**Rockwood School District**

**Comprehensive K-12**

**School Guidance and Counseling Program**

Introduction

In Pennsylvania, School Counselors are integral in the academic, career and personal/social development of all PreK-12 students. A comprehensive guidance plan is required as part of Pennsylvania School Code in *Chapter 339 – Guidance*.

***§ 339.31. Plan.***

*There shall be a written plan on file, approved by the local board of school directors, for the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade. The plan must include procedures to provide for guidance services to AVTSs.*

Additionally a comprehensive program of student services is required as part of Pennsylvania School Code in *Chapter 12 – Services to Students*. An abbreviated section is shown below.

***§ 12.41. Student services.***

*(a) Each school entity shall prepare a written plan for the implementation of a comprehensive and integrated K-12 program of the student services based on the needs of its students. The plan shall be prepared and revised in accordance with the time frames and procedures described in § § 4.13(a), (b), (d), (e) and (f) (relating to strategic plans). Services offered by community agencies in public schools shall be coordinated by and under the general direction of the school entity…*

*(b) Though the variety of student services offered will differ from school to school depending upon its size and the needs of its students, the following categories of services shall be provided by each school entity in planning its student services:*

*(1) Developmental services for students that address their developmental needs throughout their enrollment in school. Developmental services include guidance counseling, psychological services, health services, home and school visitor services and social work services that support students in addressing their academic, behavioral, health, personal and social development issues …*

*(2) (c) Student services must:*

*(1) Be an integral part of the instructional program at all levels of the school system.*

*(2) Provide information to students and parents or guardians about educational opportunities of the school’s instructional program and how to access these opportunities.*

*(3) Provide career information and assessments so that students and parents or guardians might become aware of the world of work and of a variety of career options available to individual students.*

In addition, *Chapter 4 – Academic Standards and Assessment* references the Academic Standards, including Career Education and Work, which address the importance of career planning for all students related to labor market projections and workforce needs.

For complete language for the references above, visit the Pennsylvania School Board of Education website at: http://www.pacode.com/secure/data/022/022toc.html.

**I. Guidance Plan Committee/List of School Counselors and Assignments**

**Guidance Plan Committee**

Mark Bower Superintendent

Misty Demchak High School Principal

Jonathan Hale Elementary School Principal

Mary Gosnell Director of Student Services/Special Education

PJ Opfar 7-12 High School Guidance Counselor (1:366)

Brandi Shaulis K-6 Elementary Guidance Counselor (1:331)

Christy Hay Librarian

**Steering Committee:**

Somerset County Counselor Association

**II. School-Counseling Department Core Beliefs/Mission Statement/Philosophy Statement**

**A. Core Beliefs**

• every student has dignity and worth.

• every student has the right to participate in the guidance counseling program.

• every student regardless of ethnic, cultural, racial, sexual orientation, gender, etc.,    differences and special needs are considered in the planning and implementation of the program.

• all students K-12 shall have access to a full-time state certified Masters degree level school counselor.

**B. Mission Statement**

The mission of the Rockwood School District’s school counseling program is to provide all students with the academic, personal and social skills necessary to become responsible, productive and respectful individuals who develop into contributing members of society. The integrated program is comprehensive and developmentally appropriate. In partnership with students, staff, family, community members, and employers, the counseling program prepares all students to achieve success in school, become lifelong learners and live healthy and fulfilling lives.

The mission of the Rockwood Area School District is to empower students to reach their full potential as well-rounded, lifelong learners and responsible members of society.

**C. Philosophy Statement**

The Rockwood School Guidance and Counseling Program believes that all students at all grade levels will have access to a full-time certified school counselor and have a right to participate in the guidance program. The program will be based on specified goals and will be an integral part of the students’ education, through which students prepare for meaningful and rewarding lives as productive members in a changing society.

**III. Program Goals**

School counseling is an essential component of the Rockwood School’s overall educational program, supporting academic success for each student. It is based on the belief that each student possesses intrinsic worth and specific rights, and is a unique and dynamic person capable of personal growth, lifelong learning and self- direction. The Rockwood comprehensive school counseling program supports the development of the competencies and skills that students will acquire to meet standards and expectations established by the state, the community and the district, and prepares our students to meet the challenges of life, work and citizenship.

The Rockwood Comprehensive School Guidance and Counseling Program is intentionally designed to be data driven and developmental, and contains sequential activities that are organized and implemented by certified school counselors, teachers, and administrators, and other staff in collaboration with students, parents/guardians, School Board Members and members of the local community. The program seeks to meet the needs of all students in three domains – academic, social/emotional, and career. The developmental aspect of the school counseling program focuses on attaining results related to skill acquisition and prevention, while the remedial aspect of the program ensures the provision of services that respond to immediate needs and concerns of students.

The Rockwood K-12 Comprehensive Guidance Plan shall:

• be based on specific goals and developmental student competencies

• be planned and coordinated with other representatives of the school and community

• utilize the many combined resources of the community.

• be evaluated on specific goals and agreed upon student competencies

• actively involve students and others to monitor student results.

• abides by the professional ethics of guidance and counseling as advocated by the American School Counselor Association.

• participates in professional development activities essential to maintain a quality guidance program.

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**Domains and Standards**

The Rockwood Comprehensive School Guidance and Counseling Program strives to enable all students from grades K-12 to achieve success in school and to develop into contributing members of our society through activities pertaining to the academic, career and social/emotional domains derived from ASCA’s *National Standards for Students (Competencies and Indicators)*, and the Pennsylvania Career Education Curriculum Framework*.*

**1. School Counseling Curriculum**

**The ASCA National Standards**

**American School Counselors Association**

**National Standards for Student Competencies and Indicators**

**Overview**

The purpose of a counseling program in a school setting is to promote and enhance the learning process. To that end, the school-counseling program facilitates student development in three broad areas: Academic Development, Career Development, and Personal/Social Development (Self Knowledge). The following chart describes the standards for each area.

**A. Academic Domain**

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

**Standard A: Students will acquire the attitudes, knowledge and skills**

**that contribute to effective learning in school and across the life**

**span.**

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

**Standard B: Students will complete school with the academic**

**preparation essential to choose from a wide range of substantial**

**post-secondary options, including college.**

A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical-thinking skills

A:B1.3 Apply the study skills necessary for academic success at each level

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, jr. high and high school

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

**STANDARD C: Students will understand the relationship of academics**

**to the world of work and to life at home and in the community.**

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular

activities, leisure time and family life

A:C1.2 Seek co-curricular and community experiences to enhance the

school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning

as essential to seeking, obtaining and maintaining life

goals

A:C1.5 Understand that school success is the preparation to make the

transition from student to community member

A:C1.6 Understand how school success and academic achievement

enhance future career and vocational opportunities

**B. Career Domain**

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the lifespan.

**Standard A: Students will acquire the skills to investigate the world**

**of work in relation to knowledge of self and to make informed**

**career decisions.**

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a résumé

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

C:A2.9 Utilize time- and task-management skills

**Standard B: Students will employ strategies to achieve future**

**career goals with success and satisfaction.**

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the Internet to access career-planning information

C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience

C:B2.4 Select coursework that is related to career interests

C:B2.5 Maintain a career-planning portfolio

**Standard C: Students will understand the relationship between personal**

**qualities, education, training and the world of work.**

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in work based

learning situations such as internships, shadowing and/or mentoring experiences

**Pennsylvania Academic Standards for Career and Education and Work**

The state of Pennsylvania has established its own K-12 Career Education and Work Standards. (Appendix)  The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education’s regulations of required education for all students in Pennsylvania. As a result, the Rockwood School District has chosen to utilize these standards to address the Career Education component of its K-12 Developmental Guidance Program rather than utilizing the ASCA Career Standards.

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| **Career Awareness and Preparation   13.1.** | **Career Retention and Advancement 13.3** |
|  |  |
| *A.  Abilities and Aptitudes* | *A.  Work Habits* |
| *B.  Personal Interests* | *B.  Cooperation and Teamwork* |
| *C.  Non-Traditional Workplace Roles* | *C.  Group Interaction* |
| *D.  Local Career Preparation Opportunities* | *D.  Budgeting* |
| *E.  Career Selection Influences* | *E.  Time Management* |
| *F.  Preparation for Careers* | *F.  Workplace Changes* |
| *G.  Career Plan Components* | *G.  Lifelong Learning* |
| *H.  Relationship between Education and Career* |  |
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| **Career Acquisition (Getting a Job)   13.2.** | **Entrepreneurship   13.4.** |
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| *A.  Interviewing Skills* | *A.  Risks and Rewards* |
| *B.  Resources* | *B.  Character Traits* |
| *C.  Career Acquisition Documents* | *C.  Business Plan* |
| *D.  Career Planning Portfolios* |  |
| *E.  Career Acquisition Process* |  |
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**C. Personal/Social Domain**

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

**Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**

PS:A1 Acquire Self-knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

**Standard B: Students will make decisions, set goals and take necessary**

**action to achieve goals.**

PS:B1 Self-knowledge Application

PS:B1.1 Use a decision-making and problem-solving model

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 Know how to apply conflict resolution skills

PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

PS:B1.8 Know when peer pressure is influencing a decision

PS:B1.9 Identify long- and short-term goals

PS:B1.10 Identify alternative ways of achieving goals

PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills

PS:B1.12 Develop an action plan to set and achieve realistic goals

**Standard C: Students will understand safety and survival skills.**

PS:C1 Acquire Personal Safety Skills

PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)

PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse

PS:C1.9 Learn how to cope with peer pressure

PS:C1.10 Learn techniques for managing stress and conflict

PS:C1.11 Learn coping skills for managing life events.

Academic Program Goal

Elementary

* + - Students will have the opportunity to improve all academic skill development through the support of MTSS, IST and core support annually
    - Students’ progress will be monitored through the results of DIBELS and Easy CBM annually
    - Students’ academic strengths and weaknesses will be communicated to the student/parent via progress reports, report cards, and parent/teacher conferences several times throughout the year.

Middle

* Students will have the opportunity to improve all academic skill development through the supports of tutoring, core support, STEPPS class, and academic action plans as needed
* Students’ progress will be monitored through the WAPR (weekly academic progress report), Algebra Keystone Exam (annually) and PSSA (annually)
* Students’ academic strengths and weaknesses will be communicated to the student/parent via progress reports, report cards, and parent/teacher conferences several times throughout the year.

High School

* Students will have the opportunity to improve all academic skill development through the supports of tutoring and core support.
* Students’ progress will be monitored through the WAPR (weekly academic progress report), Keystone Exams (annually), PSAT and SAT (annually for students planning on attending college)
* Students’ academic strengths and weaknesses will be communicated to the student/parent via progress reports, report cards, and parent/teacher conferences several times throughout the year.

Career

Elementary

* Students will investigate career interests through guidance lesson activities and by completing career interest inventories.
* Students will further investigate diverse careers through career speakers, 6th grade college field trips, and a 5th grade trip to the Somerset Technology Center.
* Students will discuss important career skills through guidance and library lessons.

Middle

* Students will investigate career interests by completing career interest inventories
* Students will further investigate careers by attending the 8th Grade Career Expo and the 8th Grade Somerset County Technology Center Tour
* Students will explore and discuss careers that interest them throughout the school year in Library Expo 7 and end of the year scheduling meetings.

High School

* Students will take Career Expo in the 9th grade where they will explore and investigate careers
* All 10th graders (as well as other interested high school students) will take the ASVAB. After the ASVAB is given all students will attend an interpretation of their scores to discuss areas of strengths and weaknesses and possible career fields that would be suitable for them.
* Students will attend career centered activities such as college/military fairs, job shadowing opportunities, industry tours, What’s My Line, Career/coffee connection, college days, co op

Social/Emotional Program Goals

Elementary

* + - Students will have the opportunity to acquire coping strategies and resiliency skills through Positive Behavior Support guidance lessons, lunch bunch, and Botvin Lifeskills program lessons.
    - Students will learn how to problem solve and find solutions to problems with the assistance of social work referrals, DBHS school-based counseling referrals, ESAP referrals, discipline referrals, and guidance referrals.
    - Students will have the opportunity to improve behavior through the school-wide behavior support program and positive citations.

Middle

* + - Students will have the opportunity acquire coping strategies and communication skills through the Botvin Lifeskills program, guidance lessons/referrals
    - Students will learn how to problem solve and find solutions to problems with the assistance of social work referrals, DBHS school-based counseling referrals, SAP referrals, discipline referrals and guidance referrals.
    - Students will improve behavior through reflection after discipline referrals

High School

* + Students will acquire coping strategies through Botvin Lifeskills program, health classes, and the SOS program
  + Students will learn how to problem solve and find solutions to problems with the assistance of social work referrals, DBHS school-based counseling referrals, SAP referrals, discipline referrals and guidance referrals.

**IV. Stakeholders**

**A.School Board**

• Supports policies for delivering the guidance program as an integral part of the total educational process so that

all of students’ developmental needs are met.

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| New Ideas for Engagement | Means for Evaluating Students’ Success |
| The School Board will be informed of new procedures/opportunities that would want to be implemented to support the whole student (academic/social-emotional/career readiness) | The School Board is notified weekly by Administration through board briefs of students’ activities/opportunities. |

**B.Administration-District Superintendent/Building Principals/Supervisors of Student Services**

• Views all school personnel as having a part to play in an articulated developmental guidance program.

• Requires accountability and evaluation of the progress toward goals, objectives, and student outcomes.

• Encourage staff members to upgrade skills and knowledge for implementing guidance programming.

• Encourage counselors to assume managerial role to facilitate the establishment of a developmental guidance

program.

• Monitor program effectiveness for the goals, objectives and student outcomes identified in the Developmental

Guidance Program.

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| New Ideas for Engagement | Means for Evaluating Students’ Success |
| Administrators are regularly updated on upcoming educational requirements. Administrators evaluate what is already in place and what needs to be in place in order to meet the requirements. | Administrators communicate regularly with the teachers to evaluate students’ success and what could be implemented to support areas of weaknesses through in-services and professional development opportunities |

**D.District Counselors**

• Works with administration and supervisory staff to plan and develop the K-12 guidance curriculum.

• Assign staff and coordinate all curricular guidance activities.

• Coordinate the guidance program and the resources provided by teachers, parents, and others.

• Promote a comprehensive, pupil service developmental guidance model delivery system.

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| New Ideas for Engagement | Means for Evaluating Students’ Success |
| District counselors meet monthly with other counselors to discuss programs being offered and programs that may need implemented | Collaborate with teachers/students regarding the guidance program and its current offerings as well as suggesting future offerings. |

**E.Teachers**

• Recognize the value of developmental guidance.

• Use subject areas to assist students in developing personal/social, career, and learning competencies.

• Work as a team member to plan and implement guidance activities essential to the overall development of

students.

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| New Ideas for Engagement | Means for Evaluating Students’ Success |
| Teachers are regularly updated on upcoming educational requirements. Teachers evaluate what is already in place and what needs to be in place in order to meet the requirements. | Teachers will communicate regularly with the Administration and counselors to evaluate students’ success and what could be implemented to support areas of weaknesses through in-services/professional development/classroom lessons |

**F.Students**

Provide a student perspective on curriculum, resources, and career development needs.

**G.Parents**

Support the Guidance Program mission by addressing topics with their children that are shared via classroom lessons and newsletters

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| New Ideas for Engagement | Means for Evaluating Students’ Success |
| Parents are encouraged to communicate with teachers and counselors regarding any ideas that would support the need of the students. | Conversations with their child about what is already in place to support them as a student. |

**H.Business/Community Representatives/ Post-Secondary Partners**

* Local Business and Community agencies support the guidance curriculum through educational programming they provide to the students.
* The Somerset County Technology Center supports the Guidance mission through learning opportunities provided for students.  Local Colleges provide resources for students on career education.

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| New Ideas for Engagement | Means for Evaluating Students’ Success |
| Communicate with Administrators and counselors about opportunities being offered to support students within the community. | Conversations with Administrators and counselors regarding what is already in place to support the students in their district.. |

**V. Role of the School Counselor**  
Professional school counselors have a minimum of a master’s degree in school counseling, meet the state certification/licensure standards, and abide by the laws of the states in which they are employed. School Counselors address all students’ academic, personal/social and career development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. Professional school counselors are employed in elementary, middle/junior high and high schools; in district supervisory positions; and counselor education positions.

Professional school counselors also serve a vital role in maximizing student success (Lapan, Gysbers, & Kayson, 2007; Stone & Dahir, 2006). Through leadership, advocacy and collaboration, professional school counselors promote equity and access to rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community (Sandhu, 2000), and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program (Lee, 2001). The American School Counselor Association recommends a counselor-to-student ratio of 1:250.

Professional School Counselors uphold the ethical and professional standards of ASCA and other applicable professional counseling associations, and promote the development of the school counseling program based on the following areas of the ASCA National Model: Foundation, delivery, management and accountability.

**A. Delivery**   
Professional school counselors provide culturally competent services to students, parents/guardians, school staff and the community in the following areas:  
• School Guidance Curriculum – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.  
• Individual Student Planning – Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.  
• Responsive Services – Responsive services consist of prevention and/or intervention activities to meet students’ immediate and future needs. These needs can be necessitated by events and conditions in students’ lives and the school climate and culture, and may require any of the following:

* individual or group counseling
* consultation with parents, teachers and other educators
* referrals to other school support services or community resources
* peer helping
* psycho-education
* intervention and advocacy at the systemic level
* confidential relationships with students to help them resolve and/or cope with problems and developmental concerns.

  System Support-System support consists of management activities establishing, maintaining, and enhancing the total school counseling program. These activities include professional development, consultation, collaboration, supervision, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state and national levels.

**B. Management**  
Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of the school’s needs. Processes and tools include:

* agreements developed with and approved by administrators for each school year addressing how the school counseling program is organized and what goals will be accomplished
* advisory councils include: students, parents/guardians, teachers, counselors, administrators and community members to review school counseling program goals and results and to make recommendations
* the use of student data to effect systemic change within the school system so every student receives the benefit of the school counseling program
* action plans for prevention and intervention services defining the desired student competencies and achievement results
* allotment of the professional school counselor's time in direct service with students as recommended in the ASCA National Model
* each student will have a career plan which will include documentation of career standards that have been met

**C. Accountability**  
Professional school counselors develop and implement data/needs-driven, standards-based and research-supported programs, and engage in continuous program evaluation activities. They also create results reports that demonstrate immediate, intermediate, and long-range effectiveness of comprehensive school counseling programs. Professional school counselors analyze outcome data to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated using an instrument based on the School Counselor Performance Standards found in the ASCA National Model, and the ASCA School Counselor Competencies. These standards of practice are expected of professional school counselors when implementing a school counseling program. Current counselor:student ratios as of April 23rd, 2018 are as follows :Elementary 1:354, High School 1:346.

In the Rockwood School District, the role of the school counselor is to support the **Grade K-12 School Guidance and Counseling Program** by facilitating student development in academic, career and personal/social areas. The school counselor is a trained and certified professional, who works with students, administrators, teachers, parents and the community to promote a safe and successful learning environment. The school counselor assists all students within the total educational program to become effective learners, responsible citizens, and contributing members of society. On-going communication and information exchange with parents/guardians are vital to all aspects of the School Guidance and Counseling Program and is a key part of the counselor’s role.

School counselors plan, implement and evaluate developmental **guidance curriculum** programs that address the needs and priorities of their individual schools. Their work is further differentiated by attention to age-specific developmental stages of student growth, and by the needs, tasks, and student interests related to those stages. These programs are determined by needs assessments, integrated into the existing curriculum, and taught in collaboration with classroom teachers.

School counselors coordinate **individual student planning** which consists of ongoing systemic activities designed to help individual students establish personal goals and develop future plans.

School counselors deliver **responsive services** to all students to meet their immediate needs and concerns. These services can be delivered through such strategies as consultation, individual and small group counseling, crisis counseling, referrals and peer facilitation.

**System support** is an essential element of school counseling. System support consists of management activities that establish, maintain and enhance the total school-counseling program. Counselors incorporate organizational processes and tools to ensure the program is structured, concrete, clearly delineated, and reflective of the school’s needs. These processes and tools further ensure that the primary focus of the professional school counselor’s time is the delivery of direct service with students.

School counselors engage in regular evaluation of their programs and practices to demonstrate program effectiveness in measurable terms, using immediate, intermediate, and long-range data to show the impact on students and student performance. These results are also used to inform the ongoing evolution of the counseling program. Counselors use their leadership and advocacy skills to promote systemic change by adhering to ethical, legal and professional standards that are outlined in the American School Counselor Association’s National Model. The standards of practice additionally form the basis for evaluating the performance of counselors.

School counselors are involved regularly in updating and sharing their professional knowledge and skills. They consult, collaborate and team with colleagues, parents and administration regularly in order to provide information, to support the school community and to receive feedback on the emerging needs of students.

In addition, school counselors plan and manage tasks needed to support activities conducted in the school counseling program. This includes fulfilling responsibilities as a staff member, such as budgeting, facilities, policies and procedures and research and resource development.

Finally, school counselors advocate and educate the public as to the role of the professional school counselor.

**VI. Advisory Council**

A comprehensive K-12 school-counseling program needs the involvement of a district advisory council in order to make a measurable impact on student success. The Rockwood Advisory Council is comprised of those who have a vested interest in the school-counseling program. The advisory council meets bi-annually. The council represents elementary, middle and high school level programs. Communication between these groups strengthens the comprehensiveness of the K-12 school-counseling program.

The advisory council is a link between the school counseling program and the various groups to be served. Representatives of the advisory councils reflect the diversity of the school/community and include the following stakeholders.

Richard Stoner School Board Member

Mark Bower Superintendent

Misty Demchak High School Principal

Jonathan Hale Elementary School Principal

Mary Gosnell Director of Student Services/ Special Education

Brandi Shaulis K-6 Guidance Counselor

PJ Opfar 7-12 Guidance Counselor

Christy Hay Librarian

**Additional Advisors:**

Somerset County Counselor Association Members

**Students: Educators: Postsecondary Representatives**

Avri Wareham (5th Grade) Mrs. Amber Walker Verna Carberry (School Counselor-SCTC)

Logan Hutchison (8th Grade) Mr. Joe Kush Tiffany Boone (College/Career Readiness Coord.)

Michael May (9th Grade) Ms. Jill Morgan Danielle Hay (IU8 Social Worker)

Jenna Miller (11th Grade) Mrs. Shanna Wilson Jill Slope (School-Based Mental Health Counselor)

Sharon Clapper

OVR

**Parents: Business/Community**

Cindy Miller Somerset Trust (The Challenge Program)

Ann Mathias Career Link (Deb Hoover)

Carissa Shipley

Nikki Goller

**VII. Program Calendar**

Academic Development

(All subjects mentioned below are taught annually where the schedule and the students’ needs see fit.)

**Elementary Middle School High School Red=classroom lesson**

Listening Skills Student Advocacy 4 Year Course Selection Planning Blue= Postsecondary transition/community Resources

Following Directions Study Skills Aptitude/Interest Inventories Yellow= One-on-one with counselor

Decision Making Goal Setting Organizational Skills

Test-Taking Skills Test‐ Talking Skills Goal Setting

Organizational Skills Organizational Skills Transcript Reviews

Goal Setting Strengths/Interests Standardized Testing

Effective Communication Skills Essential Skills Portfolios

Career Development

**Elementary Middle School High School**

Strengths/Interests Work Values Vocational Skills

Working Together Interests Inventories Career Center Services

School/Work Skills Academics to Work Connection Career-Related Learning

Career Path Awareness Career Path Exploration Experiences

Technology Skills Resume Writing SCTC Education

Mock Interviews

Job Shadowing

Personal and Social Development

**Elementary Middle School High School**

Self Awareness Transition Skills Personal Responsibility

Accepting Differences Empathy Skills Respecting Self and Others

Self Acceptance Decision-Making Interpersonal Communication

Personal Safety Social Skills Skills

Decision Making Personal Responsibility Self Advocacy

Social Skills/Friendship Skills Self Respect/Image Safety and Survival Skills

Conflict Resolution Interpersonal Skills Problem Solving Skills

Harassment/Bullying Awareness Harassment/Bullying Awareness Responsible Use of Social Media

Resiliency Conflict Management Harassment/Bullying Awareness

Healthy Life Choices Responsible Use of Social Media

Community Involvement

**Elementary Middle School High School**

Awareness of Community Needs Volunteerism Volunteerism

Cooperating in Groups Service Learning Community based Programs

Leadership Skills Leadership Skills Service Learning Opportunities

Identifying Shared Attitudes/ Responsibility to Community School Leadership Opportunities

Beliefs And Values Co-curricular Activities

Participation in Community Projects

**VIII. Program Delivery:**

At the elementary level, the Comprehensive Guidance Program (CGC) partners with parents to promote school success by assisting students in learning the skills and attitudes necessary to be successful. It emphasizes decision-making skills and awareness of future educational and vocational possibilities. The CGC Program promotes development of positive self-concept and the acquisition of skills in interpersonal relationships.

At the middle school level, the CGC Program focuses on the rapidly changing needs of young adolescents. The CGC Program at this level is especially sensitive to the developmental struggles of middle school students for identity while, at the same time balancing the demands for academic, career, and social competence, and for community involvement. The activities begun at the elementary level are continued. However, they are adjusted to fit the special needs of middle school students. In addition, school counselors work with students and their parents to begin to explore education/career plans that will cover graduation requirements and beyond. These plans take into account students’ interests, abilities, and educational and career goals.

At the high school level, the CGP further builds on the elementary and middle school curricula, assisting students in becoming responsible adults who can develop realistic and fulfilling life plans based on clear understandings of themselves and their needs, interests, and skills. The education/career plans developed in the middle school are reviewed and updated periodically in accordance with students’ post-graduation educational and occupational goals. Continued attention is given to assisting students to develop competence in decision making, career planning, working with others, taking responsibility for personal behavior, and contributing to the community.

**IX.GUIDANCE CURRICULUM**

The Guidance Curriculum at Rockwood consists of guidance activities presented systematically through the classroom and structured groups K-12. The curriculum is organized around the four areas of academic, career, personal/social, and community contribution. While the Rockwood school counselor is responsible for organizing and facilitating the implementation of the guidance curriculum, the support of teachers and administrators is critical. Examples of topics covered include:

**A. Individual Planning**

In the Individual Planning component, the Rockwood school counselor, works closely with parents, assist all students to plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students develop individual education/career plans, evaluate their educational, vocational and personal goals, and consider their personal contribution to the greater community. Delivered individually or in small groups, school counselors plan and direct activities that focus on personalized planning for next steps. Individual planning is implemented through individual appraisal, educational, vocational and transition planning.

Individual planning is an important tool to help students as they move toward College and Career Readiness. Individual planning is not the same thing as individual counseling. Student planning helps focus students’ academic and career goals. The Career Education and Work Standards feature individual planning in the first strand entitled Career Awareness and Planning. These standards are Pennsylvania-specific and counselors become the *natural champions* of their integration across all academic standards. “All students are required to have an individualized career and post-secondary plan by the end of Grade 8.” Addressing all students’ future plans enhances the counselor’s role as advocate and collaborators within the system so that all staff become involved with this process.

**Individual Appraisal:** The school counselor, in collaboration with other staff, works with students to help them analyze their abilities, interests, skills, and achievement for developing immediate and long-range plans.

**Elementary School Middle School  High School**

Goal setting Interest/value inventories     Course selection

Academic progress  Interest inventories

PSAT/SAT/ACT tests

**Educational and Vocational Planning:** The school counselor, in collaboration with other staff, works with students individually to use personal-social, educational, and career information in personal, educational, and vocational planning. Schools involve students and parents in planning programs that meet individual student needs.

**Elementary School   Middle School         High School**

Personal educational planning   Develop career portfolio   4-year plan

Behavior success planning        Develop academic portfolio Transcript review

Career strand exploration    Research career opportunities  SCTC Education

SCTC Education    SCTC Education

**Transition Planning:** School counselors assist students in the transition from school to school, school to career and school to community.

**Elementary School Middle School High School**

Interest inventories Orientation activities Research colleges

Forecasting assistance Technical schools review      Transition assistance Career Activities SCTC Planning SAT, FAFSA, College applications and

Service projects Service projects Scholarships

Job Shadowing

**B. Prevention, Intervention and Responsive Service**

The Rockwood counselor becomes aware of student issues, concerns, needs, and problems through a variety of sources, including student self-referral, and referrals from faculty, family members, community representatives, friends and/or fellow students. They deliver prevention, intervention, and responsive services to meet the immediate issues affecting the Comprehensive K-12 School Counseling Programs students. Prevention, intervention, and responsive services are available for ALL students. Prevention and intervention services include, but are not limited to, one or more of the following:

• individual counseling • group counseling • school-based referral                                                  • community-based referral • peer assistance

• mentor assistance • short-term crisis counseling • consultation

• classroom activities • dissemination of information • workshops

While responsive services are generally delivered to individual and small groups of students, prevention and intervention services can be delivered in a direct setting (individual and group counseling), as a workshop or structured curriculum, or in an indirect manner (consultation or outside referral). These services support each student’s growth and development in the academic, career, and personal/social domains. Students are most successful when school counselors collaborate and consult with administration, faculty, staff, families, and community partners in delivering appropriate prevention, intervention, and responsive services and assist students in meeting the standards. Furthermore, how successful a school or district is in reaching its improvement goals is highly dependent on the degree to which all school members collaborate and work as a team toward this goal.

Pennsylvania counselors are involved in the Student Assistance Programs at all levels. Pennsylvania has numerous resources for school counselors to enhance responsive services for all students. The Resiliency/Wellness Approach and the Interpersonal and School Climate Standards are important in responsive services for all students.

The table below is a sample of these services in all three domains:

|  |  |  |  |
| --- | --- | --- | --- |
| **Prevention** | | **Intervention** | **Responsive Services** |
| **Students served** | All students | Referred Students | Students in crisis |
| **Delivery Setting** | Classroom  Large Group  Classroom  Workshop | Small Group  Individual  Consultation | Small Group  Individual  Consultation  Referral |
| **Academic Domain**  **Examples** | Elementary: Student Assistance Program | High School: Group Advising/Student Assistance Program | Middle School: Student Assistance Program |
| **Career Domain Examples** | High School Individual Career Plan | Middle School Small group career exploration | Elementary: Career/ Interviews |
| **Personal/Social**  **Domain Examples** | Middle School: Bullying Prevention | Elementary: Bullying Prevention | High School: SAP Referral |

**1. Counseling**

**Individual/Crisis Counseling:** Counseling is provided by the Rockwood school counselor on an individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. The Counselor provides crisis intervention and skill-building and assist in referring ongoing therapeutic needs to community resources. Individual counseling topics include:

**Personal Behavioral      Academic Crisis**

Self-esteem Anger Management      Work/study habits Individual counseling

Family relationships Personal hygiene Goal setting Referral services

Peer relationships Substance abuse           Academic success planning

Divorce Violence prevention

Death/ grief Social skills

Sexuality Assertiveness training

Stress Truancy/tardiness

**Small Group Counseling:** Counseling is provided on a small group basis for students dealing with relationships, personal concerns, or normal developmental tasks. Small group counseling assists students in solving problems and building skills.

**2. Consultation**

As consultants, school counselors may confer directly with teachers, parents, administrators, and other helping professionals to assist students in the school setting. Counselors assist students in dealing more effectively with developmental or adjustment needs. Consultation topics include:

**Students          Parents Teachers and staff      Community agencies**

Academic performance    Academic performance Academic performance Student behavior

Behavior             Behavior                     Behavior Academic performance

Social/emotional skills     Social/emotional skills Teaching techniques        Family issues

Ind. Ed. Plans (IEP)         Parenting skills Classroom management Emotional issues

Transitions                      Substance abuse Substance abuse              Educational programs

Substance Abuse             Transitions      Ind. Ed. Plans (IEP) Substance abuse

**3. Collaboration**

Effective communication between the Rockwood School District Comprehensive Guidance Program and all stakeholders requires the formation of collaborative structures within the school and with the community. These structures may include site councils and program advisory committees. They may also include partnerships with employers and other community members to generate learning experiences, program resources, and individual student supports.

**Rockwood School Counselor Collaborates with:**

**Parents**  
Parent education   
Communication/networking   
Academic planning   
College/career awareness programs   
One-on-one parent conferencing   
Interpretation of assessment results

**Teachers**  
Classroom guidance activities   
Academic support, including learning style assessment and education to help students succeed academically   
Classroom speakers   
At-risk student identification and implementation of interventions to enhance success

**Administrators**  
School climate   
Behavioral management plans   
School-wide needs assessments   
Student data and results   
Student assistance team building

**Students**  
Peer education   
Peer support   
Academic support   
School climate   
Leadership development  
Community  
Job shadowing, service learning   
Crisis interventions   
Referrals   
Parenting classes   
Support groups   
Career education

\*\*These examples are not intended to be all-inclusive

**4. Coordination**

The Rockwood School Counselors coordinate guidance activities, educational activities and meetings to address student/parent issues.  The counselors also coordinate student schedules and transitions.

**5. Case-Management**

The Rockwood School Counselor is responsible for managing student files that contain both educational records and confidential records.  The Counselor may help to manage students’ social/emotional/behavioral needs for both in-school and out-of-school treatment. The School Counselor attends planning meetings both in school and in the community to ensure that students receive needed services.

**6. Referrals**

Referrals are made when the student’s needs or issues are beyond the scope and impact of a school guidance program. The Rockwood school counselor makes parents aware of community resources such as mental health service providers and agencies, employment and training programs, juvenile services and social services.

**C. System Support**

The system support and integration component addresses the need for the involvement of guidance and counseling staff in the maintenance and enhancement of the overall district plan. The Rockwood school counselor contributes knowledge and skills by implementing the program throughout the school and overseeing program content. To enhance student learning, the Rockwood school counselor provides leadership and advocacy for the integration of the program framework, content, resources, and program components into the overall school improvement plan. Responsibilities consist of the following:

**1. Professional Development**

Staff roles and responsibilities for the Rockwood School District’s Comprehensive Guidance Program are explicit in program plans, position descriptions, and performance indicators. The school counselor is committed to and supported in accessing ongoing professional development to maintain current professional standards and practices in the field. Staff development is provided to upgrade skills and knowledge of all staff involved in the delivery of the program. Staff evaluations address the assigned program activities and individual development needs.

**2. Action Plans**

The Rockwood School Counselor develops Action Plans in the spring of each year for the next school year.  These Action Plans are developed in collaboration with building administrators and reviewed with the Advisory Council each year.  The action plans address school counseling curriculum and school improvement or closing-the-gap competencies. The action plan addresses the needs of the students discovered by the data collected.

**3. Program Management/Agreements**

Program management is discussed weekly with the Superintendent and Building Principals and Supervisor of Student Services.  Student issues or programming concerns are discussed and solutions brainstormed. .

**4. Program Evaluation**

Rockwood School District’s Comprehensive Guidance Program is data-driven and results-oriented. Continuous program improvement requires ongoing review and evaluation mechanisms.

**Student Progress** – The Rockwood School District’s Comprehensive Guidance Program exists to support the school’s mission and individual student success. Review and analysis of individual, group, and aggregate data on student progress provide the foundation for program evaluation and program improvement activities.  This review process is ongoing at Rockwood and is done by the School Counselor, Building Administrators, Teachers, and Special Education Coordinator.

**Staff Development** – Staff roles and responsibilities for the Rockwood School District’s Comprehensive Guidance Program are explicit in program plans, position descriptions, and performance indicators. The School counselor is committed to and supported in accessing ongoing professional development to maintain current professional standards and practices in the field. Staff development is provided to upgrade skills and knowledge of all staff involved in the delivery of the program. Staff evaluations address the assigned program activities and individual development needs.

**Program Planning and Evaluation** – Program planning and evaluation for Rockwood School District’s Comprehensive Guidance Program is an integral part of the overall district improvement planning and evaluation process. Initial planning establishes program objectives and sets a course of action. Regular program evaluations provide accountability measures and data to assist in improvement plans. These ongoing evaluation activities are part of the district’s total assessment process.

**5. Consultation with Staff**

**Professional Staff** –Rockwood School District’s Comprehensive Guidance Program requires the participation of all school staff to provide comprehensive, integrated services to each student. Professional staff guides the program team as it plans, designs, implements, documents, and evaluates the program. The presence and leadership of licensed/certified school counselors enhances the likelihood of program success.

**6. Community Outreach**

The Rockwood School Counselor collaborates with community partners to provide career related and educational programming for students.  Students participate in numerous community service projects and do job shadowing throughout the community. In addition, Community Leader’s conduct presentations for K-12 students.  Community members are informed of the District’s Strategic Planning Goals via the school website and District Newsletters.

**7. Public Relations**

The District Superintendent supervises all public relations with the media-outlets: however, the school counselor often plays a crucial role in the day-to-day relations with the students’ families. The Rockwood School Counselor takes this responsibility seriously and works to maintain a good working relationship with the parents and other members of the community.

**8. Technology**

The Rockwood school counselor:

a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student’s individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

b. Advocates for equal access to technology for all students, especially those historically underserved.

c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.

d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.

e. Is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet and takes responsible steps to protect students and others from harm.

**Tools for System Support**

1. School Counseling Description in School Calendars

2. School Counseling Department web-pages on the Rockwood School District Website

3. District Newsletters

4. Newspapers, radio and other local media

5. School Mailings

  6.Parent Education Programs and Trainings

**X. Career and Postsecondary Resources**

1. **Somerset County Technology Center (Verna Carberry)-** Students visit the technology center in 8th grade to see if they would be interested in attending in the coming years. In 9th grade they select their course of study at the technology center, if they choose to go there. In 10th grade, the students begin their courses at the technology center.
2. **College Fair/College Visits (Denise Temple)-**Interested students can attend the annual College Fair which is hosted by the Chamber of Commerce in the Spring.  Students are encouraged to visit colleges of their choice and to meet with college representatives who come to Rockwood.  Throughout the school year, guest speakers are scheduled to present to students on particular career fields/job opportunities.
3. **Industry Tours (Sharon Clapper)-**Industry tours are scheduled throughout the year for students who are interested in that particular career field.
4. **Financial Aid-PHEAA (Julie Fontana)-**A financial aid representative comes to the school annually to give a presentation on financial aid opportunities/grants/loans.  The financial aid representative and Guidance Counselor schedule a annual FAFSA completion night, where parent
5. **Educational Consultants (Tiffany Boone)-**Educational Consultants meet with students throughout the year and provide support in the areas of resume writing, college applications, employable skills
6. **OVR-**
7. **Career Link (Debra Hoover)-**Career Link provides valuable career oriented activities which provide our students the opportunity to explore non-traditional careers; interview skill trainings; industry tours

**XI.. Academic/Career Plan and Portfolio**

1. **Career Development Intervention Chart**

**(On following page)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| GRADE | Career Awareness | Career Acquisition | Career Retention | Entrepreneurship |
| K | Story about different careers | Discussion of listening skills/Career dress up days | Discussion of good study/organization habits/attendance awards | What is an Entrepreneur discussion? |
| 1st | Story about different careers | Discussion of listening skills/Career dress up days | Discussion of good study/organization habits/attendance awards | What is an Entrepreneur discussion? |
| 2nd | Story about different careers | Family member interview/Career dress up days | Discussion of good study/organization habits/attendance awards | What is an Entrepreneur discussion? |
| 3rd | Botvin Lessons/Interest drawing | Family member interview Career dress up days/ | Discussion of good study/organization habits/attendance awards | If I were an entrepreneur activity |
| 4th | Career Interest Inventory | Career dress up days | Discussion of good study/organization habits/attendance awards/teamwork lesson | Entrepreneur characteristics activity |
| 5th | Career Interest Inventory/Discussion of Post-Secondary Options | Career dress up days | Discussion of good study/organization habits/attendance awards/teamwork lesson | Entrepreneur characteristics activity/Research favorite entrepreneur (restaurant or brand name) |
| 6th | Career Interest Inventory/Discussion of Post-Secondary Options | Career dress up days | Discussion of good study/organization habits/attendance awards/teamwork lesson | Career brochure |
| 7th | Research career of interest//Discussion of Post-Secondary Options | STEPPS class | STEPPS class | Invention and Innovation course |
| 8th | SCTC Tour//Discussion of Post-Secondary Options | Communication Expo class | Communication Expo class | Annual Career Fair |
| 9th | Career Expo Class/What’s My Line activity/9th Grade SCTC experience | Career Expo Class/Whats My Line activity | Career Expo | Foundations of Technology class ; Everfi Entrepreneur activity |
| 10th | ASVABS/complete job and college applications/Begin to attend SCTC | Complete mock job applications | The Challenge Program | FBLA activities; SAE projects; Everfi Entrepreneur activity; Industry tours |
| 11th | Resume/cover letter writing: Career Directions | Interview skills | The Challenge Program | FBLA activities; SAE projects; Entrepreneurship PHEAA assignments; local military rep; Everfi Entrepreneur activity; industry tours |
| 12th | Deciding post secondary choice/major | Senior Project | The Challenge Program | FBLA activities; SAE projects; Everfi Entrepreneur activity; industry tours |

**B. Process**

1. **Demographics and Logistics of the Process:**

* The plan and portfolio will begin in kindergarten and continue through 12th grade.
* The plan and portfolio will be in hard copy form.
* The Guidance Counselors will be responsible for maintaining career portfolios.
* Students’ grade will be identified

**2. Interventions/Assessments and Decisions:**

* Self-assessment interventions will be used in grades 4 through 7; also completed in 9th Grade Career Expo class; all 10th graders will take the ASVABS.
* 7th-12th grade students will meet individually with high school Guidance Counselor to discuss their core course/elective selections and how they correlate with career interests.  Scheduling sheets will be stored in career portfolios.
* Career Portfolio/Plan includes:
* **6th grade** will provide an elementary career portfolio upon transition to seventh grade.
* **7th grade** will provide results from career interest inventory.
* **8th grade will** provide reflection documentation regarding SCTC tour/possible post-secondary interests. All 9th graders will complete the Career Expo course.
* **9th graders will** meet individually with the guidance counselor to discuss core course/elective selections; identify course path for the following school year (college prep/SCTC) as well as completing the 9th Grade portion in their individual career portfolio which includes: identifying days absent/tardy for their 9th grade year; strengths/weaknesses in school; short-term goal for the next school year; post secondary goal; career interests.
* **10th graders will:** complete the ASVAB; meet individually with the guidance counselor to discuss core course/elective selections as well as completing the 10th Grade portion in their individual career portfolio which includes: identifying days absent/tardy for their 10th grade year; strengths/weaknesses in school;  honors and awards received; short-term goal for the next school year; post secondary goal; testing completion; career interests.
* **11th graders will** complete a professional cover letter and resume; meet individually with the guidance counselor to discuss core course/elective selections as well as completing the 11th Grade portion in their individual career portfolio which includes: identifying days absent/tardy for their 11th grade year; strengths/weaknesses in school;  honors and awards received; short-term goal for the next school year; post secondary goal; testing completion; career interests.
* **12th graders will** update honors/awards/work experience on resume;complete their Senior project to include providing an updated resume, completing an 8-10 minute presentation on interests/career choice/job experiences as well as a mock interview.
* Soft skills are discussed, throughout each grade, across all strands. They are implemented by regular education teacher as well as the guidance counselors during lessons.
* The foundation for the graduation project begins in 9th grade career expo and builds upon that every year.

**3. Parental Engagement:**

* A career plan will be sent home along with the scheduling form each year 7-12 for the parents to sign off on. Parents will also be informed of their child’s academic/career process through report cards, progress reports, and parent/teacher conferences throughout the year.

**4**. **Faculty Engagement:**

* Faculty will be informed of students’ career process and development through Act 80 days, faculty meetings, emails when necessary, and parent/teacher conferences.

**5. Plan/Portfolio Sustainability and Review:**

* Students will meet with the guidance counselor to review their career portfolio on a yearly basis. New career evidence/documentation will be added each year to the students’ portfolios.
* The students’ senior projects will be presented to faculty and to a career professional in their area of choice.

**C. Portfolio Description**

Kindergarten

       1st Grade

       Third Grade

       Fifth Grade

3rd Grade

**13.1.3 Career Awareness and Preparation**

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Standard*** | ***Activity*** | ***Documentation*** | ***Stakeholder*** |
| A.      Recognize that individuals have unique interests. | What interests you    Botvin lesson    Discussions    Draw/Write about personal interests; share with peers | Questionnaire activity    Workbook page        Drawing/Writing | Elementary Guidance Counselor, Students    Students, Botvin Teachers    Students, Teacher  Teacher, Students |
| B.      Identify current personal interest. | What I am interested in drawing    Draw/Write Sentence of what want to be when older; share with peers | Drawing      Drawing/Writing | Elementary Guidance Counselor, Students    Teacher, Students |
| C.      Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing. | Family member interview    Unit ELA-family unit    Dress for this career/watch video | Interview Questions | Elementary Guidance Counselor, Students, Family members  Teachers, students    Teachers, students |
| E.      Describe the work done by school personnel and other individuals in the community. | People in your Neighborhood (pheaa)    Writing    Discuss, make aware of what we all do | Picture with description          Graphic Organizer | Elementary Guidance Counselor, Students, Parents    Teacher, students    Teacher, students |
| G.     Explain why education and training plans are important to careers. | Mystery Staff Descriptions    ELA-story    Part of community helper unit. Need to know how to write, do math, etc. | A list of jobs and what training was needed    Writing on career    Assignment | Elementary Guidance Counselor, Students, Teachers    Teacher, students    Teacher, students |

**13.2.3 Career Acquisition (Getting a Job)**

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Standard*** | ***Activity*** | ***Documentation*** | ***Stakeholder*** |
| A.      Identify appropriate speaking and listening techniques used in conversation. | Family Member Interview        Whole Body Listening    Pretend to be the teacher    Writing and sharing writing    Pair Share, small group activities, Author’s chair, Calendar time, mystery can | Interview Questions/write up about skills used when interviewing    Worksheet    Projects/write-up | Elementary Guidance Counselor, Students      Elementary Guidance Counselor, Students  Third-Grade teachers, Students  Teachers, students      Teacher, students |
| B.      Discuss resources available in researching job opportunities. | Job Search Activity (Pheaa) | Worksheet | Elementary Guidance Counselor, Students |
| C.      Compose a personal letter. | Pen Pal Lesson (pheaa)    Writing activity    ELA-writing lesson    Letter | Letter to another student    Letter    Assignment    Letter to a friend | Elementary Guidance Counselor, Students  Third-grade teachers, Students    Teacher, student    Teacher, student |
| D.     Identify the importance of developing a plan for the future. | Portfolio Planning (Pheaa)    Small group assignments    Plan for summer | Worksheet    Journals-“what students plan for summer”  Draw a picture of what they plan to do over summer/write about plans | Elementary Guidance Counselor, Students  Teacher, students    Teacher, students |
| E.      Discuss the importance of essential workplace skills, such as, but not limited to:  -          Dependability  -          Health/Safety  -          Team Building  -          Technology | Team building paper airplane challenge    Teamwork challenge    Perfect Attendance Cert. | Questions following activity      Teamwork coloring page with teamwork word    Certificates | Elementary Guidance Counselor, Students    Elementary Guidance Counselor, students    Elementary Guidance Counselor, students |

**13.3.3 Career Retention and Advancement**

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

|  |  |  |  |
| --- | --- | --- | --- |
| *Standard* | *Activity* | *Documentation* | *Stakeholder* |
| A.      Identify attitudes and work habits that contribute to success at home and school. | Study Skills    Attendance    LOT- responsibility, work ethic, citizenship discussions    LOT | Coloring page    Worksheet    Rockets      Rockets | Students, Elementary Guidance Counselor    Third-grade teachers, Students    Teachers, students |
| B.      Identify how to cooperate at both home and school. | Study Skills    Attendance    Rules at home-Soc. St. curriculum  LOT    Daily classroom routines | Coloring page    Worksheet    Rockets, list of rules    Discuss/write about habits | Students, Elementary Guidance Counselor    Teacher, Students      Teacher, Students |
| C.      Explain effective group interaction terms, such as, but not limited to:  -          Compliment  -          Cooperate  -          Encourage  -          Participate | Accepting Differences Lesson    Speaking and Listening skills    Wrinkle in Someone’s heart lesson    Daily classroom activities    Ned Show Assembly    Groupwork-brownie points as a class; links on compliment chain | Write up about what makes someone unique  “citation” slips  Compliment heart    One thing they learned | Students, Elementary Guidance Counselor  Teacher, Students  Students, Elementary Guidance Counselor    Teacher, Students  Students, Elementary Guidance Counselor, Key stakeholders    Third Grade Teachers, Students |
| D.     Explain how money is used. | House Budget Activity (pheaa)    Token economy used as classroom management | House worksheet with budget | Students, Elementary Guidance Counselor, Parents  Teacher, students |
| E.      Discuss how time is used at home and school. | Planning Activity (Pheaa)    Unit on time | My time Chart    Assignment | Students, Elementary Guidance Counselor  Teacher, Students |
| F.       Identify the changes in family and friend’s roles at home, at school, and in the community. | Interview Lesson (Pheaa) | Roles in my family worksheet | Students, Elementary Guidance Counselor, family member |
| G.     Define and describe the importance of lifelong learning. | Parent/Guardian Interview | Question/Answer Sheet | Elementary Guidance Counselor, Parents/Guardians, Students |

**13.4.3 Entrepreneurship**

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Standard*** | ***Activity*** | ***Documentation*** | ***Stakeholder*** |
| A.      Define Entrepreneurship | What is an entrepreneur (Pheaa)      Author Visit | Exit ticket explaining who one entrepreneur was and what they did    Write-up | Elementary Guidance Counselor, Students      Teacher, Students |
| B.      Describe the character traits of successful entrepreneurs, such as, but not limited to:  -          Adaptability  -          Creative thinking  -          Ethical behavior  -          Leadership  -          Positive Attitude  -          Risk-Taking | Character Trait Description Lesson (pheaa) | One Trait they already possess and one they need to improve | Elementary Guidance Counselor, Students |
| Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:  -          Bake sale  -          Crafts  -          Lemonade sale  -          Pet care | If I were an entrepreneur (Pheaa) | Business Worksheet | Elementary Guidance Counselor, Students |

5th Grade

**13.1.5 Career Awareness and Preparation**

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Standard*** | ***Activity*** | ***Documentation*** | ***Stakeholder*** |
| A.      Describe the impact of individual interests and abilities on career choices. | Interest Inventory    Careers all around us activity | Result Sheet    Group worksheet | Librarian (Christy Hay), Students    Elementary Guidance Counselor, Students |
| B.      Describe the impact of personal interest and abilities on career choices. | Interest/Career Comparison | Worksheet | Elementary Guidance Counselor, Students |
| C.      Relate the impact of change to both traditional and nontraditional careers. | Traditional and Nontraditional Careers Lesson (Pheaa) | Comparison worksheet | Elementary Guidance Counselor, Students |
| D.     Describe the range of career training programs in the community | Career Training in My community (Pheaa)    S.S and Science discussions | Worksheet | Elementary Guidance Counselor, Students, Key Stakeholders    Teacher, Students |
| E.      Describe the factors that influence career choices. | Career Research Project | Brochure | Librarian (Christy Hay), Students |
| F.       Investigate people’s rationale for making career choices. | Career speakers | Write up | English Teacher, Librarian, Students, Key Stakeholders |
| G.     Identify the components of a career plan. | Careers and Me | Careers, training, and me worksheet | Elementary Guidance Counselor, Students |
| H.     Connect personal interests and abilities and academic strengths to personal career options. | Career Research Project | Brochure | Librarian (Christy Hay), Students |

**13.2.5 Career Acquisition (Getting a Job)**

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

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| --- | --- | --- | --- |
| ***Standard*** | ***Activity*** | ***Documentation*** | ***Stakeholder*** |
| A.      Apply appropriate speaking and listening techniques used in conversation. | Tuned in activity    I spy activity    Discussion of active listening and looking at the speaker    Class presentations pf projects  Cooperative learning and group work activities | Exit Ticket    Exit ticket | Students, Elementary Guidance Counselor      Teacher, Students      Teachers/Students |
| B.      Identify and review resources available in researching job opportunities. | Job Search (Pheaa) | My Career/Job search worksheet | Students, Elementary Guidance Counselor |
| C.      Compose and compare a business and personal letter. | Business Letter (Pheaa) | Letter | Students, Elementary Guidance Counselor |
| D.     Identify individualized career portfolio components. | All About Me  (Pheaa) | Worksheet | Students, Elementary Guidance Counselor |
| E.      Apply essential workplace skills, to daily activities. | Study Skills Lesson | Worksheet | Students, Elementary Guidance Counselor |

**13.3.5 Career Retention and Advancement**

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Standard*** | ***Activity*** | ***Documentation*** | | ***Stakeholder*** |
| A.      Explain how student attitudes and work habits transfer from the home and school to the workplace. | Study Skills    Attendance    Leaders of tomorrow | Study Skills handout    Exit ticket    Certificates | Students, Elementary Guidance Counselor      Students/Teachers | |
| B.      Explain the importance of working cooperatively with others at both home and school to complete a task. | Team Building Challenge    STEM    Cooperative Learning and group work | Questions/Answer Sheet | Elementary Guidance Counselor, Students    Teacher, Students    Teachers/students | |
| C.      Identify effective group interaction strategies. | Communication Drawing  Lesson    STEM | Questions | Elementary Guidance Counselor, Students    Teacher, Students | |
| D.     Explain budgeting | Household budget (pheaa)    Math activities and POW covering addition and subtraction od multidigit numbers | Worksheet      Worksheet | Elementary Guidance Counselor, Students, Parents/Guardians    Teacher/Student | |
| E.      Develop a personal schedule based on activities and responsibilities at both home and school. | Planning (Pheaa)    Planner and Newsletter    Daily student planner and weekly calendar | My Time Chart | Elementary Guidance Counselor, Students    Teacher, student    Teacher/Student | |
| F.       Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention. | Role changes activity (Pheaa) | Worksheet | Elementary Guidance Counselor, Students | |
| G.     Describe how personal interests and abilities impact lifelong learning. | Interest/Career Comparison | Worksheet | Elementary Guidance Counselor, Students | |

**13.4.5 Entrepreneurship**

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Standard*** | ***Activity*** | ***Documentation*** | ***Stakeholder*** |
| A.      Identify the risks and rewards of entrepreneurship. | What is an entrepreneur (pheaa)    STEM | Research write up on entrepreneur | Elementary Guidance Counselor, Students    Teacher, Students |
| B.      Discuss entrepreneurial character traits of historical or contemporary entrepreneurs. | Character Traits (Pheaa) | One skill they have and one they need to improve | Elementary Guidance Counselor, Students |
| C.      Discuss the steps entrepreneurs take to bring their goods or services to market. | Get it to the store activity (pheaa)    STEM | Worksheet | Elementary Guidance Counselor, Students    Teacher, Students |

8th Grade

**13.1.8 Career Awareness and Preparation**

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

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| --- | --- | --- | --- |
| ***Standard*** | ***Activity*** | ***Documentation*** | ***Stakeholder*** |
| A.Relate Careers to individual interests, abilities and aptitudes | 1.Career Clusters Interest Survey | 1.Completed Career Clusters interest S  urvey https://www.pacareerzone.org/quick | Student; Guidance Counselor |
| 1. B.Relate Careers to personal interests, abilities and aptitudes | 1.Career Clusters Interest Survey    2. Discussion of how students  interests/hobbies can help in making career decisions | 1.Completed Career Clusters interest Survey <https://www.pacareerzone.org/quick>  2.Complete “My Career”worksheet from EducatioPlanner.org | Student: Guidance Counselor |
| 1. C. Explain how both traditional and nontraditional careers offer or hinder career opportunities | 1. Class discussion on identifying non-traditional/traditional careers | 1.Students will complete KWL chart on non-traditional/traditional careers | Student: Guidance Counselor |
| 1. D. Explain the relationship of career training programs to employment opportunities | 1.8th Grade tour of SCTC  2.Students will identify different types of career training and how they assist with employment opportunities. | 1.Completion of after activity questionnaire  2. Students will search internet for local training/apprenticeship/internship opportunites | Student; Guidance Counselor’ SCTC Staff |
| 1. F. Analyze the economic factors that impact employment opportunities, such as but not limited to: Competition, geographic location, global influences, job growth, job openings, labor supply, potential advancements, potential earnings, salaries/benefits, unemployment | 1.8th Grade Career Fair    2.Students/teacher will discuss the terminology associated  withemployment opportunities and the economy.  3..Discussion of industrialization/economy in World History & PA History | 1.Completion of Post Career Fair  “Factors that Impact Employment” worksheet &.Discussion of what was learned at the 8th Grade Career Fair  2. Employment and Economy worksheet    3. Reflection of discussion | Student; Guidance Counselor |
| 1. G. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation | 1.Student will brainstorm career preparation with regard to classes, activities and community involvement. | 1.Career and classes worksheet | Student: Guidance Counselor |
| 1. H. Create an individualized career plan including, but not limited to: Assessment and continued development of career portfolio, career goals, cluster/pathway opportunities, individual interests and abilities, training/education requirements and financing | 1.Students will explore a career plan, including career goals, interests, abilities, and training by | 1.Completing Career Clusters Activity and/or the Which Careers Match Your Skills exercise | Student: Guidance Counselor |
| 1. I. Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths | 1.Using Course Selection guide schedule next year’s classes/electives/clubs based on career interests | Completion of scheduling sheet and Rockwood Graduation Plan | Student; Parents; Guidance Counselor |

**13.2.8 Career Acquisition (Getting a Job)**

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

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| --- | --- | --- | --- |
| **Standard** | **Activity** | **Documentation** | **Stakeholders** |
| A. Identify effective speaking and listening skills used in a job interview | 1.Various formal/informal presentations  2.Discussion on communication skills for conflict resolution  3.Discussion on recognizing appropriate speaking and listening skills | 1.Presenation notecards/powerpoint/rubric  2. Botvin Life Skills activities  3.Complete Speak and Listen Interview worksheet | Student: Guidance Counselor; Teachers |
| B. Evaluate resources available in researching job opportunities, such as: career links, internet, networking, newspapers, professional associations, resource books | 1.Students will research job listings using multiple sources | 2.Complete Job Search worksheet | Student: Guidance Counselor;Teachers |
| C.  Prepare a draft of career acquisition documents, such as: job application, letter of appreciation following an interview, letter of introduction, request a letter of recommendation, resume | 1. Discussion on the importance of being able to prepare and complete documents needed for employment. | 1.Complete reviewing tip sheets and create actual document for the following: Job Application; Thank You Letter worksheet; Cover Letter worksheet; Letter of Recommendation worksheet; Resume Writing worksheet | Student: Guidance Counselor;Teachers |
| D. Develop an individual career portfolio including: achievements, awards/recognitions, career exploration results, career plans, community service involvement, interests, hobbies, personal career goals, | 1.Students will learn parts of a career portfolio through self-exploration exercises | 1.Complete “All About Me” worksheet. | Student: Guidance Counselor;Teachers |
| E. Explain in the career acquisition process the importance of the essential workplace skills/knowledge, such as  commitment, communication, dependability, health/safety, laws and regulations, personal advocacy, time management, team building, technology,e tc. | 1.Students will learn definitions to the words associated with the career acquisition process. | 1.Students will identify and write down the definition to the words listed in the standard, as well as any more words they brainstorm that would fit in the category | Student: Guidance Counselor;Teachers |

**13.3.8 Career Retention and Advancement**

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

|  |  |  |  |
| --- | --- | --- | --- |
| **Standards** | **Activity** | **Documentation** | **Stakeholders** |
| A.Determine attitudes and work habits that support career retention and advancement | 1. Students will learn about the attitudes and work habits of good and successful employees | 1.Students are split into two groups “good employees” and “bad employees” and each group will list characteristics/attitudes of their group. | Student: Guidance Counselor;Teachers |
| B.Analyze the role of each participant’s contribution in a team setting | 1.Students will be able to describe how they cooperate with one another in a team-building activity.  2.English Dept:  Classroom Projects in 7th &8th Grade | 1.Team building activity  2..Project | Student: Guidance Counselor;Teachers |
| C.  Explain and demonstrate conflict resolution skills: constructive criticism, group dynamics,managing/leadership  Mediation, problem solving | 1.Read and role play about conflict resolution in Botvin Life Skill trainings | 1. Completion of Botvin worksheet r | Student: Guidance Counselor |
| D. Analyze budgets and pay statements such as: charitable contributions, expenses, gross pay, net pay, savings, taxes | 1.Students will learn how to read and understand a pay stub and budget.  2. Consumer Economics & Family and Consumer Expos (all 8th grade) | 1.Complete “Where Did My Paycheck Go” and “Budgeting” worksheet  2.. Activities on budgeting money/banking are completed in both expos | Student; Guidance Counselor; Teaches |
| E. Identify and apply time management strategies as they relate to both personal and work situations | 1.Students will be able to identify time management strategies.  2..Students in all grades have planners that are used to write daily assignments/events/and homework  3. Completing Engineering and Technology projects | 1.Complete Time Management worksheet  2. Planner    3. Project | Student; Guidance Counselor; Teachers |
| F. Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations, and explain their impact on jobs and employment | 1.Students will investigate the ADA and show how it changed the workplace.  2.Video | 1.In pairs students will investigate changes ADA made in the workforce then share with class.  2. Essay assigned in Engineering and Technology. | Student; Guidance Counselor; Teachers |
| G. Identify formal and informal lifelong learning opportunities that support career retention and advancement |  |  | Student; Guidance Counselor; Teachers |

**13.4.8 Entrepreneurship**

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Activity** | **Documentation** | **Stakeholder** |
| A.Compare and contrast entrepreneurship to traditional employment, such as benefits, job security, operating costs, wages | 1.“What is an entrepreneur?” | 1.Brainstorming worksheet with peers | Student; Guidance Counselor; Teachers |
| B.Evaluate how entrepreneurial character traits influence career opportunities | 1. “Traits of an entrepreneur” | 1.Completed “To Become an Entrepreneur” | Student; Guidance Counselor; Teachers |
| C.Identify and describe the basic components of a business plan, such as: business idea, competitive analysis, daily operations, finances/budget, marketing, | 1.Getting Down to business project | 1.Business Plan worksheets | Student; Guidance Counselor; Teachers |

11th Grade

**13.1.11 Career Awareness and Preparation**

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Activity** | **Docmentation** | **Stakeholders** |
| A.Relate careers to individual interests, abilities, and aptitudes | 1.Career Exploration activity  2.Interest Inventories completed in Career Expo 9. (9th Grade)  3.Creating projects about Career based on interests. (French II-10th grade) | 1.On EducationPlaner.org complete Career Clusters Activity and Which Careers Match your Skills  2.Completed Interest Inventories  3.Completed project | Student; Guidance Counselor; Teachers |
| B.Analyze career options based on personal interests, abilities, aptitudes, achievements and goals | 1. My Career  2..Lunch Canteens; “What’s my Line”; Career Panels | 1.On educationPlanner.org explore careers | Student; Guidance Counselor; Teachers |
| C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices | 1.Discuss role changes | 1.identify newest career fields/changing roles | Student; Guidance Counselor; Teachers |
| D. Evaluate school-based opportunities for career awareness/preparation such as: career days, portfolio, community service,coop ed., senior project, internship, job shadowing,part-time employment, etc. | 1.College Fair  2.Completion of SAE project  3.Completion of any job shadowing experiences  4. ASVAB testng | 1.College Fair survey  2..Completed SAE project  3. Completed questionnaire on Job Shadowing experience  4. ASVAB Interpretation | Student; Guidance Counselor; Teachers |
| E. Justify the selection of a career. | 1.Discussed during course selection discussions with teachers/guidance counselors  2.Career Expo class | 1.Scheduling sheet  2. Career Expo poster | Student; Guidance Counselor; Teachers |
| F. Analyze the relationship between career choices and career preparation opportunities, such as associate degree, bachelors degree, licensure, entrepreneurship, immediate career, military,tech pre, etc. | 1. College Fair | 1. Documentation received at college fair/college fair survey | Student; Guidance Counselor; Teachers |
| G.Assess the implementation of the individualized career plan through the ongoing development of the career portfolio | 1.Scheduling sessions/interest invetrories | 1.Career portfolio | Student; Guidance Counselor; Teachers |
| H.Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests | 1. College visits  2. College Fair  3. Job Shadowing experiences (chaperoned or coordinated personally) | 1. Reflection sheet  2. Reflection sheet  3. Reflections sheet | Student; Guidance Counselor; Teachers |

**13.2.11 Career Acquisition (Getting a Job)**

*Pennsylvania’s public schools shall teach*

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| --- | --- | --- | --- |
| **Standard** | **Activity** | **Documentation** | **Stakeholders** |
| A.Apply effective speaking and listening skills used in a job interview. | 1.Speak & Listen Interview worksheet | 1. Speak & Listen Interview worksheet | Student; Guidance Counselor; Teachers |
| B. Apply research skills in searching for a job: Career links, internes, networking, newspapers, professional assoc., resource books | 1. Search CareerLink, Monster, other job seeking resources to find job postings.  2.Research for chosen SAE Project. | 1. Job Search worksheet  2.SAEProject | Student; Guidance Counselor; Teachers |
| C. Develop and assemble, for career portfolio placement, career acquisition documents, such as: Job application, letter of thanks following an interview, letter of introduction, request for recommendation letter, resume | 1. Discussion on the importance of being able to prepare and complete documents needed for employment. | 1.Complete reviewing tip sheets and create actual document for the following: Job Application; Thank You Letter worksheet; Cover Letter worksheet; Letter of Recommendation worksheet; Resume Writing worksheet | Student; Guidance Counselor; Teachers |
| D. Analyze, revise and apply an individualized career portfolio to chosen career path | 1. |  | Student; Guidance Counselor; Teachers |
| E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as: commitment, communication, dependability, laws and regulations, initiative, self-advocacy, time management | 1.Students will learn definitions to the words associated with the career acquisition process. | 1.Students will identify and write down the definition to the words listed in the standard, as well as any more words they brainstorm that would fit in the category | Student; Guidance Counselor; Teachers |

**13.3.11 Career Retention and Advancement**

*Pennsylvania’s public schools shall teach*

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Activity** | **Documentation** | **Stakeholders** |
| A.Evaluate personal attitudes and work habits that support career retention and advancement | 1.Group projects completed in several Science classes | 1.Completed group project | Student; Guidance Counselor; Teachers |
| B.Evaluate team member roles to describe and illustrate active listening techniques; clarifying, encouraging, reflecting, restating, summarizing | 1.Discussion and role playing on identifying each technique. | 1. Description of each technique. | Student; Guidance Counselor; Teachers |
| C. Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynmaics, managing/leadership, mediation, negotiation, problem solving | 1.Read and role play about conflict resolution in Botvin Life Skill trainings | 1. Completion of Botvin worksheet | Student; Guidance Counselor; Teachers |
| D. Develop a personal budget based on career choice, such as charitable contributions, fixed/variable expenses, gross pay, net pay, other income, savings, taxes | 1.Students research planned career with estimated starting salary-student then identifies individual paycheck amounts Students research monthly expenses of : car, rent, utilities  2.Go to MySmartBorrowing.org for online budgeting experience.  3. Discussing budgeting terminology  4.Develop a budget for Ag Business | 1. Create a budget sheet by documenting monthly salary and deduct monthly expenses    2. Print of budgeting experience fron online  3. Budget terminology worksheet  4.Budget plan for Ag Business | Student; Guidance Counselor; Teachers |
| E.  Evaluate time management strategies and their application to both personal and work situations | 1.Discussion of time management in personal and professional life  2. Use of school planner | 1. Mapping out time strategy techniques/ identifying things that affect time management.  2. School planner | Student; Guidance Counselor; Teachers |
| F. Evaluate strategies for career retention and advancement in response to the changing global workplace. | 1.Research upcoming jobs/new opporrtunities on EducationPlanner.org  2.Videos in Tech & Engineering discussing careers and the changing global workplace | 1. Identify strategies student needs to participate in to keep or advance in workforce.  2.Written response to questions regarding the video | Student; Guidance Counselor; Teachers |
| G. Evaluate the impact of lifelong learning on career retention and advancement. | 1.Discuss importance of life long learning. | 1.Identify a list of possible life long learning opportunities for interested career field. | Student; Guidance Counselor; Teachers |

**13.4.11 Entrepreneurship**

*Pennsylvania’s public schools shall teach*

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| --- | --- | --- | --- |
| **Standard** | **Activity** | **Documentation** | **Stakeholders** |
| A.Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. | 1.Research a well known entrepreneur | 1.Document the entrepreneur’s carrer goals;how they achieved success;what obstacles they faced | Student; Guidance Counselor; Teachers |
| B. Analyze entrepreneurship as it relates to personal character traits | 1.Students learn about character traits associated with entrepreneurs. | 1.Review character traits and provide examples (in paragraph form) of each trait. | Student; Guidance Counselor; Teachers |
| C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, community based organizations, financial institutions, school based career centers, small business, venture capital | 1.Students will learn about a business plan model through exploring and researching a company. | 1.Students will creat a business and product of their choice and provide a business plan in a project format | Student; Guidance Counselor; Teachers |

**XII. Career and Technical Center Strategies**

**A**. Students will begin their career and technical experience in 5th grade, by visiting our local career and technical center. All students visit the technology center in 8th grade. The students tour each program that is available and are given a description of the work that takes place in theory and in the shops.  Expectations are discussed with emphasis being placed on grades, attendance and discipline. The program instructors as well as the guidance counselors discuss the opportunities for students to go directly into the work field upon graduation from SCTC (Somerset County Technology Center).  Financial obligations including a 4 year degree vs. a technical school degree vs. going straight into the workforce are also discussed. At the end of the 8th grade tour the students are given a form to complete if they are interested in investigating 2 programs in more detail their 9th grade year.   For those interested, 9th grade students can attend an afternoon in 2 programs of choice to help to solidify their course of academic action for their 10th grade year. At the end of their 9th grade year, students complete an application to submit for enrollment to SCTC their 10th grade year. The application includes their top 2 program choices, transcripts, attendance and discipline records, as well as IEP information if applicable. In 10th grade, the students can begin their courses at the technology center. The students would complete their 4 core subjects at their home school and spend the rest of the day at SCTC. If all academic and program goals are being met there are cooperative learning opportunities for students to take their senior year of high school.  After each visit to the career and technical center, students will be completing a reflection sheet that will be added to their career portfolios.

**XIII. Job Description of Counselor**

**DEFINITION**

Under direction, to provide behavioral, educational, career, and vocational counseling to individuals and small groups of students; to assist students in understanding and seeking solutions to social, emotional, or academic problems and issues; to serve as a resource pertaining to student behavior management strategies, and welfare and attendance problems and concerns; and to do other related functions as required.

**DISTINGUISHING CHARACTERISTICS**

This position classification requires subject matter expertise commonly taught in public schools, and counseling and guidance knowledge and skills.  Responsible and directly related experience is required to perform problem analysis using widely prescribed principles and concepts. The position classification performs decision analysis and makes decisions of considerable consequence, requiring the application and interpretation of data, facts, procedures, and policies.  The incumbents meet frequently with school administrators, teachers, other staff, and parents to communicate information, data, and alternative problem solutions. This is a sedentary position classification and performs light work involving sitting a considerable portion of the time, but does require walking and standing for extended periods.  This position requires accurate perceiving of sound, near and far vision, depth perception, providing oral information, and handling and working with instructional and assessment materials and objects.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

**EXAMPLES OF DUTIES**

∙Performs individual and group counseling and guidance functions and activities, including career and vocational, and social and emotional adjustment counseling.

∙Collects, organizes, and analyzes student information through the use of educational historical data, test results, and through the use of interview techniques.

∙Appraises student interests, aptitudes, and attitudes utilizing a variety of assessment strategies and techniques.

∙Provides information and data to students concerning educational, career, and vocational planning.

∙Serves as a resource to District personnel, and members of the school community.

∙Meets, confers, and counsels with parents, school personnel, and members of various youth serving agencies in developing alternative solutions to student educational, social, and emotional problems and concerns.

∙\_Assists in the development and monitoring of individual education plans for students with exceptional needs.

∙Maintains a liaison with social service and youth service agencies in pursuing referral follow up activities.

∙Pursues evaluation and research activities to determine counseling and guidance effectiveness.

∙Assists in the planning, development, and implementation of master student program calendars.

∙Assists in identifying school program needs, and participates in developing school instructional programs geared to meet individual pupil needs.

∙Assists in the planning, development, and conduct of programs that enhance student educational, career, and vocational opportunities, including speaker programs, student visitation programs, and other similarly related activities.

∙Establishes, maintains, and monitors the maintenance of a variety of files and records pertaining to student counseling, guidance, and related matters.

∙Assists in dealing with student behavior management problems, and in resolving welfare and attendance problems and concerns.

∙Plans, develops, and presents, as requested, a variety of management related reports pertaining to site counseling and guidance functions and activities.

**QUALIFICATIONS**

Knowledge of:

Principles, methods, techniques, strategies, and trends in educational, vocational, career, social, and emotional adjustment counseling;

Applicable and appropriate aptitude, interest, and achievement appraisal instruments, techniques, and procedures;

Social service and youth service agencies in the local area;

Social, emotional, and behavioral characteristics of K-12 students;

Program evaluation and research techniques, strategies, and procedures;

Appropriate curriculum and instructional programs pertaining to students with a variety of aptitudes and varying interests.

Ability to:

Assist students in effectively analyzing and developing alternative solutions to behavioral, educational, social, and emotional problems and concerns;

Conduct, analyze, and effectively utilize a variety of individual and group testing procedures and instruments applicable to student clients;

Effectively deal with District personnel, parents, social and youth service agencies in resolving student problems and concerns;

Effectively participate in the planning and implementation of school guidance and curricular programs;

Communicate effectively in oral and written form;

Understand and carry out oral and written directions with minimal accountability controls;

Establish and maintain effective organizational, public, and community relationships.

**EXPERIENCE AND EDUCATION**

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying.  A typical way to obtain the required knowledge and skill would be:

Education:

Equivalent to the completion of an earned Master’s degree or higher degree in

psychology, counseling and guidance, or a closely related field.

**CERTIFICATION REQUIREMENT**

Possession of a valid Pennsylvania teaching certificate as a school counselor.

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| **PHYSICAL REQUIREMENTS AND WORKING CONDITIONS** | | | | | | | | | | | | | |
| **NAME** | | | | | | | **SUPERVISOR** | | | | | |  |
| **JOB TITLE: Guidance Counselor** | | | | | | | **DEPARTMENT  Elementary, Middle, High School** | | | | | |  |
| **EMPLOYMENT STATEMENT OF JOB REQUIREMENTS** | | | | | | | | | | | | |  |
| **A.** |  | **PHYSICAL DEMANDS** | **No** | **O** | **F** | **C** | **B.** | **Working Conditions (cont)** | **No** | **O** | **F** | **C** |  |
| **1.** |  | **Standing** |  |  | X |  | **8.** | **Confined Spaces** |  | X |  |  |  |
| **2.** |  | **Walking** |  |  | X |  | **9.** | **Heights** | X |  |  |  |  |
| **3.** |  | **Sitting** |  |  | X |  | **10.** | **Constant noise above 85 db** |  | X |  |  |  |
| **4.** |  | **Lifting: Heavy-Max 65 lbs** | X |  |  |  | **11.** | **Intermittent noise above 85 db** |  | X |  |  |  |
| **5.** |  | **Lifting: Heavy-Mod 40 lbs** | X |  |  |  | **12.** | **Vibration** | X |  |  |  |  |
| **6.** |  | **Lifting: Mod – Max 25 lbs** |  | X |  |  | **13.** | **Fumes    Irritant/Toxic** | X |  |  |  |  |
| **7.** |  | **Lifting: Light-Max 10 lbs** |  | X |  |  | **14.** | **Dust   More than nuisance** | X |  |  |  |  |
| **8.** |  | **Carrying Est. Wt.                10       Lbs.** |  | X |  |  | **15.** | **Gases      Type** | X |  |  |  |  |
| **9.** |  | **Pushing Est. Wt.                  20       Lbs.** |  | X |  |  | **16.** | **Lead** | X |  |  |  |  |
| **10.** |  | **Pulling Est. Wt.                   10        Lbs.** |  | X |  |  | **17.** | **Silica-Asbestos** | X |  |  |  |  |
| **11.** |  | **Pulling hand over hand** |  |  |  |  | **18.** | **Chemical      Types**  **Types** | X |  |  |  |  |
|  |  |  | X |  |  |  |  |  |  |  |  |  |  |
| **12.** |  | **Climbing stairs** |  | X |  |  | **19.** | **Grease and Oils** | X |  |  |  |  |
| **13.** |  | **Climbing - Use of legs/arms** | X |  |  |  | **20.** | **Working with machinery w/ moving parts** | X |  |  |  |  |
| **14.** |  | **Balancing** | X |  |  |  | **21.** | **Working with moving vehicles** | X |  |  |  |  |
| **15.** |  | **Stooping** |  | X |  |  | **22.** | **Working with ladders/scaffold** | X |  |  |  |  |
| **16.** |  | **Kneeling** |  | X |  |  | **23.** | **Working below ground** | X |  |  |  |  |
| **17.** |  | **Repeated Bending** | X |  |  |  | **24.** | **Working with hands on water** | X |  |  |  |  |
| **18.** |  | **Crawling** | X |  |  |  | **25.** | **Working alone** |  |  | X |  |  |
| **19.** |  | **Reaching: High/Low Level** |  | X |  |  | **26.** | **Hours worked weekly more than 40 (average) Other** |  | X |  |  |  |
| **20.** |  | **Fingers movement-Repetitive** |  | X |  |  |  |  |  |  |  |  |  |
| **21.** |  | **Repetitive twisting or pressure involving wrist or hands** | X |  |  |  | **C.** | **PROTECTIVE EQUIPMENT REQUIRED** | **No** | **O** | **F** | **C** |  |
| **22.** |  | **Both hands required** |  | X |  |  | **1.** | **Gloves  - Type** | X |  |  |  |  |
| **23.** |  | **Both legs required** | X |  |  |  | **2.** | **Gown** | X |  |  |  |  |
| **24.** |  | **Ability for rapid mental/muscular coordination simultaneously** | X |  |  |  | **3.** | **Mask** | X |  |  |  |  |
| **25.** |  | **Oral communication/speak clearly** |  |  | X |  | **4.** | **Eyewear  - Type** | X |  |  |  |  |
| **26.** |  | **Hearing – conversation** |  |  | X |  | **5.** | **Respirator – Type** | X |  |  |  |  |
| **27.** |  | **Specific visual requirements** | **Near** | | **Far** | | **6.** | **Hearing Protection Type** | X |  |  |  |  |
| **28.** |  | **Depth perception** | **Yes** | | **No** | | **7.** | **Hard Hat** | X |  |  |  |  |
| **29.** |  | **Color Vision** | **Yes** | | **No** | | **8.** | **Boots  - Type** | X |  |  |  |  |
| **30.** |  | **Operation of truck/motor vehicle - Other** | **No** | | **No** | | **9.** | **Body Protection** | X |  |  |  |  |
| **B.** |  | **WORKING CONDITIONS** | **No** | **O** | **F** | **C** | **D.** | **EXPOSURE CATEGORIES** |  |  |  |  |  |
| **1.** |  | **Outside** | X |  |  |  |  |  |  |  |  |  |  |
| **2.** |  | **Outside and Inside** | X |  |  |  |  |  |  |  |  |  |  |
| **3.** |  | **Heat between 90 – 100** | X |  |  |  |  |  |  |  |  |  |  |
|  |  | **Heat over 100** | X |  |  |  |  |  |  |  |  |  |  |
| **4.** |  | **Cold below 55** | X |  |  |  | **O=Occasionally - up to 25% time on job**  **F=Frequently - 25 - 75 % time on job**  **C=Constantly - more than 75% time on job** | | | | | |  |
| **5.** |  | **Temperature changes**  **Excessive – Frequent** | X |  |  |  |  | | | | | |  |
| **6.** |  | **Wetness** | X |  |  |  |  | | | | | |  |
| **7.** |  | **Dry atmospheric conditions** | X |  |  |  | **DATE:   4/11** | | | | | |  |