

# K-12 Guidance Counseling Program

## West Chester Area School District

### Elementary Schools

East Bradford  
East Goshen  
Exton  
Fern Hill  
Glen Acres  
Hillsdale  
Mary C. Howse  
Penn Wood  
Sara Starkweather  
Westtown-Thornbury

### Middle Schools

J.R. Fugett  
E.N. Peirce  
G.A. Stetson

### High Schools

West Chester East  
B. Reed Henderson  
Bayard Rustin

The West Chester Area District School Counseling Program currently has 35 positions for counselors. There are 10 elementary counselors, 1 in each elementary school, and 9 middle school counselors, 3 in each middle school. There are 6 counselors at East High School, 5 counselors at Henderson High school and 5 counselors at Rustin High School. In addition there is a Supervisor of Student Services and a Director of Pupil Services. All counselors are certified by the Pennsylvania Department of Education in their respective positions and have completed a minimum of a master's level degree program at an accredited institution for Counselor Education.

### School Counselors and Assignments

#### Elementary Schools

Karen Cook - East Bradford (348)  
Carolyn Joy Martin-East Goshen (471)  
Paul Starling- Exton (550)  
Kate Coulter-Fern Hill (437)  
Marie Bennett-Glen Acres (512)  
Kathy DeWitt-Hillsdale (602)  
Anne Noone- Mary C. Howse (524)  
Jeff Pearsall-Penn Wood (565)  
Sarah Kadis-Sara Starkweather (626)  
Margaret Blaker-Westtown-Thornbury (470)

#### Middle Schools

In addition to the grade level caseload total listed next to each counselor's name, each counselor teaches an average of 60 students each marking period in the Guidance course required for all 8<sup>th</sup> graders.

##### Fugett

Malina Bowen (326)  
Michael Pillagalli (328)  
Bernadette Simpson (336)

##### Peirce

Akeida Behlin (271)  
Carol DeMarco (282)  
Stephanie Roesener (303)

##### Stetson

Rita Bogard (313)  
Heather Selgrath (298)  
Dawn McNeil-McMillan (310)

## High Schools

### East

Grace Barry (232)  
Career Days Coordinator  
Scholarship Coordinator

Heather Gallo (222)  
Newsletter Administrator  
Counseling Web Site Coordinator

Advanced Placement Assistant Coordinator  
College Planning Night Coordinator  
College Application Night Coordinator

Tracy Hill (215)  
PLAN Assistant Coordinator  
TCHS and AH Coordinator  
Department Queries  
Communication Coordinator  
New Student/Family Coordinator  
Financial Aid Coordinator

Chris Kowalski (211)  
Department Chair  
Advanced Placement Coordinator  
Help Team Member  
PSAT –Assistant Coordinator  
College Planning and Application  
Night Speaker

Ben Perlmutter (229)  
COIN/Naviance Coordinator  
Help Team Member  
NCAA Coordinator

Yvonne Setlock (195)  
Minority and ELL Program Coordinator  
Help Team Member  
PSAT Assistant Coordinator  
Counseling Aid Coordinator

### Henderson

Koreem Bell (254)  
Scholarships  
Minority Programs  
11<sup>th</sup> Grade Developmental program  
PSAT Results Assembly Coordinator

Elizabeth Bender (249)  
Department Chair  
CST Core Member  
Website/Newsletter  
College Admissions Planning Night  
Guidance Aids  
Prospective Student Tours

Morgan Gamble (246)  
10<sup>th</sup> Grade Developmental Program  
Career Day  
NCAA  
Financial Aid Night

Andy Grear (250)  
TCHS/AH  
COIN/Naviance Coordinator  
9<sup>th</sup> Grade Developmental Program  
College Application Night

Kathy Teague (243)  
AP  
12<sup>th</sup> Grade Developmental Program  
PLAN

### Rustin

Bobbie Alvanitakis (271)  
Dept Chair/Counseling  
Scholarships Coordinator  
12<sup>th</sup> Grade/Senior Developmental  
CST Core Member

Shaz Brown (255)  
Financial Aid Night  
New Student Tours  
NCAA Coordinator  
National Merit Scholarships  
11<sup>th</sup> Grade -College Plan Night  
CST Core Member

Tim Bryan (274)  
COIN/Naviance Coordinator  
Communications (web, newsletter)  
Career Day  
10<sup>th</sup> Grade Development Program  
CST Core Member

Donna Foley (277)  
Program Surveys/Results  
Data Analysis & Reporting  
TCHS/Allied Health Coordinator  
Minority Opportunities  
Co-Facilitator of Communication  
CST Core Member

Brian Lindros (263)  
AP Testing/Coordinator  
PLAN testing/Coordinator  
9<sup>th</sup> Grade development programming  
9<sup>th</sup> Grade program on PSAT day  
Co-Facilitator of Career Day  
CST Core Member

## Intervention Specialists/SAP Coordinators

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

Jackie Longnecker  
East Goshen Elementary  
Exton Elementary  
Glen Acres Elementary  
Fugett Middle School  
East High School

Carol Rothera  
East Bradford Elementary  
Fern Hill Elementary  
Hillsdale Elementary  
Peirce Middle School  
Henderson High School

Andrea Kuesel  
Penn Wood Elementary  
Sara Starkweather Elementary  
Westtown-Thornbury Elementary  
Stetson Middle School  
Rustin High School

A. Counselors Essential Duties And Responsibilities

This section of the counseling program design establishes those specific activities which supplement the counseling curriculum. The target group is defined as the school community, comprised of students, parent(s)/guardian(s), school staff, and outside agencies. Activities listed are provided on an as needed or requested basis and may be unique to individual buildings. These activities are listed as follows:

Communication

- Counselors provide and disseminate counseling department information via newsletter, bulletin boards, web sites, emails, school messenger, social media and evening programs.
- Counselors initiate and respond to students, staff and parent(s)/guardian(s) in a timely manner in regards to and via phone, email, letters, meetings and/or conferences.
- Counselors deliver communication related to students’ academic, career, social and emotional needs.
- Counselors supply prospective students and their families’ information in regards to the WCASD schools.
- To assist in facilitating the parent(s)/guardian(s) orientation and information night(s) for transitioning students 1 C
- To facilitate ongoing communication, both written and verbal, with parent(s)/guardian(s) of students experiencing difficulty 2A
- To facilitate ongoing communication with staff regarding parent(s)/ guardian(s) concerns and student needs 2A
- To share informational articles and resources 2A
- To inform staff about upcoming counseling activities via e-mail, memorandums and/or verbally 2A
- To assist parent(s)/guardian(s) with information about community academic/enrichment services and programs 2A
- To participate in open house programs 1A
- To inform students and parent(s)/guardian(s) about the summer school application process 1A
- To disseminate all 504s to responsible teachers and inform them of current accommodations for 504 students on grade level caseload

## Consultation

### Support Services

- Counselors actively participate in and contribute to Student Assistance Program (SAP)/CST team services, including completion of required paperwork and interventions
- Counselors prepare the career assessment and graduation plan for students with Individualized Educational Plans (IEP)
- Counselors work collaboratively with faculty, staff, students, parent(s)/guardian(s), and outside schools/agencies
- Counselors provide data to parent(s)/guardian(s) in the process of identifying and assisting students with academic, behavioral, or emotional needs
- Counselors consult, coordinate and facilitate the Functional Behavior Assessments (FBA) process for students, as needed
- Counselors facilitate and coordinate the Section 504 Service Agreement process
- Counselors conduct individual student observations for multidisciplinary evaluations
- To facilitate and coordinate consultation activities impacting the referral process by compiling transcripts, forms, and grades 2A
- To participate in the assessment process for the Multidisciplinary Team Evaluation 2A
- To conduct individual student observations when needed
- To consult with other professional staff members and parents/guardians in order to support the students with academic and personal-social issues and behaviors
- To participate in the development of the initial Individual Education Plan (I.E.P.) as a member of the I.E.P. team and to help with the transition process
- To participate in the Child Study Team process
- To participate in the Student Assistance Program (SAP)/HELP Team process and complete assigned case manager responsibilities
- To discuss the curriculum, policies and procedures of the school district and give tours to potential new students and their parent(s)/guardian(s)
- To attend parent(s)/guardians(s) conferences
- To interpret standardized test information for students, staff and parent(s)/guardian(s) when requested
- To provide information to assist in appropriate student placement
- To facilitate and coordinate as the case manager for the Section 504 Service Agreement process 1A
- To serve as liaison between faculty, staff, students, parent(s)/guardian(s), and outside schools/agencies 2A

- To collect and assess information and arrange a meeting when a Functional Behavioral Assessment (FBA) for a regular education student is being considered 2A
- To facilitate, with the assistance of teachers and parent(s)/guardian(s), the development of Behavior Management Plans (BMP) for regular education students 2A
- To attend and help facilitate transition 504 meetings for incoming 5<sup>th</sup> graders

#### Referrals

- Counselors consult with other professional staff members to ascertain information or suggestions to support students
- Counselors intervene on the behalf of students with outside resources.

#### Test Administration

- Counselors interpret standardized test information for students, staff and parent(s)/guardian(s) when requested
- Counselors interpret standardized tests for assessing student educational needs.

#### Coordination

##### College and Career Planning

- To coordinate and facilitate incoming information about scholarships and awards
- To review and process individual student scholarship applications
- To coordinate and facilitate a financial aid night for parent(s)/guardian(s) and students
- To organize and facilitate a college planning night for parent(s)/guardian(s) and students
- To advertise and disseminate incoming post-secondary school information
- To review and process individual student post- secondary applications, including finalizing transcript and writing a recommendation when appropriate
- To review NCAA requirements with students and process applications
- To coordinate, disseminate, and collect information and applications for Governor's School of Excellence transcript and writing a recommendation when appropriate
- To process individual student applications for the Governor's School of Excellence
- To review and process individual student applications for academic and community programs
- To coordinate and facilitate alumni return day
- To process student applications for the vocational technical school programs
- To schedule parent(s)/guardian(s)/teacher conferences when multiple teachers are involved 1A

- To review and process annual course selection requests, recommendations, and overrides 1A
- To review, process and send student failure warning notices at the end of 3<sup>rd</sup> marking period and failure notices at the end of the year before appropriately adjusting the upcoming school years schedule 1A
- To process summer school applications that come in prior to the end of the regular school year 1A
- To perform exit interviews, and coordinate requests for records for students leaving the school district 2A
- To disseminate, collect and record all data gathered as part of the Pre-referral/RTII process
- To coordinate the initial screening for the Gifted Program 2A
- To initiate referral process for regular education students for speech, physical and occupational therapy 2A
- To coordinate with Special Education department contacts regarding the transitional section of an Individual Education Plan 2A
- To assist in coordinating district and state standardized testing 1A
- To coordinate and monitor students receiving Homebound Instruction or at an outpatient placement
- To coordinate with high school counselors in the scheduling and revision of 8<sup>th</sup> grade 504 Service Agreements
- To facilitate and coordinate consultation activities impacting the referral process by compiling transcripts, forms, and grades 2A
- To act as a member of the Concussion Management Team (CMT), make Brain STEP referrals as per protocol, and coordinate all paperwork relating to accommodations necessary for concussed students

## Course Selection

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

## Gifted I.E.P. Process

- To disseminate Gifted Program information and coordinate
- Development and implementation of IEP

## Behavioral Evaluations

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

## Counseling

- To facilitate student counseling sessions
- To provide remedial services supporting the counseling curriculum, including academic support, emotional concerns, career information, post- secondary school planning and testing issues.
- To assist students to develop coping skills to deal with difficult life events that negatively impact on their ability to function in the school environment
- To coordinate and facilitate topic oriented small developmental groups dealing with the population's needs and concerns 2C
- To coordinate and facilitate topic specific large group activities 2C
- To provide individual counseling 1A
- To collaborate with parents regarding the academic, personal-social and career exploration concerns of their students

- To be a part of the crisis intervention team and process
- To monitor students who are ineligible and students at risk of academic failure

### Teaching- 8<sup>th</sup> grade Guidance Course

- To prepare and plan lessons for the 8<sup>th</sup> grade Guidance Course
- To teach the 8<sup>th</sup> grade Guidance Course at least 2 days per cycle  
Topics to include but are not limited to:
  1. 7 Habits of Highly Effective Teens
    - Why the 7 Habits? Understanding Habits
    - Habit 1: Being Proactive
    - Habit 2: Begin with the End in Mind
    - Habit 3: Put First Things First
    - Habit 4: Think Win-Win
    - Habit 5: Seek First to Understand, Then to be Understood
    - Habit 6: Synergize
    - Habit 7: Sharpen the Saw
  2. Stress/Anxiety Management
  3. Social Media lesson
  4. Understanding high school vocabulary  
(ex: GPA, SAT vs. ACT, QPA, class rank, transcript, pre-requisite)
  5. High School Scavenger Hunt
  6. High School 4 years plan
  7. Understanding Career clusters
  8. Naviance Career Program
  9. Decision Making/Refusal skills relating to Drug and Alcohol Use
  9. Study Skills
  10. Learning Styles

### Professional Development

To participate in Counseling Department meetings, district meetings, and faculty meetings

To attend in-service workshops

To attend professional conferences, workshops, and seminars

To attend monthly faculty meetings

To read relevant professional literature and research

## B. School-Counseling Department Mission Statement

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

### Beliefs:

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

### Philosophies:

- We agree to serve as an advocate for all students
- We agree to assist all students in the development of skills to make responsible decisions and positively contribute to society
- We agree to provide proactive and preventative support to maximize student potential
- We agree to abide by ethical professional standards

## C. Program Goals

Academic; Career; Personal; Social & Emotional

1. We will deliver, implement and evaluate practices, procedures and programs to ensure a consistent, effective comprehensive counseling program which includes the academic, career, personal, social and emotional needs for each student.
2. We will develop and implement a consistent system including data collection and analysis to appropriately counsel students.
3. We will develop and implement communication plans to ensure that our students, staff and families are provided with current and consistent information regarding the school counseling program.
4. We will develop and match resources and support services that effectively address students' academic, career, personal as well as social and emotional needs.

## Stakeholders:

### Students

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

### Parents/Guardians

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

Program Goals	Grade Level	Activities/Event Descriptions	Start/End Dates	Participants
To provide parents the opportunity to tour and learn about their child's school	K	Orientation: Parents of kindergarten students will have the opportunity to meet the building principal as well as all staff that will interact with their child. Students are provided the opportunity to take a test-ride on the school bus	June	Administrator, Parents, Students, Counselors, Teachers
To provide parents the opportunity to collaborate with staff regarding their student's academic and/or emotional difficulties	K-5	Child Study Team/Response to Intervention	Meetings held weekly, parents are invited to attend as needed	Parents, Teachers, Administrators
To provide parents with the opportunity to tour and learn about their neighborhood elementary school as an educational alternative	K-5	Prospective New Student Tours	Once a month	Principal, Counselor, Student, Parent
To provide parents the opportunity to tour and learn about their students' new school.	5	6 <sup>th</sup> grade orientation tours Outgoing 5 <sup>th</sup> grade students and parents will attend a tour of the middle school building facilities with the principal, and have the opportunity to have their questions answered regarding 6th grade programming, transition, and middle school expectations	One evening each Spring	Principal, Counselor, Teachers, Parents, Students

To provide parents the opportunity to participate in learning about their students' career options/path	K-5	Career Day	Spring	Parents, Counselors
To provide parents and teachers the opportunity to discuss their student's progress	K-8	Parent/Teacher Conferences	Fall / Spring (2x a year)	Counselors, Teachers, Parent, Grade Level Administrator
To provide parents with the opportunity to learn about timely events and highlights pertinent to all aspects of a student's school life	K-5	Newsletter	Quarterly	Counselors
To provide parents with the opportunity to learn about events and highlights pertinent to all aspects of a student's school life	K-12	Website	Ongoing	Counselor
To provide parents with information on Bullying Prevention and Cyber Bullying Awareness	K-5	Crime Victims Center of Chester County Presentation to parents of K-5 students regarding bullying prevention and awareness	Late Winter, Spring	Administrator, Counselors, Community Agency
To provide parents with the opportunity to tour and learn about their neighborhood public high school as an educational alternative	Grades 5 - 8	Prospective New Student Tours	Upon request	Counselor, Parent, Student
To provide parents the opportunity to meet their student's counselor or other counselors and to ask general questions	Grades K-12	Open House	September of each year	Administrators, Teachers, Counselors, Parent

To provide parents with the opportunity to learn about timely events and highlights pertinent guidance related programs	Grades 6-8	E-News	Weekly	Counselor, Administrator
To provide parents with information and the opportunity to give input into their child's needs for school success	Grades K-12	IEP/GIEP/504 Meetings	Ongoing	Administrator, Counselor, Teachers, Student, Parent
To provide parents the opportunity to tour and learn about their students' new school.	Grade 6	6 <sup>th</sup> Grade Parent Orientation	Spring each year	Principal, Teachers, Head Counselor, Parent
To provide parents the opportunity to learn about curriculum and course selection	Grade 6-12	Course Selection Night Provided with course guide book with all options including information on CTE/SOAR Program of Study	Once per year	Principal, Teachers, Counselor, Parents
To provide parents the opportunity to tour and learn about their students' new school.	Grade 8	9 <sup>th</sup> grade orientation tours 8th grade students and parents will attend a tour of the building facilities with the principal, and have the opportunity to have their questions answered regarding 9 <sup>th</sup> grade programming, transition, and high school expectations	Three evenings in the Spring of each year	Principal, Head Counselor, Teacher, Parent

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

To provide parents the opportunity to learn about their 12 <sup>th</sup> grader's developmental needs and progress toward achieving their personal best	Grade 12	Senior Individual Developmental Conference	September through December of each year	Counselor, Student, Parent
To provide parents with the opportunity to learn about timely events and highlights pertinent to all aspects of a student's school life	Grades 8-12	Newsletter	Quarterly throughout the year	Counselor
To provide parents with the opportunity to learn about counseling services and developmental programs	Grades K-5, 9-12	Counseling Services and Programs Brochure	Made available to parents in each Counseling Dept. lobby and at individual conferences and meetings	Counselor
To provide parents with the opportunity to tour and learn about their neighborhood public high school as an educational alternative	Grade 8	Prospective New Student Tours	One time per month throughout the school year	Principal, Counselor, Student Parent
To provide parents with the opportunity to learn about timely events and highlights pertinent to all aspects of a student's school life	Grades 9-12	School Messenger System	Ongoing	Counselors

To provide parents with the opportunity to learn about substance use/abuse prevention	Grades 9-12	Substance Use/Abuse Education and Prevention Nights	Twice per school year	Intervention Specialist, Parents
To provide parents with the opportunity to learn about teen mental health issues	9-12	Mental Health Education Nights	One time per school year.	Intervention Specialist, Parents

## Educators:

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

Program Goals	Grade Level	Activities/Event Descriptions	Start/End Dates	Participants
To facilitate home/school communication and student success	K-5	Parent/Teacher Conferences	Fall/Spring	Counselor ,Teacher, Parent
To ensure student success	K-12	Child Study Team	Ongoing	Counselor, Teacher, Parents, Administrator
To educate 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers about future student opportunities	K-5	Visit local alternative educational facilities/local businesses and entrepreneurs	Ongoing	Counselor, Teacher, Community
To provide academic, social/emotional support and guidance to students	K-12	Concussion Management Team	Ongoing as needed	Administrators, Nurse, Counselors, Teachers, Parents
To provide academic support and guidance to students	6-8	Teacher Teams	Twice a six day cycle	Teachers, Administrator, Counselors
To provide academic support and guidance to students	K-12	Communicate with educators and attend problem-solving meetings with stakeholders.	Ongoing as needed	Counselor Intervention Specialist 9-12/Stakeholder(s)
To provide social/emotional and substance use/abuse support and guidance to students	K-12	Communicate with educators and attend problem-solving meetings with stakeholders.	Ongoing as needed	Counselor, Intervention Specialist 9-12/Stakeholder(s)
To provide leadership and guidance to stakeholders in the event of a crisis	K-12	Crisis Management Team	Ongoing as needed	Administrators, Counselors

## Business/Community

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

Program Goals	Grade Level	Activities/Event Description	Start/End Dates	Participants
To assist students in learning about career options for the future	K-5	Community Representatives Career presentation	Ongoing	Counselor, Teacher, Community, Students
To assist students in learning about career options for the future	K-5	Career Fair	Spring	Counselor, Teacher, Parents, Students
To assist students to become volunteers in local community service organizations	K-5	Student Council	Ongoing	Counselor, Teacher, Parents, Students
To provide families with education around parenting skills	Grades 5-8	Strengthening Families Program	Ongoing as needed	COAD (Chester County Council on Addictive Diseases)
To provide students with the opportunity to select technical secondary and post-secondary education/training	Grades 9-12	Technical College High School (TCHS) Recruiting Presentation: overview of CTE/SOAR Program of Study potential	Fall of each year	TCHS Representative, Students, Counselors, Administrators, Teachers
To provide education and support to small groups of students (6-12) around positive decision making	Grades 6-12	Support Groups	6-8 sessions ongoing as needed	Human Services/ Counselor/Student
To provide group outpatient therapy to students for mental health needs	Grades 9-12	Intensive Outpatient Program (IOP)	Continuous 5 week sessions, three days/week for 2 hours/day	Life Counseling Services
To provide evaluations to students for Drug/Alcohol Policy Violations	Grades 6-12	Substance Use/Abuse Evaluations	Ongoing	Rehab After School
To develop leadership skills in female students	Grades 7-8	Girls Leadership Group	6-8 sessions weekly, twice a year in Fall and Spring	Communities that Care Organization/Women's Resource Center/Counselor
To assist students to become employed in local businesses	10-12	Job Board located in Guidance Suites	Ongoing as needed	Counselor/Business Employers and Leaders

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

## Post-Secondary

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

Program Goals	Grade Level	Activities/Event Description	Start/End Dates	Participants
To provide students with information on an alternative to a regular diploma	9-12	Graduate Equivalency Diploma (GED) Coordinator consultation	Ongoing	Counselor, GED Coordinator, Student, Parent
To increase students' awareness of career and technical post-secondary institutions through meetings with career and technical college representatives	9-12	Meeting with career and technical college admissions representatives in-house at the High Schools; explanation of potential CTE/SOAR Program of Study potential	Ongoing throughout the school year	College Admissions Representatives/Students/Counselors
To increase students' awareness of post-secondary institutions through meetings with college admissions representatives	9-12	Meeting with college admissions representatives in-house at the High Schools	Ongoing throughout the school year	College Admissions Representatives/Students/Counselors
To increase students' awareness of post-secondary institutions through field trips to select colleges	9-12	Field Trips To select colleges	Twice throughout the school year	BSU Advisor/Counselor/Students/College Admissions Representatives
To increase students' awareness of military service branches	9-12	Meeting with Military Representatives in-house at the High Schools	Ongoing throughout the school year	Military Representatives/Counselor/Students

D. Role of the School Counselor

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

**Leading Students to Success**

The leader of the school counseling program;

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

- b. As an Advocate-School counselors advocate for students, for the counseling profession and for change. By removing barriers that prevent student learning and providing strategies for closing the equity achievement gaps among students; school counselors continually advocate for academic, career and social/personal success of every student. Thereby making advocacy a key role of every school counselor serving the individual, group or school in its level of initiation or impact.

**Advocating for Students**

The counselor works to;

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

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

### Collaborator for the Student and the Counseling Program

The school counselor or collaborator;

- promotes commitment to the mission of the school
- collaborates with staff to provide professional development that enhances student success
- establishes a comprehensive school counseling program that engages the educational community to ensure that all students benefit from the program
- offers parent/guardian information and training in the community to enhance the educational opportunities for students and their families
- maintains an open communication style to foster an effective teaming culture and a sense of community for the school system
- serves actively on school leadership teams  
uses skills in networking, problem solving and mediation in the educational community
- embraces feedback that supports continual program improvement

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

### Counselors as Agents of Systemic Change

The school counselor

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

**E. Proposed Advisory Council**

The District will begin strategic planning in the fall of 2013 and will utilize the advisory Council as follows:

- Superintendent (1)
- Director of Pupil Services (1)
- Student Services Supervisor (1)
- All Building Principals (16)
- All School Counselor (35)
- Representative from TCHS (1)
- School Board Members (2)
- Business Leaders (2)
- Post-Secondary Reps (2)

The first meeting of the Advisory Council will be tentatively scheduled for fall of 2013 school year. (Strategic planning committee-see above)

**F. Program Calendar**

**K – 5 Elementary Monthly Counseling Calendar**

August	February
Academic: Sneak A Peak, kindergarten orientation, 504 distribution/review, professional development, LEA, IEP meetings, OT/PT referral process, student observations, staff parent consultation, behavior plans, parent conferences, outside agency consultation, student mentor coordinator	Academic: Parent teacher conferences, PSSA Assessment Coordinator, RTI, small group counseling, individual counseling, classroom guidance, gifted screening process, monthly counselor meeting, concussion management team, 504 coordinator, professional development, faculty meetings, LEA, IEP meetings, OT/PT referral process, student observations, staff parent consultation, behavior plans, parent conferences, outside agency consultation, student mentor coordinator, parent conferences, staff-parent consultation, behavior plans
Career: career exploration	Career: career exploration, classroom guidance
Personal/Social: promote positive school climate (varied programs), school wide positive behavior support	Personal/Social: promote positive school climate (varied programs), school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans

September	March
<p><b>Academic:</b> new student orientation, classroom guidance (counselor introduction), back to school night, RTI, small group counseling, individual counseling, classroom guidance, gifted screening process, monthly counselor meeting, concussion management team, 504 coordinator, professional development, faculty meetings, LEA, IEP meetings, OT/PT referral process, student observations, staff parent consultation, behavior plans, parent conferences, outside agency consultation, student mentor coordinator</p>	<p><b>Academic:</b> PSSA Assessment Coordinator, RTI, small group counseling, individual counseling, classroom guidance, gifted screening process, monthly counselor meeting, concussion management team, 504 coordinator, professional development, faculty meetings, LEA, IEP meetings, OT/PT referral process, student observations, staff parent consultation, behavior plans, parent conferences, outside agency consultation, student mentor coordinator</p>
<p><b>Career:</b> career exploration, classroom guidance</p>	<p><b>Career:</b> career exploration, classroom guidance</p>
<p><b>Personal/Social:</b> promote positive school climate (varied programs), school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent conferences, staff-parent consultation, behavior plans</p>	<p><b>Personal/Social:</b> promote positive school climate (varied programs), school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent conferences, staff-parent consultation, behavior plans</p>
October	April
<p><b>Academic:</b> RTI, small group counseling, individual counseling, classroom guidance, gifted screening process, 504 coordinator, professional development, faculty meetings, LEA, IEP meetings, OT/PT referral process, student observations, staff parent consultation, behavior plans, parent conferences, outside agency consultation, student mentor coordinator</p>	<p><b>Academic:</b> PSSA Assessment Coordinator, RTI, small group counseling, individual counseling, classroom guidance, gifted screening process, monthly counselor meeting, concussion management team, 504 coordinator, professional development, faculty meetings, LEA, IEP meetings, OT/PT referral process, student observations, staff parent consultation, behavior plans, parent conferences, outside agency consultation, student mentor coordinator</p>
<p><b>Career:</b> career exploration, classroom guidance</p>	<p><b>Career:</b> career exploration, classroom guidance</p>
<p><b>Personal/Social:</b> promote positive school climate (varied programs), school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent conferences, staff-parent consultation, behavior plans</p>	<p><b>Personal/Social:</b> promote positive school climate (varied programs), school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent conferences, staff-parent consultation, behavior plans</p>
November	May
<p><b>Academic:</b> parent/teacher conferences, RTI, small group counseling, individual counseling, classroom guidance, gifted screening process, monthly counselor meeting, concussion management team, 504 coordinator, professional development, faculty meetings, LEA, IEP meetings, OT/PT referral process, student observations, staff parent consultation, behavior plans, parent conferences, outside agency consultation, student mentor coordinator</p>	<p><b>Academic:</b> 5th grade transition, RTI, small group counseling, individual counseling, classroom guidance, gifted screening process, monthly counselor meeting, concussion management team, 504 coordinator, professional development, faculty meetings, class placement meetings, LEA, IEP meetings, OT/PT referral process, student observations, staff parent consultation, behavior plans, parent conferences, outside agency consultation, student mentor coordinator</p>
<p><b>Career:</b> career exploration, classroom guidance</p>	<p><b>Career:</b> career exploration, classroom guidance</p>

Personal/Social: promote positive school climate (varied programs), school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent conferences, staff-parent consultation, behavior plans	Personal/Social: promote positive school climate (varied programs), school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent conferences, staff-parent consultation, behavior plans
December	June
Academic: RTI, small group counseling, individual counseling, classroom guidance, gifted screening process, monthly counselor meeting, concussion management team, 504 coordinator, professional development, faculty meetings, LEA, IEP meetings, OT/PT referral process, student observations, staff parent consultation, behavior plans, parent conferences, outside agency consultation, student mentor coordinator	Academic: 5 <sup>th</sup> grade transition, RTI, small group counseling, individual counseling, classroom guidance, gifted screening process, monthly counselor meeting, concussion management team, 504 coordinator, professional development, faculty meetings, class placement meetings, LEA, IEP meetings, OT/PT referral process, student observations, staff parent consultation, behavior plans, parent conferences, outside agency consultation, student mentor coordinator
Career: career exploration, classroom guidance	Career: career exploration, classroom guidance
Personal/Social: promote positive school climate (varied programs), school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent conferences, staff-parent consultation, behavior plans	Personal/Social: promote positive school climate (varied programs), school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent conferences, staff-parent consultation, behavior plans
January	
Academic: RTI, small group counseling, individual counseling, classroom guidance, gifted screening process, monthly counselor meeting, concussion management team, professional development, faculty meetings, LEA, IEP meetings, OT/PT referral process, student observations, staff parent consultation, behavior plans, parent conferences, outside agency consultation, student mentor coordinator	
Career: career exploration, classroom guidance	
Personal/Social: promote positive school climate (varied programs), school wide positive behavior support, classroom guidance, small group counseling, individual counseling, behavior plans, parent conferences, staff-parent consultations	

## Middle School Program Calendar

July	January
<b>Academic:</b> New student registrations Scheduling new students Facilitating transition camps for 5 graders	<b>Academic:</b> Teach Guidance Class Monitoring ineligible students High school course selection for 8 <sup>th</sup> graders Coordinate high school counselor visit Update 504's Course selection; 6th-8 <sup>th</sup> grade
<b>Career:</b> Students on Summer Vacation	<b>Career:</b> Naviance Program through Guidance Class
August	February
<b>Academic:</b> New registrations Scheduling new students Conducting transition camps for 5 <sup>th</sup> graders Correcting schedule conflicts Disseminate 504's Necessary 504 meetings Grade level transition meetings	<b>Academic:</b> Teach Guidance Class Monitoring ineligible students Parent meetings for course selection Parent teacher conferences Update 504's PSSA Prep/Training Course Selection; 6th-8 <sup>th</sup> grade
<b>Career:</b> Students on Summer Vacation	<b>Career:</b> Naviance Program through Teach Guidance Class
<b>Personal/Social:</b> Transition tours for students with special needs	<b>Personal/Social:</b> Naviance Program through Guidance class
September	March
<b>Academic:</b> Teach Guidance Class Monitoring ineligible students Open House Update 504's Guidance overview; 6th-8 <sup>th</sup> grade HELP team overview; 6th-8 <sup>th</sup> grade	<b>Academic:</b> Teach Guidance Class, Monitoring ineligible students Update 504's, PSSA prep & proctoring Course selection grades; 6th-8 <sup>th</sup> grade
<b>Career:</b> Naviance Program through Guidance Class	<b>Career:</b> Guidance Class
<b>Personal/Social:</b> Counselor Survey Planning for Girls' Leadership Group	<b>Personal/Social:</b> Guidance Class

October	April
<b>Academic:</b> Teach Guidance Class Monitoring ineligible students Update 504's	<b>Academic:</b> Teach Guidance Class Monitoring ineligible students Send failure warning letters Update 504's PSSA proctoring & monitoring Verification of final course selection; 6th-8 <sup>th</sup> grade
<b>Career:</b> Naviance Program through Guidance Class	<b>Career:</b> Guidance Class
<b>Personal/Social:</b> Red Ribbon Week	<b>Personal/Social:</b> Guidance Class
November	May
<b>Academic:</b> Teach Guidance class Monitoring ineligible students Coordinate parent teacher conferences Update 504's	<b>Academic:</b> Teach Guidance class Monitoring ineligible students Visits to elementary schools for 5th graders 5 <sup>th</sup> grade parent orientation meeting Attend 504 transition meetings for 5 <sup>th</sup> to 6 <sup>th</sup> grade students Plan & schedule 504 transition for 8 <sup>th</sup> to 9 <sup>th</sup> grade students Attend IEP transition meetings for 5 <sup>th</sup> to 6 <sup>th</sup> grade/8th to 9 <sup>th</sup> grade students Update/revise 504's for 6 <sup>th</sup> to 7 <sup>th</sup> grade students
<b>Career:</b> Naviance Program through Guidance Class	<b>Career:</b> Guidance Class
<b>Personal/Social:</b> Mix It Up Day groups	<b>Personal/Social:</b> Guidance Class
December	June
<b>Academic:</b> Teach Guidance class Monitoring ineligible students Update 504's	<b>Academic:</b> Teach Guidance Class Monitoring ineligible students failure/summer school notifications
<b>Career:</b> Naviance Program through Guidance Class	<b>Career:</b> Guidance Class
<b>Personal/Social:</b> Naviance Program through Guidance Class	<b>Personal/Social:</b> Guidance Class

## 9-12<sup>th</sup> Secondary Monthly Counseling Calendar

<b>July</b>	<b>January</b>
Academic: Summer registrations, scheduling, transcript evaluations/updates	Academic: Keystone Exams, TCHS apps, mid-year reports, course selection process begins, junior conferences, course selection night, scheduling, letters of recommendations, IEP/GIEP/504 meetings, AP coordination, scholarship coordination, varied per individual student need
Career: Summer vacation	Career: TCHS applications, Financial Aid Night, junior conference, varied individual career counseling
Personal/Social: Summer vacation	Personal/Social: varied, social/peer counseling
<b>August</b>	<b>February</b>
Academic: Summer registrations, scheduling, freshman orientation, rollups/back, IEP/GIEP/504 meetings, varied per individual student need	Academic: Junior conference continue, freshman conference continue, transition meetings/middle school; monitor 504's, course selection continues/counselors consult and advise, scheduling, letters of recommendations, failure notices, TCHS testing, IEP/GIEP/504 meetings, AP coordination, scholarship coordination, varied per individual student need
Career: Begin college planning, TCHS scheduling/promote, varied per individual student need	Career: varied individual career counseling, Allied Health Presentation
Personal/Social: varied per individual student need	Personal/Social: varied, social/peer counseling
<b>September</b>	<b>March</b>
Academic: College Planning, College Process Night, Senior Group Presentation, college applications begin, individual senior conferences, hold 504 review meetings if needed/send out to staff, back to school night, NCAA, scheduling, letters of recommendations, National Merit Scholars, transcript evaluations, IEP/GIEP/504 meetings, TCHS scheduling, varied per individual student need	Academic: TCHS applications, 9 <sup>th</sup> grade conferences continue, course selection continues/counselors consult and advise, scheduling, letters of recommendations, transcript evaluations, TCHS testing, IEP/GIEP/504 meetings, scholarship coordination, AP coordination, varied per individual student need
Career: Senior conferencing, planning, presentations, NCAA, college rep visits to high schools, varied individual career counseling, varied per individual student need	Career: College Planning Night, TCHS Career Scope test, Rustin Career Day, varied individual career counseling
Personal/Social: varied, social/peer counseling, high school orientation/transition	Personal/Social: varied, social/peer counseling

October	April
Academic: PSAT, 9 <sup>th</sup> grade programming/transition group information, senior conferences continue, scheduling, letters of recommendations, National Merit Scholars, transcript evaluations, IEP/GIEP/504 meetings, varied per individual student need	Academic: Course selection, scheduling, letters of recommendations, transcript evaluations, failure notices, 8 <sup>th</sup> - 9 <sup>th</sup> grade IEP/GIEP/504 transition meetings, IEP/GIEP/504 meetings, scholarship coordination, 10 <sup>th</sup> grade individual conferences, AP coordination
Career: PSAT, TCHS presentation, college applications continue, senior conferences continue, varied individual career counseling	Career: Scholarship Committee, varied individual career counseling, Career Day/Fair
Personal/Social: varied, social/ peer counseling	Personal/Social: varied, social/peer counseling
November	May
Academic: senior conferencing, continue college applications, scheduling, letters of recommendations, transcript evaluations, failure notices, IEP/GIEP meetings, varied per individual student need	Academic: Keystone exams, 10 <sup>th</sup> grade developmental programming, AP Exams, 504 review meetings/transition meetings, IEP transition meetings, scheduling, transcript evaluations, 8 <sup>th</sup> – 9 <sup>th</sup> IEP/GIEP/504 transition meetings, TCHS scheduling, scholarship coordination, 10 <sup>th</sup> grade Individual conferences, AP coordination, varied per individual student need
Career: Continue college applications, varies individual career counseling	Career: 10 <sup>th</sup> grade developmental program; COIN-Naviance, varied individual career counseling
Personal/Social: varied, social/peer counseling	Personal/Social: varied, social/peer counseling
December	June
Academic: PLAN test, 9 <sup>th</sup> grade individual conferences, “keystone exams” (state assessment), letters of recommendations, transcript evaluations, IEP/GIEP meetings, varied per individual student need. junior conference	Academic: seniors/graduation/transcript evaluations/final updates, rollups/back, summer school information, notice of failure letters, scheduling issues, transcript evaluations, TCHS scheduling, scholarship coordination, 10 <sup>th</sup> grade individual conferences, AP coordination, varied per individual student need
Career: TCHS apps, junior conferences, varied individual career counseling	Career: Seniors/Year End Report, varied individual career counseling
Personal/Social: varied, social/peer counseling	Personal/Social: varied, social/peer counseling

G.

**Program Delivery**

Comprehensive School Counseling Program  
Delivery System - Elementary School

West Chester Area School District (K-5)

<p>Guidance Curriculum Provides developmental, comprehensive guidance program content in a systematic way to all students K-5</p>	<p>Prevention, Intervention and Responsive Services Addresses school and student needs</p>	<p>Individual Student Planning Assists students/parents in developing academic/ career plans</p>	<p>System Support 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/or 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> Communication Skills asking for help, accepting, respecting and appreciating individual differences Working independently as well as cooperatively</p>	<p><b>Academic</b> K-5 participate on kindergarten assessment team Middle school transition meetings Early intervention meetings</p>	<p><b>Academic</b> Develop &amp; coordinate all non-medical 504's Consult with faculty about student placement/IEP/504 plans Student observations</p>	<p><b>Academic</b> Organize &amp; share transition data District/state assessment coordinators and/or test administrators ER Reviews Facilitate team meetings Concussion management team academic monitor Gifted referrals CST/RTI</p>
<p><b>Career</b> Understanding the relationship between achievement &amp; career success Career Exploration</p>	<p><b>Career</b> K-5 Classroom Guidance</p>	<p><b>Career</b> Career awareness Introduce, reinforce &amp; implement plans</p>	<p><b>Career</b> Program delivery and support</p>

<p><b>Personal/Social</b>  Identifying and expressing feelings  Learning how to make and keep friends</p>	<p><b>Personal/Social</b>  K-5 Open house  New student orientation  Small groups  Classroom guidance  Assist with SAP  Referrals to school-based MH or other agencies</p>	<p><b>Personal/Social</b>  5<sup>th</sup> grade course selection  504 parent meetings  IEP Meetings  1-1 counseling  Small group counseling  Agency consultations  Class placement meetings  Parent meetings  Parent-teacher conferences</p>	<p><b>Personal/Social</b>  Consult with local community agencies and volunteers  Support positive school climate/bullying prevention initiatives</p>
<p>Percentage of Time  15%</p>	<p>Percentage of Time  40%</p>	<p>Percentage of Time  20%</p>	<p>Percentage of Time  25%</p>

## Program Delivery-Continued

### Comprehensive School Counseling Program Delivery System - Middle School

#### West Chester Area School District (6-8)

Guidance Curriculum	Prevention, Intervention and Responsive Services	Individual Student Planning	System Support
Provides developmental, comprehensive guidance program content in a systematic way to all students pre K-12	Addresses school and student needs	Assists students and parents in development of academic and career plans	Includes program, staff and school support activities and services
<b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation	<b>Purpose</b> Prevention, intervention and responsive services to group and/or individuals	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions	<b>Purpose</b> Program delivery and support
<b>Academic</b>  Course selection presentations, 6 <sup>th</sup> - 8 <sup>th</sup> grade  Understanding high school vocabulary, 8 <sup>th</sup> grade  High school scavenger hunt 8 <sup>th</sup> grade  High school 4 years plan 8 <sup>th</sup> grade  Study skills 8 <sup>th</sup> grade  Learning styles 8 <sup>th</sup> grade	Counsel students on 3-week, 6-week, 9-week and ineligibility lists  Individual counseling for academic, personal-emotional and career related concerns  Assist in enrolling qualifying students for summer school  Consult with teachers and parents regarding students struggling academically	Schedule new students Consult with faculty about student placement for regular education/IEP/504 students  Consult with personal care assistants, therapeutic support staff & behavioral specialist consultants  Manage all documents and accommodations for students with 504 service agreements while collaborating with teachers and administration	Organize & share transition data with staff  PSSA preparation  PSSA coordination and proctoring  Complete letters of recommendation for private schools  Attend in-services, faculty meetings  Facilitate team meeting discussions
<b>Career</b>  Naviance programming 8 <sup>th</sup> grade  Understanding Career Clusters 8 <sup>th</sup> grade	Collaborate with teachers, parents and administration to develop supports for students		Educate faculty on SAP/HELP team process and referral procedures to faculty

<p>Personal/Social Middle School Orientation 6<sup>th</sup> grade</p> <p><u>7 Habits of Highly Effective Teens 8<sup>th</sup> grade</u> Why the 7 Habits? Understanding Habits Habit 1: Being Proactive Habit 2: Begin with the End in Mind Habit 3: Put First Things First Habit 4: Think Win-Win Habit 5: Seek First to Understand, Then to be Understood Habit 6: Synergize Habit 7: Sharpen the Saw</p> <p>Stress/anxiety management 8<sup>th</sup> grade</p> <p>Social media lesson 8<sup>th</sup> grade</p> <p>Decision making/refusal skills relating to drug and alcohol use 8<sup>th</sup> grade</p> <p>Pro-Social Skills Program 6-8<sup>th</sup> grade</p> <p>Guidance program overview 6-8<sup>th</sup> grade</p> <p>Mix It Up Day 6-8<sup>th</sup> grade</p> <p>Red Ribbon Week 6-8<sup>th</sup> grade</p> <p>Yellow Ribbon Awareness 6<sup>th</sup> - 8<sup>th</sup> grade</p> <p>Make SAP/HELP team presentations to students 6-8<sup>th</sup> grade</p>	<p>Coordinate and facilitate parent teacher conferences with parents, teachers and students to assess academic progress</p> <p>Serve as a referral source for SAP team, Pre-referral, O/T, P/T caseworker and outside agency issues</p> <p>Assist with SAP/HELP team (SAP team)</p>	<p>Coordinate and facilitate transition 504 meetings to high school</p> <p>Consult and assist in facilitation of 504 meetings to middle school</p> <p>Collect and analyze data for pre-referral process</p>	
<p>Counselor Role Guidance curriculum Classroom &amp; group instruction Consultation</p>	<p>Counselor Role Individual &amp; group counseling referral consultation</p>	<p>Counselor Role Assessment, planning placement consultation</p>	<p>Counselor Role Coordination, consultation</p>
<p>Percentage of Time  25%</p>	<p>Percentage of Time  35%</p>	<p>Percentage of Time  30%</p>	<p>Percentage of Time  10%</p>

## Program Delivery-Continued

Comprehensive School Counseling Program  
Delivery System - High School

West Chester Area School District 9-12

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

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

**H. Curriculum Action Plan – Elementary School**

**Delivery of Curriculum is differentiated to meet student needs**

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

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

### Curriculum Action Plan - Middle School

ACTION STEP	DELIVERY METHOD	PERSON NEL	TARGET GROUP	TIMELINE	CEW DOMAIN	ASCA DOMAIN
Student will investigate the world of work	Guidance course and career research (Naviance)	School counselor	8th grade class	Guidance 1	13.1.8.A; 13.1.8.B; 13.1.8.C; 13.1.8.D; 13.2.8.B; 13.2.8.E;	C:A1.1-3 C:A1.6-9 C:A2.2 C:A2.5 C: A2.8-9 C:B1.1-8 C:C1.1-5
Student will complete interest inventory (career cluster)	Guidance course and career research (Naviance)	School counselor	8th grade class	Guidance 1	13.1.8.A; 13.1.8.B; 13.1.8.C; 13.1.8.D; 13.1.8.F; 13.2.8.B; 13.2.8.E;	C:B1.1-8 C:C1.1-5
Student will investigate post-secondary options	Guidance course and career research (Naviance)	School counselor	8th grade class	Guidance 1	13.1.8.D	C:B1.1-8 C:C1.1-5
Student will complete course selection for 9th grade	Guidance course	School Counselor	8th grade class	Guidance 1	13.1.8.H	A:C1.1-6 C:A1.6
Student will complete course selection for grades 7 & 8	On-line and with counselor support	School counselor, teacher,	Grades 6-8	Annually during Spring Semester		A:B2.6-7 A:C1.1-6
Students will learn to be proactive thinkers	Guidance course (7 Habits of Highly Effective Teens)	School counselor	Grade 8	Guidance 1		PS:A1.3 PS:A1.6 PS:B1.1 PS:B1.2 PS:B1.3 PS:B1.4 PS:B1.5 PS:B1.8 PS:B1.9

Students will learn to set short-term and long-term goals	Guidance course (7 Habits of Highly Effective Teens)	School counselor	Grade 8	Guidance 1		PS.B1.1 PS.B1.3 PS.B1.12 PS.C1.7
Students will learn to manage disagreements fairly and effectively	Guidance Course (7 Habits of Highly Effective Teens) Individual & small group counseling	School counselor	Grades 6-8	Guidance Course and as needed		PS:A2.2 PS:A2.3 PS:A2.6 PS:A2.7 PS:B1.6
Students will learn to be empathic listeners and effective communicators	Guidance Course (7 Habits of Highly Effective Teens) and individual & small group counseling	School counselor	Grades 6-8	Guidance Course and as needed	13.3.8.B; 13.3.8.C;	PS:A2.6 PS:A2.7
Students will learn to build on the strengths of others to cooperate in groups	Guidance Course (7 Habits of Highly Effective Teens) Individual & small group counseling	School counselor	Grades 6-8	Guidance Course and as needed		PS:A1.10 PS:A2.2 PS:A2.3 PS:A2.4
Students will learn to use decision making models	Guidance Course (Life Skills Curriculum)	School counselor	Grade 8	Guidance Course		PS:B1.1; PS:B1.2; PS:C1.7
Students will learn techniques to manage stress	Guidance Course (Life Skills Curriculum)	School counselor	Grade 6-8	Guidance Course and as needed		PS:C1.9
Students will learn about the harmful effects of drug & alcohol use	Red Ribbon week and Guidance Course (Life Skills Curriculum)	School counselor, teachers	Grades 6-8	October and Guidance Course		PS:C1.8

## Curriculum Action Plan - High School

### Career

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

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

## CAREER PROPOSAL

### Proposed Career Resources/Post-Secondary Resources

The District has formed a Career Education Committee to discuss how we will offer both job shadowing opportunities and mentoring to all 11<sup>th</sup> and 12<sup>th</sup> grade students in all three High Schools. The district will connect to business/community and post-secondary stakeholders in the career domain

This opportunity is currently being offered to only the Gifted Students and this committee will look at redesigning the program to fit the needs of all 11<sup>th</sup> and 12<sup>th</sup> grade students to enter the world of work.

The first meeting of this committee is March 20th. The committee is comprised of:

- Director of Pupil Services
- Supervisor of Student Services
- Director of Curriculum
- Supervisor of World Language, Fine Arts and Career Education
- 1 High School Business Teacher
- 3 High School teachers
- 3 High School Guidance Counselors
- 4 High School Gifted Teachers
- 3 High School Administrators.

Key areas to be discussed are as follows:

- Overview of current shadowing/mentorship/internship program
- Overarching goals of this committee to determine the following:
  - Target population
    - All 11<sup>th</sup> and 12<sup>th</sup> grade students?
    - Capacity? Maximum number of participants?
    - Pilot building?
    - Pilot subject area(s)?
  - Criteria for participation
    - Attendance
    - Discipline
    - Eligibility
    - Prerequisites
      - Soft skill training – When? Where?
      - Resume writing – When? Where?
  - Role of the classroom teacher
    - Integration and implementation of career standards
    - Students missing class and make-up work
    - Communication with classroom teacher
  - Role of the guidance counselor
    - Naviance
  - Role of building administration
    - Timeline - 2013-2014
  - Budget funding
  - Coordination of program
  - Other

## CAREER SUMMIT

K-12 High Education College and Career Readiness Summit  
The district will send six secondary guidance counselors on April 12<sup>th</sup>

The focus of this half day summit is to foster conversation and collaboration regarding key changes and challenges facing K-12 school, higher education institutions and workforce partners in an effort to ensure maximum college and career readiness for students today.

The target audience is K-12 administrators, guidance counselors, higher education leaders, higher education career counselors, workforce leaders.

### Individual Academic Career Plan

#### New College and Career Program – Naviance Fall 2013

For the past several years, the Pupil Services Department with a volunteer group of counselors has been researching college and career programs that would meet the needs of our district. In February of 2013, the Pupil Service Department presented a proposal to the School Board to replace the current College and Career Program with a College and Career Readiness Program for Secondary Schools and the proposal has been approved by the School Board. The Naviance Program will be implemented in the fall of 2013. Training will begin this spring for all counselors and staff using the program. Naviance will be implemented in the three Middle Schools and the three High Schools.

#### What is Naviance

- Naviance is a college and career readiness platform that helps students connect academic achievement to post-secondary goals and success.
- Connect Learning to Life-Naviance offers students a comprehensive set of tools to help them;
  - Discover personal skills and areas of interest
  - Explore career and college options that best match those skills
  - Engage in a personalized action plan for meeting post-secondary goals
- Provide Expert Guidance-Naviance enables school counselors/administrators
  - Access individual student data and goals
  - Automate routine tasks and such as email, surveys and submission of college application materials
  - Report on the progress of their entire student population
  - Track and measure outcomes of their schools' alumni
- Success Planning
  - Offers age and grade appropriate goal setting
  - Delivers individual success plans
  - Increases collaboration and family engagement
  - Monitors progress and enables early intervention
- Career Planning
  - Enables self-discovery through personality-type assessments
  - Helps match personal skills and interests to career paths
  - Educates students about different career options
  - Give students an understanding of coursework needed to reach their career goals.

- **Course Planning**
  - Set multi-year course plans for each student
  - Connects student's academic life to their career aspirations and encourages more rigorous course selection
  - Helps students track and meet graduation requirements
  - Identifies trends and achievement gaps
  
- **College and Career Readiness Curriculum Design Program**
  - Drastically improves students' college and career preparedness by implementing the College and Career Readiness Curriculum Design Program. Developed in partnership with the University of Minnesota's Ramp Up to Readiness program, we now offer schools 175 engaging lessons that can be incorporated into the classroom, covering critical concepts and skills in academic, college and career planning; financial literacy; and personal and social development. These lessons help you make the most of Family Connection and can be used by counselors, teachers and advisors in grades 6-12 to drive student engagement.

## Preparing for College

The Special Education Department has formulated a proposed resource guide “Preparing for College” for students with disabilities. This is a new resource and is still in development to be utilized in the fall of 2013

### Preparing for College A Resource Guide for Students With Disabilities

Deciding to go to college is both an exciting and anxious time for any student, let alone a student with a disability. Students with differences, however, are attending colleges, universities and other post-secondary institutions in greater numbers today than ever before.

Studies have shown that obtaining a college degree narrows the gap in employment. However, the drop-out rate for students with disabilities is two times higher than the general population.

In general, students with differences are expected to fulfill the same requirements, both in admissions and in academic work, as non-disabled students. One of the biggest differences for families to understand is that public schools are an “entitlement” system: under the Individuals with Disabilities Act (IDEA), students with disabilities are provided an Individualized Education Plan (IEP) which ends on graduation from high school.

Colleges operate under a system of “eligibility”: students with disabilities are protected under the Americans with Disabilities Act (ADA). This act provides some accommodations, given appropriate documentation for a specific disabling issue or condition.

The process of selecting, applying to, and surviving college can be very stressful for students with disabilities. The information in this handbook is designed to provide a realistic look at some of the factors required for success in college, to offer suggestions for getting started now, and to offer help in answering the question, “How do I prepare for college?”

#### Contents

- College is in Your Future
- Planning and Choosing the Right College
- When Applying
- You Have Been Accepted
- Accessing Disability Services
- “Other Stuff” You Need To Know
- High School vs. College
- Resources
- Appendix
- References

## College is in Your Future

If college is in your future, there are many things you can do to prepare. Your case manager and counselor can guide you toward good decisions.

- Select high-school courses that will prepare you for the general studies portion of the college curriculum.
- Advocate for yourself.
- Take the most academically challenging program in the most integrated setting possible, when appropriate.
- Take the same college-prep curriculum that college-bound peers are taking, when appropriate.
- Take courses where the same academic standards are met using reasonable and appropriate accommodations.
- Take advanced courses, when appropriate, if you are interested in a specific major (e.g., more math and science courses for a nursing major).
- Develop an understanding of the nature of your disability and style.
- Avoid temptation of “retreating” to lower-track classes.
- Be able to articulate your needs and the support you require.
- Be wary of course waivers and carefully consider the implications of these choices.
- Know your responsibility for documentation requirements at the postsecondary level.
- Avoid using your disability as an excuse.

## Planning and Choosing the Right College

### CHOOSING THE RIGHT COLLEGE

As you enter your junior year in high school, you should begin investigating various postsecondary possibilities by speaking with parents, counselors, teachers, and various employers to gather information to make a career decision. The information you gather should include: possible major and minor courses of study, entrance requirements, services or accommodations for students with disabilities, financial aid, housing, and transportation.

It is appropriate to narrow career and college site choices to two or three and then arrange for campus visits. As you begin narrowing your choices of schools, look at your interests and abilities in regard to the programs that are offered. Investigate the community in which the school is located and what community resources are available to you (i.e., part-time employment, transportation, support groups). The campus visit should provide a great opportunity to ask other questions about the school, visit with instructors and students currently attending the school, as well as visit with the financial aid counselor and disability services staff.

## Campus Visits

- Stop at the admissions office to verify admission requirements and the process
- Obtain a catalog and calendar for the college. Determine the cost to attend
- Inquire about financial aid as well as information about deadlines, required forms, etc
- Visit the faculty of the department or program in which you would like to major
- Visit the disability services office available at the college; talk with the staff about the accommodations you will need and inquire how they provide accommodations and disability related services. Secure their application form and the information on the disability documentation required
- Find out about other academic support programs available at the college
- Obtain information about academic requirements and offerings
- Arrange to sit in on a class to get an idea of classroom size, teaching style, and academic atmosphere
- Inquire about the placement record of graduates with the degree or program you are considering
- Inquire about career planning services for undergraduates.
- Tour the campus during a typical day (residence halls, dining halls, library)
- Visit with students about the amount and type of study necessary for success
- Inquire about student activities and social activities such as clubs, fraternities, and sororities
- Inquire about transportation options

Publications and brochures cannot provide a complete picture of any post-secondary institution; therefore, on site visits are encouraged to become better acquainted with the institutions and are a helpful tool in the decision-making process.

Typical visits include tours of the campus grounds, residence halls, and classrooms. Visits with the academic advisors, administration, coaches, and faculty can often be arranged. You should contact the Admissions Officer of the college two weeks in advance so they may prepare for your visit.

## When Applying

Selecting a university or two-year school will undoubtedly be one of the most difficult and important choices a young adult will ever make. In the United States, there are over 2,000 universities and colleges to choose from; as it is not feasible to apply to all of them given the usual application fee, narrow the choices to approximately five schools to keep these costs to a minimum. The following guidelines may help narrow choices:

1. Examine the admissions requirements of each school that you are interested in very carefully to determine which offer the most realistic opportunities for gaining admission. Consider the school's SAT and ACT standards.
2. Tuition costs vary between public and private schools, and from state to state. Many students are also subject to a special "out of state" tuition (which can be double the normal tuition). In addition, room and board costs have been on the rise for the last several years. All of these factors should be considered. Establish as early as possible the degree to which your family is willing to sacrifice (total parental contribution) to support college tuition. This will allow time to determine eligibility and availability of financial aid.
3. If the career track is identified, pursue the universities that are known for their excellence in that field. When comparing the merits of different schools, be sure to examine the caliber of the faculty, average class size in upper division courses, its academic reputation, and finally, the facilities. Visiting the prospective campus can be the most decisive factor in your choice of a school.
4. Other considerations for selection of a college may include: location, campus rules, transportation, faculty/student ratio, placement opportunities, and school size.

Post-secondary students are protected under the Americans with Disabilities Act (ADA), which makes it unlawful for post-secondary educational institutions to discriminate against students on the basis of disability. Students with disabilities applying to a college must meet the entrance standards of that college, including minimum SAT scores, regardless of disability.

Legally, the student does not need to reveal a disability, nor can colleges ask.

## You Have Been Accepted

### Documentation

A big surprise to parents and students is that the familiar Individualized Education Plan (IEP), Evaluation Report (ER) or 504 plans are not relevant documents in the higher-education setting. While it may have identified services that were effective for the student in a high-school setting, it generally is not sufficient documentation for colleges. This is because post-secondary education presents different demands than a high-school education, and what is needed to meet these demands may be different.

Once a student has been accepted at a college and requests academic accommodations, they must submit current documentation. Documentation by a qualified evaluator (medical doctor, psychologists or other qualified diagnostician) should include:

- Background and history of the disability, including relevant medical and social history
- Diagnostic interview including candidate self-report and interviews with others
- Transcripts and standardized test scores
- Assessment of aptitude, academic achievement, information processing (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder/Traumatic Brain Injury)
- Medical or psychiatric assessments, where appropriate
- A specific diagnosis
- Functional limitations of the disability (i.e., how does the disability substantially limit a major life activity?)
- Current medication regimen and possible side effects
- Identification of how the disability substantially limits the student in the college setting (e.g. in the residence hall, classroom, extra-curricular activities, etc.
- Recommendations for reasonable accommodations per 504/ADA guidelines as applied to college setting

It is the student's responsibility to provide the necessary documentation to the disability service provider. Documentation should also be recent. "Recent" depends on the nature of the disability, e.g. medical or mental health disabilities of a changing nature may require more frequent assessments and/or updates.

### Accessing Disability Services

Every post-secondary program/college is required by federal law to provide equal access to their programs and services to qualified students with disabilities. Equal access means equal opportunity to participate; it does not mean modifying course content or lowering performance expectations. This may feel quite different to a student with a disability who was allowed program modifications in high school. In college, students with disabilities will be required to meet the same standards as other students. They may do so while receiving accommodations.

Although all colleges are required to provide equal access, the disability office may be called by different names. Sometimes, the office may be located in the academic skills or learning center or it may be a separate department. Ask for the office that provides disability services.

## Accommodations

Accommodations are changes in HOW a student accesses or demonstrates what he/she has learned. For example, a student who is blind requests that his tests be recorded on audiotape. The student is still required to take the same test as the other students, but he will “listen” to the questions, rather than read the print. Other typical accommodations include, but are not limited to, extended test time, distraction reduced testing room, word processing or a scribe for essay tests, textbooks in alternate format, access to class notes, moving a class to a physically accessible location, and sign language interpreters. A student may also be able to take a reduced course load without losing full-time status or substitute some courses due to a disability-related need. The disability services office decides which accommodations are reasonable and appropriate on a case-by-case basis and must be able to justify that appropriateness by referring to the disability documentation. The student may not get the specific accommodation requested if there is another effective accommodation available that is more cost effective or readily available at the institution. Also, an accommodation need not be made if the institution can demonstrate that the changes requested would substantially alter essential elements of the course or program. Remember - accommodations provide equal access and equal opportunity – not special privileges.

In high school, students receiving special education may have been allowed modifications in their classes. For example, a student may not have to do all homework problems, or is given a word bank when taking a test. Colleges are not obligated to provide modifications in the curriculum. Colleges are responsible for providing equal access to the curriculum, which is typically accomplished by providing accommodations.

### Accommodations vs. Modifications

Accommodations: Provisions made in how a student accesses or demonstrates learning (does not change content)

Modifications: Changes in what a student is expected to learn and demonstrate (change in level of instruction & content)

Colleges & universities do not have to provide academic modifications ...  
only academic accommodations

### How to Access Disability Services Checklist



- \_\_\_\_\_ Contact the disability services office immediately after being admitted to the college.
- \_\_\_\_\_ Meet with disability services staff and complete necessary paperwork.
- \_\_\_\_\_ Student is encouraged to bring high school Transition Portfolio and/or information (IEP) as well as the required documentation of disability.
- \_\_\_\_\_ Determine if the disability services staff can provide assistance/consultation on choosing classes.
- \_\_\_\_\_ Determine next steps and next contact with disability services staff for the upcoming semester's classes.

## Questions to Ask Disability Services

### *A student who uses a wheelchair might ask:*

1. Is there accessible transportation available on campus? In the community?
2. Are there any buildings that are not accessible? If so, what arrangements will be made for entrance?
3. How will I be assured I can get from one class to another in the time allotted and that my classes are scheduled in accessible rooms?
4. How does a person operate the elevators?
5. Will I be able to open the outside doors myself?
6. Is accessible parking available? How do I get a campus accessible parking permit?
7. Are there accessible rooms in the residence halls? Are all the public areas in the residence halls accessible?
8. Who is responsible for hiring and training my personal care attendant?
9. Is there a wheelchair repair service available in the area?
10. Are the campus recreation facilities accessible?
11. What other services/accommodations/programs are available for someone using a wheelchair on this campus?
12. What are my responsibilities in arranging the services and accommodations I need?

NOTE: Visiting the campus before enrolling is a good idea for all students but is an absolute must for students with mobility impairments. The only way to assess whether the level of accessibility meets the student's needs is to tour the campus, eat in the cafeteria, sit in a class, and see a residence hall room.

### *A student with a hearing impairment might ask:*

1. How do I make arrangements for note-takers in my classes?
2. Who makes arrangements for interpreters and are interpreters available for non-classroom activities?
3. What systems does your interpreter use? Are there oral interpreters?
4. Do you have assistive listening devices available for checkout?
5. Do you have real-time captioning available?
6. Are there TTY's (or TDD's) available?
7. What other services/accommodations/programs are available for deaf or hard of hearing students?
8. What are my responsibilities in arranging the services and accommodations I need?

NOTE: Ask the disability services office to arrange to meet with another deaf/hard of hearing student to interview regarding services.

### *A student with a learning disability or Attention Deficit Disorder might ask:*

1. Is tutoring available?
2. Is there someone available to help me with my written work?
3. Will I be able to get testing accommodations?
4. What other accommodations are available to compensate for my specific learning disability or ADD?
5. Are there any courses for credit designed specifically for students with LD or ADD?
6. Are there any courses for credit on improving reading and writing skills?
7. I use medication for ADD, where can I get prescription refills?
8. Would I be eligible to get a course substitution if it's related to my disability?
9. What other services/accommodations/programs are available for students with LD or ADD?
10. What are my responsibilities in arranging the services and accommodations I need?

### *A student with a visual impairment might ask:*

1. I need my textbooks, tests, handouts, etc. on tape/in Braille/in electronic text, how do I make those arrangements?
2. How do I arrange for a reader?
3. How do I arrange for someone to record my test answers?
4. What kinds of assistive computer technology are available on campus? Will I have trouble getting access to it when I need it?
5. Is assistance available when I use the library?
6. Do you have transportation available on campus? In the community? How do I apply to use it?
7. Do you offer orientation and mobility training?

8. Are there any special arrangements I need to make to have my guide dog with me?
9. What other services/accommodations/programs are available for students who are blind or visually impaired?
10. What are my responsibilities in the services and accommodations I need?

*A student with a health problem might ask:*

1. Walking long distances is difficult for me. Can I get an accessible parking permit, so I can park closer to my class buildings and residence hall?
2. What medical support is available on campus?
3. Can I get a refrigerator in my room to store medications? Can I request a special diet from Food Service?
4. Is it possible to arrange my classes so they won't interfere with my medical treatment schedule?
5. I sometimes miss class because of my disability. Will I be penalized if the absence is related to my disability?
6. What other services/accommodations/programs are available for students with health problems?
7. What are my responsibilities in arranging the services and accommodations I need?

*A student with a psychological disability might ask:*

1. I get very anxious when I'm taking tests. Can I get testing accommodations?
2. My medication affects my concentration. Can I get a note taker?
3. Where can I refill my prescriptions?
4. Is there personal counseling available on campus? In the community?
5. I sometimes miss several days of class at a time because of my disability. Will I be penalized if the absence is related to my disability?
6. Are there any other accommodations I would qualify for?
7. It helps if I can meet with someone periodically to help me assess how I'm doing in my classes. Can you help me with that?
8. What other services/accommodations/programs are available for students with psychological disabilities?
9. What are my responsibilities in arranging the services and accommodations I need?

Post-Secondary Institutions are NOT required to:  
Reduce or waive essential requirements of a course or program  
Conduct testing of learning, psychological or medical disabilities  
Provide personal attendants  
Provide personal or private tutors  
Prepare Individual Education Program (IEP)

### **The Very Important "Other Stuff" You Need to Know**

Becoming a college student means taking on additional responsibilities, often not considered until they need to be addressed. Here are some issues that may become relevant for you in college; take time to understand how they could affect you and what supports you would need.

#### **How to Be a College Student**

The typical college campus is a friendly place; but it is also a competitive environment. The education you receive and the attitudes you develop will guide you the rest of your life. Your grades will be especially important in landing your first job. To be a successful student requires certain skills, but these are skills that can be learned.

## The Basics of Being a Student

Prioritize: doing well in school should be your top priority

Study: there is no substitute

Always attend class

Do all of the homework and assigned reading

Develop self-discipline

Manage your time

## Tips for the First Week

- Get to school as early as you can. This way you can avoid long bookstore lines, and can locate all of your classes in advance.
- Set up a good study schedule and stick to it!
- Set up a checking account.
- Scout out your campus community. Use a map to locate the nearest market, Laundromat, hospital, etc.
- Set up your room. It is not a good idea to live out of boxes any longer than necessary.
- Purchase anything that you may have forgotten, or feel that you need.
- Mark your calendar with important due dates for papers, and midterm/final examination times.
- Try to meet new people.
- Do not panic. Thousands of students have experienced exactly what you have experienced this week. They survived, and so will you.

## Registration Tips

Scheduling your classes is much more complicated than in high school. College students are expected to meet with an academic advisor and follow the campus registration procedures.

## Employment

Many students rely on part-time employment to meet their financial aid and personal living expenses in college. If you find a need to seek part-time employment, be aware of the following considerations:

- Seek information from the college for work-study and on-campus employment, especially if transportation is not readily available. You may qualify for work-study and other grant funded employment opportunities. These positions usually work around your schedule and pay minimum wage.
- Jobs off campus are also usually posted on campus in the student union, campus financial aid office or residence halls. Try to seek employment related to your career choice for additional experience and networking, even if at an entry-level position. Also, contact the local Job Service office, check the local community and campus newspaper, as well as make direct employer contacts.
- Remember to balance your time and prioritize your studies before employment.

## Housing

Most colleges and universities offer on-campus housing, but depending on a student's disability, there are several factors that require attention. ADA and Section 504 require that all educational institutions provide accessible housing at the same cost as all students. Requests for accommodations in housing should be made immediately after being accepted to the college. Ask to see an accessible room and ask for the accommodations you need on the housing application. A visit to any post-secondary institution to inspect the accessible accommodations is a good idea.

## Roommates

Most students choose to live in a residence hall during their first year at school. There are many benefits to living in a residence hall. This usually allows you to live very close to campus, making it very easy to get to class on time. The residence hall also gives students the opportunity to meet hundreds of new people and make lasting friendships.

### Safety Reminders

College is usually a student's first opportunity to move away from home and be free from parental influence. It should not be a time for acting irresponsibly or unsafely. Students are often lulled into a false sense of security by the seemingly carefree college environment. They tend to forget that the same dangers that existed in their hometowns can also be found in college. There are probably even a number of new dangers that you may not have faced.

### High School vs. College

Classes	
High School	College
Usually follow a school-directed schedule and proceed from one class to another	Students must manage their own time and schedules
General education classes dictated by state/district requirements	Class based on field of study; requirements may vary
Typical school calendar is 36 weeks; some classes extend both semesters. Summer classes may be offered but are not used to accelerate graduation	Academic year is divided into two separate 12 week semesters plus a week for final exams (some campus' have a trimester schedule). Courses are offered fall, spring and summer semesters and summer classes may be used to accelerate graduation
Class attendance is usually mandatory and monitored carefully	Attendance policies may vary with each instructor
Class size is generally no more than 30 students	Classes may have 100 or more students
Textbooks are typically provided at no expense	Textbooks can range from \$250 - \$500 per semester
Guidance is provided for students so they will be aware of graduation requirements	Graduation requirements are complex and vary for different fields of study
Modifications that change course outcomes may be offered based on the IEP	Modifications that change course outcomes will not be available

Grades	
High School	College
Given for most assigned work.	May not be provided for all assigned work
Good homework grades may assist in raising overall grade when test grades are lower.	Tests and major papers provide the majority of the grade
Extra credit options are often available	Generally speaking, extra-credit options are not used to raise a grade
Initial test grades, especially when low, may not have adverse effect on grade	First tests are often “wake up” calls to let you know what is expected.
Graduation requirements may be met with a grade of D or higher	Requirements may be met only if the student’s average meets departmental standards.

Testing	
High School	College
Frequent coverage of small amounts of material	Usually infrequent (2-3 times a semester). May be cumulative and cover large amounts of material. Some classes may require only papers and/or projects instead of tests
Make-up tests are often available	Make-up tests are seldom an option and may have to be requested
Test dates can be arranged to avoid conflicts with other events	Usually, scheduled tests are without regard to other demands
Frequently conducts review sessions emphasizing important concepts prior to tests	Faculty rarely offer review sessions; if so, students are expected to be prepared and to be active participants, or find study groups

Studying	
High School	College
Study time outside of class may vary (may be as little as 1-3 hours per week)	Generally need to study at least 2-3 hours outside of class for each hour in class
Instructors may review class notes and text material regularly for classes	Students should review class notes and text material regularly. (Hint: Use the time between classes carefully)

## Resources

### Organizations

- Association of Higher Education and Disability [www.ahead.org](http://www.ahead.org)
- Pennsylvania Higher Education Assistance Agency (PHEAA) [www.pheaa.org](http://www.pheaa.org)
- American's with Disabilities [www.disabilityinfo.gov](http://www.disabilityinfo.gov)
- Recording for the Blind and Dyslexic [www.rfbid.org](http://www.rfbid.org)
- Office of Vocational Rehabilitation [www.dli.state.pa.us](http://www.dli.state.pa.us)
- Pennsylvania State System of Higher Education [www.passhe.edu](http://www.passhe.edu)
- Children & Adults with Attention-Deficit/Hyperactivity Disorder (CHADD) [www.Chadd.org](http://www.Chadd.org)
- National Center for Disabilities (NCLD) [www.nclld.org](http://www.nclld.org)
- Office of Civil Rights [www.ed.gov/ocr](http://www.ed.gov/ocr)
- Disabilities, Opportunities, Internetworking & Technology email: [doit@u.washington.edu](mailto:doit@u.washington.edu)

## Appendix

A)

### Questions to Ask on a Campus Tour

During your campus tour, you need to ask questions as well as look around. Here are some questions to consider asking. Add your own questions at the end of the list. Go over the questions with your parents before your first campus visit so they can be on the lookout for answers, too. After each visit, review the list to see if there are any other questions you might want to add.

**NOTE:** Read as much as you can about each college or university before you visit. Don't spend time asking questions that are answered in the school's catalog or brochures. You are visiting campuses to get a feeling for the atmosphere of each place—something you can't get from its Web site or catalog.

### Questions for the Admissions Office

1. Are the dorms spread throughout the campus or clustered in one area? Is there any kind of shuttle service between classroom areas, the library, the student union, and dorms? How late does it run?
2. Is there any security system to bar outsiders from entering dorms?
3. How large is the campus security police force? Does it patrol the campus regularly?
4. What services are offered by the campus health center? How large is it?
5. Does the student health center refer students to the local hospital? Is there a nearby hospital? How large is it?

## Questions for Students

6. How many of your courses are taught by a big-name professor and how many by a teaching assistant?
7. Is the teaching innovative and project-oriented, or is it mostly lecture-oriented?
8. Do most freshmen class lectures take place in an amphitheater?
9. What are the strong majors? The weak majors?
10. How hard do you have to work for your grades?
11. What's the reputation of the \_\_\_\_\_ department?
12. How adequate for your needs is the campus computer network?
13. Do fraternities and sororities dominate the social life of the college?
14. What do students do on weekends? Do most go home?
15. How is the advisement system? Do you feel that your professors really care?
16. There are a lot of organizations on campus. Are they dominated by a few groups or is anyone welcome?
17. How active is the \_\_\_\_\_ [fill in the activity in which you're interested]? Has \_\_\_\_\_ won any national awards?

## Questions to Ask Yourself About the Campus Atmosphere

18. While you were waiting for your interview in the admissions office, how did the staff members interact with students? Were they friendly, or did the staff approach students—both potential freshmen like you and enrolled students—as if they were interfering with the staff members' jobs?
19. Was the Admissions Office a friendly and inviting place with a great deal of information about the school, or was it cold and sterile with little information to pick up?
20. What did your parents find out about the career planning services offered to graduating seniors and to graduates? What do the services include?

## About the Student Body

21. Do most of the students seem to be like you, or are they completely different?
22. Either way, how would you feel being in a classroom full of these students? Sharing a dorm with them?
23. Do the students try to make you feel at home? Are they happy to answer your questions, or do they make you feel like you're intruding? How do they interact with one another?

## About the Campus

24. Does the campus seem too big? Or too small?
25. Do freshmen live in their own dorms? How do I feel about living in a single-sex or coed dorm?
26. Are the dorms quiet or noisy? Do they seem crowded?
27. How large are the rooms? Is there adequate space and light to study?
28. Does each room have access to the Internet and the campus LAN?
29. What's advertised on dorm and classroom bulletin boards? What does this tell me about campus life?
30. How good is the lighting around each dorm and around classroom and lab buildings?
31. Do the buildings and grounds look well cared for? Or do they need painting and general repair work?
32. Is the grass cut, and are the grounds landscaped?
33. What's the condition of the playing fields and the sports equipment?
34. How is the quality of the food in the cafeteria or dining hall? How are the sizes of the portions? Is it healthy or fast food? Are there meal plans?

### About the Nearby Area

- 35. Does it look like there is much to do outside of campus?
- 36. How easy is to get to places off campus? Are there places within walking distance?
- 37. Do you feel comfortable and safe?
- 38. Are there places to get extra furniture, like bookcases, for your dorm room?
- 39. Is there a supermarket nearby to stock up on snacks and soda?

If you move out of a dorm after freshman year, what are the options in apartment complexes or buildings?

B)

### College Comparison Worksheet

Fill in your top five selection criteria and any others that may be of importance to you. Once you narrow your search of colleges to five, fill in the colleges across the top row. Using a scale of 1 to 5, where 1 is poor and 5 is excellent; rate each college by your criteria. Total each column to see which college rates the highest based upon your criteria.

Selection Criteria	College 1	College 2	College 3	College 4	College 5
1.					
2.					
3.					
4.					
5.					

<ul style="list-style-type: none"> <li>• Academic Environment</li> <li>• Majors Offered</li> <li>• Student-faculty ratio</li> <li>• Faculty teaching reputation</li> <li>• Facilities (such as classrooms &amp; labs)</li> <li>• Libraries</li> <li>• Independent study available</li> <li>• International study available</li> <li>• Internships available</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Affiliation</li> <li>• Public</li> <li>• Private, independent</li> <li>• Private, church affiliated</li> <li>• Proprietary</li> </ul>
<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Division 1, 2 or 3</li> <li>• Sports offered</li> <li>• Scholarships available</li> </ul>	<ul style="list-style-type: none"> <li>• Community</li> <li>• Rural</li> <li>• Small town</li> <li>• Suburban</li> <li>• Urban</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Aid</li> <li>• Scholarships</li> <li>• Grants</li> <li>• Loans</li> <li>• Work-study program</li> <li>• Part-time or full-time jobs</li> </ul>
<ul style="list-style-type: none"> <li>• Housing</li> <li>• Dorm</li> <li>• Off-campus apartment</li> <li>• Home</li> <li>• Facilities and services for students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Location</li> <li>• In your hometown</li> <li>• Less than 3 hours from home</li> <li>• More than 3 hours from home</li> </ul>	<ul style="list-style-type: none"> <li>• Size</li> <li>• Very small (fewer than 1,000 students)</li> <li>• Small (1,000-3,999 students)</li> <li>• Medium (4,000-8,999 students)</li> <li>• Large (9,000-19,999 students)</li> <li>• Very large (more than 20,000 students)</li> </ul>
<ul style="list-style-type: none"> <li>• Specialized Programs</li> <li>• Honors programs</li> <li>• Services for students with disabilities or special needs</li> </ul>	<ul style="list-style-type: none"> <li>• Student Body</li> <li>• All male</li> <li>• All female</li> <li>• Coed</li> <li>• Minority representation</li> <li>• Primarily full-time students</li> <li>• Primarily part-time students</li> <li>• Primarily commuter students</li> <li>• Primarily residential students</li> </ul>	<ul style="list-style-type: none"> <li>• Support Services</li> <li>• Academic counseling</li> <li>• Career/placement counseling</li> <li>• Personal counseling</li> <li>• Student health facilities</li> </ul>

## References

### Reference

- *Colleges with Programs for Students with Disabilities or Attention Deficit Disorder*, Petersons, Thomas
- *The K&W Guide to Colleges for Students with Disabilities or Attention Deficit Disorder*, The Princeton Review, Random House
- *Peterson's Guide to Colleges with Programs for Disabled Students (2nd edition)*, Princeton, N.J: Peterson's Guides

### Schools Exclusively for Students with Disabilities

- Beacon College [www.beaconcollege.edu](http://www.beaconcollege.edu)
- Landmark College [www.landmark.edu](http://www.landmark.edu)
- Mitchell College [www.mitchell.edu](http://www.mitchell.edu)

\*Special thanks to Rose Tree Media School District and PaTTAN for contributing material to this guide.

Curriculum Action Plan-continued  
Academic

Students be provided with opportunity to learn and explore issues of transitioning to high school	Transitioning to high school group meeting	High school counselors	8 <sup>th</sup> grade	Late winter	A:A2.3 A:A3.1 A:B1.2 A:B1.5 A:B2.1 A:B2.5 A:C1.6
Students will learn about high school academic requirements and expectations	9 <sup>th</sup> grade developmental program; Large group meeting	School counselor	9 <sup>th</sup> grade	October	A:B1.2 A:B1.4-5 A:B1.7 A:B2.1 A:B2.3 A:B2.6 A:B2.7 A:C1-6
Students will begin development of an individualized goal plan, academic goals and review transition issues to high school	9 <sup>th</sup> grade developmental program-individual freshman conferences	School counselor	9 <sup>th</sup> grade	2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> marking period	A:A3.1 A:A3.3 A:A3.5 A:B2.3 A:B2.7 A:C1.1 A:C1.2 A:C1.6
Students will continue development of IGP in individual junior conferences	11 <sup>th</sup> grade developmental program; individual junior conferences	School counselor	11 <sup>th</sup> grade	2 <sup>nd</sup> and 3 <sup>rd</sup> marking period, December through April	A:A3.5 A:B1-5 A:B2.3 A:B2.5 A:B2.7 A:C1.6 A:C1.4
Students will learn about the college application process in a group format	Large group senior meeting; 12 <sup>th</sup> grade developmental program	School counselor	12 <sup>th</sup> grade	1 <sup>st</sup> marking period, September	A:B1-4 A:B2.5 A:B2.7

Students will learn their own individualized needs and process for applying to college	12 <sup>th</sup> grade developmental program; individual senior conference	School Counselor	12 <sup>th</sup> grade	1 <sup>st</sup> marking period, September through November	A:B2.1 A:B2.2 A:B2.4 A:C1.3 A:C1.4 A:C1.6
Student will be provided with a variety of opportunities to learn about different colleges	College representatives visiting our high school for meetings	College reps and school counselor	11 <sup>th</sup> and 12 <sup>th</sup> grade	September through December primarily but may occur throughout the school year	A:B1.4 A:B2.7 A:A3.5
Students will select appropriate courses for each year schedule; for IGP and graduation	Course selection process	School counselor	9 <sup>th</sup> -12 <sup>th</sup> grades	January through May	A:A3.4 A:B1.5 A:B2.4 A:B2.5 A:B2.7

Personal/Social

Students will learn about issues of transition to high school and be provided with opportunity to ask about issues of concern	Large group meeting with incoming 9 <sup>th</sup> grade students at the middle school	High school counselors	8 <sup>th</sup> grade students	Late winter	PS:A1.3 PS:A1.4 PS:A2.6 PS:B1.5 PS:B1.12 PS:C1.6
Provide students with access to counselor for individual counseling as needed	Individualized counseling on a as needed basis	School counselor	9th-12th grade	Throughout school year	PS:C1.5 PS:C1.6
Provide groups for students which are relevant to needs of environment	Group meetings bases upon needs of students (anger management group, stress group, grief group – 3 examples)	Crisis intervention counselor, school counselor, outside agencies	9th-12th grade	Throughout school year	PS:C1.5 PS:C1.6 PS:C1.7 PS:C1.8 PS:C1.9 PS:C1.10 PS:C1.11
Provide risk Assessments on those students in crisis	Individualized risk assessments of those in immediate crisis and of need	Crisis intervention counselor, school counselor, school psychologist	9th-12th grade	Throughout school year	PS:C1.5 PS:C1.6 PS:C1.7 PS:C1.8 PS:C1.9 PS:C1.10 PS:C1.11
Students learn how to report “at risk” behaviors for those of concern	CST/Help Team Referral Review with students	School counselor, crisis intervention counselor, administrator	9th-12th grade	1 <sup>st</sup> or 2 <sup>nd</sup> marking period	PS:B.1 PS:B.2 PS:B.3 PS:B.4 PS:B.5 PS:C1.6 PS:C1.7

Students learn how to manage peer issues and resolve conflict	Peer mediation and conflict resolution, individualized	School counselor	9th-12th grade	Throughout school year	PS:A1.2 PS:A1.5 PS:A2.3 PS:A2.6 PS:A2.7 PS:A2.8 PS:B1.6
Students are able to participate in social groups to support other students	Red Ribbon, Yellow Ribbon, SADD, Gay Straight Alliance, Anti-Bullying Club	Crisis intervention counselor	9th-12th grade	Throughout school year	PS:B1.4 PS:B1.7 PS:A1.9 PS:A1.7 PS:A2.2
Students learn the importance of social interaction and involvement in extracurricular activities	Review of school extracurricular clubs, sports, etc; with all-developmental programs and individual counseling	School counselor	9th-12th grade	Throughout school year and at individual conferences	PS:A1.10 PS:A2.6 PS:B1.4 PS:C1.11

### Proposed Programs for Personal/Social Skills

The counseling department has been researching pro social skills programs for the past year. The Second Step Program and Positive Behavior Intervention Support (PBIS) are two programs the district has been reviewing.

#### Second Step Program #1

Currently, we are piloting this program in one Elementary School and will review the data to move forward with our recommendation. This program would utilize K-8.

Counselors have attended an online webinar and one elementary school is piloting Second Step. By the fall of 2013, the intent is to begin to pilot in the elementary schools a pro-social skills program.

#### Second Step – Introduction

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

- Family Letter: One Family Letter is provided to describe the Second Step program and inform families that their children will be participating in it. Send the letter home with your students or email it to families and caregivers before you start teaching the program
- Home Links: Home Links are simple, fun activities designed to encourage interaction between students and the adult family members or other important adults. The activities provide students with further practice of lesson skills and concepts and familiarize adults with what their children are learning.
- Online Community: Encourage your students' families and caregivers to join Committee for Children's online community at [www.cfchildren.org/community](http://www.cfchildren.org/community). They will have access to free downloads, and inspiring blog and many like-minded educators and parents working to improve students safety and well-being

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

7. Joining In	Being assertive can help you join and invite others to join a group	Identify skill for joining a group. Demonstrate skills for joining a group.
8. Showing Compassion	Compassion means saying kind words or doing something helpful to show you care about how another person feels. Having empathy helps you show compassion.	Demonstrate expressing concern or showing compassion for someone.
9. Introducing Emotion Management	When you feel strong feelings, it's hard to think clearly. Unmanaged, strong emotions can lead to negative behavior and consequences	Describe what triggers their own strong emotions. Describe what happens in their brains and bodies when they experience strong emotions.
10. Managing Strong Feelings	Staying in control of your emotions and actions helps you get along better with others and be successful at school.	Demonstrate the ability to interrupt escalating emotions. Determine a person "signal". Identify and name strong feelings as they occur.
11. Calming Down Anger	Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.	Identify situations in which they might need to calm down. Demonstrate the technique for deep, centered breathing. Identify and demonstrate other ways to calm down (counting, using positive self-talk)
12. Managing Anxiety	Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations.	Identify situations that cause anxiety. Apply what they've learned about calming down to anxiety-provoking scenarios, including academic challenges.
13. Avoiding Jumping to Conclusions	Calming down strong emotions helps you think clearly about at situation so you can avoid jumping to conclusions.	Identify emotion-management strategies. Demonstrate Assertiveness Skills. Identify and demonstrate positive self-talk statements.
14. Handling Put-Downs	Calming down helps you handle put-downs and avoid making conflicts escalate.	Identify strategies for handling put-downs. Demonstrate what they've learned about strategies for calming down. Demonstrate assertive responses to put-downs.
15. Solving Problems Part 1	Following steps can help you solve problems. Saying the problem without blame is respectful. Solving problems helps you be successful at school.	Recall the S. Say the problem step of the Problem-Solving Steps. State a problem without blaming anyone.

16. Solving Problems Part 2	Solving problems helps you be successful at school	Generate safe and respectful solutions to a problem. Identify consequences of potential solutions. Select an appropriate solution to a problem.
17. Making a Plan	Some solutions to problems are complicated and need a plan. Plans help you break down a big task into smaller, more manageable parts.	Explain the purpose of making a plan. Create a three step plan to carry out a solution to a problem.
18. Solving Playground Problems	You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps.	Identify common playground conflicts. Demonstrate using the Problem-Solving Steps to handle playground conflicts.
19. Taking Responsibility for Your Actions	Taking responsibility for your actions is the respectful thing to do.	Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged. Demonstrate acknowledging mistakes. Demonstrate making an apology and offering to make amends.
20. Dealing with Peer Pressure	It is okay to say no to others and it is okay for them to say no to you. Negative emotions like guilt and remorse can be reasons not to go along with peer pressure.	Demonstrate using Assertiveness Skills to resist peer pressure. Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure.
21. Reviewing Second Step Skills	The skills and concepts learned in the Second Step program can help you succeed in school	Identify Second Step skills and concepts being used in scenarios students might encounter in school. Include Second Step skills in a written script about solving a problem.

## Positive Behavior Intervention Support (PBIS) #2

This is the second program we are researching for Pro Social Skills.

This program is more appropriate for Secondary Schools. Our Committee has viewed the on line Webinar for PBIS.

Social Emotional Needs Program - The Guidance Department has been focusing their energy in meeting the emotional needs of all students and has been researching pro-social skills programs K-12. Currently under scrutiny are two programs:

### Positive Behavior Intervention and Support (PBIS)

#### Key Elements

PBIS	OBPP
District-wide-inter and intra agency coordination, policy, procedures, data	School-wide-e.g. coordination committee, rules, policy and procedures, staff training, etc.
School-wide-building committee, expectations, core team meetings	Classroom-e.g. class meetings, curriculum integration, rules, etc.
Classroom-function based plans	Individual-on the spot and follow-up
Individual-expectations, instruction	Community/Parental-involvement on coordination committee, outreach, etc
Community/Parental-involvement on core and district teams, outreach, home and community instillation	

#### ➤ Framework PBIS & OBPP

Systems	Practices	Data
Leadership Team	Instructional Lessons	Central Data System/SWIS
Evaluation	Routines	Consistent Data Entry
Communication	Supervision	Comprehensive
Coaching & Training	Reinforcement	Efficient Referral Form
Policy Development	Continuum of Consequences	Multiple Data Sources
Funding	Instructive “Discipline”	

#### ➤ Framework PBIS

Systems	Practices	Data
Leadership Team	School Rules re: Bullying	Central Data System/SWIS
Evaluation	Class Meetings	Consistent Data Entry
Communication	Staff Discussion Groups	Comprehensive
Coaching & Training	Supervision	Efficient Referral Form
Policy Development	Positive Consequence	Multiple Data Sources
Funding	On-the-Spot Interventions	
	Individual Interventions	

- Key Learning's PBIS-OBPP Common Elements
  - Leadership teams/coordinating committees
  - Use of data to drive decision-making
  - Classroom time dedicated to teaching positive behaviors
  - Linkages to existing systems of intervention and support
- Key Learning's PBIS Distinctions and Strengths
  - Focuses on all behavioral issues evidenced through school-wide and student-specific data
  - Emphasizes installation of varied evidence-based, socially valid preventive and intervening strategies and programs
  - Operationalizes positive behavior across all school settings
- Key Learning's OBPP Distinctions and Strengths
  - Focuses most on bullying, though teams are encouraged to focus on promoting all types of pro-social behavior
  - Emphasizes integration with other school climate initiatives and intervention systems
  - Operationalizes "best practices in bullying prevention"

## I. Organizing Career

### Post-Secondary Resources by Grade Level College & Career Readiness Curriculum & Design Program 2012 Hobson's Naviance, Implementation Date fall 2013

#### 6th Grade and higher

##### Skills Needed for Post-Secondary

###### Success

- Students learn the skills needed for a successful transition to middle school and beyond, including goal setting, organization, teamwork, and communication.

###### Career of Interest

- Students explore career trends and use a personality assessment to identify their job interests. They learn about living expenses and how education impacts future earnings

###### Post-secondary Investigation

- Students review sources of information about colleges and explore different options based on their interests and goals. SMART Goals Students reflect on their past, present and future and set SMART goals based on their dreams. They develop strategies for achieving their goals.

###### Middle School Academic Planning

- Students explore favorite careers and clusters and identify which colleges would be appropriate for those careers. They develop academic plans based on their interests and future plans.

###### Academic Skills Needed for Postsecondary Work

- Students work in teams to research specific careers and to present their findings to the class.

## 7th Grade and higher

### Growth Mindset

- Students learn that they can continue to grow and develop intellectually with hard work. They discover their individual mindsets and explore strategies and tools to develop a growth mindset.

### Learning Style Inventory

- Students discuss different learning styles and complete the Learning Style Inventory. They develop techniques based on this information to help them be better learners and explore colleges and careers that fit their learning styles.

### Income vs. Expenses

- Students learn the impact of education on future income, the relationship of expenses to income, the tools to build a budget, and the basics of borrowing and debt.

### Build College Belief

- Students discover the skills and attitudes that lead to success in college and work, and they participate in exercises that help build the belief that they can succeed in college.

### Middle School Academic Planning

- Students complete a readiness rubric, then review and revise their goals and academic plans.

### Post-secondary Costs

- Students learn about different types of college costs and expenses and about different options for paying for college.

## 8th Grade and higher

### Personal Strengths

- Students reflect on their strengths and what makes them unique and then share with their classmates.

### Career, Post-secondary and Academic Planning

- Students explore careers of interest, learning about employment outlook, required credentials, and how this information relates to their academic plans. Careers in the Community Students learn about the skills, training, and hard work required to succeed on the job. They interact with community members from diverse backgrounds who share personal stories.

### EXPLORE Test Results

- Students review EXPLORE test results, identifying areas for improvement and connect their results to colleges and careers of interest.

### High School Academic Planning

- Students investigate favorite careers and identify potential colleges to match those careers. They will revise their SMART goals and academic plans based on this information.

### Ready Financially: Post-secondary Institutions

- Students review college costs and financial aid options and develop financial plans.

## 9th Grade and higher

### Skills Needed for Post-secondary Success

- Students learn skills to help them succeed in college, including time management, goal setting, organization, and test preparation. They will participate in a team building exercise to develop skills necessary to work effectively in groups.

### High School and Post-secondary Plan

- Students review the credits necessary for high school graduation and post-secondary admission, and explore accelerated coursework programs.

### SMART Goals

- Students assess their progress toward meeting previously set goals and learn the value of persistence. They revise their goals, as necessary.

### Career Clusters

- Students explore career clusters and pathways and link them to post-secondary options. They revise their academic plans, if necessary.

### High School Academic Planning

- Students investigate colleges that fit with their career interests and further revise their academic plans.

## 10th Grade and higher

### Growth Mindset

- Students learn that they can continue to grow and develop intellectually with hard work. They explore strategies and tools to develop a growth mindset.

### Resume

- Students prepare resumes that highlight their strengths and skills.

### Informed Decisions on Career Paths

- Students explore career clusters of interest in more depth and link those interests to post-secondary options.

### PLAN Test

- Students review PLAN test results, identifying areas for improvement and connect their results to colleges and careers of interest.

### High School Academic Planning

- Students investigate colleges that fit with their career interests and further revise their academic plans.

### Budgeting and Financial Success

- Students learn how costs vary by geographical region and prepare budgets based on their current income and expenses.

## 11th Grade and higher

### Work-Based Learning

- Students explore work-based learning and develop a plan to find and work with a mentor. They update their resumes.

### Post-secondary Participation

- Students learn about expectations for college-level writing and improve their abilities to gather, analyze, synthesize, and present information.

### Personality Survey

- Students take the *Do What You Are* assessment and refine their careers and colleges of interest.

### Postsecondary Visits and Admissions

- Students learn the basics of college admissions, including the essay, FAFSA, college visits, and scholarship information.

### High School Academic Planning

- Students complete readiness rubrics and review the lists of colleges to which they intend to apply. They review and revise their goals and academic plans.

### Personal/Social Opportunities and Challenges

- Students learn about the skills necessary to succeed in college and hear stories from people who have overcome challenges to complete college.

## 12th Grade and higher

### Senior Year Success

- Students develop strategies for keeping academic momentum during senior year.

### Post-secondary Applications

- Students revisit their academic and career interests and apply for colleges, including safe, match and reach destinations.

### FAFSA and Financial Aid

- Students prepare for and complete the FAFSA and search for scholarships.

### Major Academic Challenge

- Students review tips for succeeding in college and participate in a team building exercise.

### Reflection Project

- Students create a project addressing:
  - Making informed decisions about possible career and post-secondary paths
  - Academic planning to reach post-secondary aspirations
  - Understanding the knowledge, skills and habits for post-secondary success
  - Getting admitted to colleges of interest
  - Creating a financial plan for post-secondary costs

TCHS Recruitment---9<sup>th</sup> grade Presentation in October to all 9<sup>th</sup> grade students

- Advertise on website
- Advertise to parents/staff
- Advise on program during 9<sup>th</sup> grade individual conferencing & Group meeting with 9<sup>th</sup> grade students during October transition meetings
- inform upperclassmen of TCHS programs during individual and group conferencing

Students Currently Attending - 2012-2013 school year

- West Chester Bayard Rustin High School                      TCHS: 30 - Allied Health: 13
- West Chester East High School                                      TCHS: 58 - Allied Health: 8
- West Chester B. Reed Henderson High School                      TCHS: 49 - Allied Health: 4

Projected Applicants for 2013-2014 school year

- West Chester Bayard Rustin High School                      TCHS: 13 - Allied Health: 23
- West Chester East High School                                      TCHS: 34 - Allied Health: 15
- West Chester B. Reed Henderson High School                      TCHS: 16 - Allied Health: 14

*The following information is available in the WCASD course description guide for all stakeholders to review CTE Programs and SOAR Program of Study for all appropriate and interested students in the TCHS program. It is reviewed with those students who are enrolled in or interested in applying to the TCHS program, students during regular course selection and conferencing (individual/group) timeframe. It is available for review to all stakeholders at any time during the school year through the listed website.*

The Chester County Technical College High School Brandywine Campus is a public high school specializing in Career and Technical Education (CTE) and available for students in grades 9 through 12. CTE programs prepare students for success in college, the workplace and life. All CTE programs at the Brandywine Campus are designated as High Priority Occupations (HPO) by the Pennsylvania Department of Labor and Industry, and are aligned with the Pennsylvania State Academic Standards and national industry certifications.

CTE programs at the Brandywine Campus lead seamlessly to postsecondary education through the Pennsylvania Department of Education's ((PDE) SOAR Programs of Study. The mission of SOAR is to prepare Students (who are) occupationally and academically Ready for college and careers in an increasingly diverse, high-performing workforce. Graduates of approved SOAR programs who meet challenging academic and technical criteria qualify for several FREE technical credits at over twenty-five participating colleges across Pennsylvania.

These include the Pennsylvania College of Technology, Delaware County Community College, Clarion University, Thaddeus Stevens College of Technology, and Harcum College. For more information about SOAR and the complete list of participating colleges and postsecondary program, please go to [http://www.education.state.pa.us/portal/server.pt/community/programs\\_of\\_study/](http://www.education.state.pa.us/portal/server.pt/community/programs_of_study/)

Dual Enrollment Program is offered to all students who wish to apply and take courses not otherwise offered within the normal school year or within their programming.

Accelerated Program/Advancement is offered to those students who wish to advance within their individual programming if appropriate and approved

K. Guidance Counselor Job Descriptions

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

L. Intervention Specialist Job Description

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