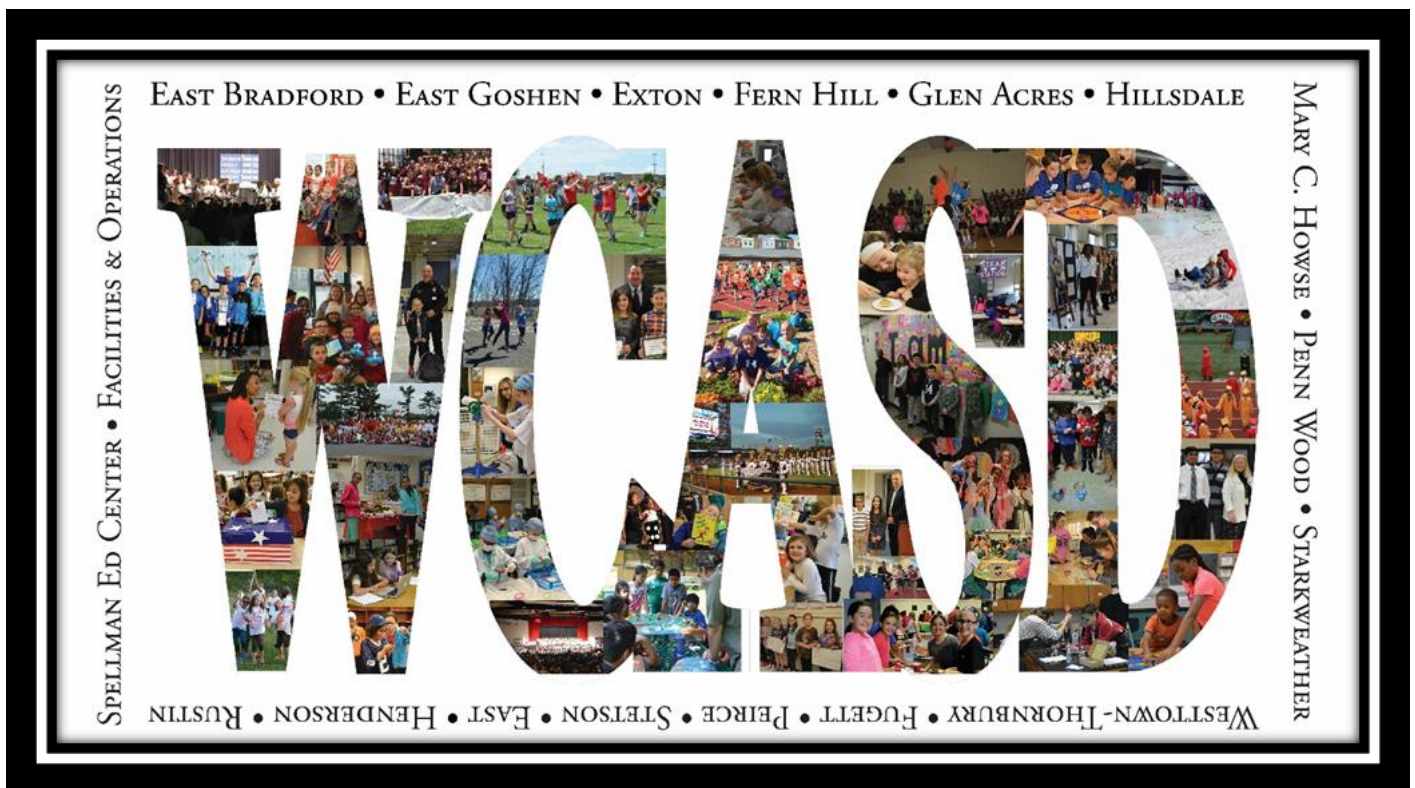


Chapter 339 K-12 Comprehensive Counseling Plan



**West Chester Area School District
2018-2019**

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1. School Counselors and Assignments

Elementary Schools

Each elementary school counselor is responsible for the total number of students (listed next to the counselor's name) in their school.

Karen Cook-
East Bradford Elementary (433)

Kathy DeWitt-
Hillsdale Elementary (588)

Carolyn Joy Martin-
East Goshen Elementary (409)

Anne Noone-
Mary C. Howse Elementary (604)

Paul Starling-
Exton Elementary (560)

Jeff Pearsall-
Penn Wood Elementary (499)

Kathy Coulter-
Fern Hill Elementary (531)

Sarah Kadis-
Sarah Starkweather Elementary (591)

Heather Stewart-
Glen Acres Elementary (604)

Margaret Blaker -
Westtown-Thornbury Elementary (498)

Middle Schools

In addition to their grade level caseload total (listed next to the counselor's name), each counselor teaches an average of 60 students each marking period in the Guidance Course required for all 8th graders.

Fugett Middle School
Ben Perlmutter (281) 6th Grade
Bernadette Simpson (299) 7th Grade
Malina Bowen (299) 8th Grade

Stetson Middle School
Dawn McNeil-McMillian (282) 6th Grade
Heather Selgrath (283) 7th Grade
Christian Specht (326) 8th Grade

Peirce Middle School
Carol DeMarco (368) 6th Grade
Akieda Behlin (337) 7th Grade
Stephanie Roesener (312) 8th Grade

High School Counselors and Responsibilities

In addition to their caseload responsibilities (# of students next to their name), each counselor serves as the specialist of the additional programs listed below their name.

East High School

Yvonne Setlock: 239 students with last names beginning with A-Co
Scholarships, National Merit, 10th Grade Development (Do What You Are)

William Reichle: 240 students with last names beginning with Cr-G
NCAA, New Student Tours, Senior Meeting/ 12th Grade Development, Guidance Aides

Lauren Otto: 260 students with last names beginning with H-McC
TCHS Coordinator/ Allied Health Liaison
9th Grade Development/QPR

Jessica Salley: 258 students with last names beginning with McD-R
FAFSA Coordinator (Financial Aid), College Planning Night/ 11th Grade Development, College Admissions Evening, Naviance Communications

Brian Lindros: 249 students with last name beginning with S-Z
Career Days Coordinator, Scoir

Henderson High School

Elizabeth Bender: 259 students with last names beginning A-Cr
Prospective Student Tours, Newsletter, Website, College Planning Night, Counseling Department Aides

Korey Bell: 253 students with last names beginning with Cu-Hog
11th Grade Developmental Program, Scholarships/Student Recognition Program

Morgan Gamble: 274 students with last names starting with Hoh-Mc
Department Chair, 9th Grade Developmental Program, 10th & 11th Grade PSAT Results Presentation (Coordinator with Administrator), Naviance Site Administrator

Kathy Teague: 262 students with the last names beginning with Me-Sal
10th Grade Developmental Program, 12th Grade Developmental Program, College Application Process Night

Rebecca Singer: 249 students with the last name beginning with Sam-Z
NCAA Coordinator, Career Exploration Program

Rustin High School

Ashley Ainsworth: 267 students with last names beginning A-Da

TCHS/Allied Health Liaison, Communications-Internal/External (Counseling department/RHS, phone master, Schoology & email communications), Naviance, Scoir

Shaz Brown: 258 students with last names beginning with De-Hy

11th Grade Developmental Programming (College Planning Night, Large Group junior meeting), NCAA Coordinator, Minority Opportunity Scholarship Rec/Awards Co- Facilitator

Grace Barry: 261 students with last names beginning with Ia-McG

Career Day, 9th Grade Developmental Programming, and Freshman Programming on PSAT day & Individual Freshman conference coordination, New Student Tours/Welcome, Scholarship Recognition/ Awards Co- Facilitator

Bobbie Crowe: 252 students with last names beginning with Mch-Sca

Department Chair, Scholarships/Scholarship Committee, College Application Process, Parent Event (evening) & Large Group senior meeting, Girl's Leadership Group

Tim Bryan: 253 students with last names beginning with Sch-Z

Naviance Coordinator, Communication (Counseling Department Website), Financial Aid Night, Scholarships/Schoology, Scoir

Intervention Specialists/SAP Coordinators

Direct services to high school and consultative services to middle and elementary schools

Jake Longnecker

East Goshen Elementary

Exton Elementary

Glen Acres Elementary

Fugett Middle School

East High School

Candy Jakubowski

East Bradford Elementary

Fern Hill Elementary

Hillsdale Elementary

Peirce Middle School

Henderson High School

Andrea Kuesel

Penn Wood Elementary

Sara Starkweather Elementary

Westtown-Thornbury Elementary

Stetson Middle School

Rustin High School

Career Education Counselors

The West Chester Area School District's Career Exploration Program is a multifaceted program that provides high school students with unique opportunities to enter and learn more about the workplace, observing and exploring the “world of work” first hand, making the critical link between the skills they are learning in school and the importance of this knowledge and skill acquisition to future career success.

Donna Foley 1.0

Dr. Deborah Sahjwani .5

Student Services

The District's Student Services Department works with all district students in meeting and supporting their needs throughout their educational careers. The Student Services Department is proactive in its philosophy of meeting the needs of students through participation in the special education pre-referral system, the MTSS team, and the Student Assistance Program (SAP).

Carol Rothera, MS, LPC
Supervisor of Student Services and APT Academy

Pupil Services

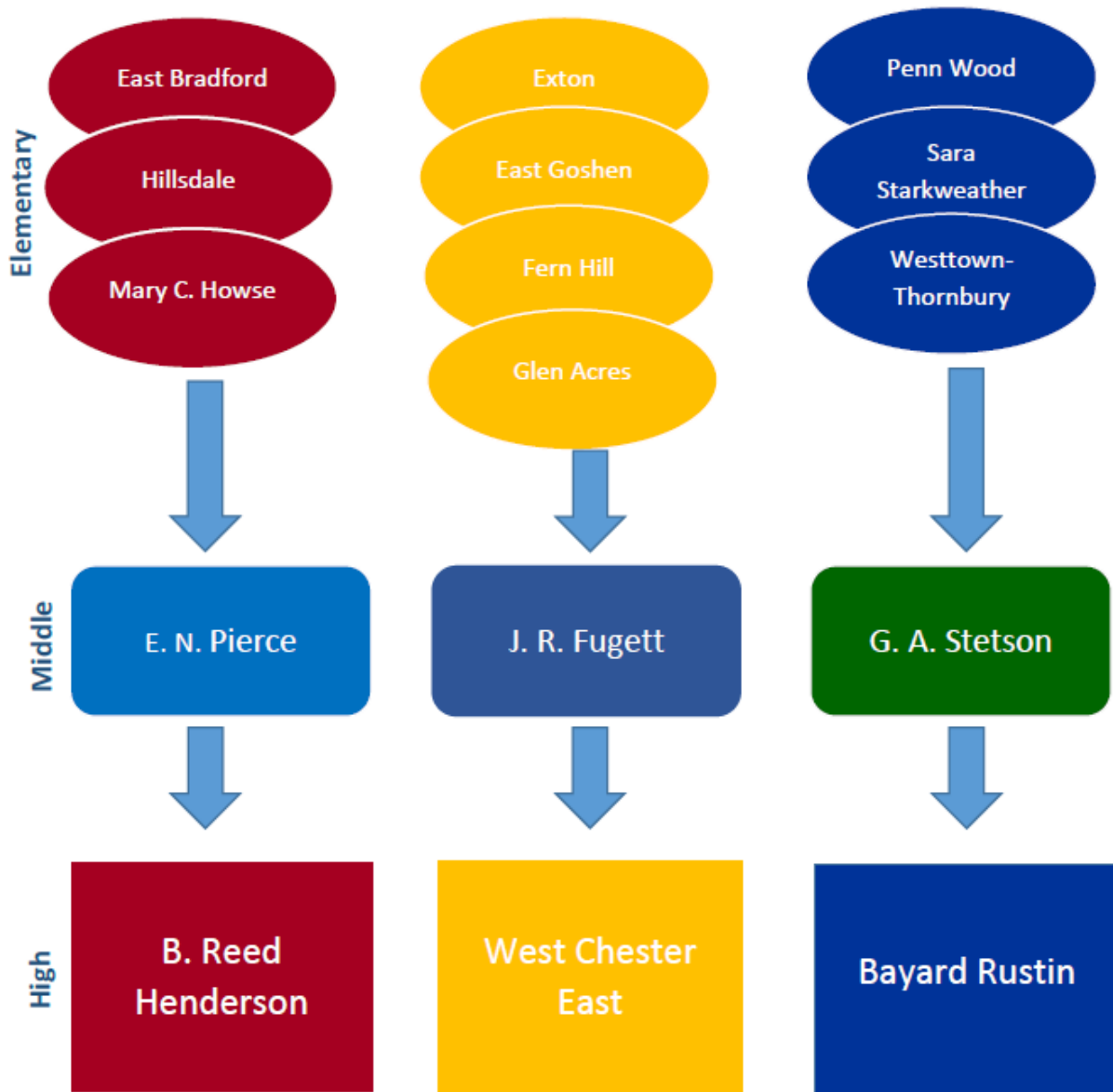
The Department of Pupil Services of the West Chester Area School District is dedicated to providing all students with what they need to achieve their personal best. Student services are proactive in its philosophy in meeting the needs of students.

Dr. Leigh Ann Ranieri
Director of Pupil Services



K-12 Guidance Counseling Program 2018-2019

District Feeder Pattern



2. School Counseling and District Mission Statements

A. West Chester Area School District mission statement:



The mission of the West Chester Area School District is to educate and inspire our students to achieve their personal best.

B. The West Chester Area School District Counseling Department Mission statement:

The mission of the WCASD School Counseling Program, which serves the needs of a diverse community, is to counsel, educate and advocate for all students as they pursue their individual academic, personal, social and career goals by delivering a proactive, comprehensive and consistent program. In partnership with teachers, administrators, parents, and a caring community, the school counselors will help all students to achieve their personal best

C. Three Domains of Counselor Work:

West Chester Area School District Counselors Duties and Essential Responsibilities focus on the Academic, Social/Emotional, and Career of the Students: Our Counselors provide

guidance, support and education to students as they grow to achieve their personal academic and career best while developing a healthy social and emotional well-being.

IEP: Individual Educational Program
MTSS: Multi-Tiered Support System
MDE: Multi-Disciplinary Evaluation
MDT: Multi-Disciplinary Team
SAP: Student Assistance Program

- Guides students through the development of educational, career, & personal plans through implementation of district counseling curriculum and other strategies. (Academic, Career, Social/Emotional)
- Consults with staff in implementing the assigned tasks and services.(Academic, Career, Social/Emotional)
- Counsels individual and/or small groups of students with presenting concerns. (Social/Emotional)
- Uses accepted theories & techniques appropriate to school counseling. (Social/Emotional)
- Consults and conferences with parents/guardians, staff, administrators, agencies & others to enhance ongoing work with students. (Academic, Career, Social/ Emotional)
- Uses an effective process for referring students & others toward special programs and services within and outside of the district.(Academic, Career, Social/Emotional)
- Coordinates with appropriate Intervention Counselor, School Social Worker, Caseworker to follow-up &/or return to school transition.(Social/Emotional, Academic)
- Participates in the coordination of the building's standardized testing programs. (Academic)
- Interprets test & other appraisal results when necessary. (Social/Emotional, Academic)
- Uses other sources of student data appropriately for assessment purposes. (Academic, Career, Social/Emotional)
- Works with Probation officers & the Juvenile Court system when necessary. (Social/Emotional, Academic)
- Oversees & maintains accurate student records. (Social/Emotional, Academic, Career)
- Adheres to district policies & procedures.(Social/ Emotional, Academic)
- Adheres to professional, ethical, and legal standards.(Social/Emotional, Academic, Career)
- Participates in educational team meetings including MTSS, Pre-referral and Multidisciplinary Teams, SAP Team. (Social/Emotional)
- Serves as a member of the Gifted Multidisciplinary Team (Academic, Social/Emotional)
- Assists in the preparation of referrals for multidisciplinary evaluations. (Social/Emotional)
- Participates in Interagency Team meetings when requested. (Social/Emotional, Academic)
- Serves as a member of the Secondary Transition IEP meetings.(Academic, Social/Emotional, Career)

D. Counselor Role Description

This section of the counseling program design establishes those specific activities that supplement the counseling curriculum. The target group is defined as the school community, comprised of students, parent(s)/guardian(s), school staff, and outside agencies. Activities listed

are provided on an as needed or requested basis and may be unique to individual buildings. These activities are listed as follows:

Communication

- To provide and disseminate counseling department information via newsletter, bulletin boards, websites, emails, school messenger, social media and evening programs
- To initiate and respond to students, staff and parents/guardians in a timely manner in regards to and via phone, email, letters, meetings and/or conferences
- To deliver communication related to students' academic, career, social and emotional needs
- To supply prospective students and their families information in regards to the WCASD schools
- To assist and facilitate orientation and information nights for the parents and/or guardians of transitioning students
- To facilitate ongoing communication, both written and verbal, with parents and guardians of students experiencing challenges/difficulty
- To facilitate ongoing communication, both written and verbal, with staff regarding parent(s)/guardian(s) concerns and student needs
- To share informational articles and resources
- To inform staff about upcoming counseling activities via email, memorandums and/or verbally
- To assist students, parents and guardian with information about community academic/enrichment programs
- To participate in open house programs
- To inform students, parents and guardians about the summer school application process
- To disseminate all 504s to responsible teachers and inform them of current accommodations for 504 students on grade level caseload

Consultation & Support Services

- To actively participate in and contribute to Student Assistance Program (SAP)/HELP team services, including completion of required paperwork and interventions
- To actively participate in and contribute to MTSS team services, including interventions and paperwork
- To prepare the career assessment and graduation plan for Individualized Educational Plan (IEP)
- To conduct individual Gifted Individual Education Plan (GIEP) meeting
- To work collaboratively with faculty, staff, students, parent(s)/guardian(s), and outside schools/agencies
- To provide data to parent(s)/guardian(s) to assist in the process of identifying students with attention, behavioral, or emotional difficulties
- To consult, coordinate and facilitate the Functional Behavior Assessments (FBA) process for

regular education students

- To facilitate, with the assistance of teachers, parents and guardians, the development of Behavior Management Plans (BMP) for regular education students
- To conduct individual student observations for multidisciplinary evaluations
- To facilitate and coordinate the Section 504 Service Agreement process
- To attend and help facilitate transition meetings for incoming 6th and 9th graders
- To conduct individual student observations for multidisciplinary evaluations
- To facilitate and coordinate consultation activities impacting the referral process by compiling transcripts, forms, and grades
- To participate in the assessment process for the Multidisciplinary Team Evaluation
- To consult with other professional staff members, parents, and guardians in order to support the students with academic and personal-social issues and behaviors
- To participate in the development of the Individual Education Plan (IEP) as a member of the IEP team and help with the transition process
- To attend parent/guardian conferences
- To provide information to assist in appropriate student placement

Referrals

- To confer with other professional staff members to ascertain information or suggestions to support students
- To intervene on the behalf of the students with outside resources when the need arises

Test Administration

- To interpret standardized test information for students, staff and parents and guardians when requested
- To interpret standardized tests for the purpose of assessing educational needs

Coordination of College and Career Planning

- To coordinate and facilitate incoming information about scholarships and awards
- To review and process individual student scholarship applications
- To coordinate and facilitate a college planning night for parents, guardians, and students
- To organize and facilitate a financial aid night for parents, guardians, and students
- To advertise and disseminate incoming post-secondary school information
- To review and process individual student post-secondary applications, including finalizing transcripts and writing a recommendation when appropriate
- To review NCAA requirements with students and process applications
- To coordinate, disseminate, and collect information and applications for Governor's School of Excellence transcript and writing a recommendation when appropriate
- To process individual student applications for the Governor's School of Excellence

- To coordinate and facilitate alumni return day
- To review and process individual student applications for academic and community programs
- To process student applications for the vocational technical school programs
- To schedule parent/guardian/teacher conferences when multiple teachers are involved
- To review and process annual course selection requests, recommendations, and overrides
- To review, process and send student failure warning notices at the end of the 3rd marking period and failure notices at the end of the year before appropriately adjusting the upcoming school year schedule
- To process summer school applications that come in prior to the end of the regular school year
- To perform exit interviews, and coordinate records for students leaving the school district
- To disseminate, collect and record all data gathered as part of the Pre-referral/RTII process
- To initiate the initial screening for the Gifted Program
- To initiate the referral process for regular education students for Speech, Physical and Occupational Therapies
- To coordinate with Special Education department contacts regarding the transition section of an Individualized Education Plan
- To assist in coordinating district and state standardized testing
- To coordinate and monitor students receiving Homebound Instruction or at an outpatient placement
- To facilitate and coordinate consultation activities impacting the referral process by compiling transcripts, forms, and grades
- To act as a member of the Concussion Management Team (CMT), make Brain STEP referrals as per protocol, and coordinate all paperwork relating to accommodations necessary for concussed students

Course Selection

- To participate in child study team to determine placement in Kindergarten orientation/placement
- To register and schedule new students
- To process student schedule changes
- To review and process annual course selection sheets
- To review and process student failure notices and adjust the student schedules to reflect appropriate courses
- To finalize student grade-level retention lists
- To process summer school applications that are turned in prior to the end of the school year review final summer school grades and adjust the student schedules to reflect appropriate courses
- To perform transcript evaluations for transfer students
- To review and process senior failure notices and non-graduate forms as well as discuss tentative plans to complete graduation requirements

Gifted I.E.P. Process

- To disseminate Gifted Program information and coordinate
- To development and implement the GIEP

Behavioral Evaluations

- To coordinate Occupational (OT) and Physical Therapy (PT) referrals for regular education students
- To collect, compile and summarize data for initial student multidisciplinary evaluations

Counseling

- To facilitate student counseling sessions
- To provide remedial services supporting the counseling curriculum, including academic support, emotional concerns, career information, post- secondary school planning and testing issues
- To assist students to develop coping skills to deal with difficult life events that negatively impact on their ability to function in the school environment
- To coordinate and facilitate topic oriented small development groups dealing with the population's needs and concerns
- To coordinate and facilitate topic specific large group activities
- To provide individual counseling
- To collaborate with parents and guardians regarding the academic, personal-social and career exploration concerns of their students
- To be part of the crisis team and process
- To monitor students who are ineligible and students at risk of academic failure

Professional Development

- To participate in Counseling Department meetings, district meetings, and faculty meetings
- To attend in-service workshops
- To attend professional conferences, workshops, and seminars
- To attend monthly faculty meetings
- To read relevant professional literature and research

Guidance 1 Curriculum-Executive Functioning/Naviance

Executive Functioning

Materials Management (1 Lesson)

- Long-term Storage of Materials and Supplies
- Organizing electronic files

Time Management (2 Lessons)

- 24 Hour Pie-Chart
- Weekly Schedule
- Recycle Project

Study Skills (4 Lessons)

- Learning styles
- What is active listening and engaged listening (listening, writing, asking questions) (1 Lesson)
- Studying for different content areas (present) (1 Lesson)
- Dartmouth Study Skills Video (1 Lesson)
- Resources Study Skills problem solving (1 Lesson)

Naviance- Career Education and Work Standards

- Strengths Explorers
- Career Clusters
- SMART Goals
- Vocabulary

Guidance 2 Curriculum

Transition to High School

- High School Vocabulary: Understanding and calculating GPA (Grade Point Average), SAT (Scholastic Aptitude Tests) vs. ACT (American College Testing), QPA (Quality Point Average), transcripts, pre-requisite)
- Scavenger Hunt
- 4 Year Plan
- Course Selection
- Extracurricular Activities/Importance

Miscellaneous

- Stress/Anxiety Management
- Social Media Lesson

- Decision Making/Refusal skills relating to Drugs & Alcohol
- Mindfulness
- Cyberbullying
- Budget Activity

3. Program Goals:

The first set of goals were created and implemented in 2013. These goals were updated in school year 2017-2018. Both sets of goals were kept in this document to show the progression and goal attainment. The school year 2018-2019 goals are created in SMART Goals format in the second half of this section.

Academic, Career, Personal/Social

- We will deliver, implement and evaluate practices, procedures and programs to ensure a consistent, effective comprehensive counseling program.
- We will develop and implement and implement a consistent system, including the Individual Goal Plan for data collection and analysis to appropriately counsel students.
- We will develop and implement communication plans to ensure that our students, staff and families are provided with current and consistent information regarding the high school counseling program.
- We will develop and match resources and support services that effectively address students' individual college career and social and emotional needs
- We will offer and provide access & instruction in Naviance. It will be used in all three Middle Schools and all three High Schools.



What is Naviance?

Naviance is a college and career readiness platform that helps students connect academic achievement to post-secondary goals and success.

Connect Learning to Life-Naviance offers students a comprehensive set of tools to help them:

- discover personal skills and areas of interest
- explore career and college options that best match those skills
- engage in a personalized action plan for meeting post-secondary goals

Provide Expert Guidance-Naviance enables school counselors/administrators:

- access individual student data and goals
- automate routine tasks and such as email, surveys and submission of college application materials
- report on the progress of their entire student population

- track and measure outcomes of their schools' alumni
- identifies trends and achievement gaps

Success Planning-Naviance:

- offers age and grade appropriate goal setting
- delivers individual success plans
- increases collaboration and family engagement
- monitors progress and enables early intervention

Career Planning- Naviance:

- enables self-discovery through personality-type assessments
- helps match personal skills and interests to career paths
- educates students about different career options
- give students an understanding of coursework needed to reach career their career goals.

Course Planning- Naviance:

- sets multi-year course plans for each student
- connects student's academic life to their career aspirations and encourages more rigorous course selection
- helps students track and meet graduation requirements

College and Career Readiness Curriculum Design Program

Drastically improves students' college and career preparedness by implementing the College and Career Readiness Curriculum Design Program. Developed in partnership with the University of Minnesota's Ramp Up to Readiness program, we now offer schools 175 engaging lessons that can be incorporated into the classroom, covering critical concepts and skills in academic, college and career planning; financial literacy; and personal and social development. These lessons help you make the most of Family Connection and can be used by counselors, teachers and advisors in grades 6-12 to drive student engagement.



Curriculum Overview by Grade Level

6th Grade and higher	7th Grade and higher
Skills Needed for Post-Secondary Success	Growth Mindset
Career of Interest	Learning Style Inventory
Post-secondary Investigation	Income vs. Expenses
SMART Goals	Build College Belief
Middle School Academic Planning	Middle School Academic Planning
Academic Skills Needed for Postsecondary Work	Post-secondary Costs
8th Grade and Higher	9th Grade and higher
Personal Strengths	Skills Needed for Post-secondary Success
Career, Post-Secondary and Academic Planning	High School and Post-secondary Plan
Careers in the Community	SMART Goals
EXPLORE Test Results	Career Clusters
High School Academic Planning	High School Academic Planning
Ready Financially: Post-secondary Institutions	
10th Grade and higher	11th Grade and higher
Growth Mindset	Work-Based Learning
Resume	Post-secondary Participation
Informed Decisions on Career Paths	Personality Survey
PLAN Test	Postsecondary Visits and Admissions
High School Academic Planning	High School Academic Planning
Budgeting and Financial Success	Personal/Social Opportunities and Challenges
12th Grade and higher	
Senior Year Success	
Post-secondary Applications	
FAFSA and Financial Aid	
Major Academic Challenge	
Reflection Project	

Social Emotional Needs Program - The School Counseling Department has been focusing their energy in meeting the emotional needs of all students and has implemented two pro-social skills programs K-5th.

Positive Behavior intervention and Support System

PBIS Key Elements

- **District-wide**- inter and intra agency coordination, policy, procedures, data
- **School-wide**- building committee, expectations, core team meetings
- **Classroom** -function based plans
- **Individual**- expectations, instruction
- **Community/Parental**- involvement on core and district teams, outreach, home and community instillation

OBPP Key Elements

- **School-wide**-e.g. Coordination committee, rules, policy and procedures, staff training, etc.
- **Classroom**-e.g. class meetings, curriculum integration, rules, etc.
- **Individual**-on the spot and follow-up
- **Community/Parental**-involvement on coordination committee, outreach, etc.

Framework	Systems	Practices	Data
PBIS & OBPP	Leadership Team Evaluation Communication Coaching & Training Policy Development Funding	Instructional Lessons Routines Supervision Reinforcement Continuum of Consequences Instructive "Discipline"	Central Data System/SWIS Consistent Data Entry Comprehensive Efficient Referral Form Multiple Data Sources
PBIS	Leadership Team Evaluation Communication Coaching & Training Policy Development Funding	School Rules re: Bullying Class Meetings Staff Discussion Groups Supervision Positive Consequence On-the-Spot Interventions Individual Interventions	Central Data System/SWIS Consistent Data Entry Comprehensive Efficient Referral Form Multiple Data Sources

Key Learning's PBIS-OBPP Common Elements

- Leadership teams/coordinating committees
- Use of data to drive decision-making
- Classroom time dedicated to teaching positive behaviors
- Linkages to existing systems of intervention and support

Key Learning's PBIS Distinctions and Strengths

- Focuses on all behavioral issues evidenced through school-wide and student-specific deemphasizes installation of varied evidence-based, socially valid preventive and intervening strategies and programs
- Operationalizes positive behavior across all school settings

Key Learning's OBPP Distinctions and Strengths

- Focuses most on bullying, though teams are encouraged to focus on promoting all types of prosocial behavior
- Emphasizes integration with other school climate initiatives and intervention systems
- Operationalizes "best practices in bullying prevention"

K-5 Second Step – Introduction

- 1. Four Core Program Elements:** The Second Step program has been carefully designed to help students learn, practice and apply skills for self-regulation and social-emotional competence. To help students effectively learn and apply these skills, teachers should implement the four core program elements; teaching the lessons, doing short daily activities to practice skills, reinforcing skills every day and involving families. The program's Following Through cards outline activities for practicing skills and reinforcing them every day. The unit cards contain further suggestions for skill reinforcement.
- 2. Involving Families and Caregivers:** Positive program effects increase when families are informed about the Second Step program and become involved in following through with skills, concepts and strategies. The following tools for involving families and caregivers are included with the program:

Family Letter: One Family Letter is provided to describe the Second Step program and inform families that their children will be participating in it. Send the letter home with your students or email it to families and caregivers before you start teaching the program

Home Links: Home Links are simple, fun activities designed to encourage interaction between students and the adult family members or other important adults. The activities provide students with further practice of lesson skills and concepts and familiarize adults with what their children are learning.

Online Community: Encourage your students' families and caregivers to join Committee for Children's online community at. They will have access to free downloads, and inspiring blog and many like-minded educators and parents working to improve students safety and well-being

K-5 Second Step Lessons

Lesson	Lesson Title	Concepts	Objective
1	Empathy and Respect	<p>The Second Step program helps you succeed at school.</p> <p>Having respect and empathy helps you get along with others.</p>	<p>Define respect.</p> <p>Define empathy.</p>
2	Listening with Attention	<p>Listening with attention helps you learn, work with others and make friends</p>	<p>Demonstrate listening with attention skills.</p>
3	Being Assertive	<p>Being assertive means asking for what you want or need in a calm, firm, respectful voice.</p> <p>Being assertive helps you be successful in a variety of social and academic situations.</p>	<p>Identify passive, aggressive and assertive responses.</p> <p>Demonstrate assertive responses with their parents.</p>
4	Respecting Similarities and Differences	<p>People can have similar or different feelings about the same situation.</p> <p>Being able to notice and then understand others feelings is an important part of empathy.</p>	<p>Identify clues that help them recognize other people's feelings.</p> <p>Identify similarities and differences between how two people feel.</p>
5	Understanding Complex Feelings	<p>It is possible to have more than one feeling at the same time.</p> <p>Being able to understand that others might have complex feelings is an important part of empathy.</p>	<p>Identify multiply feelings in a given scenario.</p> <p>Give possible reasons for multiple feelings.</p>
6	Understanding Different Perspectives	<p>People can have different perspectives about other people, places and situations.</p> <p>Perspective taking is a central component of empathy.</p>	<p>Identify differing perspectives in given scenarios.</p> <p>General prosocial responses to scenarios in which different perspectives could cause a conflict</p>

7	Conversation and Compliments	<p>Having successful conversations with peers helps you make and build friendships.</p> <p>Give a sincere, thoughtful compliment is a good way to start a conversation or keep one going.</p>	<p>Identify components of a successful conversation.</p> <p>Demonstrate giving and receiving a compliment.</p>
8	Joining In	<p>Being assertive can help you join and invite others to join a group</p>	<p>Identify skill for joining a group.</p> <p>Demonstrate skills for joining a group.</p>
9	Showing Compassion	<p>Compassion means saying kind words or doing something helpful to show you care about how another person feels.</p> <p>Having empathy helps you show compassion.</p>	<p>Demonstrate expressing concern or showing compassion for someone.</p>
10	Introducing Emotion Management	<p>When you feel strong feelings, it's hard to think clearly.</p> <p>Unmanaged, strong emotions can lead to negative behavior and consequences</p>	<p>Describe what triggers their own strong emotions.</p> <p>Describe what happens in their brains and bodies when they experience strong emotions.</p>
11	Managing Strong Feelings	<p>Staying in control of your emotions and actions helps you get along better with others and be successful at school.</p>	<p>Demonstrate the ability to interrupt escalating emotions.</p> <p>Determine a person "signal".</p> <p>Identify and name strong feelings as they occur.</p>
12	Calming Down Anger	<p>Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.</p>	<p>Identify situations in which they might need to calm down.</p> <p>Demonstrate the technique for deep, centered breathing.</p> <p>Identify and demonstrate other ways to calm down (counting, using positive self-talk)</p>
13	Managing Anxiety	<p>Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations.</p>	<p>Identify situations that cause anxiety.</p> <p>Apply what they've learned about calming down to anxiety-provoking scenarios, including academic challenges.</p>

14	Avoiding Jumping to Conclusions	Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions.	Identify emotion-management strategies. Demonstrate Assertiveness Skills. Identify and demonstrate positive self-talk statements.
15	Handling Put-Downs	Calming down helps you handle put-downs and avoid making conflicts escalate.	Identify strategies for handling put-downs. Demonstrate what they've learned about strategies for calming down. Demonstrate assertive responses to put-downs.
16	Solving Problems	Following steps can help you solve problems. Saying the problem without blame is respectful. Solving problems helps you be successful at school.	Recall the S. Say the problem step of the Problem-Solving Steps. State a problem without blaming anyone.
17	Solving Problems	Solving problems helps you be successful at school	Generate safe and respectful solutions to a problem. Identify consequences of potential solutions. Select an appropriate solution to a problem.
18	Making a Plan	Some solutions to problems are complicated and need a plan. Plans help you break down a big task into smaller, more manageable parts.	Explain the purpose of making a plan. Create a three step plan to carry out a solution to a problem.
19	Solving Playground Problems	You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps.	Identify common playground conflicts. Demonstrate using the Problem-Solving Steps to handle playground conflicts.
20	Taking Responsibility for Your Actions	Taking responsibility for your actions is the respectful thing to do.	Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged. Demonstrate acknowledging mistakes. Demonstrate making an apology and offering to make amends.

21	Dealing with Peer Pressure	It is okay to say no to others and it is okay for them to say no to you. Negative emotions like guilt and remorse can be reasons not to go along with peer pressure.	Demonstrate using Assertiveness Skills to resist peer pressure. Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure.
22	Reviewing Second Step Skills	The skills and concepts learned in the Second Step program can help you succeed in school	Identify Second Step skills and concepts being used in scenarios students might encounter in school. Include Second Step skills in a written script about solving a problem.

B. West Chester Area School District SMART GOALS 2018-2019

1. Elementary Level SMART Goals

Elementary (K-5th) SMART GOALS	Career Awareness
Specific Issue What is the specific issue based on your school's data?	Our 5 th grade students did not have a process to document and complete interest surveys to meet the Chapter 339 requirements. The district has expanded their contract with the Naviance program to include 5 th grade.
Measurable How will we measure the effectiveness of our interventions?	During the school year 2018 and 2019 all 5 th graders will receive instruction on how to use the Naviance program effectively. This orientation lesson involving students and their teachers, will focus on the key components of the Naviance program and begin to document and expand career education at the elementary level. Each 5 th grader will complete an interest survey on this program.
Attainable What outcome would stretch us but is still attainable?	The task of completing the lesson and the survey with 100% of the 5 th grade students is a challenge. Students are absent or are in other classes. Counselors will need to identify all students who missed the program and teach and complete requirements.

<p>Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)?</p> <p>Process-Interventions used, # of staff involved in programs.</p> <p>Perception-Beliefs, attitudes, knowledge (survey)</p> <p>Outcome-What changed?</p>	<p>Process- Counselors will meet with 5th grade teachers to set up a time to complete the lesson and explain/review the Naviance program. Some schools are using the library support.</p> <p>Perception-5th grade students will complete an interest survey and post –test.</p> <p>Outcome- Counselors assess the number of students who completed the task and determine which students still need to complete the survey. They will consult with special education teachers to ensure all students are accessing the program requirements.</p>
<p>Time Bound When will our goal be accomplished?</p>	<p>Counselors will report the final number of students completing the survey to the Supervisor of Student Services. The goal target is between 98-100%.</p>

Elementary School Level SMART Goals 2018-2019

Elementary (K-5th) SMART GOALS	Personal/Social/Emotional
<p>Specific Issue What is the specific issue based on your school’s data?</p>	<p>The district has required all elementary classrooms to implement the Second Step program K-5th grades. In community meetings, parents have reported the need to understand and be able to implement the skills learned in the classroom and apply them to the home setting. This extra home practice will help reduce discipline referrals and mental health referrals.</p>
<p>Measurable How will we measure the effectiveness of our interventions?</p>	<p>Counselors will select Second Step overview and materials (including posters, videos, home links, etc.) to be made available on the district website. Materials will be included that describe how parents can reinforce the educational message at home. These materials will be put on the district’s home page for parents to view at any time. Technology will be able to track how many times the videos were viewed.</p>
<p>Attainable What outcome would stretch us but is still attainable?</p>	<p>Since this will be a new and different approach, communication will be vital and will need to be sent to parents multiple times through newsletters and principal emails.</p>

<p>Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)? Process-Interventions used, # of staff involved in programs. Perception-Beliefs, attitudes, knowledge (survey) Outcome-What changed?</p>	<p>Process: Elementary counselors will select key overview/summary materials from the Second Step program. All elementary counselors will be involved with support from our technology department. Perception-District transparency will help support parent involvement. Outcome- The Second Step program is a social/emotional program. When these lesson are taught and reinforced at home this affects school attendance, discipline and grades.</p>
<p>Time Bound When will our goal be accomplished?</p>	<p>This goal will start the school year 2018-2019 and will be reviewed at the end of the year to determine what needs to be changed/adopted.</p>
<p>Specific Issue What is the specific issue based on your school's data?</p>	<p>Our elementary schools are not reporting SAP data. Their current system focuses on reading and math. There has been an increase in elementary mental health concerns and the need to document progress and resolutions.</p>
<p>Measurable How will we measure the effectiveness of our interventions?</p>	<p>All elementary school intervention teams will reorganize and expand current intervention teams into MTSS teams. The teams' focus will be on students at risk and school wide interventions based on the school's individual needs. A district form and process will be created for all teams to complete when a referral needs a suicide risk assessment, violent risk assessment, mental health/behavioral intervention or a Chapter 14 or 15 evaluation. The forms will document the SAP data, interventions and outcomes on a district site.</p>
<p>Elementary (K-5th) SMART GOALS</p>	<p>Personal/Social/Emotional</p>
<p>Attainable What outcome would stretch us but is still attainable?</p>	<p>Implementing a new technology system can be a challenge. Consistent monitoring of staff progress and effectiveness will be needed, with additional training for staff that are struggling with the program. It will be recommended that two team members from each elementary school be SAP trained. The cost of the SAP training will be difficult to attain. The outcome would be that all 16 buildings are functioning at 100% by the end of the school year 2018-2019.</p>
<p>Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)? Process-Interventions used, # of staff involved in programs. Perception-Beliefs, attitudes, knowledge (survey) Outcome-What changed?</p>	<p>Process: On October 5, 2018, all pupil services staff, principals, assistant principals and other MTSS team members will be trained in the new flag form (a centralized online system to document referrals and outcomes) on October 5, 2018. Principals will be trained in summer of 2018. Outcome- At the end of the school year, all data will be collected from all 16 schools.</p>
<p>Time Bound: When will our goal be accomplished?</p>	<p>All data will be reviewed by June 06, 2019</p>

2. Middle School Level SMART Goals 2018-2019

Middle School (6th-8th) SMART GOALS	Personal/Social/Emotional
Specific Issue What is the specific issue based on your school's data?	In reviewing the 2017 PAYS data, middle school students (6 th and 8 th) increased in the area of mental health concerns- bullying, self-harm and suicidal ideation. Due to this increase we will review a curriculum or program in school year 2018-2019 then implement in our schools 2019-2020. Also we will provide an increase in mental health services in 2018-2019 through the CCIU. PAYS will be administered in 2019.
Measurable How will we measure the effectiveness of our interventions?	The goal will be measured in five ways: <ol style="list-style-type: none"> 1. Reduction of mental health referrals to the MTSS team 2. Reduction of students needing Tier 3 interventions to out of school placements 3. Reduction of discipline and bullying referrals to principals 4. Reduction of Suicide Risk Assessments and Violent Risk Assessments 5. Increase in attendance and overall academic progress.
Attainable What outcome would stretch us but is still attainable?	<ol style="list-style-type: none"> 1. A Universal Behavioral Health Screening can be offered and implemented to all 7th and/or 8th graders, to identify students who are at risk that the school is not aware of. If implemented, support will be provided through the Garrett Lee Smith Youth Suicide Prevention Grant. 2. The assimilation of the mental health therapist into our middle schools can be challenging. The hope is to expand their role and expectations by the end of school year 2018-2019.
Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)? Process -Interventions used, # of staff involved in programs. Perception -Beliefs, attitudes, knowledge (survey) Outcome -What changed?	Process: Interventions- <ol style="list-style-type: none"> 1. Review and identify resiliency programs in school year 2018-19 in order to reduce mental health/bullying concerns for students at the middle school. Determine who will teach the program and implement in school year 2019-20. 2. A full time licensed mental health therapist will be contracted through the CCIU to provide individual, group and mental health screenings at each middle school. Procedures will be implemented through the MTSS team to ensure accountability. Perception -Students will complete the PAYS survey in fall of 2020. Outcome -In addition to the PAYS data, Mental health concerns are linked to many school related behaviors. The program should increase : Attendance and Grades And decrease: Discipline/Bullying incidents
Time Bound When will our goal be accomplished?	Intervention 1: Identification of program 2018-19 and Implementation--2019-20 school years Intervention 2: Starting August 2018- Mental Health therapists in all three middle schools

Middle School (6th-8th) SMART GOALS	Career
Specific Issue What is the specific issue based on your school's data?	In review of the PA Career to Work Standards, we will collaborate with key stakeholders to determine a baseline of pre-existing, cross-curricular Career to Work Standards implementation through 6th-8th grade.
Measurable How will we measure the effectiveness of our interventions?	The goal will be measured by: <ol style="list-style-type: none"> 1. The merging of documents between grade levels and departments. 2. Artifacts will be documented within our 339 plan and Guidance PLC. 3. Student participation in school wide, grade level or subject infusion of PA Career to Work Standards activities.
Attainable What outcome would stretch us but is still attainable?	A universal approach and connection to PA Career Standards across grade levels and subjects taught grades 6-8.
Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)? Process -Interventions used, # of staff involved in programs. Perception -Beliefs, attitudes, knowledge (survey) Outcome -What changed?	Process: Interventions- <ol style="list-style-type: none"> 1. Review and identify PA Career to Work Standards across curriculum, subject and grade level lessons in school year 2018-19 in order to create a consistent and cohesive integration at the middle school. Determine where and how the content is documented to meet to meet the PA Career to Work Standards will in school year 2019-20. 2. Increase PA Career to Work Standards collaboration between subjects in our district middle schools. Perception -Informal meetings with grade level teachers, departments and counselors. Outcome -The program should increase student awareness of their strengths and career readiness skills as they develop a deeper sense of self, goals, education and interests. The program should increase : Lessons and instruction of Career to Work Standards students depth of knowledge the middle school And decrease: Ambiguous future outlooks
Time Bound When will our goal be accomplished?	Intervention 1: Identification of program 2018-19 and Implementation--2019-20 school years Intervention 2: Starting August 2018- collaboration vertically and horizontally in the middle school

Middle School (6th-8th) SMART GOALS	Academic/Career/Personal
Specific Issue What is the specific issue based on your school's data?	We will collaborate as a middle school counseling department to implement the 8th grade Guidance I and Guidance II curriculums.

<p>Measurable How will we measure the effectiveness of our interventions?</p>	<p>The goal will be measured by:</p> <ol style="list-style-type: none"> 1. Creating resources and lesson plans for Guidance I and Guidance II courses. 2. Sharing documents via Schoology, Google Drive, and Naviance. 3. Artifacts will be documented within our 339 plan, Guidance PLC, Naviance Surveys, and Schoology Lesson objectives 4. Further review of district wide resources and implementation to determine changes necessary for the Guidance I and Guidance II courses.
<p>Attainable What outcome would stretch us but is still attainable?</p>	<p>To have a fully developed, comprehensive curriculum for Guidance I and Guidance II, resources saved in Schoology, necessary updates made to Naviance and updates to guidance artifacts.</p>
<p>Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)? Process-Interventions used, # of staff involved in programs. Perception-Beliefs, attitudes, knowledge (survey) Outcome-What changed?</p>	<p>Process: Interventions-</p> <ol style="list-style-type: none"> 1. Review and identify PA Career to Work Standards lesson plans, artifacts and surveys in 2018-2019. 2. Update and edit lesson plans, artifacts and surveys for improved implementation within the classroom 2019-2020. <p>Perception-PLC meetings, google collaboration, Schoology Resource Library updates, and review/edit of created lessons. Nine middle school counselors will collaborate in the process of curriculum development. Outcome-The program should increase student awareness of their strengths and career readiness skills as they develop a deeper sense of self, goals, education and interests. The program should increase : Lessons and instruction of Career to Work Standards students depth of knowledge the middle school Increase excitement about future goals, employment and strengths within education and careers And decrease: Ambiguous future outlooks The disconnect between school and employment</p>
<p>Time Bound When will our goal be accomplished?</p>	<p>Intervention 1: Implementation 2018-19 school year Intervention 2: 2019-2020 school year edit and review lessons, artifacts, Naviance and Schoology</p>

3.High School Level SMART Goals 2018-2019

<p>High School (9th-12th) SMART GOALS</p>	<p>Career Readiness</p>
<p>Specific Issue What is the specific issue based on your school's data?</p>	<p>While the 10th grade developmental guidance program currently consists of college and career exploration via our Naviance program, more could be done in regards to exposing students to 21st century career opportunities (e.g., STEM-related, entrepreneurial, and manufacturing careers), particularly those careers that are fastest-growing and in-demand in our area.</p>

<p>Measurable How will we measure the effectiveness of our interventions?</p>	<p>Goals will be measured by number of activities completed during the 10th grade career exploration program, and through the artifacts shared with our students that will document those career exploration activities.</p>
<p>Attainable What outcome would stretch us but is still attainable?</p>	<p>The increase in the number of facilitated career activities with the 10th grade students will require more time than currently scheduled from school counselors.</p>
<p>High School (9th-12th) SMART GOALS</p>	<p>Career Readiness</p>
<p>Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)? Process-Interventions used, # of staff involved in programs. Perception-Beliefs, attitudes, knowledge (survey) Outcome-What changed?</p>	<p>Process- Students will document their understanding and participation in exploration activities through Naviance. Students will also watch videos about careers in the 21st century, and explore currently career opportunities via the Occupational Outlook Handbook (OOH). This can be taught individually by counselors in a classroom setting. Perception- Students will increase their knowledge of existing, in-demand, and fastest-growing careers and be able to identify those which match their aptitude and interests. Outcome- Students' awareness of existing, in-demand, and fastest-growing career opportunities will increase.</p>
<p>Time Bound When will our goal be accomplished?</p>	<p>The goal will be applied during the 2018-2019 academic year.</p>
<p>Specific Issue What is the specific issue based on your school's data?</p>	<p>Data was collected from all three high schools to determine the number of students participating in job shadowing and internship opportunities during the 2017-2018 academic year. It is our belief that we need to increase the number of students that access this service. This can be done through the development of an automated, centralized and comprehensive career readiness program designed for and accessible to all students in each of the three high schools.</p>
<p>Measurable How will we measure the effectiveness of our interventions?</p>	<p>In the 2018-2019 academic year, the school district will have an additional .5 career education staff working with the current 1.0 career education staff to inform students of the opportunities that a job shadowing/internship experience can provide. This will be done at various times throughout the year (grade-level assemblies, PSAT day for 9th graders, 10th grade career exploration), will document the number of students being exposed to job shadowing and internship experiences. School counselors will also check for student understanding of the career opportunities available to them during individual meetings and document this on their conference forms.</p>
<p>Attainable What outcome would stretch us but is still attainable?</p>	<p>While the career education staff will focus on the high school students, they will need to be part of the comprehensive career education program in our elementary and middle schools to insure alignment with district career goals.</p>

<p>Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)? Process-Interventions used, # of staff involved in programs. Perception-Beliefs, attitudes, knowledge (survey) Outcome-What changed?</p>	<p>Process: The career education staff will document the progress in three major areas: Research, relationships/networking and Resources. The school counselors will follow up with check-ins for understanding of the resources available to them during individual conferences. Perception: Students will complete a survey after each job shadowing or internship to determine acquired skills. Outcome- The number of students who are exposed to job shadowing and internships will increase by 20%. A detailed description follows this documents.</p>
<p>Time Bound When will our goal be accomplished?</p>	<p>The additional .5 career education staff begin work in August 2018. A review of progress and plans will be completed monthly by the Supervisor of Student Service and the Assistant Superintendent with final documentation completed at the end of the 2018-2019 academic year.</p>

<p>High School (9th-12th) SMART GOALS</p>	<p>Social/Emotional</p>
<p>Specific Issue What is the specific issue based on your school's data?</p>	<p>Student anxiety and stress levels have increased as per SRA/MTSS data.</p>
<p>Measurable How will we measure the effectiveness of our interventions?</p>	<p>Freshman students accessing school counselors for stress/anxiety related issues. End of year data reporting on SRAs/MTSS.</p>
<p>Attainable What outcome would stretch us but is still attainable?</p>	<ul style="list-style-type: none"> • Meeting all 9th grade students by end of October to explain the school counselor role and make introductions; build rapport. • QPR training and Minding Your Mind for all 9th Graders • Identify kids earlier by training teachers in MTSS
<p>Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)? Process-Interventions used, # of staff involved in programs. Perception-Beliefs, attitudes, knowledge (survey) Outcome-What changed?</p>	<p>Process- All counselors will meet with their freshman by end of October. I.e. Small groups, PSAT day, HR visits etc. Yellow Ribbon/Suicide Program</p> <p>Perception- Freshman will learn about accessing counselors earlier on in the school year, and will be more likely to seek support when needed.</p> <ul style="list-style-type: none"> • Give access to counselor/open door policy. Notify teachers of students who need a flash pass to guidance <p>Outcome- Freshman are more likely to access school counselor early in the school year helping with their transition to high school and ideally reducing anxiety/stress throughout high school.</p>
<p>Time Bound When will our goal be accomplished?</p>	<p>Goal will be applied to the 2018-2019 school year.</p>



4. Stakeholders

Students, Parents, Educators, Business/Community, Post-Secondary

Students, Parents & Guardians

Student Role: Participates in Guidance and Counseling programs and services in order to achieve their personal best.

Parents/Guardians Role: Partner with counselors to guide their children to achieve their personal best through the following programs *and services listed in the chart below.*

Students Expected Measurable Results are based on individual conference forms completed with the counselor, completion of surveys, academic performance, increased positive social interactions, and completion of the Career Portfolio in Naviance.

Parent/Guardian Expected Measurable Results are determined by communications with counselors and staff, feedback and completion of surveys from special events offered, and participation in parent Teacher Counselor conferences.

Program Goals	Grade Level	Activities/ Event Descriptions	Start/End Dates	Participants
To provide parents the opportunity to tour and learn about their child's school	K	Orientation: Parents of kindergarten students will have the opportunity to meet the building principal as well as all staff that will interact with their child. Students are provided the opportunity to take a test-ride on the school bus.	June	Administrators, Parents, Students, Counselors, Teachers
To provide parents the opportunity to collaborate with staff regarding their student's academic and/or emotional difficulties	K-5	MTSS/Response to Intervention	Meetings held weekly, parents are invited to attend as needed (Ongoing)	Parents, Teachers, Administrators
To provide prospective parents & their child/children the opportunity to tour and learn about their neighborhood school as an educational alternative	K-5	Prospective New Student Tours	Once a month	Principals, Counselors, Students, Parents
To provide parents the opportunity to tour and learn about their student's new school	5	6th Grade Orientation Tours	One evening each Spring	Principals, Counselors, Teachers, Parents, Students
To provide parents the opportunity to participate in learning about their students' career options/path	K-5	Career Day	Spring	Parents, Counselors,
To provide parents and teachers the opportunity to discuss their student's progress	K-8	Parent Teacher Conferences	Fall & Spring (2x per year)	Counselors, Teachers, Parents, Grade Level Administrators
To provide parents with the opportunity to learn about timely events and highlights pertinent to all aspects of a student's school life	K-8	Newsletter	Quarterly	Counselors, Parents
To provide parents with the opportunity to learn about timely events and highlights pertinent to all aspects of a student's school life	K-12	WCASD Website	Ongoing	Counselors, Educators, Parents, Students, Administrators, Community

To provide parents with the information on Bullying Prevention and Cyber Bullying Awareness	K-5	Crime Victims Center of Chester County Presentation to parents of K-5 students regarding bullying prevention and awareness	Late Winter/Spring	Administrators, Counselors, Community Agency, Parents
To provide parents with the opportunity to learn about their neighborhood public high school as an educational alternative	Grades 5-8	Prospective New Student Tours	Upon Request	Counselors, Parents, Students
To provide Parents the opportunity to meet their student's counselor or other counselors and to ask general questions	Grades K-12	Open House	September of each year	Administrators, Teachers, Counselors, Parents
To provide parents with the opportunity to learn about timely events and highlights pertinent to Guidance related programs	Grades 6-8	E-News	Weekly	Counselors, Administrators, Parents
To provide parents with the information and the opportunity to give input into their child's needs for school success	Grades K-12	IEP/GIEP/504 Meetings	Ongoing	Administrators, Counselors, Teachers Student, Parents
To provide parents the opportunity to learn about curriculum and course selection	Grade 6	6th Grade Orientation	Spring each year	Principals, Teachers, Head Counselor, Counselor, Parents
To provide parents the opportunity to learn about curriculum and course selection	Grade 6-12	Course Selection Night Provided with course book with all options including information on (CTE/SOAR) Program of Study	Once per year	Principals, Head Counselors, Teachers, Parents
To provide parents the opportunity to tour and learn about their students new school	Grade 8	9th Grade orientation Tours 8th grade students and parents will attend a tour of the building facilities with the principal, and have the opportunity to have their questions answered regarding 9th grade programming, transition and high school expectations	Three evenings in the Spring each year	Principals, Head Counselors, Teachers, Parents

To provide parents the opportunity to tour and learn about their students' new school.	Grade 9	9th Grade Parent Orientation Night	September of each year	Principals, Teachers, Head Counselors, Parents
To provide parents the opportunity to meet their student's counselor or other counselors and to ask general questions	Grades 9-12	Open House	September of each year	Administrators, Teachers, Counselors, Parents
To provide parents, teachers and counselors the opportunity to discuss student's progress	Grades 9-12	Parent Teacher Counselor Conferences will be planned and scheduled on all grade levels	Fall and Spring of each school year	Teachers, Counselors, Parents
To provide parents the opportunity to learn about Financial Aid for higher education	Grades 9-12	Financial Aid Night	January of each year	Counselors, PHEAA Representative, Parents
To provide parents the opportunity to learn about the College Admissions/Search process	Grades 9-12	College Admissions/Search Process Night	Late Winter of each year	Counselors, College Admissions Offices, Parents
To provide parents the opportunity to learn about the College Application Process	Grades 9-12	College Application Process Night	September of each year	Counselors, College Admissions Officers, Parents
To provide parents the opportunity to learn about their 9 th grader's developmental needs and progress toward achieving their personal best	Grade 9	Individual Freshman Developmental Conference	December through June of each year	Counselors, Students, Parents
To provide parents the opportunity to learn about their 11 th grader's developmental needs and progress toward achieving their personal best	Grade 11	Junior Individual Developmental Conference	December through April of each year	Counselors, Students, Parents

To provide parents the opportunity to learn about their 12 th grader's developmental needs and progress toward achieving their personal best	Grade 12	Senior Individual Developmental Conference	September through December of each year	Counselors, Students, Parents
To provide parents the opportunity to learn about curriculum and course selection	Grades 8-12	Course Selection Night	February of each year	Principals, Teachers, Head Counselors, Parents
To provide parents with the opportunity to learn about events and highlights pertinent to all aspects of a student's school life	Grades 8-12	WCASD Website	Ongoing	Counselors, Administrators, Educators, Parents, Students
To provide parents with the opportunity to learn about timely events and highlights pertinent to all aspects of a student's school life	Grades 8-12	Newsletter	Quarterly throughout the year	Counselor, Parents, Students
To provide parents with the opportunity to learn about counseling services and developmental programs	Grades K-5, 9-12	Counseling Services and Programs Brochure	Made available to parents in each Counseling Dept. lobby and at individual conferences and meetings	Counselor
To provide parents with the opportunity to tour and learn about their neighborhood public high school as an educational alternative	Grade 8	Prospective New Student Tours	One time per month throughout the school year	Principals, Counselors, Students, Parents
To provide parents with the opportunity to learn about substance use/abuse prevention	Grades 9-12	Substance Use/Abuse Education and Prevention Nights	Two times per school year	Intervention Specialists, Parents
To provide parents with the opportunity to learn about teen mental health issues	9-12	Mental Health Education Nights	One time per school year	Intervention Specialist/Parents

Educators

Role: To support counselors in their delivery of programs and services to stakeholders so that students are able to achieve their personal best through the following programs and services listed in the chart below.

Expected Measurable Results are documented in different team meetings and conferences, completion of various school surveys, and the selection of continued learning inservice choices.

Program Goals	Grade Level	Activities/Event Descriptions	Start/End Dates	Participants
To facilitate home & school communication along with student success	K-5	Parent Teacher Conferences	Fall and Spring; 6-12 as requested	Teachers, Parents, Counselors
To ensure student success	K-12	MTSS -Multiple Tier System of Support	Ongoing	Counselors, Teachers, Parents, Administrators
To educate 4th and 5th grade teachers about future student opportunities.	K-5	Visit local alternative educational facilities/local businesses and entrepreneurs	Ongoing	Counselor, Teacher, Community
To provide academic, social/emotional support and guidance to students	K-12	Concussion Management Team	Ongoing as needed	Administrators, Nurses, Counselors, Teachers, Coaches, Parents, Students
To provide academic support and guidance to students	6-8	Teacher Teams	Two times per 6 day cycle	Teachers, Administrators, Counselors
To provide academic support and guidance to students	K-12	Communicate with educators and attend problem-solving meetings with stakeholders	Ongoing as needed	Counselors, Intervention Specialists 9-12, Stakeholders
To provide social/emotional and substance use/abuse support and guidance to students	K-12	Communicate with educators and attend problem solving meetings with stakeholders	Ongoing as needed	Counselors, Intervention Specialists 9-12, Stakeholders
To provide leadership and guidance to stakeholders in the event of a crisis	K-12	Crisis Management Team	Ongoing as needed	Administrators, Counselors

Business/Community

Role: Partner with counselors to guide students to achieve their personal best through the following programs and services

Expected Measurable Results can be seen in the increased numbers of students participating in volunteering at school service clubs and in the community, attending Career Fairs, leadership groups and completion of Job Shadowing and Internships documented in Naviance. Mental Health, Drug/Alcohol and Support Group agencies will share data with counselors.

Program Goals	Grade Level	Activities/Event Description	Start/End Dates	Participants
To assist students in learning about career options for the future	K-5	Community Representatives Career Presentation	Ongoing	Counselors, Teachers, Community, Students
To assist students in learning to become volunteers in local community service organizations	K-5	Student Council	Ongoing	Counselors, Teachers, Parents, Students
To assist students in learning about career options for the future	K-12	Career Fair	Spring	Counselors, Teachers, Community, Students
To provide families with education around parenting skills	Grades 5-8	Strengthening Families Program	Ongoing as needed	COAD (Chester County Council on Addictive Diseases)
To assist students to become employed in local businesses	10-12	Job Board located in Guidance Suites	Ongoing as needed	Counselor/Business Employers and Leaders
To provide students with the opportunity to select technical and post-secondary education/training	Grades 9-12	Technical College High School (TCHS) Recruiting Presentation: overview of CTE/SOAR Program of Study Potential	Fall of each year	TCHS Representative, Students, Counselors, Administrators, Teachers
To provide education and support to small groups of students (6-12) around positive decision making	Grades 6-12	Support Group format	as needed by MTSS team	Counselor/Community mental health/drug alcohol agency

To assist students to become volunteers in local community service organizations	9-12	Service Clubs, Local Community Service Listing made available online and in individual conferences	Ongoing as needed	Counselor/ Community Service Leaders
To assist students in preparing resume/application/job interviewing skills	10-12	Naviance Program	Ongoing as needed	Counselor/Student



Post-Secondary

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

Expected Measurable Results will be tracked through the Counseling Office and Naviance as students sign up, register and complete the programs.

Program Goals	Grade Level	Activities/Event Description	Start/End Dates	Participants
To increase students' awareness of post-secondary institutions through meetings with college admissions representatives	9-12	Meeting with college admissions representatives in-house at the High Schools	Ongoing throughout the school year	College Admissions Representatives/Students/Counselors
To increase students' awareness of post-secondary institutions through field trips to select colleges	9-12	Field trips to select colleges	Twice throughout the school year	BSU Advisor/Counselor/Students/College Admissions Representatives
To increase students' awareness of military service branches	9-12	Meeting with military representatives in-house at the High Schools	Ongoing throughout the school year	Military representatives/counselor/students

5. Role of the Counselor:

The American School Counselors Association (ASCA) states, "School counselors are vital members of the education team. They help all students in the areas of academic achievement, career development and social/emotional development, ensuring today's students become the productive, well-adjusted adults of tomorrow." Here in the West Chester Area School District, our counselors not only meet these requirements, but also strive to help each student achieve their personal best in all aspects of their life. All of our counselors support and demonstrate the following four roles:

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

Leading Students to Success

The leader of the school counseling program:

- is responsible for the development, delivery and evaluation of a comprehensive school counseling program for all students
- uses data to identify and remove barriers to student learning
- promotes student success by participating in efforts to close existing achievement gaps among underrepresented populations
- serves on school-based leadership/ school improvement teams related to the welfare of student
- serves on district level curriculum teams
- supports the school as a safe and welcoming learning community.

As an Advocate-School counselors advocate for students, for the counseling profession and for change. By removing barriers preventing student learning and providing strategies for closing the equity achievement gaps among students, school counselors continually advocate for academic, career and social/personal success of every student thereby making it a key role of every school counselor which may then be individual, group or school wide in its level of initiation or impact

Advocating for Students

The counselor works to:

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

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

Collaborator for the Student and the Counseling Program

1. **The school counselor as a collaborator:**
 - a. promotes commitment to the mission of the school
 - b. teams with staff to provide professional development that enhances student success
 - c. establishes a comprehensive school counseling program that engages the educational community to ensure that all students benefit from the program
 - d. offers parent/guardian information and training in the community to enhance the educational opportunities for students and their families
 - e. maintains an open communication style to foster an effective teaming culture and a sense of community for the school system
 - f. serves actively on school leadership teams
 - g. uses skills in networking, problem solving, and mediation in the educational community
 - h. • embraces feedback that supports continuous program improvement.

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

Change Counselors as Agents of Systemic

The school counselor:

- **employs data to identify and challenge policies and practices which may hinder student achievement**
- **enlists the support of influential people and policy makers**
- **establishes opportunities for collaboration to address problems**
- **gathers data to support the need for change**
- **identifies realistic goals and creates action plans**
- **develops intervention strategies for challenging resistance**
- **embraces the ethical obligation to ask hard questions to challenge the status quo**



6. K-12 School Advisory Council

The WCASD Pupil Services Advisory Council meets between 4-5 times a school year. Each year the council has set goals to support the school counseling programs and the parents/students in the school district. This team has been responsible for reviewing counseling resources/programs and creating and distributing a resource brochures to all

district parents. They have not only advised the department of the needs of students and parents but, in the past 3 years, have put together over 6 parent workshops. These workshops have average attendance between 150-200 parents. The 2017-2018 parent workshop series flyer is in the appendix.



West Chester Area School District Pupil Services Advisory Council Members

Carol Rothera- Supervisor of Student Services-West Chester Area School District

Dr. Leigh Ann Ranieri- West Chester Area School District-Director of Pupil Services

Tricia Cosgrove- Parent, Business/Community member

Loretta Cohen-----Parent/ West Chester Community That Cares- Mobilizer

Marcy Bergin- Parent/President of the PTOC

Lindsay Smith-Chester County Health Department- Health Educator

Toni Keg- Parent/Works for Dr. Dinniman-State Senator

Judy DiFonzo- Parent/Special Ed Advisory Council President

Kim Beggs- Local Outpatient Therapist

Morgan Gamble- Head Counselor- Henderson High School

Jake Longnecker- Intervention Specialist- East High School

Korey Bell-Henderson High School counselor/West Chester University-Adjunct Professor

Kate Genthert-The Department of Mental Health and IDD

Projected additions for 2018-2019

3 High School student members

Donna Foley-West Chester Areas School District-Career Education Counselor

Debra Sahijwani-West Chester Area School District-Career Education Counselor

7. K-12 School Guidance Program Calendars and Delivery System

Color	Delivery System
Red	System Support
Green	Guidance Curriculum
Purple	Individual Student Planning
Yellow	Non Counselor Related

A. Monthly Specific K-5 Counseling Calendar and Delivery Chart

Month/Domain/Item	Curriculum (Tier 1)	Responsive(Tier 2)	Individual Academic/ Career Counseling (Tier 3)	System Support	Non-Counselor Related
September					
Academic: Counselor Introductions, new student orientation, classroom lessons, back to school night Gifted Screening Concussion Management Team OT/PT Referral Process Student Observations Staff/Parent Consultations Parent conferences Class coverage Duties (lunch, bus, cafeteria, arrival/dismissal, etc.)	X	X X X X X X		X	X X
Career: Schedule/plan Second Step lessons Career exploration, classroom lessons	X				
Social/Emotional: Promote positive school climate, school- wide positive behavior support, classroom lessons MTSS Individual Counseling Small Group Counseling Behavior Plans Outside Agency Consult Student/Mentor Coordination CPI Team Member PBIS Equity Team	X		X X X X X X	X X X X	
October					
Academic: New student orientation, classroom lessons Gifted Screening Concussion Management Team OT/PT Referral Process	X	X X X		X	

Student Observations Staff/Parent Consultations Parent conferences Class coverage Duties (lunch, bus, cafeteria, arrival/ dismissal, etc)		X X X			X X
Career: Career exploration, classroom lessons	X				
Social/Emotional: Promote positive school climate, school- wide positive behavior support, classroom lessons MTSS Individual Counseling Small Group Counseling Behavior Plans Outside Agency Consult Student/Mentor Coordination PBIS CPI Team Member Equity Team	X		X X X X X X	X X X X	
November					
Academic: New student orientation, classroom lessons Gifted Screening Concussion Management Team OT/PT Referral Process Student Observations Staff/Parent Consultations Parent conferences Class coverage Duties (lunch, bus, cafeteria, arrival/ dismissal, etc)	X	X X X X X X		X	X X
Career: Career exploration, classroom lessons	X				
Social/Emotional: Promote positive school climate, school- wide positive behavior support, classroom lessons MTSS Individual Counseling Small Group Counseling Behavior Plans Outside Agency Consult Student/Mentor Coordination PBIS CPI Team Member Equity Team	X		X X X X X X	X X X	
December					
Academic: New student orientation, classroom lessons, Gifted Screening Concussion Management Team OT/PT Referral Process Student Observations Staff/Parent Consultations Parent conferences Class coverage	X	X X X X X		X	X

Duties (lunch, bus, cafeteria, arrival/ dismissal, etc.)					X
Career: Career exploration, classroom lessons	X				
Social/Emotional: Promote positive school climate, school- wide positive behavior support, classroom lessons MTSS Individual Counseling Small Group Counseling Behavior Plans Outside Agency Consult Student/Mentor Coordination PBIS CPI Team Member Equity Team	X			X	
			X X X X X X		
				X X X	
January					
Academic: New student orientation, classroom lessons Gifted Screening Concussion Management Team OT/PT Referral Process Student Observations Staff/Parent Consultations Parent conferences Class coverage Duties (lunch, bus, cafeteria, arrival/ dismissal, etc.)	X	X X X X X		X	X X
Career: Career exploration, classroom lessons	X				
Social/Emotional: Promote positive school climate, school- wide positive behavior support, classroom lessons MTSS Individual Counseling Small Group Counseling Behavior Plans Outside Agency Consult Student/Mentor Coordination PBIS CPI Team Member Equity Team				X	
			X X X X X X		
				X X X	
February					
Academic: New student orientation, classroom lessons Gifted Screening Concussion Management Team OT/PT Referral Process Student Observations Staff/Parent Consultations Parent conferences Class coverage Duties (lunch, bus, cafeteria, arrival/ dismissal, etc.)	X	X X X X X X		X	X X
Career: Career exploration, classroom lessons	X				

Social/Emotional: Promote positive school climate, school- wide positive behavior support, classroom lessons MTSS Individual Counseling Small Group Counseling Behavior Plans Outside Agency Consult Student/Mentor Coordination PBIS CPI Team Member Equity Team			X X X X X X	X X X X	
March					
Academic: New student orientation, classroom lessons Gifted Screening Concussion Management Team OT/PT Referral Process Student Observations Staff/Parent Consultations Parent conferences Class coverage Duties (lunch, bus, cafeteria, arrival/ dismissal, etc.)	X	X X X X X X			X X
Career: Career exploration, classroom lessons	X				
Social/Emotional: Promote positive school climate, school- wide positive behavior support, classroom lessons MTSS Individual Counseling Small Group Counseling Behavior Plans Outside Agency Consult Student/Mentor Coordination PBIS CPI Team Member Equity Team	X		X X X X X X	X X X	
April					
Academic: New student orientation, classroom lessons Gifted Screening Concussion Management Team OT/PT Referral Process Student Observations Staff/Parent Consultations Parent conferences PSSA coordinator Class coverage Duties (lunch, bus, cafeteria, arrival/ dismissal, etc.)	X	X X X X X X			X X X
Career: Career exploration, classroom lessons	X				
Social/Emotional: Promote positive school climate, school- wide positive behavior support, classroom lessons MTSS Individual Counseling	X		X X X		

Small Group Counseling Behavior Plans Outside Agency Consult Student/Mentor Coordination PBIS CPI Team Member Equity Team			X X X	X X X	
May					
Academic: New student orientation, classroom lessons Gifted Screening Concussion Management Team OT/PT Referral Process Student Observations Staff/Parent Consultations Parent conferences Class coverage Duties (lunch, bus, cafeteria, arrival/ dismissal, etc.)	X	X X X X X X			X X
Career: Career exploration, classroom lessons	X				
Social/Emotional: Promote positive school climate, school- wide positive behavior support, classroom lessons MTSS Individual Counseling Small Group Counseling Behavior Plans Outside Agency Consult Student/Mentor Coordination PBIS CPI Team Member Equity Team	X		X X X X X	X X X	
June					
Academic: New student orientation, classroom lessons Gifted Screening Concussion Management Team OT/PT Referral Process Student Observations Staff/Parent Consultations Parent conferences Class coverage Duties (lunch, bus, cafeteria, arrival/ dismissal, etc.)	X	X X X X X X			X X
Career: Career exploration, classroom lessons	X				
Social/Emotional: Promote positive school climate, school- wide positive behavior support, classroom lessons MTSS Individual Counseling Small Group Counseling Behavior Plans Outside Agency Consult Student/Mentor Coordination	X		X X X X X		

PBIS CPI Team Member Equity Team				X X X	
July					
Academic: New student orientation, classroom lessons Gifted Screening Concussion Management Team OT/PT Referral Process Student Observations Staff/Parent Consultations Parent conferences Class coverage Duties (lunch, bus, cafeteria, arrival/ dismissal, etc.)	X	X X X X X X			X X
Career: Career exploration, classroom lessons	X				
Social/Emotional: Promote positive school climate, school- wide positive behavior support, classroom lessons MTSS Individual Counseling Small Group Counseling Behavior Plans Outside Agency Consult Student/Mentor Coordination PBIS CPI Team Member Equity Team	X		X X X X X X	X X X	
August					
Academic: New student orientation, classroom lessons Gifted Screening Concussion Management Team OT/PT Referral Process Student Observations Staff/Parent Consultations Parent conferences Class coverage Duties (lunch, bus, cafeteria, arrival/ dismissal, etc)	X	X X X X X X			X X
Career: Career exploration, classroom lessons	X				
Social/Emotional: Promote positive school climate, school- wide positive behavior support, classroom lessons MTSS Individual Counseling Small Group Counseling Behavior Plans Outside Agency Consult Student/Mentor Coordination PBIS CPI Team Member Equity Team	X		X X X X X X	X X X	



B. Monthly Specific 6th-8th Counseling Calendar and Delivery Chart

Month/Domain/Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling (Tier 3)	System Support	Non-Counselor Related
September					
Academic: 1. Teach Guidance 1 Class- 8 th grade 2. Correcting Schedule Conflicts 3. Open House	X X			X X	
Career: 1. Teach Guidance 1 Class-8 th grade	X		X		
Social/Emotional: 1. Student Assistance Presentations 2. SAP Overview 3. School Counseling Overview 4. Group Survey/Counselor Survey 5. Girls' Leadership Group 6. MTSS	X	X X X	X X		
October					
Academic: 1. Teach Guidance 1 Class-8 th grade	X				
Careers: 1. Teach Guidance 1 Class-8 th grade			X		
Social/Emotional: 1. Red Ribbon Week 2. MTSS	X		X		

November					
Academic: 1. Teach Guidance 1 Class-8 th grade 2. Parent Conference Coordination and Meetings	X X				
Career: 1. Teach Guidance 1 Class-8 th grade	X				
Social/Emotional: 1. Mix it up Day 2. MTSS	X		X	X	
December					
Academic: 1. Teach Guidance 1 Class-8 th grade	X				
Career: 1. Teach Guidance 1 Class-8 th grade	X				
Social/Emotional: 1. MTSS			X		
January					
Academic: 1. Course Selection 2. Teach Guidance 1 and Guidance 2 Class-8 th grade	X X				
Career: 1. Course Selection 2. Teach Guidance 1 Class and Guidance 2 Class-8 th grade	X X				
Social/Emotional: 1. Course Selection/transition to high school 2. MTSS	X		X		
February					
Academic: 1. Teach Guidance 2 Class-8 th grade 2. Parent Conference Coordination and Participation 3. Course Selection	X X	X	X	X	
Career: 1. Course Selection 2. Teach Guidance 2 Class-8 th grade	X X				
Social/Emotional: 1. Course Selection/Transition to high school 2. MTSS	X		X		

March					
Academic: 1. Teach Guidance 2 Class-8 th grade 2. PSSA Proctoring	X				X
Career: 1. Teach Guidance 2 Class-8 th grade	X				
Social/Emotional: 1. MTSS			X		
April					
Academic: 1. Teach Guidance 2 Class-8 th grade 2. PSSA Proctoring	X				X
Career: 1. Teach Guidance 2 Class-8 th grade	X				
Social/Emotional: 1. Teach Guidance 2 Class-8 th grade 2. MTSS	X		X		
May					
Academic: 1. Teach Guidance 2 Class-8 th grade	X				
Career: 1. Teach Guidance 2 Class-8 th grade	X				
Social/Emotional: 1. MTSS			X		
June					
Academic: 1. Teach Guidance 2 Class-8 th grade	X				
Career: 2. Teach Guidance 2 Class-8 th grade	X				
Social/Emotional: 1. MTSS			X		
July					
Academic: 1. Transition Camp for Incoming 6th Graders 2. Correcting Schedule Conflicts	X	X			

Career: 1. Transition Camp for Incoming 6th Graders	X				
Social/Emotional: 1. Transition Camp for Incoming 6th Graders	X				
August					
Academic: 1. Transition Camp for Incoming 6th Graders 2. Correcting Schedule Conflicts 3. Grade level transition meetings	X X	X			
Career:					
Social/Emotional: 1. Grade level transition meetings	X				

C. Monthly Specific 9th-12th Counseling Calendar and Delivery Chart

Month/Domain/Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling (Tier 3)	System Support	Non-Counsel-or Related
September					
Academic: 1. Senior Group Presentation 2. College applications 3. Letters of Recommendations 4. National Merit Scholars 5. 504/IEP/GIEP meetings 6. New student registrations 7. Transcript Evaluations 8. Schedule changes 9. Back to School Night	X X X X	X X X X	X X X X	X X	
Career: 1. College Admissions Evening for Seniors & Parents 2. Individual Senior Conference 3. College Rep Visits to high schools 4. Individual career counseling per individual student need	X X		X	X	

Social/Emotional: 1. High school orientation/transition 2. Social/peer counseling per individual student need 3. MTSS 4. Individual Crisis Counseling per individual student need	X	X	X X	X	
October					
Academic: 1. Individual Senior conference 2. College applications 3. Letters of Recommendations 4. National Merit Scholars 5. PSAT for Sophomores/Juniors 6. Financial Aid/FAFSA Night	X X	X	X X		
Career: 1. 9th Grade Developmental/Career Program(Do What You Are) 2. Individual career/college counseling	X		X X		
Social/Emotional: 1. Yellow Ribbon Program 2. Say Something Program 3. QPR/Minding Your Mind 4. MTSS	X X X		X	X	
November					
Academic: 1. Senior Group Presentation 2. Individual Senior conference 3. College applications 4. Letters of Recommendations	X X	X	X X		
Career: Junior Conferences	X		X		
Social/Emotional: 1.MTSS			X	X	
December					
Academic: 1. 9 th grade individual conference 2. Keystone (make-up)	X X				Proctor Keystone Exams
Career: 1. 9 th grade individual conferences 2. Technical College High School Applications 3. Job skill video	X		X X		
Social/Emotional: 1.MTSS		X		X	

January					
Academic: 1. Junior Individual Conferences begin 2. Course Selection Night			X	X	
Career: 1. Financial Aid Night 2. TCHS applications			X	X	
Social/Emotional: 1. MTSS			X	X	
February					
Academic: 1. Junior Individual conference continued 2. AP Coordination 3. Course Selection	X X		X		
Career: 1. Allied Health Presentation from Technical College High School 2. Technical College High School admittance testing	X	X			
Social/Emotional: 1. MTSS			X		
March					
Academic: 1. Course Selection	X		X		
Career: 1. College Planning Night		X			
Social/Emotional: 1. MTSS			X		
April					
Academic:					
Career: 1. Career Day 2. 10 th Grade Developmental/career presentation 3. Cluster Finder ("favorite" 2 career clusters) 4. Career research project via OOH	X X		X	X	
Social/Emotional: 1. MTSS			X	X	

May					
Academic: Proctor AP Exams Proctor Keystone Exams	X X				
Career: 1. 10 Grade Individual Conferences			X		
Social/Emotional: 1. MTSS			X		
June					
Academic:					
Career:					
Social/Emotional: 1. MTSS			X		
July					
Academic: Summer registrations	X				
Career:					
Social/Emotional:					
August					
Academic: 1. Summer Registrations 2. Schedule Changes	X X				
Career: College Application Workshops (3)		X	X		
Social/Emotional:					

D. Ongoing K-12 School Counselor Activities

Ongoing Activities	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling (Tier 3)	System Support (Not with Students)	Non Counsel- or Related
Academic:					
1. MTSS active member		X	X	X	
2. MTSS goal tracking and reporting		X	X	X	
3. 504 Coordinator		X	X		
4. Parent Conference/phone calls/emails	X	X		X	
5. Team Meetings				X	
6. OT/PT referrals					
7. Concussion Management Team	X		X		X
8. District Counselor Monthly meetings		X	X		
9. New Registrations, Building Tours and placement evaluations	X	X		X	
10. Testing prep and proctoring		X	X	X	
11. Scheduling					
12. Gifted Screenings			X		
13. Parent Workshops			X		
14. Academic decline communications	X	X	X	X	
15. IEP Team member	X			X	
16. Check in/Check out		X		X	
17. Bus Duty/Cafe Duty		X			X
18. Weekly Enrichment Period		X			X
19. Monitor Ineligible Students					
20. Curriculum Development					
21. Gather assignments for OSS				X	
22. Homebound teacher coordination and requests					X
23. Class Coverage					
24. Student Observations					
25. Duties (lunch, bus, cafeteria, arrival/dismissal, etc.)					
26. District Counselor Monthly Meetings					
27. Staff Consultations					

28. Student Observations					
Social/Emotional: <ol style="list-style-type: none"> 1. Community mental health consults 2. Behavior plans 3. Suicide Risk Assessments 4. Violent Risk Assessments 5. Check in/Check out 6. Monitor Ineligible Students 7. Individual Student Counseling 8. Collaborate with Administration on Discipline Referral 9. Process Discipline Referrals with Students 10. PBIS 11. RTII/MTSS 12. Small Group Counseling 13. CPI Team Member 14. Equity Team 	X	X X X X X X X X X X	X X X	X X X X X	
Career: <ol style="list-style-type: none"> 1. Prepare career lessons 2. Curriculum development 3. Organize & Implement Career Days 4. Second Step Lessons 	X X X			X X X X	

8. K-12 School Guidance Curriculum

Comprehensive School Counseling Program Delivery System
West Chester Area School District
Elementary Grades K-5

<p>Guidance Curriculum Provides comprehensive guidance program content in a systematic way to all students K-5</p>	<p>Prevention, Intervention and Responsive Services Addresses school and student needs</p>	<p>Individual Student Planning Assists students and parents in development of academic and career plans</p>	<p>System Support Includes program, staff and school support activities and services</p>
<p>Purpose Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation</p>	<p>Purpose Prevention, intervention and responsive services to groups and/or individuals</p>	<p>Purpose Individual students' academic and occupational planning, decision making, goal setting, and preparing for academic transitions</p>	<p>Purpose Program delivery and support</p>
<p>Academic Communication Skills, asking for help, accepting, respecting and appreciating individual differences Working independently as well as cooperatively</p> <p>Career Understanding the relationship between achievement and career success Career Exploration</p> <p>Personal/Social Identifying and expressing feelings Learning how to make and keep friends</p>	<p>Academic K-5 participate in Kindergarten Assessment Team Middle School transition meetings Early Intervention meetings</p> <p>Career K-5 Classroom Guidance</p> <p>Personal/Social K-5 Open House New Student Orientation Small Groups Classroom Guidance</p>	<p>Academic Develop and coordinate all non-medical 504's Consult with faculty about student placement/504/IEP Plans Student Observations</p> <p>Career Career awareness Introduce, reinforce and implement plans</p> <p>Personal/Social 5th grade course selection 504 parent meetings IEP Meetings 1-1 Counseling Personal/Social Small group counseling Agency consultations</p>	<p>Academic Organize and share transition data District/state assessment coordinators and/or test administrators ER Reviews Facilitate team meetings Concussion Management Team Academic Monitor Gifted Referrals MTSS/RTI</p> <p>Career Program delivery and support</p>

	Personal/Social Assist with SAP Referrals to school based MH or other agencies	Class placement meetings Parent meetings Parent-Teacher conferences	Personal/Social Consult with local community agencies and volunteers Support positive school climate/bullying prevention initiatives
Counselor Role Guidance curriculum Classroom and group instruction Consultation	Counselor Role Individual and group counseling, referral, consultation	Counselor Role Assessment, planning, placement, consultation	Counselor Role Coordination, consultation
Percentage of Time 15%	Percentage of Time 40%	Percentage of Time 20%	Percentage of Time 25%

Comprehensive School Counseling Program Delivery System

West Chester Area School District Middle School Grades 6-8

Guidance Curriculum Provides comprehensive guidance program content in a systematic way to all students pre K-12	Prevention, Intervention and Responsive Services Addresses school and student needs	Individual Student Planning Assists students and parents in development of academic and career plans	System Support Includes program, staff and school support activities and services
Purpose Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation	Purpose Prevention, intervention and responsive services to groups and/or individuals	Purpose Individual students' academic and occupational planning, decision making, goal setting, and preparing for academic transitions	Purpose Program delivery and support
Academic Course selection presentations, 6th-8th grade	Counsel students on 3-week, 6-week, 9-week and ineligibility lists Individual counseling for	Schedule new students Consult with faculty about student placement for regular education/504/IEP students	Organize and share transition data with staff PSSA preparation

<p>Understanding high school vocabulary, 8th grade</p> <p>High school 4 years plan, 8th grade</p> <p>Study Skills 8th grade</p> <p>Learning styles 8th grade</p> <p>Career Naviance programming 8th grade</p> <p>Understanding Career Clusters 8th grade</p> <p>Personal/Social Middle School Orientation 6th grade</p> <p>Stress/Anxiety management 8th grade</p> <p>Decision making/refusal skills relating to drug and alcohol use 8th grade</p> <p>Pro-social Skills Program 6th-8th grade</p> <p>Guidance program overview 6th-8th grade</p> <p>Mix It Up Day 6th-8th grade</p> <p>Yellow Ribbon Awareness 6th-8th grade</p> <p>Red Ribbon Week 6th-8th grade</p> <p>Make SAP/HELP team presentations to students 6th-8th grade</p>	<p>academic, personal-emotional and career related concerns</p> <p>Assist in enrolling qualifying students for summer school Consults with teachers and parents regarding students struggling academically</p> <p>Collaborate with teachers, parents and administration to develop supports for students</p> <p>Coordinate and facilitate parent teacher conferences with parents, teachers and students to assess academic progress</p> <p>Serve as a referral source for SAP team, Pre-referral, O/T, P/T caseworker and outside agency issues</p> <p>Assist with SAP/HELP team (SAP team)</p>	<p>Consult with personal care assistants, therapeutic support staff and behavioral specialist consultants</p> <p>Manage all documents and accommodations for students with 504 service agreements while collaborating with teachers and administration Coordinate and facilitate transition 504 meetings to high school</p> <p>Consult and assist in facilitation of 504 meetings to middle school</p> <p>Collect and analyze data for pre-referral process</p>	<p>PSSA coordination and proctoring</p> <p>Complete letters of recommendation for private schools</p> <p>Attend in-services, faculty meetings</p> <p>Facilitate team meeting discussions</p> <p>Educate faculty of SAP/HELP team process and referral procedures to faculty</p>
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Counselor Role Guidance curriculum Classroom and group instruction Consultation	Counselor Role Individual and group counseling referral consultation	Counselor Role Assessment, planning placement consultation	Counselor Role Coordination, consultation
Percentage of Time 25%	Percentage of Time 35%	Percentage of Time 30%	Percentage of Time 10%

Comprehensive School Counseling Program Delivery System
West Chester Area School District
High School Grades 9-12

Guidance Curriculum Provides developmental, comprehensive guidance program content in a systematic way to all students pre K-12	Prevention, Intervention and Responsive Services Addresses school and student needs	Individual Student Planning Assists students and parents in development of academic and career plans	System Support Includes program, staff and school support activities and services
Purpose Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation	Purpose Prevention, intervention and responsive services to groups and/or individuals	Purpose Individual students' academic and occupational planning, decision making, goal setting, and preparing for academic transitions	Purpose Program delivery and support
Academic 9th, 10th, 11th, & 12th grade developmental programming 9th/11th and 12th grade individual conferences IGP for all grade levels Large group planning Large group college process	Academic Meet with failing grade students-marking period Grade reports/3 week Grade notices Achievement Center/Tutorial services	Academic Course selection night Course selection grade level meetings College planning night College process night Financial Aid night Naviance programming	Academic NHS/achievement center for student based tutoring Course selection counseling PSAT testing/return SAT help classes/prep PTO groups Personal/Social

<p>NCAA</p> <p>Personal/Social Anger management group</p> <p>Stress management group</p> <p>Grief group</p> <p>High school orientation</p>	<p>NHS tutorial services</p> <p>Study Skills group</p> <p>Organizational homeroom</p> <p>Academic intervention period</p> <p>Personal/Social IOP Program</p> <p>MTSS Team</p> <p>Anti-Bullying Club</p> <p>SADD</p> <p>Gay Straight Alliance</p> <p>Red Ribbon Week</p> <p>Yellow Ribbon Awareness</p>	<p>Personal/Social IGP's</p> <p>Personal counseling, individual conferencing on future planning for career/post-secondary plans</p>	<p>SAP/MTSS</p> <p>Career Day Presentation</p> <p>MTSS Referrals/Team</p> <p>Drive to Survive</p> <p>Mock Crash</p>
<p>Counselor Role</p> <p>Counselor is fully involved in all programs above individually and within group format; assists in referrals to groups</p>	<p>Counselor Role</p> <p>Counselors run/assist with study skills group</p> <p>Counselors coordinate/assist with advising/setting up tutorial services</p> <p>MTSS referrals and recs for IOP, group referrals, etc.</p> <p>Promotion of Yellow/Red Ribbon Awareness</p> <p>Instructors for organizational homeroom and academic intervention period</p>	<p>Counselor Role</p> <p>Counselor formats, continually revises and delivers all programs listed above with students and parents</p>	<p>Counselor Role</p> <p>Counselor assists in state assessment proctoring, delivery of results, relaying of information, referrals, delivery of programs and individual/group counseling</p>
<p>Percentage of Time</p> <p>45%</p>	<p>Percentage of Time</p> <p>25%</p>	<p>Percentage of Time</p> <p>20%</p>	<p>Percentage of Time</p> <p>10%</p>

Delivery of curriculum is differentiated to meet student needs

ACTION STEP	DELIVERY METHOD	PERSONNEL	TARGET GROUP	TIME LINE	CEW DOMAIN	ASCA DOMAIN
Familiarize students with the role of the school counselor through an orientation program	Classroom lessons Small groups Newsletter Bulletin boards New student orientation PTO Meetings	School Counselor	K-5	Fall Ongoing		A:A2.2 - A: A2.12
Classroom guidance unit on communication skills to know when & how to ask for help	Classroom lessons	School Counselor	K-3	Ongoing		PS:A1.1 - PS:A1.12
Classroom guidance unit on accepting, respecting and appreciating individual differences	Classroom lessons	School Counselor	K-3	Ongoing		PS:A1.1 - PS:A1.12
Classroom guidance unit on identifying & expressing feelings	Classroom lessons	School Counselor	K-3	Ongoing		PS:A1.1 - PS:A1.12
Classroom guidance unit on learning how to make & keep friends	Classroom lessons	School Counselor	K-5	Ongoing		PS:A1.1- PS:A1.12 PS:A2.1- PS:A2-8
Classroom guidance unit on understanding the relationship between achievement & career success	Classroom lessons	School Counselor	4-5	Ongoing	13.1.8A 13.1.8B 13.1.8C 13.1.8D 13.2.8B	A:A1.1 - A:A1.5 A:B2.1 - A:B2.7 PS:B2.1 - PS:B2.7

Classroom guidance unit on working independently as well as cooperatively	Classroom lessons	School Counselor	K-5	Ongoing	13.1.8A 13.1.8B 13.1.8C 13.1.8D 13.2.8B	PS:A1.1 - PS:A1.12 PS:B1.1- PS:B1.12
Career Exploration	Classroom Whole school	School counselor Classroom teachers Community representatives	K-5	Ongoing	13.1.8A 13.1.8B 13.1.8C 13.1.8D 13.1.11A 13.1.11B 13.1.11H 13.2.8B	

Curriculum Action Plan-Middle School Grades 6-8

Action Step	Delivery Method	Personnel	Target Group	Timeline	CEW Domain	ASCA Domain
Student will investigate the world of work	Guidance course and career research (Naviance)	School Counselor	8th grade class	Guidance 1	13.1.8.A 13.1.8.B 13.1.8.C 13.1.8.D 13.2.8.B 13.2.8.E	C:A1.1-3 C:A1.6-9 C:A2.2 C:A2.5 C:A2.8-9 C:B1.1-8 C:C1.1-5
Student will complete interest inventory (Career Cluster)	Guidance course and career research (Naviance)	School Counselor	8th grade class	Guidance 1	13.1.8.A 13.1.8.B 13.1.8.C 13.1.8.D 13.1.8.F 13.2.8.B 13.2.8.E	C:B1.1-8 C:C1.1-5
Action Step	Delivery Method	Personnel	Target Group	Timeline	CEW Domain	ASCA Domain
Student will investigate	Guidance course and career research	School Counselor	8th grade class	Guidance 1	13.1.8.D	C:B1.1-8 C:C1.1-5

post-secondary options	(Naviance)					
Student will complete course selection for 9th grade	Guidance course	School Counselor	8th grade class	Guidance 1	13.1.8.H	A:C1.1-6 C:A1.6
Students will complete course selection for grades 7 & 8	Online with Counselor support	School Counselor, Teacher	Grades 6-8	Annually during Spring Semester		A:B2.6-7 A:C1.1-6
Students will learn to use decision making models	Guidance course (Life Skills Curriculum)	School Counselor	8th grade class	Guidance course		PS:B1.1 PS:B1.2 PS:C1.7
Students will learn techniques to manage stress	Guidance Course (Life Skills Curriculum)	School Counselor	Grades 6-8	Guidance course as needed		PS:C1.9
Students will learn about the harmful effects of drug and alcohol use	Red Ribbon week and Guidance course (Life Skills Curriculum)	School Counselor, Teachers	Grades 6-8	October and Guidance course		PS:C1.8



Career

ACTION STEP	DELIVERY METHOD	PERSONNEL	TARGET GROUP	TIMELINE	CEW DOMAIN	ASCA DOMAIN
Student will develop an Individual Goal Plan	10 th grade developmental program	School counselor	10 th grade students	10 th grade; Spring semester	13.1.11.G 13.1.11.H	C:B1.3 C:B2.1-2 C:B2.5 CC1.3
Student will investigate the world of work	Career research (Naviance)	School counselor	10 th grade class	10 th grade, Spring semester	13.1.11.A 13.1.11.B 13.1.11.D 13.1.11.F	C:A1.1 C:B1.2 C:B2.3 C:B2.4 C:C1.3 C:C2.4
Students will explore options to available career and technical education programs	Career and Technical Education program presentation and recruitment	TCHS representatives and school counselor	9 th grade class, all other students interested in attending	Fall semester and recruitment throughout school year	13.1.11.B 13.1.11.F	C:A1.8 C:B1.1 C:B2.4 C:C1.3
Student will complete interest inventory (career cluster)	Career research (Naviance)	School counselor	10 th grade class	10 th grade, Spring semester	13.1.11.A 13.1.11.B	C:B1.2 C:C1.3 C:C2.1
Student will investigate post-secondary options	Career research (Naviance)	School counselor	Grades 9th-12th	Continual, one on one with counselor	13.1.11.H	C:A1.8 C:A1.9 C:B2.2 C:C1.1
Student will investigate and know appropriate options suitable to individual future plans with course selection-including information regarding CTE/SOAR program	Group and individual meetings	School counselor	Grades 9th-12th	Primary focus is January through May yet may be year round	13.1.11.F 13.1.11.G 13.1.11.H	C:A1.7-8 C:B1.1 C:B1.3 C:B2.1-2 C:B2.4-5 C:C1.1

Student will complete course selection for grades 9-12	On-line and with counselor support	School counselor, teacher	Grades 9th-12th	Annually during Spring Semester	13.1.11.F 13.1.11.H	C:B2.4 C:B2.5 C:C1.1
Students will explore various careers	Choose two career speakers to listen/interact with	Volunteer guest career speakers/Career Day	Grades 9th-12th participate on Career Day	Annually during Spring Semester	13.1.11.D	C:A1.1 C:A1.2



11. Organizing Career/Postsecondary Resources

A. Organizations/Agencies

Intermediary Organizations			
Company Name	Contact Name	Phone	Email/Website
Exton Regional Chamber of Commerce-Business-Education Partnership		(610) 644-4985	http://www.ercc.net/
Manufacturing Alliance-Youth Committee	Dr. Brian Hughes	(610) 448-5700 ext. 247	https://www.maccdcpa.org/board_and_staff.html
C.C. Economic Development Council-Youth Committee		(610) 458-5700	http://www.ccedcpa.com
CCIU		(484) 593-5950	https://www.cciu.org
Boy Scouts Exploring Program			https://www.exploring.org/

Umbrella Organizations			
Company Name	Contact Name	Phone	Email/Website
C.C. Economic Development Council		610.458.5700	https://ccedcpa.com/
C.C. Chamber of Commerce		(610) 644-4985	www.westernchestercounty.com
C.C. Chamber of Business & Industry		610-725-9100	info@cccbi.org
Manufacturing Alliance of Chester & Delaware Counties		(610) 458-5700	https://www.maccdcpa.org/board_and_staff.html
Junior Achievement of Southeastern Delaware County		(610) 449-1620	https://www.juniorachievement.org/web/ja-delaware-valley/communities-served#
Pennsylvania Free Enterprise Week		(814) 833-9576	Amber@pfew.org
Community/State Agencies			
Company Name	Contact Name	Phone	Email/Website
Local Workforce Development Board of Chester County		610-344-6000	http://www.chesco.org/159/Workforce-Development-Board

1. Networking Opportunities

Company Name	Contact Name	Phone	Email
Individual Contacts			
ACAC Fitness & Wellness	Cory Lovera	610- 431-7000	coryl@acac.com
AGI-Analytical Graphics, Inc	Janet Reynolds	610- 981-8026	jreynolds@agi.com

Animal Clinic At Thorndale	Joan M. Yarnall, V.M.D.	610- 873-4091	animalclinicatthorndale@verizon.net
Arianna's Gourmet Cafe & Catering	Beth Henderson	610- 696-2910	ariannaswc@aol.com
Business Improvement District	Malcolm Johnstone	610- 738-3350	mjohnstone@wcbid.com
Chester County Human Services	Deb Maccariella	610- 344-6016	Dmaccariella@chesco.org
Chester County Justice Center	Erin Downing	610- 344-5390	downinef@chesco.org
D.L. Howell & Associates	Denny Howell	610- 918-9002	dhowell@dlHowell.com
DepuySynthes	JessPenman	610- 719-6933	jpenman2@its.jnj.com
Dr. Bruce Mapes, PhD	Dr. Bruce Mapes	610- 696-8740	maroje@hotmail.com
Federal Bureau of Investigation	John Brosnan	215- 521-7500	john.brosnan2@ic.fbi.gov
Goshen Family Chiropractic	Dr. RAj Sahijwani	610- 344-0384	goshenfamilychiro@com
Hill International	Mark Purcell	610- 441-2663	MarkPurcell@hillintl.com
Hillsdale Elementary School	Lisa Williams	484- 266-2000	lwilliams@wcasd.net
Jane Chalfant & Kiki Boutique	Kiki Comerford	610- 696-0290	janechalfant@aol.com
John Serock Catering	John Serock	610- 640-2836	john@serockcatering.com
MacElree Harvey	Brian Nagle, Esq.	610- 840-0224	bnagle@macelree.com
Moody's Analytics	Clara Thorne	610- 235-5230	clara.thorne@moodys.com

Oberthur Technologies	Nancy Kelly	610- 524-2669	nkelly@oberthur.com
Oberthur Technologies	Ben Sahijwani	610- 524-2669	b.sahijwani@oberthur.com
Optimum Physical Therapy	Erica Boegly	610- 344-9725	eboegly@myoptimumpt.com
Peirce Middle School	Megan Hoopes-Myers	610-266-2500	mhoopesmyers@wcasd.net
Penn Wood Elementary School	Ashley Vanegas	484-266-1900	avanegas@wcasd.net
People's Light and Theater Company	Brian Grace-Duff	610-647-1900	graceduff@peopleslight.org
Pimley, Dr. Maria Armandi	Dr. Maria Pimley	610-719-0347	LIMEYFISH@msn.com
QVC	Joann Jenkens	484-701-1492 jjenkens@qvc.com	jjenkens@qvc.com
SAP,INC.	Stephan Kneis	610-661-2609	stephankneis@sap.com
Shoemaker-Skanska JV	Sara Leon	610-513-6245	sara.leon@skanska.com
Starkweather Elementary School	Amy Robinson	484-266-2299	arobinson@wcasd.net
State Senator Dinniman	Andrew Dinniman	610-692-2112	tkeg@pasenate.com
Stetson Middle School	Therese Mandarino	484-266-2500	tmandarino@wcasd.net
Surgical Specialists,P.C.	Dr. Gerald Patton	610-527-1185	Gpatton123@aol.com
United States Marshals Service	Michael Green	267-232-4100	MichaelGreen@usdoj.gov
USSC	Fawn Collingwood	610-994-5435	fhc@usscgroup.com

Voya Financial	bradford Laskowski	610-425-3470	BradLaskowski@voya.com
WCHE Radio	Bill Mason	610-696-3131	bill@wche1520.com

2. Meetings/Community Events

Community/ Business Meetings			
Company Name	Contact Name	Phone	Email/Website
Rotary Club of West Chester			https://www.westchesterrotary.us/
Exton Regional Chamber of Commerce		(610) 644-4985	http://www.ercc.net/
Community Events			
Company Name	Contact Name	Phone	Email/Website
Manufacturing Day in October			https://www.mfgday.com/resources/educational-resources
Career Days in each High School			
What's Great About Manufacturing Competition		(610) 458-5700	http://www.ccedcpa.com
TruMark Financial Reality Fair			https://www.trumarkonline.org/our-story/blog/financial-reality-fair-nov2107/

B. Online/Onland

Media/Advertising			
Company Name	Contact Name	Phone	Email
West Chester Area Education Foundation		(484) 266-1000	wcaedfound@wcasd.net
West Chester Area School District Communication Office-twitter, Facebook, YouTube, Instagram	Beth Hayes	(484) 266-1171	ehayes@wcasd.net
TruMark Financial Credit Union	Randi Marmer	215-396-6392	

1. Publications/Documents

Company Name	Website
PA Career Guide	https://www.workstats.dli.pa.gov/Documents/Career%20Guides/CareerGuide.pdf
PA Dept. of Education-Job Shadow Tool Kit	http://www.conewago.k12.pa.us/uploads/2/1/2/9/21299964/teacher_observation_tool_phase_iii.pdf

2. Internet Based Links

Agency/ Company	Service	Website
U.S. Dept. of Education	Financial Aid	www.fafsa.ed.gov
CareerOneStop	Career Exploration, Training & Jobs	www.careeronestop.org
Career Outlook	Bureau of Labor & Statistics info	www.bls.gov/careeroutlook/2015/article/career-planning

Education Planner	Career planning for students,parents & counselors	www.educationplanner.org
PA Department of Education	Customize career exploration	https://www.pacareerzone.org/
My Next Move	Interactive tool for job seekers and students to learn more about their career options from the Dept. of Labor, Employment & Training	www.mynextmove.org
American School Counselor Association	Education and support	www.schoolcounselor.org
PA Department of Education	Career Education & Work Standards	https://www.education.pa.gov/K-12/PACareerStandards/Pages/default.aspx
National Career Development Association	Career, Training, Credentialing	www.ncda.org
Occupational Outlook Handbook	Extensive Guide to Careers	www.bls.gov/ooh/
One Net Resource Center	comprehensive occupational descriptions and data	www.onetcenter.org/
PA Career Standards	provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards.	www.education.pa.gov/K-12/PACareerStandards/Pages/default.aspx



C. Exploration Program

The Career Exploration Program of the West Chester Area School District is a multifaceted program that brings high school students into the workplace to observe and explore the “world of work” first hand, making the critical link between the skills they are learning in school and the importance of this knowledge and skill acquisition to future career success. Businesses can positively impact students by sharing practical work experience and learned life lessons that will help students make informed career decisions. One of the goals of the Career Exploration Program is to place students in their expressed area of interest to allow them to get a real-world view of how that job functions within their community and beyond. These career opportunities are offered to students who are genuinely serious about their education and have a sincere interest in their career choices, ensuring that students and the business professionals both have a quality experience. The Career Exploration Program is part of the District’s Comprehensive 3-Year Plan.

Opportunities for 10th Grade Students

In 10th grade, interested students can participate in several Career Awareness experiences that are offered throughout the year in different career areas. For example, Widener University offers a Business Day for 10-12th grade female students who are interested in pursuing a business major in college; Temple University, along with members of the Pennsylvania Institute of Certified Accountants, offers an Accounting Day for students who see accounting in their future; and Millersville University offers a Women in Science and Mathematics Conference. Throughout the year, several other colleges/universities and professional organizations offer 1-day introductory sessions about different careers areas, which students may attend.

Job Shadowing for 11th & 12th Grade Students

In 11th & 12th grade, students may participate in West Chester’s Job Shadowing Program. A student may participate in different job shadowing opportunities from October thru April in their career area(s) of interest. A wide variety of individuals and businesses in the Delaware Valley area offer full-day or ½ day job shadowing opportunities, including visits to several of our law enforcement agencies; interacting with healthcare professionals and hospitals, and being in the operating room with a local surgeon; seeing all the jobs necessary to put on a major theater production; learning about software development and business support; interacting with children in a variety of educational settings, to name a few of the shadowing opportunities. These shadowings range from individual, 1-on-1 experiences, to larger group experiences at some of the international companies in the area. A monthly calendar is sent out to participating students who can then choose which job shadowings they want to attend that month. The student can also work with the Career Exploration Instructor in setting up a job shadowing experience tailored to that student’s career area of interest. If a West Chester staff member does not accompany the student(s), the business is required to have an employee who will be involved with the job shadowing to have the 3 Pennsylvania clearances which must be submitted to the district.

Learn to Earn Program – an Internship Experience for 12th Graders

In 12th grade, selected seniors can participate in the Learn to Earn Program. Students must procure their own internship-site and the Business Sponsor must agree to obtain the required Pennsylvania

clearances. Students are encouraged to speak with family and friends to find an internship site that is aligned with their career interests. Students may also work with the Career Exploration Instructor to find a site. Students must submit their Learn to Earn Application in January and Business Sponsors must submit their clearances to the West Chester Area School District by April. Students have the opportunity to finish all their academic course work the end of April and then intern at a business/institution/non-profit during the day for the entire month of May.

The Business/Company Sponsor is expected to introduce students to positive aspects of the business and responsibilities of the workplace; make a visible investment in the student's career path; and make the connection between school and work. Each student is required to prepare an Oral Presentation that summarizes their experience to members of the Learn to Earn Advisory Committee in June. Sponsors may attend this presentation.

Last year a variety of businesses were involved with the Learn to Earn Program including an architectural firm, a private school, a fitness center, a medical assurance center, a financial investment firm, a nonprofit theater group, a physical therapy center, a youth center, and a nonprofit historical organization. Many of the students were assigned special projects that the businesses were not able to accomplish with their present employees.

More information and application materials are available on the West Chester Area School District website under the Career Exploration Program.



10. The Individualized Academic/Career Plan and Career Portfolio Process

Section 1: Career Development Intervention Tier-One Chart

Key
SS=Second Step Program
N=Naviance
IC-Individual Conference
G-Developmental Group presentations

Grade	1. Career Awareness	2. Career Acquisition	3. Career Retention	4. Entrepreneurship
K	SS-1. Respecting Similarities and Differences SS-2. Understanding Different Perspective	SS-Conversation and Compliments. SS-Making a plan	SS-Listening and Attention SS-Being Assertive SS-Solving problems –1 and 2	
1	SS-1. Respecting Similarities and Differences SS-2. Understanding Different Perspective Community Helpers	SS-Conversation and Compliments. SS-Making a plan	SS-Listening and Attention SS-Being Assertive SS-Solving problems –1 and 2	
2	SS-1. Respecting Similarities and Differences SS-2. Understanding Different Perspective	SS-Conversation and Compliments. SS-Making a plan G-Our Economy	SS-Listening and Attention SS-Being Assertive SS-Solving problems –1 and 2	
3	SS-1. Respecting Similarities and Differences SS-2. Understanding Different Perspective Trade Fair SS-Accepting Differences	SS-Conversation and Compliments. SS-Making a plan	SS-Listening and Attention SS-Being Assertive SS-Solving problems –1 and 2	Trade Fair
4	SS-1. Respecting Similarities and Differences SS-2. Understanding Different Perspective	SS-Conversation and Compliments. SS-Making a plan	SS-Listening and Attention SS-Being Assertive SS-Solving problems –1 and 2	
5	SS-1. Respecting Similarities and Differences SS-2. Understanding Different Perspective N-Career Inventory Career Day	SS-Conversation and Compliments. SS-Making a plan Career Day SS-Unit 1 Summative Quiz	SS-Listening and Attention SS-Being Assertive SS-Solving problems –1 and 2 Career Day	G-Visit to Technical College High School & Survey Career Day
6				
7			G/I-Business Plan Project	G/I-Business Plan Project
8	N-Career Cluster Finder N-Learning Styles	N- Strengths Explorer N-Academic, Career and Personal Goals N-Interviewing Skills N-Resume Building	N-Academic, Career and Personal Goals N-Interviewing Skills	N-Strengths Explorer N-Learning Styles N-Resume Building N-Entrepreneurship

9	<p>G-Career Day N- Do What You Are Survey Students will relate careers to individual interests, abilities, and aptitudes, as well as analyze career options based on personal interests, abilities, aptitudes, achievements and goals. G-Freshman Presentation</p>	<p>N- Save two careers to favorites to Naviance profile N-. Do What You Are Survey Results during freshman conference</p>	<p>IC -Freshman Conference G- PSAT Day 9th grade program N- Career Day Survey Naviance</p>	<p>G-Career Day Presentations</p>
10	<p>G. Career Day</p> <p>N- Cluster Finder Survey Students will apply research skills in searching for a job. CareerLinks Internet (i.e. O-NET) Networking Newspapers, Resource books (that is Occupational Outlook Handbook (OOH), PA Career Guide)</p>	<p>N- Students will complete Cluster Finder Survey in Naviance</p> <p>I- Students will complete a career research project using results of the cluster finder survey on the OOH website.</p> <p>G- Students will watch Success in the New Economy Video</p>	<p>G- 10th Grade Career Exploration program in classrooms</p> <p>G- PSAT Results presentation in the winter</p>	
11	<p>G-Career Day IC- Individual Junior Conference. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: - Career portfolio - Community service - Cooperative education</p> <p>I- Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <p>I- Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p>	<p>N- Apply research skills in searching for a job. - CareerLinks - Internet (i.e. O*NET) - Networking - Newspapers - Professional associations - Resource books (that is Occupational Outlook Handbook, PA Career Guide)</p> <p>I- Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge</p>	<p>N- Evaluate personal attitudes and work habits that support career retention and advancement.</p> <p>I- Evaluate strategies for career retention and advancement in response to the changing global workplace.</p> <p>I- Evaluate the impact of lifelong learning on career retention and advancement.</p>	<p>N/G-Analyze entrepreneurship as it relates to personal character traits: - Motivation - Creativity - Flexibility - Leadership - Adaptability - Creative Thinking - Positive Attitude</p>

12	G-Senior Presentation I- Review and adjust personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.	IC-Senior Conference Develop and assemble career portfolio placement, career acquisition documents, such as, but not limited to: -Postsecondary education/training applications - Request for letter of recommendation - Resume		
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Section 2: West Chester Area School District Student Portfolio

Description of Academic and Career Plan and Portfolio Process

The West Chester Area School District’s career plan will begin with all students starting with Kindergarten. All 10 elementary school grades Kindergarten through 5th grade, are instructed in 20-22 lessons by their teacher and/or counselor in the Second Step program. The contained lessons in the Second Step social/emotional program address career awareness and career retention especially in the areas of *getting along with others, problem solving skills, self-advocacy, and accepting differences*. In 3rd through 4th grade, the portfolio documents will be maintained as hard copies, and given to the school counselor, who then assumes responsibility. In grade 5, all students/parents will have access to the Naviance program and will begin to complete career inventories and surveys, which are saved and become part of their digital career portfolio, which is maintained at the district level.

All 8th grades students must complete two “special” courses, Guidance 1 and Guidance 2, taught by the school counselor. Guidance 1 is dedicated to College and Career Education. Many of the assignments in these courses are completed using the Naviance program. The 8th grade students complete a physical packet during Guidance 1, where they record their findings and conclusions derived from Naviance activities. As students move through the packet, they record their responses and answers into their Career Portfolio, located in Naviance. The physical packets are then graded and returned to them by the school counselor. See appendix for an example of an 8th grade packet.

In grades 9, 11, and 12, all students must complete an individual conference with their school counselor. During this conference, a form is completed by the student and the counselor (parents are invited to the conference as well). These forms directly connect to the Career Portfolio in the Naviance program. The conference forms review current and past courses and grades, career and college plans, upcoming reminders for test dates and career fairs, as well as other pertinent student information related to their success. An example of 9th, 11th and 12th grade conference forms can be found in the appendix.

The elementary, middle and high school counselor of record are responsible for the maintenance of students’ academic and career records. Academic and career files are also maintained at the district level for reporting purposes.

Interventions/Assessments and Decisions

Below is a chart outlining the assessments that each student will complete for each grade.

B. West Chester Area School District Middle and High School Academic and Career Portfolio Plan

Middle School Academic and Career Portfolio Plan



Grade	Self-Assessments				Influences	Career Field of Interest	
	Interests	Abilities/ Skills	Values/ Setting Preference	Learning Style	Activities	Career Cluster	Pathway
6	Transition Camp Course Selection	Transition Camp Course Selection	SAP Presentation		SAP Presentation Guidance Overview		
7	Business Plan Project Course Selection	Business Plan Project Course Selection	SAP Presentation		SAP Presentation Guidance Overview	Business Plan Project	Business Plan Project
8	Career Cluster Course Selection	Course Selection Career Cluster Strengths Explorers Resume Building Learning Styles How organized are you? Time Management What study skills can you improve upon? Time Analysis How entrepreneurial are you?	SAP Presentation Strengths Explorers	Learning Styles Quiz	SAP Presentation Guidance Overview Ice Breaker Activities Career Cluster Resume Building Entrepreneurship	Career Cluster	Career Cluster

High School Academic and Career Portfolio Plan



Grade	Self-Assessments				Influences	Career Field of Interest	
	Interests	Abilities/Skills	Values/ Setting Preference	Learning Style	Activities	Career Cluster	Pathway
9	Do What You Are Survey	Do What You Are Survey	Freshman Conference Form Freshman Developmental Present	Do What You Are Survey	Freshman Conference Form Freshman Developmental Present.	Do What You Are Survey	Do What You Are Survey
10	Cluster Finder	Cluster Finder	Cluster Finder		Cluster Finder	Cluster Finder	Career Research Project - OOH
11	Career Day	Career Day	Junior Conference Form Junior Developmental Present.	Career Day	Junior Conference Form Junior Developmental Present.	Career Day	Junior Conference Form
12	Senior Conference	Senior Conference	Senior Conference		Senior Conference	Senior Conference	Senior Conference

Standard Courses For Career Portfolio

Courses	English	Math	Science	Social Studies	Required Courses or Recommended Electives			
Secondary Plan of Studies: must Include Academic Core Courses and Other Elective Courses Connected to Chosen Pathway/Cluster								
Grade	English 9	Algebra I	Biology	African/Asian Cultures	World Language	Health/Fitness	Elective	Elective
Grade 10	English 10	Geometry	Chemistry	Western World	World Language	Health 10	PE 10	Elective
Grade 11	English 11	Algebra II	Physics	American History	World Language	PE 11	Elective	Elective
Grade 12	English 12	Pre-Calc	Level II Science	Government/Economics	World Language	PE 12	Elective	Elective

Parental Engagement:

Parental Engagement is achieved through a variety of communications, contacts, and parent workshops. Below is a list.

1. All grades have open houses introducing the career program and the websites.
2. All schools have newsletters sent electronically to each household. A copy of the newsletter is also on the individual school sites.
3. The high schools have several parent workshops each year. College Application Night, Financial Aid Night, College Planning Night, Career Information Night, and Course Selection Night.
4. The elementary schools have a parent night to reinforce Second Step skills for parents.
5. Supervisor of Student Services has presented several times a year on career and college readiness to the district parent committee.
6. Parents are able to attend the West Chester Parent Advisory Council.
7. The West Chester Area School District Parent Advisory Council and the Communities that Care organization has organized 4 parent nights each school year for the past three years.
8. Family Connections is available to all families in grades 5th-12th through the Naviance program. Parents may view their student's progress, profile and portfolio. Weekly information is provided through email to families regarding county/state career fairs, job shadowing and internship experiences, and reminders on upcoming tasks; such as college application requirements.
9. Parents are invited to attend all individual high school conference with their student's counselor.
10. See appendix for handout on Academic and Career/College tasks timeline for grades 8th-12th for parents.

Faculty Engagement: The administrators of each school will notify faculty of the programs and the different requirements. They are also teaching the lessons with the counselors. We use the Second Step Program, Naviance Programs, and trainings in order to maintain a quality curriculum.

Sustainability and Review:

All student are required to take a Guidance 1 and Guidance 2 class in 8th grade. Each student receives a “P” or “F” for this course. In this class the portfolio is started and several individual assessments are completed. Progress is reviewed.

Counselors in the high school meet with each of their 9th, 11th and 12th graders individually to provide feedback, updated information and course selection recommendations to both student and parents. Seniors complete a senior survey through the Naviance program.

Section 3: Portfolio Details:

The West Chester Area School District’s Career Portfolio is a culmination of developmental/classroom presentations, detailed individual conferences, and individual career/college plans all housed in the Naviance program for continuous access for students and their families. It shows a student’s college and career activities. It displays a view of the aggregated data collection of the student’s strengths and natural interests from completed surveys. The typical elements of the Career Portfolio can be tracked within Naviance to insure all students complete the requirements. The Portfolio is accessed from **About Me > My Stuff in Naviance Student**.

The following charts display the demographic information and components of the plan needed in the Naviance program. Naviance uses our current student and parent information. Naviance uses WCASD student IDs and email addresses for communication with students and parents.

PERSONAL INFORMATION
School
Counselor
ID Number
Parent/Guardian names
Address
Phone number
Personality Type summary chart results w/ student's accuracy feedback
Learning Style summary chart results
MI Advantage summary chart results
Resume

GOAL PLANNING
Game Plan survey results with status and completion
Success Plan goals with status and date created
Success plan tasks with status and due dates
Career Planning
Saved Careers
Saved Career Cluster and Pathways
Career Key assessment results with date completed
Career Interest Profiler assessment with date completed
Academic Planning
School History
Current Course Plan
Course History
College Planning
Test Scores
Highest Test Prep Scores
Teacher Recommendation requests
Active college application list
Prospective colleges
Scholarship applications



C. WCASD 8th Grade Career and Academic Packet- completed in Guidance 1

Name: _____ Section: _____ Date: _____

Logging On the Naviance Website

1. Log in to the computer. If you have problems see your guidance class teacher.
2. Type *connection.naviance.com/stetson*
3. Type in your **username** (email address *without the @wcasd.net*), **password** (7 digit Student ID # or lunch number) and then write your username and password below

Username: _____

Password: _____

Strengths Explorer

1. Introduction
 - Click the **ABOUT ME** tab at the top of the page
 - Click on the **Strengths Explorer** link under "my assessments"
 - Read "Quick Tips" on right
 - Click "Okay, let's get started" in the blue oval
 - Follow directions.
2. Take the assessment
3. View results
4. List your three Talents or Themes below and provide a brief description of what they mean.

<u>Theme</u>	<u>Description</u>
A. _____	_____
B. _____	_____
C. _____	_____

5. Do you agree with these themes? Why or why not?

6. Select "See Related Career Pathways"

7. Under each theme listed is a pathway of interest. List three pathways of interest.
NOTE: you can click on the pathway to get more information about it and you can click "show more" if the ones listed do not interest you.

- a. _____
- b. _____
- c. _____

7. *Save the three pathways you wrote above to your list.*

Cluster Finder

1. Click on the **ABOUT ME** tab at the top of the page
2. Click the **Cluster Finder** link under “my assessments”
3. Click on **let's begin** at the bottom of the page
4. On the **Activities Checklist** pages (a total of 6 pages) click on the boxes for the activities you would like to do in the future, and the ones you're interested in or able to do right now.
5. Click **Next** at the bottom of pages 1-5
6. Once you complete page 6 of the Activities Checklist click **Next: Personal Qualities**
7. On the **Personal Qualities Checklist** pages (a total of 2 pages) choose some of the words that describe you best
8. Click **Next** to go to page 2
9. At the bottom of page 2 click **Next: School Subjects**
10. On the **School Subjects Checklist** pages (a total of 2 pages) choose a few of the school subjects that you enjoy most
11. At the bottom of page 1 click **Next**
12. At the bottom of page 2 for the School Subjects Checklist click **Results**
13. Click + **add this cluster** to your list for your top three clusters.
14. List your top clusters and their percentages

Top Clusters	Percentage
# 1	%
# 2	%
# 3	%

15. My #1 Career Cluster is: _____

16. Click the link for your #1 career cluster

Overview:

17. Read the **Overview** section and complete the following:

- The Career Cluster prepares learners for _____

18. Read the **Employment Outlook** section and complete the following:

- Is there a demand for workers in this cluster? _____

- Why or Why not? _____

19. At the bottom of the **Overview** tab, list three pathways within your cluster:

- _____
- _____
- _____

20. **My first choice Pathway is:** _____

21. *Click the link to your first choice Pathway*

22. *When the new page comes up, Click + **add** to for the pathway that interests you the most*

23. *Click the **Credentials** Tab*

Credentials:

24. The careers in this pathway require what level(s) of education? If there is more than one level of education, list all levels.

25. *Click the **Plan of Study** Tab*

Plan of Study:

26. Use the last column on the right labeled “Career and Technical courses and/or Degree major courses” for *your pathway* to determine the following courses that best align with your area of interest

Grades 9, 10, 11, and 12 (High School)

	List 3 high school electives from the Career and Technical Courses list that interest you:
Secondary	<ul style="list-style-type: none">•••

Grades 13, 14, 15, and 16 (College)

	List 3 courses from the Degree Major list that interest you:
Post-secondary	<ul style="list-style-type: none">•••

27. Click the **Related Careers** Tab

Related Careers:

28. From the list, decide, in order of preference, the **two** careers that you are most interested in:

#1: _____

#2: _____

29. My first choice Career is: _____

30. Click the link for your first choice career and select + **add to my list**

31. Read the **Overview** section and complete the following:

- Job Description: _____

32. List **three** Related Occupations:

- a. _____
- b. _____
- c. _____

33. Go to **Schoology** and click on **My Interest Code**. Follow the directions on top of the page in **My Interest Code**. Place an X in the box as you answer.

34. Write your 3 letter Interest Code below (RIASEC)

35. Write the full Interest Code word and description for each of the 3 letters from your Interest Code...

* _____

Definition: _____

* _____

Definition: _____

* _____

Definition: _____

36. Go to **Schoology** and click on the **PA Career Guide pgs 13-24** and complete the following information for 3 occupations you are interested in:

<u>Interest Code</u>	<u>Career Path Icon</u>	<u>Occupational Title</u>	<u>Projected 2024 Employment</u>	<u>Average Annual Openings</u>	<u>Entry Level Bi-Weekly Wage</u>	<u>Entry Level Annual Wage</u>	<u>Average Annual Wage</u>

37. Go back to **Naviance** and click on the “**About Me**” tab. Click on **Cluster Finder** and then on the left column click “**favorite career and cluster**”

38. My favorite career is: _____

39. Click on that career and scroll down to *Related College Majors*

40. List two *Related College Majors* you are interested in:

a. _____

b. _____

41. After you click on your selected career, scroll down to *Related College Majors* and click (*find college*) next to your preferred college major.

42. List *Related College Major*: _____

43. List **three** Colleges and their locations from the list of schools

1. _____ Location: _____

2. _____ Location: _____

3. _____ Location: _____

44. Click on the college and then the heart located next to the college name at the top the page which will ***“add to colleges I am thinking about”*** in Naviance

45. List **one of the colleges** from question 43 and complete the following information about that college:

*Name of the College: _____

*Average Net Price: _____

*Acceptance Rate: _____

*School Type: _____

*Undergraduate Enrollment: _____

*Campus Surroundings: _____

*Degrees Offered: _____

Average SAT score: _____ Average ACT score: _____

46. EXPLORE the Overview, Studies, Student Life, Admissions, Costs tabs at the top of the college page, and on the lines below write one interesting fact you read about from one of these tabs...

Goal Setting

You will write three goals in the following areas of your life:

- a. Academic/educational goal
- b. Career goal
- c. Personal/social goal

You will write these goals below, write why the goal is important to you and then list the three steps on how you are going to reach your goal.

1. **ACADEMIC GOAL**

My goal is to: _____.

This goal is important to me because _____

Steps I will take to reach this goal are:

a. _____

b. _____

c. _____

2. **CAREER GOAL**

My goal is to: _____.

This goal is important to me because _____

Steps I will take to reach this goal are:

a. _____

b. _____

c. _____

3. PERSONAL/SOCIAL GOAL

My goal is to: _____.

This goal is important to me because _____

Steps I will take to reach this goal are:

a. _____

b. _____

c. _____

Now that you have edited your goals, you will type these goals in Naviance by following the steps listed below:

4. Click on the **ABOUT ME** tab
5. Click on "goals" link
6. In the blue oval drop-down next to "add a new goal" select "**Academic Goal**"
7. Type in and transfer all of the information you wrote for your Academic Goal.
8. Go back to the blue oval drop-down and select "**Career Goal**" and type in and transfer all the Career Goal information.
9. After you see that your Career Goal information is added correctly, select the "**Personal/Social Goal**" drop-down and type in all your Personal/Social Goal information

*Before you leave the Goal page make sure you check for correct spelling, capitalization and punctuation and **do not use** texting abbreviations (eg: UR for "You are", 4 as the word "for", etc.). If you are referring to yourself in a sentence, use a capital "I" not "i".

Game Plan

To continue your planning for the future follow these directions...

1. Click on **About Me** tab
2. Click on **Game Plan**
3. Answer questions and hit **save**
4. Be sure to ask questions if you don't understand something!

WCASD 9th, 11th and 12th grade Individual Conference Forms

WCASD FRESHMAN CONFERENCE Building Your Four Year Plan

Student Name: _____ Date: _____
Career Interest:
Interest in Attending College: Yes/Maybe _____ No _____
Interest in College Sports: Yes/Maybe _____ No _____
Interest in Vocational Training: Yes/Maybe _____ TCHS & Career Info No _____ Program of Interest _____
Interest in Military: Yes/Maybe _____ No _____

Keys to Success	
Freshman Year Goals:	
Grades, Credits & Promotion Requirements	
Standardized Testing	Course Selection

Attendance	Discipline
Transcript/GPA/Rank	Naviance
Support Services	
Other Concerns	

Courses (23.8 credits)	9th Grade Min. 6.0 credits	10th Grade 5 credits in/Min. 6.0 credits	11th Grade 11 credits in/Min. 6.4 credits	12th Grade 17 credits in/Min. 5.4 credits
ENGLISH (4)				
MATH (3)				
SCIENCE (3)				
HISTORY (4)				
HEALTH (.8)				
PE (1.6)				
ART/HUMANITY (2)				
ELECTIVE (5)				
ELECTIVE/LANG.				

Student Concerns: _____

Student Signature

Counselor Signature

Family Dynamics

Lives with

_____	Both Parents	_____	Grandparents
_____	Mother	_____	Guardian
_____	Father	_____	Other

Siblings

_____	None
_____	Brother(s) age(s) _____
_____	Sister(s) age(s) _____

Outside Activities

_____	Sports _____
_____	Scouts _____
_____	Church Group _____
_____	Volunteer Work _____
_____	Job _____
_____	Other Community Activities _____

Middle School Activities

High School Activities (Current or Interests)

3 words to describe yourself

What are you most proud of?

One thing that most people don't know about you

Who is the one person you will go to in the building when you need help?

What area do you think you could benefit from additional support in (academic, emotional, social, career exploration etc.)?

10th Grade Video Questionnaire

1. How do lifetime earnings correlate with education level?

2. What percentage of college graduates are underemployed?

3. A Harvard University study determined that the job market in 2018 would reflect the following:

_____ % unskilled jobs
_____ % skilled jobs
_____ % four-year degree jobs

4. What is the ratio of the job market based on the following education levels?

Masters + : 4-year university degree : certification or 2-year degree
_____ : _____ : _____

5. True or False: Income for top-skilled jobs that require industry credentials or 2-year degrees is far higher than the average income of many occupations that require a 4-year degree.

6. True or False: 25% of individuals with Associates Degrees earn more than \$68,000 per year.

7. True or False: 25% of individuals with Bachelor's Degrees earn less than \$34,000 per year.

8. What steps does the video suggest you should take when exploring your career?

1. _____

2. _____

3. _____

9. True or False: To obtain an advantage in the new economy, individuals need to gain knowledge, skills, and abilities combined with a good education.

WEST CHESTER AREA SCHOOL DISTRICT

JUNIOR CONFERENCE FORM

STUDENT Click here to enter text.

DATE Click here to enter text.

1. Review of permanent record, senior schedule, graduation requirements

Credits to date (9th+10th grades) _____ + Current Credits (11th grade) _____ =**Total Credits:** _____

+12th grade credits (*required English, Gov/Econ, PE – 5.4 credit min.)

*Other course requirements for Graduation: _____

GPA (thru 10th grade) _____

CLASS RANK ____/____

2. Post high school planning update:

4 yr. college 2 yr. college/community college Tech/Trade school military work
 Major _____ Career _____

Review Career Exploration Survey (OOH) _____

Review & Discuss Career Cluster Finder _____

Have your interests changed? _____

- Visit www.fairtest.org for a list of colleges/universities that do not use SAT/ACT for admitting a substantial number of students.
- Investigate college/university summer developmental programs (Act 101) to assist with college admissions.
- **Main Line College Fair, Villanova University, Monday, May 15th, 2017 6:30 p.m.-9 p.m.**

3. Relevant handouts / other resource materials:

- Credit count, Transcript & Course selection
- SAT/ACT Registration
- College/University Spreadsheet
- Naviance
- Common Application (<https://www.commonapp.org/>)
- NCAA (<http://eligibilitycenter.org/>)
- Counseling office web site

Relevant Career / College Opportunities

Check Naviance for upcoming events and college admission rep visits.

College & Scholarship resources available in our **Career Resource Room & Naviance**

4. Career/ College Opportunities:

Meeting and visiting with college reps-ongoing-sign up in the Counseling office

5. Relevant test dates / data: **Register for the SAT I, ACT, and/or SAT II for a spring test date**

Test Date	Tests	Deadline	Locations
February 10, 2018	ACT	January 5, 2018	DCCC, Collegium
March 10, 2018	SAT I only	February 9, 2018	East, Westtown, PA Leadership
April 14, 2018	ACT	March 9, 2018	Westtown, Great Valley
May 5, 2018	SAT & Subject Tests	April 6, 2018	East, Westtown
June 2, 2018	SAT & Subject Tests	May 3, 2018	Westtown
June 9, 2018	ACT	May 4, 2018	Conestoga
June 14, 2018	ACT	June 15, 2018	Westtown
August 25, 2018	SAT & Subject Tests	July 26, 2018	Westtown

SAT Registration @ www.collegeboard.org

ACT (choose “plus writing”) registration @ www.act.org

5. Miscellaneous Information:

- Think about asking for letters of recommendation at the end of your junior year (at least 2 teachers.)
- Fill out your counselor recommendation questionnaire on Naviance Family Connection.
- Start adding colleges to the “*colleges I’m thinking about*” section of Naviance Family Connection.
- Consider using the common application (<https://www.commonapp.org>)
- Keep track of all activities, both extracurricular and non-school related. They are *not* sent with your transcript. The resume builder on Naviance Family Connection is an excellent way to do this.

Counselor Signature: _____

Student Signature: _____

Junior Post Conference Survey (In Naviance)

*1. What is your current career plan/goal?

*2. What is your plan for future education?

2 year college
4 year college
Trade School
Military/ROTC
Apprenticeship Program
Work Force
Gap Year

*3. I feel prepared for my next step after high school.
(Please select exactly 1 choice(s).)

Strongly Agree
Agree
Not Sure
Disagree
Strongly Disagree

*4. Where do you see yourself in 5 years?

*5. Have you ever considered starting your own business or being self-employed?

Yes No

*6. Are you planning on participating in job shadowing or internship experiences while in high school?

Yes No

*7. Are you taking any elective courses that are helping you explore/support your career plan/goal?

Yes No

*8. Which two teachers do you plan to ask for a letter of recommendation for college?

1. _____ 2. _____

WCASD Senior Conference Form

Senior: _____

Date: _____

G.P.A. _____ Rank _____ / _____ (as of end of Junior year)

1. The following courses must be passed during your senior year in order to fulfill all graduation requirements: English 12, Government/Economics, PE , and _____

2. Post High School Plans: College _____, Vocational School _____, Military _____, Work _____, Gap _____

3. What career path would you like to pursue? _____

4.Planned Major: _____

Naviance Family Connections "Colleges I'm Applying To": _____

SAT _____

ACT _____

SAT 2 _____

Relevant financial aid information: Remember to check your email regularly for scholarship postings, as well as Naviance.

College Application Process Night for Parents: Thursday September 20th @ 7:00pm at East High School

College Rep. Visits: Check Naviance and the counselor website for the schedule of when college reps are visiting your school. Sign up right in Naviance for the visit prior to the day of the visit.

YMWIC College and Career Fair: Saturday, October 13, 2018

NACAC College Fair @ Philadelphia Convention Center: Sunday October 14th 2018 11:00a.m till 3:00p.m

Chester County College Fair @ Exton Mall: Monday October 15th. 2018 6:00p.m till 8:00p.m

Career Fair: TBD

Financial Aid Night: Wednesday October 10th, 2018 @ Rustin High School 7:00 p.m till 8:30 p.m

Registration and test dates for SAT's/ACT's and CEEB codes (HHS: 395170; EAST:395164; Rustin: 395167

<http://sat.collegeboard.org/home>

www.act.org

Students must send their SAT and ACT scores directly from their websites to every school they apply to.

Handouts/Procedures:

- **Application procedure, Naviance process for transcript/recommendations request**
- **Naviance/Common App waiver and link (if applicable)**

- **NCAA Clearinghouse (www.ncaaclearinghouse.org)**
- **Transcript Review**

- **Learn to Earn**
- **Job Shadowing**

- **My Signature indicates that I understand what my graduation requirements are and have verified that my transcript is accurate.**
 - **Senior Signature:** _____

 - **Counselor Signature:** _____

11.Career and Technical Center Strategies

Student Awareness Career Technical Strategies Chart

New Programs, Interventions, Positions

Grade	Intervention/ Program/Events	Stakeholder Delivering	Data Used Success Indicator	Begin & End	Contact Person
9 th - 11 th	TCHS/Allied Health Presentation	Technical College High School Staff	Completed applications	Dec/Jan	Joe Dagney
11 th - 12 th	Job Shadowing & Internships	Community	Increase of student participation	All year	Donna Foley and Debbie Sahijwani
9 th - 12 th	Career Fairs	Community/ parent volunteers	Student participation	April	Counselor with career responsibility
9 th - 12 th	Career/Tech Informational table	Counselor	# of brochures handed out	October	High school Counselor
8 th - 12 th	CareerTech Bulletin Boards	TCHS-Staff		All year	Joe Dagney
11 th	TruMark Financial Reality Fair	TruMark Financial Credit Union	Attendance	October	Debbie Sahijwani
9 th - 11 th	TCHS Tours	TCHS-Staff	Attendance	All year	Joe Dagney
5 th	TCHS tours & demonstrations	TCHS teachers	Attendance	January- May	Joe Dagney
9 th - 12 th	21 st Century Premier Career Expo Fair	Community Stem and Manufacturing companies	Attendance	March	Donna Foley
8 th - 12 th	Course selection presentations	Administrator	Student Attendance	February	Assistant Principal at each high school
8 th	High School Transition & Course Selection	Counselor	Decrease in changes to student schedules	April - May	High School Counselor

Parent Awareness

Intervention/ Program Events	Date	Stakeholder Delivering	Data Used Success Indicator	Contact Person
9 th grade orientation	September	Counselor/ administrator	Attendance	Counselor Dept Chair
Tables and informational brochures at open house	September	Counselor	# of brochures and discussions with parents	Counselor Dept Chair
Parent informational night at TCHS	January	TCHS staff	Attendance	Joe Dagney
Website information and link	On-going	Counselor	# of parents exploring website	Counselor
Phone Messaging	On-going	Counselor	Decrease in questions	Counselor
Counselor individual conferences	On-going	Counselor of record	Attendance	Counselors
Naviance-Family Connections-emails	On-going	TCHS Liaison Counselor	# of Site Visits	TCHS Liaison Counselor
Career Exploration Night	March	Counselor/ Career Educator	Attendance	Counselor & Donna Foley
Learn-to-Earn & Job Shadow information night	Oct/Nov	Career Educator	Attendance	Donna Foley & Debbie Sahijwani

Educator Awareness

Intervention/ Program Events	Date	Stakeholder Delivering	Data Used Success Indicator	Contact Person
Creative Bulletin Boards @ each high school	On- going	TCHS	Student feedback	Joe Dagney
Morning and Afternoon announcements	On- going	TCHS Liaison Counselor	feedback	TCHS Liaison Counselor
Email communications	On- going	TCHS Liaison Counselor	Responsiveness	TCHS Liaison Counselor

12. Job Descriptions

Position Title: Counselors

- Implement the district counseling curriculum
- Guide students through the development of educational, career, & personal plans through implementation of district counseling curriculum and other strategies.
- Consult with staff in implementing the assigned tasks and services.
- Counsel individual and/or small groups of students with presenting concerns.
- Use accepted theories & techniques appropriate to school counseling.
- Consult and conference with parents/guardians, staff, administrators, agencies & others to enhance ongoing work with students.
- Use an effective process for referring students & others toward special programs and services within and outside of the district.
- Coordinate with appropriate Intervention Counselor, School Social Worker, Caseworker to follow-up &/or return to school transition.
- Participate in the coordination of the building's standardized testing programs.
- Interpret test & other appraisal results when necessary.
- Use other sources of student data appropriately for assessment purposes.
- Work with Probation officers & the Juvenile Court system when necessary.
- Oversee & maintain accurate student records.
- Adhere to district policies & procedures.
- Adhere to professional, ethical, and legal standards.
- Participate in educational team meetings including Child Study, Pre-referral and Multidisciplinary Teams, SAP Team.
- Serve as a member of the Gifted Multidisciplinary Team
- Assist in the preparation of referrals for multidisciplinary evaluations.



Position Title: Intervention Specialist

SUMMARY:

The intervention Specialist is responsible for working with parents/guardians, administrators, staff, and agencies that refer for drug/alcohol and mental health concerns for students referred to the Student Assistance Program. The Specialist is responsible for coordinating the Student Assistance Program to ensure that those students referred achieve the maximum benefit from their educational opportunities.

REPORTING RELATIONSHIPS:

- Reports directly to the building principal to which they are assigned, and the Student Services Program.
- Works cooperatively with other administrators, supervisors, staff, parents/guardians, students and others to perform job responsibilities as outlined

QUALIFICATIONS & PHYSICAL REQUIREMENTS:

To successfully perform this position, a person must be able to perform each essential duty satisfactorily. The qualification requirements listed below represent minimum levels of educational achievement, training, skill and/or ability necessary.

- Bachelor's degree with valid PA certification
- Certified Guidance Counselor and/or Home and School Visitor
- Minimum five years experience in D & A and Mental Health
- Certification as a School Counselor or complete the requirements and obtain PA certification within three years.
- Proficiency in the use of technology for individual communication and research
- Proficiency in presentation of technology to enhance small and large student group information & demonstration sessions
- Possess effective interpersonal skills with the ability to interface diplomatically with other teachers, administrators, parents, students, support staff and outside professional contacts

ESSENTIAL DUTIES AND RESPONSIBILITIES:

This list is intended to be illustrative rather than complete and serves to show major duties and responsibilities and does not express or imply that these are the only duties to be performed by the incumbent in this position. The employee will be required to perform any other position-related duties requested by the supervisor.

1. Serves as a member of the District Crisis Team.

2. Coordinates the Student Assistance Program (SAP) at assigned school.
 3. Consults and coordinates on an as needed basis with District staff regarding intervention strategies and interventions.
 4. Participates in District Student Assistance Committee meetings and other community meetings (CTC) as appropriate.
 5. Acts as a liaison with the Council on Addictive Diseases (COAD), juvenile Justice, and other community agencies
 6. Provides and facilitates support groups for at-risk students (e.g.,-mental health issues, chemical dependency, social skills, anger management, etc.).
 7. Conferences with parents/guardians, staff, administrators, & agencies that refers at-risk students.
 8. Coordinates with counselors to monitor the progress of referred students in mental health and drug and alcohol treatment placements.
 9. Facilitates management of accurate student records & completes state reports for the Student Assistance Program.
 10. Participates in educational team meetings. (e.g., CST, IEP/MDT, etc.) for at-risk students and at-risk issues..
 11. Provides educational presentations to parents/ guardians, staff and community organizations.
 12. Participates in inter-agency and Home-School-Community meetings as appropriate.
 13. Serves as the primary building contact person with Crisis Intervention Services.
 14. Coordinates prevention activities such as:
 - a. Students Against Destructive Decisions
 - b. Yellow Ribbon Campaign
 - c. In-service and maintenance for Student Assistance Program staff
 - d. Parent / guardian education
 15. Any other duties as assigned by supervisor.
- CST: Child Study Team
IEP: Individual Educational Plan
MDT: Multi-disciplinary Team
SAP: Student Assistance Program
COAD: Council on Addictive Diseases

13. Appendix

High School Career Readiness Goals 2018 - 2019

To develop an automated, centralized, and comprehensive career readiness program designed for, and accessible to, all students

<u>RESEARCH</u>	<u>RELATIONSHIPS/NETWORKING</u>	<u>RESOURCES</u>
<ul style="list-style-type: none"> ✓ Our vision/outcomes ✓ State requirements ✓ Existing models ✓ Job shadowing opportunities ✓ Internship opportunities ✓ Summer programs/enrichment ✓ Budget/funding/grants <ul style="list-style-type: none"> ▪ Transportation ▪ Marketing ✓ Legal requirements (i.e. employer clearances, parent release forms) 	<ul style="list-style-type: none"> ✓ Students, parents/guardians <ul style="list-style-type: none"> ▪ Grassroots (clubs, committees, PTO) ✓ Community <ul style="list-style-type: none"> ▪ Organizations ▪ Businesses ▪ Retired professionals ▪ Other school districts ▪ Local government ✓ School administrators, faculty, staff ✓ College admissions reps/liaisons 	<ul style="list-style-type: none"> ✓ Computer-based platform (Naviance?) <ul style="list-style-type: none"> ▪ Tech meetings (Chong/Mary) ▪ Database of employers/contacts <ul style="list-style-type: none"> ▪ Job shadow opps ▪ Student registrations ▪ Surveys/reflections/evaluations ✓ Communications <ul style="list-style-type: none"> ▪ Cell phone (one # for all, Remind app) ▪ Naviance/email access in all schools ▪ Business cards ✓ Education/Training <ul style="list-style-type: none"> ▪ Broader understanding of Naviance ▪ Career-related workshops/webinars ✓ Marketing/PR

1st Quarter Needs Assessments	Meet with principals (summer); assistant principals; counselors; students; parents/guardians Introduction to business community; attend organization mtgs; consult other school districts Review/continue existing/new job shadow opportunities Training on Naviance; tech meetings regarding computer-based platform (Naviance?) Set up one communication method/access for all high schools (cell phone, email, Naviance, PowerSchool)
2nd Quarter Comprehensive Plan	Create system for documentation of job shadow opportunities and experiences Establish communication platform (i.e. Remind app) Collaborate with college admission reps/liaisons re: career readiness and college acceptance Review/continue existing/new job shadowing and internship opportunities Create system for documentation of job shadow/internship placements and student experiences

D Foley 5/22/18

High School Career Readiness Goals 2018 - 2019

3rd Quarter	Establish process for job shadow/internship registrations during career day (prior coordination with speakers)
Comprehensive Plan	Investigate/consider any specific opportunities for GIEP, Regular Ed, ELL and Students with Special Needs (504 and IEP); consider folding in existing/new TCHS job shadow/internship and Special Ed Transition program into comprehensive plan
	Solicit constituent feedback regarding program/process
	Continue work with tech dept to create a comprehensive computer-based platform
	Research any state reporting requirements

4th Quarter	Assess program/process since start of school year; create surveys for all constituents (students, parents, faculty, businesses)
Program/Process Evaluation	Assist with state reporting
	Evaluate computer-based platform
	Create Career Readiness goals for 2019 - 2020 school year
	Meet with district PR rep for year-to-date highlights and on-going program promotion



D Foley 5/22/18

West Chester Area School District

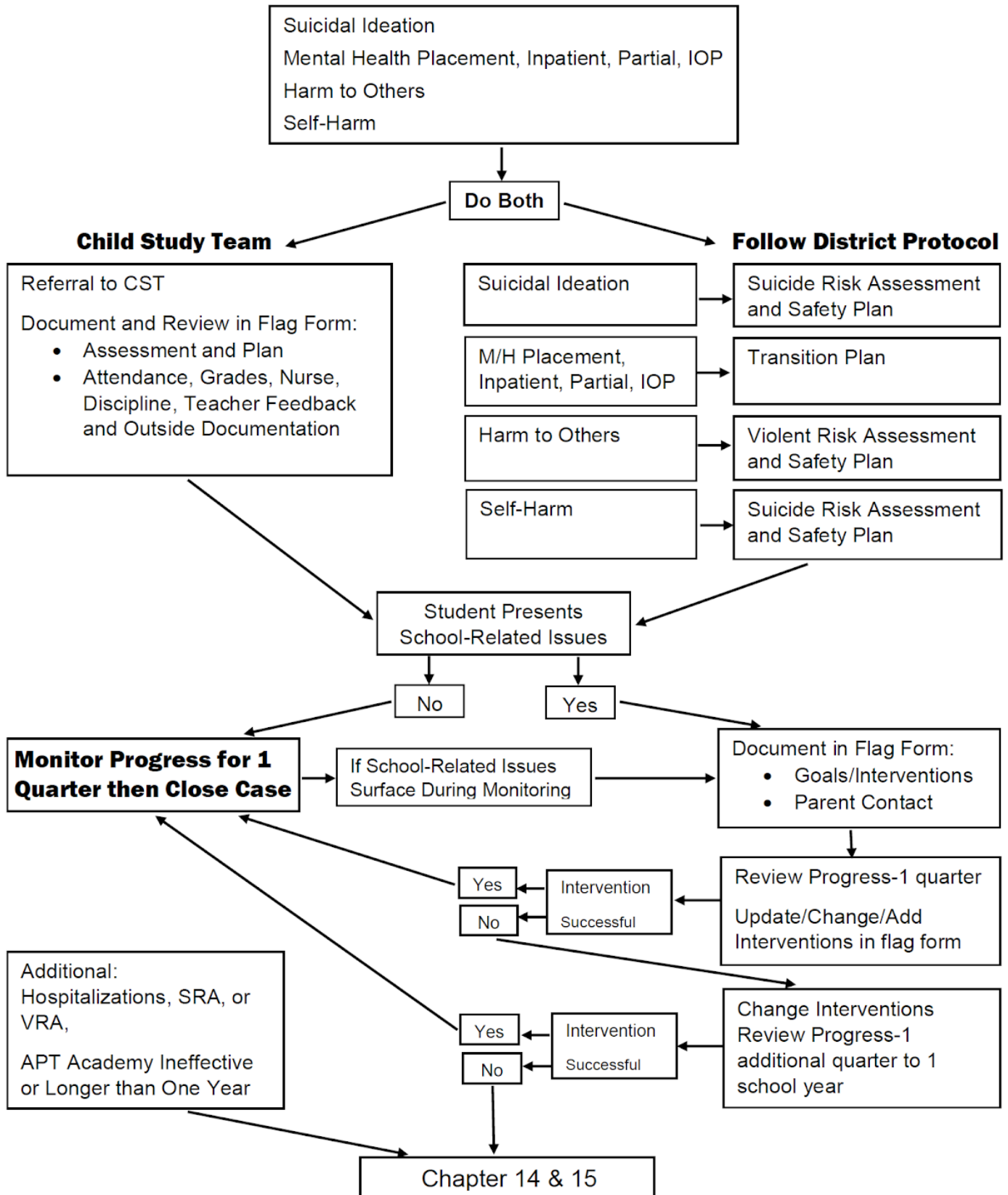
Mental Health Resources for Staff

Below are links which will provide you with information, protocols, procedures, and resources for WCASD staff to support students struggling with mental health concerns



Mental Health Protocol

Referral



Sponsored By:



West
Chester
Area
School
District



Locations:

Henderson High School
400 Montgomery Avenue
West Chester, PA 19380

East High School
450 Ellis Lane
West Chester, PA 19380

Rustin High School
1100 Shiloh Road
West Chester, PA 19382

FREE

2017-2018

Parent Workshops

Online Safety

Shape the Sky

Presented by Ryan Klingensmith, LPC, NCC, MA
November 6th @ Henderson Auditorium

Our children today have an unlimited access to information, apps and websites that can be wonderfully helpful, but also lead to concerning behaviors if parents don't have the knowledge to teach young people how to behave responsibly in this new cyber-playground. This presentation will review image boards, untraceable texting/sexting, internet predators, rumor spreading sites, video chatting, self-harm and suicide. It will raise the awareness of tween culture on the internet.

FREE WORKSHOPS
Held
7:00pm – 8:30pm

Suicide Prevention

QPR – Question, Persuade, Refer

Three Simple Steps to Save a Life

November 28th @ Henderson Rm 131/133

January 9th @ Rustin Rm D106/D107

February 13th @ East Rm 111/112

QPR is a nationally recognized, evidenced based suicide prevention training. This training is for everyday citizens to become "Gatekeepers". Gatekeepers are trained to recognize a crisis and the warning signs that someone may be contemplating suicide. Presenters are from the Chester County Suicide Prevention Task Force.

Stress Reduction

Mindfulness for Child & Teen Worry

Presented by Dr. Jeff Bernstein

January 23rd @ East Auditorium

Instruction combined with experiential practicing of a variety of mindfulness techniques including body and sensory awareness, imagination-based exercises, play, and creative/expressive activities that can be practiced by young people and adults alike. Attention will be given to making these skills appealing to a generation born into technology.

Relationship Building

Five Things to Improve Your Relationship with Your Child

Presented by Dr. Janet Edgette

February 20th @ Henderson Auditorium

Dr. Edgette has spent decades talking with children and will discuss the issues they think and worry about that rarely get shared with the adults in their lives. Probably the most surprising thing for parents to discover is that most children really do want a genuine and warm connection with them. The problem is that many relationships have become littered with poor patterns of communication, misunderstandings, and even resentments. Dr. Edgette will discuss some ideas that can help you reach out to your child in a way he or she will notice, appreciate, and respond to in kind.

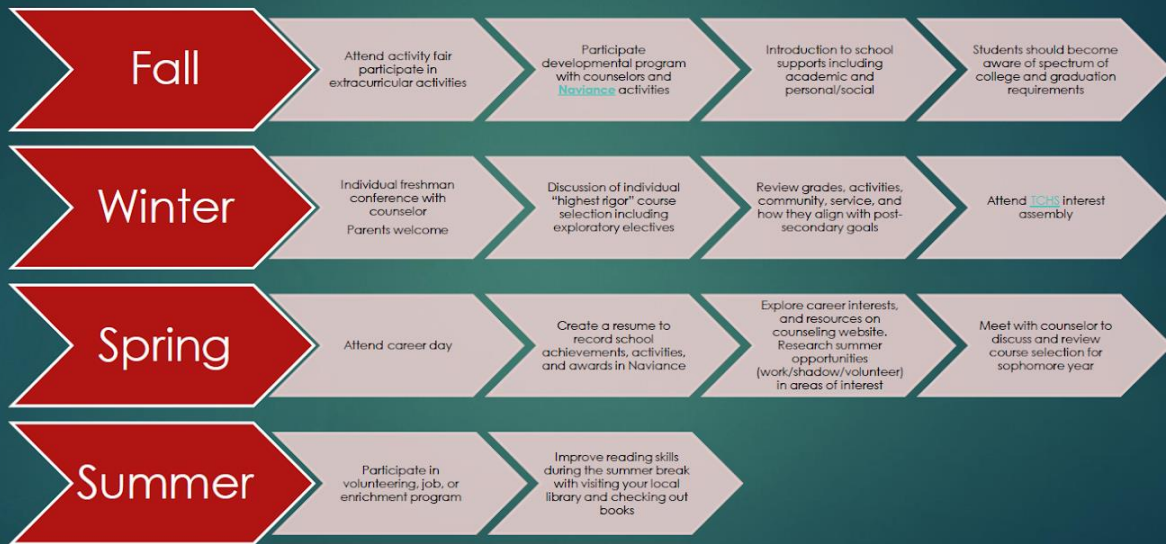
Post-Secondary Planning Timeline Power Point Presentation:



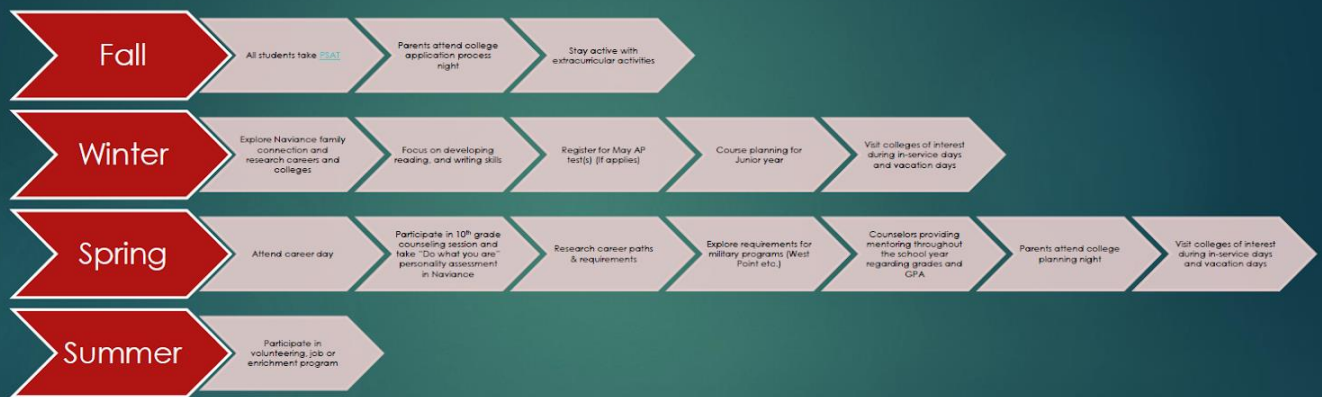
8th Grade Planning Timeline (transition to high school)



9TH Grade Post Secondary Planning Timeline (self-exploration of abilities & interests)

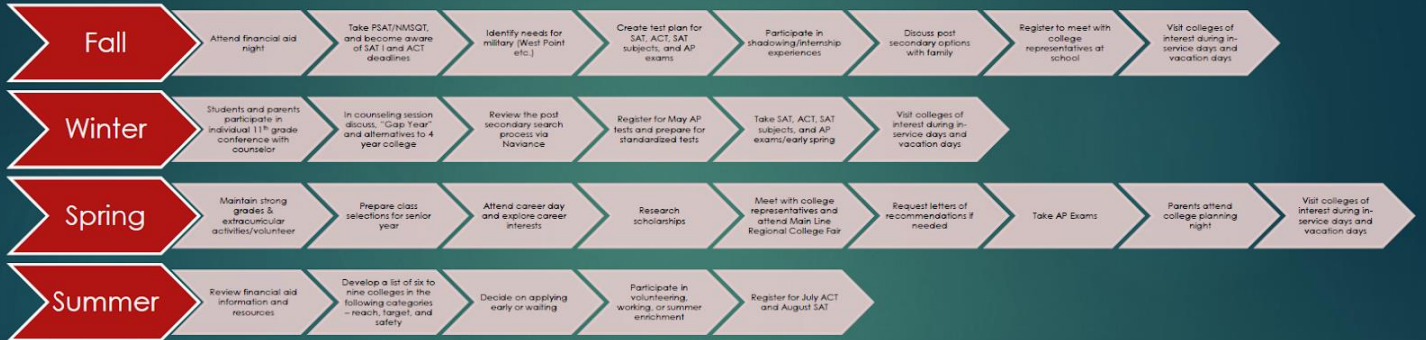


10TH Grade Post Secondary Planning Timeline (consider possible career based on abilities & interests)

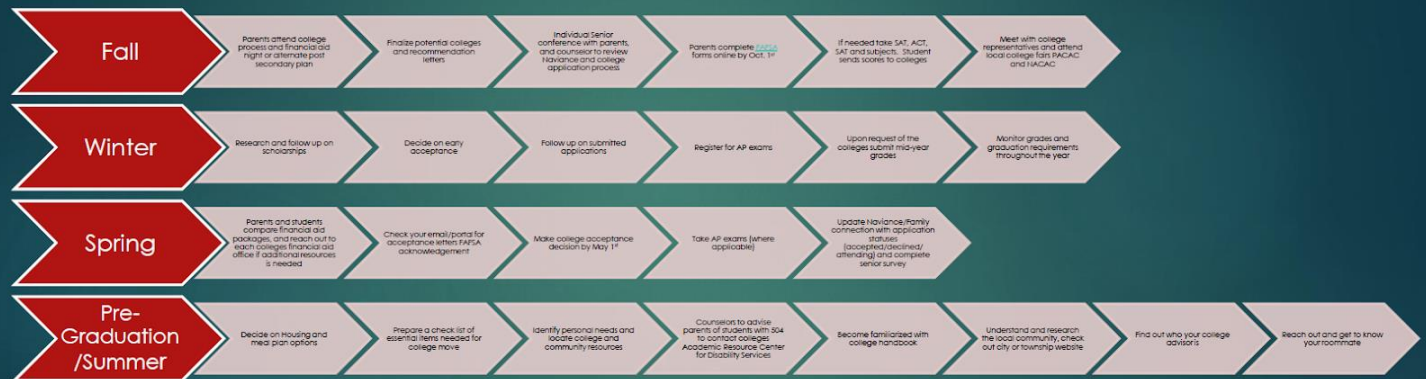




11th Grade Post Secondary Planning Timeline (identify career goals & colleges/majors)



12th Grade Post Secondary Planning Timeline (finalize & initiate post-graduation plans)



21 Century Premier Career Expo

Success is different for everyone.
Which road will you choose?

East High School
450 Ellis Lane
West Chester, Pa 19380

WC

April, 17 2018
5:30 - 8:45 pm



PA Future Ready Index
West Chester Area School District
Elementary Level K-5
2017-2018 Baseline Year

Grade Level K-5	Standard (Ex. 13.1, 13.4) Identify the specific standard, topics, activities and I statement documents	Activity/ Intervention Describe the Intervention	Documentation Evidence. Describe how the impact will be measured.	Stakeholder Who helped deliver the activity (Ex. Teachers, Counselors, Business Partners)	Resources Used Curriculum Resources, Websites, vendors
Grade 5	<p>13.1 Career Awareness and Preparation (A,B,C,D,E,F, G,H)</p> <p>13.2 Career Acquisition (E)</p> <p>13.3 Career Retention and Advancement (A,F,G)</p> <p>13.4 Entrepreneurship (A)</p>	<p>Visit TCHS-The Chester County Technical College High School is a public high school specializing in career and technical education for students in grades 9-12. The programs prepare students for success is college, the workplace and life. All TCHS programs are aligned to both PA State Standards and national industry standards. Prior to visiting TCHS, students are given and overview of the school & programs offered. Students then choose 3 programs to visit where they will learn about the educational requirements of that career, potential job opportunities, and projected salaries.</p>	<p>Post visit survey</p> <ol style="list-style-type: none"> 1. What 3 careers did you visit? 2. List at least one fact that you learned from each one. 3. Were any of the careers non-traditional for your gender? Y/N If yes, which one(s)? 4. Which career was your favorite? Why? 5. Would you consider pursuing one of these careers? Y/N If yes, which trade? If no, why not? 	<p>School Counselors, TCHS teachers</p>	<p>Career Education and Work Standards Chapter 4 of Title 22</p>

<p>Grade 5</p>	<p>13.1 Career Acquisition (A) 13.3 Career Retention and Advancement (B,C)</p>	<p>Student Career Activity: Second Step, Unit 1 Description-The first unit of Second Step teaches skills for learning. Students gain skills to help themselves learn, including how to focus their attention, listen carefully, and be assertive when asking for help with school work. Students learn to identify and understand their own and others feelings. Students also learn how to take another’s perspective and how to show compassion. These skills will provide a base for career acquisitions skill of communication and listening skills. It reinforces the Career Retention skills of work habits and attitudes.</p>	<p>Second Step Summative Knowledge Assessment pertaining to Unit 1</p>		
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PA Future Ready Index
West Chester Area School District
Elementary Level K-5
2018-2019

Grade Level K-5	Standard (Ex. 13.1, 13.4) Identify the specific standard, topics, activities and I statement documents	Activity/Intervention Describe the Intervention	Documentation Evidence. Describe how the impact will be measured.	Stakeholder Who helped deliver the activity (Ex. Teachers, Counselors, Business Partners)	Resources Used Curriculum Resources, Websites, vendors
Grade 3	13.1.3 Career Awareness (A, B)	<p>Second Step Curriculum- Pro-Social/Emotional Program that promotes school success by teaching students skills that strengthen their ability to learn, have empathy, manage emotions, accept/appreciate differences, and solve problems</p> <p><u>Lesson #8</u> - Accepting Differences -Introduction -Story and discussion -Activity-handout -Wrap Up</p>	<p>Unit 2, Lesson 8- Accepting Differences</p> <p><u>Handout 8</u> -Students discuss and record similarities and differences with a partner. They also discuss things they would like to learn about their partner.</p>	Teachers Counselor	Second Step Curriculum Grade 3 Unit 2 Lesson 8

Grade 4	13.2.5 Career Acquisition (A, E)	Second Step Curriculum- Pro-Social/Emotional Program that promotes school success by teaching students skills that strengthen their ability to learn, have empathy, manage emotions, make plans, and solve problems <u>Lesson #18- Making a Plan</u> -Introduction -Story and discussion -Activity-handout -Wrap Up	Unit 3, Lesson 18- Making a Plan <u>Handout 18</u> Students will read scenarios and write a three step plan to carry out the solution. Partners will monitor observed skills via a checklist for making a plan	Teachers Counselor	Second Step Curriculum Grade 4 Unit 3 Lesson 18
Grade 5	13.3.5 Career Retention and Advancement (A, B, C)	Second Step Curriculum Pro-Social/Emotional Program that promotes school success by teaching students skills that strengthen their ability to learn, have empathy, manage emotions, be assertive, and solve problems <u>Lesson #3 - Being Assertive</u> -Being Assertive -Introduction -Story and discussion -Activity-handout -Wrap Up	Unit 1, Lesson 3- Being Assertive <u>Handout 3</u> Students will partner and role play scenarios and monitor assertiveness skills via a checklist	Teachers Counselor	Second Step Curriculum Grade 5 Unit 1 Lesson 3

Grade Level	Standard (Ex. 13.1, 13.4) Identify the specific standard, topics, activities and I statement documents	Activity/Intervention Describe the Intervention	Documentation Evidence. Describe how the impact will be measured.	Stakeholder Who helped deliver the activity (Ex. Teachers, Counselors, Business Partners)	Re-sources Used Curriculum Resources, Websites, vendors
5	13.1 Career Awareness & Preparation (A, B, C, H)	Career Inventory	Career Inventory- In Naviance	Teachers, Counselors	Naviance
5	13.2 Career Acquisition (A) 13.3 Career Retention (A, B, C, F, G)	Second Step Summative Knowledge Assessment pertaining to Unit 1 Activity/Quiz	Quiz in Naviance	Teachers, Counselors	Second Step Curriculum, Naviance

PA Future Ready Index
West Chester Area School District
Middle School Level Grades 6-8
2017-2018 Baseline Year

Grade Level 6-8	Standard (Ex. 13.1, 13.4) Identify the specific standard, topics, activities and I statement documents	Activity/Intervention Describe the Intervention	Documentation Evidence. Describe how the impact will be measured.	Stakeholder Who helped deliver the activity (Ex. Teachers, Counselors, Business Partners)	Resources Used Curriculum Resources, Websites, vendors
Grade 8	<p>13.1 Career Awareness and Preparation</p> <p>A. Abilities and Aptitudes B. Personal Interests C. Non Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career</p> <p>13.2 Career Acquisition</p> <p>A. Interviewing Skills B. Resources C. Career Acquisition Documents D. Career Planning Portfolios E. Career Acquisition Process</p>	<p>After the discussion of 16 Career Clusters, students will complete the Cluster Finder survey in the Naviance program.</p> <p>Students will complete the Strengths Explorer in the Naviance program, to help assess themselves on 10 themes as they relate to their strongest emerging talents.</p>	<p>Cluster Finder (A,B,F) Strengths Explorer (A, B, H) Cluster Finder (B,D) Strengths Explorer (B,D,E)</p>	<p>School Counselors</p>	<p>Naviance program, Cluster Finder Strengths Explorer</p>

PA Future Ready Index
West Chester Area School District
Middle School Level Grades 6-8

2017-2018 Baseline Year

Grade Level 6-8	Standard (Ex. 13.1, 13.4) Identify the specific standard, topics, activities and I statement documents	Activity/Intervention Describe the Intervention	Documentation Evidence. Describe how the impact will be measured.	Stakeholder Who helped deliver the activity (Ex. Teachers, Counselors, Business Partners)	Re-sources Used Curriculum Resources, Websites, vendors
Grade 8	13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning	After learning how to write a S.M.A.R.T. goal, students will write a personal goal, an academic goal, and a career related goal. Students will transcribe their goals into the "Goals" section in the Naviance program.	Academic, Career, and Personal Goals (A)	School Counselors	Naviance program
Grade 8	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan	During a classed based discussion, students will be asked to consider what personality traits or talents are most beneficial in entrepreneurial endeavors. Students will complete the Strengths Explorer in the online Naviance program, to help assess themselves on ten themes as they relate to their strongest emerging trait.	Strengths Explorer (B) Survey Questions Please complete the following questions: 1. Name 3 videos you viewed in Naviance. 2. How is an entrepreneurial career different from a traditional career? Explain 3 differences. 3. List no less than 5 qualities of the entrepreneurs in the videos that helped them with their business endeavor. 4. What entrepreneurial qualities do you possess? Provide at least 1 example of how you demonstrate these qualities.	School Counselors	Naviance Program

PA Future Ready Index
West Chester Area School District
Middle School Level Grades 6-8
2018-2019

Grade Level 6-8,	Standard (Ex. 13.1, 13.4) Identify the specific standard, topics, activities and I statement documents	Activity/ Intervention Describe the Intervention	Documentation Evidence. Describe how the impact will be measured.	Stake-holder Who helped deliver the activity (Ex. Teachers, Counselors, Business Partners)	Re-sources Used Curriculum Resources, Websites, vendors
8	<p>13.1 Career Awareness and Preparation</p> <p>13.1.A Abilities and Aptitudes</p> <p>13.1.B Personal Interests</p> <p>13.1.F Preparation for Careers</p> <p>13.2 Career Acquisition</p> <p>13.2.B Resources</p> <p>13.2.D Career Planning Portfolios</p>	<p>Discussion and overview of 16 Career Clusters</p> <p>Students complete Cluster Finder survey</p>	<p>Completion of Cluster Finder Survey will produce an individualized list of students' top 3 Career Clusters.</p>	<p>School Counselors</p>	<p>National Career Cluster Website https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf</p> <p>Naviance</p>

8	<p>13.1 Career Awareness and Preparation</p> <p>13.1 A Abilities and Aptitudes</p> <p>13.1 B Personal Interests</p> <p>13.1 H Relationship between Education and Career</p> <p>13.2 Career Acquisition</p> <p>13.2.B Resources</p> <p>13.2.D Career Planning Portfolios</p> <p>13.2.E Career Acquisition Process</p> <p>13.4 Entrepreneurship</p> <p>13.4.B Character Traits</p>	Students complete the Strengths Explorer	Completion of the Strengths Explorer will produce an individualized list of top 3 Talents or Themes based on student reported strengths	School Counselors	Naviance
8	<p>13.3 Career Retention and Advancement</p> <p>13.3.A Work Habits</p>	<p>Students will be explicitly taught how to write a S.M.A.R.T. goal</p> <p>Students will write a personal, academic and career related goal</p>	<p>Three student produced S.M.A.R.T goals:</p> <ul style="list-style-type: none"> • Personal/Social • Academic • Career 	School Counselor	<p>S.M.A.R.T Goal curriculum</p> <p>https://7mindsets.com/smart-goal-setting-for-teens/</p> <p>Naviance</p>

8	<p>13.1 Career Awareness and Preparation</p> <p>13.1.H Relationship between Education and Career</p> <p>13.3 Career Retention and Advancement</p> <p>13.3.G Lifelong Learning</p>	<p>Classroom based discussion of connection between learning styles and their academic, career, and personal success</p> <p>Students will complete Learning Styles Quiz</p>	Students will complete a Learning Style survey	School Counselor	<p>Learning Styles Quiz</p> <p>http://www.educationplanner.org/students/self-assessments/learning-styles-styles.shtm</p> <p>Naviance</p>
8	<p>13.2 Career Acquisition</p> <p>13.2.A Interviewing Skills</p> <p>13.2.B Resources</p> <p>13.2.E Career Acquisition Process</p> <p>13.3 Career Retention and Advancement</p> <p>13.3.A Work Habits</p> <p>13.3.B Cooperation and Teamwork</p>	Classroom based lesson on interview skills through demonstrations, video/role-playing	Students will complete an Interview Skills Survey in Naviance	School Counselor	<p>Interviewing Tips for Teens</p> <p>https://middleearthnj.wordpress.com/2014/04/28/10-tips-for-teens-to-have-a-successful-job-interview/</p> <p>Interview Technique Video</p> <p>https://www.youtube.com/watch?v=88Mwb2bnOMk</p> <p>Naviance</p>
8	<p>13.2 Career Acquisition</p> <p>13.2.C Career Acquisition Documents</p> <p>13.2.D Career Planning Portfolio</p> <p>13.4 Entrepreneurship</p>	Through classroom instruction, models and discussion, students will learn the components necessary to build a complete resume	Students will complete an online resume	School Counselor	<p>Read, Write Think</p> <p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/writing-first-resume-30304.html?main-tab=2#tabs</p> <p>Naviance</p>

13.4.B Character Traits					
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PA Future Ready Index

West Chester Area School District

High School Level Grades 9-12

2017-2018 Baseline Year

Grade Level	Standard (Ex. 13.1, 13.4)	Activity/ Intervention	Documentation Evidence. Describe how the impact will be measured.	Stakeholder Who helped deliver the activity (Ex. Teachers, Counselors, Business Partners)	Resources Used Curriculum Resources, Websites, vendors
9-12	Identify the specific standard, topics, activities and I statement documents	Describe the Intervention			
Grade 11	<p>13.1 Career Awareness and Preparation</p> <p>A. Abilities and Aptitudes -Relate careers to individual interests, abilities, and aptitudes.</p> <p>B. Personal Traits -Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</p> <p>C. Non-traditional workplace roles -Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p> <p>D. Local career preparation opportunities</p>	<p>All students in the junior class will participate in an individual junior conference with their counselor. Juniors will first meet in a large group meeting to review the information and then individually will review their specific individual plan. Parents are invited to attend the conference. Counselors will schedule students based on their availability during the school day and meetings will take place in the counselor's office.</p>	<p><u>Junior Conference post survey in Naviance</u></p> <p>1. What is your current career plan/goal?</p> <p>2. What is your plan for future education?</p> <ul style="list-style-type: none"> • 2 year college • 4 year college • Trade School • Military /ROTC • Apprenticeship Program • Work Force • Gap Year <p>3. I feel prepared for my next step after high school. (Please select 1 choice)</p> <ul style="list-style-type: none"> • Strongly Agree • Agree 	School Counselors	<p>WCASD School Counselor based curriculum, Naviance Program, CareerLinks program, Resource books such as, but not limited to:</p> <p><u>Occupational Outlook Handbook</u> and <u>PA Career Guide</u></p>

<p>-Opportunities for career awareness/preparation , such as, but not limited to:</p> <ul style="list-style-type: none"> • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part time employment • Registered apprenticeship • School-based enterprise • Justify the selection of a career <p>E. Preparation for careers</p> <p>-Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <p>Associate degree Baccalaureate degree Certificate/licensure Entrepreneurship Immediate part/full time employment Industry training Military training Professional degree Registered apprenticeship Tech Prep Vocational Rehabilitation Centers</p> <p>F. Career Plan Components</p> <p>-Assess the implementation of the individualized career plan through the ongoing development of career portfolio.</p>	<p>Form attached. Topics in conference include:</p> <ul style="list-style-type: none"> • Course planning for senior year • Graduation requirement review • Current academic progress • PSAT review • SAT/ACT registration and timeline • Future plans and possible college majors if applicable • Naviance college search • College timelines • Scholarship resources • Letters of recommendation • NCAA • Questionnaire for letter of recommendations 	<ul style="list-style-type: none"> • Not Sure • Disagree • Strongly Disagree <p>4. Where do you see yourself in 5 years?</p> <p>5. Have you ever considered starting your own business or being self-employed? Yes/No</p> <p>6. Are you planning on participating in job shadowing or internship experiences while in high school? Yes/No</p> <p>7. Are you taking elective courses that are helping you explore your career plan/goal? Yes/No</p> <p>8. Which two teachers do you plan to ask for a letter of recommendation for college?</p>		
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<p>G. Relationship between education and career -Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p> <p>13.2 Career Acquisition</p> <p>A. Resources -Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> • CareerLinks • Internet (I.e. O-NET) • Networking • Newspapers • Professional associations • Resource books(that is Occupational Outlook Handbook, PA Career Guide) <p>B. Career acquisition documents -Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> • Job application • Letter of appreciation following an interview • Letter of introduction • Postsecondary education/training applications • Request for letter of recommendation • Resume <p>C. Career planning portfolios -Analyze, revise, and apply an individual career portfolio to chosen career path.</p> <p>D. Career acquisition process</p>				
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	<p>-Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology <p>13.3 Career Retention and Advancement</p> <p>A. Work habits -Evaluate personal attitudes and work habits that support career retention and advancement.</p> <p>B. Lifelong learning -Evaluate the impact of lifelong learning on career retention and advancement.</p> <p>13.4 Entrepreneurship</p> <p>A. Risks and rewards -Analyze entrepreneurship as it relates to personal career goals and corporate opportunities</p>				
Grade 11	13.1D Evaluate school based opportunities for career awareness/preparation,	Students in all grade levels have the opportunity to gain exposure to two	<u>Career Day Survey</u> Rank top 7/10 (Henderson/East/R	School counselors, working	WCASD school counselor based

<p>such as, but not limited to:</p> <ul style="list-style-type: none"> -Career days -Career portfolio -Community service -Cooperation/senior project -Internship -Job shadowing -Part-time employment -Registered apprenticeship -School-based enterprise <p>13.1F Analyze the relationship between career choices and career opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> -Associate degree -Baccalaureate degree -Certificate/licensure -Entrepreneurship -Immediate part/full time employment -Industry training -Military training -Professional degree -Registered apprenticeship -Tech Prep -Vocational rehabilitation centers <p>13.1H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p> <p>13.2B Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> -CareerLinks -Internet (i.e. O*NET) -Networking -Newspapers 	<p>separate career speakers. Speakers are secured through the parent community, surrounding community, and other means. Once speakers are secured, the entire student body is surveyed so they have the opportunity to select their top 1-10 speakers that they would prefer to see. This leads to students seeing speakers and gaining exposure to careers that they possess a demonstrated interest in researching and/or pursuing. With limitation in terms of the number of students that can see each speaker, students are scheduled in their #1 or #2 speaker each year.</p>	<p>ustin) Career Day speakers.</p> <p>1. I anticipate the highest level of education I will attend is:</p> <ul style="list-style-type: none"> * High School Diploma * Associates Degree-2 years of college * Bachelor's Degree-4 years of college * Master's Degree-Bachelor's Degree + 2 additional years * Doctoral Degree-Master's Degree +2-3 additional years <p>2. I believe I am on track to meet the educational requirements for my chosen career path/field. Yes or No</p> <p>3. I believe the 3 most important factors to retain and advance in my prospective career are:</p> <ul style="list-style-type: none"> *Leadership *Ability to work well with others *Problem Solve *Motivation *Professionalism *Communication Skills *Time Management/Organization *I am unsure <p>4. I believe the character traits related to</p>	<p>professionals of all levels of education, skill set and entrepreneurial levels</p>	<p>curriculum, community speakers</p>
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<p>-Professional associations -Resource books (that is Occupational Outlook Handbook, PA Career Guide)</p> <p>13.2E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> -Commitment -Communication -Dependability -Health/safety -Laws and regulations(that is Americans with Disabilities Act, child labor laws, Fair Labor, Standards Act, OSHA, Material Safety Data Sheets) -Personal Initiative -Self-advocacy -Scheduling/time -Team building -Technical literacy -Technology <p>13.3A Evaluate personal attitudes and work habits that support career retention and advancement.</p> <p>13.3F Evaluate strategies for career retention and advancement in response to the changing global workplace.</p> <p>13.3G Evaluate the impact of lifelong learning on career retention and advancement.</p> <p>13.4B Analyze entrepreneurship as it</p>		<p>entrepreneurship, which can be related to any career path, are:</p> <ul style="list-style-type: none"> *Adaptability *Creative Thinking *Ethical Behavior *Leadership *Positive Attitude *Risk Taking *Determination *Not Sure <p>5. When concerning perspective career paths, I prioritize the following 3 job characteristics:</p> <ul style="list-style-type: none"> *Income *Status *Flexibility *Travel *Stability *Positive impact/Helping others 		
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	relates to personal character traits: -Motivation -Creativity -Flexibility -Leadership -Adaptability -Creative Thinking -Positive Attitude				
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PA Future Ready Index
West Chester Area School District
High School Level Grades 9-12
2018-2019

Grade Level 9-12	Standard (Ex. 13.1, 13.4) Identify the specific standard, topics, activities and I statement documents	Activity/ Intervention Describe the Intervention	Documentation Evidence. Describe how the impact will be measured.	Stakeholder Who helped deliver the activity (Ex. Teachers, Counselors, Business Partners)	Resources Used Curriculum Resources, Websites, vendors
9	13.1.11 A. Relate careers to individual interests, abilities, and aptitudes. B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.	Do What You Are Survey	Save two careers to favorites	Counselors	Naviance
9	13.1.11 A. Relate careers to individual interests, abilities, and aptitudes. B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.	Individual Freshman Conference	Freshman Conference Form (career interest, vocation interest, etc)	Counselors	Naviance

10	13.2.11 B. Apply research skills in searching for a job. CareerLinks Internet (i.e. O-NET) Networking Newspapers Professional associations Resource books (that is Occupational Outlook Handbook, PA Career Guide)	Cluster Finder Survey	Favorite two career clusters	Counselors	Naviance
10	13.2.11 B. Apply research skills in searching for a job. CareerLinks Internet (i.e. O-NET) Networking Newspapers Professional associations Resource books (that is Occupational Outlook Handbook, PA Career Guide)	Career Research Project via OOH	Career exploration survey	Counselors	Occupational Outlook Handbook
10	13.3.11 F. Evaluate strategies for career retention and advancement in response to the changing global workplace	Job skill video	Post questionnaire	Counselors /Teachers	Video
11	13.1 Career Awareness and Preparation A. Abilities and Aptitudes -Relate careers to individual interests, abilities, and aptitudes. B. Personal Traits -Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. C. Non-traditional workplace roles -Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. D. Local career preparation opportunities • opportunities for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project	Junior Conference	Junior Conference Post Survey	Counselors	Naviance

	<ul style="list-style-type: none"> • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise • Justify the selection of a career <p>F. Preparation for careers</p> <p>-Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <p>Associate degree</p> <p>Baccalaureate degree</p> <p>Certificate/licensure</p> <p>Entrepreneurship</p> <p>Immediate part/full time employment</p> <p>Industry training</p> <p>Military training</p> <p>Professional degree</p> <p>Registered apprenticeship</p> <p>Tech Prep</p> <p>Vocational Rehabilitation Centers</p> <p>G. Career Plan Components</p> <p>-Assess the implementation of the individualized career plan through the ongoing development of the career portfolio. H. Relationship between education and career</p> <p>-Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p> <p>13.2 Career Acquisition</p> <p>B. Resources</p> <p>-Apply research skills in searching for a job.</p> <p>CareerLinks</p> <p>Internet (i.e. O-NET)</p> <p>Networking</p> <p>Newspapers</p>				
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	<p>Professional associations</p> <p>Resource books (that is Occupational Outlook Handbook, PA Career Guide)</p> <p>C. Career acquisition documents</p> <p>-Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <p>Job application</p> <p>Letter of appreciation following an interview</p> <p>Letter of introduction</p> <p>Postsecondary education/training applications</p> <p>Request for letter of recommendation</p> <p>Resume</p> <p>D. Career planning portfolios - Analyze, revise, and apply an individualized career portfolio to chosen career path.</p> <p>E. Career acquisition process</p> <p>-Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology <p>13.3 Career Retention and Advancement</p> <p>A. Work Habits</p> <p>-Evaluate personal attitudes and work habits that support career retention and advancement.</p>				
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	<p>G. Lifelong Learning</p> <p>-Evaluate the impact of lifelong learning on career retention and advancement.</p> <p>13.4 Entrepreneurship</p> <p>A. Risks and Rewards</p> <p>-Analyze entrepreneurship as it relates to personal career goals and corporate opportunities</p>				
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	<p>13.1D Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:</p> <ul style="list-style-type: none"> - Career days -Career portfolio -Community service - Cooperative education - Graduation/senior project - Internship - Job shadowing - Part-time employment - Registered apprenticeship - School-based enterprise <p>13.1F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> - Associate degree - Baccalaureate degree - Certificate/licensure - Entrepreneurship -Immediate part/full time employment - Industry training - Military training - Professional degree - Registered apprenticeship - Tech Prep - Vocational rehabilitation centers <p>13.1H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p> <p>13.2B Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> - CareerLinks - Internet (i.e. O*NET) - Networking - Newspapers -Professional associations -Resource books (that is Occupational Outlook Handbook, PA Career Guide) 	Career Day	Career Day Survey	Counselors	Naviance Community Speakers
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	<p>13.2E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> -Commitment -Communication -Dependability -Health/safety -Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) -Personal initiative -Self-advocacy -Scheduling/time -Team building -Technical literacy -Technology <p>13.3A Evaluate personal attitudes and work habits that support career retention and advancement.</p> <p>13.3F Evaluate strategies for career retention and advancement in response to the changing global workplace.</p> <p>13.3G Evaluate the impact of lifelong learning on career retention and advancement.</p> <p>13.4B Analyze entrepreneurship as it relates to personal character traits:</p> <ul style="list-style-type: none"> -Motivation -Creativity -Flexibility -Leadership -Adaptability -Creative Thinking -Positive Attitude 				
12	<p>13.1.H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p> <p>13.2C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> -Job application -Letter of appreciation following an interview - Letter of introduction -Postsecondary education/training applications -Request for letter of recommendation -Resume 	12th Grade Conference	Conference Form (career questions on form)	Counselor	Naviance