

# **Rose Tree Media School District**

## **K-12 Guidance Counseling Program**

### Elementary Schools

Glenwood Elementary  
Indian Lane Elementary  
Media Elementary  
Rose Tree Elementary

### Middle School

Springton Lake Middle School

### High School

Penncrest High School

The Rose Tree Media School District Counseling Program has 12 positions for counselors. There are 4 elementary counselors, 3 middle school counselors, and 5 high school counselors. In addition, there is a career/job coordinator at the high school and a student relations coordinator. There is also a Director of Pupil Services. All counselors are certified by the Pennsylvania Department of Education in their respective positions and have completed a minimum of a master's level program at an accredited institution for Counselor Education.

### Elementary Schools

Jean McPheeters-Rose Tree Elementary (370)  
PSSA Building Coordinator  
504 Service Agreement Coordinator  
Service Learning Organization Coordinator

Jessica Hilden- Indian Lane Elementary (447)  
PSSA Building Coordinator  
504 Service Agreement Coordinator  
Principal's Advisory Board Member

Dana Vellios-Miller- Glenwood Elementary (436)  
PSSA Building Coordinator  
504 Service Agreement Coordinator

Patrick Murphy- Media Elementary (458)  
PSSA Building Coordinator  
504 Service Agreement Coordinator  
Service Learning Organization Coordinator

### Springton Lake Middle School

Margie Gilroy-Grade 6 (312)  
504 Coordinator  
PSSA Administration  
New Student Liaison  
SAP Team Member

Susan Griffin-Grade 7 (293)  
Department Coordinator  
Building Testing Coordinator  
SAP Coordinator  
504 Coordinator

PSSA Administration  
New Student Liaison

Susan Howe-Grade 8 (271)  
504 Coordinator  
PSSA Administration  
New Student Liaison  
SAP Team Member

Penncrest High School

Dave Harple- Department Coordinator and 10th-12th (161)  
Responsible for Record Management / Document Archive  
National Merit Scholarship Building Contact  
Financial Aid Night Coordinator  
FAFSA Completion Night Coordinator  
College Night Coordinator  
Junior Book Awards Coordinator  
Coordinate Media Rotary Club Student of the Month Recognition  
Senior Awards Assembly Coordinator  
SST Core Team Member  
Marking Period Grade Verification  
Incomplete Grade Management  
Final Grade Point Average / Class Rank Calculation  
Transcript Management  
Supervisor Guidance Office Support Staff / Professional / Student Aides  
Instructional Cabinet Member  
504 Case Manager / Designated caseload

Helen Douglas-Garrett- 10th-12th (222)  
AP Exam Coordinator  
Guidance Webpage Coordinator  
504 Coordinator for Caseload  
SST Core Member  
Junior Parent Night Presenter

Lori Rice-Spring- 10th -12th (291)  
Dual Enrollment Coordinator  
NCAA Coordinator  
PSAT Test Coordinator  
Naviance Coordinator  
504 Coordinator for caseload

SAP Team Member  
SST Core Team Member Senior  
Parent Night Presenter National  
Honor Society Co-Adviser School  
Store Co-Adviser  
Mentor

Rochelle Eaton -9th grade (326)

Transition Coordinator  
504 Case Manager for 9th Grade Caseload  
SAP Team Member  
SST Core Team Member  
Delaware County Technical School Liaison  
Freshman Parent Night Presenter  
ACT Test Site Supervisor  
Student Mentor Program Coordinator  
School Store Co-adviser  
Visitation Day Coordinator

Karen Kerr-10th-12th (242)

504 Coordinator and case manager  
10th grade Classroom Guidance Career Awareness and and Naviance  
SST core team member  
SAT Supervisor  
Governor's School Coordinator  
Sophomore Parent Night  
New Student Testing Coordinator  
GSA Faculty Advisor

SAP Coordinator/Interventionists

Holcomb Behavioral Health

Jessica Scott, M. Ed.

POWR (Penncrest Opportunities for Workplace Relationships)

Louise Naismith, Career Center Coordinator

Cynthia Garvin-Parks

Student Relations Coordinator



## I . Counselors Essential Duties And Responsibilities

This section of the counseling program design establishes those specific activities which supplement the counseling curriculum. The target group is defined as the school community, comprised of students, parent(s)/guardian(s), school staff, and outside agencies. Activities listed are provided on an as needed or requested basis and may be unique to individual buildings. These activities are listed as follows:

### A. Communication

Counselors provide and disseminate counseling information via newsletter, bulletin boards, web sites, emails, school messenger, social media and evening programs.

Counselors initiate and respond to students, staff and parent(s)/guardian(s) in a timely manner in regards to and via phone, email, letters, meetings and/or conferences.

Counselors deliver communication related to students' academic, career, social and emotional needs.

Counselors supply prospective students and their families information in regards to the RTMSD Schools.

Counselors participate in Kindergarten orientation activities

Counselors assist in facilitating the parent(s)/guardian(s) orientation and information night(s) for transitioning students

Counselors facilitate ongoing communication, both written and verbal, with parent(s)/guardian(s) of students experiencing difficulty

Counselors facilitate ongoing communication with staff regarding parent(s)/ guardian(s) concerns and student needs

Counselors share informational articles and resources

Counselors assist parent(s)/guardian(s) with information about community academic/enrichment services and programs

Counselors participate in open house programs including orientation programs, American Education Week and Back-to-School night

Counselors inform students and parent(s)/guardian(s) about the summer school application process

Counselors coordinate development and implementation of all 504s to responsible teachers and inform them of current accommodations for 504 students on grade level caseload

Counselors manage documentation and information for student cumulative folders

### B. Consultation

Counselors participate in the Child Study Team/ Student Support Team/ Response to Intervention Team/Student Assistance Team process

Counselors contribute to the career assessment and graduation plan for students with Individualized Educational Plans (IEP)

Counselors participate in scheduled school-wide data conferences

Counselors work collaboratively with faculty, staff, students, parent(s)/guardian(s), and outside schools/agencies

Counselors collect, analyze, and provide data to parent(s)/guardian(s) in the process of identifying and assisting students with academic, behavioral, or emotional needs

Counselors facilitate and coordinate consultation activities impacting the referral process by compiling transcripts, forms, and grades

Counselors conduct individual student observations when needed

Counselors consult with other professional staff members and parents/guardians in order to support the students with academic and personal/-social issues and behaviors

Counselors participate in the development of the initial Individual Education Plan (I.E.P.) as a member of the I.E.P. team and to help with the transition process

Counselors participate in the Child Study Team/ Student Support Team/ Response to Intervention Team/Student Assistance Team process

Counselors provide information regarding the curriculum, policies and procedures of the school district, including tours of the building, to prospective students and their families.

Counselors coordinate student shadowing for prospective students

Counselors coordinate, facilitate, and attend parent(s)/guardians(s) conferences

Counselors interpret standardized test information for students, staff and parent(s)/guardian(s) when requested

Counselors provide information to assist in appropriate student placement

Counselors facilitate and coordinate as the case manager for the Section 504 Service Agreement process

Counselors serve as liaison between faculty, staff, students, parent(s)/guardian(s), and outside schools/agencies.

Counselors facilitate, with the assistance of teachers and parent(s)/guardian(s), the development of Positive Behavior Support Plans (PBSP) for regular education students

Counselors attend and help facilitate the transition process for rising 6th and 9th graders

Counselors work collaboratively with the Home and School Visitor to provide support and resources to economically-disadvantaged families

#### C. Referrals

Counselors consult with other professional staff members to ascertain information or suggestions to support students

Counselors intervene on the behalf of students with outside resources.

#### D. Test Administration

Counselors interpret standardized test information for students, staff and parent(s)/guardian(s) when requested

Counselors coordinate all aspects of State-mandated testing, including the PSSA and Keystones.

Counselors provide site coordination for college admission examinations, including PSAT, AP, SAT, and ACT.

Counselors conduct new student assessment and placement

Counselors conduct assessments for gifted screening

#### E. Coordination

College and Career Planning



Counselors coordinate and facilitate incoming information about scholarships and awards

Counselors review and process individual student scholarship applications

Counselors coordinate and facilitate a financial aid night for parent(s)/guardian(s) and students

Counselors organize and facilitate a college planning night for parent(s)/guardian(s) and students

Counselors advertise and disseminate incoming post-secondary school information

Counselors review and process individual student post-secondary applications, including finalizing transcript and writing a recommendation when appropriate

Counselors review NCAA requirements with students and process applications

Counselors coordinate, disseminate, collect information and process applications for the Governor's School of Excellence, including providing transcripts and writing a recommendation when appropriate

Counselors review and process individual student applications for academic and community programs

Counselors process student applications for career and technical school programs

Counselors schedule parent(s)/guardian(s)/teacher conferences when multiple teachers are involved

Counselors review and process annual course selection requests, recommendations, and waivers

Counselors review, process and send student failure warning notices at the end of all marking periods and failure notices at the end of the year before appropriately adjusting the upcoming school year's schedule

Counselors process summer school applications

Counselors perform exit interviews, and coordinate requests for records for students leaving the school district

Counselors disseminate, collect and record all data gathered as part of the Pre-referral/MTSS process

Counselors coordinate School-Wide Positive Behavior Support Activities

Counselors coordinate the initial screening for the Gifted Program

Counselors coordinate with Special Education department contacts regarding the transitional section of an Individual Education Plan

Counselors coordinate state standardized testing

Counselors coordinate and monitor students receiving Homebound Instruction or at an outpatient placement

Counselors coordinate the scheduling and revision of all 504 Service Agreements

Counselors facilitate and coordinate consultation activities impacting the referral process by compiling transcripts, forms, and grades

Counselors support the coordination of accommodations necessary for concussed students

#### F.Course Selection

Counselors register and schedule new students

Counselors process student schedule changes

Counselors review and process annual course selection requests

Counselors review and process student failure notices and adjust the student schedules to reflect appropriate courses

Counselors plan appropriate steps for course failure remediation, including summer school applications.

Counselors perform transcript evaluations for transfer students

Counselors review and process senior failure notices and non-graduate forms as well as discuss tentative plans to complete graduation requirements

#### G. Gifted IEP Process

Counselors disseminate Gifted Program information and coordinate

Coordinate gifted screening process

#### H. Counseling

Counselors provide individual and group student counseling sessions

Counselors provide remedial services supporting the counseling curriculum, including academic support, emotional concerns, career information, post-secondary school planning and testing issues.

Counselors conduct crisis screenings and participate in the crisis intervention team process

Counselors assist students in developing coping skills to deal with difficult life events that negatively impact their ability to function in the school environment

Counselors coordinate and facilitate topic oriented small developmental groups

Counselors coordinate and facilitate topic specific large group activities

Counselors collaborate with parents regarding the academic, personal--/social and career exploration concerns of their students

Counselors assist parents with referrals to outside mental health services

Counselors facilitate peer mediation

Counselors support anti-bully programs in the school

Counselors monitor students who are PIAA-ineligible and students at risk of academic failure

Counselors assist students in developing skills related to executive functioning

Counselors plan and deliver lessons for developmental guidance

I. Professional Development

Counselors participate in Counseling Department meetings, district meetings, and faculty meetings

Counselors attend in-service workshops

Counselors attend professional conferences, workshops, and seminars

Counselors read relevant professional literature and research

## II. Counseling Department Mission Statement

The mission of the Rose Tree Media School District K-12 School Counseling Program is to provide a developmental, comprehensive, and collaborative program that addresses the academic, career, and personal/social needs of all students. In partnership with teachers, administrators, district staff, students, parents, and the community, the RTMSD counseling program strives to promote each student's individual abilities and interests. School counselors facilitate a support system that promotes academic and personal achievement and fosters the skills necessary for students to grow and contribute as productive members of a global society.

### Core Belief:

Every student is entitled to a learning environment that maximizes their potential to become successful and productive members of society

### Philosophies:

Counselors support all students in the areas of academic achievement, personal/social development, and career development.

Counselors provide proactive and preventative support to maximize student potential

Counselors serve as an advocate for all students

Counselors abide by ethical professional standards

### III. Program Goals

- 1) Counselors act in a responsive and proactive manner to support the school community
- 2) Counselors provide a comprehensive program which supports the academic, career, personal/emotional, and social needs of students
- 3) Counselors will utilize all available data and information to appropriately support students and their families
- 4) Counselors will provide ongoing communication regarding the District's comprehensive guidance program to students, staff, and their families through a variety of resources
- 5) Counselors will utilize and implement those resources that effectively address the needs of students

## IV. Role Description of Stakeholders

### Students

Role: The counselors have the following expectations for all students at a developmentally-appropriate level:

1. Take responsibility for personal and behavioral choices
2. Actively participate in guidance programming
3. Utilize available resources
4. Apply learned strategies in all settings
5. Respect individual differences of all students

### Parents

Role: Collaborate with counselors to support their children to maximize their individual potential for academic, career and personal/social success through these programs and initiatives .

Program Goals	Grade Level	Activities/Event Descriptions	Start/End Dates	Participants
Provide opportunity to tour and learn about their child's school	K-5	K Roundup: incoming students screened while parents given information from support services Orientation and new student tours: Parents of incoming students will have the opportunity to meet the building principal as well as all staff that will interact with their child.	Spring          Fall	Administrator, Parents, Students, Counselors, Teachers

Provide opportunity to tour and learn about their child's school	6-8	Parent Night for incoming 6th grade parents		Administrators, Parents, Counselors, Teachers
Provide opportunity to tour and learn about their child's school	6-8	New students: Parent tours and information sharing	Ongoing	Parents, Counselors
Provide opportunity to tour and learn about their child's school	9-12	Communicate with parents regarding visitation days	Ongoing	Counselors Parents
Counselors provide parents the opportunity to collaborate with educational staff regarding their student's academic and/or emotional needs	K-12	Response To Intervention	Meetings held bi-monthly or as needed. Parents are invited to participate with team.	Administrators, Counselors, Teachers, IIS teacher, Parents
To provide parents the opportunity to participate in learning about their student's career options/path	K-5	Career Day or parent presentation	Throughout year	Administrator, Counselor, Teachers, Parents
To provide parents the opportunity to participate in learning about their student's career	6-12	Parent access to Naviance career interest profiler	on-going	Counselors, Parents, Teachers



options/path				
To provide parents the opportunity to participate in learning about their student's career options/path	9-12	Parent notification of POWR Days and College and University visitation days and college representative days	Ongoing	Counselors, Parents Teachers
To provide parents and teachers the opportunity to discuss their student's progress	K-5	Bi-annual parent teacher conferences Fall and Spring		Parents, Teachers, counselors
To provide parents and teachers the opportunity to discuss their student's progress	6-12			
To provide parents with the opportunity to learn about timely events and highlights pertinent to all aspects of a student's school life	K-12	Principal e-news or news blast  School and Counselor website	Ongoing	Parents, administrator, Counselor and Teachers
To provide parents with information on the School Wide Positive Behavior Support	K-5		Ongoing	Counselors, teachers, administrators

Program				
To provide parents with the opportunity to learn about counseling services and developmental programs	K-12	District and individual Counselor websites	Ongoing	Parents, Counselors
To provide parents with information and the opportunity to give input into their child's needs for school success	K-12	RTII/IEP/GIEP/ 504 Meetings	Ongoing	Administrators, Counselors, Teachers, Psychologists, Student, Parent
To provide parents the opportunity to tour and learn about their student's new school	Kindergarten 5th Grade 8th grade	Kindergarten Roundup 6th Grade Parent Orientation 9th grade Parent Orientation	Spring each year	Principal Teachers, Counselors, Parent
To provide parents the opportunity to learn about curriculum and course selection	Grades 6-12	Course Selection Nights	Once per year	Principals, Counselors, Parents
To provide parents the opportunity to tour and learn about their student's new school building	Kdg 6th grade 9th grade	Building orientation tours	In the spring and ongoing as new students enter	Principal, Counselors, Parents
To provide parents	K-12	Parent/ Teacher/	Fall and Spring of each year for	Principal, Teacher,

and teachers the opportunity to discuss their student's progress		Counselor Conferences	K-8; Scheduled when needed for 9-12	Counselor, Parents
To provide parents the opportunity to learn about Financial Aid for high education	Grades 9-12	Financial Aid Night	January of each year	Counselors, PHEAA representative, Parent
To provide parents the opportunity to learn about the College Admissions/ Search process	Grades 9-12			

Educators

Role: To support and assist counselors in their delivery of a comprehensive school counseling program to stakeholders so that students can achieve their personal best through the following programs and services:

Program Goals	Grade Level	Activities/Event Descriptions	Start/End Dates	Participants
To facilitate home/school	K-12	Parent/Teacher Conferences	Ongoing	Counselor, Teacher,

communication and student success		Weekly Principal Communication to Parents and Staff  District/School Websites RTM Cable Channel		Parent, Administrators,
To ensure student success in all areas	K-12	RtII, CST, SST, SAP, Data Conferences	Ongoing	Counselor, Teacher, Parent Administrators
Facilitate Transition Programs	Kindergarten 5-6 8-9 12-post secondary	Kindergarten Round-up  Transition to Middle School and High School  Transition Camp at Middle School  Ninth Grade Student Night	June Spring  July/August  August	OT, PT, Reading Specialists, RtII, Counselors, Administrators, School Nurse, Teachers
To provide academic, social/emotional support and guidance to students	K-12	Developmental Guidance Lessons, Small Groups, Individual Counseling	Ongoing	Counselors, Teachers, Administrators
To provide academic, social/emotional support and guidance to students	K-12	RtII, SST, Team Meetings, Data Conferences, STAR/SAP, Crisis Team	On-going	Counselors, Administrators, Teachers

Business/Community

Role: Partner with counselors to guide students to achieve their personal best and promote successful participation in the workplace.

Activities/Event Description	Grade Level	Goals	Start/End Dates	Participants
Community Day	K-5	To promote awareness of career/work opportunities	Fall	Counselor Teachers, Students, Parents, Community
Community Representatives/ Career presentations	9-12	To promote awareness of career/work opportunities	Ongoing	Teachers, Community, POWR Coordinator
Student Council/School & Community Services/Service Learning Organization	K-12	To assist students to become productive participants and citizens in their community	Ongoing	Students, counselors, teachers, parents, community
Delaware County Technical School Awareness and Recruiting	9-12	To provide students with the opportunity to select technical secondary and post-secondary education and training	Winter	DCTS representatives , students, counselors,
Intensive Outpatient Programs	K-12	To provide individual/group counseling for mental health/substance abuse needs	Ongoing	Private mental health providers and programs
Emotional Support Programs	K-12	To provide an educational setting with increased emotional support	Ongoing	DCIU, Elwyn,
Drug/Alcohol and Mental Health Evaluations	K-12	To provide evaluations for drug/alcohol and/or mental	Ongoing	Holcomb, SAP Coordinator, Counselors

		health		
WAR presentations	9-12	Provide information regarding prevention of violence against women	Fall and Spring Health classes	Women Against Rape
Job Board	9-12	To assist students to become employed in local businesses	Ongoing	Career Center Coordinator
Local Community Service	K-12	To assist students to become volunteers in local community service organizations	Ongoing	Counselor, Community Service Leaders, Home/School Visitor, Administrators, Teachers
City Team; Junior Optimist; Food Drives; Clothing Drives; Giving/Angel Trees; Interact Club	K-12	To increase the student awareness of the needs of the community	Ongoing	Counselors, students, parents, community, teachers, administrators
Career Day	6-8	To promote awareness of a variety of career and employment options	Spring	Counselors, teachers, parents, business representatives
Rotary Club	9-12	To recognize student achievement and connect with community leaders	Monthly	Counselors, business leaders,
Junior Achievers	9-12	To provide entrepreneurial and mentorship opportunities for students	Ongoing	Teachers, students, counselors

## Post-Secondary

Role: Partner with stakeholders to assist students in achieving their personal best in post-secondary education, employment, or military service through the following programs and services:

Activities/Event Description	Grade Level	Goals	Start/End Dates	Participants
GED options	12	To provide students with information for an alternative to a traditional diploma	Ongoing	Delaware County Community College, Counselors
Meeting with college admissions representatives in the high school	10-12	To increase student awareness of post-secondary institutions through meetings with college admissions representatives	Ongoing	College admission representatives, Career Center Coordinator, Counselors, students, parents
Field trips to selected colleges	10-12	To increase student awareness of post-secondary institutions through field trips to select colleges	Ongoing	Student Relations Coordinator, Counselors, Students, Parents
Meeting with military representatives in the high school	9-12	To increase student awareness of military service branches	Ongoing	Military representatives, counselors, students, parents
Rotary Club	9-12	To provide scholarships for post-secondary institutions	Annual	Counselors, teachers, administrators

## V. Role of the School Counselor

- a. As a Leader-The school counselor effectively manages and implements a comprehensive and developmental school counseling program. Through leading a comprehensive program that engages its' stakeholders and by being responsible for delivery and continual evaluation of this program, the school counselor leads its' learning community.

The leader of the school counseling program leads students to success by:

- developing, delivering and evaluating a comprehensive school counseling program for all students
- using data to identify and remove barriers to student learning
- promoting student success by participation in efforts to close existing achievement gaps among underrepresented populations
- serving on school-based leadership/school improvement teams related to the welfare of students
- serving on district level curriculum teams
- supporting the school as a safe and welcoming learning community

- b. As an Advocate-School counselors advocate for students, for the counseling profession and for change. By removing barriers that prevent student learning and providing strategies for closing the equity achievement gaps among students; school counselors continually advocate for academic, career and social/personal success of every student. Thereby making



advocacy a key role of every school counselor serving the individual, group or school in its level of initiation or impact.

The school counselor advocates for students by:

- promoting access to and success in a rigorous academic curriculum for every student
- removing barriers that prevent student learning
- providing strategies for closing the equity achievement gaps among students
- developing programs of counseling, mentoring, and advising that ensure every student has an ongoing connection with a caring adult
- creating opportunities to support student learning for all
- ensuring the academic, personal/social and career development of all students
- ensuring equitable access to educational and career exploration opportunities for all students

c. As a Collaborator-collaborates with all members of the school community and its' stakeholders to create an environment that promotes student achievement and commitment to the school's mission statement

The school counselor is a collaborator for the student and the counseling program by:

- promoting commitment to the mission of the school
- collaborating with staff to provide professional development that enhances student success
- establishing a comprehensive school counseling program that engages the educational community to ensure that all students benefit from the program
- offering parent/guardian information and training in the community to enhance the educational opportunities for students and their families
- maintaining an open communication style to foster an effective teaming culture and a sense of community for the school system
- serving actively on school leadership teams
- uses skills in networking, problem solving and mediation in the educational community

- embracing feedback that supports continual program improvement

d. As an Agent of Systemic Change-Uniquely positioned within the system to access school information for systemic barriers to academic success; school counselors are responsible to help schools change to better meet student needs.

Counselors serve as agents of systemic change by:

- employing data to identify and challenge policies and practices which may hinder student achievement
- enlisting the support of influential people and policy makers
- establishing opportunities for collaboration to address problems
- gathering data to support the need for change
- identifying realistic goals and creating action plans
- developing intervention strategies for challenging resistance, and embracing the ethical obligation to ask hard questions to challenge the status quo

## VI. Proposed Advisory Council

Superintendent (1)  
Director of Pupil Services (1)  
Building Administrators (6)  
All School Counselors (12)  
Career Center Coordinator (1)  
Students (3)  
Representatives from DCIU Technical Schools (2)  
School Board Members (2)  
Business Leaders  
Parents (3)  
Post-Secondary Representatives (2)

## VII. Program Calendar

### K-5 Elementary Monthly Counseling Calendar

<p>August:  <u>Academic</u>                      504 distribution/review; professional development; review and participation in IEP meetings, staff parent consultation, review behavior plan, parent meetings, outside agency consultation</p>	<p>January:  <u>Academic</u>                      RTII, small group counseling, individual counseling, classroom guidance, gifted screenings, monthly counselor meeting, 504 distribution/review; professional development; review and participation in IEP meetings, staff parent consultation, review behavior plan, parent meetings, outside agency consultation, Early Intervention Meetings</p>
<p><u>Career</u>                      N/A</p>	<p><u>Career</u>                      Classroom guidance</p>
<p><u>Personal/Social</u>                      School Wide Positive Behavior Support                      New student tour orientation                      Open House and K orientation</p>	<p><u>Personal/Social</u>                      School Wide Positive Behavior Support                      Early Intervention Meetings</p>
<p>September  <u>Academic</u>                      Back To School Night, RTII, small group counseling, individual counseling, classroom guidance, gifted screenings, monthly counselor meeting, 504 coordinator, professional development, faculty meetings, IEP meetings, student observations, staff parent consultation, behavior plans, parent meetings, outside agency consultation</p>	<p>February  <u>Academic</u>                      RTII, small group counseling, individual counseling, classroom guidance, gifted screenings, monthly counselor meeting, 504 distribution/review; professional development; review and participation in IEP meetings, staff parent consultation, review behavior plan, parent meetings, outside agency consultation</p>
<p><u>Career</u>                      classroom guidance</p>	<p><u>Career</u>                      classroom guidance</p>
<p><u>Personal/Social</u></p>	<p><u>Personal/Social</u></p>

<p>promote positive school climate, school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent meetings,</p>	<p>promote positive school climate, school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent meetings,</p>
<p><u>October</u> <u>Academic</u> RTII, small group counseling, individual counseling, classroom guidance, gifted screenings, monthly counselor meeting, 504 coordinator, professional development, faculty meetings, IEP meetings, data conferences, student observations, staff parent consultation, behavior plans, parent meetings, outside agency consultation</p>	<p><u>March</u> <u>Academic</u> RTII, small group counseling, individual counseling, classroom guidance, gifted screenings, monthly counselor meeting, 504 coordinator, professional development, faculty meetings, IEP meetings, data conferences, student observations, staff parent consultation, behavior plans, parent meetings, outside agency consultation, Parent/Teacher Conferences, PSSA Coordination</p>
<p><u>Career</u> classroom guidance</p>	<p><u>Career</u> classroom guidance</p>
<p><u>Personal/Social</u> promote positive school climate, school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent meetings, Red Ribbon Week</p>	<p><u>Personal/Social</u> promote positive school climate, school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent meetings, Parent/Teacher Conferences</p>
<p><u>November</u> <u>Academic</u> RTII, small group counseling, individual counseling, classroom guidance, gifted screenings, monthly counselor meeting, 504 coordinator, professional development, faculty meetings, IEP meetings, data conferences, student observations, staff parent consultation, behavior plans, parent meetings, outside agency consultation, Parent/Teacher Conferences</p>	<p><u>April</u> <u>Academic</u> RtII, small group counseling, individual counseling, classroom guidance, gifted screenings, monthly counselor meeting, 504 distribution/review; professional development; review and participation in IEP meetings, staff parent consultation, review behavior plan, parent meetings, outside agency consultation, PSSA Coordination</p>

<u>Career</u> classroom guidance	<u>Career</u> classroom guidance
<u>Personal/Social</u> promote positive school climate, school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent meetings, Parent/Teacher Conferences	<u>Personal/Social</u> promote positive school climate, school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent meetings,
December <u>Academic</u> RTII, small group counseling, individual counseling, classroom guidance, gifted screenings, monthly counselor meeting, 504 coordinator, professional development, faculty meetings, IEP meetings, data conferences, student observations, staff parent consultation, behavior plans, parent meetings, outside agency consultation	May <u>Academic</u> RTII, small group counseling, individual counseling, classroom guidance, gifted screenings, monthly counselor meeting, 504 coordinator, professional development, faculty meetings, IEP meetings, student observations, staff parent consultation, behavior plans, parent meetings, outside agency consultation, Middle School Transition
<u>Career</u> classroom guidance	<u>Career</u> classroom guidance
<u>Personal/Social</u> promote positive school climate, school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent meetings, holiday giving coordination	<u>Personal/Social</u> promote positive school climate, school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent meetings, Middle School Transition, Kindergarten Round-Up
	June <u>Academic</u> RTII, small group counseling, individual

	counseling, classroom guidance, gifted screenings, monthly counselor meeting, 504 coordinator, professional development, faculty meetings, IEP meetings, student observations, staff parent consultation, behavior plans, parent meetings, outside agency consultation, Middle School Transition
	<u>Career</u> classroom guidance
	<u>Personal/Social</u> promote positive school climate, school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent meetings, Middle School Transition, Kindergarten Round-Up

### Middle School Counselor Program

<p>August: Academic: New student testing and scheduling Disseminate 504's</p> <p>Career: Upload Naviance</p> <p>Personal/Social: Transition tours, Transition Camp for all new students and rising sixth graders</p>	<p>September: Academic: Scheduling modifications Back to School Night Update 504's Student organizational support Update student records New student transition Weekly team meetings with teachers</p> <p>Career:</p> <p>Personal/Social: New Student group, Activity/Club Fair, Plan Classroom Meeting Calendar, Social Skills and other appropriate groups</p>
<p>October: Academic: Update 504's, Referral for</p>	<p>November: Academic: Parent/Teacher conferences</p>

<p>academic support Weekly team meetings with teachers Monitor academically ineligible students</p> <p>Career: Developmental guidance lesson/Naviance</p> <p>Personal/Social:Red Ribbon Week, Classroom meetings, Guidance Groups, Social Skills and other appropriate groups, Free Lunch renewal, Identify Leadership Candidates</p>	<p>Identify at risk students, Update 504's Weekly team meetings with teachers</p> <p>Career:</p> <p>Personal/Social:Classroom Meetings, Social Skills and other appropriate groups, Holiday Gift Program, Leadership Group</p>
<p>December: Academic: Developmental guidance lessons, Update 504's Weekly team meetings with teachers</p> <p>Career:Developmental guidance lesson/Naviance</p> <p>Personal/Social:Classroom Meetings, Social Skills and other appropriate groups,Leadership Group</p>	<p>January: Academic:Update 504's Weekly team meetings with teachers</p> <p>Career: High school course selection and presentation</p> <p>Personal/Social:Classroom Meetings, Social Skills and other appropriate groups, Leadership Group</p>
<p>February: Academic:Update 504's Monitor at risk/potential failure students Identify potential summer school candidates and develop a support plan Weekly team meetings with teachers</p> <p>Career:High school course requests with 8th grade students</p> <p>Personal/Social:Classroom meetings,Social Skills and other appropriate groups, Leadership Group</p>	<p>March: Academic:Update 504's, PSSA planning and teacher training, Parent/Teacher conferences Weekly team meetings with teachers</p> <p>Career:Developmental guidance lesson/Naviance</p> <p>Personal/Social:Classroom meetings, Social Skills and other appropriate groups, Leadership group</p>
<p>April: Academic:Update 504's, PSSA proctoring and monitoring, 5th grade Parent</p>	<p>May: Academic:Update 504's, PSSA make-up testing, Keystone Algebra testing, Attend</p>



<p>Transition meeting Weekly team meetings with teachers</p> <p>Career:</p> <p>Personal/Social:Classroom Meetings, Social Skills and other appropriate groups, Leadership Group</p>	<p>504 transition meeting for 5th to 6th grade Plan &amp; schedule 504 transition meeting for 8th to 9th grade, Visit elementary counselors for transitions Weekly team meetings with teachers</p> <p>Career: Naviance lesson, 5th transition visit, Career day,</p> <p>Personal/Social:Classroom Meetings, Social Skills and other appropriate groups, Leadership Group</p>
<p>June:</p> <p>Academic: Update 504's, update student records, identify summer school candidates Weekly team meetings with teachers</p> <p>Career:</p> <p>Personal/Social:Leadership Group, SAP state reporting</p>	

### High School Counseling Calendar

<p><b>July</b></p> <p>Academic: Summer Registration, summer school, scheduling, transcript evaluation/updates, submit final transcripts to college for graduating seniors.</p>	<p><b>January</b></p> <p>Academic: DCTS recruitment and application process; course selection process begins, middle school course selection presentation, junior interviews, IEP/504 meetings, AP coordination begins, FAFSA completion night, letters of recommendation, Kaplan Combo practice SAT/ACT test, Junior book Award planning continues, PA Governor's School applications, Rotary Student of the Month event, monthly grade-level guidance newsletters.</p>
<p>Career: Summer Recess</p>	<p>Career: DCTS applications, FAFSA completion night, junior interviews, individual career counseling, POWR Days.</p>

Personal/Social: Summer Recess	Personal/Social: varied, social/peer counseling, parent/teacher meetings.
<b>August</b> Academic: Summer registration, scheduling, new student testing, new student orientation, update transcripts, IEP/GIEP/504 meetings, varied per individual student need; Naviance updates;	<b>February</b> Academic: Junior interviews continue, Course selection night, scheduling begins/course selection continues with additional counselor consultation, letters of recommendation, middle school course selection and transition meetings, monitor 504s, IEP/504 meetings, AP coordination continues, scholarship coordination, D/E notices mailed home after second marking period, varied counseling per individual student need, Junior book Award planning continues, PA Governor's School applications, Rotary Student of the Month event, monthly grade-level guidance newsletters.
Career: college planning, scheduling, DCTS planning,	Career: DCTS student visitations, junior interviews, POWR Days, varied individual career counseling
Personal/Social: varied per individual student need	Personal/Social: varied, social/peer counseling, parent/teacher meetings.
<b>September</b> Academic: Freshman/Junior/Senior Parent Night, Back to School Night, Senior Group Presentation, Freshman transition day, college applications begin, individual senior conferences, hold 504 review meetings as needed, staff notification of 504 Agreements, NCAA Course updates, scheduling adjustments, College Planning, Letters of recommendations, National Merit Scholarship applications, transcript evaluations, Rotary Student of the Month event, monthly grade-level guidance newsletters.	<b>March</b> Academic: DCTS visitation and application process continues, middle school transitioning continues, course selection continues/counselors consult and advise, scheduling, letters of recommendation, transcript evaluation, IEP/504 meetings and updates, scholarship coordination, AP coordination, varied counseling per individual student need, Sophomore Parent Night, SAT administration, Junior book Award planning continues, summer enrichment program applications, Dual Enrollment applications, Rotary Student of the Month event, monthly grade-level guidance newsletters.
Career: Naviance notification letters mailed home, NCAA, senior conferencing, college reps visit to high school, varied individual career counseling, varied per individual student need, counselor's visit college and	Career: Junior interviews, POWR Days and field trips, varied individual career counseling

attend informational sessions.	
Personal/Social: varied, social/peer counseling, high school orientation/transition	Personal/Social: varied social/peer counseling, teacher/parent meetings
October Academic: PSAT-10th and 11th grade, continued 9th grade transitional support, senior conferences continue, letters of recommendation and college applications, scheduling adjustments as needed, National Merit Scholarship applications due, transcript evaluations/updates, IEP/GIEP/504 meetings, varied per individual student need, SAT and ACT test administration, Rotary Student of the Month event, monthly grade-level guidance newsletters.	April Academic: course selection and scheduling continue, transcript evaluation, failure notices, 8th to 9th grade IEP/504 transition meetings, IEP/504 meetings and updates, D/E notices mailed home after third marking period, scholarship coordination, AP coordination, Sophomore group advising meetings, senior award ceremony planning, Junior book Award planning continues, Rotary Student of the Month event, monthly grade-level guidance newsletters.
Career: PSAT, SAT, ACT, college applications continue, senior conferences continue, varied individual career counseling, POWR Days, College Rep visits	Career: POWR days, Scholarship Committee meeting, Sophomore group advising meetings, varied individual career counseling.
Personal/Social: varied, social/peer counseling	Personal/Social: varied, social/peer counseling.
November Academic: Senior conferencing, continue college applications, scheduling adjustments as needed, letters of recommendation, transcript evaluations/updates, D/E notices mailed home after first marking period, SST/MTSS Review, IEP/GIEP/504 meetings as needed, Junior Book Award planning begins, Rotary Student of the Month event, monthly grade-level guidance newsletters.	May Academic: Keystone exam support, AP Exams, sophomore advising groups continue, IEP/504 meetings and updates, 8th to 9th grade IEP/504 transition meetings continue, course selection and scheduling continue, transcript evaluation, scholarship coordination, Senior Awards planning, scholarship coordination, Junior Book Awards assembly, Sophomore group advising meetings, varied individual student needs, Rotary Student of the Month event, monthly grade-level guidance newsletters.
Career: Financial Aid Night, continued	Career: POWR days, Sophomore group

college applications, varied individual career counseling, Career Interest Inventory classroom lesson all 10th grader	advising meetings, scholarship coordination, varied individual career counseling.
Personal/Social: varied social/peer counseling	Personal/Social: varied, social/peer counseling.
<b>December</b> Academic: ongoing 9th grade transitional support as needed, Keystone Exam (State assessment) support, letters of recommendation, college application continue, transcript evaluation/updates, IEP/GIEP/504 meetings and updates as needed, SAT and ACT administration, PA Governor's School applications due, PSAT results assemblies, assist proctoring for Keystone Exams, Junior book Award planning continues, PA Governor's School applications, Rotary Student of the Month event, monthly grade-level guidance newsletters.	<b>June</b> Academic: ongoing 9th grade transitional support as needed, 8th grade visitation day, new student testing and scheduling, seniors/graduation/transcript evaluations/final updates, summer school information, D/E notices mailed home after final grades, failure remediation coordination, scheduling issues/conflicts, scholarship coordination ends, SAT and ACT administration, AP coordination ends, senior graduation survey through Naviance, Senior awards assembly, monthly grade-level guidance newsletters.
Career: Junior Interviews begin, varied individual career counseling, POWR Days, college Reps,	Career: scholarship coordination, varied individual career counseling, Senior graduation survey,
Personal/Social: varied, social/peer counseling	Personal/Social: varied, social/peer counseling.

## VIII. Program Delivery

### Delivery System--Elementary School (K-5)

<b><u>Guidance Curriculum</u></b>	<b><u>Prevention, Intervention, Response to Services</u></b>	<b><u>Individual Student Planning</u></b>	<b><u>System Support</u></b>
Provides developmental, comprehensive guidance program	Assess and support the needs of the students at the whole school level, grade level and small group	Assist students and faculty and collaborate with parents.	Includes program, staff and school support activities and services

content in a systematic way to all students K-5	level. Assess and support the need of community stakeholders.		
<b><u>Purpose</u></b> Guide the development of social/emotional, academic and career readiness skills and awareness	<b><u>Purpose</u></b> Individual, group and whole school prevention, intervention and responsive services to achieve success	<b><u>Purpose</u></b> Proactively promote student achievement	<b><u>Purpose</u></b> Program delivery and support
<b><u>Academic</u></b> Support and build skills needed for students to succeed in the classroom: learning strategies, working collaboratively in a group, decision making, goal setting, focusing attention, impulse control and stress management	<b><u>Academic</u></b> Kindergarten Roundup, Middle School transition, responsive counseling, behavior management, Response to Instruction and Intervention action plans, Guidance curriculum	<b><u>Academic</u></b> Develop and coordinate 504 service plans; student observations; Screening and data management for Academically Gifted Program; data conferences, Response to Instruction and Intervention team meetings and action plans; IEP team member	<b><u>Academic</u></b> Organize and share transition data, State School Assessment Coordinator and/or Test Administrators, 504 Meetings, coordinate Gifted Referrals
<b><u>Career</u></b> Identification and exploration of personal strengths and interests and teaching students the connection to lifelong learning and future career paths	<b><u>Career</u></b> 1st-5th Guidance curriculum	<b><u>Career</u></b> Develop career awareness and exploration	<b><u>Career</u></b> Program delivery and support
<b><u>Personal/Social Self-Management Skills</u></b> including: demonstrating self-control, identify and	<b><u>Personal/Social</u></b> K-5 Open House, new student orientation, individual and small group	<b><u>Personal/ Social</u></b> Individual responsive counseling; 504 service plan coordination; IEP	<b><u>Personal/Social</u></b> School-wide Positive Behavior Support, ClaC Red Ribbon Week, bullying

<p>overcome barriers to personal learning, coping skills and personal safety skills</p> <p><b>Communication Skills:</b> Identifying and expressing feelings. Learning how to make and keep friends. Recognize the difference between feelings and behavior.</p>	<p>counseling, classroom guidance, assist with Response to Instruction and Intervention, provide resources for outside mental health agencies</p>	<p>meetings; class grouping meetings; parent meetings; parent teacher conferences; Response to Instruction and Intervention</p>	<p>prevention, collaboration with community agencies</p>
<p><u>Percentage of Time</u> 25%</p>	<p><u>Percentage of Time</u> 35%</p>	<p><u>Percentage of Time</u> 20%</p>	<p><u>Percentage of Time</u> 20%</p>

Delivery System--Middle School (6-8)

<p><b><u>Guidance Curriculum</u></b> Provides developmental, comprehensive guidance program content in a systematic way to all students 6-8.</p>	<p><b><u>Prevention, Intervention and Responsive Services</u></b> Assess and support the needs of the students at the whole school level, grade level and small group level. Assess and support the need of community stakeholders.</p>	<p><b><u>Individual Student Planning</u></b> Assists students and parents in development of academic and career plans</p>	<p><b><u>System Support</u></b> Includes program, staff and school support activities and services</p>
<p><b><u>Purpose</u></b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation</p>	<p><b><u>Purpose</u></b> Prevention, Intervention and Responsive services to group and/or individual</p>	<p><b><u>Purpose</u></b> Individual student academic and occupational planning, decision making, goal setting, and preparing for academic transitions</p>	<p><b><u>Purpose</u></b> Program delivery and support</p>
<p><b><u>Academic</u></b> Developmental guidance lessons and/or small group meetings: support systems, time management, goal setting, organizational skills, study</p>	<p><b><u>Academic</u></b> Ineligible students, create plan for students at risk, coordinate parent/teacher conferences, collaborate with RTII teacher, coordinate student support services, restorative practice, decision</p>	<p><b><u>Academic</u></b> Schedule new students, consult with faculty about student placement for regular education/IEP/504 students, consult with support personnel and administration, manage all documents and accommodations for</p>	<p><b><u>Academic</u></b> Weekly team Meetings, Faculty Meetings, Child Study Meetings, In-Service, Coordinate private school applications, Provide input for IEPs and 504s, Plan for and train teachers on classroom meeting</p>

	making counseling	students with 504 service agreements while collaborating with teachers and administrators, create a plan to accommodate students with concussions, communication with parents and staff and documentation of interventions and action plan, AGP screenings	content, PSSA prep and proctoring training, Attend department meetings
<b><u>Career</u></b> Information and self-assessments via Naviance	<b><u>Career</u></b> Information and self-assessments via Naviance	<b><u>Career</u></b> Information and self-assessments via Naviance	<b><u>Career</u></b> Information and self-assessments via Naviance
<b><u>Personal/Social</u></b> Middle school orientation 6th grade Transition to PHS 8th grade  Developmental Guidance lessons 6-8th grade  Peer Mediation	<b><u>Personal/Social</u></b> coordinate and facilitate parent teacher conferences with parents, teachers and students to assess academic progress  Serve as a referral source for SAP team, pre-referral, OT, PT, outside agency issues Assist with SAP team	<b><u>Personal/Social</u></b> Coordinate and facilitate transition 504 meetings to high school  Consult and assist in facilitation of 504 meetings to middle school  Collect and analyze data for pre-referral process	<b><u>Personal/Social</u></b> School-wide Positive Behavior Support, bullying prevention, collaboration with community agencies
<b><u>Percentage of Time</u></b> 25%	<b><u>Percentage of Time</u></b> 35%	<b><u>Percentage of Time</u></b> 25%	<b><u>Percentage of Time</u></b> 15%



Delivery System--High School (9-12)

<p><b><u>Guidance Curriculum</u></b></p> <p>Provides developmental, comprehensive guidance program content in a systematic way to all students K-12</p>	<p><b><u>Prevention, Intervention and Responsive Services</u></b></p> <p>Addresses school and student needs</p>	<p><b><u>Individual Student Planning</u></b></p> <p>Assists students and parents in development of academic and career plans</p>	<p><b><u>System Support</u></b></p> <p>Includes program, staff and school support activities and services</p>
<p><b><u>Purpose</u></b></p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation</p>	<p><b><u>Purpose</u></b></p> <p>Prevention, Intervention and Responsive services to group and/or individual</p>	<p><b><u>Purpose</u></b></p> <p>Individual student academic and occupational planning, decision making, goal setting, and preparing for academic transitions</p>	<p><b><u>Purpose</u></b></p> <p>Program delivery and support</p>
<p><b><u>Academic</u></b></p> <p>9th, 10th, 11th, and 12th grade developmental programming</p> <p>9th grade first school day welcome program</p> <p>10th grade career assessment program</p> <p>9-12 individual student conferences</p> <p>Large group college</p>	<p><b><u>Academic</u></b></p> <p>Meet with failing grade students-marking period</p> <p>Grade/IPR weekly grade reports</p> <p>D/E notices</p> <p>Achievement Center</p> <p>Tutorial services through honor societies</p> <p>SST meetings and</p>	<p><b><u>Academic</u></b></p> <p>Course selection night</p> <p>Course selection grade level meetings</p> <p>Back to school night</p> <p>Senior parent night</p> <p>Junior parent night</p> <p>Sophomore parent night</p> <p>Freshman parent</p>	<p><b><u>Academic</u></b></p> <p>Tutorial services through honor societies</p> <p>Course selection counseling</p> <p>PSAT testing/return</p> <p>SAT prep classes through Kaplan</p> <p>Free on demand Kaplan SAT/ACT/PSAT prep</p>

<p>process assembly</p> <p>Individual 12th grade college planning</p> <p>9-11 course selection planning and graduation requirements</p>	<p>interventions</p> <p>SYA</p>	<p>night</p> <p>Financial aid night</p> <p>FAFSA completion night</p> <p>College night</p> <p>Naviance programming</p>	<p>PTG groups</p>
<p><b><u>Personal/Social</u></b></p> <p>Groups, varied subjects</p> <p>9th grade and new student orientation</p> <p>Individual curriculum support</p>	<p><b><u>Personal/Social</u></b></p> <p>STAR (student teacher assistance and referral)</p> <p>SST (student support team)</p> <p>Peer mediation</p> <p>Gay straight alliance</p> <p>Red Ribbon Week</p> <p>Student Mentor program</p> <p>Student Relations outreach</p>	<p><b><u>Personal/Social</u></b></p> <p>Personal counseling, individual conferencing for future planning for career/post-secondary goals</p>	<p><b><u>Personal/Social</u></b></p> <p>Mock Crash</p> <p>NOPE presentation</p> <p>POWR Days</p> <p>STAR</p>
<p><b><u>Counselor Role</u></b></p> <p>Counselor is fully involved in all of the above programs individually and within group format; assists in referrals to groups</p>	<p><b><u>Counselor Role</u></b></p> <p>Referrals to tutorial services and Achievement center</p> <p>Counselors advise and support students with study and organizational skills</p> <p>STAR and SST</p>	<p><b><u>Counselor Role</u></b></p> <p>Counselor formats, continually revises, and delivers all programs listed above with students and parents</p> <p>Individual academic advising and planning</p>	<p><b><u>Counselor Role</u></b></p> <p>Counselor assists in state and standardized assessment proctoring, delivery of results, relaying of information, referrals, and delivery of programs for students and parents.</p>

	referrals 504 creation and implementation IEP team participation		
<u>Percentage of Time</u> <b>20%</b>	<u>Percentage of Time</u> <b>30%</b>	<u>Percentage of Time</u> <b>30%</b>	<u>Percentage of Time</u> <b>20%</b>

## IX. Curriculum Action Plan

### Curriculum Action Plan--Elementary School (K-5)

<b>Action Step</b>	<b>Delivery Method</b>	<b>Personnel</b>	<b>Target Group</b>	<b>Timeline</b>	<b>CEW Domain</b>	<b>ASCA Domain</b>
<b>Classroom guidance unit on Beginning Awareness Basic Education Studies (BABES)</b>	<b>Classroom Lessons</b>	<b>School Counselor</b>	<b>Gr. 1</b>	<b>Ongoing</b>		A:A1.1,4,5, A:A2.2,3 A:A3.1 A:B1.4  PS: A1.1,5,6,7,10 PS: A2.1 PS: B1.1,2,3,4,5,8,11 PS: C1.1-11  C:A1.5
<b>Classroom guidance lesson on Digital Citizenship</b>	<b>Classroom Lessons</b>	<b>School Counselor</b>	<b>Gr. 2-5</b>	<b>Ongoing</b>	<b>13.3.3.C</b>	A:A1.5 A:A2.3 A:A3.1  PS:A1.2,5,6,7,8 A2.6,7 B1.2,3,4,5 C1.2,4,10,11
<b>Introduce Role of School Counselor</b>	<b>Classroom lessons, website, parent letter, new student orientation</b>	<b>School Counselor</b>	<b>Gr. K-5</b>	<b>Ongoing</b>		PS: B1.5 C1.6
<b>Classroom guidance lesson on essential concepts of</b>	<b>Classroom lessons, small groups</b>	<b>School Counselor</b>	<b>Gr. 2</b>	<b>Ongoing</b>	<b>13.1.3.A,B</b>	A:A2.3 A:A3.1  PS:A1.1,2,5,6,8,9,10

appreciation of self/others, making and keeping friends, and getting along.						PS:A2.1,3,4,5,6,7,8 PS:B1.2,3,4,5,6 PS:C1.4,10  C:A1.3 C:A2.5
Classroom guidance lesson on essential concepts of respect for self/others, cooperation and communication, and problem solving.	Classroom lessons, small groups	School Counselor	Gr. 3	Ongoing	13.1.3.A,D, F,H 13.2.3.A 13.3.3.B,C	A:A1.5 A2.3 A:A3.1,2  PS:A1.1,2,5,6,8,9,10 PS:A2.2,3,6,7,8 PS:B1.2,3,4,6 PS:C1.2,4,5,6,7,8,10,11  C:A1.2,3,4 C:A2.1,5 C:C2.3
Classroom guidance lesson on essential concepts of self-knowledge and social skills	Classroom lessons, small groups	School Counselor	Gr. 4	Ongoing	13.1.3.A,B, D,F,H 13.3.3.A,C	A:A1.1,4,5 A:A2.3,4 A:A3.1 A:B1.2,3,4,5,6 A:B2.5,6 A:C1.3  PS:A1.2,5,6,7 PS:A2.2,3,6,7 PS:B1.1,2,3,4,8 PS:C1.7,8,9,10,11  C:A1.2 C:A1.3,5 C:A2.8
Classroom guidance lesson on	Classroom lessons, small	School Counselor	Gr. 5	Ongoing	13.1.3.A,B, D,F,H 13.3.3.C	A:A1.5 A:A2.3 A:A3.1

<p><b>essential concepts of Peer pressure/peer relations, Positive emotional expression</b></p>	<p><b>groups</b></p>					<p><b>A:B1.6 A:B2.4 A:C1.3</b></p> <p><b>C:A1.2,3,8 C:B1.2,4,7 C:C1.1,2,3, C:C2.1</b></p> <p><b>PS:A1.2,5,6, 7,8 PS:A2.1,2,3, 6 PS:B1.1,2,3, 4,5,6,8 PS:C1.2,4,7, 9,10,11</b></p>
---	----------------------	--	--	--	--	---

Curriculum Action Plan--Middle School (6-8)

<b>Action Step</b>	<b>Delivery Method</b>	<b>Personnel</b>	<b>Target Group</b>	<b>Timeline</b>	<b>CEW Domain</b>	<b>ASCA Domain</b>
Student will investigate world of work	Developmental guidance lessons and career research (Naviance)	School counselor/ Technology teacher	grades 6-8	ongoing	13.18.A-D 13.2.8 B; 13.2.8E	C:A1 C:A2 C:B1 C:C1
Student will complete interest inventory (career cluster)	Developmental guidance lesson and career research. (naviance)	school counselor	7-8 th grade	ongoing	13.1.8A-D 13.1.8F 13.2.8B 13.2.8E	C:B1 C:C1
Student will investigate post-secondary options	Developmental guidance lessons and career research (Naviance)	School counselor	7-8th grade	ongoing	13.1.8D	C:B1 C:C1
Student will complete course selection for 9th grade	online with counselor support	School counselor	8th grade	ongoing	13.1.8H	A:C1 C:A1 A:B2 A:C1
Students will learn time management , learning styles and study skills	Developmental, individual, small group	School Counselor	6-8 th grade	ongoing	PS:A1 PS:B1 A:A2 A:A1 A:B1	
Students will learn to set short term and long term goals	Developmental, individual, small group	School Counselor	6-8 th grade	ongoing		PS:B1 PS:C1
Students will learn	Developmental , individual, small	School Counselor	6-8 th grade	ongoing		PS:A2 PS:B1

communication and conflict resolution skills	group					PS:16.212.C
Students will learn to build on the strengths of others to cooperate in groups	Developmental , individual, small group	School Counselor	6-8 th grade	ongoing		PS:A1 PS:A2
Students will learn to use decision making models	Developmental, individual, small group	School Counselor	6-8 th grade	ongoing		PS:B1 PS:C1
Students will learn techniques to manage stress	Developmental , individual, small group	School Counselor	6-8th grade	ongoing		PS:C1
Students will learn about the harmful effects of drug & alcohol use	Developmental, individual, small group	School Counselor	6-8 th grade	ongoing		PS:C1
Students will discuss family issues and problem solve difficulties	Developmental, individual, small group	School Counselor	6-8 th grade	ongoing		PS:16.2
Students will learn skills to develop peer relationships	Developmental , individual, small group	School Counselor	6-8th grade	ongoing		PS:16.2
Students will learn coping	Developmental, individual, small group	School Counselor	6-8th grade	ongoing		PS:16.1



strategies to manage emotions and behavior						
Students will learn social skills to interact appropriately with peers	Developmental , individual, small group	School Counselor	6-8th grade	ongoing		PS:16.1 PS:16.2
Students will learn positive school wide behavior through classroom meetings	Developmental , individual, small group,whole class	School Counselor/ Teacher	6-8th grade	bi-monthly		A:A2

## Curriculum Action Plan-High School (9-12)

### Career

Action Step	Delivery Method	Personnel	Target Group	Timeline	CEW Doman	ASCA Domain
Students will investigate their Naviance High School tools	9th grade classrooms	school counselor	9th grade students	Spring	13.1.11	C:A1
Students will explore available options for career and technical programs	Career and Technical education program presentation and recruitment	DCTS Representatives and school counselors	9th grade presentations and all students interested in attending	winter; recruitment throughout the year	13.1.11.B 13.1.11.F	C:A1.8 C:B1.1 C:B2.4 C:C1.3
Students will develop an individual goal plan	10th Grade Career awareness lesson; My Game Plan, resume, and college search (Naviance)	school counselor	10th grade class	Fall	13.1.11.G 13.1.11.H	C:B1.3 C:B2.1-2 C:B2.5 C:C1.3
Students will complete career and interest inventories	Career research (Naviance)	school counselor	10th grade class	Fall	13.1.11.A 13.1.11.B	C:B1.2 C:C1.3 C:C2.1
Students will investigate post-secondary planning options	Career and college research; Junior interview, college visits, career center, and POWR program	school counselor, career center coordinator, student relations representative	10th through 12th grade	Junior interview: fall Continual one on one counselling and group sessions	13.1.11.4 13.1.11.A 13.1.11.B 13.1.11.D 13.1.11.F	C:A1.8 C:A1.9 C:B2.2 C:C1.1 C:A1.8 C:A1.9 C:B2.2 C:C1.1
Students will investigate the world of	Career research (Naviance)	school counselor career center	9th-12th grade students	fall: junior interview spring: 10th	13.1.11.A 13.1.11.B 13.1.11.D	C:A1.A C:B1.2 C:B2.3

work	POWR Program 10th grade group meeting 11th grade individual junior interview	coordinator		grade meeting ongoing	13.1.11.F	C:B2.4 C:C1.3 C:C2.4
Students will explore various careers	POWR Program with shadowing; various community professionals visit and present	school counselor, career center coordinator, guest speakers	9th-12th grade students	ongoing	13.1.11.D	C:A1.1 C:A1.2
Students will investigate and understand appropriate options suitable to individual future plans with course selection including information about CTE via DCTS	course selection classroom presentations and individual meetings	school counselor	9th-11th grade students	January-May	13.1.11.F 13.1.11.G 13.1.11.H	C:A1.7-8 C:B1.1 C:B1.3 C:B2.1-2 C:B2.4-5 C:C1.1
Students will complete course selection for grades 9-11	online with counselor support	school counselor	9th-11th grade students	annually during the spring semester	13.1.11.F 13.1.11.H	C:B2.4 C:B2.5 C:C1.1

### Academic

ACTION STEPS	DELIVERY METHOD	PERSONNEL	TARGET GROUP	TIMELINE	ASCA DOMAIN	
Students will be provided with	Multiple large group presentation	8th and 9th grade counselor	8th grade	Winter and Spring	A.A2 A.A3 A.:B1.2	A:B2.5 A:C1.6

opportunities to learn and explore information about transitions	and individual meeting with parents and students				A:B1.5 A:B2.1	
Students and parents learn about high school academic requirements and expectations.	Course selection night, 8th grade visitation, freshman orientation, freshman parent night, 9th grade day of school	9th grade counselor with additional counselors	8th grade counselor with additional counselors	Winter 8th grade course selection, Spring 8th grade visitation, 9th grade Summer freshman orientation, Fall 9th grade parent night	A:B1.2 A:B1.4-5 A:B1.7 A:B2.1 A:B2.3 A:B2.6 A:B2.7 A:C1-6	
Students will continue to develop individual academic goals	Classroom lessons, sophomore parent night, sophomore group meetings	School Counselors	10th grade students and parents	Fall- lessons, Spring - Sophomore meetings, and parent night	A:A3.5 A:B1-5 A:B2.3 A:B2.5 A:B1.7 A:C1.6 A:C1.4	
Students will continue to develop individual academic goals	Junior interviews, junior parent night	School counselor	11th grade students and parents	Fall	A:A3.5 A:B1-5 A:B2.3 A:B2.5 A:B2.5 A:B2.7 A:C1.6 A:C1.4	
Students will select appropriate courses for each year's schedule for individual goals and graduation requirements	Course selection process - classroom lessons	School counselor	9-11th	Fall and Spring	A:A3.4 A:B1.5 A:B2.4 A:B2.5 A:B2.7	
Students will learn the college application process in a group setting	Large group senior meeting, 12th grade development program	School counselor	12th grade	Fall - 1st week of school	A:B1-4 A:B2.5 A:B2.7	

Students will learn their individualized needs and process for applying to college and interviews for letter of recommendations for college application	12th grade developmental program, individual senior conference	School counselor	12th grade	September-December, 1st marking period	A:B2.1 A:B2.2 A:B2.4 A:C1.3 A:C.14 A:C1.6	
Student will be provided with a variety of opportunities to learn about different colleges	College representatives visiting our career center	College representatives, school counselors, and career center	11th and 12th grade	January-March	A:B1.4 A:B2.7 A:A3.5	

**Personal/Social**

<b>Action Step</b>	<b>Delivery Method</b>	<b>Personnel</b>	<b>Target Group</b>	<b>Timeline</b>	<b>ASCA Domain</b>
Students will learn about issues of transition to High School and be provided with opportunities to ask about issues of concern	8th grade student visitation day. 9th grade orientation Freshman parent night	school counselor	8th and 9th grade students and parents	Spring Summer Fall	PS:A1.3 PS: A1.4 PS:A2.6 PS:B1.5 PS:B1.12 PS:C1.6
Provide students with access to counselor for individual counseling as needed	Individual counseling on an as-needed basis	school counselor	9th-12th grade students	ongoing throughout the school year	PS:C1.5 PS:C1.6
Provide groups for students on a need-specific basis	group meetings based upon needs of students (new student group, recovery, anger management, healthy choices)	SAP coordinator, school counselor	9th-12th grade students	ongoing throughout the school year	PS:C1.5 PS:C1.6 PS:C1.7 PS:C1.8 PS:C1.9 PS:C1.10 PS:C1.11

Provide risk assessment for students in crisis	individual risk assessments for students in immediate crisis	SAP coordinator, school counselor	9th-12th grade students	ongoing throughout the school year	PS:C1.5 PS:C1.6 PS:C1.7 PS:C1.8 PS:C1.9 PS:C1.10 PS:C1.11
Students learn how to report "at risk" behaviors for their peers	class assembly and/or classroom lessons	SAP coordinator, school counselor, health teachers	9th grade	1st or 2nd marking period	PS:B.1 PS:B.2 PS:B.3 PS:B.4 PS:B.5 PS:C1.6 PS:C1.7
Students learn how to manage peer issues and resolve conflict	conflict resolution and individualized meetings	school counselor	9th-12 grade students	ongoing throughout the school year	PS:A1.2 PS:A1.5 PS:A2.3 PS:A2.6 PS:A2.7 PS:A2.8 PS:B1.6
Students are able to participate in social groups to help support themselves and other students	SADD, GSA, mentor group	school counselor faculty advisers	9th-12th grade students	ongoing throughout the school year	PS:B1.4 PS:B1.7 PS:A1.9 PS:A1.7 PS:A2.2
Students learn the importance of social interaction and involvement in extracurricular activities	Review of school extracurricular clubs, sports, etc, in large group meetings and during individual meetings	school counselor	9th-12th grade students	ongoing throughout the school year	PS:A1.10 PS:A2.6 PS:B1.4 PS:C1.11

## X. Organizing Career

<u>Resource Type</u>	<u>Resources</u>
<b>Organization/Agencies</b>	
Intermediary Organizations	American Red Cross; Interact; Junior Optimist Club
Umbrella Organizations	Chamber of Commerce; Rotary Club; Delaware County Technical Schools
Community/State Agencies	Delaware County Youth Council; Media Business Authority; Delaware County Community College
<b>Networking Opportunities</b>	
Individual Contacts	College Representatives; POWR Program; Professional Partnerships
Community/Business Meetings	Monthly Rotary Club Meetings (Glen Riddle and Media); Delaware County Chamber of Commerce
Community Events	Local College Fairs; Engineering Day-Boeing; College Career Programs; Career-related field trips; Career-related guest speakers
<b>Online/Onland</b>	
Internet Based Links	Naviance; Occupational Outlook Handbook; Collegeboard
Media/Advertising	Career Center Job Board; Community program booklets-career related; social media, District Cable Channel
Publications/Documents	Weekly Career Center Newsletter; PHEAA Career and College Planning publications; Collegeboard; pacareerstandards.com; grade level newsletter; Naviance

## **XI. Individualized Academic/Career Plan**

### **6th Grade and Higher**

#### Skills Needed for Post-Secondary Success

o Students learn the skills needed for a successful transition to middle school and beyond, including goal setting, organization, teamwork, and communication.

#### Career of Interest

o Students explore career options and use various assessments to identify their job interests.

#### Middle School Academic Planning

o SMART Goals Students reflect on their past, present and future and set SMART goals based on their individual strengths and weaknesses. They develop strategies for achieving their goals.

#### Academic Skills Needed for Postsecondary Work

o Students learn to set academic goals and devise and implement a plan for success.

### **7th Grade and Higher**

#### Growth Mindset

o Age appropriate skill development to foster student growth. Students learn to self-advocate by expressing their concern and asking for specific support to meet that need.

#### Learning Style Inventory

o Students discuss different learning styles and complete the Learning Style Inventory. They develop techniques based on this information to help them be better learners and to explore colleges that fit their learning styles.

#### Career Exploration

o Students will complete an inventory to identify a Holland Career Cluster that matches their strengths and interests.

o Students research careers in multiple career clusters in order to consider options for future career planning.

#### Build College Belief

o Students discover the skills and attitudes that lead to success in college and work. This reinforces the belief that choices they make now will support success in high school, college and work.



### Middle School Academic Planning

o Students complete goal sheets for each marking period. They review and revise their goals and academic plans as they progress through the school year.

## **8th Grade and Higher**

### Personal Strengths

o Students identify their personality type to assist with in development of a long-term career game plan.

### Career and Post-secondary Planning

o Students identify a career goal and create a game plan to reach that goal.

### High School Academic Planning

o Student select high school courses that support their career game plan.

### Income vs. Expenses

o Students learn the impact of education on future income, the relationship of expenses to income, the tools to build a budget, and the basics of borrowing and debt.

## **9th Grade and Higher**

### Skills Needed for Post-secondary Success

- Students learn skills to help them succeed in college, including time management, goal setting, organization, and test preparation. (Complete “Learning Style Inventory” in Naviance.)
- They will participate in a team building exercise to develop skills necessary to work effectively in groups. (Freshman orientation fall)

### High School and Post-secondary Plan

-Student review the credits necessary for high school graduation and post-secondary admission and explore accelerated coursework and Dual Enrollment programs.

### Goals

-Students assess their progress toward meeting previously set goals and learn the value of persistence. They revise their goals, as necessary. (Revise “My Game Plan” in Naviance.)

### Career Clusters

-Students explore career clusters and pathways and link them to post-secondary options. They revise their academic plans, if necessary. (Complete “Career Interest Profiler” in Naviance.)

### High School Academic Planning

-Students investigate colleges that fit with their career interests and further revise their academic plans. (Initiate “Resume” building in Naviance.)

## **10th Grade and higher**

### Growth Mindset

-Student learn that they can continue to grow and develop intellectually with hard work. They explore strategies and tools to develop a growth mindset.

### Resume

-Students continue to update their resumes that highlight their strengths and skills. (Students will revise and update “Resume” in Naviance.)

### Informed Decisions on Career Paths

-Students explore career clusters of interest in more depth and link those interests to post-secondary options. (Students complete “Do What You Are” survey in Naviance.)

### PSAT Results

-Students review PSAT test results, identifying areas for improvement and connect their results to colleges and careers of interest. (Students attend PSAT results assembly and sophomore group meetings.)

### High School Academic planning

-Students investigate colleges that fit with their career interests and further revise their academic plans. (Students complete “MI Advantage” and investigate “College Search” in Naviance.)

## **11th grade and higher**

### Work-Based Learning

-Students explore work-based learning and develop a plan to explore a career of interest. (Students revise “Resume” in Naviance. Students meet with Career Center Coordinator for POWR Day interview.)

### Post-secondary Participation

-Students learn about expectation for college-level writing and improve their abilities to gather, analyze, synthesize, and present information. (Students complete research paper in English classes.)

### Personality Survey

-Revisit results of “Do What You Are” survey in Naviance and refine their career and colleges of interest.

### Post-secondary Visits and Admissions

-Students learn the basics of college admissions, including the essay, FAFSA, college visits, and scholarship information. (Students participate in their Junior Interview, attend College Representative Info Sessions in guidance, and attend College Night and FAFSA Completion Night.)

#### High School Academic Planning

-Students review College Match criteria and review the lists of colleges to which they intend to apply. They review and revise their goals and academic plans.

### **12th Grade and Higher**

#### Senior Year Success

-Students develop strategies for keeping academic momentum during senior year. (Quarterly grade reviews with counselors.)

#### Post-Secondary Applications

-Students revisit their academic and career interests and apply for colleges, including safety, target, and reach destinations. (Naviance college resources.)

#### FAFSA and Financial Aid

-Students prepare for and complete the FAFSA and search for scholarships. (FAFSA Completion Night and Financial Aid Night.)

#### Senior Year Reflection

-Students make informed decisions about possible career and post-secondary paths.  
-Academic planning to reach post-secondary aspirations. (Ongoing course selection process.)

-Attaining acceptance to colleges of interest.

## XII. Career and Technical Center Strategies

### **TECHNICAL SCHOOL**

The recruitment process for Delaware County Technical Schools begins in the winter. All students in grades 9 through 11 are invited to attend a presentation to learn more about program offerings and the application process. Students may choose to visit the campuses for shadowing opportunities in their program of interest. Advertising forums include:

School website Principal

newsletters Guidance

newsletters Morning

announcements IEP

meetings

Individual counselor meetings

### **CAREER AND TECHNICAL EDUCATION**

The Rose Tree Media School District is a participating member of the Delaware County Technical Schools (DCTS). Penncrest sophomores, juniors, and seniors may enroll in a variety of courses at the technical schools. Courses offered at the technical schools are recognized as full-year elective offerings and count towards graduation. All students taking DCTS courses will also take Physical Education (each year) and Health (during sophomore year). Students who successfully complete their coursework are awarded two credits per year and remain on track to graduate with their original class, as long as all other graduation requirements are fulfilled.

Penncrest students who are considering technical school are encouraged to consult with their counselor to discuss their choices. Students are reminded to begin this process during course selection. Students should consider their vocational selection carefully. Certain program offerings lead toward a license in the chosen area of study, and there are stringent requirements for attendance and competency. Upon graduation, students possess the qualifications to attend a post-secondary institution or enter the workforce.

All prospective students must complete an application which includes a short essay. The Medical Careers program has a supplemental application. Applications are forwarded to the administrative staff at the technical school for review. The admissions committee reviews transcripts, attendance patterns, and discipline records. Students are informed of the committee decisions through the counseling office. The students who are accepted at either the Folcroft, Aston, or Marple campuses attend Penncrest for four periods to complete required core courses: English, Mathematics, Science, and Social Studies. Students are dismissed from school early and transported to their technical school campuses. All transportation is provided by the school district.

### **MEDICAL CAREERS**

This program, offered through Delaware County Technical Schools, is for seniors who are

interested in attending college to prepare for a career in health care. It has been nationally recognized by the Life Science Career Alliance and achieves 100% college placement. Students attend class daily at their assigned hospital and the curriculum offers a combination of lecture, patient care skills, and clinical rotations. Students benefit from career-based presentations from an array of health care professionals including: nurses, physicians, physician assistants, physical therapists, medical technologists, and pharmacists. The curriculum includes anatomy, physiology, pathophysiology, medical terminology, safety, infection control and medical law and ethics. Students graduate from the program with a solid understanding of the integral relations of the hospital team and a vision of their potential role in the healthcare industry. This is a rank level 1 course for which students earn 3 credits.

### **Dual Enrollment**

The Penncrest Dual Enrollment Program allows students to earn credits simultaneously at the high school and post-secondary levels for courses taken at local colleges and universities. Penncrest enjoys partnerships with Penn State University/Brandywine, Neumann University, and Delaware County Community College. Students are expected to meet the eligibility requirements for each respective college/university. Students must provide their own transportation. Any Dual Enrollment course that counts towards Penncrest graduation will appear as 1.0 credit on the Penncrest transcript; the grade will be calculated towards a student's grade point average but will not be used in the calculation of class rank. Students who do not wish to count courses towards graduation must make arrangements to forward records to colleges and universities if they wish to do so. Students are expected to maintain a minimum of 5.0 Penncrest credits in order to maintain full time status. Students interested in the Dual Enrollment Program should see their guidance counselors.

### XIII. Guidance Counselor Job Descriptions

- Implements the district counseling curriculum
- Consults with staff in implementing assigned tasks and services
- Counsels individuals and/or small groups of students with presenting concerns
- Uses accepted theories and techniques appropriate to school counseling
- Consults and conferences with parents/guardians, staff, administrators, agencies, and others to enhance ongoing work with students
- Uses an effective process for referring students and others towards special programs and services within and outside of the district
- Coordinates with appropriate agency, Home and School Visitor, and/or Caseworker to facilitate placement and re-entry
- Participates in the coordination of the building's standardized testing programs
- Interprets test and other assessment results when necessary
- Uses other sources of student data appropriately for assessment purposes
- Works with Probation Officer and Juvenile Court System when necessary
- Oversees and maintains accurate student records
- Adheres to professional, ethical, and legal standards
- Participates in educational team meetings including: Child Study/SST, Response to Instruction and Intervention, Multidisciplinary Teams, ESAP/SAP Team, IEP meetings
- Serve as a member of the Gifted Multidisciplinary Team
- Assists in the preparation of referrals for multidisciplinary evaluations
- Responsible for working with parents/guardians, administrators, staff, and agencies that refer for drug/alcohol and mental health concerns for students referred to the Student Assistance Program
- Assist students with course selections that support and enhance their future college and career aspirations

## **XIV. Action Plan**

### **Goal Area: Career/College Transition**

Goal: The District will implement developmentally appropriate activities and services that support a successful transition to the high school and postsecondary outcomes.

#### Action steps/activities:

- Introduce Naviance at the middle school
  - 6th grade general discussion about interests and skills
  - Introductory lesson (6,7,8), log on, scavenger hunt
  - Interest inventory will be introduced to 8th graders along with other components about career interests
  - Learning styles inventory (8th and 9th)
  - Consider giving Interest inventory every year, and resetting each year for changing interests.

RESOURCES: iPads, delivered quarterly in social studies courses

- Career Seminar
  - STEM focus
  - Collaboration with DCTS

RESOURCES: speakers: parents, seniors, community members, DCTS staff

### **Goal Area: Communicating and Informing the School Community**

Goal: To develop an effective and efficient approach to inform relevant stakeholders regarding the activities and plans of guidance services.

#### Actions steps/activities:

- Create School Counseling Pamphlet including lessons, activities, services, personnel, calendar, timeline of activities, and link pamphlet to websites in each school.
  - Info in the pamphlet (specific to each school and/or grade level) will be delivered to parents via website link, emails, Naviance emails, and global connect.

RESOURCES: Professional development release time to decide on pamphlet content, creation and layout, and printing. Identification of personnel for updating information in a timely manner.

- Webpage Development:
  - Each school will develop its own centralized Guidance/School counseling webpage

Action step/activities:

Determine what content will be shared/included. Identify who will be responsible for updating the webpage.

RESOURCES: Release/professional development time to create site.

**Goal Area: Parent Education**

Potential Topics of Interest/Importance:

1. Social Media
2. Overscheduling
3. Grit/Resilience
4. Relational aggression

Goal: The District will increase opportunities for parent education by facilitating 2 (number) presentations/workshops during the 2016-2017 through 2017-2018 school years on the following identified areas of interest:

Topic 1: Overscheduling

Topic 2: Social Media

Topic 3: Resilience/Grit

Topic 4: Relational aggression

Action steps/activities:

Identify possible formats (i.e. presentations, videos, Go-To Meetings, Back to School Night/Open House presentations, Guidance Youtube Channel)

Gather and review relevant research/data to support how overscheduling can lead to stress, anxiety, etc.

Develop relevant guidance lessons-i.e. CyberSmart curriculum/Common Sense Media Book Clubs

Include information on topics in newsletters

RESOURCES: Video equipment, technological know-how, release time, professional development



**Goal Area: Maximizing First Choices**

Goal: The District will identify and implement activities and services that optimize a student's ability to transition to their first choice of post-secondary plans.

Action steps/Activities:

Review School Profile and work with college recruiters to evaluate if all relevant information is included in profile

Increase students' understanding of importance of PSAT for merit scholarships in 10th grade classroom presentations

Increase students' and families' awareness of college prep resources.

Continue to offer the highest level of academic courses to a greater number of students

Consider parent night at middle school to enhance community norms of college/career preparation

RESOURCES: Guidance-admin meetings with a focus on action steps/activities, planning time for action steps