

*POCONO MOUNTAIN SCHOOL DISTRICT
CHAPTER 339 PLAN*



Pocono Mountain School District Chapter 339 Counseling Plan

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**POCONO MOUNTAIN SCHOOL DISTRICT
SCHOOL COUNSELING PROGRAM**

School Counselor Assignments

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| Clear Run Elementary Larissa Laing: Kindergarten Janelle Schrader: Grades 1 & 2 Kevin Scanlon: Grades 1 & 2 | Swiftwater Elementary Center Harry Amato: Grade 2 Kelly Bender: Grade 1 Chris Lepore: Grade 3 Madison Below: Kindergarten |
| Clear Run Intermediate School Autumn Melton: Grade 3 Danielle Matisko: Grade 4 Kelly Sussenbach: Grade 5 Ginger Betti: Grade 6 | Swiftwater Intermediate School Mackenzie Byers: Grade 4 Andrea Jacoby: Grade 5 Deidre Ditzel: Grade 6 |
| Tobyhanna Elementary Center Jane Dial: Grades Kindergarten, 4, 5, & 6 Jennifer Ednie: 1, 2, 3 & 6 | Pocono Mountain Cyber Program Christine Kelly: Grades K- 6 Wendy Hoppel: Grades 7- 10 Stephanie Sluck: Grade 11, 12 MCTI |
| West Junior High School Nicole Benzie: 7 & 8 Ken Hassenbein: 7 & 8 Christina Tolerico: 7 & 8 | East Junior High School Mary Bradley: Grade 7 Nicole Cetta : Grade 8 |
| West High School Britney Hewitt: 9-12 Courtney McClelland: 9-12 Danielle Palazzi : 9-12 Robert Magda: 9 - 12 Nick Lopuhovsky: 9-12 MCTI Marisa Nimtlen : 9-12 Brian Cusatis: 9-12, Career Counselor | East High School Sara Tucky : 9-12 Larry Bias: 9-12 MCTI Brian Fitzpatrick: 9-12 Nicole Metzger: 9-12 Renee Garvey: 9-12, Career Counselor |

Pocono Mountain School District Counseling Program

Role of the School Counselor

Leader

The School Counselor as a leader manages and implements a comprehensive, developmental school counselor program. The K- 12 leaders of the program are responsible for the following:

- Follow the ASCA Ethical Standards for School Counselors to demonstrate high standards of integrity, leadership and professionalism.
- The development and implementation of a comprehensive school counseling program. This include classroom, small group and individual counseling sessions.
- Use data to identify student barriers to learning and provide programs to help overcome the barriers which include: homework, tutoring, Act 158 (Pathways to graduation) and attendance programs
- Meet students' needs in academics, social/emotional, and Career Readiness
- Serve on District Wide Curriculum Team, School Based Improvement Teams, District and School Based Crisis Teams, Student Assistance Program (SAP) Team, Safety Committee Team, Building Level Team, Student Support Team and School Leadership Team.

Advocate

The School Counselors advocate for students, the counseling profession and systematic change. Advocating for student success is the key role of the counselor; this is done individually, in a small group and in the classroom environment.

- Review progress reports/report cards.
- Address individual student concerns both on an academic level, as well as social emotional needs.
- Proactively work toward equitable access to education, personal/social, and career exploration opportunities for all students.
- Identifying and collaborating with community resources and partnerships that may be used to meet students' needs and enhance academic achievement.
- Responding to the needs of students promptly and in a professional manner.
- Communicate with Early Intervention and Head Start for kindergarten registration of students attending these programs.
- Actively participate on school-based intervention teams.
- Review/discuss student transcript, GPA, rank, attendance and graduation requirements. Make students aware of what is needed to successfully reach their goals (college, trade school, military employment)
- Encourages students to explore extra-curricular activities.

- Provide exploration opportunities in Industry, Business and Healthcare (ex. Tobyhanna Army Depot, St. Lukes Health Care, Geisinger Health Care)

As a Collaborator

The School Counselor teams with all members of the educational community to create an environment that promotes student achievement of goals, benchmarks, standards and outcomes.

- Communicating with parents/guardians, teachers, staff, administration, and post-secondary educational providers to assist in post-secondary transition and planning.
- Collaborate with parents/guardians, administration, and community stakeholders to create learning opportunities. (Example: Guest Speakers from Colleges, Military, Business and Industry).
- Active participants on various school and district-based teams.

As an Agent of Systematic Change

With expectations to serve the entire student population, school counselors are positioned to assess their school of system barriers to academic success. School Counselors are represented on various school/district/community committees to encourage positive change and foster support for students to better meet all student needs.

- Identify systemic barriers through data analysis.
- Provide students with supports necessary to succeed (academically, socially, emotionally)
- Create a positive and supportive environment for students to share concerns, both academically, and socially/emotionally, which empowers students to take responsibility and control of their education.

Job Description linked to the School Counselor Evaluation Process
***Elementary (K - 6), Secondary (7 -12)**

| Counselor Level | <u>Domain 1</u> Planning and Process | <u>Domain 2</u> Environment | <u>Domain 3</u> Delivery System | <u>Domain 4</u> Professional Development |
|---------------------------|---|--|--|--|
| Elementary K-6 | <p>*Implement a balanced comprehensive developmental school counseling program that includes counseling curriculum, responsive services, individual planning, and student support services.</p> <p>*Guide individuals and groups of students and parents to plan, monitor and manage students' educational as well as career development.</p> <p>*Coordinate with resources in the school, home, and community to promote student success. Assist students in achieving their optimum growth in the areas of personal/social, career, and academic preparation.</p> <p>* Use department established process when referring students, parents, and others to special programs and services.</p> <p>*Adhere to legal, ethical and professional standards related to assessment.</p> <p>* Demonstrate professionalism, including commitment to professional development.</p> <p>*Work with students to develop individual educational and career</p> | <p>*Implement a balanced comprehensive developmental school counseling program that includes counseling curriculum, responsive services, individual planning, and student support services.</p> <p>*Work with students to develop individual educational and career plans.</p> <p>* Aid students in identifying options and making choices in vocational and academic planning.</p> <p>*Work with various career pathways in the development of the pathway regarding career education and implementation of Career Education and Work Standards.</p> <p>*Work with students on an individual basis in solution of personal problems and development of action plans for academic and personal success. Refer to proper agency and services as needed. Help students learn to make their own decisions and solve problems independently.</p> <p>*Work with administration, parents and students to provide a smooth transition for students from new</p> | <p>* Implement a balanced comprehensive developmental school counseling program that includes counseling curriculum, responsive services, individual planning, and student support services.</p> <p>*Guide individuals and groups of students and parents to plan, monitor, and manage students' educational as well as career development.</p> <p>*Coordinate people and other resources in the school, home, and community to promote student success. Assist students in achieving optimum growth in the areas of personal/social, career, and academic preparation.</p> <p>*Use department established process when referring students, parents, and others to special programs and services.</p> <p>*Demonstrate professionalism, including commitment to professional development.</p> <p>*Aid students in identifying options and making choices in vocational and academic planning. Work with</p> | <p>*Adhere to legal, ethical, and professional standards related to assessment.</p> <p>*Administer, interpret standardized tests results and other assessment data to guide students in individual goal setting and planning.</p> <p>* Demonstrate professionalism, including commitment to professional development.</p> <p>*Aid students in identifying options and making choices in vocational and academic planning. Work with various career pathways in the development of the pathway regarding career education and implementation of Career Education and Work Standards.</p> <p>* Work with students on an individual basis in solution of personal problems and development of action plans for academic and personal success. Refer to proper agency and services as needed. Help students to learn to make their own decisions and solve problems independently.</p> |

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| | <p>planning.</p> <p>*Work with various career pathways in the development of the pathway regarding career education and implementation of Career Education and Work Standards.</p> <p>*Work with administration, parents, and students to provide a smooth transition for students from new schools, placement and other areas.</p> <p>*Work with the Crisis Response Team to assist in implementation of the Safe School Plan.</p> <p>*Work with Building Level Teams to support the Student Assistance Program.</p> <p>*Work with students, teachers, school nurses and parents in the completion of Chapter 15 agreements.</p> <p>*Assist special education staff, including school psychologists, in screening potential, special education referrals by providing information to parents and supplying background information.</p> <p>*Communicate with parents, as needed</p> <p>*Interpret and present counseling program to the community</p> <p>*Act as a student advocate in all matters involving students.</p> | <p>schools, placement and/or other places.</p> <p>*Work with the crisis response team to assist in implementation of a safe school plan.</p> <p>*Work with building level teams in support of the Student Assistance Program.</p> <p>*Provide counseling to students that are referred as having problems in attendance, retention, and discipline. Provide counseling for students with chronic absence and discuss alternatives for students with discipline and personal problems.</p> <p>*Communicate with parents as necessary.</p> <p>*Interpret and present counseling programs to the community.</p> <p>*Act as a student advocate in all matters involving students.</p> | <p>various career pathways in the development of the pathway regarding career education and implementation of Career Education and Work Standards.</p> <p>*Work with students on an individual basis in the solution of personal problems and development of action plans for academic and personal success. Refer to proper agency and services as needed. Help students to learn to make their own decisions and solve problems independently.</p> <p>*Work with administration, parents, and students to provide a smooth transition for students from new schools, placement, and/or other areas.</p> <p>*Work with the Crisis Response Team to assist implementation of a safe school plan.</p> <p>*Work with building level teams in support of the Student Assistance Program.</p> <p>*Work with students, teachers, school nurses and parents in completion of Chapter 15 service agreements.</p> <p>*Provide counseling to students that are referred as having problems in attendance, retention, and discipline. Provide counseling for students with chronic absences and discuss alternatives for students with discipline and personal problems.</p> <p>*Communicate with parents, as needed</p> | <p>*Provide counseling to students that are referred as having problems in attendance, retention, and discipline. Provide counseling for students with chronic absence and discuss alternatives for students with discipline and personal problems.</p> <p>*Communicate with parents as necessary.</p> <p>*Interpret and present counseling programs to the community.</p> <p>*Function as a student advocate in all matters involving students.</p> |
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| 7 - 8 | *Implement a balanced comprehensive developmental school counseling program that includes counseling curriculum, responsive services, individual planning, and student support services. *Guide individuals and groups of students and parents to plan, monitor, manage students' education, as well as career development. * Coordinate people and other resources in the school, home and community to promote student success. Assist students in achieving their optimum growth in the areas of personal/social, career, and academic preparation. * Use department established processes when referring students, parents, and others to special programs and services. *Adhere to legal, ethical, and professional standards related to assessment. Able to administer, interpret standardized tests and | *Guide individuals and groups of students and parents to plan, monitor, and manage students' emotional, educational and career development. * Assist in registration and orientation of students new to school. *Work with students to develop individual education and career plans. *Work to prevent students from dropping out of school. Aid students in identifying options and making choices in vocational and academic planning. Work with various career pathways in the development of the pathway in regard to career education and implementation of Career Education and Work Standards. *Work with students on an individual basis in the solution of personal problems and development of action plans for academic and personal success. Refer to proper agency and services as needed. Help students learn to make their own decisions and solve problems independently. *Work with administration, parents, and students to provide a smooth transition | * Implement a balanced comprehensive developmental school counseling program that includes counseling curriculum, responsive services, individual planning, and student support services. * Coordinate people and other resources in the school, home, and community to promote student success. Assist students in achieving their optimum growth in the areas of personal/social, career and academic preparation. *Use a department established process when referring students, parents, and others to special programs and services. * Adhere to legal, ethical, and professional standards related to assessment. *Administer, interpret standardized tests and results and other assessment data to guide students in individual goal setting and planning. * Demonstrate professionalism, including a commitment to | *Adhere to legal, ethical, and professional standards related to assessment. Able to administer, interpret standardized tests and results and other assessment data to guide students in individual goal setting and planning. *Demonstrate professionalism, including a commitment to professional development. *Aid students in identifying options and making choices in vocational and academic planning. *Work with various career pathways in the development of the pathway regarding career education and implementation of Career Education and Work Standards. *Work with students on an individual basis in solution of personal problems and development of action plans for academic and personal success. Refer to proper agency and services as needed. Help students learn to |

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| | | | * Act as a student advocate in all matters involving students | |
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| Secondary (9-12) | <p>* Implement a balanced comprehensive developmental school counseling program that] includes counseling curriculum, responsive services, individual planning and student support services</p> <p>* Guide individuals and groups of students and parents to plan, monitor and manage students. educational development as well as career development.</p> <p>* Coordinate people and other resources in the school, home and community to promote. student success. Assist students. in achieving their optimum growth in the areas of personal/social, career and academic preparation.</p> <p>* Uses department-established process when referring students. parents, and others to special programs and services.</p> <p>* Adhere to legal, ethical, and professional standards related to assessment. Able to administer, interpret standardized tests and results and other assessment data to guide students in individual goal setting and planning.</p> <p>* Demonstrate professionalism including a commitment to</p> | <p>*Implement a balanced comprehensive developmental school counseling program that. includes counseling curriculum, responsive services, individual planning and student support services.</p> <p>*Guide individuals and groups of students and parents to plan, monitor and manage students. educational development as well as career development</p> <p>* Assist in registering of new students to school and orienting them</p> <p>* Assist in maintenance and accuracy of student records</p> <p>* Work with students to develop individual educational and career plans. Work to prevent students from dropping out of school. Aid students in identifying options and making choices in vocational and academic planning</p> <p>*Assist students and parents in post-secondary decision-making by writing recommendations, providing scholarship information, and plan development. Aid students. in completion of application for</p> | <p>*Implement a balanced comprehensive developmental school counseling program that includes counseling. curriculum, responsive services, individual planning and student support services</p> <p>*Guide individuals and groups of students and parents to plan, monitor, and manage student's completion of graduation requirements educational development as well as career development.</p> <p>*Coordinate people and other resources in the school, home and community to promote student success. Assist students in achieving their optimum growth in the areas of personal/social, career and academic preparation</p> <p>*Uses a department established process when. referring students, parents, and others to special programs and services</p> <p>*Adhere to legal, ethical, and professional standards related to assessment. Able to administer,</p> | <p>*Adhere to legal, ethical, and professional standards related to assessment. Able to administer, interpret standardized tests and results and other assessment data to guide students in individual goal setting and planning</p> <p>*Demonstrate professionalism, including a commitment to professional development</p> <p>*Assist in maintenance and accuracy of student records</p> <p>*Work with students to develop individual educational and career plans. Work to prevent. students from dropping out. of school. Aid students in identifying options and making choices in vocational and academic planning</p> <p>*Work with students on an individual basis in solution of personal problems and development of action plans for academic and personal success. Refer to proper. agency and services as</p> |
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| | <p>programs.</p> <ul style="list-style-type: none"> * Coordination with Advanced Placement Program including advisement and scheduling * Participation on Local Assessment Plan Committee as well as Culminating Project Committee * Provide counseling to students who are referred as having problems in attendance, retention, and discipline. Coordinate development of Student Academic Improvement Plan for students with chronic absence and discuss alternatives for students with discipline and personal problems. * Communicate with parents as necessary. * Interpret and presents counseling program to community. * Act as student advocate in all matters involving students * Assist in generation of senior survey and compilation of data. Assist in developing data for PDE in reporting of graduates and students who dropout. | | <p>pathways to meet their goals. during high school as well as post-secondary opportunities</p> <ul style="list-style-type: none"> * Provide counseling to students who are referred as having? problems in attendance, retention, and discipline. Coordinate development of Student Academic Improvement Plan for students with chronic absence and discuss alternatives for students with discipline and personal problems. *Communicate with parents as necessary * Interpret and presents counseling program to community *Function as student advocate in all matters involving students | |
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Delivery System

Pocono Mountain School District Mission Statement

To prepare all students for tomorrow's challenges and opportunities

The **Vision** of the Pocono Mountain School District is to create a culture of achievement, improve student performance, maintain safe schools, and promote strong character.

Shared Values:

The Pocono Mountain School District will promote district-wide core values that:

- Create the opportunity for all students to learn in an environment with appropriate supports that maximizes their potential
- Expect that all students will be active participants in their education
- Foster an environment in which all members of the school community are respected and valued
- Promote active citizenship of all of the school community members
- Encourage personal and professional growth of all members of the school community
- Further the collaboration of all members of the school community to continuously improve the operational effectiveness and efficiency of the district

School Counseling Mission Statement

To provide a comprehensive, developmental counseling program addressing the academic, career and personal/social development of all students. School counselors collaborate with educators, administrators, parents, and post-secondary partnerships to promote lifelong learning and to encourage all students to become productive members of society.

XELLO

The Pocono Mountain School District has been using the revolutionary future-readiness program XELLO since 2020. This on-line platform puts students at the heart of their career education journey. It provides personalized learning and keeps student plans organized in a centralized manner.

XELLO helps students build 21st century skills to thrive. It equips all students from K-12 with the knowledge, real-world skills and planning capabilities to navigate their future. Highlights of XELLO include:

Assessments that build self-knowledge

Students complete interactive career, personality, learning style, and skills assessments to help them better understand their unique interests, skills, and strengths. Each engaging assessment encourages reflection, helping students connect who they are with relevant career options.

Personalized student portfolios

Students personalize their XELLO experience by creating a shareable, online portfolio that showcases their interests, skills, and abilities. As students gain new experiences, their profiles are easily updated to reflect who they are every step of the way.

Immersive career and education profiles

Students can explore hundreds of career, college, and university options that match their assessment results. There are course and apprenticeship profiles, too. Rich photography and real-world interviews provide an authentic glimpse into their future.

Interactive planning tools

Students translate their newfound knowledge into an actionable roadmap by piecing together their saved career and academic options to create a personalized plan.

Build skills employers value

With integrated lessons, students build essential skills and knowledge that can help them succeed in the real world. Lessons are personalized based on the students' work in XELLO. This gives students the chance to reflect, reassess, and build the skills to ensure a smooth transition between critical life stages.

Monthly K – 6 Counseling Calendar and Delivery Chart

| Item Month/Domai n/Item | Curriculum /Career Counseling (Tier 1) | Responsive (Tier 2) | Individual Academic/Career Counseling | System Support | Non-Counselor Related |
|-------------------------------|---|--|--|--|--------------------------|
| Percentage of Time: | 40% | 40% | 10% | 10% | |
| September | | | | | |
| Academic: | Review student schedules/make adjustments as necessary. Grade Level Meetings regarding School Expectations | Ensure Academic/class placements are appropriate | Attend Parent Teacher Conferences. | | |
| Career: | Introduce XELLO education/career planning program. | | Initial meetings incorporating career related topics. | | |
| Social/Emoti onal: | Grade Level Meetings of School Expectations Welcome new students to the school | Need Based Groups (i.e. Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Need Based Individual Sessions (i.e.) Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Identify Student Need for Food Pantry/Hygiene Program | |
| October | | | | | |
| Academic: | Mid Marking Period Grade Review | Refer students for tutoring services or other supportive services. | Organize and Attend Parent Teacher Conferences as requested. | Title 1 steering committee | |
| Career: | Careers Lessons/MCTI Discussion | | | | |

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|-------------------|------------------------------------|---|---|--|--|
| Social/Emotional: | Welcome new students to the school | Need Based Groups (i.e. Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Need Based Individual Sessions (i.e.) Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Food/Hygiene Pantry | |
| November | | | | | |
| Academic: | End Marking Period Grade Review | Attend School Wide Parent Teacher conferences | Attend Parent Teacher Conferences | | |
| Career: | Career/XELLO lessons | | | | |
| Social/Emotional: | Welcome new students to the school | Need Based Groups (i.e. Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Need Based Individual Sessions (i.e.) Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Food/Hygiene Pantry Identified Needs for Holiday Dinners, Adopt A Family, Toys for Tots. | |
| December | | | | | |
| Academic : | Mid Marking Period Grade Review | Refer students for tutoring services or other supportive services. | Attend Parent Teacher Conferences | Title 1 steering committee | |
| Career: | Career/XELLO lessons | | | | |
| Social/Emotional: | Welcome new students to the school | Need Based Groups (i.e. Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Need Based Individual Sessions (i.e.) Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Food/Hygiene Pantry/Toys for Tots. | |

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|-------------------|--|---|---|----------------------------|--|
| January | | | | | |
| Academic: | End Marking Period Grade Review | | Attend Parent Teacher Conferences | | |
| Career: | XELLO Career Readiness Lessons continue. | | | | |
| Social/Emotional: | Welcome new students to the school | Need Based Groups (i.e. Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Need Based Individual Sessions (i.e.) Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Back Pack Food program | |
| February | | | | | |
| Academic: | Mid Marking Period Grade Review | Early Intervention K Registration and interagency meetings Obtain information about Head Start Kids | Attend Parent Teacher Conferences | Title 1 steering committee | |
| Career: | XELLO Career Readiness lessons | | | | |
| Social/Emotional: | Welcome new students to the school | Need Based Groups (i.e. Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Need Based Individual Sessions (i.e.) Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Back Pack Food program | |
| March | | | | | |
| Academic: | Mid Marking Period Grade Review | | Attend Parent Teacher | | |

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|-------------------|---|---|---|---------------------|---|
| | | | Conferences | | |
| Career: | XELLO Readiness Lessons | | | | |
| Social/Emotional: | Welcome new students to the school | Need Based Groups (i.e. Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Need Based Individual Sessions (i.e.) Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Food/Hygiene Pantry | |
| April | | | | | |
| Academic: | Complete Second Step Lessons | | Attend Parent Teacher Conferences | | Coordinate State Testing, distribute testing material, coordinate testing makeups |
| Career: | XELLO Readiness Lessons | | | | |
| Social/Emotional: | Welcome new students to the school | Need Based Groups (i.e. Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Need Based Individual Sessions (i.e.) Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Food/Hygiene Pantry | |
| May | | | | | |
| Academic: | End Marking Period Grade Review Monitor Kindergarten | | Light's Retention Scale administration | | |

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|-------------------|---|--|--|-------------------------------|--|
| | Registration numbers Continue to monitor EI paperwork. Gather data and begin class lists for next school year | | | | |
| Career: | Ensure that all XELLO lessons are complete. | | | | |
| Social/Emotional: | Welcome new students to the school | Need Based Groups (i.e. Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Need Based Individual Sessions (i.e.) Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) | Food/Hygiene Pantry | |
| June | | | | | |
| Academic: | Review Records Complete class lists | | | Title 1 steering committee | |
| Career: | | | | | |
| Social/Emotional: | | | | | Record SAP Students on Safe Schools Web Page |
| July | | | | | |
| Academic: | Review Records Place new students coming in | | | | |
| Career: | | | | | |
| Social/Emotional: | | | | | |

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| August | | | | | |
| Academic: | Kindergarten registration/orientation Review Records Place new students coming in. | | | | |
| Career: | | | | | |
| Social/ | | | | | |

Monthly 7-8 Counseling Calendar and Delivery Chart

| Item Month/Domain/ Item | Curriculum (Tier 1) | Responsive (Tier 2) | Individual Academic/Career Counseling | System Support | Non-Counselor Related |
|-------------------------------|--|------------------------|---|-------------------------------|--------------------------------------|
| Percentage of Time: | 20% | 50% | 20% | 10% | |
| September | | | | | |
| Academic: | Welcome new students to the school (ongoing until June) Individual Sessions with 7th and 8th Grade Students (ongoing until June): Scheduling for new students | | New Student Scheduling Meetings | Parent Teacher Conferences | PSAT announcement/info rmation |

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|-------------------|---|--|---|---|---------------------|
| Career: | XELLO Career Readiness | | Initial Interviews (incorporate CAREERS topics) | | |
| Social/Emotional: | Welcome and orient new students to the school | Determine need based group sessions (anger management, bullying, stress management, grief, self-esteem) Conflict resolution/Mediation | Determine Need Based Individual Sessions (i.e. Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem) Individual Sessions as needed | Identify Student Need for Food Pantry/Hygiene Program | |
| October | | | | | |
| Academic: | Progress Report Review | | | Organize and attend conferences as needed/requested by teachers, parents, administration. | PSAT Administration |
| Career: | - XELLO - MCTI staff and students from their programs visit for presentations and information sessions regarding career opportunities. | | | | |
| Social/Emotional: | | Bullying Prevention Month (small group/classroom guidance lessons) | Individual Sessions as needed | Bullying Prevention Month Identify Student Need for Food | |

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|-----------------|---|---|--|------------------------|--|
| | | Need based group sessions Conflict resolution/mediation sessions Crisis management | | Pantry/Hygiene Program | |
| November | | | | | |
| Academic: | <p>Report Card Review (MP 1)</p> <ul style="list-style-type: none"> Schedule individual sessions with all students who are failing Organize and attend conferences as needed/requested by teachers, parents and administration <p>Attend Parent/Teacher Conference Sessions</p> <ul style="list-style-type: none"> Attend conferences as needed/requested by teachers, parents and administration | MCTI program review with 8th grade classes | | Attend PTC night | |
| Career: | <p>- XELLO/Career Readiness Lessons</p> <p>- MCTI applications and online application process instructions distributed to 8th grade.</p> | <p>Classroom/Career Readiness lessons</p> <p>MCTI program review with 8th grade classes</p> | | | |

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|-------------------|---|---|--|--|--|
| Social/Emotional: | Individual Sessions Parent/Teacher Conferences | Need based group sessions and conflict resolution | | Identify Student Need for Food Pantry/Hygiene Program Identify families for Holiday dinner assistance. | |
| December | | | | | |
| Academic: | - Progress Report Review (MP2) <ul style="list-style-type: none"> Schedule individual sessions with all students who are failing - Design and facilitate scheduling presentation | MCTI program review with 8th grade classes | Individual meetings with students interested in applying for MCTI to discuss program choices and assist with application process if needed | Organize and attend PTC | |
| Career: | - Schedule and plan curriculum overview lessons for 8th graders to prepare them for their academic path forwards in grades 9-12 - XELLO | MCTI program review with 8th grade classes | Individual meetings with students interested in applying for MCTI to discuss program choices and assist with application process if needed | | |
| Emotional/Social: | | Need based group sessions Conflict resolution | Individual Sessions as needed | Identify Student Need for Food Pantry/Hygiene Program Identify families for Holiday dinner/gift assistance. | |

| January | | | | | |
|-------------------|---|---|-------------------------------|---|--|
| Academic: | <p>Report Card Review (MP2)</p> <ul style="list-style-type: none"> Schedule individual sessions with all students who are failing Organize and attend conferences as needed/requested by teachers, parents and administration <p>Scheduling</p> <ul style="list-style-type: none"> Partner with administration to begin developing schedules Utilize teacher leveling tools and elective sheets | Classroom presentations 8th grade - navigating curriculum guide for high school classes, choosing electives. | | Organize and attend PTC | |
| Career: | Continue Scheduling with 8th graders and planning for the future XELLO | Classroom XELLO lessons | | | |
| Social/Emotional: | Individual sessions Parent/teacher conferences | Need based group sessions Conflict resolution | Individual Sessions as needed | Identify Student Need for Food Pantry/Hygiene Program | |
| February | | | | | |

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|-------------------|--|--|--|---|--|
| Academic: | Begin collecting 8th grade scheduling sheets for 9th grade counselors | | | Organize and attend PTC | |
| Career: | XELLO | Classroom XELLO lessons | | MCTI application input meeting with participating district counselors | |
| Social/Emotional: | Welcome and orient new students to the school | Need based group sessions Conflict resolution | Individual Sessions as needed | Identify Student Need for Food Pantry/Hygiene Program | |
| March | | | | | |
| Academic: | Progress Report Review | | | Organize and attend PTC | |
| Career: | XELLO Begin preparation and coordination of Keystone Testing/PSSA Testing <ul style="list-style-type: none"> Responsible for grouping, organizing, distribution of testing materials Proctoring as needed Coordinating make-up tests | | High school counselors meet with 8th graders individually to discuss scheduling for 9th grade. | | |

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|-------------------|---|--|---|---|---------------------------------------|
| Social/Emotional: | Welcome and orient new students to the school | Need based group sessions Conflict resolution | Individual Sessions as needed | Identify Student Need for Food Pantry/Hygiene Program | |
| April | | | | | |
| Academic: | <p>Report Card Review</p> <p>Continue preparation and coordination of Keystone Testing/PSSA Testing</p> <ul style="list-style-type: none"> Responsible for grouping, organizing, distribution of testing materials Proctoring as needed Coordinating make-up tests | | <p>High school counselors meet with 8th graders individually to discuss scheduling for 9th grade.</p> <p>Meet with students accepted (and not yet accepted) to MCTI. Contact parents of students.</p> | Organize and attend PTC | Coordinate and organize state testing |
| Career: | XELLO/Career Education | Classroom XELLO lessons | | | |
| Social/Emotional: | Welcome and orient new students to the school | Need based group sessions Conflict resolution | Individual Sessions as needed | | |
| May | | | | | |

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|-------------------|--|---|--|---|---------------------------------------|
| Academic: | <p>Progress Report Review</p> <p>Complete administration of Keystone Testing/PSSA Testing</p> <ul style="list-style-type: none"> Responsible for grouping, organizing, distribution of testing materials Proctoring as needed Coordinating make-up tests Collecting and accounting for all materials Packing and shipping testing materials back for state processing | | | Organize and attend PTC | Coordinate and organize state testing |
| Career: | Continue Scheduling with 8th graders and planning for the future XELLO | Finish XELLO curriculum. | | | |
| Social/Emotional: | Welcome and orient new students to the school | <p>Need based group sessions</p> <p>Conflict resolution</p> | Individual Sessions as needed | Identify Student Need for Food Pantry/Hygiene Program | |
| June | | | | | |
| Academic: | Report Card Review | | Meet with students who will be required to attend summer school. | | |

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| | <p>Compile failure/retention lists for administrators</p> <p>Create spreadsheet for summer school attendance.</p> | | Contact parents of students requiring summer school. | | |
| Career: | | | | | |
| Social/Emotional: | Transition meetings with grade 9 counselors for information sharing | | | Identify Student Need for Food Pantry/Hygiene Program | |
| July | | | | | |
| Academic: | <p>Records review</p> <p>Schedule review</p> | | | | |
| Career: | | | | | |
| Social/Emotional | Meeting with families (as needed) | | | | |
| August | | | | | |
| Academic: | Review schedules for coming year. | | | Parent communication regarding student schedules and circumstances. | |
| Career: | | | | | |

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| Social/Emotional | | | | Meet with CHOP regarding food pantry program for coming year. | |
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Monthly 9-12 Counseling Calendar and Delivery Chart

| Item Month/Domain/Item | Curriculum (Tier 1) | Responsive (Tier 2) | Individual Academic/Career Counseling | System Support | Non-Counselor Related |
|----------------------------|--|------------------------|--|----------------------------|--|
| Percentage of Time: | of 20% | 50% | 20% | 10% | |
| September | | | | | |
| Academic: | Initial Academic Orientation Presentations for Each Grade Level. | | <p>New Student Scheduling Meetings</p> <p>Individual sessions with 12th grade students</p> <p>Conferences regarding application process and due dates</p> <p>Reviewing/discussing student transcript, GPA, rank, attendance and graduation requirements</p> <p>Resume review</p> | Parent Teacher Conferences | <p>Coordination and implementation of PSAT registration</p> <p>Coordination and implementation of ASVAB registration</p> <p>Updating transcripts</p> <p>Summer school credits</p> <p>Credit recovery</p> |

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| Career: | <p>Career Curriculum</p> <p>Review of graduation options (college, trade school, military, employment, apprenticeship)</p> <p>Presentation of steps required to make goals a reality including financial aid/scholarships, documentation required, testing and deadlines.</p> <p>Grade 12 - ongoing until November:</p> <ul style="list-style-type: none"> ● Admission Counselor visits ● Resume review ● Early Decision/Action Applications ● planning, course and connection between educational achievement and career success, how personal preferences influence career choice, examining students' interests, abilities, and personality as they relate to careers. <p>College/military information sessions on PMSD campus</p> <p>Financial Aid Night Coordination</p> <ul style="list-style-type: none"> ● Confirm attendance of financial aid representatives | <p>Meet with individual students with specific issues (ex: still undecided, college essay assistance, resume development, financial aid questions, etc.)</p> | | | |
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|-------------------|---|---|--|--|--|
| | <ul style="list-style-type: none"> Organization and implementation of Financial Aid Night in October | | | | |
| Social/Emotional: | <p>Welcome and orient new students to the school</p> <p>Individual sessions with students (social, personal, academic)</p> <ul style="list-style-type: none"> Reviewing and discussing culpability of academic and behavioral issues Conflict Resolution Problem Solving/Decision Making Strategies Teacher/Parent/Administrator Conferences <p>Need Based Group Sessions</p> <ul style="list-style-type: none"> Cyber-bullying Anger Management Grief General Support Group Drug and Alcohol <p>Crisis Management</p> <ul style="list-style-type: none"> Conduct risk assessments Coordinate Crisis Teams (as needed) with Administration/Nurse | <p>Determine need based group sessions (anger management, bullying, stress management, grief, self-esteem)</p> <p>Conflict resolution/Mediation</p> | <p>Determine Need Based Individual Sessions (i.e. Crisis, Anger, Conflict Resolution, Stress, Grief, Self Esteem)</p> <p>Individual Sessions as needed</p> | <p>Identify Student Need for Food Pantry/Hygiene Program</p> | |

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| | /MH Facilitator <ul style="list-style-type: none"> Referrals to community agencies Grade Level Meetings regarding School Expectations | | | | |
| October | | | | | |
| Academic: | Progress Report Review | Individual sessions with 9th-12th grade students Refer students for tutoring and other supportive services | Progress Report Review (PM1) Schedule individual sessions with all students who are failing a core academic course/graduation requirement Organize and attend conferences as needed/requested by teachers, parents and administration Individual sessions with 12th grade students | Organize and attend conferences as needed/requested by teachers, parents, administration. | PSAT Administration Coordination and implementation of PSAT registration <ul style="list-style-type: none"> Proctor PSAT during 2nd or 3rd weekend in October Coordination of ASVAB registration <ul style="list-style-type: none"> Military representative s proctor ASVAB during first week in October |
| Career: | - XELLO - MCTI staff and students from their programs visit for presentations and | Small Group Remediation for XELLO | Individual assistance for students with XELLO | | |

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| | information sessions regarding career opportunities. | | | | |
| Social/Emotional: | Individual Sessions (example, but not limited to: crisis, anger, bullying, conflict resolution, stress, grief and self-esteem Parent/teacher conferences | Bullying Prevention Month (small group/classroom lessons) Need based group sessions Conflict resolution/mediation sessions Crisis management | Individual Sessions as needed | Bullying Prevention Month Identify Student Need for Food Pantry/Hygiene Program | |
| November | | | | | |
| Academic: | <ul style="list-style-type: none"> Organize and attend conferences as needed/requested by teachers, parents and administration Attend Parent/Teacher Conference Night <ul style="list-style-type: none"> Attend conferences as needed/requested by teachers, parents and administration | Report Card Review (MP 1) Schedule individual sessions with all students who are failing a core academic course-graduation requirement | Respond to students with academic issues. Respond to parents with Career and Postsecondary Questions Individual sessions with 12th grade students | | |

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| Career: | <ul style="list-style-type: none"> - XELLO/Career Readiness Lessons - MCTI applications and online application process instructions distributed to 8th grade. | | Respond to students with assistance on lessons. | | |
| Social/Emotional: | Individual Sessions Parent/Teacher Conferences | Need based group sessions and conflict resolution | | Identify Student Need for Food Pantry/Hygiene Program Identify families for Holiday dinner assistance. | |
| December | | | | | |
| Academic: | Progress Report Review (MP2) <ul style="list-style-type: none"> • Schedule individual sessions with all students who are failing a core academic course/graduation requirement Scheduling <ul style="list-style-type: none"> • Develop and | | | Organize and attend PTC | |

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|--|--|--|--|--|--|
| | <p>implement lesson plans incorporating curriculum overview and graduation requirements for 9th - 12th grade students</p> <ul style="list-style-type: none"> • Schedule and facilitate scheduling presentation for 9th, 10th and 11th grade students • Collect 9th, 10th and 11th grade elective selection sheets <p>Assist with coordination and proctoring the Keystone Testing/Other State Assessments</p> <ul style="list-style-type: none"> • Responsible for coordination and distribution of all testing materials, proctoring as a needed and coordinating make-up tests <p>Classroom Career Readiness lessons.</p> | | | | |
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|-------------------|---|--|-------------------------------|--|--|
| Career: | Schedule and plan curriculum overview lessons for 8th graders to prepare them for their academic path forwards in grades 9-12 | MCTI program review with 8th grade classes | | | |
| Emotional/Social: | | Need based group sessions Conflict resolution | Individual Sessions as needed | Identify Student Need for Food Pantry/Hygiene Program Identify families for Holiday dinner/gift assistance. | |
| January | | | | | |
| Academic: | Report Card Review (MP2) <ul style="list-style-type: none"> Schedule individual sessions with all students who are failing a core academic course/graduation requirement Organize and attend conferences as needed/requested by teachers, parents | Classroom presentations 8th grade - navigating curriculum guide, choosing electives. | | Organize and attend PTC | |

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|---------|---|-------------------------|--|--|--|
| | <p>and administration Assist with coordination and proctoring of Keystone Testing/Other State Assessments</p> <ul style="list-style-type: none"> Responsible for coordination and distribution of testing materials, proctoring as needed and coordinating make-up tests <p>Scheduling</p> <ul style="list-style-type: none"> Partner with administration to begin developing schedules Utilize teacher leveling tools and elective sheets | | | | |
| Career: | <p>Continue Scheduling with 8th graders and planning for the future Coordination of College Fair</p> <ul style="list-style-type: none"> Confirm attendance of college admission/military and other representatives Invite teachers to | Classroom XELLO lessons | | | |

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|-------------------|---|--|-------------------------------|---|--|
| | bring classes to the event XELLO | | | | |
| Social/Emotional: | Individual sessions Parent/teacher conferences | Need based group sessions Conflict resolution | Individual Sessions as needed | Identify Student Need for Food Pantry/Hygiene Program | |
| February | | | | | |
| Academic: | Begin collecting 8th grade scheduling sheets for 9th grade counselors | | | Organize and attend PTC | |
| Career: | Classroom Career Readiness lessons | | | MCTI application input meeting with participating district counselors | |
| Social/Emotional: | Welcome and orient new students to the school | Need based group sessions Conflict resolution | Individual Sessions as needed | Identify Student Need for Food Pantry/Hygiene Program | |
| March | | | | | |
| Academic: | Progress Report Review | | | Organize and attend PTC | |

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|-------------------|---|--|--|---|---------------------------------------|
| Career: | Classroom career readiness lessons | Follow up with students missing assigned XELLO lessons | High school counselors meet with 8th graders individually to discuss scheduling for 9th grade. | | |
| Social/Emotional: | Welcome and orient new students to the school | Need based group sessions Conflict resolution | Individual Sessions as needed | Identify Student Need for Food Pantry/Hygiene Program | |
| April | | | | | |
| Academic: | Report Card Review | | High school counselors meet with 8th graders individually to discuss scheduling for 9th grade. | Organize and attend PTC | Coordinate and organize state testing |
| Career: | XELLO/Career Education | Classroom XELLO lessons | | | |
| Social/Emotional: | Welcome and orient new students to the school | Need based group sessions Conflict resolution | Individual Sessions as needed | | |
| May | | | | | |
| Academic: | Progress Report Review | | | Organize and attend PTC | Coordinate and organize state testing |

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|-------------------|--|--|-------------------------------|---|--|
| Career: | Continue Scheduling with 8th graders and planning for the future Classroom Career Readiness lessons | Follow up with students missing assigned XELLO lessons | | | |
| Social/Emotional: | Welcome and orient new students to the school | Need based group sessions Conflict resolution | Individual Sessions as needed | Identify Student Need for Food Pantry/Hygiene Program | |
| June | | | | | |
| Academic: | Report Card Review Compile failure/retention lists for the principal | | | | |
| Career: | | | | | |
| Social/Emotional: | Transition meetings with grade 9 counselors for information sharing | | | Identify Student Need for Food Pantry/Hygiene Program | |
| July | | | | | |
| Academic: | Records review Schedule review Curriculum alignment | | Schedule new students | | |

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|------------------|-----------------------------------|--------------------------------|--|---|--|
| Career: | Transcript review | Final transcripts to colleges. | | | |
| Social/Emotional | Meeting with families (as needed) | | | | |
| August | | | | | |
| Academic: | Review schedules for coming year. | | | Parent communication regarding student schedules and circumstances. | |
| Career: | | | | | |
| Social/Emotional | | | | Meet with CHOP regarding food pantry program for coming year. | |

Ongoing K-6 Counselor Activities

| Counselor Related Activity | Counselor Domain Academic (A) | Counselor Domain Career (C) | Counselor Domain Social/Emotional (SE) | Non- Counselor Related Activity (Hours per year) |
|---|----------------------------------|-----------------------------------|--|---|
| Administration / Teacher Communication regarding students on caseload | X | | X | |
| Attend Faculty Meetings | | | | X (9 hours) |
| Attend IEP/Chapter 15 Meetings | X | X | X | |
| Attendance Monitoring | X | X | X | |
| Classroom Lessons | X | X | X | |
| Communicate with Outside Agencies | X | X | X | |
| Building Based Community Resource Coordinator | | | X | |
| District Counselor Meetings | X | | X | |
| Building Based Homeless Liaison | X | | X | |
| Individual Counselor Sessions w/ Students | X | X | X | |

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| Instructional Support Team(IST)/Student Assistance Program (SAP) Meetings | X | | X | |
| Large Group Presentations (Across Grade Level 2X's per yr.) | | | X | |
| Make Copies for Classroom Lessons | | | | X (20 hours) |
| Parent Communication- Students on Caseload | | | X | |
| Parent Meetings | X | X | X | |
| Parent/Teacher Liaison | X | X | X | |
| Prepare special education testing paperwork | X | | | |
| Provide Safe Environment for Students in Crisis w/ Special Needs and Behaviors | | | X | |
| Schedule Activities to Start Year | | | | X (60 hours) |
| School Crisis Team | | | X | |
| Small Group Counseling Sessions w/Students | X | X | X | |
| Test Preparations | | | | X (40 hours) |

Ongoing 7-8 Counselor Activities

| Counselor Related Activity | Counselor Domain Academic (A) | Counselor Domain Career (C) | Counselor Domain Social/Emotional (SE) | Non-Counselor Related Activity (Hours per year) |
|---|-------------------------------|-----------------------------|--|---|
| Administration / Teacher Communication regarding students on caseload | X | | X | |
| Attend Faculty Meetings | | | | X (9 hours) |
| Attend IEP/Chapter 15 Meetings | X | X | X | |
| Attendance Monitoring | X | X | X | |
| Child Study Team Meetings | X | | X | |
| District Counselor Meetings | X | | X | |
| Career Planning Meetings with students | X | X | X | |
| Communicate with outside agencies | X | X | X | |
| Individual Counselor Sessions w/ Students (min of 2 per student per year) | X | X | X | |
| Student Assistance Program (SAP) Meetings | X | | X | |

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|--|---|---|---|--------------|
| Large Group Presentations | | | X | |
| Parent Communication- Students on Caseload | | | X | |
| Coordinate and Attend Parent Meetings | X | X | X | |
| Prepare special education testing paperwork | X | | | |
| Provide Safe Environment for Students in Crisis w/ Special Needs and Behaviors | | | X | |
| Schedule Activities to Start Year | | | X | X (60 hours) |
| School Crisis Team | | | X | |
| Small Group Counseling Sessions w/Students | X | X | X | |
| Test Preparations | | | | X (40 hours) |
| Weekly Meetings with Teachers to discuss Student Concerns | X | | X | |

Ongoing 9-12 Counselor Activities

| Counselor Related Activity | Counselor Domain Academic (A) | Counselor Domain Career (C) | Counselor Domain Social/Emotional (SE) | Non-Counselor Related Activity (Hours per year) |
|---|-------------------------------|-----------------------------|--|---|
| Administration / Teacher Communication regarding students on caseload | X | | X | |
| Attend Faculty Meetings | | | | X (9 hours) |
| Attend IEP/Chapter 15 Meetings | X | X | X | |
| Attendance Monitoring | X | X | X | |
| District Counselor Meetings | X | | X | |
| Career Planning Meetings with students | X | X | X | |
| Communicate with outside agencies | X | X | X | |
| Individual Counselor Sessions w/ Students (min of 2 per student per year) | X | X | X | |
| Student Assistance Program (SAP)/Child Study Team (CST) Meetings | X | | X | |
| Large Group Presentations | | X | X | |
| Parent Communication- Students on Caseload | | | X | |
| Coordinate and Attend Parent Meetings | X | X | X | |

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| Prepare special education testing paperwork | X | | | |
| Provide Safe Environment for Students in Crisis w/ Special Needs and Behaviors | | | X | |
| Schedule Activities to Start Year | | | | X (60 hours) |
| School Crisis Team | | | X | |
| Small Group Counseling Sessions w/Students | X | X | X | |
| Test Preparations | | | | X (40 hours) |
| Weekly Meetings with Teachers to discuss Student Concerns | X | | X | |
| Cardinal/Panther Period Curriculum Lessons | | | X | |
| Welcome new students to school | X | X | X | |
| Career readiness classroom lessons (9th - 12th grade) | | X | | |
| Refer students to food pantry | | | X | |

COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

Grades K-6

| Guidance Curriculum | Prevention, Intervention and Responsive Services | Individual Student Planning | System Support |
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| Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12. | Addresses school and student needs. | Assists students and parents in development of academic and career plans. | 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 student academic and occupational planning, decision making, goal setting and preparing for academic transitions. | Purpose Program delivery and support. |
| Academic Attend Meet the Teacher Night and Parent/Teacher Conferences. Schedule Parent Teacher Conferences as needed Develop and implement a minimum of monthly classroom guidance lessons -Second Step Lessons -XELLO Lessons -Go Noodle SEL Lessons -need based lessons Review grades regularly to track student progress. | Academic Attend Meet the Teacher Night and Parent/Teacher Conferences. Schedule parent teacher conferences as needed TIPS Referrals/Attendance Monitoring “As per IEP” Counseling for out-of-state transfer students Review grades regularly to track student progress Meet with students who are failing one or more core subjects. | Academic Attend Meet the Teacher Night and Parent/Teacher Conferences. Schedule Parent/Teacher conferences as needed. “As per IEP” Counseling for out-of-state transfer students Review grades regularly to track student progress - Meet with students who are failing one or more core subjects. | Academic Records Review Participation in Child Study Teams - Responsible for gathering data for psycho-educational (parent input/teacher input & other supporting documents), and providing to school psychologist *Initial Gifted Psycho-Educational Assessments - Responsible for administering K-BIT Gifted Screenings - Responsible for securing signatures from parents/guardians for initial evaluation. - Responsible for gather data for psycho-educational and gifted psycho- |

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| | | | <p>educational evaluations (parent input/teacher input & other supporting documents), and providing to school psychologist</p> <p>*Occupational Therapy Referrals and 504 Case Management</p> <ul style="list-style-type: none"> - Responsible for generating and issuing PTE for 504 evaluations - Responsible for gathering data for 504 evaluations - Coordinator and Facilitator of 504 Team Review - Responsible for developing 504 Service Plan - Responsible for distributing 504 Service Plan to required team members - Coordinator of annual review and distribution of all 504 service plans <p>*“As Needed” Participation</p> <ul style="list-style-type: none"> - GIEP Team Meetings - IEP Team Meetings - FBA Meetings <p>Coordinator for Homebound placements</p> <ul style="list-style-type: none"> - Submit Applications - Secure/monitor homebound instructors <p>TIPS Referrals/Attendance Monitoring</p> <p>Registration Responsibilities</p> <ul style="list-style-type: none"> - Initial Registration Review - Acquisition of Records for New/Transfer students <p>Coordination & assistance with proctoring of PSSA Testing and /Other State Assessments</p> |
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| | | | <ul style="list-style-type: none"> - Responsible for coordination and distribution of all testing materials - Responsible for proctoring as needed - Responsible for coordination of testing make-ups <p>Assist with coordination of kindergarten registration program.</p> <p>Assist principal with student placement recommendations for the following school year.</p> <p>Early Intervention (EI) Kindergarten Registration</p> <ul style="list-style-type: none"> - Communication with HEAD START programmers - Attend meetings with IU personnel and parent/guardian of EI students who are registering for kindergarten - Partner with school psychologist, speech teacher, school nurse to review records - Identify students who will require initial evaluations - Responsible for generating, issuing, and receiving signed PTRE & NOREP for speech evaluations - Responsible for gathering data for psycho-educational evaluations (parent input & other supporting documents), and providing to school psychologist |
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| <p>Career Teach XELLO lessons throughout the year.</p> <ul style="list-style-type: none"> - The connection between educational achievement and career success - How personal preferences influence career choice - Examining students' interests, abilities, and personality as they relate to careers <p>-Plan MCTI lessons for 5th grade</p> | <p>Career Teach XELLO lessons in small groups for children who are struggling.</p> <ul style="list-style-type: none"> - The connection between educational achievement and career success - How personal preferences influence career choice - Examining students' interests, abilities, and personality as they relate to careers | <p>Career Assist kids who are struggling with XELLO</p> <ul style="list-style-type: none"> - The connection between educational achievement and career success - How personal preferences influence career choice - Examining students' interests, abilities, and personality as they relate to careers | <p>Career</p> |
| <p>Personal/Social Develop and implement a minimum of monthly classroom guidance lessons</p> <ul style="list-style-type: none"> -Second Step Lessons -Bully Prevention -XELLO Lessons -Go Noodle SEL Lessons -need based lessons <p>Small Groups</p> <ul style="list-style-type: none"> - Organize groups for ALL students - Example Topics: Social Skills, Self Esteem, Conflict Resolution, Add topics as needed <p>Student complaint/Concern Process</p> <p>Participate in School Wide Positive Behavior Support Plan</p> | <p>Personal/Social Teacher/Parent/Administrator Conferences</p> <p>Need Based Group Sessions</p> <ul style="list-style-type: none"> - Bullying/Cyber-bullying - Anger Management - Grief - General Support Group - Drug & Alcohol - Social Skills - Self Esteem - Conflict Resolution <p>Small Group/Classroom Guidance Lessons</p> <ul style="list-style-type: none"> - Bully Prevention | <p>Personal/Social Schedule individual meetings with students as necessary</p> <ul style="list-style-type: none"> - Conflict Resolution - Problem Solving/Decision Making strategies - Student complaints/concerns <p>Check-In/Check-Out" Mentor</p> <ul style="list-style-type: none"> - Coordinator and developer of behavior plans - Monitor student progress - Participation in SWIS Data Review Teams <p>Teacher/Parent/Administrator Conferences</p> <p>Daily crisis intervention</p> <ul style="list-style-type: none"> - Primary contact for teachers/administration/staff when students are "in crisis" - Restraining children as needed | <p>Personal/Social Attend behavior meetings (as needed)</p> <p>Assist in identifying "needy" list for holiday events (Christmas, Hanukkah, Easter, etc.)</p> |

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| <ul style="list-style-type: none"> - Reward-based incentive plan - Member of School Counseling department must be a member of School-Wide Positive Behavior Support Committee | <p>District-wide crisis intervention (death/suicide/crisis within the district)</p> <ul style="list-style-type: none"> - Grief counseling as needed within building - Grief counseling as needed within district <p>Crisis Management</p> <ul style="list-style-type: none"> - Conduct risk assessments - Coordinate Crisis Teams (as needed) with Administration/Nurse/MH Facilitator - Referrals to community agencies <p>“As per IEP” Counseling for out-of-state transfer students</p> | <ul style="list-style-type: none"> - Responding when students run out of the building - Intervening when students are crying in class <p>Crisis Management</p> <ul style="list-style-type: none"> - Conduct risk assessments - Coordinate Crisis Teams (as needed) with Administration/Nurse/MH Facilitator - Referrals to community agencies <p>“As per IEP” Counseling for out-of-state transfer students</p> | |
| <p>Counselor Role</p> <p>Guidance curriculum implementation</p> <ul style="list-style-type: none"> - Classroom lessons - Friendship groups - Consultation for faculty, staff and parents/guardians | <p>Counselor Role</p> <ul style="list-style-type: none"> - Classroom lessons - Small group counseling - Assessment | <p>Counselor Role</p> <ul style="list-style-type: none"> - Assessment - Individual counseling - Small group counseling | <p>Counselor Role</p> <ul style="list-style-type: none"> - Develop and manage program coordination (504, GIEP, “needy family” programs, mentoring programs, peer tutoring programs, etc.) - Develop relationships and partnerships - Consultation - Academic Planning - Academic Placement - Referrals |
| <p>Percentage of Time</p> <p>25%</p> | <p>Percentage of Time</p> <p>25%</p> | <p>Percentage of Time</p> <p>20%</p> | <p>Percentage of Time</p> <p>30%</p> |

COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

Grades 7-8

| Guidance Curriculum | Prevention, Intervention and Responsive Services | Individual Student Planning | System Support |
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| Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12. | Addresses school and student needs. | Assists students and parents in development of academic and career plans. | 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 student academic and occupational planning, decision making, goal setting and preparing for academic transitions. | Purpose Program delivery and support. |
| Academic Records Review Review Schedules <u>Scheduling Process</u> - Review Curriculum/Course of Study with all 8th graders - Review graduation requirements for 9th – 12th grades - Gather elective selections for 8th going into 9th, and forward to high school counselors - Gather leveling recommendations for all subjects and forward to high school counselors - Forward schedule updates to counselors | Academic Records Review Review Schedules Coordinate and attend Parent/Teacher Conferences (including securing coverage as necessary) Weekly participation in Team meetings with core teachers of students Minimum of 2 individual sessions per student per year - Reviewing/discussing student schedule, grades and attendance - Reviewing progress reports | Academic Records Review Review Schedules Coordinate and attend Parent/Teacher Conferences (including securing coverage as necessary) Minimum of 2 individual sessions per student per year - Exploring extra-curricular activities - Problem solving skills as related to grades - Monroe Career and Technical Institute (MCTI) application process (8 th into 9 th grade) “As per IEP” Counseling for out-of-state transfer students | Academic Records Review Review Schedules Scheduling Process - Review Curriculum/Course of Study with all 8 th graders - Review graduation requirements for 9 th – 12 th grades - Gather elective selections for 8 th going into 9 th , and forward to high school counselors - Gather leveling recommendations for all subjects and forward to high school counselors - Forward schedule updates to counselors |

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| <p>Coordinate and attend Parent/Teacher Conferences (including securing coverage as necessary)</p> <p>Weekly participation in Team meetings with core teachers of students</p> <p>Minimum of 2 individual sessions per student per year</p> <ul style="list-style-type: none"> - Reviewing/discussing student schedule, grades and attendance - Reviewing progress reports - Discussing correlation of grades and study habits/time management skills/test taking skills to future goals - Exploring extra-curricular activities - Problem solving skills as related to grades - Monroe Career and Technical Institute (MCTI) application process (8th into 9th grade) | <ul style="list-style-type: none"> - Discussing correlation of grades and study habits/time management skills/test taking skills to future goals - Exploring extra-curricular activities - Problem solving skills as related to grades - Monroe Career and Technical Institute (MCTI) application process (8th into 9th grade) <p>TIPS Referrals/Attendance Monitoring</p> <p>“As per IEP” Counseling for out-of-state transfer students</p> <p>Special Education Scheduling for New/Transfer Students</p> | <p>Special Education Scheduling for New/Transfer Students</p> | <p>Participation in Child Study Teams</p> <p>* Initial Evaluations</p> <ul style="list-style-type: none"> - Responsible for generating PTE & NOREP for initial speech evaluations - Responsible for gathering data for psycho-educational (parent input/teacher input & other supporting documents), and providing to school psychologist <p>*Initial Gifted Psycho-Educational Assessments</p> <ul style="list-style-type: none"> - Responsible for administering K-BITT Gifted Screenings - Responsible for generating PTE for Gifted Psycho-educational evaluation, and securing signatures from parents/guardians - Responsible for gather data for psycho-educational and gifted psycho-educational evaluations (parent input/teacher input & other supporting documents), and providing to school psychologist <p>*Occupational Therapy Referrals and 504 Case Management</p> <ul style="list-style-type: none"> - Responsible for generating and issuing PTE for 504 evaluations - Responsible for gathering data for 504 evaluations - Coordinator and Facilitator of 504 Team Review - Responsible for developing 504 Service Plan |
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| | | | <ul style="list-style-type: none"> - Responsible for distributing 504 Service Plan to required team members - Coordinator of annual review and distribution of all 504 service plans <p>*“As Needed” Participation</p> <ul style="list-style-type: none"> - GIEP Team Meetings - IEP Team Meetings - FBA Meetings <p>Case Manager/Coordinator for Regular Education Out-of-District Placements</p> <p>Coordinator for Homebound placements</p> <ul style="list-style-type: none"> - Submit Applications - Secure/monitor homebound instructors <p>TIPS Referrals/Attendance Monitoring</p> <p>Registration Responsibilities</p> <ul style="list-style-type: none"> - Initial Registration Review - Acquisition of Records for New/Transfer students <p>Case management of PMLA students</p> <ul style="list-style-type: none"> - Initial referrals - Transfer paperwork - Monitoring PMLA students - Review Schedules |
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| | | | <p>Monroe Career and Technical Institute (MCTI) application process (8th into 9th grade)</p> <p>Coordination & assistance with proctoring of Keystone Testing/Other state assessments</p> <ul style="list-style-type: none"> - Responsible for coordination and distribution of all testing materials - Responsible for proctoring as needed - Responsible for coordination of testing make-ups |
| <p>Career</p> <p>Minimum of 2 individual sessions per student per year</p> <p>Individual and group meetings with counselors to discuss the following topics:</p> <ul style="list-style-type: none"> - Career plans and goals - The importance of planning - Course and extra-curricular selection - Career clusters - Discussing appropriate course selection pertaining to career interest - The connection between educational achievement and career success - How personal preferences influence career choice | <p>Career</p> <p>Minimum of 2 individual sessions per student per year</p> <p>Small Group/Classroom Guidance Lessons</p> <ul style="list-style-type: none"> - Careers <p>Individual and group meetings with counselors to discuss the following topics:</p> <ul style="list-style-type: none"> - Career plans and goals - The importance of planning - Course and extra-curricular selection - Career clusters - Discussing appropriate course selection pertaining to career interest - The connection between educational achievement and career success - How personal preferences influence career choice | <p>Career</p> <p>Minimum of 2 individual sessions per student per year</p> <p>Small Group/Classroom Guidance Lessons</p> <ul style="list-style-type: none"> - Careers <p>Individual and group meetings with counselors to discuss the following topics:</p> <ul style="list-style-type: none"> - Career plans and goals - The importance of planning - Course and extra-curricular selection - Career clusters - Discussing appropriate course selection pertaining to career interest - The connection between educational achievement and career success - How personal preferences influence career choice | <p>Career</p> |

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| - Examining students' interests, abilities, and personality as they relate to careers | - Examining students' interests, skills, strengths, abilities, and personality as they relate to careers | - Examining students' interests, abilities, and personality as they relate to careers | |
| Personal/Social Minimum of 2 individual sessions per student per year - Reviewing and discussing culpability of academic and behavioral issues - Create and conduct student questionnaire for all students *Interests/Hobbies *Academic Strengths *Family information *Personal Goals *Personal Challenges Student complaint/Concern Process | Personal/Social Minimum of 2 individual sessions per student per year - Reviewing and discussing culpability of academic and behavioral issues - Conflict Resolution - Problem Solving/Decision Making strategies - Create and conduct student questionnaire for all students *Interests/Hobbies *Academic Strengths *Family information *Personal Goals *Self Advocacy/Awareness *Personal Challenges *Future real-life implications of career choices. *Analyzing career/educational choices of key role models. Teacher/Parent/Administrator Conferences Need Based Group Sessions - Bullying/Cyber-bullying - Anger Management - Grief - General Support Group - Drug & Alcohol - Social Skills - Self Esteem - Conflict Resolution | Personal/Social Minimum of 2 individual sessions per student per year - Reviewing and discussing culpability of academic and behavioral issues - Conflict Resolution - Problem Solving/Decision Making strategies - Create and conduct student questionnaire for all students *Interests/Hobbies *Academic Strengths *Family information *Personal Goals *Personal Challenges Teacher/Parent/Administrator Conferences Need Based Group Sessions - Bullying/Cyber-bullying - Anger Management - Grief - General Support Group - Drug & Alcohol - Social Skills - Self Esteem - Conflict Resolution Small Group/Classroom Guidance Lessons - Bully Prevention Crisis Management - Conduct risk assessments | Personal/Social Participation in Student Assistance Program (SAP) Teams *A counselor on the team is responsible for being the Student Assistant Program Coordinator Counselors are the designated case managers for students who are referred to SAP - Responsible for gathering data from administration, teachers and staff members - Report back to SAP Team - Support and execute the SAP Team's decision |

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| | <p>Small Group/Classroom Guidance Lessons</p> <ul style="list-style-type: none"> - Bully Prevention <p>Crisis Management</p> <ul style="list-style-type: none"> - Conduct risk assessments - Coordinate Crisis Teams (as needed) with Administration/Nurse/MH Facilitator - Referrals to community agencies <p>“As per IEP” Counseling for out-of-state transfer students</p> <p>Special Education Scheduling for New/Transfer Students</p> | <ul style="list-style-type: none"> - Coordinate Crisis Teams (as needed) with Administration/Nurse/MH Facilitator - Referrals to community agencies <p>“As per IEP” Counseling for out-of-state transfer students</p> <p>Special Education Scheduling for New/Transfer Students</p> | |
| <p>Counselor Role</p> <p>Guidance curriculum implementation</p> <ul style="list-style-type: none"> - Individual counseling - Small group counseling - Classroom lessons - Consultation for faculty, staff and parents/guardians | <p>Counselor Role</p> <ul style="list-style-type: none"> - Classroom lessons - Small group counseling - Assessment | <p>Counselor Role</p> <ul style="list-style-type: none"> - Assessment - Individual counseling - Small group counseling | <p>Counselor Role</p> <ul style="list-style-type: none"> - Develop and manage program coordination (504, GIEP, “needy family” programs, mentoring programs, peer tutoring programs, etc.) - Develop relationships and partnerships - Consultation - Academic Planning - Academic Placement - Referrals |
| <p>Percentage of Time</p> <p>20%</p> | <p>Percentage of Time</p> <p>20%</p> | <p>Percentage of Time</p> <p>20%</p> | <p>Percentage of Time</p> <p>40%</p> |

COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

Grades 9-12

| Guidance Curriculum | Prevention, Intervention and Responsive Services | Individual Student Planning | System Support |
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| Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12. | Addresses school and student needs. | Assists students and parents in development of academic and career plans. | 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 student academic and occupational planning, decision making, goal setting and preparing for academic transitions. | Purpose Program delivery and support. |
| Academic Minimum of 2 individual sessions per student per year, (12th) Conferences regarding college application process and due dates, Reviewing/discussing student transcript, GPA, rank, attendance and graduation requirements, Reviewing progress reports, Discussing correlation of grades and study habits/time management skills/test taking skills to future goals, | Academic Minimum of 2 individual sessions per student per year TIPS Referrals/Attendance Monitoring “As per IEP” Counseling for out-of-state transfer students Special Education Scheduling for New/Transfer Students (12th) Conferences regarding college application process and due dates | Academic Minimum of 2 individual sessions per student per year “As per IEP” Counseling for out-of-state transfer students Special Education Scheduling for New/Transfer Students Parent/Teacher Conferences Exploring extra-curricular activities Problem solving skills as related to grades | Academic Review Schedules Curriculum Alignment Transcript Reviews Graduation Requirements Scheduling for new students Updating transcripts Summer School credits |

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| <p>Exploring extra-curricular activities,</p> <p>Problem solving skills as related to grades,</p> <p>Monroe Career and Technical Institute (MCTI) application process,</p> <p>(12th) Conferences regarding college application process and due dates</p> | <p>Reviewing/discussing student transcript, GPA, rank, attendance and graduation requirements</p> <p>Reviewing progress reports and report cards</p> <p>Discussing correlation of grades and study habits/time management skills/test taking skills to future goals</p> <p>Exploring extra-curricular activities</p> <p>Problem solving skills as related to grades</p> <p>Monroe Career and Technical Institute (MCTI) application process</p> <p>(12th) Conferences regarding college application process and due dates</p> <p>SUMMER SCHOOL/CREDIT RECOVERY</p> <ul style="list-style-type: none"> - Implement application process for all students who will be credit deficient - Forward applications to Central Admin for Processing | <p>Monroe Career and Technical Institute (MCTI) application process</p> <p>(12th) Conferences regarding college application process and due dates</p> <p>SUMMER SCHOOL/CREDIT RECOVERY</p> <ul style="list-style-type: none"> - Implement application process for all students who will be credit deficient - Forward applications to Central Admin for Processing <p>Collect senior surveys/final transcript form</p> <p>Forward final transcript to colleges/universities</p> | <p>Credit Recovery</p> <p>Final transcripts to colleges</p> <p>Minimum of 2 individual sessions per student per year</p> <p>Participation in Child Study Teams Initial Evaluations</p> <p>Responsible for generating PTE & NOREP for initial speech evaluations</p> <p>Responsible for gathering data for psycho-educational (parent input/teacher input & other supporting documents), and providing to school psychologist Initial Gifted Psycho-Educational Assessments</p> <p>Responsible for administering K-BITT Gifted Screenings</p> <p>Responsible for generating PTE for Gifted Psycho-educational evaluation, and securing signatures from parents/guardians</p> <p>Responsible for gather data for psycho-educational and gifted psycho-educational evaluations (parent input/teacher input & other supporting documents), and providing to school psychologist</p> |
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| | | | <p>Occupational Therapy Referrals and 504 Case Management</p> <ul style="list-style-type: none"> - Responsible for generating and issuing PTE for 504 evaluations - Responsible for gathering data for 504 evaluations - Coordinator and Facilitator of 504 Team Review - Responsible for developing 504 Service Plan - Responsible for distributing 504 Service Plan to required team members - Coordinator of annual review and distribution of all 504 service plans <p>“As Needed” Participation</p> <ul style="list-style-type: none"> - GIEP Team Meetings - IEP Team Meetings - FBA Meetings <p>Case Manager/Coordinator for Regular Education Out-of-District Placements</p> <p>Coordinator for Homebound placements</p> <ul style="list-style-type: none"> - Submit Applications - Secure/monitor homebound instructors <p>Case Manager/Coordinator for Monroe County Vocational Technical Institute program support and placements</p> <p>Coordinator for The College Board’s Advanced Placement testing</p> |
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| | | | <ul style="list-style-type: none"> - Communication liaison for AP teachers and College Board - Coordinate and collect for student registrations and fees - Responsible for the ordering and organization of AP examination booklets and materials - Responsible for the organization of AP examination schedule - Responsible for the return of all AP examination materials to the College Board <p>TIPS Referrals/Attendance Monitoring</p> <p>Registration Responsibilities</p> <ul style="list-style-type: none"> - Initial Registration Review - Acquisition of Records for New/Transfer students <p>Case management of PMLA students</p> <ul style="list-style-type: none"> - Initial referrals - Transfer paperwork <p>Monitoring PMLA students</p> <ul style="list-style-type: none"> - Review Schedules <p>Curriculum Alignment</p> <p>Transcript Reviews</p> <p>Graduation Requirements</p> <p>Scheduling for new students</p> <p>Updating transcripts</p> <p>Summer School credits</p> |
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| | | | <p>Credit Recovery</p> <p>Monroe Career and Technical Institute (MCTI) application process</p> <p>Assist with coordination & proctoring of Keystone Testing/Other State Testing</p> <ul style="list-style-type: none"> - Responsible for coordination and distribution of all testing materials - Responsible for proctoring as needed - Responsible for coordination of testing make-ups <p>PROCTOR AP TESTING</p> |
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| <p>Career</p> <p>Minimum of 2 individual sessions per student per year</p> <p>Individual and group meetings with counselors to discuss the following topics:</p> <ul style="list-style-type: none"> - Career plans and goals - The importance of planning - Course and extra-curricular selection - Career clusters - Discussing appropriate course selection pertaining to career interest - The connection between educational achievement and career success - How personal preferences influence career choice - Examining students' interests, abilities, and personality as they relate to careers <p>Organize and implement College/military information sessions on PMSD campus for Grades 11 & 12</p> <p>Organize and implement college Admissions Counselor visits</p> <p>Resume review</p> <p>Early Decision/Early Action applications to colleges</p> | <p>Career</p> <p>Minimum of 2 individual sessions per student per year</p> <p>Individual and group meetings with counselors to discuss the following topics:</p> <ul style="list-style-type: none"> - Career plans and goals - The importance of planning - Course and extra-curricular selection - Career clusters - Discussing appropriate course selection pertaining to career interest - The connection between educational achievement and career success - How personal preferences influence career choice - Examining students' interests, abilities, and personality as they relate to careers <p>Organize and implement College/military information sessions on PMSD campus for Grades 11 & 12</p> <p>Organize and implement college Admissions Counselor visits</p> <p>Resume review</p> <p>Early Decision/Early Action applications to colleges</p> | <p>Career</p> <p>Minimum of 2 individual sessions per student per year</p> <p>Individual and group meetings with counselors to discuss the following topics:</p> <ul style="list-style-type: none"> - Career plans and goals - The importance of planning - Course and extra-curricular selection - Career clusters - Discussing appropriate course selection pertaining to career interest - The connection between educational achievement and career success - How personal preferences influence career choice - Examining students' interests, abilities, and personality as they relate to careers <p>Organize and implement College/military information sessions on PMSD campus for Grades 11 & 12</p> <p>Organize and implement college Admissions Counselor visits</p> <p>Resume review</p> <p>Early Decision/Early Action applications to colleges</p> | <p>Career</p> |
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| <p>Personal/Social</p> <p>Minimum of 2 individual sessions per student per year</p> <p>Reviewing and discussing culpability of academic and behavioral issues</p> | <p>Personal/Social</p> <p>Minimum of 2 individual sessions per student per year</p> <p>“As per IEP” Counseling for out-of-state transfer students</p> <p>Special Education Scheduling for New/Transfer Students</p> <p>Reviewing and discussing culpability of academic and behavioral issues</p> <p>Conflict Resolution</p> <p>Problem Solving/Decision Making strategies</p> <p>Teacher/Parent/Administrator Conferences</p> <p>Need Based Group Sessions</p> <ul style="list-style-type: none"> - Cyber-bullying - Anger Management - Grief - General Support Group - Drug & Alcohol <p>Crisis Management</p> <ul style="list-style-type: none"> - Conduct risk assessments - Coordinate Crisis Teams (as needed) with Administration/Nurse/MH Facilitator - Referrals to community agencies | <p>Personal/Social</p> <p>Minimum of 2 individual sessions per student per year</p> <p>“As per IEP” Counseling for out-of-state transfer students</p> <p>Special Education Scheduling for New/Transfer Students</p> <p>Reviewing and discussing culpability of academic and behavioral issues</p> <p>Conflict Resolution</p> <p>Problem Solving/Decision Making strategies</p> <p>Teacher/Parent/Administrator Conferences</p> <p>Need Based Group Sessions</p> <ul style="list-style-type: none"> - Cyber-bullying - Anger Management - Grief - General Support Group - Drug & Alcohol <p>Crisis Management</p> <ul style="list-style-type: none"> - Conduct risk assessments - Coordinate Crisis Teams (as needed) with Administration/Nurse/MH Facilitator - Referrals to community agencies | <p>Personal/Social</p> <p>Participation in Student Assistance Program (SAP Teams)</p> <p>A counselor on the team is responsible for being the Student Assistant Program Coordinator</p> <p>Counselors are the designated case managers for students who are referred to SAP</p> <ul style="list-style-type: none"> - Responsible for gathering data from administration, teachers and staff members - Report back to SAP Team - Support and execute the SAP Team’s decision |
|--|--|--|---|

| | | | |
|--|--|--|---|
| Counselor Role Guidance curriculum implementation - Individual counseling - Small group counseling - Classroom lessons - Consultation for faculty, staff and parents/guardians | Counselor Role - Individual counseling - Small group counseling - Assessment | Counselor Role - Assessment - Individual counseling - Small group counseling | Counselor Role - Develop and manage program coordination (504, GIEP, “needy family” programs, mentoring programs, peer tutoring programs, etc.) - Develop relationships and partnerships - Consultation - Academic Planning - Academic Placement - Referrals |
| Percentage of Time 20% | Percentage of Time 20% | Percentage of Time 30% | Percentage of Time 30% |

Curriculum Action Plan

Kindergarten Curriculum Action Plan

| Lesson Content/ Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders | Contact Person | Indicator |
|---|---|---|---------------------|-----------------------------|----------------------|---|---------------------|------------------|----------------------------|
| XELLO K-2 | M1, M2, M5, M6, B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS8, B-LS9, B-LS10, B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS9, | Xello Software | October-March | 415 | Kindergarten Classes | Completion of Game Play | Students, Educators | School Counselor | Career Standards Benchmark |
| Second Step Curriculum | M3, M4, M5, B-LS1, B-LS2, B-LS4, B-LS7, B-LS9, B-SMS1, B-SMS2, B-SMS3, B-SMS5, B-SMS6, B-SMS7, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS8, B-SS9 | Second Step Digital Curriculum, Paper/Pencil Activity | September-April | 415 | Kindergarten Classes | Students will begin to establish self awareness and friendship skills | Students, Educators | School Counselor | Career Standards Benchmark |
| Second Step Bully Prevention Curriculum | M2, B-LS9, B-SMS-1, B-SMS2, B-SMS7, B-SMS9, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10 | Second Step Digital Curriculum, Paper/Pencil Activity | October | 415 | Kindergarten Classes | Students will be able to identify and learn to stop bullying. | Students, Educators | School Counselor | Career Standards Benchmark |

2nd Grade Curriculum Action Plan

| Lesson Content/ Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders | Contact Person | Indicator |
|---|---|---|---------------------|-----------------------------|-------------------|---|---------------------|------------------|----------------------------|
| XELLO K-2 | M1, M2, M5, M6, B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS8, B-LS9, B-LS10, B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS9, | Xello Software | October-March | 604 | 2nd Grade Classes | Completion of Game Play | Students, Educators | School Counselor | Career Standards Benchmark |
| Second Step Curriculum | M3, M4, M5, B-LS1, B-LS2, B-LS4, B-LS7, B-LS9, B-SMS1, B-SMS2, B-SMS3, B-SMS5, B-SMS6, B-SMS7, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS8, B-SS9 | Second Step Digital Curriculum, Paper/Pencil Activity | September-April | 604 | 2nd Grade Classes | Students will learn social skills and problem solving. | Students, Educators | School Counselor | Career Standards Benchmark |
| Second Step Bully Prevention Curriculum | M2, B-LS9, B-SMS-1, B-SMS2, B-SMS7, B-SMS9, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10 | Second Step Digital Curriculum, Paper/Pencil Activity | October | 604 | 2nd Grade Classes | Students will be able to identify and learn to stop bullying. | Students, Educators | School Counselor | Career Standards Benchmark |

3rd Grade Curriculum Action Plan

| Lesson Content/ Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders | Contact Person | Indicator |
|---|--|---|---------------------|-----------------------------|-------------------|---|---------------------|------------------|----------------------------|
| XELLO 3-5 | M1, M2, M3, M4, M5, M6, B-LS1, B-LS3, B-LS4, B-LS5, B-LS6, B-LS7, B-LS8, B-LS9, B-LS10, B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS6, B-SMS7 B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10 CEW 13.1.5 | Xello Software | October-March | 564 | 3rd Grade Classes | Completion of Xello Grade Level Lessons. | Students, Educators | School Counselor | Career Standards Benchmark |
| Second Step Curriculum | M3, M4, M5, B-LS1, B-LS2, B-LS4, B-LS7, B-LS9, B-SMS1, B-SMS2, B-SMS3, B-SMS5, B-SMS6, B-SMS7, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS8, B-SS9 | Second Step Digital Curriculum, Paper/Pencil Activity | September-April | 564 | 3rd Grade Classes | Students will learn social skills and problem solving. | Students, Educators | School Counselor | Career Standards Benchmark |
| Second Step Bully Prevention Curriculum | M2, B-LS9, B-SMS-1, B-SMS2, B-SMS7, B-SMS9, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10 | Second Step Digital Curriculum, Paper/Pencil Activity | October | 564 | 3rd Grade Classes | Students will be able to identify and learn to stop bullying. | Students, Educators | School Counselor | Career Standards Benchmark |

4th Grade Curriculum Action Plan

| Lesson Content/ Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders | Contact Person | Indicator |
|---|--|---|---------------------|-----------------------------|-------------------|---|---------------------|------------------|----------------------------|
| XELLO 3-5 | M1, M2, M3, M4, M5, M6, B-LS1, B-LS3, B-LS4, B-LS5, B-LS6, B-LS7, B-LS8, B-LS9, B-LS10, B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS6, B-SMS7 B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10 CEW 13.1.5, CEW 13.2.5 | Xello Software | October-March | 544 | 4th Grade Classes | Completion of Xello Grade Level Lessons. | Students, Educators | School Counselor | Career Standards Benchmark |
| Second Step Curriculum | M3, M4, M5, B-LS1, B-LS2, B-LS3, B-LS4, B-LS7, B-LS9, B-SMS1, B-SMS2, B-SMS3, B-SMS5, B-SMS6, B-SMS7, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS8, B-SS9 | Second Step Digital Curriculum, Paper/Pencil Activity | September-April | 544 | 4th Grade Classes | Students will learn social skills and problem solving. | Students, Educators | School Counselor | Career Standards Benchmark |
| Second Step Bully Prevention Curriculum | M2, B-LS9, B-SMS-1, B-SMS2, B-SMS7, B-SMS9, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10 | Second Step Digital Curriculum, Paper/Pencil Activity | October | 544 | 4th Grade Classes | Students will be able to identify and learn to stop bullying. | Students, Educators | School Counselor | Career Standards Benchmark |

5th Grade Curriculum Action Plan

| Lesson Content/ Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders | Contact Person | Indicator |
|---|---|---|---------------------|-----------------------------|-------------------|---|---------------------|------------------|----------------------------|
| XELLO 3-5 | M1, M2, M3 M4, M5, M6, B-LS1, B-LS3, B-LS4, B-LS5, B-LS6, B-LS7, B-LS8, B-LS9, B-LS10, B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS6, B-SMS7 B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10, CEW 13.3.5, CEW 13.4.5 | Xello Software | October-March | 571 | 5th Grade Classes | Completion of Xello Grade Level Lessons. | Students, Educators | School Counselor | Career Standards Benchmark |
| Second Step Curriculum | M3, M4, M5, B-LS1, B-LS2, B-LS3, B-LS4, B-LS7, B-LS9, B-SMS1, B-SMS2, B-SMS3, B-SMS5, B-SMS6, B-SMS7, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS8, B-SS9 | Second Step Digital Curriculum, Paper/Pencil Activity | September-April | 571 | 5th Grade Classes | Students will learn social skills and problem solving. | Students, Educators | School Counselor | Career Standards Benchmark |
| Second Step Bully Prevention Curriculum | M2, B-LS9, B-SMS-1, B-SMS2, B-SMS7, B-SMS9, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10 | Second Step Digital Curriculum, Paper/Pencil Activity | October | 571 | 5th Grade Classes | Students will be able to identify and learn to stop bullying. | Students, Educators | School Counselor | Career Standards Benchmark |

6th Grade Curriculum Action Plan

| Lesson Content/ Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders | Contact Person | Indicator |
|------------------------------------|---|---|---------------------|-----------------------------|-------------------|--|---------------------|------------------|----------------------------|
| XELLO 6-12 | M1, M2, M3, M4, M5, M6, B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS6, B-LS7, B-LS8, B-LS9, B-LS10, B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS6, B-SMS7, B-SMS8, B-SMS9, B-SMS10, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10, CEW 13.1.8, CEW 13.3.8 | Xello Software | September-March | 545 | 6th Grade Classes | Completion of Xello Grade Level Lessons. | Students, Educators | School Counselor | Career Standards Benchmark |
| Second Step Curriculum | M1, M2, M3, M4, M5, M6, B-LS1, B-LS2, B-LS3, B-LS4, B-LS7, B-LS9, B-LS10, B-SMS1, B-SMS2, B-SMS4, B-SMS5, B-SMS6, B-SMS7, B-SMS8, B-SMS10, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10 | Second Step Digital Curriculum, Paper/Pencil Activity | September-January | 545 | 6th Grade Classes | Students will learn social skills and problem solving. | Students, Educators | School Counselor | Career Standards Benchmark |

7th Grade Curriculum Action Plan

| Lesson Content/ Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders | Contact Person | Indicator |
|------------------------------------|---|--------------------------|---------------------|-----------------------------|-------------------|--|---------------------|------------------|----------------------------|
| XELLO 6-12 | M1, M2, M3, M4, M5, M6, B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS6, B-LS7, B-LS8, B-LS9, B-LS10, B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS6, B-SMS7, B-SMS8, B-SMS9, B-SMS10, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10, CEW 13.1.8, CEW 13.3.8 | Xello Software | September-March | 570 | 7th Grade Classes | Completion of Xello Grade Level Lessons. | Students, Educators | School Counselor | Career Standards Benchmark |
| | | | | 570 | 7th Grade Classes | | Students, Educators | School Counselor | Career Standards Benchmark |

8th Grade Curriculum Action Plan

| Lesson Content/ Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders | Contact Person | Indicator |
|------------------------------------|---|--------------------------|---------------------|-----------------------------|-------------------|--|---------------------|------------------|----------------------------|
| XELLO 6-12 | M1, M2, M3, M4, M5, M6, B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS6, B-LS7, B-LS8, B-LS9, B-LS10, B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS6, B-SMS7, B-SMS8, B-SMS9, B-SMS10, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10, CEW 13.2.8, CEW 13.4.8 | Xello Software | September-March | 611 | 8th Grade Classes | Completion of Xello Grade Level Lessons. | Students, Educators | School Counselor | Career Standards Benchmark |
| | | | | | 8th Grade Classes | | Students, Educators | School Counselor | Career Standards Benchmark |

9th Grade Curriculum Action Plan

| Lesson Content/ Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders | Contact Person | Indicator |
|------------------------------------|---|--------------------------|---------------------|-----------------------------|-------------------|--|---------------------|------------------|----------------------------|
| XELLO 6-12 | M1, M2, M3, M4, M5, M6, B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS6, B-LS7, B-LS8, B-LS9, B-LS10, B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS6, B-SMS7, B-SMS8, B-SMS9, B-SMS10, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10, CEW 13.1.11, CEW 13.3.11 | Xello Software | September-March | 604 | 9th Grade Classes | Completion of Xello Grade Level Lessons. | Students, Educators | School Counselor | Career Standards Benchmark |
| | | | | 604 | 9th Grade Classes | | Students, Educators | School Counselor | Career Standards Benchmark |

10th Grade Curriculum Action Plan

| Lesson Content/ Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders | Contact Person | Indicator |
|------------------------------------|--|--------------------------|---------------------|-----------------------------|--------------------|--|---------------------|------------------|----------------------------|
| XELLO 6-12 | M1, M2, M3, M4, M5, M6, B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS6, B-LS7, B-LS8, B-LS9, B-LS10, B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS6, B-SMS7, B-SMS8, B-SMS9, B-SMS10, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10, CEW 13.2.11, CEW 13.3.11, CEW 13.1.11 | Xello Software | September-March | 651 | 10th Grade Classes | Completion of Xello Grade Level Lessons. | Students, Educators | School Counselor | Career Standards Benchmark |
| | | | | 651 | 10th Grade Classes | | Students, Educators | School Counselor | Career Standards Benchmark |

11th Grade Curriculum Action Plan

| Lesson Content/ Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders | Contact Person | Indicator |
|------------------------------------|--|--------------------------|---------------------|-----------------------------|--------------------|--|---------------------|------------------|----------------------------|
| XELLO 6-12 | M1, M2, M3, M4, M5, M6, B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS6, B-LS7, B-LS8, B-LS9, B-LS10, B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS6, B-SMS7, B-SMS8, B-SMS9, B-SMS10, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10, CEW 13.2.11, CEW 13.4.11, CEW 13.1.11 | Xello Software | September-March | 625 | 11th Grade Classes | Completion of Xello Grade Level Lessons. | Students, Educators | School Counselor | Career Standards Benchmark |
| | | | | 625 | 11th Grade Classes | | Students, Educators | School Counselor | Career Standards Benchmark |

12th Grade Curriculum Action Plan

| Lesson Content/ Program Content | ASCA Domain and/or CEW Domain | Curriculum and Materials | Start and End Dates | Number of Students Affected | Location | Evaluation and Assessment | Stakeholders | Contact Person | Indicator |
|------------------------------------|---|--------------------------|---------------------|-----------------------------|--------------------|--|---------------------|------------------|----------------------------|
| XELLO 6-12 | M1, M2, M3, M4, M5, M6, B-LS1, B-LS2, B-LS3, B-LS4, B-LS5, B-LS6, B-LS7, B-LS8, B-LS9, B-LS10, B-SMS1, B-SMS2, B-SMS3, B-SMS4, B-SMS5, B-SMS6, B-SMS7, B-SMS8, B-SMS9, B-SMS10, B-SS1, B-SS2, B-SS3, B-SS4, B-SS5, B-SS6, B-SS7, B-SS8, B-SS9, B-SS10 | Xello Software | September-March | 628 | 12th Grade Classes | Completion of Xello Grade Level Lessons. | Students, Educators | School Counselor | Career Standards Benchmark |
| | | | | 628 | 12th Grade Classes | | Students, Educators | School Counselor | Career Standards Benchmark |

| Academic & Career Plan – 8 th Grade | | | | | |
|--|-------|---|------------|-----------------------------|-------------|
| 13.1.8 Career Awareness and Preparation | | | | Name: _____ Date: _____ | |
| Level | Grade | Self-Assessments | Influences | Career or Field of Interest | |
| | | Learning Styles (Xello) | Hobbies | Pathway | Career idea |
| Middle School | 8 | <div> <div>Visual</div> <div>Auditory</div> <div>Tactile</div> </div> <div> <div>Watching & reading</div> <div>Listening & speaking</div> <div>Hands-on activity</div> </div> | | | |

Making Some Decisions:

A. My High School Plan is to (check one): _____ Attend High School _____ Attend both MCTI & High School

B. My Career Interest Areas are:

1. _____ 2. _____ 3. _____

C. Possible courses that I will need to take in High School or MCTI connected to my Career Pathway/Idea are:

D. My current post-secondary plans are:

_____ 4-year College _____ 2 year/Community College _____ Technical School _____ Not Sure
 _____ Apprenticeship _____ Certification/Diploma Program _____ On the Job Training

E. Possible college majors that I would like to pursue are:

F. Three things I need to prepare for my future are:

1. _____
 2. _____
 3. _____

K-12 SMART GOALS

Annual Program Goals & Objectives K through 6 Counseling Goals

| Smart Format | Academic | Career | Personal/Social |
|--|---|--|--|
| <p><u>SPECIFIC:</u> What is the specific issue based on your schools' data?</p> | <p>Chronic absenteeism – increase the attendance of students chronically absent from school.</p> <p>Poor attendance creates gaps in a child's education and greatly reduces their opportunities for academic growth.</p> | <p>Implement XELLO lessons with fidelity for all 3rd - 5th grade students.</p> <p>Implement 6th grade XELLO lessons with fidelity.</p> | <p>Students lacking social and emotional skills by evidence of office referrals for defiance, peer conflicts etc. Students must follow the rules so that everyone is safe, respected and productive in school. PBIS is an evidence-based, tiered framework for supporting <i>students'</i> behavioral, academic, social, emotional, and mental health. Students need to be respectful toward to others, as well as responsible for their own behavior. The Second Step Digital program promotes social and emotional learning as a key feature of their program. Students are encouraged to implement PBIS and Second Step skills in their daily interactions with their peers and others.</p> |
| <p><u>MEASURABLE:</u> How will we measure the effectiveness of our interventions?</p> | <p>Measured by accessing those student's attendance issues from the previous school year and tracking attendance of the current school year. (Supports in place, Truancy Consultants, Community In Schools program, as well as attendance data via the Attendance Team)</p> | <p>Students will complete lessons in grades 3-5 as indicated on the XELLO report for grade 5.</p> <p>6th graders will begin to work on their Middle School Standards for XELLO.</p> <p>In the Future Ready PA Index for College and Career Measures all students will Exceed performance standards based on the Percent Career Standards Benchmark established by the state.</p> | <p>Students will use Second Step skills, classroom lessons and PBIS to improve behavior, social and emotional skills therefore reducing office referrals for behavior issues by 10%.</p> |

| | | | |
|---|---|---|--|
| <u>ATTAINABLE:</u> What outcome would stretch us but is still attainable | An outcome of students from all grade levels (K – 6) increasing attendance rates by 10 % | Making sure students new to the district and absent students complete the required XELLO lessons. | Through the classroom lessons and PBIS, office referrals will be reduced by 10% |
| <u>RESULTS:</u> Is the goal reported in results-oriented data (process, perception, outcome)? | The results for this goal will be reported and documented in attendance meeting data. | The results for the goal would be reported via Future Ready PA Index. The results of the XELLO lessons will expand the knowledge of student's post-secondary options available to them as they move through the educational system. | Classroom lessons for grade K – 6 will be taught throughout the school year focusing on SEL skills and PBIS expectations. Students will be exposed to key elements of SEL and PBIS resulting in prosocial behavior in an effort to reduce office referrals. End of the year office referrals will be reduced by 10%. |
| <u>TIMELINE:</u> When will the goal be accomplished? | The process will be reviewed at the end of each school year to measure the success of the goal. | Students will work on their XELLO grade level lessons yearly so that by the time the 5th and 8th grade benchmarks are due they will be up to date on their exploration for post-secondary plans. | Continuous process. The program's success will be reviewed at the end of each school year. |

Grade 7 and 8 Counseling Goals

| Smart Format | Academic | Career | Personal/Social |
|---|---|---|---|
| SPECIFIC: What is the specific issue based on your schools' data? | Chronic absenteeism – increase the attendance of students chronically absent from school. Poor attendance creates gaps in a child's education and greatly reduces their opportunities for academic growth. | Create an awareness of various career pathways via the completion of grade specific XELLO lessons by the end of each school year. In addition, create an initial career plan by the end of 8th grade school year. | Students lacking social and emotional skills by evidence of office referrals for defiance, peer conflicts etc. Students must follow school rules, as well as the PBIS framework so that everyone is safe and productive in school. Students need to be respectful toward others, as well as responsible for their own behavior. Students are encouraged to demonstrate use of PBIS in the school community. |

| | | | |
|--|--|---|---|
| MEASURABLE: How will we measure the effectiveness of our interventions? | Measured by accessing student attendance issues from the previous school year and tracking attendance of the current school year. (Supports in place, Truancy Consultants, Community in Schools program, as well as attendance data via the Attendance Team) | <p>The students will complete specific lesson identified in XELLO to identify career interests which align with secondary, post-secondary and career goals. In the Future Ready PA Index for College and Career Measures all students will Exceed performance standards based on the Percent Career Standards Benchmark established by the state.</p> <p>Students create and expand upon a career portfolio that they will continue to refine throughout high school.</p> | Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting <i>students'</i> behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and positive school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. |
| ATTAINABLE: What outcome would stretch us but is still attainable | An outcome of students from all grade levels (6 – 8) increasing attendance rates by 10 % | Students will identify their interests, biases, learning styles and skills which may assist them in choosing a career path, as well as identifying other areas to build upon via the XELLO program. | Students will invest in the PBIS framework to improve behavior, social and emotional skills therefore reducing office referrals for behavior issues by 10%. |
| RESULTS: Is the goal reported in results oriented data (process? perception, outcome)? | The results for this goal will be reported and documented in attendance meeting data. | The process is to complete the grade specific XELLO lessons in order to identify and review potential career choices. The outcome is to generate a report via XELLO as to completed tasks which become a part of each student's career portfolio. | Through the implementation of PBIS, office referrals will be reduced by 10% by the end of the school year. |
| TIMELINE: When will the goal be accomplished? | The process will be reviewed at the end of each school year to measure the success of the goal. | Yearly goal with each new class that enters grade 7 and grade 8. | Continuous process. The program's success will be reviewed at the end of each school year. |

Grade 9 through 12 Counseling Goals

| Smart Format | Academic | Career | Personal/Social |
|---|--|---|--|
| <u>SPECIFIC:</u> What is the specific issue based on your schools' data? | Chronic absenteeism – increase the attendance of students chronically absent from school. Poor attendance creates gaps in a child's education and greatly reduces their opportunities for academic growth. | Students will develop a post-secondary plan to identify their areas of interest. At this point in time, approximately 75% of juniors can identify their interests, as well as a potential career pathway or interest. | Students need to gain soft skills and interpersonal skills as they relate to college and career readiness. The skills are reinforced through the career counselors, as well as during the Cardinal and Panther period. |
| <u>MEASURABLE:</u> How will we measure the effectiveness of our interventions? | Measured by accessing those student's attendance issues from the previous school year and tracking attendance of the current school year. (Supports in place, Truancy Consultants, Community In Schools program, as well as attendance data via the Attendance Team) | In the Future Ready PA Index for College and Career Measures all students will Exceed performance standards based on the Percent Career Standards Benchmark established by the state. | The effectiveness is measure through surveys completed for the Panther/Cardinal period as well as through Career classes taught by the Career Counselors. |
| <u>ATTAINABLE:</u> What outcome would stretch us but is still attainable | An outcome of students from all grade levels (K – 6) increasing attendance rates by 10 % | Students will meet with a college or trade school representative, military recruiter or employer prior to their senior year. | An outcome for students is to gain the necessary soft skills and interpersonal skills to be successful when implementing the skills on a daily basis in their classes. |
| <u>RESULTS:</u> Is the goal reported in results-oriented data (process, perception, outcome)? | The results for this goal will be reported and documented in attendance meeting data. | The results for this goal are reported to school counselors during individual and group sessions. | The results for this will show in the surveys, as well as with classwork, attendance, school behavior. |
| <u>TIMELINE:</u> When will the goal be accomplished? | The process will be reviewed at the end of each school year to measure the success of the goal. | Graduation plan survey will be completed by all senior students in May. | This goal is ongoing. Each year the Cardinal/Panther period is evaluated via student/staff feedback. Curriculum and experiences via the Career classes are reviewed, as well as for the class's effectiveness. |

Pocono Mountain School District Counseling Program Stakeholders

Students

Pocono Mountain School District students will gain valuable knowledge necessary for planning their future, whether it be college, career, military, or the workforce. The students in the Pocono Mountain School District will increase their awareness and knowledge regarding post-secondary choices as they relate to their future through the K-12 comprehensive Chapter 339 plan. Students will be exposed to career curriculum focused on introduction, exploration, acquisition and retention of career opportunities, as they concentrate on personal abilities and interests. Students will gain knowledge relevant to their interests, abilities and skills that will be important in identifying career interests and to create an awareness of all possibilities for academic, workforce and college/career readiness. Students will develop required skills to participate in the workforce appropriately.

In addition, students will have equitable access to academic opportunities to further their postsecondary and career options in a highly skilled workforce. Students will create goals parallel to their individual interests, hobbies, and skills to develop future plans. Students will be taught and advised utilizing the American School Counselor Association's Academic Standards for Career Education and Work and [PA Career Education and Work Standards](#). Students will be active participants in their career planning through presentations, mentoring/shadowing, feedback, and one on one advising sessions with school counselors to enhance their personal and career development. Students are a valued stakeholder throughout this process.

Educators

Educators will provide direct instruction to students, promoting the district's mission and philosophy. By creating a comprehensive K-12 program, educators will benefit by expanding their knowledge base to help prepare students for future career trends. Educators will contribute to the program by connecting their curriculum to the various aspects of career exploration and acquisition, which can enhance their programs by making them relevant and linked to potential career opportunities for their students. Educators are in a position to facilitate personal and educational growth in unique and significant way for all students. Educators and school counselors are actively engaged in the students' educational experience and help identify at risk students, while also implementing prevention and remedial interventions to support each students' needs.

Parents

Parents will benefit from a comprehensive K-12 career program by understanding how they can best help their student experience successful academic experience. Parents will begin to understand the importance of future planning and will explore career opportunities with their student asking key questions to spark an interest in possible career choices. Parents will provide guidance and supervision through their child's academic career, while creating awareness of academic and career possibilities. The career process begins in elementary with the XELLO exploratory program and continues with lessons at each grade level exposing students to

various opportunities for career exploration. Parents are aware of both college and career opportunities, and should play an active role in their children's career exploration, acquisition and retention, including college preparation through the application process, as well as college acceptance, and going into the military or workforce.

Business/Community

Businesses have a strong desire to see schools produce students who are ready to meet the demands of an evolving work environment. In an effort to ensure that students graduate with the knowledge and skills needed to enter the work world, the community often reaches in to schools to share experiences and various career options. A comprehensive K-12 career curriculum allows for the local businesses to open their doors to students, creating a healthy relationship between the two.

Business will provide will collaborate with home/community/school to offer opportunities for career exposure and experience, including job shadowing and/or internships, speaking engagements, field trips and other venues to engage PMSD K-12 students. The benefits for businesses and community partnerships is to work side by side with Pocono Mountain School District in developing skills needed for our students to be ready to for post-secondary opportunity. Benefits include access to potential employees with a developed understanding of a specific career or trade, and skills necessary to participate in the workplace effectively.

Community partners are important stakeholders in our counseling program. Career development initiatives are enhanced through collaborative partnerships by providing internships, job shadowing & mock interview experiences bridging the gap between classroom learning & practical application for students. Partnerships expose students to various career pathways, contribute valuable resources & opportunities which assist students to make informed decisions about their future.

Post-Secondary

Choosing a post-secondary pathway involves considering your interests, strengths, career goals, and desired level of education to decide whether to pursue a college degree (two/four year), technical/trade school training, military, joining the workforce or another option like an apprenticeship. Students are encouraged to consider factors such as program availability, cost, and potential job market opportunities within each pathway.

The K-12 comprehensive counseling program will benefit from building partnerships with post-secondary institutions. College representatives will help expand students' knowledge of post-secondary options through participating in College visits, classroom presentations, college fairs, college orientation, tours, and information sessions. Postsecondary opportunities can be provided for students through dual enrollment and early admission programs.

Pocono Mountain School District Counseling Program Advisory Council

| Name | Stakeholder Group |
|-------------------------|---|
| Ms. Deidre Ditze | Elementary School Counselor |
| Mrs. Jennifer Ednie | Elementary School Counselor |
| Ms. Renee Garvey | Secondary School Counselor/CAREERS |
| Mr. Brian Cusatis | Secondary School Counselor/CAREERS |
| Ms. Courtney McClelland | Secondary School Counselor |
| Mrs. Christina Tolerico | Secondary School Counselor |
| Dr. Beth DeLay | Director of Health, Physical Education, Guidance & Nursing Services |
| Dr. Marsha Kloss | Special Education Supervisor |
| Amy Thomas | MCTI Representative |
| Lorelle Battle | MCTI School Counselor |
| Dr. Jessica Loverdi | Elementary School Rep |
| Kathleen Reish | Junior/Senior School Teacher |
| Andrew Gerheart | Business |
| Sarah Lavrah/NCC | Post-secondary |
| Jaime Gerheart | Parent |
| Patrick Ednie | Parent |

| | |
|---------------|-----------------------|
| Ava Lamantia | Junior/Senior Student |
| Patrick Ednie | Parent |

Career Exploration and Planning Resources

| | |
|--|---|
| Resources for all Career Clusters | Monroe County Chamber of Commerce Pocono Chamber of Commerce Monroe County Career Link Career Ready Monroe PHEAA XELLO Career Platform IU 20 Pocono Counties Workforce Development Monroe Career and Technical Institute NCC Job Fair Career Link Tobyhanna Army Depot Saint Luke's Health System Lehigh Valley Health Network |
| Agriculture, Food and Natural Resources | Agriculture and Land Preservation – Monroe County PA East Stroudsburg University Hospitality and Management Program The Nature Conservancy's Hauser Nature Center - Long Pond, PA Tobyhanna Conservation Association |
| Architecture & Construction | NEPA Builders Schoonover & Vanderhoof Architects RW Buff Construction GAK Construction Monroe Career and Technical Institute MCTI Construction, Drafting and Design Technology |

| | |
|--|--|
| Arts, A/V Technology & Communications | East Stroudsburg University - Art + Media + Design East Stroudsburg University - Communications Art Culture and Entertainment – Monroe County Historical Society Pocono Center for the Arts Pocono Arts Council MCTI – Graphics Communications, Computer Networking & Security Buck Hill Falls Art Association |
| Business Management & Administration | Monroe County Chamber of Commerce - Leadership Monroe Monroe County Business Association NCC Business Management MCTI – Business and Hospitality Management Camelback Resort Kalahari Resort Great Wolf Lodge |
| Education and training | Regional colleges including but not limited to: <ul style="list-style-type: none"> • Geisinger Commonwealth School of Medicine • East Stroudsburg University • Bloomsburg University • Kutztown University • Northampton Community College • University of Scranton • Marywood University • Lackawanna College • Wilkes University • King's College • Misericordia University • Pennsylvania State University • Lehigh University • Lafayette College • De Salles University • Moravian University • Cedar Crest University |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Muhlenberg University Dual Enrollment Partnerships with NCC and ESU for Career Pathways Future Teachers Clubs Regional trade schools including but not limited to: Johnson College <ul style="list-style-type: none"> • Universal Technical Institute • Pennsylvania College of Technology • The Beauty Institute Monroe Career Technical Institute (evening program) |
| Finance | NEPA Credit Union Finance Series Pennsylvania Free Enterprise Week PA CPA Foundation |
| Government & Public Administration | Model UN Monroe County PA Courts LAW DAY – Monroe County Judges |
| Health Sciences | East Stroudsburg University College of Health Sciences St. Luke’s Career Linking Academy NCC Career Day Lincoln Tech NCC Health Sciences Lehigh Valley Pocono Hospital Sanofi Pasteur MCTI- Sports Medicine, Health Professions Weller Health Education Center Dual Enrollment Partnerships with NCC and ESU for Career Pathway American Heart Association American Red Cross |
| Hospitality and Tourism | East Stroudsburg University – Hotel, Restaurant and Tourism Management NCC Hospitality Management Camelback Resort Kalahari Resort |

| | |
|---|---|
| | <p>Great Wolf Lodge</p> <p>Project Search – Kalahari Resort</p> <p>MCTI – Business and Hospitality Management</p> |
| Human Services | <p>Children and Youth Services</p> <p>Carbon, Monroe, Pike Mental Health and Developmental Services</p> <p>Carbon, Monroe, Pike Drug and Alcohol</p> <p>YMCA</p> <p>Monroe County Behavioral Health Services</p> <p>ESU Social Work – Sociology, Social Work and Criminal Justice</p> <p>Future Teachers Clubs</p> <p>ESU partnership – Aspiring Educator Pathway Program</p> <p>Dual Enrollment Partnerships with NCC and ESU for Career Pathway</p> <p>American Heart Association</p> <p>American Red Cross</p> |
| Information Technology | <p>ESU – IT Information Computing and Information Services</p> <p>MCTI – Computer Information Science</p> <p>Dual Enrollment Partnerships with NCC and ESU for Career Pathways</p> |
| Law, Public Safety, Corrections and Security | <p>Pocono Mountain Regional Police/School Resource Officer</p> <p>Monroe County Juvenile Probation</p> <p>MCTI- Criminal Justice</p> <p>ESU – Criminal Justice program</p> <p>Monroe County Emergency Management</p> <p>Military Recruiters:</p> <ul style="list-style-type: none"> • Army • Navy • Marines • Air Force/Space Force • Coast Guard • National Guard • Reserves • ROTC • Naval Academy • West Point |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Air Force Academy • Coast Guard Academy |
| Manufacturing | Career Ready Monroe Monroe County Career Day BioSpectra Sanofi Pasteur Mount Pocono Mills -Ardent Mills Careers Weiler Brush |
| Marketing | PA Free Enterprise Week St. Luke's Career Linking Academy NCC Social Media and Digital Marketing |
| Science, Technology, Engineering and Mathematics | Military Recruiters STEAM Program/Experiences Society of Women Engineers Sanofi Pasteur Partnerships for STEAM Crayola Dual Enrollment Partnerships with NCC and ESU for Career Pathways |
| Transportation, Distribution and Logistics | Monroe County Workforce NCC Job Fair Sanofi Pasteur Pocono Regional Airport Pocono Logistics Trucking Amazon Distribution Center |

WEBSITES

COLLEGE OR TRADE SCHOOL “SEARCH” & “INITIAL RESEARCH”

SEARCH - Enter criteria you want and receive schools suggested for you, SAT/ACT scores, tuition, etc.

[Cappex](#)

[College Board Big Future](#)

[College Confidential](#)

[College Data](#)

[College Insight](#)

[College Kickstart](#)

[College Navigator](#)

[College Scorecard](#)

[College Xpress](#)

[Find My HBCU](#)

[LGBTQ+ Pride College Index](#)

[My College Options](#)

[Niche](#)

[Petersons](#)

[Princeton Review](#)

[Super College](#)

[Unigo](#)

COLLEGE OR TRADE SCHOOL “INTENSE RESEARCH” & “APPLICATION PROCESS”

[Senior College Timeline](#) - When should I be doing everything?

[Common Application](#) – The Common App - complete 1 application and apply to over 1000 schools.

[Coalition Application](#) – The Coalition App – complete 1 application and apply to over 150 top colleges that promise to make college affordable if you are eligible and they accept you.

TRADE SCHOOL/APPRENTICESHIPS/UNIONS

[mikeroweWORKS Foundation](#) - How America Works Resources

[Best Trade Schools in Pennsylvania](#)

[America's Unions | AFL-CIO \(aflcio.org\)](#) - Find a union job

[Career Seekers | Apprenticeship.gov](#) - search for apprenticeships

[ibew81.org](#) - Local Electrical Workers Union

[ualocal524.org](#) - Local Plumbers Union

[local445.org](#) - Local Carpenters Union

[baclocal5pa.org](#) - Local Bricklayers Union

TESTING

[Khan Academy](#)- free SAT Practice and free tutorials [ACT.org](#) – ACT Testing for college

[College Board](#) – SAT Testing for college

[Fairtest.org](#) – List of over 1450 test optional colleges

[NOCTI](#) – Technical skill certification

[Military.com](#) – ASVAB Testing for military

[March 2 Success](#) – Prepare for ASVAB and also has free ACT practice section

COLLEGE MAJORS & RANKINGS

[Mymajors.com](#)

[US News.com](#) (rankings – best majors, colleges...)

COLLEGE ESSAY

[College Application Hub \(collegeessayguy.com\)](#)

[177 college essay examples with expert analysis](#)

FINANCIAL AID & SCHOLARSHIPS

FAFSA (federal and state sources)

[FAFSA.gov](#) (apply for financial aid – starting October, senior year)

[Finaid.org](#) (understand the financial aid process)

[Pheaa.Org](#) (state money)

[StudentAid.gov](#)

[CSS PROFILE](#) (required at some highly selective schools) - costs \$ to apply

SAVING FOR COLLEGE

[529 plans](#)

NET PRICE CALCULATORS (What will you really pay)

[Tuition Tracker](#)

[College Affordability and Transparency Center](#) (link to net price calculators, etc.)

LOANS

[US News World Report - Best Student Loans](#)

[My Smart Borrowing](#) (helps make smart decisions about career and education)

SCHOLARSHIPS

[Fastweb.com](#) (scholarship search)

[Goingmerry.com](#) (find scholarships and financial aid)

[Raise me](#) (micro scholarship search)

[Scholarships360.org](#) (scholarship search)

[Scholarship Owl](#) (scholarship search)

[Scholly App](#) (featured on Shark Tank - \$3.75 per month or \$45 per year) – comprehensive scholarship search

[Bold Scholarship Search](#) (newest one on the market - 2023)

[Questbridge](#) (free college scholarship at top ranked schools - low income/first generation students)

MILITARY

[Todaysmilitary.com](#) (Links to Air Force, Marines, Navy, Army, Space Force and Coast Guard)

UNDECIDED / CAREER INTEREST ASSESSMENTS

[Monster - Career Assessments](#)

[PA CAREER ZONE](#) (Interest Profiler for Career Match Assessment)

[What Career Is Right For Me?](#)

[Clever - Link to XELLO](#)

[Multiple Intelligence Assessment](#)

RESUME WRITING

[Resume Examples](#) (free resume templates can be found on google docs)

CAREER RESEARCH/JOB HUNTING

bls.gov – Occupational Outlook Handbook (career profiles including salary, demand, etc.)

[O-Net](#) - find occupations

[Career One Stop](#) - assessments, career information, etc.

[Salary.com](#) (compare salaries for different careers based on location)

[Online job shadowing resources](#) – Find occupations by clusters; detailed descriptions...

[Indeed](#) [Monster](#) [Career Builder](#) - Locate current job openings geographically

[PA CareerLink - WELCOME TO PA CAREERLINK](#) - Find a job, apprenticeship, training program

Connect to the Office of Vocational Rehabilitation (OVR) for disability services

[CAREER READY MONROE](#)

[Federal Government Jobs](#)

[Pennsylvania State Government Jobs](#)

[New York Government State Jobs](#)

JOB SHADOWING and FREE COLLEGE NON CREDIT COURSES

[Online Job Shadowing Resources](#)

[Skillup PA - 6000 free courses - certificates, etc.](#)

[Free Non-Credit College Courses you can take NOW](#) - Coursera

[Job Shadow - Interview Links](#)

[Career Ready Monroe](#)

COLLEGE ATHLETICS

[NCAA Clearinghouse. How to register with the NCAA Clearinghouse. \(athleticscholarships.net\)](#)

[Be Recruited](#)

OWN BUSINESS

[Small Business Administration \(sba.gov\)](#)

[University of Scranton Small Business Development Center \(SBDC \) | Helping NEPA & Northern Tier small businesses start, grow & prosper.
\(scrantonsbdc.com\)](http://scrantonsbdc.com)

VOLUNTEER WORK

[Volunteer Work - Matchmaker](#)

[Online opportunities for teens](#)

STUDY ABROAD

[STUDY ABROAD](#) - Attend college in the US, but have a study abroad experience

[Most Popular International Universities](#) - Attend and graduate from a college in a different country

**Career & Technical Center Strategies
POCONO MOUNTAIN SCHOOL DISTRICT
SCHOOL COUNSELING PROGRAM**

CAREER AND TECHNICAL CENTER STRATEGIES

STUDENT AWARENESS:

| Grade | Intervention/ Program/Events | Stakeholder Delivering | Data Used Success Indicator | Begin & End | Contact Person |
|--------------|---|--|--|-------------------------------------|---|
| 5 | MCTI AWARENESS PRESENTATION “Career Awareness” Bus Trip to MCTI to be introduced to the programs they offer. | Monroe County Technical Institute | Attendance at MCTI Open House Applications received by students for participation in programs | Scheduled from March through May | Amy Thomas, Supervisor of Student Services Kelly Sussenbach, CRIS Andrea Jacoby, SIS Jane Dial, TEC |
| 8 | MCTI AWARENESS PRESENTATION This presentation is for all 8 th grade students | Monroe County Technical Institute | Attendance at MCTI Open House Applications received by students for participation in programs | Scheduled in January or February | MCTI Mary Bradley, EJHS Christina Tolerico, WJHS |
| 8 | 8 th Grade – 9 th Grade Transition Assembly | EJHS & WJHS School Counselors Panel of Students: -MCTI Student -Selective College Student -Military Student -Community College Student -Private College Student -Public College Student -Directly to Workforce Student | Attendance at MCTI Open House Applications received by students for participation in programs | May | Mary Bradley, EJHS Christina Tolerico, WJHS |

| | | | | | |
|---|-----------------------------|-----------------------------------|--|---------------------|---|
| 9 | MCTI Awareness Presentation | Monroe County Technical Institute | Attendance at MCTI Open House Applications received by students for participation in programs | Schedule in October | MCTI Larry Bias – EHS counselor Nick Lopuhovsky – WHS Counselor |
|---|-----------------------------|-----------------------------------|--|---------------------|---|

| | | | | | |
|------|---|-----------------------------------|--|--|--|
| 9 | BUS TRIPS TO MCTI Students who attended awareness presentation will be invited to visit MCTI via bus, if they are interested in learning more about the programs offered at MCTI | Monroe County Technical Institute | Attendance at MCTI Open House Applications received by students for participation in programs | Scheduled prior to the November Open House Event | MCTI Lorelle Battle Larry Bias, EHS Nick Lopuhosky, WHS |
| 9-11 | Scheduling Presentations | | | January 2 – February 28 | School Counselors |

PARENT AWARENESS:

| Intervention/ Program/Events | Date | Stakeholder Delivering | Data Used Success Indicator | Contact Person |
|--|---------------------------------|------------------------|--|---|
| Scheduling Overview Presentation | Feb 14 th - April 30 | High School Principal | Attendance at MCTI Open House Applications received by students for participation in programs | Tamala Toleno, EHS Michael Jones, WHS Larry Bias, EHS Nick Lopuhovsky, WHS |
| Table set up at Parent-Teacher Conferences | November 14-15 | MCTI Contacts | Attendance at MCTI Open House Applications received by students for participation in programs | MCTI Lorelle Battle |

POCONO MOUNTAIN SCHOOL DISTRICT
CAREER EDUCATION PROGRAM by Grade Level

ELEMENTARY SCHOOL

Students receive career education during their Science or Social Studies class as follows:

3rd GRADE

XELLO (computerized)

- Interest
- School Subjects
- Managing Big Feelings

4th GRADE

XELLO (computerized)

- Goal Settings
- Skills
- Tools for Success

5th GRADE

XELLO (computerized)

- Facing Big Challenges
- Learning and Future Success
- Learning Paths

6th GRADE

XELLO (computerized)

- Decision Making
- Interests
- School Subjects at Work
- Time Management

JUNIOR HIGH SCHOOL

Students receive career education from School Counselors during their Social Studies class as follows:

7th GRADE XELLO (computerized)

- Learning Styles
- Jobs and Employers
- Discover Learning Pathways
- Biases and Career Choices

8th GRADE XELLO (computerized)

- Academic and Career Plan
- Skills
- Explore Career Matches
- Self-Advocacy

Transition to High School - MCTI Presentation provided to all 8th grade students by MCTI staff and students in auditorium. (October) – School Counselor speaks to 8th grade students during designated class periods to further clarify MCTI information, answer questions, and discuss application process in smaller group setting. (end of October, start of November)

HIGH SCHOOL

Career Curriculum

All students (grade 9 – 12) receive between 8 – 12 hours of career education per year. Teachers bring their students to career sessions as follows:

- 9th grade – Physical Education block
- 10th grade – Social Studies block
- 11th grade – English block
- 12th grade – English block

HIGHLIGHTS BY GRADE LEVEL:

9TH GRADE - AWARENESS

XELLO (computerized)

- Matchmaker and Personality Style Assessments
- Exploring Career Factors
- Getting Experience

CAREER CLASSROOM EDUCATION LESSONS

- Introduction to high school (GPA/Rank, teacher recommendations, discipline, etc.)
- Options while in high school (scheduling, MCTI, extra-curricular, etc.)
- Options after high school (college, technical school, military, work)
- Transferable skills
- Strong Interest Inventory
- Career exploration (including computer research)
- Job Hunting 101 (job application/working laws/basic interviewing skills)
- PA Career Guide
- Initial creation of “My Career Plan”

10TH GRADE – EXPLORATION

XELLO (computerized)

- Matchmaker and Personality Style Assessment
- Work Values
- Career and Lifestyle Costs
- Workplace Skills and Attitudes

CAREER CLASSROOM EDUCATION LESSONS

- Occupations (salary, benefits, tax requirements, job security, etc.)
- Who Are You? (Myers Briggs , multiple intelligence, birth order, true colors, etc.)

- How to Choose a Post-Secondary School (size, support, affordability, location, etc.)
- Career Video Exploration (top careers requiring a high school diploma, 2 year degree, 4 year degree, graduate school, creative careers, STEM careers, careers in demand, etc.)
- Entrepreneurship
- Guest Speakers
- Computer Research
- Update to “My Career Plan”

11th GRADE - PLANNING

XELLO LESSONS (computerized)

- Career Interview
- Choosing a College
- Career Demand
- Entrepreneurial Skills
- Study Habits and Skills

CAREER CLASSROOM EDUCATION LESSONS

- Resume Writing
- Testing for Future Opportunities (ASVAB, SAT/ACT, employment testing)
- Types of Colleges and Technical Schools (2 yr. vs 4 yr., public vs. private, standards for acceptance, etc.)
- College Application Process (deadlines, open/rolling/regular/early decision/early action, essay writing, recommendation letters, interviewing skills, etc.)
- Financial Aid
- Military Presentation
- Computer Research
- Guest Speakers (college and technical school students, post-secondary representatives, career related, etc.)
- Specific “My Career Plan”
- Career Supplementation: Pocono Mountain College and Career Fair
 - St. Luke’s Healthcare Shadowing and Networking Program
 - Geisinger Healthcare Shadowing and Networking Program
 - Northampton College Career Exploration Fair

12th GRADE – IMPLEMENTATION

XELLO LESSONS (computerized)

- Career Backup Plans
- Job Interviews
- Defining Success
- Career Path Choices
- Work Life Balance

CAREER CLASSROOM EDUCATION LESSONS

- Implementation of “My Career Plan”
- Senior Timeline
- Senior Computer Research and Support
- Interviewing Skills
- Financial Aid, Student Loans and Scholarships
- Transition to Life After High School (post-secondary terminology (syllabus, drop/add), roommate issues, homesickness, money, professional networking sites (i.e. LinkedIn)
- Guest Speakers
- Evaluation of Career Program
- Career Supplementation:
 - Pocono Mountain College and Career Fair
 - St. Luke’s Career Linking Program
 - Geisinger Healthcare Shadowing and Networking Program
 - Northampton College Career Exploration Fair

COMMUNICATION

Every grade level has a career google classroom. Students have access to resource links and opportunities throughout the year. It is also utilized as a reminder system for upcoming deadlines. In addition, career curriculum and PowerPoints are presented on the google platform for student review and to accommodate students who were absent for certain lessons.