

**Pine-Richland School District Comprehensive Guidance & Counseling Plan**

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### 3A School Counselor Responsibilities

1. School Counselors and Assignments: Counselor names, buildings, and counselor/student ratios showing resources allocated per student. (Example: National recommendation is 250:1)
  - a. Elementary (K-3)
    - i. Amy Molitor - Richland Elementary - 483:1
    - ii. Tammy Godino - Hance Elementary - 427:1
    - iii. Brittany Papas - Wexford Elementary - 439:1
  - b. Upper Elementary (4-6)
    - i. 4th McKenna Gonzalez - Eden Hall - 370:1
    - ii. 5th Lauren Hawrylak - Eden Hall - 350:1
    - iii. 6th Jennifer Miller - Eden Hall - 360:1
  - c. Pine-Richland Middle (7-8)
    - i. 7th-grade students, Michael Rose- 365:1
    - ii. 8th-grade students, Jennifer Mullaugh- 350:1
  - d. Pine-Richland High School (9-12)
    - i. 9-12 Director of College and Career Counseling, Jean Whalen - 1,470:1
    - ii. 9-12 Transition Counselor, Jocelyn Secen 190:1
    - iii. 9-12 students with last names beginning with A-D, Mary Kate Zacharias 310:1
    - iv. 9-12 students with last names beginning with E-K, Jennifer Bowers 310:1
    - v. 9-12 students with last names beginning with L-Q (2026-2028); L-R (2025) Toni Filipowski 330:1
    - vi. 9-12 students with last names beginning with R-Z (2026-2028), S-Z (2025) Leslie Straub 330:1
2. Role of the School Counselor: Specific local ways that counselors and the program demonstrate the following four roles:
  - a. Leader: School Counselors attend local and regional meetings on a consistent basis. School Counselors participate in local and national associations. School Counselors participate in program reviews, district committees, and building based initiatives as leaders in support of the building and district mission, vision, and values.
  - b. Advocate: School Counselors advocate for all students to receive appropriate services in the school setting.
  - c. Collaborator: School Counselors participate in regular meetings with administrators and teams to include but not be limited to: Student Assistance Program Meetings, IEP Meetings, GIEP Meetings, Multi-Tiered Systems of Support meetings, School Wide Positive Behavior Committee and Transition Meetings to support student success.

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- d. Agent of Systematic Change: School Counselors must advocate for and continue to develop a strong comprehensive program including advocating for reduced time written into IEPs in order to be available for all students at Tier 1.
3. Job Descriptions Linked to the Counselor Evaluation Process: Job descriptions that focus on clarity for all administrators/staff members to understand the counselor roles and responsibilities. Continually updated and adjusted over time.
    - a. [Counselor Job Descriptions](#)
    - b. [Framework for Observation and Practice - School Counselor PK-12](#)

### **3B Program Delivery Related Items in the Plan**

4. School Counseling Department **Mission** Statement: [Policy 112](#)

The mission of the district's school counseling program is to assist students in achieving their goals, pursuing their interests, and managing their lifelong learning. To this end, we promote access to equitable, rigorous educational opportunities, develop the knowledge and skills necessary for college and career readiness, and support personal and social growth for all students.

#### **Policy 112 Purpose:**

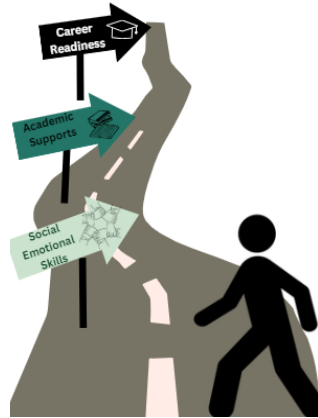
Planned programs of school counseling, social work, and family services are an integral part of the instructional program of district schools. Such a program can:

1. Assist families in understanding their child's growth and development.
2. Provide families with support and information which will help their children develop to the fullest.
3. Assist students in achieving their optimum potential.
4. Enable students to significantly benefit from the offerings of the instructional program.
5. Identify intellectual, emotional, social and physical needs.
6. Aid students in recognizing options and making choices in vocational and academic educational planning, including Career, Education and Work Standards.
7. Assist students in identifying career options consistent with their abilities and goals.
8. Help students learn to make their own decisions and to solve problems independently.

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Using the Policy mission statement as a foundation, along with the purpose statements, the K-12 School Counseling Department developed this Vision and Philosophy through the [in-depth program review process](#) that was conducted during the 2022-2023 school year:

### Vision and Philosophy:



*School Counselors work to improve success for ALL students by implementing a comprehensive school counseling program focused on career readiness, appropriate academic supports, and social emotional skills to become productive citizens.*

5. Program [Calendars](#): Attach any calendars developed for the K-12 School Counseling Program. The monthly counseling calendar should be broken down by domains and level.
6. [Program Delivery](#): Program delivery table organized by level.
7. Curriculum
  - a. [K-12 Career Standards](#)
  - b. [District Curriculum Document](#) - In the spring of 2024, the Pine-Richland School District school board, administration, and school counseling staff worked to refine the K - 12 school counseling curriculum and elements of the PDE K - 12 Guidance Plan. The PRSD school board initially approved the plan specifically related to Career Education and Work (CEW) standards and suicide awareness, prevention, and intervention. That initial plan was submitted to PDE. Subsequently, the district continued to refine the academic and social-emotional elements of the plan. Detailed K-12 lesson plans were developed through a

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collaborative process and approved by the PRSD school board on June 10, 2024. The comprehensive K-12 Guidance Plan now includes all domains with the following caveats:

i. **Career:**

1. The parents/guardians of students in **grades K-12** will be informed that they can **opt their child or children out** of lessons that only include the **career domain** if the opt-out rationale is consistent with board policy. In the case of a career opt-out, the parent would be required to provide evidence of the learning standard evidence and artifact to the school to comply with CEW standards.

ii. **Academic and Social-Emotional:**

1. (K-6): The parents/guardians of students in **grades K-6** will be informed that in order for their child/children to participate in Tier I school counseling lessons that include social/emotional or academic domains, they will need to **opt their child or children in**.
2. (7 - 12): The parents/guardians of students in **grades 7-12** will be informed that they can **opt their child or children out** of any Tier I school counseling lessons that include social/emotional or academic domains.

8. Annual Program Goals: Major program goals/objectives connected to the mission of the school district in all three domains.

[2023-2024](#)

[2024-2025](#)

9. [Individualized Academic/Career Plan](#): All students beginning in 7<sup>th</sup> grade.
  - a. Pine-Richland school counselors collaborate with teachers to create an individualized career portfolio through Naviance. Each student beginning in grade 7 has their own Naviance account. Between grades 7 through 11, students complete required career lessons each school year. School counselors and teachers collect artifacts from lessons and store information into the personalized Naviance career plan. These artifacts include career exploration results, academic artifacts, preferred career clusters, a student's Holland code, a student's preferred learning style, a 4-year high school graduation plan, a resume, and awards and accomplishments.
  - b. At the High School level (grades 9-12) students meet yearly with their School Counselor to establish Academic (Graduation Plan) and Career goals. Over the

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course of three years, students participate in Career, Education and Workplace lessons, creating artifacts that are stored in their electronic portfolio housed in Naviance. These artifacts include completing the AchieveWorks Learning & Productivity in 9th grade; AchieveWorks Personality in 10th grade; Career Interest Profiler and saving at least one college/technical school and one potential career in 11th grade. Students also have access to the College and Career Counselor to establish appropriate post-secondary educational goals.

### 3C Stakeholder Engagement in Areas in the Plan

10. Stakeholders: Describe under each stakeholder group how they ‘benefit’ from your program and how they help with the delivery of your program.
  - a. Students: Through their active engagement in the initiatives of the School Counseling Program, students develop the academic, emotional and social skills, and career awareness that will prepare them for their preferred post-secondary choices. Students learn to self-reflect, self-advocate to find appropriate resources, and to set goals for their future direction. Because students are the most important partner in the School Counseling Program, School Counselors listen to their input.
  - b. Parents: By helping their children set goals, make sound decisions, behave responsibly, and assume accountability for their actions, parents are supportive partners in achieving the mission and vision of the School Counseling Program. Parents who are engaged in the school lives of their children are deeply informed about the abilities and interests of their children and can assist them as they plan for the future.
  - c. Educators: Representatives from various postsecondary education providers will share current admission and career expectations in today’s changing market. Providers consult with School Counselors to discuss the importance of students learning soft skills such as interview skills, resume building, and academic planning. Post- Secondary representatives will collaborate with School Counselors to provide support for student learning necessary and access to programs.
  - d. Business and Community: By sharing resources and collaborating with School Counselors, business and community members assist in meeting the needs of students. Business, AW Beattie Career Training Center, college and community members serve on the School Counseling Advisory Council and assess the efficacy of the School Counseling Program. They provide input for improvement.
  - e. Colleges/Universities/Technical Schools/Military Recruiters: Representatives from various postsecondary education providers will share current admission and career expectations in today’s changing market. Providers consult with School

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Counselors to discuss the importance of students learning soft skills such as interview skills, resume building, and academic planning. Post-secondary representatives will collaborate with School Counselors to provide support for student learning necessary and access to programs.

- f. Students/Past Graduates: Through their active engagement in the initiatives of the School Counseling Program, students develop the academic, emotional and social skills, and career awareness that will prepare them for their preferred post-secondary choices. Students learn to self-reflect, self-advocate to find appropriate resources, and to set goals for their future direction. Because students are the most important partners in the School Counseling Program, School Counselors listen to their input.
- g. Community Agencies: Outside agencies consult with School Counselors to provide a broad continuum of services to meet student needs and remove barriers to learning.

### 11. K-12 Advisory Council:

- a. A School Counseling Advisory Council is a representative group of stakeholders to review and advise implementation of the school counseling program. The members of the council make recommendations based on community and student needs, make recommendations on the school counseling department's response to those needs, and advocate for and support the comprehensive school counseling program (adapted from ASCA materials). District materials including the comprehensive school counseling plan developed for Chapter 339 and our CEW lessons and approach to documentation, etc. will be presented for review. Counselors will present components of their work within the grade span of their building and stakeholders will review for additional needs and improvements to be made. This council should be focused solely on the work of the school counselors in the district and should encompass the three domains (academic, career, social/emotional), with specific focus on continuing to build community partners and enhancing the way CEW standards are met.
- b. PRSD School Counseling Advisory Council is comprised of teachers, counselors, administrators, career and technical staff, students, parents, and community partners (business and college/university). Meeting dates include:
  - i. [January 18, 2024](#)
  - ii. [May 9, 2024](#)
  - iii. [October 28, 2024](#)

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### 3D Career Pathway Awareness and Development Areas in the Plan

12. [Career and Postsecondary Resources](#): Resources supporting the Career Education and Work Standards and Career Pathways.

13. Career and Technology Center Strategies:

- a. Describe your activities, events, and interventions for increasing awareness among students, parents, and educators regarding your local Career and Technology Center. (Include these interventions in your curriculum action plan in Section 7 and stakeholder strategy charts in Section 10.)
  - i. [A.W. Beattie Awareness Video](#)
  - ii. [PRSD Student Video](#)
  - iii. [Career and Technical Center Awareness Action Plan](#)

The Beattie Awareness Committee includes counselors from all levels, central office administrators, and two school board members. The committee meets approximately three times per year and has created a number of publications to be made available to parents. The committee also has increased communication between the district and the Career and Technical Center (CTC).