

# Manheim Township School District

## Chapter 339/K-12 School Counseling Plan

*Our Mission: Nurture and challenge for success*



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## **1. School Counselors and Assignments: (Counselor to Students Ratio)**

### **K-4**

- Brecht Elementary
  - Francine Rickert, 1:282
- Bucher Elementary
  - Christina Ravert\*, 1:384 (\*School Psychologist)
- Neff Elementary
  - Barb Walker, 1:331
- Nitrauer Elementary
  - Missy Weaver, 1:502
- Reidenbaugh Elementary
  - Beth Lester, 1:412
- Schaeffer Elementary
  - Megan Bingham, 1:312

### **5-6**

- Landis Run Intermediate School
  - 5<sup>th</sup> Grade – Michelle Pollis, 1:442
  - 6<sup>th</sup> Grade – Jody White, 1:442

### **7-8**

- Manheim Township Middle School
  - 7<sup>th</sup> Grade – Kathryn O'Connor, 1:444
  - 8<sup>th</sup> Grade – Lauren Doyle, 1:464

### **9-12**

- Manheim Township High School
  - Linden Bates (A-Da Grades 9-12), 1:334
  - Alexandra Chitwood (Db-H Grades 9-12), 1:362
  - Mark Evans (I-M Grades 9-12), 1:372
  - Kara Rogers (N-Sh Grades 9-12, Life Skills students), 1:380
  - Michelle Stoudt (Si-Z Grades 9-12, Foreign Exchange Students, IB Students), 1:332
  - College and Career Counselor – Elizabeth Ziegler (all HS students)

## 2. Mission Statements:

### Manheim Township School District Mission Statement

Nurture and challenge for success.

### School Counseling Department Mission Statement

The mission of the School Counseling Department of Manheim Township School District is to provide a comprehensive program that addresses the lifelong development of the social/emotional, academic and career growth of each student. This dedicated, caring team is committed to providing equal access and equity to all students, and to provide them with the skills and tools necessary to succeed in life and to become productive members of society. This will be accomplished through partnerships with administrators, teachers, students, and their families, local businesses and agencies, and post secondary institutions.

3. **Program Goals:** Program goals for reach grade range were developed for all three domains – Academic, Career, Social/Emotional. Specific goals are provided for each level following the “SMART” format.

### Elementary School Counseling Program Goals

<b>Program Goal #1</b> Domain: <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Career <input type="checkbox"/> Social/Emotional  Decrease the number of students in grades K-6 with 10 or more absences by 3% from the 2015-2016 to the 2016-2017 school year.
<b>Program Goal #2</b> Domain: <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Career <input type="checkbox"/> Social/Emotional  By the end of the career lesson(s), 75% of students in grade 5 will be able to link their spark to possible careers.

Program Goal # 1 – SMART GOAL

<b>Specific Issue</b> What is the specific issue based on your schools' data?	Regular attendance in school is critical to maximize a student's educational performance. Inconsistent attendance limits student achievement and opportunities for academic growth. In the year 2015-2016, X students in grades K-6 were absent for school 10 or more days.
<b>Measurable</b> How will we measure the effectiveness of our interventions?	The attendance data for student in grade K-6, from the 2015-2016 school year will be compared with the attendance data for students in grades K-6 in the 2016-2017 school year.
<b>Attainable</b> What outcome would stretch us but is still attainable?	The number of students with 10 or more absences will decrease by 3% as a result of increased communication with parents and students who have 10 or more absences from the 2015-2016 school year.
<b>Results Oriented</b> Is the goal reported in results oriented data (process, perception and outcome?)	<p>Compare attendance data from the 2015-2016 to the 2016-2017 school year.</p> <p>Process-Number of students in grades K-6 with 10 or more absences.</p> <p>Perception-Pre/Post test surveying knowledge, beliefs, and attitudes about school attendance.</p> <p>Outcome-Number of students in grades K-6 with 10 or more absences will decrease by 3% from 2015-2016 to 2016-2017 school year.</p>
<b>Time Bound</b> When will our goal be accomplished?	The data will be collected and compared to the previous year's data in June of the 2016-2017 school year.

Program Goal #2 – SMART Goal

<b>Specific Issue</b> What is the specific issue based on your schools' data?	Elementary students have a limited awareness of educational and career opportunities. Career lessons will expose students to a wide range of career options and help students make connections to identify their interests (their "spark(s)"). Lessons will include how their goals and current education decisions will affect their future.
<b>Measurable</b> How will we measure the effectiveness of our interventions?	The effectiveness of the intervention will be measured by the student's ability to identify three personal and/or career interests.
<b>Attainable</b> What outcome would stretch us but is still attainable?	75% of students in grade 6 will demonstrate an increased awareness of educational and career opportunities. Following career awareness lesson(s) students will be able to identify three personal and/or career interests.
<b>Results Oriented</b> Is the goal reported in results oriented data (process, perception and outcome?)	<p>Process-All students in grade K-6 will participate in career awareness lessons.</p> <p>Perception-Pre/Post test surveying knowledge, beliefs, and attitudes about post-secondary education and careers.</p> <p>Outcome-Based on the survey data, 75% students in grade 5 who participate in career awareness lessons will be able to identify three personal and/or career interests.</p>
<b>Time Bound</b> When will our goal be accomplished?	The goal will be accomplished by the end of the 5 <sup>th</sup> grade career awareness lesson(s).

## Middle School Counseling Program Goals

<p><b>Program Goal #1</b> Domain: <input checked="" type="checkbox"/> Academic <input checked="" type="checkbox"/> Career <input type="checkbox"/> Social/Emotional</p> <p>To start during the 16-17 school year, each student will create an academic/career plan by the end of their 8<sup>th</sup> grade year to be included in their cumulative file.</p>
<p><b>Program Goal # 2</b> Domain: <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Career <input checked="" type="checkbox"/> Social/Emotional</p> <p>For the 16-17 school year, counselors will visit each team by the end of September to present an introductory lesson to set a plan for the school year and how they can access their school counselor. Pre- and post-tests will be administered at the beginning and end of year to assess students' awareness of how their counselor can support them.</p>

### Program Goal # 1 – SMART GOAL

<p><b>Specific Issue</b> What is the specific issue based on your schools' data?</p>	<p>Under the requirements of the Chapter 339 Plan, every 8<sup>th</sup> grade student must have an academic/career plan developed by the end of their 8<sup>th</sup> grade year. Currently, our 8<sup>th</sup> grade students do not have anything written down that follows with them to the high school regarding their future planning/plans.</p>
<p><b>Measurable</b> How will we measure the effectiveness of our interventions?</p>	<p>Through a review of student cumulative files, each student will have a plan that will be placed there.</p>
<p><b>Attainable</b> What outcome would stretch us but is still attainable?</p>	<p>By the end of the 16-17 school year, every 8<sup>th</sup> grader will have a plan created.</p>
<p><b>Results Oriented</b> Is the goal reported in results oriented data (process, perception and outcome?)</p>	<p>Process: All 8<sup>th</sup> grade students will participate in two career lessons during the 8<sup>th</sup> grade year, utilizing the Career Cruising program. Perception: All 8<sup>th</sup> grade students will complete a survey regarding their feelings and confidence level regarding their plan for future academic and career plans. Outcome: By the end of the 16-17 school year, every student will have a plan created in his/her cumulative file.</p>

<b>Time Bound</b> When will our goal be accomplished?	End of 16-17 school year
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Program Goal #2 – SMART Goal

<b>Specific Issue</b> What is the specific issue based on your schools' data?	When students transition to the middle school, they are confronted with new environment, with a new building, new teachers, new counselor, etc. Students have reported that they are not aware how they can see the counselor, what they can share with the counselor, and where the counseling office is located. Counselors transition with students from 7 <sup>th</sup> to 8 <sup>th</sup> grade, so it is important for them to understand how they can utilize the support of their counselor.
<b>Measurable</b> How will we measure the effectiveness of our interventions?	Utilizing a pre- and post-test, students will show an understanding of how their counselor can support them throughout their middle school career.
<b>Attainable</b> What outcome would stretch us but is still attainable?	90% of students will be able to identify how they can access their counselor, where the counseling office is located, and how the counselor can support them
<b>Results Oriented</b> Is the goal reported in results oriented data (process, perception and outcome?)	Process: Counselor will arrange a time with each team to meet with students during either their social studies or science class Perception: All students will take a pre- and post-test to assess their understanding of who their counselor is, where their counselor is located, and how their counselor can support them throughout the year. Outcome: Pre- and post-surveys completed by every student.
<b>Time Bound</b> When will our goal be accomplished?	End of 16-17 school year

## High School Counseling Program Goals

<p><b>Program Goal # 1</b> Domain:   ___Academic   _X_Career   ___Social/Emotional</p> <p>Increase the number of 9<sup>th</sup> grade students that complete the Career Cluster Finder by 10% from 2015-16 to 2016-2017</p>
<p><b>Program Goal # 2</b> Domain:   ___Academic   _X_Career   ___Social/Emotional</p> <p>By the end of the 2016-17 school year 90% of 10<sup>th</sup> grade students will complete the Do What You Are Personality Assessment.</p>

### Program Goal # 1 – SMART GOAL

<p><b>Specific Issue</b> What is the specific issue based on your schools' data?</p>	<p>As per PA Code Chapter 339, all students must develop a Career portfolio. 9<sup>th</sup> graders will be unfamiliar with the Naviance resources as it is their first experience with the program.</p>
<p><b>Measurable</b> How will we measure the effectiveness of our interventions?</p>	<p>During the 2016-2017 school year, all 9<sup>th</sup> grade students will have the opportunity to participate in a Naviance orientation lesson. We will compare the number of students that completed the career cluster assignment in 2016-2017 to the number of 9<sup>th</sup> graders that complete the assignment in 2015-2016.</p>
<p><b>Attainable</b> What outcome would stretch us but is still attainable?</p>	<p>During the 2016-2017 school year our interventions will be designed to increase the number of students who complete the career cluster survey activity. The students that complete the career cluster survey will increase by 10%.</p>
<p><b>Results Oriented</b> Is the goal reported in results oriented data (process, perception and outcome?)</p>	<p><b>Process</b> – All 9<sup>th</sup> grade students in all Social Studies classes will have the opportunity to participate in a Naviance Orientation lesson.</p> <p><b>Perception</b> – All 9<sup>th</sup> grade students will take a pre-post survey that measures their beliefs and attitudes toward career and post-secondary planning.</p> <p><b>Outcome</b> – 2015-2016 (9<sup>th</sup> graders) Career Cluster Completion assignment percentage will be compared to the 2016-2017 (9<sup>th</sup> grade) students career cluster assignment completion.</p>



<b>Time Bound</b> When will our goal be accomplished?	Measurement of the perception data will occur in September and April of the 2016-2017 school year.
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Program Goal # 2 – SMART GOAL

<b>Specific Issue</b> What is the specific issue based on your schools' data?	Students lack an understanding of self and how it might impact their career choices.
<b>Measurable</b> How will we measure the effectiveness of our interventions?	During the 2016-2017 school year, all 10th grade students will have the opportunity to complete the Do What You Are Personality Type Assessment.  The measurable outcome is: 90% of 10 <sup>th</sup> grade students will complete the assessment and reflect on how it might impact their future career choices.
<b>Attainable</b> What outcome would stretch us but is still attainable?	Students will be able to identify their strengths as related to their career goals.
<b>Results Oriented</b> Is the goal reported in results oriented data (process, perception and outcome?)	<b>Process</b> – All tenth grade students in all Social Studies 10 classes will have the opportunity to participate in the Do What You Are Personality Assessment.  <b>Perception</b> – All 10th grade students will complete a survey to reflect on their beliefs and attitudes.  <b>Outcome</b> – 2016-17 completion of the assessment and survey.
<b>Time Bound</b> When will our goal be accomplished?	Measurement of the perception data will occur during the 2016-2017 school year.

#### **4. Stakeholders:**

- **Students**

Manheim Township School District students will acquire the knowledge and skills necessary to understand the importance of planning for their futures. Through individual and small group counseling, developmental classroom lessons, and partnerships with educators, parents, community members and local businesses, and post-secondary institutions, students will gain knowledge in career and post-secondary planning and develop the interpersonal, social and employability skills, as well as a strong work ethic, necessary to become productive members in society. Students will become flexible life-long learners able to adapt and succeed in a rapidly changing global economy.

Students will contribute to the program by assisting their peers through tutoring and mentoring programs. Students will serve on the advisory council and provide feedback regarding the design and implementation of our K-12 comprehensive program.

- **Parents**

Parents within our school community will benefit from our K-12 Comprehensive School Counseling Program by understanding how to fully access their child's educational opportunities in the following areas: social/emotional, academic and career development. Parents will be able to use this information to help guide their child to customize an individualized educational, post-secondary and career plan, while seeking to help their child reach their full potential.

Parents will help deliver our comprehensive program by becoming active in their child's educational opportunities. Parents will engage in a partnership with educators and counselors to re-enforce key concepts, assist in career development and post-secondary planning, and promote the attitudes and behaviors to be a productive member of society. Parents will have representation on our advisory committee helping to guide our program in a meaningful way.

- **Educators**

A Comprehensive K-12 School Counseling program facilitates educational programs by focusing on the whole student. This includes, but is not limited to the social/emotional, academic and career development of students. A well-rounded student is a more productive learner who understands the value and purpose of their education. Educators will also benefit from an expanded knowledge base of career and post-secondary options available to all students. By partnering with educators we will all be in the position to facilitate personal and educational growth in unique and significant ways for all students. This will foster the development of positive relationships among students, counselors and educators.

Educators are leaders for their students and will infuse career education and work standards within their daily classroom curriculum and discussions with students. As a result, they can engage students as educators and mentors to provide social/emotional growth and life options. Educators draw relevance to the curriculum for students to enhance their understanding of the skills necessary to

compete confidently as 21<sup>st</sup> century learners and become productive contributors to society.

- **Business/Community**

Local businesses and the community look to the schools to provide a well-prepared and educated workforce of involved citizens. Our K-12 counseling program fosters well-rounded individuals who are life-long learners prepared to adapt to the changing needs of the 21<sup>st</sup> century workforce. The community will benefit from the service learning of students.

Local businesses will assist the schools by providing opportunities for career and self-awareness, mentoring, job shadowing, internships and employment opportunities for students. Local service organizations such as Junior Achievement, Kiwanis Club, Rotary Club, Lions Club, etc. provide educational tools to build hard and soft skills to strengthen employability skills for the future. Business representatives will serve on our advisory committee, and will partner with educators to understand the needs of the local workforce.

- **Post-Secondary**

Post-secondary institutions will benefit from our K-12 counseling program through the enrollment of students who are college and career ready. The students will be informed about their post-secondary career options and will be confident in their decision-making. Students will be skilled in the areas of effective study strategies, time management, and stress management. Students will also have developed strong professional and communication skills and will have an awareness of their ability to effectively participate at the post-secondary level. Through participation in programs such as, dual enrollment, Career and Technology Centers, Advanced Placement and International Baccalaureate programs, these institutions will enroll students prepared for the rigor of post-secondary studies.

Post-secondary institutions will assist in the delivery of our K-12 counseling program through planning and participation in career/college fairs, college/military visits, dual enrollment programs, and presentations at all levels to inform students of their options after high school. Post-secondary representatives will assist students and parents in their understanding of admission procedures, requirements, and financial aid opportunities for enrollment in their institutions.

## **5. Role of the School Counselor:**

### **A. Leader**

School counselors serve on various committees and boards to have a presence and a voice to advocate for the academic, career and social/emotional needs of all students.

Committee/Board Members: SAP District Council, IU Flight Team, Wellness Committee, Truancy Committee, Curriculum Committee, Induction Committee, Incident Command Team, Building Council, School-wide Positive Behavior Support Team, Kindergarten Transition Team, Comprehensive K-12 Plan, Aevium, Extra-curricular activities

### **B. Advocate**

Advocate for all students to have equitable access to the educational opportunities that best meet students' needs and remove barriers to learning.

Examples: Student Assistance Program, Pupil Service Team, 504 case manager, Individualized Education Plan meetings, Multi-Disciplinary Evaluation meetings, Student Transitional Education Program, Alternative Education Programs, Emotional Support Programs, parent teacher conferences, transition teams, referrals to outside agencies, individual counseling, small group counseling, classroom lessons

### **C. Collaborator**

K-12 school counselors collaborate with a broad group of stakeholders to provide appropriate services and resources for students.

Including but not limited to: students, parents, teachers, school nurses, psychologists, social worker, school resource officer, law enforcement, Parent Teacher Organization, Principals Advisory Council, administrators, community and business leaders, outside agencies, transition teams, school-based counseling, post-secondary institutions, military representatives, etc.

### **D. Agent of Systemic Change**

School counselors influence district decision making through participation on various committees that guide the future of the district. They analyze data in order to advocate for students and programming within their school.

Examples: High school counselors advocated to adopt changes in math graduation

requirements to allow students to pursue appropriate career pathways, including attendance at the CTC, dual enrollment, and ensure successful performance on the Keystone exams; Development of 339 Plan, Student Assistance Program, Placement and scheduling of students, Advocate for changes, enhancements, and additions to core courses and elective offerings, Strategic Planning Committee, Calendar Committee, Professional Development Committee, Building Leadership Team, Incident Command Team, referrals to outside agencies, etc.

**6. Advisory Council-** Provide a list of 20-25 individual from the five Stakeholder Groups (4-6 from each). Provide two meeting dates per year.

- Students
- Parent/Guardians
  - Elementary: Perseus Gross
  - LRIS: Andrew Godfrey
  - Middle: Jo Ann Moldenhauer
  - High: Elizabeth Crespo
- Educators/Administrators
  - Elementary: Jen McMullen
  - LRIS: Alison Illig
  - Middle: Allison Smith
  - High: Heather Noll
  - DO: Dr. Robin Felty
  - Jason Hoffman
  - Jessica O’Gorman
  - School board: Nate Geesey
  - Principals: Dave Rilatt, Wendy Hancock
- Business/Community Members
  - Representative Steven Mentzer
  - Dave Lester
  - Tom Baldrige
- Postsecondary Representatives
  - Lori Grove (Thaddeus Stevens)
  - Michael Curley (former Director of CTC)

Meeting dates:

November 9, 2016

March (or April... depending on PSSA schedule) 2017 (anticipated)

- 7. Program Calendar:** Monthly programming calendars were created for each level of the K-12 Counseling Program. The calendar details activities for each domain – academic, career, and social/emotional. (See Program Delivery)
- 8. Program Delivery:** The program curriculum provides developmentally comprehensive guidance program content in a systematic way to all students (K-12), addressing school and student needs through academic and career plans.

## Elementary School Counseling Calendar

<u><b>July</b></u>	<u><b>January</b></u>
Academic:	Academic:
Career:	Career:
Social/Emotional:	Social/Emotional: Pro-social skills lessons: Such as bullying/Compassion
<u><b>August</b></u>	<u><b>February</b></u>
Academic: Open House/New Family Welcome Share student cumulative records with new grade/teacher; review new student records	Academic: Universal Gifted screening grade 1 Open House
Career:	Career:
Social/Emotional:	Social/Emotional: Pro-social skills lessons: Bullying/Emotion Management National School Counselor Week
<u><b>September</b></u>	<u><b>March</b></u>
Academic: Back to School Night	Academic:
Career:	Career:
Social/Emotional: Introduction to the Counselor lesson Introduction to School-Wide Positive Behavior Support Plan	Social/Emotional: Pro-social skills lessons: Bullying/Emotion Management
<u><b>October</b></u>	<u><b>April</b></u>
Academic:	Academic: PSSA monitoring
Career:	Career:
Social/Emotional: Red Ribbon Week Activities Pro-social skills lessons: Bullying Lesson: What is Bullying	Social/Emotional: Pro-social skills lessons: Bullying/Problem-Solving

<u>November</u>	<u>May</u>
Academic: Parent teacher conferences	Academic: Transition and prep for LRIS meetings Organize outgoing 4 <sup>th</sup> grade files and transition to 4 <sup>th</sup> grade counselor 4 <sup>th</sup> grade orientation to LRIS
Career:	Career:
Social/Emotional: Coordinate Holiday Giving Pro-social skills lessons: Such as Bullying Lesson: How to be an Upstander	Social/Emotional: Pro-social skills lessons: Bullying/Problem-Solving
<u>December</u>	<u>June</u>
Academic: Universal Gifted screening grade 3	Academic:
Career:	Career:
Social/Emotional: Pro-social skills lessons: Such as Bullying/Empathy	Social/Emotional:

### Ongoing Monthly Counseling Activities

Activities or responsibilities performed over time, related to counselor role, as recommended by ASCA.

<b>Counselor Related</b>	<b>Non Counselor Related</b>
Power Pack Project	Fair share: dismissal and arrival duty
Gifted screening referrals	Pupil Service Team Facilitator/Coordinator
Small Group Counseling (Anxiety, Family changes, Social and Emotional Learning, Self-Regulation, Skills for Learning, Social Skills, Study skills, etc.)	Pre-Service Meetings for Wrap Around Services
School-Based Counseling	Staff Development/Faculty meetings
Parent-Teacher Consultations	Concussion Management
Student referrals/1:1 Counseling Services	Safety drill duties
MDE, IEP Meetings	PTO events
Responding to Emails and Phone calls	PTO meetings
Peer Mediations	SSI disability paperwork
Responsive Services (supporting students with discipline concerns)	Cafeteria Duty

New Family Tours/Meetings	Classroom coverage for substitute shortage
Release forms and paperwork tracking	
Student Observations	
Member of the Incident Command Team	
Member of the county Flight Team	
Members of various district level committees (Transition, Truancy, Chapter 339, etc.)	
Outside Agency Contact Referrals	
Behavior Support Plans	
504 Plans	
Lesson Prep	
Lunch Bunch Groups	
Student Attendance Improvement Plans	



## Elementary School Counseling Program Delivery System

<b>Guidance Curriculum</b> Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.	<b>Prevention, Intervention and Responsive Services</b> Addresses school and student needs.	<b>Individual Student Planning</b> Assists students and parents in development of academic and career plans.	<b>System Support</b> Includes program, staff and school support activities and services.
<b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.	<b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals.	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	<b>Purpose</b> Program delivery and support.
<b>Academic</b>	<b>Academic</b> Parent teacher conferences  Parent-Teacher Consultations  Student referrals/1:1 Counseling Services  Responding to Emails and Phone calls  Release forms and paperwork tracking  Outside Agency Contact Referrals  504 Plans	<b>Academic</b> Universal Gifted screening grade 1  Universal Gifted screening grade 3  PSSA monitoring  Transition and prep for LRIS meetings  Gifted screening referrals  MDE, IEP Meetings  New Family Tours/Meetings  Student Observations  4 <sup>th</sup> grade orientation to LRIS  Student Attendance Improvement Plans	<b>Counselor Related</b> Open House/New Family Welcome  National School Counselor Week  Back to School Night  Introduction to School-Wide Positive Behavior Support Plan  Member of the Incident Command Team  Member of the county Flight Team  Members of various district level committees (Transition, Truancy, Chapter 339, etc.)  Lesson Prep  Share student cumulative records with new grade/teacher; review new student records Organize outgoing 4 <sup>th</sup> grade files and transition to 4 <sup>th</sup> grade counselor

Career	Career	Career	Non-Counselor Related
			<p>Fair share: dismissal and arrival duty</p> <p>Pupil Service Team Facilitator/Coordinator</p> <p>Pre-Service Meetings for Wrap Around Services</p> <p>Staff Development/Faculty Meetings</p> <p>Concussion Management</p> <p>Safety drill duties</p> <p>PTO events</p> <p>PTO meetings</p> <p>Safety Patrol Advisor</p> <p>SSI disability paperwork</p>
<p><b>Personal/Social</b></p> <p>Pro-social skills lessons: Such as Bullying Compassion, Empathy, Emotion Management, Problem-Solving</p> <p>Introduction to the Counselor lesson</p>	<p><b>Personal/Social</b></p> <p>Red Ribbon Week Activities</p> <p>Coordinate Holiday Giving</p> <p>Power Pack Project</p> <p>Small Group Counseling (Anxiety, Family changes, Social and Emotional Learning, Self-Regulation, Skills for Learning, Social Skills, Study skills, etc.)</p> <p>Parent-Teacher Consultations</p> <p>Responding to Emails and Phone calls</p> <p>Student referrals/1:1 Counseling Services</p>	<p><b>Personal/Social</b></p> <p>School-Based Counseling</p> <p>New Family Tours/Meetings</p>	

	<p>Peer Mediations</p> <p>Responsive Services (supporting students with discipline concerns)</p> <p>Release forms and paperwork tracking</p> <p>Outside Agency Contact Referrals</p> <p>Behavior Support Plans</p> <p>504 Plans</p>		
<b>Percentage of Time</b>	<b>Percentage of Time</b>	<b>Percentage of Time</b>	<b>Percentage of Time</b>

## Landis Run Intermediate School Counseling Calendar

<u><b>July</b></u>	<u><b>January</b></u>
Academic:	Academic: 5 <sup>th</sup> grade Universal Gifted Screening
Career:	Career:
Social/Emotional:	Social/Emotional: Don't Pop Your Cork! Changing Families Girls Only! – ProSocial Skills Boys Support Groups Code M (Military) Good Grief  Classroom Bullying Lessons
<u><b>August</b></u>	<u><b>February</b></u>
Academic: Parent Orientation Meeting (for New Students)  Read/Organize Files for incoming 5 <sup>th</sup> Grade students – Share pertinent information at first Team Meetings of the year	Academic: Spring Open House
Career:	Career: Career Cruising Lessons
Social/Emotional:	Social/Emotional: Don't Pop Your Cork! Changing Families Girls Only! – ProSocial Skills Boys Support Groups Code M (Military) Good Grief  National School Counseling Week
<u><b>September</b></u>	<u><b>March</b></u>
Academic: Back To School Night	Academic:
Career:	Career:
Social/Emotional: Counselor Introductory Lessons – Classroom PowerPack Program Setup	Social/Emotional: Don't Pop Your Cork! Changing Families Girls Only! – ProSocial Skills

Schedule/Identify School Based Counseling Students	Boys Support Groups Code M (Military) Good Grief
<b><u>October</u></b>	<b><u>April</u></b>
Academic: Identify HOPS Students	Academic: PSSAs – Dispersement/Delivery/Make-Ups  Transition Meetings/Orientations – Grade 4-5 and Grade 6-7
Career: 5th Grade BizTown Interviews	Career:
Social/Emotional: Support Groups Start: Don't Pop Your Cork! Changing Families Girls Only! Boys Support Groups Code M (Military) Good Grief  Red Ribbon Week Activities  Initiate/Coordinate Family Holiday Help	Social/Emotional: Don't Pop Your Cork! Changing Families Girls Only! – ProSocial Skills Boys Support Groups Code M (Military) Good Grief
<b><u>November</u></b>	<b><u>May</u></b>
Academic: Attend P/T Conferences, as needed HOPS Program	Academic: Transition Meetings/Orientations – Grade 4-5 and Grade 6-7  Parent Orientation Evening
Career:	Career:
Social/Emotional: Support Groups: Don't Pop Your Cork! Changing Families Girls Only! – ProSocial Skills Boys Support Groups Code M (Military) Good Grief	Social/Emotional: Don't Pop Your Cork! Changing Families Girls Only! – ProSocial Skills Boys Support Groups Code M (Military) Good Grief

Initiate/Coordinate Family Holiday Help	
<b><u>December</u></b>	<b><u>June</u></b>
Academic: 5 <sup>th</sup> grade Universal Gifted Screening	Academic: Transition Meetings/Orientations – Grade 4-5 and Grade 6-7  PST – Determine Promotional/Retention Students.
Career:	Career:
Social/Emotional: Initiate/Coordinate Family Holiday Help  Support Groups: Don't Pop Your Cork! Changing Families Girls Only! – ProSocial Skills Boys Support Groups Code M (Military) Good Grief	Social/Emotional:

### Ongoing Monthly Counseling Activities

Activities or responsibilities performed over time, related to counselor role, as recommended by ASCA.

Counselor Related	Non Counselor Related
Support Groups	PowerPack Program Coordination
Weekly Team Meetings With Teachers	Building Council Meetings
SAP Coordination	PST Meeting Facilitator/Execution
Initiate Attend Parent/Teacher Conferences	AM/PM Bus/Hallway Duties
Contact with Outside Service Providers	Pre-Service Meetings With TSSes
Suicide/Risk Assessments	Faculty Meetings
Participate in IEP Meetings	
Emails/Phone Calls with parents/faculty/outside service providers	Incident Command Meetings
Peer Mediations	Fire Drill/Safety Drill Duties
Responsive Services – supporting administrators/student discipline concerns	PTO Fun Nights
1:1 Counseling Services	SSI Disability Paperwork
Test/schedule/Coordinate New Students	

B.O.S.S. Observations/Summary Reports	
Chapter 339 Planning Committee	
Student Success Plans – Write/Coordinate	
On-going Gifted Referral Screenings	
504 Meeting Planning/Facilitator	
Origami Lunches	
Organize Files to send to MS	
SAIP Mtg. Participation	
Development of Individual Student Schedules/Placements	

## Landis Run School Counseling Program Delivery System

<b>Guidance Curriculum</b> Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.	<b>Prevention, Intervention and Responsive Services</b> Addresses school and student needs.	<b>Individual Student Planning</b> Assists students and parents in development of academic and career plans.	<b>System Support</b> Includes program, staff and school support activities and services.
<b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.	<b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals.	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	<b>Purpose</b> Program delivery and support.
<b>Academic</b>	<b>Academic</b> Attend P/T Conferences, as needed	<b>Academic</b> Read/Organize Files for incoming 5 <sup>th</sup> Grade students – Share pertinent information at first Team Meetings of the year  Identify HOPS Students  HOPS Program  5 <sup>th</sup> grade Universal Gifted Screening  PSSAs – Dispersement/Delivery/Make-Ups	<b>Counselor Related</b> Back To School Night  Spring Open House  Parent Orientation Evening

		<p>Transition Meetings/Orientations – Grade 4-5 and Grade 6-7</p> <p>PST – Determine Promotional/Retention</p> <p>SAIP Mtg. Participation</p>	
<p><b>Career</b></p> <p>Career Cruising Lessons</p>	<p><b>Career</b></p>	<p><b>Career</b></p> <p>5th Grade BizTown Interviews</p> <p>Development of Individual Student Schedules/Placements</p>	<p><b>Non-Counselor Related</b></p>
<p><b>Personal/Social</b></p> <p>Classroom Bullying Lessons</p> <p>Counselor Introductory Lessons – Classroom PowerPack Program Setup</p>	<p><b>Personal/Social</b></p> <p>Weekly Team Meetings With Teachers</p> <p>SAP Coordination</p> <p>Initiate Attend Parent/Teacher Conferences</p> <p>Contact with Outside Service Providers</p> <p>Emails/Phone Calls with parents/ faculty/outside service providers</p> <p>Peer Mediations</p> <p>Responsive Services – supporting administrators/student discipline concerns</p> <p>Chapter 339 Planning Committee</p> <p>Student Success Plans – Write/Coordinate</p> <p>504 Meeting</p>	<p><b>Personal/Social</b></p>	<p>Parent Orientation Meeting (for New Students)</p> <p>National School Counseling Week</p> <p>Origami Lunches</p> <p>Organize Files to send to MS</p>



	Planning/Facilitator		
Percentage of Time	Percentage of Time	Percentage of Time	Percentage of Time

## Middle School Counseling Calendar

<u>July</u>	<u>January</u>
Academic:	Academic: 2 <sup>nd</sup> marking period grade review  Meet with students individually to review grades/progress  8 <sup>th</sup> grade teacher course recommendations  8 <sup>th</sup> grade parent night reviewing 9 <sup>th</sup> grade course selection
Career:	Career: Initiate Career Day contacts
Social/Emotional:	Social/Emotional:
<u>August</u>	<u>February</u>
Academic: Parent Orientation Meeting (for New Students)  Read/Organize Files for incoming 7 <sup>th</sup> Grade students – Share pertinent information at first Team Meetings of the year  Schedule new students	Academic: Spring Open House  8 <sup>th</sup> grade Parent Night re: 9 <sup>th</sup> grade course selection  8 <sup>th</sup> grade student presentation re: 9 <sup>th</sup> grade course selection 8 <sup>th</sup> grade course selection for 9 <sup>th</sup> grade  PTO presentation re: 9 <sup>th</sup> grade course selection
Career:	Career: Career Cruising Lessons
Social/Emotional:	Social/Emotional:  National School Counseling Week

<b><u>September</u></b>	<b><u>March</u></b>
Academic: <b>Back To School Night</b>	Academic: 3 <sup>rd</sup> marking period interim review
7 <sup>th</sup> grade – Review math students' placement; change schedules	Meet with students individually to review grades/progress
Career: <b>Obtain volunteers for Career Day</b>	Career: Career Cruising
Social/Emotional: Counselor Introductory Lessons – Classroom PowerPack Program Setup  (Schedule/Identify School Based Counseling Students)	Social/Emotional:
<b><u>October</u></b>	<b><u>April</u></b>
Academic: Identify HOPS Students	Academic: PSSAs – Extended time and make-ups
Review world language placement for 7 <sup>th</sup> grade students; change schedules	3 <sup>rd</sup> marking period grade review
Interim review	Failure meetings – Individual contracts created
8 <sup>th</sup> grade visits to CTC campuses	9 <sup>th</sup> grade schedule conflicts reviewed/corrected
Career: 1 <sup>st</sup> career lessons	Career: Career Day
	8 <sup>th</sup> grade visits to CTC campuses
Social/Emotional: Red Ribbon Week Activities  Initiate/Coordinate Family Holiday Help	Social/Emotional:
<b><u>November</u></b>	<b><u>May</u></b>

<p>Academic: Review of 1<sup>st</sup> marking period grades</p> <p>Attend P/T Conferences, as needed</p> <p>HOPS Program</p>	<p>Academic: Keystone testing extended time/make-up</p> <p>6<sup>th</sup> grade orientation – visit to LRIS; visit to Middle School</p> <p>Transition meetings with counselors– 6<sup>th</sup> to 7<sup>th</sup>; 8<sup>th</sup> to 9<sup>th</sup></p> <p>Grade review</p> <p>Potential failure meetings</p> <p>9<sup>th</sup> grade schedule distribution 9<sup>th</sup> grade schedule drop/add period</p>
Career:	Career:
<p>Social/Emotional: Initiate/Coordinate Family Holiday Help</p>	<p>Social/Emotional: Transition meetings with counselors– 6<sup>th</sup> to 7<sup>th</sup>; 8<sup>th</sup> to 9<sup>th</sup></p> <p>Grade level field trips - chaperones</p>
<b><u>December</u></b>	<b><u>June</u></b>
<p>Academic: 2<sup>nd</sup> marking period interim grade review</p> <p>Meet with students individually to review grades/progress</p>	<p>Academic: Failure meetings/Notification of parents</p> <p>PST – Determine Promotional/Retention Students.</p> <p>Teaming for the following year Grade level awards' assemblies</p>
<p>Career: Career Cruising Lessons</p>	Career:
<p>Social/Emotional: Initiate/Coordinate Family Holiday Help</p>	<p>Social/Emotional: 8<sup>th</sup> grade picnic</p>

## Ongoing Monthly Counseling Activities

Activities or responsibilities performed over time, related to counselor role, as recommended by ASCA.

Counselor Related	Non Counselor Related (list amount of time)
Support Groups	PowerPack Program Coordination (3hrs/month)
Weekly Team Meetings With Teachers	Building Council Meetings (2hrs/month)
SAP Team member	Preparation of new student files (3hrs/month)
Initiate Attend Parent/Teacher Conferences	AM/PM Bus/Hallway Duties (30 min/day)
Contact with Outside Service Providers	Send records for withdrawn students (3hrs/month)
Suicide/Risk Assessments	Faculty Meetings (1hr/month)
Participate in IEP Meetings	Delete withdrawn students' schedules; communicate withdrawals to district office (2hrs/month)
Emails/Phone Calls with parents/faculty/outside service providers	Incident Command Meetings (1hr/month)
Peer Mediations	Fire Drill/Safety Drill Duties (1 hr/month)
Responsive Services – supporting administrators/student discipline concerns	SSI Disability Paperwork (1 hr/month)
1:1 Counseling Services	
Test/schedule/Coordinate New Students	
B.O.S.S. Observations/Summary Reports	
Chapter 339 Planning Committee	
Failure contracts	
On-going Gifted Referral Screenings	
504 Meeting Planning/Facilitator	
Positive Behavior Support Plans	
Organize Files to send to HS	
SAIP Mtg. Participation	
Development of Individual Student Schedules/Placements	
PST member	

## Middle School Counseling Program Delivery System

<b>Guidance Curriculum</b> Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.	<b>Prevention, Intervention and Responsive Services</b> Addresses school and student needs.	<b>Individual Student Planning</b> Assists students and parents in development of academic and career plans.	<b>System Support</b> Includes program, staff and school support activities and services.
<b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.	<b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals.	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	<b>Purpose</b> Program delivery and support.
<b>Academic</b>  8 <sup>th</sup> grade student presentation re: 9 <sup>th</sup> grade course selection 8 <sup>th</sup> grade course selection for 9 <sup>th</sup> grade  9 <sup>th</sup> grade schedule distribution  6 <sup>th</sup> grade orientation – visit to LRIS; visit to Middle School	<b>Academic</b>  Marking period grade reviews  Schedule/Identify School Based Counseling Students  Initiate/Coordinate Family Holiday Help  9 <sup>th</sup> grade schedule conflicts reviewed/corrected  9 <sup>th</sup> grade schedule drop/add period  HOPS Program  Attend P/T Conferences, as needed  Failure	<b>Academic</b> Meet with students individually to review grades/progress  Read/Organize Files for incoming 7 <sup>th</sup> Grade students – Share pertinent information at first Team Meetings of the year  Schedule new students  7 <sup>th</sup> grade – Review math students' placement; change schedules  Meet with students individually to review grades/progress  Identify HOPS Students  Review world language placement for 7 <sup>th</sup> grade	<b>Counselor Related</b> Parent Orientation Meeting (for New Students)  8 <sup>th</sup> grade teacher course recommendations  8 <sup>th</sup> grade parent night reviewing 9 <sup>th</sup> grade course selection  Initiate Career Day contacts  Spring Open House  8 <sup>th</sup> grade Parent Night re: 9 <sup>th</sup> grade course selection  PTO presentation re: 9 <sup>th</sup> grade course selection

	meetings/Notification of parents	<p>students; change schedules</p> <p>Interim review</p> <p>Failure meetings – Individual contracts created</p> <p>PSSAs – Extended time and make-ups</p> <p>Keystone testing extended time/make-up</p> <p>Participate in IEP Meetings</p> <p>Test/schedule/Coordinate New Students</p> <p>Failure contracts</p> <p>On-going Gifted Referral Screenings</p> <p>Development of Individual Student Schedules/Placements</p>	<p>Back To School Night</p> <p>Obtain volunteers for Career Day</p> <p>Transition meetings with counselors– 6<sup>th</sup> to 7<sup>th</sup>; 8<sup>th</sup> to 9<sup>th</sup></p> <p>PST – Determine Promotional/Retention Students.</p> <p>Teaming for the following year</p> <p>Weekly Team Meetings With Teachers</p> <p>SAP Team member</p> <p>Initiate Attend Parent/Teacher Conferences</p> <p>Contact with Outside Service Providers</p> <p>Emails/Phone Calls with parents/faculty/outside service providers</p> <p>Chapter 339 Planning Committee</p> <p>504 Meeting Planning/Facilitator</p> <p>Positive Behavior Support Plans</p> <p>Organize Files to send to HS</p>
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			PST member
<b>Career</b> Career Cruising Lessons 8 <sup>th</sup> grade visits to CTC campuses Career Day	<b>Career</b>	<b>Career</b>	<b>Non-Counselor Related</b> PowerPack Program Coordination (3hrs/month) Building Council Meetings (2hrs/month) Preparation of new student files (3hrs/month) AM/PM Bus/Hallway Duties (30 min/day) Send records for withdrawn students (3hrs/month) Faculty Meetings (1hr/month) Delete withdrawn students' schedules; communicate withdrawals to district office (2hrs/month) Incident Command Meetings (1hr/month) Fire Drill/Safety Drill Duties (1 hr/month) SSI Disability Paperwork (1 hr/month)
<b>Personal/Social</b> Counselor Introductory Lessons – Classroom	<b>Personal/Social</b> Support Groups Peer Mediations	<b>Personal/Social</b> Suicide/Risk Assessments 1:1 Counseling Services	

<p>PowerPack Program Setup</p> <p>Red Ribbon Week Activities</p> <p>Grade level field trips - chaperones</p> <p>Grade level awards' assemblies</p> <p>8<sup>th</sup> grade picnic</p>	<p>Responsive Services – supporting administrators/student discipline concerns</p>	<p>B.O.S.S. Observations/Summary Reports</p> <p>SAIP Mtg. Participation</p>	
<p><b>Percentage of Time</b></p>	<p><b>Percentage of Time</b></p>	<p><b>Percentage of Time</b></p>	<p><b>Percentage of Time</b></p>



## High School Counseling Calendar

<u>July</u>	<u>January</u>
Academic: schedule changes, new student scheduling, review Keystone/PSSA results	Academic: Junior classroom presentations, EPG updates and review, semester failures and schedule revisions, midyear grade review, proctor midterm exams for 504 students
Career:	Career: Junior classroom presentations, midyear grade reports to colleges, CTC applications
Social/Emotional:	Social/Emotional: Junior classroom presentations
<u>August</u>	<u>February</u>
Academic: schedule changes, new student scheduling, summer school grade input, freshman/ new student orientation, credit checks, consulting with IEP case managers, 504 review and management	Academic: AP registration, course selection grades 9-11, 8 <sup>th</sup> grade parent course selection presentation, 8 <sup>th</sup> grade student course selection presentation, 8 <sup>th</sup> grade PTA parent presentation
Career: college application boot camp	Career: Engineering Day
Social/Emotional:	Social/Emotional:
<u>September</u>	<u>March</u>
Academic: senior classroom presentations, individual meetings with seniors, Back to School Night, PSAT registration, attendance at class meetings	Academic: course selection, AP registration, SAT testing
Career: senior classroom presentations, individual meetings with seniors, Back to School Night, attendance at class meetings, Military Night at HACC	Career: Young Women's Symposium, Admissions panel, Financial Aid Night, Millersville PACAC postsecondary fair field trip for juniors, HACC experience day
Social/Emotional: Back to School Night, attendance at class meetings	Social/Emotional: Young Women's Symposium
<u>October</u>	<u>April</u>
Academic: PSAT Testing, SAT testing, ASVAB testing, Ninth grade classroom presentations	Academic: 3 <sup>rd</sup> marking pd. grade review, course conflict resolution meetings, AP Pre-administration sessions and

	coordination
Career: Ninth grade classroom presentations, CTC classroom presentations for juniors and sophomores, individual meetings with seniors, Ninth grade college field trip, 12 <sup>th</sup> grade job shadow	Career:
Social/Emotional:	Social/Emotional:
<b><u>November</u></b>	<b><u>May</u></b>
Academic: 1 <sup>st</sup> marking pd. grade review, ASVAB results meeting	Academic: AP exam testing, Keystone testing, preliminary failure notification, summer school registration
Career: CTC tours for sophomores and juniors, College Fair at CV, individual meetings with seniors, ASVAB results meeting, parent conferences, FAFSA completion night	Career:
Social/Emotional: parent conferences	Social/Emotional:
<b><u>December</u></b>	<b><u>June</u></b>
Academic: 10 grade classroom presentations	Academic: course failure notification, summer school registration, schedule revisions,
Career: individual meetings with seniors, 10 grade classroom presentations, Alumni Day, Young Men's Symposium	Career: processing final transcripts to postsecondary institutions, senior survey
Social/Emotional: Young Men's Symposium	Social/Emotional:

### Ongoing Monthly Counseling Activities

Activities or responsibilities performed over time, related to counselor role, as recommended by ASCA.

Counselor Related	Non Counselor Related
IEP/ 504/ GIEP meetings	Club Advisors
Emotional support and Alt. Ed. Classroom lessons	
SAP meetings	
College and Career Advisement	

College and Military Rep. Visits	
Evening hours for parents and students	
Individual counseling-social-emotional, academic, career	
Scheduling new students	
Processing college applications	
College dual enrollment	
Open Campus enrollment	
NCAA	
Job shadow coordination	
Monthly counselor meetings	
Faculty meetings	
Agency meetings and referrals	
New student history verification and entry	
Scholarship Coordination	
Volunteer and Employment Opportunities	
SSD/ACT accommodations requests	
Professional Development	
Collaboration with teachers and administrators	
Parent conferences	

## High School Counseling Program Delivery System

<b>Guidance Curriculum</b> Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.	<b>Prevention, Intervention and Responsive Services</b> Addresses school and student needs.	<b>Individual Student Planning</b> Assists students and parents in development of academic and career plans.	<b>System Support</b> Includes program, staff and school support activities and services.
<b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.	<b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals.	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	<b>Purpose</b> Program delivery and support.
<b>Academic</b> freshman/ new student orientation PSAT Testing ASVAB testing ASVAB results meeting 8, 9, 10, 11 & 12 classroom presentations	<b>Academic</b> 8 <sup>th</sup> grade PTA parent presentation preliminary failure notification, summer school registration course failure notification, summer school registration	<b>Academic</b> schedule changes, new student scheduling, review Keystone/PSSA results individual meetings with seniors 1 <sup>st</sup> marking pd. grade review IEP/ 504/ GIEP meetings Evening hours for parents and students Individual counseling- social-emotional, academic, career Scheduling new students College Dual Enrollment Open Campus Enrollment NCAA SSD/ACT accommodations requests semester failures and schedule revisions, midyear grade review course selection grades 9-11 3 <sup>rd</sup> marking pd. grade review	<b>Counselor Related</b> summer school grade input credit checks, consulting with IEP case managers, 504 review and management Back to School Night, PSAT registration, attendance at class meetings Military Night at HACC PSAT testing parent conferences SAP meetings College and Military Rep. Visits processing final transcripts to postsecondary institutions, senior survey AP exam testing, Keystone testing course conflict resolution meetings, AP Pre-administration sessions and coordination AP registration, SAT

		schedule revisions	testing Schedule change
<b>Career</b> college application boot camp 9, 10, 11, 12 classroom presentations CTC classroom presentations for juniors and sophomores Ninth grade college field trip, 12 <sup>th</sup> grade job shadow ASVAB results meeting Admissions panel, Financial Aid Night, Millersville PACAC postsecondary fair field trip for juniors, HACC experience day	<b>Career</b> CTC tours for sophomores and juniors, College Fair at CV FAFSA completion night Alumni Day, Young Men's Symposium Engineering Day Young Women's Symposium	<b>Career</b> individual meetings with seniors College and Career Advisement Evening hours for parents and students Individual counseling-social-emotional, academic, career Job Shadow Coordination SSD/ACT accommodations requests	<b>Non-Counselor Related</b> Club Advisors
<b>Personal/Social</b> Emotional support and Alt. Ed. Classroom lessons	<b>Personal/Social</b> Young Men's Symposium Young Women's Symposium	<b>Personal/Social</b> Evening hours for parents and students Individual counseling-social-emotional, academic, career SSD/ACT accommodations requests	
<b>Percentage of Time</b>	<b>Percentage of Time</b>	<b>Percentage of Time</b>	<b>Percentage of Time</b>

**9. Curriculum Action Plan:** Attach the excel curriculum document for all activities linked to standards in all three domains. (Use black for current and red for proposed).

**IN PROCESS OF COMPLETION**

**10. Organizing Career /Postsecondary Resources:** Build a database of diverse outside resources, using the given categories. Use the 16 career clusters to organize resources for student experiences and others to represent the breadth of the workforce.

**IN PROCESS OF COMPLETION**

**11. Individualized Academic/Career Plan -** (All students beginning in 8<sup>th</sup> grade). Describe strategy for developing and sustaining this tool and the components of the plan and how it will be revisited yearly until graduation in 12<sup>th</sup> grade. (Attach and describe the sample template.)

## **Middle School**

Beginning in the 2016-17 school year, all 8<sup>th</sup> grade students will complete a Career Portfolio within Google documents. This document will be expanded upon each year as they move through high school. Once in high school, students will utilize their PRIMETIME class to expand this Portfolio and the portfolio within Naviance.

QUESTIONS

RESPONSES

### Career Portfolio

This Portfolio will be utilized throughout your high school career to assist you in planning for after high school

Name (First & Last) \*

Short answer text

Grade Level \*

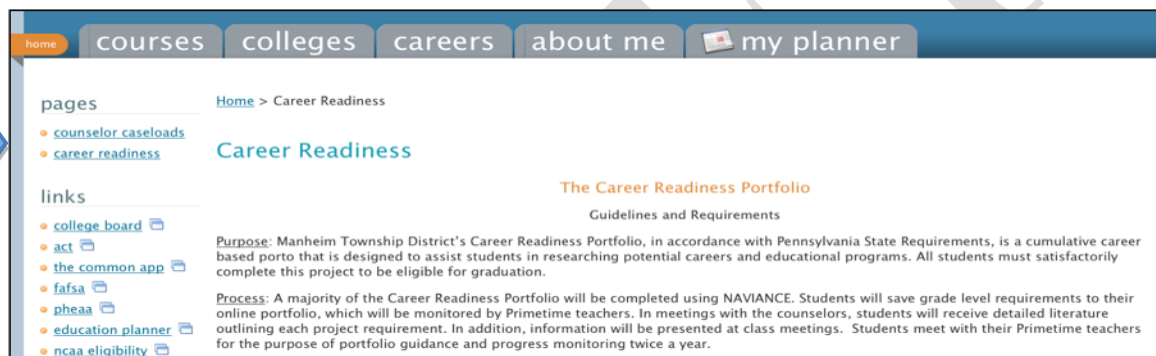
## High School

### MTHS Career Readiness Portfolio

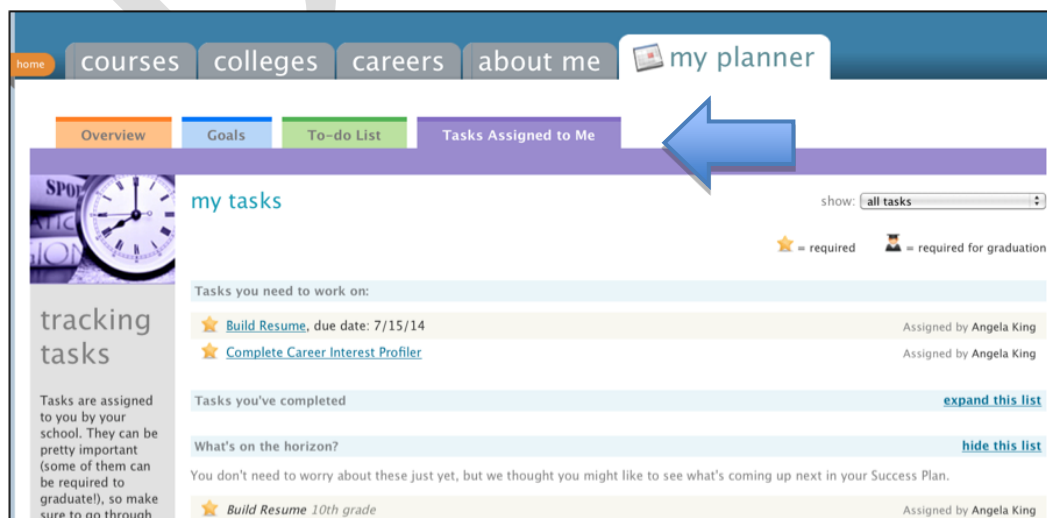
Beginning with the Class of 2017, every student is required to complete the Career Readiness Portfolio (CRP) through Naviance as their **Graduation Project**. The Career Readiness Portfolio includes a combination of online tasks designed to assist students in researching potential careers and post-secondary programs. (More information can be found on Naviance.)

To access the site, visit: [connection.naviance.com/mantwp](http://connection.naviance.com/mantwp) or from [www.mtwp.net](http://www.mtwp.net) - Go to High School – Naviance can be found under “Quick Links”.

Students will create a username/password in 9<sup>th</sup> grade. Login credentials must be reset in the Guidance Office.



Students must click on the “MY PLANNER” tab and select “Tasks Assigned to Me” to complete each requirement on Naviance.  
(From Welcome Screen -> Choose “MY PLANNER” tab -> Select “Tasks Assigned to Me”).



Here is a list of the tasks that must be completed on Naviance and the **recommended** timeline:

### **Freshman Year**

- Build a Resume (Save as "Grade 9 Resume").
- Complete the Career Cluster Finder.
- Complete the Career Interest Profiler.
- Complete the Game Plan Survey.

### **Sophomore Year**

- Update Resume with current information (Save as "Grade 10 Resume").
- Complete the Strengths Explorer Assessment.
- Complete the SuperMatch College Search.
- Research a few careers of interest. Save 2 careers to "My List".

### **Junior Year**

- Update Resume with current information (Save as "Grade 11 Resume").
- Research a few post-secondary programs (College, Trade/Technical Schools, Military Options, etc.). Save 2 post-secondary programs to "My List".
- Complete the Recommendation Letter Questionnaire.
- Choose **ONE** of the following outside activities and complete a survey on your experience:
  - Financial Aid Workshop
  - CTC tour or visitation
  - Career shadow experience
  - Volunteer/community service

### **Senior Year**

- Update Resume with current information (Save as "Grade 12 Resume").
- Review saved post-secondary programs in "My List". Add or change programs.

### **Completion:**

Once all tasks for the CRP are completed, students must meet with their Primetime teacher to demonstrate that each requirement has been fulfilled. The Student and Primetime teacher must complete the Career Readiness Portfolio Evaluation Form and submit to the Guidance Office for credit to be awarded. The form is below.



## Career Readiness Portfolio – Evaluation Form

Student's Name: \_\_\_\_\_

Graduation Year: \_\_\_\_\_

### Directions to the Primetime Teacher:

The student should sign on to their Naviance account in order to demonstrate that each requirement has been fulfilled. Each task is located under one of the tabs along the top of their account (COLLEGES, CAREERS, ABOUT ME). Teachers must verify that each task has been completed in order for credit to be awarded to the student.

1. Under ABOUT ME Complete Not Complete

#### Resume

\_\_\_\_\_

-Under the Resume section, students must click on "Customize Your Printable Resume". It is recommended that students update their resume each year, but at least 1 Resume must be saved to the student's portfolio to receive credit.

#### Game Plan Survey

\_\_\_\_\_

#### Strengths Explorer

\_\_\_\_\_

#### Outside Activity Survey

\_\_\_\_\_

-View Survey History (left hand column) to view documentation for Junior Year outside activity (job shadow, community service, Financial Aid Workshop, CTC Tour/Visit).

#### Recommendation Letter Questionnaire

\_\_\_\_\_

-Under Surveys to Take on the left hand side, click on the Recommendation Letter Questionnaire to view responses.

2. Under CAREERS Complete Not Complete

#### Career Cluster Finder

\_\_\_\_\_

#### Career Interest Profiler

\_\_\_\_\_

#### Favorite Careers

\_\_\_\_\_

-At least 2 careers/clusters saved under Favorite Careers/Clusters.

3. Under COLLEGES Complete Not Complete

Favorite Post-Secondary Programs \_\_\_\_\_

-At least 2 schools saved under "Colleges I'm Thinking About".

COMMENTS:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Primetime Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*This completed form must be submitted to the Guidance Office for credit to be awarded. A copy should be given to the student.

Date Received and Filed: \_\_\_\_\_ Guidance Initials: \_\_\_\_\_

**12. Career and Technical Center Strategy-** Describe your activities/events and interventions for increasing awareness for students/parents and educators regarding your local Career and Technical Center. (Include these in your curriculum action plan and stakeholder strategy charts.)

**Elementary/Intermediate**

**Middle School**

**Student Awareness**

Grade	Intervention/Program	Timeframe	Stakeholder Delivering
8	CTC Tours for 8 <sup>th</sup> grade	October	Counselors, CTC
7 & 8 (every other year)	Whole school video presentation during Career Day	Spring	CTC
	Classroom presentation during Career Day	Spring	CTC

**Parent Awareness**

Grade	Intervention/Program	Timeframe	Stakeholder Delivering
8	8 <sup>th</sup> Grade Parent Night. CTC has a table to provide information. When available, they present information on programming to parents in the presentation.	February	CTC

**Educator Awareness**

Intervention/Program	Timeframe	Stakeholder Delivering
8 <sup>th</sup> grade CTC tours	October	CTC
8 <sup>th</sup> Grade Parent Night – information available for parents/teachers	February	CTC
Get on the Bus – In Service Activity	August	CTC
Career Day (every other year)	Spring	CTC

## High School

### Student Awareness

Grade	Intervention/Program	Timeframe	Stakeholder Delivering
9	Classroom Presentation – Counselors discuss CTC as an option in 9 <sup>th</sup> Grade Presentations to Social Studies classes	October	Counselors
10	Classroom Presentation – Counselors discuss CTC as an option in 10 <sup>th</sup> Grade Presentations to Social Studies classes	December	Counselors
	Presentation by CTC – sophomores can sign up for presentation	October	CTC
	Tour of CTC – students sign up to visit CTC campuses	October/November	CTC
	Open House at CTC	December	CTC
11	Classroom Presentation – Counselors discuss CTC as an option in 11 <sup>th</sup> Grade Presentations to English classes	January	Counselors
	All juniors receive a presentation from CTC in their Social Studies Class	October/November	CTC
	Tour of CTC – students sign up to visit CTC campuses	October/November	CTC
	Open House at CTC	December	CTC
12	CTC Adult Programming – seniors can sign up for presentation	January	CTC

### Parent Awareness

Grade	Intervention/Program	Timeframe	Stakeholder Delivering
8	8 <sup>th</sup> Grade Parent Night. CTC has a table to provide information. When available, they present information on programming to parents in the presentation.	February	CTC
9-12	Back to School Night – CTC has a table set up and information for parents.	September	CTC

9-12	Open House at CTC	December	CTC
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### **Educator Awareness**

Intervention/Program	Timeframe	Stakeholder Delivering
Back to School Night – information available for parents/teachers	September	CTC
8 <sup>th</sup> Grade Parent Night – information available for parents/teachers	February	CTC
Get on the Bus – In Service Activity	August	CTC
STEM Teachers visit CTC	February	CTC

DRAFT

**13. Job Descriptions-** Attach any job descriptions that your district has developed for all counselors at all levels.

## **MANHEIM TOWNSHIP SCHOOL DISTRICT**

### **POSITION MANAGEMENT GUIDE**

TITLE:	Guidance Counselor	EFFECTIVE
DATE:		
DEPARTMENT:	Guidance Office	EXEMPT
LOCATION:	Elementary / Secondary	
REPORTS TO:	Building Principal & Director of Pupil Services	REVISED
DATE:		

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### **SUMMARY OF PURPOSE**

This job is responsible for assisting students through guidance, counseling and consultation in the developmental processes in intellectual, social, and personal growth. This position is accountable for the handling of highly diverse situations and data. Critical areas currently include...participation in planning and implementation of developmental guidance and counseling program, in relation to the needs of the students; assistance in promoting parent involvement, community relations, program evaluation and curriculum support where appropriate. Secondary level Guidance Counselors will also assist students with educational planning, and career and vocational development.

### **ESSENTIAL FUNCTIONS**

1. Assist students with academic, emotional, social or behavioral problems.
2. Consult with parents/guardians, teachers, support staff, administration and any local agencies which might be of assistance to the students.
3. Provide parents/guardians with accurate, comprehensive, and relevant information in an objective and caring manner.
4. Work with staff to enhance understanding of all aspects of the student's development and its impact on learning.
5. Assist parents/guardians in helping students set and achieve goals.

6. Aid students in understanding their strengths and abilities so they may learn more effectively.
7. Teach conflict resolution.
8. Aid students in the understanding of the consequences of actions for self and others.
9. Assist students in dealing with a family crisis (e.g., separation, divorce, death, neglect and abuse, unemployment and alcoholism).
10. Assist with development of students' self-esteem.
11. Provide orientation and registration for new students
12. Provide parents/guardians with interpretation of standardized test results upon request.
13. Conduct individual parent-teacher conferences for students when necessary.
14. Provide individual conferences for students experiencing academic difficulty.
15. Develop guidance and counseling for gifted and talented students.
16. Keep accurate records of all counseling and guidance activities.
17. Inform administration of various student's needs or issues.
18. Assist in appropriate student referrals.
19. Participate in home visits upon request.
20. Coordinate homebound instruction for students who qualify.
21. Protect the confidentiality of student's records and release personal data in accordance with state laws and Board policies.
22. Establish and maintain a cooperative relationship with faculty, staff and administration to facilitate the provision of optimum guidance and counseling services.
23. Participate in local, state, and national associations or workshops which foster the development and improvement of school counseling whenever possible.
24. Perform other duties as may be assigned

Additional responsibilities for Secondary Buildings include but are not limited to:

25. Provide individual counseling for students regarding course selection and scheduling.

26. Meet with students individually or in groups to discuss credits, courses and entrance exams required by colleges and technical schools.
27. Directs students to provide them with sources of vocational/technical, career, college, military information and work.
28. Coordinate individual visits from college representatives, and/or College Fair for Juniors/Seniors.
29. Initiate contacts with professionals within the community and arrange for students to job shadow.
30. Write letters of recommendation for students who want to enter post-secondary institutions or are applying for jobs.
31. Assist foreign exchange students with registration, course selection and transfer of credits.
32. Coordinate the peer mediation program.

#### **DEPARTMENT/ORGANIZATION**

- Keeps current with related technology and developments that impact the department.
- Makes decisions consistent with the MTWP mission and core values, establishes and maintains effective communication and positive relationships within MTWP.
- Performs other functions as assigned by Supervisor.
- Contributes to the effective team management of all issues and opportunities within MTWP.
- Maintains an optimum relationship with other staff members by being courteous and always mindful of the importance of confidentiality.

#### **MARGINAL FUNCTIONS**

Marginal Functions will vary with the specific assignment and depend on the particular position function for which the person is responsible.

#### **SCOPE AND IMPACT**

This position accomplishes most of the tasks through diversified procedures, exercising independent judgment when necessary. Internal contacts include the office staff, students, administrators, teachers, psychologists, and other school district employees. External contacts include parents, the community and outside organizations.



## **MINIMUM REQUIREMENTS**

This position requires a thorough knowledge of the processes and procedures of a Guidance Office. Possess and maintains proper guidance counselor certification as required by PDE.

## **SPECIAL SKILLS**

Position requires the following skills: demonstrate broad proficiency with computer software and the Microsoft suite of office products; be highly organized; possess good communication skills, both written and verbal; be confidential at all times; act as a team player; be positive; able to learn new skills; able to work independently and use good judgment at all times; be self-motivated; demonstrate flexibility toward the tasks and the school; able to multi-task; maintain composure at all times; be able to accept responsibility; be able to operate machines and equipment and deal with constant change. Patience and a professional manner are also essential. This position requires the ability to communicate effectively with building staff, district staff, students, parents and other community members.

In addition, the position must be able to act appropriately in emergency situations.

## **PHYSICAL/MENTAL REQUIREMENTS/ENVIRONMENT**

### ***Physical -***

***Sit – 80%; walk/stand – 20%***

Lifting – Occasional light lifting

Vision – Normal

### ***Mental -***

Ability to evaluate, interpret and analyze; written and verbal communications.

Environment - Normal public school office environment.