary fashion.
 - Student exhibits leadership during group/class discussions.
 - Student is a role model of respectful and cooperative behavior.
 - Student is enthusiastic about learning.
- **Satisfactory:**
 - Course work is completed.
 - Student participates in group/class discussions.
 - Student is respectful and cooperative.
 - Student maintains a positive attitude about learning.
- **Unsatisfactory:**
 - Course work is incomplete.
 - Student detracts from group/class discussions.
 - Student is disruptive, disrespectful, or uncooperative.
 - Student displays a negative attitude about learning.

HELPFUL HINTS -

- ✓ If working on the computer please save frequently. Things happen out of our control with technology so please be proactive.
- ✓ Keep all notes, assignments, projects and tests organized neatly. You will need to keep handouts that I will need to sign at times. (You will lose points if you lose)
- ✓ If absent check our class Schoology page and check in with me upon returning. I post a Schoology Agenda everyday
- ✓ Stay on top of all assignments. If you don't understand a concept, please ask questions or come see me.

12) Career and Technical Center Strategy

The Lancaster CTC provides a unique opportunity for hands on skills training combined with academic learning in a wide variety of vocational programs. Introduction to CTC programming currently begins with some students at the middle school level and all students in 9th grade. Tours for the CTC program occur in 10th and 11th grades. In addition, representatives from the CTC speak to all 11th grade students. Students who elect to attend CTC during their senior year will have Social Studies and Physical Education requirements waived for that year only. They must have accumulated a total of 20 credits. Juniors who attend the CTC will take a total of four credits at CV (English, Math, Physical Education, Health and either Social Studies or Science), and five credits at CTC. Lancaster County's Career and Technology Centers have created partnerships with area colleges that enable our students to earn college credits while still in high school and meet new rigorous standards for senior year math & English courses.

CV School District started arranging CTC tours at the upper elementary and middle school levels.

Career and Technical Center Strategy Chart

Grade	Intervention/ Program/Event	Stakeholder Groups Involved	Data Used/Success Indicator	Timeframe	Staff Contact
K	Junior Achievement (JA)	Educators/ Students/ Community & Parent Volunteers	JA "Ourselves" Materials	5 sessions	Counselor/ Teacher
3	Junior Achievement (JA)	Educators/ Students/ Community & Parent Volunteers	JA "Our City" Materials	Five 45 minute sessions	Counselor/ Teacher
4	Proposed visit to LCCTC	Educators/ Students	Survey	One day	Counselor/ Teacher/ CTC Rep

5	Junior Achievement (JA)	Educators/ Students/ Community & Parent Volunteers	JA "Our Nation" Materials	Five 45 minute sessions	Counselor/ Teacher
6	Junior Achievement (JA) BizTown	Educators/ Students/ JA, Community & Parent Volunteers	Job performance, money management and upholding responsibilities as a working citizen	Field Trip	Teachers
6	North Museum "What in the World" Career Fair	Educators/ Students	Knowledge and acquisition, data collection	90 minute session	Counselor
8	Intro to the Lancaster County CTC program; interested students participate in a fieldtrip/tour	Educators/ Students	Q & A/ Student Survey	Fall	Hains/Koehler/ Martin
9	Career Education Course (Develop a Portfolio) Freshmen Interviews	Educators/ Students	# of Students enrolled in Class	Ongoing	Teacher / Counselor
10	Sophomore Interviews CTC Tours	Educators/ Students	Sophomore Class # Students Requesting Applications	January – March Oct. 1 Day	Counselors Counseling Office
11	CTC Presentation CTC Tours	Educators/ Students	Entire Junior Class # Students Requesting Applications	Oct. 1 Day Oct. 1 Day	Counseling Office Counseling Office

Conestoga Valley High School Students Attending the CTC, 2016

Grade Level	# Females	%	# Males	%	Total # Students	Total %
12	39	12.2%	28	8.7%	67	20.9% Grade 12
11	7	2.0%	25	7.2%	32	9.2% Grade 11
					99 CTC Total	7.4% HS Total

CTC Program Name	# Students Attending & Earning Certificates
Animal Sciences	4
Automotive	13
Baking & Pastry	1
Carpentry	10
Child Care	2
Commercial Photography	2
Computer Technology	3
Dental Assistant	2
Electrical	2
Graphics	6
Medical Records	2
Medical Assistant	10
Protective Services	6
Institutional Food Worker	7
Medical/Clinical Assistant	1
Painting	3
Plumbing	1
Welding	2

# CTC Students	Industry Credentials	College Credit
2	A+ Net+ Linux+ Security+ Cloud+	
1	OSHA, IRC	
1	NOCTI, OSHA, NCCER, Skills USA, NAHB	
1	Hotel and Lodging Management	
1	Masters of beef advocacy, Pork quality assurance, livestock transportation etc	
1	nocti and serv safe	
3	emissions, inspection and 609	
1	NOCTI, State inspection, emissions, 609 AC certificate	
1	First Aid, CPR, Bloodborne Pathogens, OSHA.	
1	Hazmat CPR AED	
1	OSHA, IRC, NOCTI	
1	Valvoline Cert. Refridgerent Cert.	
1	OSHA	
1	NAVTA	
9		3 or more credits

13) Counselor Job Descriptions

The job description reflects the objectives of the guidance program, which are incorporated as duties and responsibilities. A separate job description exists for elementary, middle and senior high school counselors, as well as the Coordinator of Guidance Services. These reflect differences in emphasis from level to level.

Elementary School Counselor

TITLE: Elementary School Counselor

DEPARTMENT: Pupil Services

LOCATION: Elementary

REPORTS TO: Building Principal and Director of Elementary Education & Pupil Services

CLASSIFICATION: Professional

SUMMARY OF PURPOSE

To provide comprehensive counseling services for the individual elementary school.

REPORTING RELATIONSHIPS

The elementary counselor reports to the building principal.

ESSENTIAL FUNCTIONS

1. To deliver in a systematic manner to all students a developmental counseling program inclusive of:
 - a. Career development
 - b. Social/emotional development
 - c. Academic development

2. To assist students in achieving school success by participation in:
 - a. Response to Instruction and Intervention (RTII)
 - b. Kindergarten screening
 - c. Individual Education Plan (IEP) meetings
 - d. Multidisciplinary Evaluation (MDE) meetings
 - e. Gifted screening
 - f. Interpretation of test results
 - g. Parent/students/teacher conferencing

3. To provide services to students including:

- a. Individual counseling
- b. Group counseling
- c. Classroom counseling lessons
- c. Crisis intervention
- d. Consultation with parents, teachers, other educators, and community agencies
- e. Referrals to community agencies

4. To provide a system of support in these specific areas:

- a. Coordination of student cumulative records
- b. Orientation for students and parents at entry and transition points
- c. Parent programs as needed
- d. Interpretation of the school counseling program to parents and the community
- e. Staff in-service as needed
- f. Coordination with community agencies
- g. Participate on district committees
- h. Disseminate information to staff and community
- i. Counselor/administration/staff collaboration

MINIMUM REQUIREMENTS

Master's degree in Counselor Education from an accredited institution of higher education. Pennsylvania certification in School Counseling at an appropriate level.

PHYSICAL/MENTAL REQUIREMENTS/ENVIRONMENT

Physical - Sit: 60% Drive: No license required

Walk/Stand: 40% Body Movements: Normal

Lifting: Normal

Mental - To interpret and analyze detailed written and verbal communications.

Environment - Office, classroom

The above description covers the most significant essential and marginal functions but does not exclude other occasional responsibilities and accountabilities the inclusion of which would be in conformity with the major purpose of this job.

Middle School Counselor

TITLE: Middle School Counselor

DEPARTMENT: Pupil Services

LOCATION: Middle School

REPORTS TO: Building Principal and Director of Elementary Education/Pupil Services

CLASSIFICATION: Professional

SUMMARY OF PURPOSE

Provides for a comprehensive school counseling program at the middle school level. This will include individual and group counseling, classroom career education, consultation and collaboration with staff, administration, and parents. Information maintenance and dissemination provided as necessary.

REPORTING RELATIONSHIPS

The middle school counselor will report to the building principal for program implementation, operational procedures, and daily functions. The middle school counselor will report to the Director of Elementary Education/Pupil Services for budgetary needs and professional development opportunities.

ESSENTIAL FUNCTIONS

1. Participate in grade level team meetings, student assistance, multidisciplinary evaluation meetings, building initiatives, and departmental activities.
2. Consult with administration, staff, and parents on issues relating to student academic needs, career development, and social/emotional competencies.
3. Interview and schedule new students as well as coordinate the course selection process for students entering grades 7 and 8.
4. Counsel individually and in groups with selected populations of students; conduct classroom counseling units as needed.
5. Provide orientation activities for students and parents at entry and transition points.
6. Administer and interpret standardized assessment instruments.
7. Assist in the process of career awareness, planning, and decision making.
8. Maintain, secure, and disseminate pupil records in accordance with district, state, and federal policy and regulations.
9. Intervene in crisis situations.
10. Promote a positive climate within the school and community.
11. Provide systematic communication with administration, staff, parents, and community partnerships.
12. Promote the use of modern technological resources to increase the efficiency of program delivery.
13. Participate in a district approved program of professional development.
14. Play an active role on district planning and development committees.
15. Implement other duties consistent with the counseling role as assigned by administration.

MINIMUM REQUIREMENTS

Master's Degree in Counselor Education from an accredited institution of higher education. Pennsylvania Certification – Educational Specialist/School Counselor
PHYSICAL/MENTAL REQUIREMENTS/ENVIRONMENT

Physical - Sit: 40%

Walk/Stand: 60%

Body Movements: Normal

Lifting: Normal

Drive: No license required

Mental - To interpret and analyze detailed written and verbal communications

Environment - Office, classroom

High School Counselor

TITLE: High School Counselor

DEPARTMENT: Student Services

LOCATION: High School

REPORTS TO: Building Principal and Director of Elementary Education/Student Services

CLASSIFICATION: Professional

SUMMARY OF PURPOSE

The School Counselor will serve the developmental needs of all students through a comprehensive school counseling program to address their academic, career and social/emotional development.

REPORTING RELATIONSHIPS

Provides communication as required to the building principal and Director of Elementary Education/Student concerning the achievement of objectives, summary of activities, and other matters relating to the guidance function.

ESSENTIAL FUNCTIONS

The School Counselor provides:

Academic skills support

Post-secondary and career awareness, planning and application

Education in understanding self and others

Guidance on coping strategies

Education on peer relationships and effective social skills

Communication, problem-solving, decision-making, goal setting, conflict resolution and study skills

Substance abuse education

Multicultural/diversity awareness

Transition planning

Individual and small-group counseling
Individual/family/school crisis intervention
Consultation/collaboration
Facilitation of communication and consultation with a variety of school and community resources.
Student orientation and staff development programs.
Promotion of a positive climate within the school and community.

Administrative Process:

Maintenance and dissemination of pupil records in accordance with district, state, and federal policy and regulations.
Dissemination of guidance-related information to students, parents, staff, employers, administrators, colleges, and the community.
Interpretation of standardized assessment instruments.
Participation on student assistance, RTII, and multidisciplinary teams.
Represents the guidance department on district planning and development committees, i.e., strategic planning, curriculum development, or program evaluation.
Participates in daily guidance department operations, including orientation and registration of new student, processing all withdrawals, student record management, and maintaining student schedules.
Promotes the use of modern technological resources to increase the efficiency of program delivery.
Pursues personal and professional growth through staff development, in-service, conferences, and continuing education opportunities.
Serves as a comprehensive resource on the career selection process and a resource for specific career information. Provides job market information.
Disseminates working papers.

MINIMUM REQUIREMENTS

Master's degree in Counselor Education from an accredited institution of higher education. Pennsylvania certification in School Counseling at an appropriate level.

PHYSICAL/MENTAL REQUIREMENTS/ENVIRONMENT

Physical - Sit: 60% Drive: No license required
Walk/Stand: 40% Body Movements: Normal
Lifting: Normal

Coordinator of Counseling Services

TITLE: Guidance Coordinator
DEPARTMENT: Special Services
LOCATION: Various
REPORTS TO: Coordinator of Special Services
CLASSIFICATION: Professional

SUMMARY OF PURPOSE

This position is responsible for assisting the Coordinator of Special Services in guidance functions district-wide.

SUPERVISORY RESPONSIBILITIES

None

ESSENTIAL FUNCTIONS

1. To facilitate monthly meetings in conjunction with Special Services Coordinator.
- 2 Complete procedural document for Guidance Services.
3. Establish and work with committee for Guidance Curriculum assessment.
4. Review and support budget requests and accountability annually.
5. Arrange professional development for department that aligns with District Goals.
6. Support other Special Services Personnel in district-wide initiatives (assessment, career choice development, goal setting).

MARGINAL FUNCTIONS

SCOPE AND IMPACT

MINIMUM REQUIREMENTS

This position requires Certification in Guidance, and experience as a School Counselor, or School Psychologist.

SPECIAL SKILLS

Ability to demonstrate leadership, decision-making and excellent written and verbal communication skills.

PHYSICAL/MENTAL REQUIREMENTS/ENVIRONMENT

Physical - Sit: 60% Drive: No license required

Walk/Stand: 40% Body Movements: Normal

Lifting: Normal

Mental - To interpret and analyze detailed written and verbal communications.

Conestoga Valley Data

CVHS School Data Profile

School Year	2013-14		2014-15		2015-16	
Enrollment	#	%	#	%	#	%
Total Enrollment			1324	100%	1339	100%
Special Education			99	7.6%	144	10.8%
ESL			24	1.8%	48	3.6%
School Year	2013-14		2014-15		2015-16	
Dropout Rate						
All students	13		14		15	
Asian or Pacific Islander	0		0		0	
Black	0		1	7.8%	0	
Hispanic/Latino	3	23.1%	4	30.8%	6	40%
White	10	76.9%	8	61.5%	9	60%
Students w/Disabilities	3	23.1%	4	30.8%	4	26.8%
Disadvantaged Students	1	7.9%	3	23.1%	2	13.3%
Limited English Proficiency	0		1	7.8%	2	13.3%
Graduation or Promotion Rate					Cohort	95.9%
All Students			317	95.7%	319	95.9%
Asian or Pacific Islander			17	5.4%	25	7.8%
Black			23	7.3%	17	5.3%
Hispanic/Latino			43	13.6%	40	12.5%
White			234	73.8%	214	67.1%
Students w/Disabilities					5	1.7%
Students Identified as Disadvantaged						
Limited English Proficiency					2	0.63%
School Year	2013-14		2014-15		2015-16	
Attendance						
All Students						
Asian or Pacific Islander						

Black						
Hispanic/Latino						
White						
Students with Disabilities						
Students Identified as Disadvantaged						
Limited English Proficiency						
School Year	2013-14	2014-15	2015-16			
Students with Disabilities						
All Students with Disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
School Year	2013-14	2014-15	2015-16			
School Safety						
Weapons Offenses						
Offenses against Students						
Offenses against Staff						
Alcohol, Tobacco, Drug Offenses						
Disorderly or Disruptive Behavior						
Technology Offenses						
Student Detentions						
Student Suspensions						
Other Offenses						
Engagement Data						
Students in Rigorous Courses						

Students graduating with Cohort (without retention)						
Students in Extra-curricular Activities						
Students Job Shadowing						
Students involved in Internships	181	27.2%	163	49%	310	46%
Students involved in Dual Enrollment Courses	114	17.2%	88	26.4%	115	17.1%
Other						
School Year	2013-14		2014-15		2015-16	
Achievement – Test Results						
All Students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						

Conestoga Valley High School Course of Study

9 th	10 th	11 th	12 th
English: Honors English 1 Traditional English 1 English 1	English: Honors English 2 Traditional English 2 English 2	English: Dual E English 101 Honors English 3 Traditional English 3 English 3	English: Dual E English 102 AP Eng. Lit & Comp Traditional English 4 English 4
Social Studies: Honors U.S. History – 1 Traditional U.S. History -1 U.S. History 1	Social Studies: AP U.S. History Traditional US History 2 US History 2	Social Studies: AP U.S. History Dual E – Western Civ. 2 AP World History Traditional World History	Social Studies: AP U.S. History AP World History AP Gov't & Politics – US Traditional US Gov't & Econ US Gov't & Econ
Science: Honors Research & Design Honors Earth/Physical Science Traditional Earth/Physical Science General Physical Science Honors Biology Traditional Biology	Science: Honors Research & Design Honors Biology Traditional Biology General Biology Biology Keystone Honors Chemistry Traditional Chemistry Ecology Freshwater/Environmental Biology Anatomy & Physiology A Science, Technology & Society AP Biology	Science: Honors Research & Design Biology Keystone Honors Chemistry Traditional Chemistry Ecology Freshwater/Environmental Biology Anatomy & Physiology A Science, Technology & Society AP Biology General Chemistry Honors Physics Traditional Physics Principles of Technology AP Chemistry AP Physics - Mechanics	Science: Honors Research & Design Biology Keystone Honors Chemistry Traditional Chemistry Ecology Freshwater/Environmental Biology Anatomy & Physiology A Science, Technology & Society AP Biology General Chemistry Honors Physics Traditional Physics Principles of Technology AP Chemistry AP Physics - Mechanics
Math: Traditional Algebra I Algebra 1A Algebra 1B Honors Geometry Honors Algebra 2 Traditional Algebra 2	Math: Traditional Algebra 1 Algebra 1 Math Plus Honors Geometry Traditional Geometry Geometry Traditional Algebra 2 Algebra 2	Math: Math Plus Traditional Geometry Geometry Algebra 2 Algebra 3 Honors Pre-Calculus Traditional Pre-Calculus Honors Calculus 1 AP Calculus AB AP Calculus BC Statistics AP Statistics AP Statistics Exam Review	Math: Algebra 3 Honors Pre-Calculus Traditional Pre-Calculus Honors Calculus 1 AP Calculus AB AP Calculus BC Statistics AP Statistics AP Statistics Exam Review
Physical Education: 9 th Grade P.E.	Physical Education: 10 th Grade P.E.	Physical Education:	Physical Education:
Required Course(s): Intermediate Computer Technology	Required Course(s): Career Education	Required Course(s):	Required Course(s): Consumer Skills
Other Requirements:			

Electives

9 th	10 th	11 th	12 th
<p>English: Journalism Advanced Composition Public Speaking Creative Writing Introduction to Theater Academic Literacy – A</p> <p>Social Studies: International Studies</p> <p>Science: See grade level offerings</p> <p>Math: See grade level offerings</p> <p>Computer Science: Computer Programming Computer Maintenance 1 Computer Maintenance 2 Networking Fundamentals 1</p> <p>World Languages: Occupational Spanish French 1 German 1 Spanish 1 French 2 German 2 Spanish 2</p> <p>Business Education: Beginning Keyboarding Web Design & Devel. 1 Introduction to Business Notetaking Accounting 1 Sports & Entertainment Marketing</p> <p>Technology Education: Control Power Technology 1 Engineering/Applied Technology 1 Wood Technology Plastic Technology Metal Manufacturing Technology Graphic Technology Photography 1 Electronics Technology 1 CADD 1 Architectural CADD</p>	<p>English: Journalism Advanced Composition Public Speaking Creative Writing Introduction to Theater Humanities Yearbook Publication Academic Literacy – A Academic Literacy – B</p> <p>Social Studies: International Studies Independent Reading</p> <p>Science: See grade level offerings</p> <p>Math: See grade level offerings</p> <p>Computer Science: Computer Programming Computer Maintenance 1 Computer Maintenance 2 Networking Fundamentals 1 Computer Science 1 AP Computer Science</p> <p>World Languages: Occupational Spanish French 1 German 1 Spanish 1 French 2 German 2 Spanish 2 French 3 German 3 Spanish 3</p> <p>Business Education: Beginning Keyboarding Web Design & Devel. 1 Introduction to Business Notetaking Accounting 1 Sports & Entertainment Marketing Entrepreneurship Marketing and Management Accounting 2 Consumer Law</p>	<p>English: Journalism Advanced Composition Public Speaking Creative Writing Introduction to Theater Humanities Yearbook Publication Academic Literacy – A Academic Literacy – B</p> <p>Social Studies: International Studies Vietnam War Sociology Psychology Local History & Geography World War II Independent Reading</p> <p>Science: See grade level offerings</p> <p>Math: See grade level offerings</p> <p>Computer Science: Computer Programming Computer Maintenance 1 Computer Maintenance 2 Networking Fundamentals 1 Computer Science 1 AP Computer Science</p> <p>World Languages: Occupational Spanish French 1 German 1 Spanish 1 French 2 German 2 Spanish 2 French 3 German 3 Spanish 3 Honors French 4 Honors German 4 Honors Spanish 4 Honors French 5 Honors German 5 Honors Spanish 5 Honors French 6 Honors German 6 Honors Spanish 6</p>	<p>English: Journalism Advanced Composition Public Speaking Creative Writing Introduction to Theater Humanities Yearbook Publication Academic Literacy – A Academic Literacy – B Academic Literacy – C</p> <p>Social Studies: International Studies Vietnam War Sociology Psychology Local History & Geography World War II Independent Reading</p> <p>Science: See grade level offerings</p> <p>Math: See grade level offerings</p> <p>Computer Science: Computer Programming Computer Maintenance 1 Computer Maintenance 2 Networking Fundamentals 1 Computer Science 1 AP Computer Science</p> <p>World Languages: Occupational Spanish French 1 German 1 Spanish 1 French 2 German 2 Spanish 2 French 3 German 3 Spanish 3 Honors French 4 Honors German 4 Honors Spanish 4 Honors French 5 Honors German 5 Honors Spanish 5 Honors French 6 Honors German 6</p>

<p>Aviation Technology Video Production Technology</p> <p>Family and Consumer Science: Culinary Needle & Textile Arts Housing Issues ABC First Aid</p> <p>Music: Intro to Music Group Vocal Technique Band Chorus Orchestra Women's Chorus Electronic Music Beginner Guitar</p> <p>Art: Foundations of Design Ceramics 1 Ceramics 2 Crafts Drawing 1 Drawing 2 Painting 1 Printmaking Sculpture Watercolor</p>	<p>Technology Education: Control Power Technology 1 Engineering/Applied Technology 1 Wood Technology Plastic Technology Metal Manufacturing Technology Graphic Technology Photography 1 Electronics Technology 1 CADD 1 Architectural CADD Aviation Technology Video Production Technology Engineering/Applied Technology 1 Robotics and Automation Wood Technology 2 Advanced Wood Technology Furniture Making Technology Building Construction Plastic Technology 2 Metal Manufacturing Technology 2 Advanced Metal Manufacturing Technology Graphic Technology 2 Advanced Graphic Technology Photography 2 Project Design CADD 2 Aerospace Technology Video Production Technology 2 Television Production</p> <p>Family and Consumer Science: Culinary Needle & Textile Arts Housing Issues ABC First Aid Culinary 2 Nutrition Child Development 1 Child Development 2</p> <p>Music: Intro to Music Group Vocal Technique Band Chorus Orchestra Women's Chorus</p>	<p>AP Spanish Language & Culture</p> <p>Business Education: Beginning Keyboarding Web Design & Devel. 1 Introduction to Business Notetaking Accounting 1 Sports & Entertainment Marketing Entrepreneurship Marketing and Management Accounting 2 Consumer Law Independent Study – Business</p> <p>Technology Education: Control Power Technology 1 Engineering/Applied Technology 1 Wood Technology Plastic Technology Metal Manufacturing Technology Graphic Technology Photography 1 Electronics Technology 1 CADD 1 Architectural CADD Aviation Technology Video Production Technology Engineering/Applied Technology 1 Robotics and Automation Wood Technology 2 Advanced Wood Technology Furniture Making Technology Building Construction Plastic Technology 2 Metal Manufacturing Technology 2 Advanced Metal Manufacturing Technology Graphic Technology 2 Advanced Graphic Technology Photography 2 Project Design CADD 2 Aerospace Technology Video Production Technology 2 Television Production Advanced CADD</p>	<p>Honors Spanish 6 AP Spanish Language & Culture</p> <p>Business Education: Beginning Keyboarding Web Design & Devel. 1 Introduction to Business Notetaking Accounting 1 Sports & Entertainment Marketing Entrepreneurship Marketing and Management Accounting 2 Consumer Law Independent Study – Business</p> <p>Technology Education: Control Power Technology 1 Engineering/Applied Technology 1 Wood Technology Plastic Technology Metal Manufacturing Technology Graphic Technology Photography 1 Electronics Technology 1 CADD 1 Architectural CADD Aviation Technology Video Production Technology Engineering/Applied Technology 1 Robotics and Automation Wood Technology 2 Advanced Wood Technology Furniture Making Technology Building Construction Plastic Technology 2 Metal Manufacturing Technology 2 Advanced Metal Manufacturing Technology Graphic Technology 2 Advanced Graphic Technology Photography 2 Project Design CADD 2 Aerospace Technology Video Production Technology 2 Television Production</p>
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	<p>Electronic Music Beginner Guitar Music Theory Intermediate Guitar</p> <p>Art: Foundations of Design Ceramics 1 Ceramics 2 Crafts Drawing 1 Drawing 2 Painting 1 Printmaking Sculpture Watercolor Ceramics 3 Drawing 3 Painting 2</p> <p>Phys. Ed/Health: Anatomy & Physiology B</p>	<p>Advanced Video Production</p> <p>Family and Consumer Science: Culinary Needle & Textile Arts Housing Issues ABC First Aid Culinary 2 Nutrition Child Development 1 Child Development 2 American Cuisine World Cuisine</p> <p>Music: Intro to Music Group Vocal Technique Band Chorus Orchestra Women's Chorus Electronic Music Beginner Guitar Music Theory Intermediate Guitar</p> <p>Art: Foundations of Design Ceramics 1 Ceramics 2 Crafts Drawing 1 Drawing 2 Painting 1 Printmaking Sculpture Watercolor Ceramics 3 Drawing 3 Painting 2 Textiles AP 2D Studio Art 1</p> <p>Phys. Ed/Health: Current Health Issues Fitness & Wt. Training Anatomy & Physiology B</p>	<p>Advanced CADD Advanced Video Production</p> <p>Family and Consumer Science: Culinary Needle & Textile Arts Housing Issues ABC First Aid Culinary 2 Nutrition Child Development 1 Child Development 2 American Cuisine World Cuisine Childcare Skills</p> <p>Music: Intro to Music Group Vocal Technique Band Chorus Orchestra Women's Chorus Electronic Music Beginner Guitar Music Theory Intermediate Guitar AP Music Theory</p> <p>Art: Foundations of Design Ceramics 1 Ceramics 2 Crafts Drawing 1 Drawing 2 Painting 1 Printmaking Sculpture Watercolor Ceramics 3 Drawing 3 Painting 2 Textiles AP 2D Studio Art 1 AP 2D Studio Art 2</p> <p>Phys. Ed/Health: 12th Grade P.E. Personal Fitness Anatomy & Physiology B</p>
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