

**WASD Guidance Plan
PA Chapter 339.31**

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I. Guidance Plan Committee/List of School Counselors and assignments

- Dr. Lorraine Kloss
- Dr. Joann Hudak
- Mrs. Linda Fedor
- Mr. Edward Martin, K-2 (487 students)
- Mrs. Tonia Carmody, K-2 (487 students)
- Mrs. Mary Ellen Holbert, 3-5 (550 students)
- Mrs. Deb Katz, 3-5 (550 students)
- Mrs. Susan Sullum, K-5 (300 students)
- Mrs. Jennifer Gatens, K-5 (300 students)
- Mrs. Karen Gravel, 6-8 (875 students)
- Mrs. Jean Ann Morton, 6-8 (875 students)
- Mrs. Cara Jean Dougherty, 6-8 (875 students)
- Mr. Jeff Miller, 9-12 (1200 students)
- Mr. John Tobey, 9-12 (1200 students)
- Mr. Gerry Wierbowski, 9-12 (1200 students)
- Mrs. Denise Morgan, 9-12 (1200 students)
- Mr. Shawn Knisely, 9-12 (1200 students)
- Mrs. Diane Lanthier, 9-12 (1200 students)

II. School-Counseling Department Mission Statement

- The mission of the Wallenpaupack Area School Counseling Program is to partner with parents, community, faculty, and staff to provide a comprehensive program that will assist students in acquiring skills, knowledge, and attitudes necessary to become effective students, responsible citizens, productive workers, and lifelong learners. The School Counseling Program addresses the academic, career, and personal/social needs of all students, and is committed to supporting every student's unique abilities and valuing their diversity.

III. Stakeholders

Students

- Students are certainly the most important of all recipients in the delivery of the school counseling programing. They are immersed daily throughout the curriculum in numerous ways. For example, projects, assignments, games, cooperative learning and direct instruction. Student input through their projects and verbal feedback is crucial in evaluating the ongoing effect of the program. The overall goal is to help prepare student for their future career plan.

Parents

- Parents are crucial in the growth and development of their children. They communicate regularly with the school regarding how their children are being prepared for their future endeavors. Their knowledge of what the children are being taught and reinforcement of the same is a major factor in student success. Furthermore, the information they have about their children and their world outside of school is invaluable to the school.

Educators

- Educators will be impacted by becoming aware of the standards and guidance curriculum through professional development. Educators would impact the program by reinforcing concepts from the guidance curriculum through activities in the classroom.

Business/Community

- The local business community will be impacted by the guidance program by developing partnerships with the district and gaining exposure to the student body. The local business community impacts the guidance program by providing opportunities for mentoring, job shadowing, and informational sessions.

Post-Secondary Partners

- Post-Secondary institutions will be impacted by the Guidance Program by developing community partnerships with the district to make students aware of the programs and opportunities available at their institution. Post-Secondary institutions will impact the Guidance Program by offering examples of training available in various careers and the qualifications for different career fields.

IV. Advisory Council

The WASD Chapter 339.31 Advisory Council will meet two times per school year. Once in the Fall and once in the Spring. Members will include school staff, parents, student, and community members. The initial council members are listed below.

School Counselors: K-2 Susan Sullum
3-5 Mary Ellen Holbert
6-8 Jean Ann Morton
9-12 Gerry Wierbowski

Teachers: K-2 Michael Soskil
3-5 Jana Kilduff
6-8 Kristen Schmidt
9-12 Amanda Porter

Students: Grade 5 Abigail Soskil
Grade 8 Jenna Schoenagel
Grade 12 Rocco Scartelli

Parents: K-2 Lee Keller
3-5 Erin Alli
6-8 Rebecca Shook
9-12 Mark Crouthamel

Business Partners: Tony Santiago
Kate Paparazzo

Post Secondary: Jeff Gregory

V. Role of the School Counselor

As a Leader

- WASD counselors serve as leaders by supporting the school as a safe and welcoming learning community.

As an Advocate

- WASD counselors advocate for students by removing barriers that prevent student learning and creating opportunities to support student learning for all.

As a Collaborator

- WASD counselors serve as collaborators by promoting commitment to the mission of the school.

As an Agent of Systemic Change

- WASD counselors serve as agents of systemic change by establishing opportunities for collaboration to address problems.

VI. Program Calendar K-12



- SAP (Student Assistance Program) Team Leader: Organize new referrals, prepare weekly agenda, and review referrals at weekly SAP meetings
- 504 coordination
- Orientation and record review of all news students. Classroom placement of all new students in the building. Create schedule in middle and high school.
- Parent meetings
- Teacher consults
- Weekly guidance meetings
- Monthly principal meetings with guidance office
- Assign and supervise high school peer helpers.
- Design, implement and help supervise individual behavioral plans.
- Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).
- Gather information from various sources and writing reevaluation reports for new students with IEPs.
- Crisis Counseling
- Classroom Guidance
- Prep and conduct Child Study Team
- Freshman Orientation
- Attend IEPs
- Register students for ACT/SAT Prep Program
- Register students for PSAT
- Initiate Senior Homeroom
- Select Rotary Student of the Month
- Process post-secondary applications



- Red Ribbon Week: coordinate with student council to plan activities
- Complete Functional Behavior Assessment (FBA)
- SAP
- 504 coordinator

- Facilitate coordination of mental health services in school
- Screenings for gifted referrals.
- Teacher consults
- Monthly principal meetings with guidance office
- Weekly guidance meeting
- Coordinate across grades to organize bus buddy program
- Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)
- Review student failures
- Prepare for CST-testing and observations of students
- Attend Multi Disciplinary Team meetings
- Collaborate with school nurse to address student needs
- Administer SAT
- Administer PSAT
- Administer ASVAB
- Select Rotary Student of the Month
- Attend all IEP meetings
- Senior Homeroom
- Process post-secondary applications
- Review Course Selection Guide
- Distribute WAHS Scholarship Packet
- Process post-secondary applications
- Orientation and record review of all new students. Classroom placement of all new students in the building. Create schedule in middle and high school.
- Design, implement and help supervise individual behavioral plans.
- Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).
- Gather information from various sources and writing reevaluation reports for new students with IEPs.
- Ongoing 1:1 meetings with students
- Crisis Counseling
- Classroom Guidance Prep and conduct Child Study Team



- 504 coordination
- Student observations
- Organize and facilitate open/closed support groups
- Monitor peer helper program

- Individual I.Q./Achievement screenings of referred students; Prepare packet for school psychologist
- Teacher consults
- Monthly principal meetings with guidance office
- Weekly guidance meetings
- After school Tutoring Planning
- Attend PHEAA Conference
- Select HOBY recipient
- Select Scranton Times Scholastic Superstar students
- Senior Homeroom
- Select Rotary Student of the Month
- Attend Parent/Teacher Conferences
- Attend all IEPs
- Prepare and present Financial Aid Night
- Administer practice PSAT
- Administer practice SAT
- Process post-secondary applications
- Orientation and record review of all new students. Classroom placement of all new students in the building. Create schedule in middle and high school.
- Design, implement and help supervise individual behavioral plans.
- Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).
- Gather information from various sources and writing reevaluation reports for new students with IEPs.
- Ongoing 1:1 meetings with students
- Crisis Counseling
- Classroom Guidance
- Prep and conduct Child Study Team
- Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)
- Attend Multi Disciplinary Team meetings
- Collaborate with school nurse to address student needs



- Create schedule in middle and high school.
- Coordinate across grades to organize bus buddy program
- Ongoing 1:1 meetings with students

- Crisis Counseling
- Classroom Guidance
- After school Tutoring
- Prepare for CST-testing and observations of students (surveys to teachers, meetings with principal and classroom observations)
- Consult with administration to resolve academic issues
- Address scheduling issues
- FAME referrals
- Facilitate coordination of mental health services in school
- Collaborate with school nurse to address student needs
- Prep and conduct Child Study Team
- Process post-secondary applications
- Crisis Counseling
- Classroom Guidance
- Select Rotary Student of the Month
- Return PSATs
- Attend all IEPs
- Weekly guidance meeting
- Complete budget
- Gather information from various sources and writing reevaluation reports for new students with IEPs.
- Monthly principal meetings with guidance office
- Senior Homeroom
- Select Rotary Student of the Month
- Return PSATs



- After school Tutoring: organization
- Parent phone calls in regards to attendance to explain policy when reach 3 unexcused absences.
- Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)
- Attending Early Intervention Transitional Meetings.
- Parent meetings
- Teacher consults
- Complete Functional Behavior Assessment (FBA)
- Process course failures, schedule changes
- Prepare and present 9th Grade Career Night

- Coordinate across grades to organize bus buddy program
- Choose Rotary Student of the Month
- Weekly guidance meeting
- Senior Homeroom
- Finalize Course Selection Guide
- Process post-secondary applications
- Monthly principal meetings with guidance office
- Design, implement and help supervise individual behavioral plans.
- Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).
- Gather information from various sources and writing reevaluation reports for new students with IEPs.
- Ongoing 1:1 meetings with students
- Crisis Counseling
- Classroom Guidance



- Ongoing 1:1 meetings with students
- Crisis Counseling
- Classroom Guidance
- After school Tutoring
- Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)
- Attend Early Intervention Transitional Meetings.
- Attend during and after school programs for scheduling
- Prep and conduct Child Study Team
- Weekly guidance meeting
- Choose Rotary Student of the Month
- Senior Homeroom
- Process post-secondary applications
- Attend all IEP meetings
- Prepare and present 8th Grade Parents' Night Program
- Prepare and present scheduling assembly (Grade 8)
- Prepare and present grade level scheduling assemblies
- Register students for ACT/SAT Prep
- Process post-secondary applications

- Monitor peer helper program
- Screenings for gifted
- Responsible for gathering behavioral information and writing sections of Evaluation Reports.
- Coordinate across grades to organize bus buddy program
- Teacher meetings
- Attend meetings and facilitate coordination of mental health services in school
- Monthly principal meetings with guidance office
- Design, implement and help supervise individual behavioral plans.
- Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).
- Responsible for gathering information from various sources and writing reevaluation reports for new students
- Ongoing 1:1 meetings with students
- Crisis Counseling
- Classroom Guidance
- Organize and coordinate building PSSA testing
- Parent phone calls in regards to attendance to explain policy when reach 3 unexcused absences.
- Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)
- Court/magistrate appearance



- Organize and coordinate building PSSA testing
- Court/magistrate appearance
- Responsible for attending Early Intervention Transitional Meetings.
- Create and review schedules
- Preparation for new student orientations
- Senior Homeroom
- Process post-secondary applications
- Select Rotary Student of the Month
- Weekly guidance meeting
- Administer the SAT
- Collaborate with principal on master schedule
- SAP
- 504 coordination

- Orientation and record review of all news students. Classroom placement of all new students in the building. Create schedule in middle and high school.
- Teacher consults
- Weekly guidance meetings
- Monthly principal meetings with guidance office
- Design, implement and help supervise individual behavioral plans.
- Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Connors, and K-Bit).
- Gather information from various sources and writing reevaluation reports for new students with IEPs.
- Ongoing 1:1 meetings with students
- Coordinate across grades to organize bus buddy program
- Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)
- Attend Multi Disciplinary Team meetings
- Collaborate with school nurse to address student needs
- Crisis Counseling
- Classroom Guidance
- Prep and conduct Child Study Team
- Screenings for gifted referrals.
- Facilitate coordination of mental health services in school
- Student observations
- Organize and facilitate open/closed support groups
- Individual I.Q/ Achievement screenings of referred students; Prepare packet for school psychologist



- Student observations
- SAP
- 504 coordination
- Orientation and record review of all news students. Classroom placement of all new students in the building. Create schedule in middle and high school.
- Classroom Guidance
- Ongoing 1:1 meetings with students
- Crisis Counseling
- Organize and coordinate building PSSA testing

- Parent phone calls in regards to attendance to explain policy when reach 3 unexcused absences.
- Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)
- Attend Early Intervention Transitional Meetings.
- Facilitate coordination of mental health services in school
- Collaborate with school nurse to address student needs
- Create and review schedules
- Preparation for new student orientations
- Cross building meetings to discuss students
- Prep and conduct Child Study Team
- Weekly guidance meeting
- Select Rotary Student of the Month
- Attend all IEPs
- Senior Homeroom
- Attend Parent/Teacher Conferences
- Prepare and present Junior Parents' Night
- Attend Northeastern PA College Fair
- Process post-secondary applications
- Individual student scheduling
- Teacher consults
- Weekly guidance meetings
- Monthly principal meetings with guidance office
- Assign and supervise high school peer helpers.
- Design, implement and help supervise individual behavioral plans.
- Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).
- Gather information from various sources and writing reevaluation reports for new students with IEPs.
- Screenings for gifted referrals.
- Coordinate across grades to organize bus buddy program
- Complete Functional Behavior Assessment (FBA)
- Attend Multi Disciplinary Team meetings
- Organize and facilitate open/closed support groups
- Monitor peer helper program
- Individual I.Q./Achievement screenings of referred students; Prepare packet for school psychologist



- Student observations
- SAP
- 504 Coordination
- Monitor peer helper program
- Complete Functional Behavior Assessment (FBA)
- Formulate class lists for the upcoming school year with teachers/principal
- Attend meetings and facilitate coordination of mental health services in school
- Responsible for attending Early Intervention Transitional Meetings.
- Transition planning for all students
- Planning and organizing transition/orientation visits
- Coordinate with special education teachers re: scheduling and student placement
- Ongoing 1:1 meetings with students
- Gather behavioral information and writing sections of Evaluation Reports.
- Crisis Counseling
- Weekly guidance meetings to consult and collaborate with building counselor, student assistance counselor and instructional interventionist
- Monthly principal meetings with guidance office
- Parent phone calls in regards to attendance to explain policy when reach 3 unexcused absences
- Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)
- Responsible for attending Early Intervention Transitional Meetings.
- Ongoing outside agency contact
- Collaborate with school nurse to address student needs
- Prep and conduct Child Study Team
- Consult regarding student failures
- Complete student schedules
- Prepare for summer school registration
- Classroom Guidance
- Process post-secondary applications
- Select Rotary Student of the Month
- Attend all IEPs
- Organize, set up, and attend Career Day
- Individual student scheduling
- Senior Homeroom
- Register for ACT/SAT Prep
- Design, implement and help supervise individual behavioral plans.

- Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).



- Student observations
- SAP
- Formulate class lists for the upcoming school year with teachers/principal
- Complete Functional Behavior Assessment (FBA)
- Facilitate coordination of mental health services in school
- Responsible for attending Early Intervention Transitional Meetings.
- Transition planning for all students
- Planning and organizing transition/orientation visits
- Attend Multi Disciplinary Team meetings
- Coordinate with special education teachers re: scheduling and student placement
- Ongoing 1:1 meetings with students
- Crisis Counseling
- Weekly guidance meetings to consult and collaborate with building counselor, student assistance counselor and instructional interventionist
- Individual student scheduling
- Select scholarship recipients
- Verify graduates
- Verify class rank
- Notify students of failures
- Address summer school concerns
- Orientation and record review of all news students. Classroom placement of all new students in the building. Create schedule in middle and high school.
- Design, implement and help supervise individual behavioral plans.
- Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).
- Collaborate with school nurse to address student needs



JULY

- Purge and transfer student records
- Orientation and record review of all news students. Classroom placement of all new students in the building.
- Meeting with parents in person or phone conferences either at their request or the homeroom teachers to discuss areas of concern
- Phone conferences/meetings with agency, medical personnel regarding student referrals
- Review special placements
- Review all incoming 504s
- Review student schedules
- Plan classroom guidance lessons



- Purge and transfer student records
- Orientation and record review of all news students. Classroom placement of all new students in the building.
- Meeting with parents in person or phone conferences either at their request or the homeroom teachers to discuss areas of concern
- Phone conferences/meetings with agency, medical personnel regarding student referrals
- Plan classroom guidance lessons
- Review and update all 504's for new school year
- Attend open house
- Review student schedules

VII. K-12 Program Delivery

<p style="text-align: center;">Guidance Curriculum</p> <p>Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</p>	<p style="text-align: center;">Prevention, Intervention and Responsive Services</p> <p>Addresses school and student needs.</p>	<p style="text-align: center;">Individual Student Planning</p> <p>Assists students and parents in development of academic and career plans.</p>	<p style="text-align: center;">System Support</p> <p>Includes program, staff and school support activities and services.</p>
<p style="text-align: center;">Purpose</p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p style="text-align: center;">Purpose</p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p style="text-align: center;">Purpose</p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p style="text-align: center;">Purpose</p> <p>Program delivery and support.</p>
<p style="text-align: center;">Academic Students will:</p> <ul style="list-style-type: none"> • Display a positive interest in learning • Take pride in work and achievement • Identify attitudes and behaviors which lead to successful learning • Apply time management and task management skills • Demonstrate how effort and persistence positively affect learning • Use communication skills to know 	<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> • SAP • 1:1 Counseling • Crisis Response • Academic Screenings • Teacher Meetings • Parent Meetings • Psychologist Consultations • Student Observations • Functional Behavior Assessment (FBA) • Behavior Plans • Outside Agency Liaison • Truancy Elimination Plan • Open/Closed Support Groups • Guidance 	<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> • SAP • 504 Coordination • 1:1 Counseling • Crisis Response • Academic Screenings • Gifted Screenings • Teacher Meetings • Parent Meetings • Psychologist Consultations • Student Observations • Functional Behavior Assessment (FBA) • Behavior Plans • Orientation and record review of new students • Outside Agency Liaison 	<p style="text-align: center;">Academic</p> <ul style="list-style-type: none"> • After-School Tutoring • PSSA coordination • Teacher Coverage • Principal meetings • District Counselor meetings • Develop student schedule • Transition • Student Records

<p>when and how to ask for help when needed</p> <ul style="list-style-type: none"> • Demonstrate the ability to work independently, as well as the ability to share knowledge • Demonstrate the motivation to achieve individual potential • Learn and apply critical thinking skills • Apply the study skills necessary for academic success at each level • Seek information and support from faculty, staff, family and peers • Organize and apply academic information from a variety of sources • Use knowledge of learning style to positively influence school performance • Establish challenging academic goals in elementary, junior high, and high school 	<p>Consultations</p> <ul style="list-style-type: none"> • Coordinate High School Peer Helper Program 	<ul style="list-style-type: none"> • Truancy Elimination Plan • Guidance Consultations • Evaluation Report (ER) • Reevaluation Report (RER) 	
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<ul style="list-style-type: none">• Use assessment results in educational planning• Develop and implement an annual plan of study to maximize academic ability and achievement• Apply knowledge of aptitudes and interests to goal setting• Use problem-solving and decision-making skills to assess progress toward educational goals• Identify post-secondary options consistent with interests, achievement, aptitude, and abilities• Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life• Seek co-curricular and community experiences to enhance the			
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<p>school experience</p> <ul style="list-style-type: none"> • Understand how school success and academic achievement enhance future career and vocational opportunities 			
<p>Career</p> <ul style="list-style-type: none"> • Develop an awareness of personal abilities, skill, interests, and motivations • Learn how to interact and work cooperatively in teams • Learn to make decisions • Learn how to set goals • Understand the importance of planning • Balance between work and leisure time • Apply job readiness skills to seek employment opportunities • Learn to respect individual uniqueness in 	<p>Career</p> <ul style="list-style-type: none"> • SAP • 1:1 Counseling • Crisis Response • Academic Screenings • Teacher Meetings • Parent Meetings • Psychologist Consultations • Student Observations • Functional Behavior Assessment (FBA) • Behavior Plans • Outside Agency Liaison • Truancy Elimination Plan • Open/Closed Support Groups • Guidance Consultations 	<p>Career</p> <ul style="list-style-type: none"> • SAP • 1:1 Counseling • Crisis Response • Academic Screenings • Teacher Meetings • Parent Meetings • Psychologist Consultations • Student Observations • Functional Behavior Assessment (FBA) • Behavior Plans • Outside Agency Liaison • Truancy Elimination Plan • Guidance Consultations • Evaluation Report (ER) • Reevaluation Report (RER) 	<p>Career</p> <ul style="list-style-type: none"> • After-School Tutoring • PSSA coordination • Principal meetings • District Counselor meetings • Transition

<p>the workplace</p> <ul style="list-style-type: none">• Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace• Utilize time-and task management skills• Apply decision-making skills to career planning, course selection, and career transitions• Identify personal preferences and interests which influence career choices and success• Understand the importance of equity and access in career choice• Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals• Learn how to use conflict management skills with peers			
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<p>and adults</p> <ul style="list-style-type: none"> • Learn to work cooperatively with others as a team member 			
<p>Personal/Social</p> <ul style="list-style-type: none"> • Develop a positive attitude toward self as a unique and worthy person • Identify values, attitudes, and beliefs • Learn the goal setting process • Understand change as a part of growth • Identify and express feelings • Distinguish between appropriate and inappropriate behaviors • Recognize personal boundaries, rights, and privacy needs • Understand the need for self-control and how to practice it • Demonstrate cooperative behavior in groups • Identify personal 	<p>Personal/Social</p> <ul style="list-style-type: none"> • SAP • 1:1 Counseling • Crisis Response • Academic Screenings • Teacher Meetings • Parent Meetings • Psychologist Consultations • Student Observations • Functional Behavior Assessment (FBA) • Behavior Plans • Outside Agency Liaison • Truancy Elimination Plan • Open/Closed Support Groups • Guidance Consultations • Coordinate High School Peer Helper Program 	<p>Personal/Social</p> <ul style="list-style-type: none"> • SAP • 504 Coordination • 1:1 Counseling • Crisis Response • Academic Screenings • Teacher Meetings • Parent Meetings • Psychologist Consultations • Student Observations • Functional Behavior Assessment (FBA) • Behavior Plans • Orientation and record review of new students • Outside Agency Liaison • Truancy Elimination Plan • Guidance Consultations • Evaluation Report (ER) • Reevaluation Report (RER) 	<p>Personal/Social</p> <ul style="list-style-type: none"> • Principal meetings • District Counselor meetings • Develop student schedule • Transition

<p>strengths and assets</p> <ul style="list-style-type: none">• Identify and discuss changing personal and social roles• Identify and recognize changing family roles• Recognize that everyone has rights and responsibilities• Respect alternative points of view• Recognize, accept, respect, and appreciate individual differences• Recognize, accept and appreciate ethnic and cultural diversity• Recognize and respect differences in various family configurations• Use effective communication skills• Know that communication involves speaking, listening, and nonverbal behavior• Learn how to make and keep			
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<p>friends</p> <ul style="list-style-type: none">• Use a decision-making and problem-solving model• Understand consequences of decisions and choices• Identify alternative solutions to a problem• Develop effective coping skills for dealing with problems• Demonstrate when, where, and how to seek help for a solving problems and making decisions• Know how to apply conflict resolution skills• Demonstrate a respect and appreciation for individual and cultural differences • Know when peer pressure is influencing a decision• Identify long and short term goals• Develop an action plan to set and achieve			
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<p>realistic goals</p> <ul style="list-style-type: none">• Demonstrate knowledge of personal information(i.e., telephone number, home address, emergency contact)• Learn difference between appropriate and inappropriate physical contact• Differentiate between situations requiring peer support and situations requiring adult professional help• Identify resources people in the school and community, and know how to seek their help• Apply effective problem-solving and decision-making skills to make safe and healthy choices• Learn about the emotional and physical dangers of substance use and abuse• Learn how to cope with peer			
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<p>pressure</p> <ul style="list-style-type: none"> • Learn techniques for managing stress and conflict • Learn coping skills for managing life events 			
<p>Counselor Role</p> <ul style="list-style-type: none"> • Facilitator 	<p>Counselor Role</p> <ul style="list-style-type: none"> • Facilitator 	<p>Counselor Role</p> <ul style="list-style-type: none"> • Facilitator 	<p>Counselor Role</p> <ul style="list-style-type: none"> • Facilitator
<p>Percentage of Time</p>	<p>Percentage of Time</p>	<p>Percentage of Time</p>	<p>Percentage of Time</p>

VIII. Curriculum Action Plan
See attached Excel document

VIII. Career Resources

Resource Types	List Resources
Organizations/Agencies	Workforce Wayne
Intermediary Organizations	
Umbrella Organizations	Chamber of Commerce
Community/State Agencies	United Way Career Link
Networking Opportunities	Community College Workforce Wayne
Individual Contacts	
Community/Business Meetings	Workforce Wayne Chamber of commerce
Community Events	Career Café Health Fair
Online/ On land	Career Zone Workforce Wayne
Internet Based Links	
Media/Advertising	Newspaper Football program
Publications/Documents	Play/Music Programs Online Homepage

Examples

Intermediary Organizations	Connecting, Collaborating, Convening Organizations Ex: Business/Education Partnerships, Regional Career Ed. Partnerships
Umbrella Organizations	Organizations that represent a large group of business organizations with a common mission. Ex: Chamber of Commerce, Builders Association
Community State Organizations	Agencies representing community and state initiatives, service to communities. Ex: Career Link, Youth Council, United Way
Individual Contacts	Contacts acquired through networking and interaction Ex: Business Partnership, Community College Reps,
Community/Business Meetings	Meetings, which bring cross/community members together to promote growth to further a cause. Ex: Chamber of Commerce, Technology Council
Community Events	Conferences, Workshops, Grand Openings Ex: Healthcare Career Day, Green Center Opening
Internet Based Links	Websites educating others and promoting career development and related topics. Ex: www.pacareerstandards.com , www.onetcenter.org
Media/Advertising	Marketing Various Methods that provide contacts, career awareness, ideas and workforce information Ex: Billboards, Radio and TV Ads, Social Media, Newspaper Inserts, Community Program Booklets
Publication/Documents	Hard Copy Materials that offer contacts and career/workforce information Ex: Pa. Career Guide, Newspaper Inserts, Community Program Booklets

Remember to:

- ***Think Innovatively***
- ***Network, Network, Network***
- ***Be an Investigator; Watch and Listen***
- ***Consider Many Source***
- ***Have Fun and Learn***

X. Career and Technical Center Strategy

Student Awareness:

Grade	Intervention/Program/Events	Stakeholder Delivering	Data Used Success Indicator	Begin& End	Contact Person
5 6	Teachers/classroom references inferences; possible visits to the high school	Students/teachers	Classroom discussions	Fall grade 5 through spring grade 6	Grade coordinators in grade 5 and 6
7	Career fair Career Cruising computer individual portfolio	Student Teachers Community resources parents	Classroom discussion Continuation of the computer program in grades 8-12	Fall 7 th grade through Spring 7 th grade	7 th grade coordinator
8	High school schedule planning Visits to the high school programs Parent evening program and tours Student assembly and tours of the high school vocational programs	Students Parents teachers	Enrollment in the vocational programs	Spring of the 8 th grade year	Middle school and high school counselors

Parent Awareness:

Intervention/Program Events	Date	Stakeholder Delivering	Data Used Success Indicator	Contact Person
Informational notice and Power School posting	Prior to event/school activity	Grade coordinators	Classroom discussion	Building principal and grade coordinators

Educator Awareness:

Intervention/Program Events	Date	Stakeholder Delivering	Data Used Success Indicator	Contact Person
Faculty collaborating and instruction with program developers	Fall grade 5 through Spring grade 7	Grade coordinators	Student participation in activities and classroom discussion	Building principals

XI. Job Descriptions
(A=academic, P=personal/social, C=career)

SEPTEMBER	
Student observations	A,P
Complete Functional Behavior Assessment (FBA)	A,P
SAP (Student Assistance Program) Team Leader: Organize new referrals, prepare weekly agenda, and review referrals at weekly SAP meetings	A, P
504 coordinator for the building. This includes original parent contacts (via phone or in person), writing of plan and arranging a meeting. Annual review meetings.	A, P
Attend meetings and facilitate coordination of mental health services in school	A,P
S.A.P Team Member	A, P
Organize and facilitate open/closed support groups	A, P
Individual I.Q./Achievement screenings of referred students; Prepare packet for school psychologist	A
Screenings for gifted referrals. Prepare packet for school psychologist.	A
Orientation and record review of all new students. Classroom placement of all new students in the building. Create schedule in middle and high school.	A, P
Meeting with parents in person or phone conferences either at their request or the homeroom teachers to discuss areas of concern	A, P
Teacher meetings	A, P
Phone conferences/meetings with agency, medical personnel regarding student referrals	A, P
Weekly guidance meetings to consult and collaborate with building counselor, student assistance counselor and instructional interventionist	A, P, C
Monthly principal meetings with guidance office	A, P, C
Weekly guidance meeting (High)	A, P, C
Assign and supervise high school peer helpers. Includes: obtaining parental permission, referral form, high school teacher contact and visits to the high school.	A, P
Design, implement and help supervise individual behavioral plans.	A, P
Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).	A, P
Responsible for gathering information from various sources and writing reevaluation reports for new students with IEPs.	A
Ongoing 1:1 meetings with students	A, P, C

Crisis Counseling	A, P
Classroom Guidance	P
Review files of at risk students	A, P
Address scheduling issues	A
Ongoing outside agency contact	P
Collaborate with school nurse to address student needs	A, P
Prep and conduct Child Study Team (Middle)	A
Freshman Orientation (High)	A, P
Conduct grade level class meetings (High)	A
Attend IEPs (High)	A, C, P
Register students for ACT/SAT Prep Program (High)	A, C
Register students for PSAT (High)	A, C
Initiate Senior Homeroom (High)	C
Select Rotary Student of the Month (High)	P
Process post-secondary applications (High)	A, C
OCTOBER	
Red Ribbon Week: coordinate with student council to plan activities	P
Student observations	A,P
Complete Functional Behavior Assessment (FBA)	A,P
SAP (Student Assistance Program) Team Leader: Organize new referrals, prepare weekly agenda, and review referrals at weekly SAP meetings	A, P
504 coordinator for the building. This includes original parent contacts (via phone or in person), writing of plan and arranging a meeting. Annual review meetings.	A, P
Assign and supervise high school peer helpers. Includes: obtaining parental permission, referral form, high school teacher contact and visits to the high school.	A, P
Attend meetings and facilitate coordination of mental health services in school	A,P
Teacher meetings	A, P
S.A.P Team Member	A, P
Organize and facilitate open/closed support groups	A, P
Individual I.Q./Achievement screenings of referred students; Prepare packet for school psychologist	A
Screenings for gifted referrals. Prepare packet for school psychologist	A
Orientation and record review of all news students. Classroom placement of all new students in the building. Create schedule in middle and high school.	A, P
Meeting with parents in person or phone conferences either at their request or the homeroom teachers to discuss areas of concern	A, P
Responsible for gathering behavioral information and	A, P

writing sections of Evaluation Reports.	
Weekly guidance meetings to consult and collaborate with building counselor, student assistance counselor and instructional interventionist	A, P, C
Monthly or bimonthly principal meetings with guidance office	A, P, C
Weekly guidance meeting (High)	A, P, C
Bi monthly elementary guidance meetings	A, P, C
Phone conferences/meetings with agency, medical personnel regarding student referrals	A, P
Coordinate across grades to organize bus buddy program	P
Design, implement and help supervise individual behavioral plans.	A, P
Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit)	A, P
Responsible for gathering information from various sources and writing reevaluation reports for new students with IEPs.	A
Ongoing 1:1 meetings with students	A, P, C
Crisis Counseling	A, P
Classroom Guidance	A, P, C
Parent phone calls in regards to attendance to explain policy when reach 3 unexcused absences	A, P
Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)	A, P
Schedule new students	A
Adjust student schedules	A
Review student failures	A, P
Prepare for CST-testing and observations of students (surveys to teachers, meetings with principal and classroom observations)	A, P
Attend MultiDisciplinary Team meetings	A
Ongoing outside agency contact	P
Collaborate with school nurse to address student needs	A, P
Responsible for gathering behavioral information and writing sections of Evaluation Reports.	A, P
Prep and conduct Child Study Team (Middle)	A
Administer SAT (High)	A, C
Administer PSAT (High)	A, C
Administer ASVAB (High)	A, C
Select Rotary Student of the Month	P
Attend all IEP meetings (High)	A, C, P
Senior Homeroom (High)	A, C
Process post-secondary applications (High)	A, C
Review Course Selection Guide (High)	A, C

Distribute WAHS Scholarship Packet (High)	A, C
NOVEMBER	
504 coordinator for the building. This includes original parent contacts (via phone or in person), writing of plan and arranging a meeting. Annual review meetings.	A, P
Student observations	A,P
Complete Functional Behavior Assessment (FBA)	A,P
SAP (Student Assistance Program) Team Leader: Organize new referrals, prepare weekly agenda, and review referrals at weekly SAP meetings	A, P
Attend meetings and facilitate coordination of mental health services in school	A,P
S.A.P Team Member	A, P
Responsible for gathering behavioral information and writing sections of Evaluation Reports.	A, P
Organize and facilitate open/closed support groups	A, P
Monitor peer helper program	A, P
Individual I.Q./Achievement screenings of referred students; Prepare packet for school psychologist	A
Screenings for gifted referrals Prepare packet for school psychologist	A
Orientation and record review of all news students. Classroom placement of all new students in the building. Create schedule in middle and high school.	A, P
Meeting with parents in person or phone conferences either at their request or the homeroom teachers to discuss areas of concern	A, P
Teacher meetings	A, P
Phone conferences/meetings with agency, medical personnel regarding student referrals	A, P
Weekly guidance meetings to consult and collaborate with building counselor, student assistance counselor and instructional interventionist	A, P, C
Monthly principal meetings with guidance office	A, P, C
Design, implement and help supervise individual behavioral plans.	A, P
Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).	A, P
Responsible for gathering information from various sources and writing reevaluation reports for new students	A
Coordinate across grades to organize bus buddy program	P
Ongoing 1:1 meetings with students	A, P, C
Crisis Counseling	A, P
Classroom Guidance	A, P, C

After school Tutoring: organization and development of student rosters, parent permission and groups	A
Parent phone calls in regards to attendance to explain policy when reach 3 unexcused absences.	A, P
Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)	A, P
Ongoing outside agency contact	P
Collaborate with school nurse to address student needs	A, P
Prep and conduct Child Study Team (Middle)	A
Attend PHEAA Conference (High)	A, C
Select HOBY recipient (High)	P
Select Scranton Times Scholastic Superstar students (High)	P
Senior Homeroom (High)	A, C
Select Rotary Student of the Month (High)	P
Attend Parent/Teacher Conferences	A, C, P
Attend all IEPs (High)	A, C, P
Weekly guidance meeting (High)	A, C, P
Prepare and present Financial Aid Night (High)	C
Administer practice PSAT(High)	A, C
Administer practice SAT (High)	A, C
Process post-secondary applications (High)	A, C
DECEMBER	
Student observations	A,P
Complete Functional Behavior Assessment (FBA)	A,P
SAP (Student Assistance Program) Team Leader: Organize new referrals, prepare weekly agenda, and review referrals at weekly SAP meetings	A, P
504 coordinator for the building. This includes original parent contacts (via phone or in person), writing of plan and arranging a meeting. Annual review meetings.	A, P
Responsible for gathering behavioral information and writing sections of Evaluation Reports.	A, P
S.A.P Team Member	A, P
Attend meetings and facilitate coordination of mental health services in school	A,P
Organize and facilitate open/closed support groups	A, P
Monitor peer helper program	A, P
Individual I.Q./Achievement screenings of referred students; Prepare packet for school psychologist	A
Screenings for gifted referrals, prepare packet for school psychologist	A
Orientation and record review of all news students. Classroom placement of all new students in the building.	A, P

Create schedule in middle and high school.	
Meeting with parents in person or phone conferences either at their request or the homeroom teachers to discuss areas of concern	A, P
Teacher meetings	A, P
Phone conferences/meetings with agency, medical personnel regarding student referrals	A, P
Weekly guidance meetings to consult and collaborate with building counselor, student assistance counselor and instructional interventionist	A, P, C
Monthly principal meetings with guidance office	A, P, C
Bi monthly elementary guidance meetings	A, P, C
Design, implement and help supervise individual behavioral plans.	A, P
Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).	A, P
Responsible for gathering information from various sources and writing reevaluation reports for new students	A
Coordinate across grades to organize bus buddy program	P
Ongoing 1:1 meetings with students	A, P, C
Crisis Counseling	A, P
Classroom Guidance	A, P, C
After school Tutoring: organization and development of student rosters, parent permission and groups	A
Parent phone calls in regards to attendance to explain policy when reach 3 unexcused absences.	A, P
Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)	A, P
Prepare for CST-testing and observations of students (surveys to teachers, meetings with principal and classroom observations)	A, P
Consult with administration to resolve academic issues	A, P
Address scheduling issues (High)	A
FAME referrals	P
Ongoing outside agency contact	P
Collaborate with school nurse to address student needs	A, P
Prep and conduct Child Study Team (Middle)	A
Process post-secondary applications (High)	A, C
Senior Homeroom (High)	A, C
Select Rotary Student of the Month (High)	P
Return PSATs (High)	A, C
Attend all IEPs (High)	A, C, P
Weekly guidance meeting (High)	A, C, P
Complete budget	A, C

JANUARY	
Student observations	A, P
SAP (Student Assistance Program) Team Leader: Organize new referrals, prepare weekly agenda, and review referrals at weekly SAP meetings	A, P
504 coordinator for the building. This includes original parent contacts (via phone or in person), writing of plan and arranging a meeting. Annual review meetings.	A, P
Complete Functional Behavior Assessment (FBA)	A, P
S.A.P Team Member	A, P
Attend meetings and facilitate coordination of mental health services in school	A, P
Organize and facilitate open/closed support groups	A, P
Assign and supervise high school peer helpers. Includes: obtaining parental permission, referral form, high school teacher contact and visits to the high school. (2 nd semester)	A, P
Individual I.Q./Achievement screenings of referred students; Prepare packet for school psychologist	A
Screenings for gifted referrals, prepare packet for school psychologist	A
Orientation and record review of all news students. Classroom placement of all new students in the building. Create schedule in middle and high school.	A, P
Meeting with parents in person or phone conferences either at their request or the homeroom teachers to discuss areas of concern	A, P
Coordinate across grades to organize bus buddy program	P
Teacher meetings	A, P
Phone conferences/meetings with agency, medical personnel regarding student referrals	A, P
Weekly guidance meetings to consult and collaborate with building counselor, student assistance counselor and instructional interventionist	A, P, C
Monthly principal meetings with guidance office	A, P, C
Responsible for gathering behavioral information and writing sections of Evaluation Reports.	A, P
Design, implement and help supervise individual behavioral plans.	A, P
Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).	A, P
Responsible for gathering information from various sources and writing reevaluation reports for new students	A
Ongoing 1:1 meetings with students	A, P, C
Crisis Counseling	A, P

Classroom Guidance	A, P, C
After school Tutoring: organization	A
Parent phone calls in regards to attendance to explain policy when reach 3 unexcused absences.	A, P
Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)	A, P
Responsible for attending Early Intervention Transitional Meetings.	A, P
Ongoing outside agency contact	P
Collaborate with school nurse to address student needs	A, P
Prep and conduct Child Study Team (Middle)	A
Process course failures, schedule changes (High)	A
Prepare and present 9 th Grade Career Night (High)	A, C
Attend all IEPs (High)	A, C, P
Choose Rotary Student of the Month (High)	P
Weekly guidance meeting (High)	A, C, P
Senior Homeroom (High)	A, C
Finalize Course Selection Guide (High)	A, C
Process post-secondary applications (High)	A, C
FEBRUARY	
Student observations	A,P
SAP (Student Assistance Program) Team Leader: Organize new referrals, prepare weekly agenda, and review referrals at weekly SAP meetings	A, P
504 coordinator for the building. This includes original parent contacts (via phone or in person), writing of plan and arranging a meeting. Annual review meetings.	A, P
Complete Functional Behavior Assessment (FBA)	A,P
S.A.P Team Member	A, P
Organize and facilitate open/closed support groups	A, P
Monitor peer helper program	A, P
Individual I.Q./Achievement screenings of referred students; Prepare packet for school psychologist	A
Screenings for gifted referrals, prepare packet for school psychologist	A
Orientation and record review of all news students. Classroom placement of all new students in the building. Create schedule in middle and high school.	A, P
Meeting with parents in person or phone conferences either at their request or the homeroom teachers to discuss areas of concern	A, P
Coordinate across grades to organize bus buddy program	P
Responsible for gathering behavioral information and writing sections of Evaluation Reports.	A, P

Attend meetings and facilitate coordination of mental health services in school	A,P
Teacher meetings	A, P
Phone conferences/meetings with agency, medical personnel regarding student referrals	A, P
Weekly guidance meetings to consult and collaborate with building counselor, student assistance counselor and instructional interventionist	A, P, C
Monthly principal meetings with guidance office	A, P, C
Bi monthly elementary guidance meetings	A, P, C
Design, implement and help supervise individual behavioral plans.	A, P
Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).	A, P
Responsible for gathering information from various sources and writing reevaluation reports for new students	A
Ongoing 1:1 meetings with students	A, P, C
Crisis Counseling	A, P
Classroom Guidance	A, P, C
After school Tutoring: organization and development of student rosters, parent permission and groups	A
Parent phone calls in regards to attendance to explain policy when reach 3 unexcused absences.	A, P
Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)	A, P
Responsible for attending Early Intervention Transitional Meetings.	A, P
Ongoing outside agency contact	P
Collaborate with school nurse to address student needs	A, P
Attend during and after school programs for scheduling (Middle)	A, P
Prep and conduct Child Study Team (Middle)	A
Weekly guidance meeting (High)	A, C, P
Choose Rotary Student of the Month (High)	P
Senior Homeroom (High)	A, C
Process post-secondary applications (High)	A, C
Attend all IEP meetings (High)	A, C, P
Prepare and present 8 th Grade Parents' Night Program (High)	A, C
Prepare and present scheduling assembly (Grade 8)	A, C
Prepare and present grade level scheduling assemblies (High)	A, C
Register students for ACT/SAT Prep (High)	A, C
Process post-secondary applications (High)	A, C

MARCH	
Student observations	A, P
SAP (Student Assistance Program) Team Leader: Organize new referrals, prepare weekly agenda, and review referrals at weekly SAP meetings	A, P
504 coordinator for the building. This includes original parent contacts (via phone or in person), writing of plan and arranging a meeting. Annual review meetings.	A, P
S.A.P Team Member	A, P
Complete Functional Behavior Assessment (FBA)	A, P
Organize and facilitate open/closed support groups	A, P
Monitor peer helper program	A, P
Individual I.Q./Achievement screenings of referred students; Prepare packet for school psychologist	A
Screenings for gifted referrals, prepare packet for school psychologist	A
Responsible for gathering behavioral information and writing sections of Evaluation Reports.	A, P
Orientation and record review of all new students. Classroom placement of all new students in the building. Create schedule in middle and high school.	A, P
Meeting with parents in person or phone conferences either at their request or the homeroom teachers to discuss areas of concern	A, P
Coordinate across grades to organize bus buddy program	P
Teacher meetings	A, P
Phone conferences/meetings with agency, medical personnel regarding student referrals	A, P
Weekly guidance meetings to consult and collaborate with building counselor, student assistance counselor and instructional interventionist	A, P, C
Attend meetings and facilitate coordination of mental health services in school	A, P
Monthly principal meetings with guidance office	A, P, C
Design, implement and help supervise individual behavioral plans.	A, P
Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).	A, P
Responsible for gathering information from various sources and writing reevaluation reports for new students	A
Ongoing 1:1 meetings with students	A, P, C
Crisis Counseling	A, P
Classroom Guidance	A, P, C

Organize and coordinate building PSSA testing	A
Parent phone calls in regards to attendance to explain policy when reach 3 unexcused absences.	A, P
Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)	A, P
Court/magistrate appearance	A, P
Responsible for attending Early Intervention Transitional Meetings.	A, P
Ongoing outside agency contact	P
Collaborate with school nurse to address student needs	A, P
Create and review schedules	A
Preparation for new student orientations	A, P, C
Prep and conduct Child Study Team (Middle)	A
Senior Homeroom (High)	A, C
Process post-secondary applications (High)	A, C
Select Rotary Student of the Month (High)	P
Weekly guidance meeting (High)	A, C, P
Administer the SAT (High)	A, C
Collaborate with principal on master schedule (High)	A, C
APRIL	
Student observations	A,P
SAP (Student Assistance Program) Team Leader: Organize new referrals, prepare weekly agenda, and review referrals at weekly SAP meetings	A, P
504 coordinator for the building. This includes original parent contacts (via phone or in person), writing of plan and arranging a meeting. Annual review meetings.	A, P
Complete Functional Behavior Assessment (FBA)	A,P
S.A.P Team Member	A, P
Attend meetings and facilitate coordination of mental health services in school	A,P
Organize and facilitate open/closed support groups	A, P
Monitor peer helper program	A, P
Individual I.Q./Achievement screenings of referred students; Prepare packet for school psychologist	A
Screenings for gifted referrals, prepare packet for school psychologist	A
Orientation and record review of all news students. Classroom placement of all new students in the building. Create schedule in middle and high school.	A, P
Meeting with parents in person or phone conferences either at their request or the homeroom teachers to discuss areas of concern	A, P
Coordinate across grades to organize bus buddy program	P

Teacher meetings	A, P
Phone conferences/meetings with agency, medical personnel regarding student referrals	A, P
Weekly guidance meetings to consult and collaborate with building counselor, student assistance counselor and instructional interventionist	A, P, C
Monthly principal meetings with guidance office	A, P, C
Bi monthly elementary guidance meetings	A, P, C
Responsible for gathering behavioral information and writing sections of Evaluation Reports.	A, P
Design, implement and help supervise individual behavioral plans.	A, P
Distribute, review and report back to parents/teachers information gathered from various screening instruments (BASC, Conners, and K-Bit).	A, P
Responsible for gathering information from various sources and writing reevaluation reports for new students	A
Classroom Guidance	A, P, C
Ongoing 1:1 meetings with students	A, P, C
Crisis Counseling	A, P
Organize and coordinate building PSSA testing	A
Parent phone calls in regards to attendance to explain policy when reach 3 unexcused absences.	A, P
Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)	A, P
Responsible for attending Early Intervention Transitional Meetings.	A, P
Ongoing outside agency contact	P
Collaborate with school nurse to address student needs	A, P
Create and review schedules	A
Preparation for new student orientations	A, P, C
Cross building meetings to discuss students	A, P
Prep and conduct Child Study Team (Middle and High)	A
Weekly guidance meeting (High)	A, C, P
Select Rotary Student of the Month (High)	P
Attend all IEPs (High)	A, C, P
Senior Homeroom (High)	A, C
Attend Parent/Teacher Conferences (High)	A, C, P
Prepare and present Junior Parents' Night (High)	A, C
Attend Northeastern PA College Fair (High)	A, C
Process post-secondary applications (High)	A, C
Individual student scheduling (High)	A, C
MAY	
Student observations	A,P

SAP (Student Assistance Program) Team Leader: Organize new referrals, prepare weekly agenda, and review referrals at weekly SAP meetings	A, P
504 coordinator for the building. This includes original parent contacts (via phone or in person), writing of plan and arranging a meeting. Annual review meetings.	A, P
Monitor peer helper program	A, P
Complete Functional Behavior Assessment (FBA)	A,P
Responsible for formulating class lists for the upcoming school year with teachers/principal	A
Attend meetings and facilitate coordination of mental health services in school	A,P
Responsible for attending Early Intervention Transitional Meetings.	A, P
Transition planning for all students	A, P
Planning and organizing transition/orientation visits	A, P
Coordinate with special education teachers re: scheduling and student placement	A, P
Ongoing 1:1 meetings with students	A, P, C
Responsible for gathering behavioral information and writing sections of Evaluation Reports.	A, P
Crisis Counseling	A, P
Weekly guidance meetings to consult and collaborate with building counselor, student assistance counselor and instructional interventionist	A, P, C
Monthly principal meetings with guidance office	A, P, C
Parent phone calls in regards to attendance to explain policy when reach 3 unexcused absences	A, P
Plan and facilitate School and Family Conferences to help develop a Truancy Elimination Plan (TEP)	A, P
Responsible for attending Early Intervention Transitional Meetings.	A, P
Ongoing outside agency contact	P
Collaborate with school nurse to address student needs	A, P
Prep and conduct Child Study Team (Middle)	A
Consult regarding student failures	A
Complete student schedules	A
Prepare for summer school registration	A
Weekly guidance meeting (High)	A, C, P
Process post-secondary applications (High)	A, C
Select Rotary Student of the Month (High)	A, C
Attend all IEPs (High)	A, C, P
Organize, set up, and attend Career Day (High)	C
Individual student scheduling (High)	A, C
Senior Homeroom (High)	A, C

Register for ACT/SAT Prep (High)	A, C
JUNE	
Student observations	A,P
SAP (Student Assistance Program) Team Leader: Organize new referrals, prepare weekly agenda, and review referrals at weekly SAP meetings	A, P
Monitor peer helper program	A, P
Responsible for formulating class lists for the upcoming school year with teachers/principal	A
Complete Functional Behavior Assessment (FBA)	A,P
Attend meetings and facilitate coordination of mental health services in school	A,P
Responsible for attending Early Intervention Transitional Meetings.	A, P
Transition planning for all students	A, P
Planning and organizing transition/orientation visits	A, P
Meeting with parents in person or phone conferences either at their request or the homeroom teachers to discuss areas of concern	A, P
Coordinate with special education teachers re: scheduling and student placement	A, P
Ongoing 1:1 meetings with students	A, P, C
Crisis Counseling	A, P
Weekly guidance meetings to consult and collaborate with building counselor, student assistance counselor and instructional interventionist	A, P, C
Ongoing outside agency contact	P
Bi monthly elementary guidance meetings	A, P, C
Collaborate with school nurse to address student needs	A, P
Prep and conduct Child Study Team (Middle)	A
Weekly guidance meeting (High)	A, P, C
Attend all IEPs (High)	A, P, C
Individual student scheduling (High)	A, C
Select scholarship recipients (High)	P
Verify graduates (High)	A
Verify class rank (High)	A
Notify students of failures (High)	A
Address summer school concerns (High)	A
JULY	
Purge and transfer student records	A
Orientation and record review of all news students. Classroom placement of all new students in the building.	A, P
Meeting with parents in person or phone conferences	A, P

either at their request or the homeroom teachers to discuss areas of concern	
Phone conferences/meetings with agency, medical personnel regarding student referrals	A, P
Review special placements	A, P
Review all incoming 504s	A
Review student schedules	A
Plan classroom guidance lessons	A, P, C
AUGUST	
Purge and transfer student records	A
Orientation and record review of all news students. Classroom placement of all new students in the building.	A, P
Meeting with parents in person or phone conferences either at their request or the homeroom teachers to discuss areas of concern	A, P
Phone conferences/meetings with agency, medical personnel regarding student referrals	A, P
Plan classroom guidance lessons	A, P, C
Review and update all 504's for new school year	A, P
Attend open house	P
Review student schedules (High)	A