

# Gettysburg Area School District K-12 Guidance Plan 2013-14

900 Biglerville Road, Gettysburg, PA 17325  
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- **School Counselors and Assignments: (Approx. Caseload- # of students)**
- Anna Palmer- HS Counselor (apalmer@gettysburg.k12.pa.us) Grades 9-12 (325)
- Beth Polk- HS Counselor (bpolk@gettysburg.k12.pa.us) Grades 9-12 (325)
- Leigh Walton- HS Counselor (lwalton@gettysburg.k12.pa.us) Grades 9-12 (325)
- Joe Schaeffer- MS Counselor (jschaeffer@gettysburg.k12.pa.us) Grade 6 and Grade 8 (L-Z)(340)
- Valerie Swogger- MS Counselor (vswogger@gettysburg.k12.pa.us) Grade 7 and Grade 8 (A-K) (350)
- Gavin Hogg- K-5 Counselor (ghogg@gettysburg.k12.pa.us)(450)
- Maureen Malone- K-5 Counselor (mmalone@gettysburg.k12.pa.us)(450)
- Denyel Effinger- K-5 Counselor (deffinger@gettysburg.k12.pa.us)(450)

- **School Counseling Department Core Beliefs**

- Every student can achieve success.
- Every student utilizes unique learning styles.
- Every student possesses positive developmental assets.

- **School Counseling Department Philosophy**

**We believe:**

- All students have the right to be served by the school counseling program.
- The school counseling program will use data for program development and revision.
- The school counseling program should be consistent with expected developmental stages of learning.
- School counseling activities shall be facilitated by the counseling staff.
- The school counseling program shall be managed by state-certified counselors.
- All students should have access to a school counselor to discuss personal concerns.
- All students should have access to information about occupational and educational planning.
- All students have the right to assistance in identifying their needs in the personal/social domain.
- All students should have the opportunity to make choices within the constraints of the educational system.
- The student and parent/guardian(s) are responsible for monitoring the student's educational progress with the assistance of a professional school counselor.
- An ongoing program of counselor competency training/retraining is necessary to maintain a quality school counseling program.
- The professional mandates and guidelines proposed by the national and state counselor association shall continue to set standards for the school counseling program.

- **School Counseling Department Mission Statement**

Recognizing the uniqueness of the individual student, our mission is to provide developmentally appropriate counseling services as an integral part of maximizing student achievement in the areas of personal, social, academic, and career development in a continuous and consistent manner, K-12, in partnership with the teaching staff, the administration, families, and the community.

- **Role of the School Personnel and the Community in the K-12 School Counseling Program**

- **Students:**

- Provide feedback on the needs of the student body.
- Provide feedback on the manner in which those needs are being met.
- Effectiveness of services provided for students.
- Ways to improve services to better meet student's needs.

- **Parents:**

- Provide input on current counseling program and its effectiveness.
- Provide feedback on ways to improve the counseling program to better support students/families.
- Be a voice to the other parents and community members about the various services provided.
- Encourage their children to utilize the counseling program.

- **Educators (Teachers/Administrators):**

- Teachers may be asked to implement programs to meet standards.
- Provide support for school counselors and the curriculum.
- At the elementary level, teachers will be encouraged to allow classroom time to meet the needs of the students through classroom lessons.
- Allow access to students by school counselors.
- Work collaboratively with the counselors to ensure the needs of all students are met.
- Increase awareness of the role of the school counselors.

- Provide feedback on ways to improve the counseling program to better support students/families.
- Reinforce the standards.
  
- **Business/Community:**
  - Provide feedback on student readiness for college and career.
  - Provide input on community resources, career/internship opportunities.
  - Work with other community members, parents, teachers/administrators, and school counselors.
  - Public relations to promote the role of the school counselors.
  - Assist in building a stronger relationship with our community.
  - Assist in securing donations.
  
- **Post-Secondary:**
  - Volunteer opportunities.
  - Provide resources to prepare students for career and college.
  - Build relationships.
  - Provide internship opportunities.
  
- **Role of the School Counselor**
  
- **As a Leader...**

<p><b>For the Student and the Counseling Program</b></p>
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- During the 2012-13 school year, the school counselors at Gettysburg Area School District took part in developing a comprehensive K-12 guidance and counseling plan that follows PA's academic standards for career education and work.
- In addition, the school counselors at GASD will continue to utilize the following career programs: High School and Middle School will utilize Career Cruising and Elementary school will utilize PAWS in Jobland.
- The School Counselors at GASD will continue to serve on district level curriculum teams. These teams include the District Curriculum Cabinet, Strategic Planning Committee, School Wide Behavior Support Plan, and School Improvement Team.

- **As an Advocate...**

**For the Student and the Counseling Program**

**The K-12 school counselors at GASD...**

- Are members of the academic intervention teams.
- Participate in the RTII process, Child Study Team, Grade Level Team Meetings, Pupil Services, and Student Assistance Program.
- Provide support for student learning through behavior plans, academic support, Check In/Check Outs.
- Ensure the academic, personal/social and career development of all students.
- Collaborate with others within and outside the school to help meet all students needs.
- Participate in parent teacher conferences, FBA's, IEP's, 504's.

- **As a Collaborator...**

**Collaborator for the Student and the Counseling Program**

- Provides a comprehensive school counseling program that engages the educational community to ensure that all students benefit from the program.
- Offers parents/guardian information to enhance the educational opportunities for students and their families. The School Counselors have resource tables set up at school functions, updated information on their website, and information added to the school newsletter sent home at the Elementary level.
- Maintains an open communication style to foster an effective team culture and a sense of community for the school system.
- Serves actively on school leadership teams.
- **Will team with staff to provide professional development that enhances student success.**
- Collaborates with numerous outside agencies to provide needed resources and services for the students. The following are TrueNorth Wellness Services, Salvation Army, CYS, MHIDD, Probation, United Way, Collaborating for Youth, Wellspan, SMART, OVR, Adams Co Business Education Partnership, HACC, Gettysburg Times, Gettysburg College, PA Counseling, Big Brother/Big Sister, PEACE.

- **As an Agent of Systematic Change...**

**Counselors as Agents of Systematic Change**

- Creates pro-social programs directed by counselors. Each level participates in Career Day (Grades 3-5); Career Fair (Grade 10), and College Fair (Grade 9-12).
- Gathers data to support the need for change.
- Identifies realistic goals and creates action plans for students in collaboration with teachers and support team.
- Develops intervention strategies through Positive Behavior Support Plans, Functional Behavior Assessments, 504, and Individualized Education Plans.
- Enlists the support of stakeholders.

- Advisory Council**  
**Gettysburg Area School District**

Name- Title	Stakeholder Group
Mary Smith	Post-Secondary
Anne Cowden	Business
Sarah Sanders	9 <sup>th</sup> Grade Student
Brooke Hollinger	12 <sup>th</sup> Grade Student
Lily Crowner	5 <sup>th</sup> Grade Student
Bill Hewitt	School Board
Sharon Zortman	Post Secondary
Jim Cramer	Educator/Admin
Kelly Dewees	Educator/Admin
Axa Jones	Educator/Admin
Joyce Thomas	Parent of Student
TBD	Post-Secondary
Wendy Miller	Educator
Matt Crowner	Parent/Business
Kim Wakefield	Business

**2nd Proposed Meeting Date** October 24, 2014

**3rd Proposed Meeting Date** May 22, 2014

- **Program Calendar**
- **Elementary (Grades K-5)**

<b>Month</b>	<b>Academic</b>	<b>Career</b>	<b>Personal/ Social</b>
	*Coordinate Character Education Curriculum *Faculty Meeting *RTII Meeting *Coordination of 504 Plans and inform teachers of the plan *Functional Behavior Assessments		*Lunch/Lobby Duty *Coordinate Character Education Curriculum *RTII Meeting *Coordination of 504 Plans and inform teachers of the plan *Functional Behavior Assessments *Positive Behavior Support Plan *Positive Behavior Support Plan with student *Individual Student Counseling *Student referrals to after school

## Ongoing

\*Positive Behavior Support Plan  
\*Positive Behavior Support Plan with student  
\*Individual Student Counseling  
\*Student referrals to after school community Programs/Resources: SMART-Big Brother/ Big Sister, PEACE, Collaborating For Youth, ESAP, Children Services  
\*Character Counts Guidance Lessons  
\*Counselor Monthly Newsletter  
\*Parent conferences with students  
\*Home visits  
\*Parent conferences without students, phone calls, emails  
\*Bulletin Boards  
\*Peer Mediation Coordination  
\* Teacher consultations  
\*Prevention/ intervention groups: Homework check, anxiety, test taking skills, New students, Lunch Bunch, Anti-Bullying, friendship small groups

## \*Bulletin Boards

community Programs/Resources: SMART-Big Brother/ Big Sister, PEACE, Collaborating For Youth, ESAP, Children Services  
\*Character Counts Guidance Lessons  
\*Chester the Cat-Bullying Lessons  
\*Counselor Monthly Newsletter  
\*Parent conferences with students  
\*Home visits  
\*Parent conferences without students, phone calls, emails  
\*Bulletin Boards  
\*Peer Mediation Coordination  
\* Teacher consultations  
\* Prevention/ intervention groups: Homework check, anxiety, test taking skills, New students, Lunch Bunch, Anti-Bullying, friendship small groups  
\*Bully Bustin' Assembly K-5/ Dubbs Karate, Character Counts assemblies  
\* Coordinate School wide Character Ed Program  
\* Delivery of Kids For Character Bulletin Board

			Bureau Board, Student Nominations, Certificates, Stickers/ Pencils * Bully/Talk Box Referrals
August	<b>Academic:</b> *Kindergarten Orientation Evening Program *Back To School Evening Program *Sailing New Seas Evening Program *Coordinate Character Education Curriculum with Gettysburg Times: NIE *Building wide in- service activities		<b>Personal/Social:</b> *Kindergarten Orientation Evening Program *Back To School Evening program *Peer Mediation Coordination/ Training *Sailing New Seas Evening Program *Salvation Army: Walmart Back to School Shopping
September	<b>Academic:</b> *Update Counselor Web page *Develop Individual Action Plan *Intro To School Counselor: School – Wide expectations, rules *Bullying prevention school board policy class lesson *Character Ed Program:: Citizenship Lessons	<b>Career:</b> *Schedule Career Awareness Day-3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade	<b>Personal/Social:</b> *Sailing New Seas Group * Intro To School Counselor: School – Wide expectations, rules *Bullying prevention school board policy class lesson Character Ed Program:: Citizenship Lessons

<p>October</p>	<p><b>Academic:</b>  *Character Ed Program:: Chester the Cat- Anti-Bully Program  *Department Meetings  Counselor-In-Service Day</p>	<p><b>Career:</b>  *K-12 guidance Advisory Committee Meeting  *Department Meetings  *Counselor-In-Service Day  *Lunch &amp; Learns: Career Spotlight</p>	<p><b>Personal/Social:</b>  *Family referrals to Holiday Family Outreach  *Character Ed Program:: Chester the Cat- Anti-Bully Program  *Department Meetings  Counselor-In-Service Day</p>
<p>November</p>	<p><b>Academic:</b>  *Character Ed Program: Caring Lessons  *Parent Conferences</p>	<p><b>Career:</b>  *Schedule /prepare for Paws In Jobland lessons for 3<sup>rd</sup>/5<sup>th</sup> grades</p>	<p><b>Personal/Social:</b>  *Family Referrals for Holiday Family Outreach  *Character Education Program: Caring Lessons  *Parent Conferences</p>
<p>December</p>	<p><b>Academic:</b>  *Character Ed Program: CARING Lessons</p>	<p><b>Career:</b></p>	<p><b>Personal/Social:</b>  *Holiday Outreach coordination with community agencies, local churches and businesses  *Character Education activities for Caring: Food Drive/ Coat Drive  *Character Ed Program: CARING Lessons</p>

<p>January</p>	<p><b>Academic:</b>  *Peer Mediation Training  *Character Education Ed: Respect lessons</p>	<p><b>Career:</b>  *Paws In Jobland  Career Lessons-3<sup>rd</sup>/  5<sup>th</sup> grade  *Plan for Career Day: newsletter, phone calls, emails</p>	<p><b>Personal/Social:</b>  *Peer Mediation Training  Character Education Program: Respect lessons</p>
<p>February</p>	<p><b>Academic:</b>  *Character Ed curriculum: Responsibility Lessons  *Counselor In-Service Day</p>	<p><b>Career:</b>  *Paws In Jobland  Career Lessons-3<sup>rd</sup>/  5<sup>th</sup> gr  *Plan for Career Day/ School Newsletter  *Counselor In-Service Day</p>	<p><b>Personal/Social:</b>  *Counselor In-Service Day  *Character Ed curriculum: Responsibility Lessons</p>
<p>March</p>	<p><b>Academic:</b>  *Character Ed program: Trustworthiness Lesson  *Referrals for Salvation Army-Camp Ladore</p>	<p><b>Career:</b>  *Paws In Jobland  Career Lessons-3<sup>rd</sup>/  5<sup>th</sup> grade  *Plan for Career Day School Newsletter</p>	<p><b>Personal/Social:</b>  *Character Ed program: Trustworthiness Lesson</p>
<p>April</p>	<p><b>Academic:</b>  *Character Ed program : Fairness Lessons  *Referrals for Salvation Army: Camp Ladore</p>	<p><b>Career:</b>  *Career Awareness Day</p>	<p><b>Personal/Social:</b>  *Character Ed program : Fairness Lessons</p>

May	<b>Academic:</b> *Character Ed program : Fairness Lesson *Student placements into 6 <sup>th</sup> grade *Student Information to 6 <sup>th</sup> grade counselor review *K-5 class placement *Referrals for Salvation Army: Camp Ladore *Kindergarten Screening	<b>Career:</b> *K-12 guidance Advisory Committee Meeting *Lunch & Learns: Career Spotlight	<b>Personal/Social:</b> *Character Ed program : Fairness Lessons
June	<b>Academic:</b> *Referrals for Salvation Army- Camp Ladore	<b>Career:</b>	<b>Personal/Social:</b>
July	<b>Academic:</b> * Salvation Army- Camp Ladore	<b>Career:</b>	<b>Personal/Social:</b>

- **Middle School (Grades 6-8)**

Month	Academic	Career	Personal/Social
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<p>Ongoing</p>	<p><b>Academic:</b>  *CSI Meetings  *Referrals to Imprint After School Program  *Individual Student Contact  *Parent Meetings  *Teacher Consultation/Team Meetings  *IEP Meetings/GIEP meetings  *New Student Interview &amp; tour  *New Student Scheduling  *Update Resources on website  *Development of a new academic rewards program  *Promote After School Program  *Develop and review 504 plans  *Bi-weekly Leader Meetings  *Register students for VLN, and ongoing follow-up  *Assist in Quarterly Honor Roll Assemblies</p>	<p><b>Career:</b>  *Lunch &amp; Learn Career Spotlights  *Update Career Resources on Website  *K-12 Guidance Planning meetings  *Planning and implementation of Career Cruising  *Assist Health Teachers with Career Lessons</p>	<p><b>Personal/Social:</b>  *Update resources on webpage  *Create Behavior Cards &amp; Contracts &amp; FBA/PBSP  *Meet with students re: behavior cards/ FBA, etc.  *Individual Student Contacts &amp; Mediation  *SAP referrals &amp; meetings  *Co-teach Character Education Lessons  *Assist in development of PTO  *Parent/Community Outreach (Team Gettysburg)  *Trainings for SWPBS  *Bus Duty  *Interactions with students in cafeteria  *Phone conferences re: students in placement  *Home Visits  *Attend psychiatric evaluations at the IU</p>
<p>August</p>	<p><b>Academic:</b>  *6<sup>th</sup> grade Orientation evening program  *Building Wide Inservice Activities  *Inform Teachers of 504 Plans</p>	<p><b>Career:</b></p>	<p><b>Personal/Social:</b>  *Introduction to Student Assistance Program to 6<sup>th</sup> Graders  *School Climate Survey  *Parent Engagement Survey</p>

September	<b>Academic:</b> *Back to school night (7 <sup>th</sup> & 8 <sup>th</sup> grade) *Organize and Initiate After School Tutoring Program *Small group: homework completion	<b>Career:</b>	<b>Personal/Social:</b> *Plan for 7 <sup>th</sup> Grade Leadership Conference *Check in with new students (individual meetings)
October	<b>Academic:</b> *Small group: homework completion *K12 Guidance Advisory Council Meeting	<b>Career:</b>	<b>Personal/Social:</b> *7 <sup>th</sup> Grade Leadership Conference
November	<b>Academic:</b> *Student Led Parent Conferences *Plan for 8 <sup>th</sup> Grade Field Trip to High School to see Elective Courses	<b>Career:</b>	<b>Personal/Social:</b> *Small group: Social Skills (6 <sup>th</sup> grade)
December	<b>Academic:</b> *8 <sup>th</sup> Grade Field Trip to High School to see Elective Courses	<b>Career:</b>	<b>Personal/Social:</b> *Small group: Social Skills (6 <sup>th</sup> grade)
January	<b>Academic:</b> *Meet with 8 <sup>th</sup> grade students who didn't attend Schedule Fest re: scheduling	<b>Career:</b> *Interest Inventories with *Learning Support Students	<b>Personal/Social:</b> *Plan for 7 <sup>th</sup> Grade Leadership Conference *Small group: "Girl Drama"
February	<b>Academic:</b> *Small group: Organizational Skills	<b>Career:</b>	<b>Personal/Social:</b> *Follow-up with Girl Drama group

March	<b>Academic:</b> *PSSA distribution & make-ups	<b>Career:</b> *Tech Prep Fair	<b>Personal/Social:</b> *Planning for 7 <sup>th</sup> grade leadership conference
April	<b>Academic:</b> *PSSA distribution & make-ups * Review possible retentions with teams and administrators *Meet with parents and students in danger of retention	<b>Career:</b>	<b>Personal/Social:</b> *6 <sup>th</sup> grade camp
May	<b>Academic:</b> *5 <sup>th</sup> grade orientation program *Take students to team meetings to facilitate transition *Participate in end of year awards ceremony *K12 Guidance Advisory Council Meeting *Interview students for academic awards	<b>Career:</b> *Interest Inventories with *Learning Support Students	<b>Personal/Social:</b> *Report SAP data *Meetings with 5 <sup>th</sup> grade counselors re: transition *Meetings with H.S. counselors re: transition
June	<b>Academic:</b> *Follow-up with students in danger of failing *Consult with administrators regarding next year scheduling	<b>Career:</b>	<b>Personal/Social:</b> *Finalize end of year paperwork
July			

- **High School (Grades 9-12)**

	<b>Academic</b>	<b>Career</b>	<b>Personal/ Social</b>
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>*Pupil Services</li> <li>*Faculty Meeting</li> <li>*HS Guidance Dept Meeting</li> <li>*K-12 Dept meeting</li> <li>*Development of FBA</li> <li>*PBSP</li> <li>*SIT committee</li> <li>*Parent Communication</li> <li>*ACSCA meeting</li> <li>*Parent meetings</li> <li>*Individual student appointments</li> <li>*IEP &amp; GIEP meetings</li> <li>*Development of 504 Plans</li> </ul>	<ul style="list-style-type: none"> <li>*HS Guidance Dept Meeting</li> <li>*K-12 Dept meeting</li> <li>*Parent Communication</li> <li>*Career Fair committee</li> <li>*ACSCA meeting</li> <li>*Individual student appointments</li> <li>*IEP &amp; GIEP meetings</li> <li>*Parent meetings</li> <li>*Development of 504 Plans</li> </ul>	<ul style="list-style-type: none"> <li>*Pupil Services</li> <li>*HS Guidance Dept Meeting</li> <li>*K-12 Dept meeting</li> <li>*SWPBS committee</li> <li>*Parent Communication</li> <li>*ACSCA meeting</li> <li>*Parent meetings</li> <li>*Individual student appointments</li> <li>*IEP &amp; GIEP meetings</li> <li>*Begin SAP meetings</li> <li>*Development of 504 Plans</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li>*New student orientation</li> <li>*New student meetings</li> <li>*Schedule adjustments</li> <li>*Forward 504 plans to teachers</li> <li>*Begin senior meetings</li> </ul>	<ul style="list-style-type: none"> <li>*Begin senior meetings</li> </ul>	<ul style="list-style-type: none"> <li>*New student orientation</li> <li>*New student meetings</li> <li>*Begin senior meetings</li> <li>*Mentor trainings</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>*Fall Open house</li> <li>*Continue senior meetings</li> <li>*ACT</li> </ul>	<ul style="list-style-type: none"> <li>*Continue senior meetings</li> <li>*ACT</li> </ul>	<ul style="list-style-type: none"> <li>*Fall Open House</li> <li>*Continue senior meetings</li> </ul>

October	<ul style="list-style-type: none"> <li>*College/Career Fair at Gettysburg College</li> <li>*PSAT</li> <li>*Evening parent conferences</li> <li>*SAT</li> </ul>	<ul style="list-style-type: none"> <li>*College/Career Fair at Gettysburg College</li> <li>*PSAT</li> <li>*Evening parent conferences</li> <li>*SAT</li> </ul>	<ul style="list-style-type: none"> <li>*SAP</li> <li>*Evening Parent conferences</li> </ul>
November	<ul style="list-style-type: none"> <li>*Begin Junior interviews</li> </ul>	<ul style="list-style-type: none"> <li>*Begin Junior interviews</li> </ul>	
December	<ul style="list-style-type: none"> <li>*Begin meeting with underclassmen for scheduling</li> <li>*SAT</li> <li>*8<sup>th</sup> grade visit to HS</li> </ul>	<ul style="list-style-type: none"> <li>*Financial Aid Night</li> <li>*Begin meeting with underclassmen for scheduling</li> <li>*FAFSA presentations</li> <li>*SAT</li> <li>*8<sup>th</sup> grade visit to HS</li> </ul>	<ul style="list-style-type: none"> <li>* Begin meeting with underclassmen for scheduling</li> <li>*Psychology class presentations on depression</li> <li>*8<sup>th</sup> grade visit to HS</li> </ul>
January	<ul style="list-style-type: none"> <li>*Scheduling meetings with underclassmen</li> <li>*Spring Open House</li> <li>*Schedule Fest</li> </ul>	<ul style="list-style-type: none"> <li>*FAFSA presentations</li> <li>*Scheduling meetings with underclassmen</li> <li>*Schedule Fest</li> </ul>	
February	<ul style="list-style-type: none"> <li>*Schedule verifications</li> <li>*ACT</li> </ul>	<ul style="list-style-type: none"> <li>*Schedule verifications</li> <li>*ACT</li> </ul>	
March		<ul style="list-style-type: none"> <li>*10<sup>th</sup> grade Career Fair</li> </ul>	

April	*ACT	*Process HACC applications for CHS *Placement Exams for CHS *ACT	
May	*AP Exams *Adjust schedules	*AP Exams *Adjust schedules	*Psychology presentations on depression
June	*Graduation *Summer school *Failure letters	*Graduation	

- Program Delivery System**  
**Comprehensive School Counseling Program Delivery System**  
**Gettysburg Area School District**

- Elementary School (Grades K-5)**

<p><b>Guidance Curriculum</b> Provide developmental, comprehensive guidance program content in a systematic way to all students K-12</p>	<p><b>Prevention, Intervention, and Responsive Services</b> Addresses school and student needs</p>	<p><b>Individual Student Planning</b> Assists students and parents in development of academic and career plans</p>	<p><b>System Support</b> Includes program, staff and school support activities and services</p>
<p><b>Purpose</b> Student awareness; skill development and application of skills needed to achieve academically and be career and college ready by graduation</p>	<p><b>Purpose</b> Prevention, Intervention, and responsive Services to groups and individuals</p>	<p><b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions</p>	<p><b>Purpose</b> Program delivery and support</p>
			<p><b>Academic</b> *Coordinate Character Education Curriculum *Coordinate Anti-Bullying Curriculum *Faculty Meeting *RTII Meeting *Coordination of 504 Plans and inform teachers</p>

**Academic**

\*Character Counts  
Guidance Lessons:  
Intro To School  
Counselor; School –  
Wide expectations,  
rules;  
Bullying prevention  
school board policy  
lesson;  
Citizenship Lessons;  
Chester the Cat-  
Anti-Bully Program;  
Caring Lessons;  
Respect lessons ;  
Responsibility  
Lessons;  
Trustworthiness  
Lessons;  
Fairness Lessons  
\*Kindergarten  
Screening  
\*Peer Mediation  
Training

**Academic**

\*Positive Behavior  
Support Plan with  
student  
\*Individual Student  
Counseling  
\*Parent conferences  
with students  
\*Home visits  
\* Prevention/  
intervention groups:  
Homework check,  
anxiety, test taking  
skills, New students,  
Lunch Bunch, Anti-  
Bullying, friendship  
small groups  
\*Kindergarten  
Orientation Evening  
Program  
\*Back To School  
Evening Program  
\*Sailing New Seas  
Evening Program

**Academic**

and inform teachers  
of the plan  
\*Functional  
Behavior  
Assessments  
\*Positive Behavior  
Support Plan  
\*Student referrals to  
after school  
community  
Programs/Resources:  
SMART-Big  
Brother/ Big Sister,  
PEACE,  
Collaborating For  
Youth, ESAP,  
Children Services  
\*Counselor Monthly  
Newsletter  
\*Parent conferences  
without students,  
phone calls, emails  
\*Bulletin Boards  
\* Peer Mediation  
Coordination  
\* Teacher  
consultations  
\*Update Counselor  
Web page  
\*Develop Individual  
Action Plan  
\*Department  
Meetings  
\*Counselor-In-  
Service Day  
\*Referrals for  
Salvation Army-  
Camp Ladore  
\*Student placements  
into 6<sup>th</sup> grade  
\*Student Information  
to 6<sup>th</sup> grade  
counselor review

			<ul style="list-style-type: none"> <li>*K-5 class placement</li> <li>*Referrals for Salvation Army: Camp Ladore</li> </ul>
<p><b>Career</b></p> <ul style="list-style-type: none"> <li>*Paws In Jobland</li> <li>Career Lessons-3<sup>rd</sup>/ 5<sup>th</sup> grade</li> <li>*Career Awareness Day</li> </ul>	<b>Career</b>	<b>Career</b>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>*Schedule Career Awareness Day-3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade</li> <li>*Plan for Career Day: newsletter, phone calls, emails</li> <li>*K-12 guidance Advisory Committee Meeting (Oct &amp; May)</li> <li>*Department Meetings</li> <li>*Counselor-In-Service Day</li> <li>*Schedule /prepare for Paws In Jobland lessons for 3<sup>rd</sup>/ 5<sup>th</sup> grades</li> </ul>
<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>* Bully Bustin' Assembly K-5/ Dubbs Karate, Character Counts assemblies</li> <li>* Delivery of Kids For Character Bulletin Board, Student Nominations, Certificates, Stickers/ Pencils</li> <li>*Kindergarten Orientation Evening</li> </ul>	<b>Personal/Social</b>		<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>*Coordinate Character Education Curriculum</li> <li>*RTII Meeting</li> <li>*Coordination of 504 Plans and inform teachers of the plan</li> <li>*Functional Behavior Assessments</li> <li>*Positive Behavior Support Plan</li> <li>*Student referrals to after school community Programs/Resources:</li> </ul>

<p>Orientation Evening Program  *Back To School Evening program  *Peer Mediation Coordination/ Training  *Sailing New Seas Evening Program  *Salvation Army: Walmart Back to School Shopping  *Character Counts Guidance Lessons: Intro To School Counselor; School – Wide expectations, rules; Bullying prevention school board policy lesson; Citizenship Lessons; Chester the Cat- Anti-Bully Program; Caring Lessons; Respect lessons ; Responsibility Lessons; Trustworthiness Lessons; Fairness Lessons</p>	<p>* Positive Behavior Support Plan with student  *Individual Student Counseling  *Parent conferences with students  *Home visits  * Prevention/ intervention groups: Homework check, anxiety, test taking skills, New students, Lunch Bunch, Anti-Bullying, friendship small groups  * Bully/Talk Box Referrals  Sailing New Seas Group</p>	<p><b>Personal/Social</b></p>	<p>SMART-Big Brother/ Big Sister, PEACE, Collaborating For Youth, ESAP, Children Services  *Counselor Monthly Newsletter  *Parent conferences without students, phone calls, emails  *Bulletin Boards  *Peer Mediation Coordination  * Teacher consultations  *Coordinate School wide Character Ed Program  *Family referrals to Holiday Family Outreach  *Department Meetings  *Counselor-In-Service Day  *Holiday Outreach coordination with community agencies, local churches and businesses  *Character Education activities for Caring: Food Drive/ Coat Drive</p>
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<p><b>Counselor Role</b> Counselors responsible for program development and implementation. Counselors line up career presentations, assist with health lessons, and take a lead role in the development of career portfolios.</p>	<p><b>Counselor Role</b> Counselor provides group and individual responsive services as needs arrive. Counselor collaborates with teachers, parents, and school staff to meet the needs of students.</p>	<p><b>Counselor Role</b> Counselor takes a lead role in the CSI process, SAP team, and 504 meetings. Counselor consults and collaborates with school staff, parents, and students in developing academic and career plans.</p>	<p><b>Counselor Role</b> Counselor develops partnerships and relationships with stakeholders, consults and collaborates with staff and parents, and assists in development and implementation of school wide programming.</p>
<p><b>Recommended Time:</b> 25%-35%</p>	<p><b>Recommended Time:</b> 30% - 40%</p>	<p><b>Recommended Time:</b> 15% - 25%</p>	<p><b>Recommended Time:</b> 10% - 15%</p>
<p><b>Estimated Actual Time:</b> 15%</p>	<p><b>Estimated Actual Time:</b> 45%</p>	<p><b>Estimated Actual Time:</b> 30%</p>	<p><b>Estimated Actual Time:</b> 10%</p>

- **Middle School (Grades 6-8)**

<p><b>Guidance Curriculum</b> Provide developmental, comprehensive guidance program content in a systematic way to all students K-12</p>	<p><b>Prevention, Intervention, and Responsive Services</b> Addresses school and student needs</p>	<p><b>Individual Student Planning</b> Assists students and parents in development of academic and career plans</p>	<p><b>System Support</b> Includes program, staff and school support activities and services</p>
<p><b>Purpose</b> Student awareness; skill development and application of skills needed to achieve academically and be career and college ready by graduation</p>	<p><b>Purpose</b> Prevention, Intervention, and responsive Services to groups and individuals</p>	<p><b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions</p>	<p><b>Purpose</b> Program delivery and support</p>

<p><b>Academic</b>  *6<sup>th</sup> grade  Orientation evening program  *Back to school night (7<sup>th</sup> &amp; 8<sup>th</sup> grade)  *8<sup>th</sup> Grade Field Trip to High School to see Elective Courses  *5<sup>th</sup> grade orientation program</p>	<p><b>Academic</b>  *Referrals to Imprint After School Program  *Individual Student Contact  *New Student Interview &amp; tour  *Register students for VLN, and ongoing follow-up  *Small group: homework completion  *Small group: Organizational Skills  *Meet with parents and students in danger of retention  *Take students to team meetings to facilitate transition  *Participate in end of year awards ceremony  *Interview students for academic awards  *Follow-up with students in danger of failing</p>	<p><b>Academic</b>  *Student Led Parent Conferences  *Meet with 8<sup>th</sup> grade students who didn't attend Schedule Fest re: scheduling</p>	<p><b>Academic</b>  *CSI Meetings  *Parent Meetings  *Teacher Consultation/Team Meetings  *IEP Meetings/GIEP meetings  *New Student Scheduling  *Update Resources on website  *Development of a new academic rewards program  *Promote After School Program  *Develop and review 504 plans  *Bi-weekly Leader Meetings  *Assist in Quarterly Honor Roll Assemblies  *Building Wide Inservice Activities  *Inform Teachers of 504 Plans  *Organize and Initiate After School Tutoring Program  *K12 Guidance Advisory Council Meeting  *PSSA distribution &amp; make-ups  *Review possible retentions with teams and administrators  *Consult with administrators regarding next year scheduling</p>
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<p><b>Career</b>  *<b>Lunch &amp; Learn Career Spotlights</b>  *<b>Assist Health Teachers with Career Lessons</b>  *<b>Tech Prep Fair</b></p>	<p><b>Career</b>  *<b>Take individual students to Tech Prep to see the programs</b></p>	<p><b>Career</b>  *<b>Interest Inventories with Learning Support Students</b></p>	<p><b>Career</b>  *<b>Update Career Resources on Website</b>  *<b>K-12 Guidance Planning meetings</b>  *<b>Planning and implementation of Career Cruising</b></p>
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<p><b>Personal/Social</b>  *Co-teach Character Education Lessons  *Introduction to Student Assistance Program to 6<sup>th</sup> Graders  *7<sup>th</sup> Grade Leadership Conference  *6<sup>th</sup> grade camp</p>	<p><b>Personal/Social</b>  *Meet with students re: behavior cards/ FBA, etc.  Individual Student Contacts &amp; Mediation  *Interactions with students in cafeteria  *Home Visits  *Attend psychiatric evaluations at the IU  *Check in with new students (individual meetings)  *Small group: Social Skills (6<sup>th</sup> grade)  *Small group: “Girl Drama”</p>	<p><b>Personal/Social</b></p>	<p><b>Personal/Social</b>  *Update resources on webpage  *Create Behavior Cards &amp; Contracts &amp; FBA/PBSP  *SAP referrals &amp; meetings  *Assist in development of PTO  *Parent/Community Outreach (Team Gettysburg)  *Trainings for SWPBS  *Bus Duty  *Phone conferences re: students in placement  *School Climate Survey  *Parent Engagement Survey  *Plan for 7<sup>th</sup> Grade Leadership Conference  *Report SAP data  *Meetings with 5<sup>th</sup> grade counselors re: transition  *Meetings with H.S. counselors re: transition  *Finalize end of year paperwork</p>
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<p><b>Counselor Role</b> Counselors responsible for program development and implementation. Counselors line up career presentations, assist with health lessons, and take a lead role in the development of career portfolios.</p>	<p><b>Counselor Role</b> Counselor provides group and individual responsive services as needs arrive. Counselor collaborates with teachers, parents, and school staff to meet the needs of students.</p>	<p><b>Counselor Role</b> Counselor takes a lead role in the CSI process, SAP team, and 504 meetings. Counselor consults and collaborates with school staff, parents, and students in developing academic and career plans.</p>	<p><b>Counselor Role</b> Counselor develops partnerships and relationships with stakeholders, consults and collaborates with staff and parents, and assists in development and implementation of school wide programming.</p>
<p><b>Recommended Time:</b> 25%-35%</p>	<p><b>Recommended Time:</b> 30% - 40%</p>	<p><b>Recommended Time:</b> 15% - 25%</p>	<p><b>Recommended Time:</b> 10% - 15%</p>
<p><b>Estimated Actual Time:</b> 15%</p>	<p><b>Estimated Actual Time:</b> 45%</p>	<p><b>Estimated Actual Time:</b> 30%</p>	<p><b>Estimated Actual Time:</b> 10%</p>

- **High School (Grades 9-12)**

<p><b>Guidance Curriculum</b> Provide developmental, comprehensive guidance program content in a systematic way to all students K-12</p>	<p><b>Prevention, Intervention, and Responsive Services</b> Addresses school and student needs</p>	<p><b>Individual Student Planning</b> Assists students and parents in development of academic and career plans</p>	<p><b>System Support</b> Includes program, staff and school support activities and services</p>
<p><b>Purpose</b> Student awareness; skill development and application of skills needed to achieve academically and be career and college ready by graduation</p>	<p><b>Purpose</b> Prevention, Intervention, and responsive Services to groups and individuals</p>	<p><b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions</p>	<p><b>Purpose</b> Program delivery and support</p>

<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>*New student orientation</li> <li>*New student meetings</li> <li>*Fall Open house</li> <li>*ACT</li> <li>*College/Career Fair at Gettysburg College</li> <li>*PSAT</li> <li>*SAT</li> <li>*Begin Junior interviews</li> <li>8<sup>th</sup> grade visit to HS</li> <li>Spring Open House</li> <li>*Schedule Fest</li> <li>*AP Exams</li> <li>*Graduation</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>*PBSP</li> <li>*Schedule adjustments</li> <li>*IEP &amp; GIEP meetings</li> <li>*Evening parent conferences</li> <li>*Summer school</li> <li>*Failure letters</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>*Begin senior meetings</li> <li>*Individual student appointments</li> <li>*Continue senior meetings</li> <li>*Begin meeting with underclassmen for scheduling</li> <li>*Scheduling meetings with underclassmen</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>*Pupil Services</li> <li>*Faculty Meeting</li> <li>*HS Guidance Dept Meeting</li> <li>*K-12 Dept meeting</li> <li>*Development of FBA</li> <li>*SIT committee</li> <li>*Parent Communication</li> <li>*ACSCA meeting</li> <li>*Forward 504 plans to teachers</li> <li>*Parent meetings</li> <li>*Adjust schedules</li> </ul>
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<p><b>Career</b></p> <ul style="list-style-type: none"> <li>*ACT</li> <li>*College/Career Fair at *Gettysburg College</li> <li>*PSAT</li> <li>*SAT</li> <li>*Begin Junior interviews</li> <li>*Financial Aid Night</li> <li>*FAFSA presentations</li> <li>*8<sup>th</sup> grade visit to HS</li> <li>*FAFSA presentations</li> <li>*Schedule Fest</li> <li>*10<sup>th</sup> grade Career Fair</li> <li>*AP Exams</li> <li>*Graduation</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>*IEP &amp; GIEP meetings</li> <li>*Evening parent conferences</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>*Senior meetings</li> <li>*Individual student appointments</li> <li>*Meet with underclassmen for scheduling</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>*HS Guidance Dept Meeting</li> <li>*K-12 Dept meeting</li> <li>*Parent Communication</li> <li>*Career Fair committee</li> <li>*ACSCA meeting</li> <li>*Parent meetings</li> <li>*Schedule verifications</li> <li>*Process HACC applications for CHS</li> <li>*Placement Exams for CHS</li> <li>*Adjust schedules</li> </ul>
<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>*New student orientation</li> <li>*New student meetings</li> <li>*Fall Open House</li> <li>*SAP</li> <li>*8<sup>th</sup> grade visit to HS</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>*Mentor trainings</li> <li>*Evening Parent conferences</li> <li>*Psychology class presentations on depression</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>*Senior meetings</li> <li>*Individual student appointments</li> <li>*Meet with underclassmen for scheduling</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>*Pupil Services</li> <li>*HS Guidance Dept Meeting</li> <li>*K-12 Dept meeting</li> <li>*SWPBS committee</li> <li>*Parent Communication</li> <li>*ACSCA meeting</li> <li>*Begin SAP meetings</li> <li>*Parent meetings</li> </ul>

<b>Counselor Role</b> *School counseling curriculum implementation *Classroom or structured groups *Consultation/ collaboration	<b>Counselor Role</b> *Individual counseling *Group counseling *Class meeting *Referral *Consultation/ Collaboration *SAP team	<b>Counselor Role</b> *Assessment *Planning *Placement *Consultation/ Collaboration	<b>Counselor Role</b> *Develop and manage program *Coordination *Develop relationships and partnerships *Consultation/ Collaboration
<b>Recommended Time</b> 15%-25%	<b>Recommended Time</b> 25%-35%	<b>Recommended Time</b> 25%-35%	<b>Recommended Time</b> 15%-20%

- **Curriculum Action Plan**

(Career Domain: **Black** for current and **Red** for Proposed)

**Goal:** The mission of the Curriculum Action Plan at Gettysburg Area School District is to provide each student with a planned and sequential set of activities that meet the objectives adopted in the Pennsylvania Career Education and Work Standards.

- **Grade K-5** Awareness of the world of work
- **Grades 6-8** Exploration of the world of work
- **Grades 9-12** Planning and applying information gathered and experiences learned about the world of work

**Philosophy:** The Curriculum Action Plan (Career Domain) is a developmental and organized component of the existing educational program that helps students grow and develop within their academic, personal-social, and career domains. The Curriculum Action Plan (Career Domain) provides information on and experiences in the world of work, which has meaning, related to a student's knowledge of self and of his/her future contributions to his/her changing society.

**RATIONALE: The Curriculum Action Plan provides the following benefits:**

- Ensures that objectives adopted in the Pennsylvania Career Education and Work Standards are introduced to each student in a planned sequence.
- Ensures academic and career planning for each student
- Provides support to families by advocating for their child’s academic, personal/social, and career development
- Provides a system for co-facilitation of classroom guidance lessons.

**• Elementary School (Grades K-5)**

<b>ACTION STEP</b>	<b>DELIVER Y METHOD</b>	<b>PERSON NEL</b>	<b>TARGET GROUP</b>	<b>TIMELIN E</b>	<b>CEW STANDAR D</b>
Student will explore the world of work	Classroom Guidance, PAWS in Jobland	Counselors	<b>K-5</b>		<b>13.1.11.F</b>
Students will explain and demonstrate conflict resolution skills	Character Counts! (Character Education Program & Chester the Cat)	Teachers, Counselors	K-5		13.3.11.C
Students will explore the world of work	Career Day	Counselors, Community Members, Teachers	3-5	Spring	13.1.8 A
Students will explore the world of work	Junior Achievement	Teachers, Community Members	2	2 <sup>nd</sup> Semester	13.2.8 E

Students will understand the importance of the essential workplace skills and knowledge	Career Lunch & Learn Events/ PAWS Worksheet	Counselors, Community Members	3-5		13.2.8.E
Students will explore careers and how they relate to personal interests, abilities, aptitudes, as well as traditional and nontraditional careers.	Career Lunch & Learn Events/ PAWS Worksheet	Counselors, Community members	3-5		13.1.8 A 13.1.8 B 13.1.8 C

• **Middle School (Grades 6-8)**

<b>ACTION STEP</b>	<b>DELIVERY METHOD</b>	<b>PERSONNEL</b>	<b>TARGET GROUP</b>	<b>TIMELINE</b>	<b>CEW STANDARD</b>
Students will complete an interest inventory.	Career Cruising Computer Program in Health Classes	Health Teachers Counselors	6-8		13.1.8 A
Students will learn effective speaking and listening skills related to job search.	Classroom Project: 8 <sup>th</sup> Grade Research and Debate	8 <sup>th</sup> Grade Teachers	8		13.2.8 A

Students will analyze individual roles in team projects	Classroom Projects: 8 <sup>th</sup> Grade Research and Debate Project, Bridge Building Project	8 <sup>th</sup> Grade Teachers	8		13.3.8 B
Students will develop a business plan.	Classroom Project: Computer Class	Computer Teacher	8		13.4.8 A 13.4.8 C
Students will analyze the economic factors that impact employment opportunities .	Classroom Lessons: Science classes explore Bureau of Labor & Statistics website	Science Teachers	8		13.1.8 E
Students will choose personal electives and extracurricular activities based upon career interests, abilities, and academic strengths	High School Schedule Fest	Counselors	8		13.1.8 H
Students will create an individualized career plan, including career portfolio	Career Cruising Program, including classroom lessons	Counselors Health Teachers	6-8		13.1.8 G 13.1.8 F 13.1.8 D 13.1.8 B 13.2.8 E

Students will explain and demonstrate conflict resolution skills	Character Counts (Character Education Program)	Teachers Counselors	6-8		13.3.11 C
Students will define entrepreneurship and identify entrepreneurial character traits related to career opportunities	Classroom Lessons: Health Classes	Health Teachers, Counselors	8		13.4.8 A 13.4.8 B
Students will explore careers and how they relate to personal interests, abilities, aptitudes, as well as traditional and nontraditional careers, and career training opportunities	Career Lunch & Learn Events	Counselors, Community Members	6-8		13.1.8 A 13.1.8 B 13.1.8 C 13.1.8 D
Students will understand the importance of the essential workplace skills & knowledge	Career Lunch & Learn Events	Counselors, Community Members	6-8		13.2.8 E

Students will practice completing a job application	Classroom Lessons	Health Teachers Counselors	7-8			• C
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• **High School (Grades 9-12)**

<b>ACTION STEP</b>	<b>DELIVERY METHOD</b>	<b>PERSONNEL</b>	<b>TARGET GROUP</b>	<b>TIMELINE</b>	<b>CEW STANDARD</b>
Student will explore the world of work	Freshmen FACS (Career Cruising)	Guidance/ FACS teacher	Freshman	9 week course	13.1.11.A 13.1.11.B 13.1.11.C 13.2.11.B
Student will complete interest survey & job search activities	Freshmen FACS (Career Cruising)	Guidance/ FACS teacher	Freshman	9 week course	13.1.11.A 13.1.11.B 13.1.11.C 13.1.11.H 13.3.1.11.A
Student will begin to develop career portfolio (for the 13-14 school year, 9 <sup>th</sup> graders will be introduced to their portfolio using Career Cruising)	Freshmen FACS (Career Cruising)	Guidance/ FACS teacher	Freshman	9 week course	13.1.11.G 13.1.11.E
Students will re-visit career portfolios	Meeting with assigned counselor	Counselor	Sophomore	Year long	13.1.11.D

Students will participate in ASVAB	Class meeting	Counselor	Sophomore	S1	13.1.11.A 13.1.11.B 13.1.11.C 13.1.11.H 13.3.11.A
Students will select career presentations according to ASVAB results.	Class meeting	Counselors	Sophomore	S1	13.1.11.B 13.1.11.C
Students will attend Career Fair to compare and contrast career choices w/ post secondary options	Field Trip to Career Fair at Gettysburg College	Counselors	Sophomore	S2 (March)	13.1.11.E 13.1.11.F 13.2.11.B 13.3.11.A 13.3.11.F
Student will review career objectives w/ academic plan	Individual meeting with assigned counselor / Career Cruising	Counselors	Sophomore	YR	13.1.11.G 13.1.11.H 13.2.11.D 13.3.11.G
Student will continue to be exposed to essential workplace skills	Academic classroom	All	Sophomore	YR	13.2.11.C 13.2.11.E 13.3.11.E
Student will revisit portfolio and assess post-secondary plans	Individual meeting with assigned counselor	Counselor	Junior	S1	13.1.11D 13.1.11.F 13.2.11.B 13.3.11.A

Student will receive information on the post-secondary application process	Individual meeting with counselor	Counselor	Junior	S1	13.1.11.F
Student will review career objectives w/ academic plan	Individual meeting with counselor	Counselor	Junior	S1	13.1.11.G 13.1.11.H 13.2.11.D 13.3.11.G
Student will attend College Fair at Gettysburg College	Evening program	Counselor	Junior/Senior	S1	13.1.11.F 13.1.11.G 13.1.11.H
Student will complete career portfolio by using Career Cruising	Academic classroom (Personal Finance), Ind. Meeting with counselor	Teacher, Counselor	Senior	YR	13.1.11.D 13.2.11.B 13.3.11.E 13.3.11.F 13.3.11.G
Student will meet express post-secondary plans and be given a timeline of the application process	Ind. Meeting with counselor	Counselor	Senior	S1	13.3.11
Student will continue to learn about career planning and available opportunities in the world of work.	Academic classroom (Personal Finance)	Teacher	Senior	YR	13.4.11.A 13.4.11.B 13.4.11.C

Student will participate in a senior meeting.	Ind. Meeting with counselor	Counselor	Senior	S1	13.1.11.F 13.1.11.G 13.1.11.H 13.2.11.D 13.3.11.A 13.3.11.G
Student will be educated on financial aid (FAFSA).	Evening program, classroom presentations	Counselor, PHEAA representative	Senior	S1	13.1.11.E 13.3.11.D

- **Organizing Career Resources**

The various career resources listed below will assist in connecting the program

to business and community in the career domain.

<b>Career Resources</b>	<b>Connection</b>
Intermediary Organizations	
Umbrella Organizations	Chamber of Commerce; Rotary; Builders Association
Community State Organizations	Career Link; United Way
Individual Contacts	Local Business Partnerships; Post-Secondary Representatives
Community/Business Meetings	Chamber of Commerce; Rotary
Community Events	College Fairs
Internet Based Links	School Website; <a href="http://careercruising.com">careercruising.com</a> ; <a href="http://www.pacareerstandards.com">www.pacareerstandards.com</a>
Media/Advertising	School Website; newsletters; cafeteria tent; posters; mailings
Publication/Documentation	Bulletin

- **Individualized Academic/Career Plan**
- **Elementary School Counseling Programs Goals:**

**Program Goal #1:**

Domain: Personal/Social

Through the implementation of the universal screener, **Student Risk Screening Scale (SRSS)**, in all classrooms—the identification of students who demonstrate social, emotional, and behavioral needs will increase from 25 students in 2012-13 (data from all three elementary schools of ESAP referrals, FBA and suspensions) to 50 in 2013-14 (data from all three elementary schools of SRSS data, ESAP referrals, FBA and suspensions)

## **Program Goal #2:**

Domain: Career

Through the use of SRSS data results, identified students from Goal # 1 will participate in lunch time Career Exploration groups.

Students will increase career awareness by **10%** as measured by a pre and post career awareness screener.

## **Program Goal #3**

Domain: Academic

Through the use of SRSS data results, Identified students from Goal #1 will participate in small groups for 6-8 weeks.

Students will increase their use of Social Emotional Intelligence skills by **10%** as measured by a pre and post group assessment.

- **Middle School Counseling Programs Goals:**

### **Program Goal #1:**

Domain: Personal/Social

Through the implementation of the universal screener, Student Risk Screening Scale, the identification of students who demonstrate social, emotional and behavior needs from 60 students (data from SAP, FBA, CSI) in 2012-13 to 70 students in 2013-14 (SRSS moderate or high risk, SAP, FBA).

Counselors will assist in implementing the universal screener, **Student Risk Screening Scale (SRSS)**, for all 6<sup>th</sup> grade students. For students identified as high risk, counselors will collaborate with school staff and parents to implement supports or interventions.

### **Program Goal #2:**

Domain: Career

Increase the number of 8<sup>th</sup> grade students who complete an interest inventory and can list 3 career preferences from 0% in 2012-13 to 95% in 2013-14.

### **Program Goal #3:**

Domain: Academic

Decrease the number students failing core courses in 8<sup>th</sup> grade from 7% (16 students) in 2012-13 to 4% (10 students) in 2013-14.

Counselors will implement a program that identifies failing grades at the close of each marking period and work with each student to create a plan to improve academic performance.

- **High School Counseling Programs Goals:**

### **Program Goal #1:**

Domain: Career

195 9<sup>th</sup> grade students will complete Matchmaker and My Skills by the

end of their 9<sup>th</sup> grade year in FACS through the use of Career Cruising. 9<sup>th</sup> grade students who move into the district will gain access through meeting with counselors.

## **Program Goal #2:**

Domain: **Personal/Social**

Reduce number of unexcused absences for students with 7 or more from 66 in 2012-13 to 60 in 2013-14 by 10% through implementation of interventions such as SAP referrals, Tier 2 SWPBS (The Lincoln Initiative), and **Educational groups as needed/available**.

- **Career and Technical Center Strategy**

Gettysburg Area School District sends students to Adams County Tech Prep (ACTP) to participate in six programs: Early Learning, Allied Health, Building Trades, Culinary Arts, Diesel Mechanics, and Law Enforcement. For the class of 2013, of the 36 students who enrolled in level one, 29 students

graduated (80.6%). This was an increase over the previous years, whose totals are listed in the table below. Strategies for increasing retention and graduation rates among Tech Prep students include increased career services, increased awareness of program offerings and expectations, and increased stakeholder involvement in the programs.

Data: Gettysburg students at ACTP - student retention

Year	L e v e l 1 Enrollment	S t u d e n t s Graduated	% Retained
2009	20	14	70.0%
2010	27	23	85.2%
2011	26	20	76.9%
2012	28	18	64.3%
2013	36	29	80.6%

ACTP students participate in programs and activities K-12 to increase awareness and recruitment of the six Tech Prep programs. At the elementary level, ACTP students present at Career Day activities. At the middle school level, ACTP students present a Tech Prep Fair to all students in grades 6-8. At the high school level, ACTP students talk to perspective students at an assembly for 10<sup>th</sup> grade students. The Career Counselor at ACTP also participates in recruitment and awareness activities for GASD students, including classroom presentation to 9<sup>th</sup> grade students in the Freshman FACS classes and talking with parents and students at Schedule Fest at the high school. In addition, collaboration occurs between GASD counselors and ACTP staff to ensure that students and parents receive all the necessary information regarding all of the offerings at Tech Prep, including information about articulation agreements and college credits, certifications offered, job shadowing, etc.

- **Job Descriptions**
- **Elementary (Grades K-5)**

## Job Description

Gettysburg Area School District · 900 Biglerville Road · Gettysburg, PA 17325-8007

Position: Elementary School Counselor

Supervisor: Building Principal

Work Schedule: Salaried Position / 190 days/year

Basic Job Function: To provide developmentally appropriate counseling services as an integral part of maximizing student achievement in the areas of personal, social, academic, and career development in a continuous and consistent manner, in partnership with the teaching staff, the administration, families, and the community.

Education and Experience: Pennsylvania Certification as School Counselor  
Master's Degree in Counseling from accredited institution of higher education

*This position holder must abide by the District Policies and Administrative Guidelines and be able to use the essential skills to perform the typical duties listed on this job description. It is the responsibility of every employee to inform his/her supervisor regarding need for reasonable accommodation.*

Essential Responsibilities:

1. Provide leadership for the comprehensive guidance program content in a systematic way to all students
2. Provide prevention, intervention and responsive services to groups and/or individuals
3. Conduct individual student academic and behavioral planning, decision making, goal setting and preparing for transitions.
4. Respond to and define crisis situations and serve as liaison between school and community resources.
5. Consult and communicate with staff, families and the community on issues concerning student needs in accordance to the district Strategic Plan.
6. Maintain, secure and disseminate student records in accordance with district, state and federal policy and regulation
7. Promote a positive environment within the school and

the community to include program delivery, staff and school support activities and services.

8. Provide orientation activities for students and families at entry and transition points.

9. Participate on the ESAP (Elementary Student Assistance Program) and RTI/Data team to address students' academic and behavioral needs and collect data as needed (attendance, discipline, etc.).

10. Provide leadership in developing student Functional Behavioral Assessment (FBA) and Positive Behavior Support Plans

11. Following eligibility decision, develop 504 Plans and other written reports as needed or as requested or as required by Federal, State and local agencies

12. Assist in the process of delivering of career awareness activities.

13. Act as a leader, student advocate, collaborator for the student and counseling program and an agent of systematic change

**Other Duties:**

1. Facilitate placement of students

2. Provide resources to staff and families on issues relating to child development and other issues within the counselor's area of expertise

3. Utilize the use of modern technology resources to increase the efficiency of program delivery.

4. Assume other duties consistent with school counselor role as may be assigned by the administration, but not to interfere with the performance of this role nor to be placed in a disciplinary role.

5. Participate in district planning and development committees such as strategic planning, curriculum development and/or program evaluation

6. Pursue a personal program of professional development.

**ADA REQUIREMENTS – Elementary Guidance Counselor**

**POSITION REQUIREMENTS:**

- Physical Demands:
1. Stand for extended periods of time
  2. Sit for extended periods of time

3. Bend, stoop, twist, reach, grasp, pull, push, climb, squat, kneel, etc.
4. Use hand strength to handle objects, tools, or controls
5. Perform light lifting
6. Have the manual dexterity to prepare documents and use office equipment
7. Perform repetitive movement of fingers and hands for keyboarding
8. Climb/descend full flight of stairs

Sensory Abilities:

1. Visual acuity to read
2. Visual, verbal, and hearing acuity to interact with others
3. Communicate effectively with others
4. Appropriate language
5. Proper manners

Work Environment:

1. Function in a variety of conditions
2. Primarily work indoors
3. Perform in a noisy environment
4. Maintain a safe and sanitary environment
5. Follow safe practices and procedures.

Temperament:

1. Work in a collaborative team environment
2. Work in a cooperative, congenial manner and be service-oriented
3. Work in an environment with frequent interruptions
4. Work under various pressures
5. Effectively work with people of various ages
6. Be patient, mature, and caring with others

Cognitive Ability:

1. Follow written and verbal directions
2. Perform independently within the limits of assigned responsibility
3. Independently make work-related decisions
4. Organize and manage their work area
5. Handle stressful situations with others
6. Give instructions to others
7. Be self-motivated
8. Manage and prioritize multiple tasks effectively
9. Assess how others can benefit from your help
10. Use correct grammar, sentence structure, and spelling
11. Use written communication effectively
12. Perform mathematical computations
13. Be flexible in dealing with others

Specific Skills:

1. Learn and use new technology effectively
2. Implement change
3. Appropriately handle confidential information
4. Use leadership skills and managerial skills
5. Legally operate motor vehicles
6. Schedule and perform routine operations
7. Handle routine and emergency situations effectively
8. Follow a time schedule

License: 1. Motor Vehicle

Comments:

Must have excellent interpersonal skills

Evaluation:

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- **Middle School (Grades 6-8)**

**Job Description**

**Gettysburg Area School District · 900 Biglerville Road · Gettysburg, PA 17325-8007**

Position: Middle School Guidance Counselor

Supervisor: Assistant Principal, Building Principal

Work Schedule: Salaried Position / 190 days/year

**Basic Job Function:** To provide developmentally appropriate counseling services as an integral part of maximizing student achievement in the areas of personal, social, academic, and career development in a continuous and consistent manner, in partnership with the teaching staff, the administration, families, and the community.

Education and Experience: Pennsylvania Certification as School Counselor  
Master's Degree in Counseling from accredited institution of higher education

*This position holder must abide by the District Policies and Administrative Guidelines and be able to use the essential skills to perform the typical duties listed on this job description. It is the responsibility of every employee to inform his/her supervisor regarding need for reasonable accommodation.*

Essential Responsibilities:

1. Provide leadership for the comprehensive guidance program content in a systematic way to all students.
2. Provide prevention, intervention and responsive services to groups and/or individuals.
3. Conduct individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.
4. Respond to and define crisis situations and serve as liaison between school and community resources.
5. Consult and communicate with staff, families and the community on issues concerning student needs in accordance to the district Strategic Plan.
6. Maintain, secure and disseminate student records in accordance with district, state and federal policy and regulation.
7. Promote a positive environment within the school and the community to include program delivery, staff and school support activities and services.
8. Provide orientation activities for students and families at entry and transition points.
9. Participate on the SAP (Student Assistance Program) and other team meetings to address students' academic and behavioral needs and collect data as needed (attendance, discipline, etc.).
10. Provide leadership in developing student Functional Behavioral Assessment (FBA) and Positive Behavior Support Plans.
11. Assist in the process of delivering of career awareness activities, career planning, and decision making.
12. Coordinate placement and orientation activities for students as they enter as 6<sup>th</sup> graders and as they transition between grades, levels or program.
13. Serve as member of IEP teams to assist special education staff and families with regard to special education programs and needs.
14. Following eligibility decision, develop 504 Plans and other written reports as needed or as requested or as required by Federal, State and local agencies
15. Act as a leader, student advocate, collaborator for the

student and counseling program and an agent of systematic change

**Other Duties:**

1. Facilitate placement of students
2. Provide resources to staff and families on issues relating to child development and other issues within the counselor's area of expertise
3. Facilitate parent meetings, to include team meetings, orientation, and Back to School night
4. Utilize technology resources to increase the efficiency of program delivery.
5. Interpret results of standardized assessment instruments as needed.
6. Coordinate the homebound instruction and the district's cyber-school process for individual students.
7. Participate in planning and on-site as scheduled in Sixth Grade Outdoor Education.
8. Assume other duties consistent with school counselor role as may be assigned by the administration, but not to interfere with the performance of this role nor to be placed in a disciplinary role.
9. Participate in district planning and development committees such as strategic planning, curriculum development and/or program evaluation.
10. Pursue a personal program of professional development.

**ADA REQUIREMENTS – Middle School Guidance Counselor**

**POSITION REQUIREMENTS:**

- Physical Demands:
1. Stand for extended periods of time
  2. Sit for extended periods of time
  3. Bend, stoop, twist, reach, grasp, pull, push, climb, squat, kneel, etc.
  4. Use hand strength to handle objects, tools, or controls
  5. Perform light lifting
  6. Have the manual dexterity to prepare documents and use office equipment
  7. Perform repetitive movement of fingers and hands for keyboarding
  8. Climb/descend full flight of stairs

- Sensory Abilities:
1. Visual acuity to read
  2. Visual, verbal, and hearing acuity to interact with others
  3. Communicate effectively with others
  4. Appropriate language
  5. Proper manners

- Work Environment:
1. Function in a variety of conditions
  2. Primarily work indoors
  3. Perform in a noisy environment
  4. Maintain a safe and sanitary environment
  5. Follow safe practices and procedures.

- Temperament:
1. Work in a collaborative team environment
  2. Work in a cooperative, congenial manner and be service-oriented
  3. Work in an environment with frequent interruptions
  4. Work under various pressures
  5. Effectively work with people of various ages
  6. Be patient, mature, and caring with others

- Cognitive Ability:
1. Follow written and verbal directions
  2. Perform independently within the limits of assigned responsibility
  3. Independently make work-related decisions
  4. Organize and manage their work area
  5. Handle stressful situations with others
  6. Give instructions to others
  7. Be self-motivated
  8. Manage and prioritize multiple tasks effectively
  9. Assess how others can benefit from your help
  10. Use correct grammar, sentence structure, and spelling
  11. Use written communication effectively
  12. Perform mathematical computations
  13. Be flexible in dealing with other

Specific Skills:

1. Learn and use new technology effectively
2. Implement change
3. Appropriately handle confidential information
4. Use leadership skills and managerial skills
5. Legally operate motor vehicles
6. Schedule and perform routine operations
7. Handle routine and emergency situations effectively
8. Follow a time schedule

License:

1. Motor Vehicle

Comments: Must have excellent interpersonal skills

Evaluation:

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- **High School (Grades 9-12)**

**Job Description**

**Gettysburg Area School District · 900 Biglerville Road · Gettysburg, PA 17325-8007**

Position: High School Guidance Counselor

Supervisor: Assistant Principals, Building Principal

Work Schedule: Salaried Position / 190 days/year

Basic Job Function: To provide developmentally appropriate counseling services as an integral part of maximizing student achievement in the areas of personal, social, academic, and career development in a continuous and consistent manner, in partnership with the teaching staff, the administration, families, and the community.

Education and Experience: Pennsylvania Certification as School Counselor  
Master's Degree in Counseling from accredited institution of higher education

*This position holder must abide by the District Policies and Administrative Guidelines and be able to use the essential skills to perform the typical duties listed on this job description. It is the responsibility of every employee to inform his/her supervisor regarding need for reasonable accommodation.*

Essential Responsibilities:

1. Provide leadership for the comprehensive guidance program content in a systematic way to all students.
2. Provide prevention, intervention and responsive services to groups and/or individuals.
3. Conduct individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.
4. Respond to and define crisis situations and serve as

liaison between school and community resources.

5. Consult and communicate with staff, families and the community on issues concerning student needs in accordance to the district Strategic Plan.
6. Maintain, secure and disseminate student records in accordance with district, state and federal policy and regulation.
7. Promote a positive environment within the school and the community to include program delivery, staff and school support activities and services.
8. Provide orientation activities for students and families at entry and transition points.
9. Participate on the SAP (Student Assistance Program) and other team meetings to address students' academic and behavioral needs.
10. Provide leadership in developing student Functional Behavioral Assessment (FBA) and Positive Behavior Support Plans
11. Schedules to meet with every student at least one time per year formally to provide college, career and general counseling
12. Oversee local scholarship program and aid in various scholarship selection processes
13. Serve as member of IEP teams to assist special education staff and families with regard to special education programs, transition planning and needs.
14. Following eligibility decision, develop 504 Plans and other written reports as needed or as requested or as required by Federal, State and local agencies.
15. Act as a leader, student advocate, collaborator for the student and counseling program and an agent of systematic change

Other Duties:

1. Facilitate placement of students
2. Provide resources to staff and families on issues relating to child development and other issues within the counselor's area of expertise
3. Facilitate parent meetings, to include CST meetings, orientation, and Back to School night
4. Utilize technology resources to increase the efficiency of program delivery.
5. Interpret results of standardized assessment instruments as needed.
6. Coordinate the homebound instruction and the district's cyber-school process for individual students.
7. Assist in planning and coordination of guidance activities

which may include: Career Fair, College Fairs, College in the High School, scholarship/awards ceremony, and maintaining guidance website.

8. Assume other duties consistent with school counselor role as may be assigned by the administration, but not to interfere with the performance of this role nor to be placed in a disciplinary role.

9. Participate in district planning and development committees such as strategic planning, curriculum development and/or program evaluation.

10. Pursue a personal program of professional development.

### **ADA REQUIREMENTS – High School Guidance Counselor**

#### **POSITION REQUIREMENTS:**

- Physical Demands:
1. Stand for extended periods of time
  2. Sit for extended periods of time
  3. Bend, stoop, twist, reach, grasp, pull, push, climb, squat, kneel, etc.
  4. Use hand strength to handle objects, tools, or controls
  5. Perform light lifting
  6. Have the manual dexterity to prepare documents and use office equipment
  7. Perform repetitive movement of fingers and hands for keyboarding
  8. Climb/descend full flight of stairs
- Sensory Abilities:
1. Visual acuity to read
  2. Visual, verbal, and hearing acuity to interact with others
  3. Communicate effectively with others
  4. Appropriate language
  5. Proper manners
- Work Environment:
1. Function in a variety of conditions
  2. Primarily work indoors
  3. Perform in a noisy environment
  4. Maintain a safe and sanitary environment
  5. Follow safe practices and procedures.
- Temperament:
1. Work in a collaborative team environment
  2. Work in a cooperative, congenial manner and be service-oriented

- 3. Work in an environment with frequent interruptions
- 4. Work under various pressures
- 5. Effectively work with people of various ages
- 6. Be patient, mature, and caring with others

- Cognitive Ability:
- 1. Follow written and verbal directions
  - 2. Perform independently within the limits of assigned responsibility
  - 3. Independently make work-related decisions
  - 4. Organize and manage their work area
  - 5. Handle stressful situations with others
  - 6. Give instructions to others
  - 7. Be self-motivated
  - 8. Manage and prioritize multiple tasks effectively
  - 9. Assess how others can benefit from your help
  - 10. Use correct grammar, sentence structure, and spelling
  - 11. Use written communication effectively
  - 12. Perform mathematical computations
  - 13. Be flexible in dealing with others

Specific

- Skills:
- 1. Learn and use new technology effectively
  - 2. Implement change
  - 3. Appropriately handle confidential information
  - 4. Use leadership skills and managerial skills
  - 5. Legally operate motor vehicles
  - 6. Schedule and perform routine operations
  - 7. Handle routine and emergency situations effectively
  - 8. Follow a time schedule

License:

- 1. Motor Vehicle

Comments: Must have excellent interpersonal skills

Evaluation:

*3/13 The Gettysburg Area School District is an Equal*

*Opportunity Employer*