



Chapter 339 K-12 School Counseling Plan

School District: Meyersdale Area

Date: July 1, 2022 – June 30, 2027

1. **School Counselors and Assignments:**

K-5: Joey Emerick, Meyersdale Area Elementary School, 330:1
(814) 634-8311 ext. 322, emericj@masd.net

6-8: Julie Stahl, Meyersdale Area Middle School, 212:1
(814) 634-8311 ext. 344, jstahl@masd.net

9-12: Cassie Arnold, Meyersdale Area High School, 274:1
(814) 634-8311 ext. 305, carnold@masd.net

K-12: Ginger Geiger, Meyersdale School Counseling Secretary
(814) 634-8311 ext. 346, ggeiger@masd.net

2. **School-Counseling Department Mission Statement**

The mission of the Meyersdale Area School District, in partnership with students, staff, family, and the community is to provide our students a high quality education through a comprehensive and developmental approach by addressing academic, career and personal/social skills necessary to achieve quality learning and lifelong success. The Meyersdale school counseling department will facilitate and support the system so all students have access to the tools enabling them to become responsible and productive 21st century citizens.

School-Counseling Department Core Beliefs

The counselors in Meyersdale Area School District believe that:

- every student has dignity and worth.
- every student has the right to participate in the school counseling program.

- every student regardless of ethnic, cultural, racial, sexual orientation, gender, etc., differences and special needs are considered in the planning and implementation of the program.

- all students K-12 shall have access to a full-time state certified Masters degree level school counselor.

and that the Meyersdale Area K-12 Comprehensive School Counseling Plan:

- be based on specific goals and developmental student competencies
- be planned and coordinated with other representatives of the school and community

- utilize the many combined resources of the community.

- be evaluated on specific goals and agreed upon student competencies

- actively involve students and others to monitor student results.

and that all Meyersdale Area counselors:

- abide by the professional ethics of school counseling as advocated by the American School Counselor Association.

- participate in professional development activities essential to maintain a quality school counseling program.

School-Counseling Department Philosophy Statement

The Meyersdale Area School School Counseling Program believes that all students have dignity and worth and have the right to a safe, respectful, healthy learning environment. This ensures that all students, at all grade levels and in all programs will have access to a full-time certified school counselor and have a right to participate in a comprehensive school counseling program. There will be a collaborative effort among the school counselors, administration and teachers to coordinate with parents and community. The program will be an integral part of the students' education, through which each student will become a lifelong learner who contributes to an ever-changing, increasingly diverse world.

3. **Program Goals:** Describe your major program goals/objectives connected to the mission of the school district in all three domains:

Academic; Career; Personal/Social

Elementary Level:

Smart Format	Academic	Career	Social/Emotional
<u>Specific:</u> What is the specific issue based on your schools' data?	An increased number of elementary students are 1-2 grade levels behind in reading skills.	Elementary students are lacking in specific, regular instruction related to the Career Acquisition and Career Retention and Advancement strands of the PA Career Education and Work Standards.	Elementary students have difficulty resolving conflicts in an effective way.
<u>Measurable:</u> How will we measure the effectiveness of our interventions?	Student growth in reading will be measured by using iReady and DIBELS diagnostic data	Lesson plans will be implemented and progress will be tracked through the Smart Futures online program.	Discipline infractions related to student/student conflicts will decrease.

<u>Attainable</u> : What outcome would stretch us but is still attainable?	20% of students who are currently 1-2 grade levels below in reading will reach grade level proficiency by the end of the school year.	100% of students will complete fifth grade with at least 6 pieces of career evidence, containing at least one piece from each of the 4 strands.	These types of discipline referrals will decrease by 20%.
<u>Results</u> : Is the goal reported in results-orientated data (process, perception, and outcome)?	Yes, data is available from iReady and DIBELS reports.	Yes, data is available through the Smart Futures Dashboard, where student progress can be tracked. Some students also have elem. paper portfolios, which will be phased out by the class of 2035.	Yes, this data can be extracted from Focus.
<u>Timeline</u> : When will our goal be accomplished?	June 30, 2024	June 30, 2024	June 30, 2024

Middle School Level:

Smart Format	Academic	Career	Social/Emotional
<u>Specific</u> : What is the specific issue based on your schools' data?	Improve math and reading skills for all students by making a year for a year progress.	Integrate career lessons/project-based learning into existing courses,	Middle school students struggle with self regulation/awareness as it pertains to social and emotional situations.
<u>Measurable</u> : How will we measure the effectiveness of our interventions?	Examine data from IXL and PSSA results to monitor individual student progress.	Every student will complete one project-based career activity each year in middle school.	Effectiveness will be measured by the number of incidents reported through the online discipline portal (Focus).
<u>Attainable</u> : What outcome would stretch us but is still attainable?	70% of students will show a year for a year growth	90% of students will complete projects and reflect on what they gained from the activity.	Student bullying/harassment incidents will decrease by 30%.
<u>Results</u> : Is the goal reported in results-orientated data (process, perception, and outcome)?	Teachers and administrators can use data collected from IXL and PSSA to evaluate and remediate students who don't achieve the goal.	Students will be able to identify careers, skills, jobs that are related to the various school subjects.	Working together, faculty and students will together create a positive school environment measured by the decrease in reported incidents.
<u>Timeline</u> : When will our goal be accomplished?	Progress will be evaluated at the end of each school year.	Activities will be completed by the end of middle school.	Progress will be evaluated at the end of each school year.

High School Level:

Smart Format	Academic	Career	Social/Emotional
<u>Specific</u> : What is the specific issue based on your schools' data?	Create a four year plan with each student to identify courses which will enhance success in their post secondary endeavors. Additionally, work with students to complete one of the approved pathways for graduation.	Complete exit survey for all seniors with a focus on post secondary planning and how to contact them after graduation.	Increase the percentage of students who can identify at least one person in the school they feel supported by.
<u>Measurable</u> : How will we measure the effectiveness of our	Students will update course selections and post secondary	All seniors will complete the exit survey in an attempt to stay	Baseline information will be taken through the PASS survey.

interventions?	planning during scheduling each year. Students will complete Algebra I, Biology and Literature with a passing grade. It is expected that 85% of students will meet pathways 1, 2 or 3. The remaining 15% will meet pathways 4 or 5.	connected with them after graduation.	The survey will be given twice a year. The Safe Schools Ambassador training will also support this goal.
<u>Attainable</u> : What outcome would stretch us but is still attainable?	Every student will develop the four year plan as well as complete the state college/career readiness activities and standards. Students who do not meet pathways 1-5 will work on remediation, goals and activities to successfully meet on the state approved graduation pathways.	Students who change their post secondary plans but do not inform us will be difficult to contact.	An increase of 20% or higher is anticipated over a 3 year span.
<u>Results</u> : Is the goal reported in results-orientated data (process, perception, and outcome)?	Complete portfolio will be on file with the School Counseling Secretary and 11th grade accomplishment will be reported in PIMS. Students will successfully complete one of the approved state pathways for graduation.	Data from the exit survey will also report areas that need improvement within the school as well as things the school has done well during the students' time at MAHS.	With the Safe Schools Ambassador program in place, we hope to see a change in the overall school climate at MAHS.
<u>Timeline</u> : When will our goal be accomplished?	Post Secondary planning and four year plan creation will take place immediately beginning in the 8th grade career class. All students will meet the required graduation pathway by the end of their 12th grade year.	The exit survey will be given starting in the 2018-2019 school year.	Safe Schools Ambassador program begins during the 2019-2020 school year. The PASS survey will be completed twice a year starting during the 2021-2022 school year. It will continue for a total of 3 school years.

4. Stakeholders

Role of the School Personnel and Community

School counseling is an essential component of Meyersdale Area School's overall educational program, supporting academic success for each student. It is based on the belief that each student possesses intrinsic worth and specific rights, and is a unique and dynamic person capable of personal growth, lifelong learning and self-direction. The Meyersdale Area comprehensive school counseling program supports the development of the competencies and skills that students will acquire to meet standards and expectations established by the state, the community and the district, and prepares our students to meet the challenges of life, work and citizenship.

The Meyersdale Area Comprehensive School Counseling Program is intentionally designed to be data driven and developmental, and contains sequential activities that are organized and implemented by certified school counselors, teachers, and administrators, and other staff in collaboration with students, parents/guardians, School Board Members and members of the local community. The program seeks to meet the needs of all

students in three domains – academic, social/emotional, and career. The developmental aspect of the school counseling program focuses on attaining results related to skill acquisition and prevention, while the remedial aspect of the program ensures the provision of services that respond to immediate needs and concerns of students.

School Board

- Supports policies for delivering the school counseling program as an integral part of the total educational process so that all of students' developmental needs are met.

Administration

- Views all school personnel as having a part to play in an articulated developmental school counseling program.
- Requires accountability and evaluation of the progress toward goals, objectives, and student outcomes.
- Encourage staff members to upgrade skills and knowledge for implementing school counseling programming.
- Encourage counselors to assume managerial roles to facilitate the establishment of a developmental school counseling program.
- Monitor program effectiveness for the goals, objectives, and student outcomes identified in the Developmental School Counseling Program.

District School Counselors

- Work with administration and supervisory staff to plan and develop the K-12 School Counseling curriculum and Chapter 339 plan.
- Assign staff and coordinate all curricular school counseling activities.
- Coordinate the school counseling program and the resources provided by teachers, parents, and others.
- Promote a comprehensive, pupil service developmental school counseling model delivery system.

Staff

- Recognize the value of developmental school counseling.
- Use subject areas to assist students in developing personal/social, career, and learning competencies.
- Work as a team member to plan and implement school counseling activities essential to the overall development of students.

Students

Provide a student perspective on curriculum, resources, and career development needs.

Parents

Support the School Counseling Program mission by addressing topics with their children that are shared via classroom lessons and newsletters.

Business/Community Representatives

Local Business and Community agencies support the school counseling curriculum through educational programming they provide to the students.

Post-Secondary Partners

The Somerset County Technology Center supports the school counseling mission through learning opportunities provided for students. Local community colleges provide resources for students on career education.

5. Role of the School Counselor:**The Professional School Counselor's Role**

Professional school counselors have a minimum of a master's degree in school counseling, meet the state certification/licensure standards, and abide by the laws of the states in which they are employed. School Counselors address all students' academic, personal/social and career development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. Professional school counselors are employed in elementary, middle/junior high and high schools; in district supervisory positions; and counselor education positions.

Professional school counselors also serve a vital role in maximizing student success (Lapan, Gysbers, & Kayson, 2007; Stone & Dahir, 2006). Through leadership, advocacy and collaboration, professional school counselors promote equity and access to rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community (Sandhu, 2000), and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program (Lee, 2001). The American School Counselor Association recommends a counselor-to-student ratio of 1:250.

Professional School Counselors uphold the ethical and professional standards of ASCA and other applicable professional counseling associations, and promote the development of the school counseling program based on the following areas of the ASCA National Model: Foundation, delivery, management and accountability.

Foundation

Professional school counselors identify a philosophy based on school counseling theory and research/evidence-based practice that recognizes the need for all students to benefit from the school counseling program. Professional school counselors act on these philosophies to guide the development, implementation and evaluation of a culturally relevant and comprehensive school counseling programs. Professional school counselors create a mission statement supporting the school's mission and collaborate with other

individuals and organizations to promote all students' academic, career and personal/social development.

Delivery

Professional school counselors provide culturally competent services to students, parents/guardians, school staff and the community in the following areas:

- School Counseling Curriculum – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school counseling curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- Individual Student Planning – Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.
- Responsive Services – Responsive services consist of prevention and/or intervention activities to meet students' immediate and future needs. These needs can be necessitated by events and conditions in students' lives and the school climate and culture, and may require any of the following:

- individual or group counseling
- consultation with parents, teachers and other educators
- referrals to other school support services or community resources
- peer helping
- psycho-education
- intervention and advocacy at the systemic level
- confidential relationships with students to help them resolve and/or cope with problems and developmental concerns.

System Support-System support consists of management activities establishing, maintaining, and enhancing the total school counseling program. These activities include professional development, consultation, collaboration, supervision, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state and national levels.

Management

Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of the school's needs. Processes and tools include:

- agreements developed with and approved by administrators for each school year addressing how the school counseling program is organized and what goals will be accomplished

- advisory councils include: students, parents/guardians, teachers, counselors, administrators and community members to review school counseling program goals and results and to make recommendations
- the use of student data to effect systemic change within the school system so every student receives the benefit of the school counseling program
- action plans for prevention and intervention services defining the desired student competencies and achievement results
- allotment of the professional school counselor's time in direct service with students as recommended in the ASCA National Model
- the use of annual and weekly calendars to keep students, parents/guardians, teachers, administrators, and community stakeholders informed and to encourage active participation in the school counseling program.

Accountability

Professional school counselors develop and implement data/needs-driven, standards-based and research-supported programs, and engage in continuous program evaluation activities. They also create results reports that demonstrate immediate, intermediate, and long-range effectiveness of comprehensive school counseling programs. Professional school counselors analyze outcome data to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated using an instrument based on the School Counselor Performance Standards found in the ASCA National Model, and the ASCA School Counselor Competencies. These standards of practice are expected of professional school counselors when implementing a school counseling program.

In the Meyersdale Area School District, the role of the school counselor is to support the Grade K-12 School Counseling Program by facilitating student development in academic, career and personal/social areas. The school counselor is a trained and certified professional, who works with students, administrators, teachers, parents and the community to promote a safe and successful learning environment. The school counselor assists all students within the total educational program to become effective learners, responsible citizens, and contributing members of society. On-going communication and information exchange with parents/guardians are vital to all aspects of the School Counseling Program and is a key part of the counselor's role.

School counselors plan, implement and evaluate developmental school counseling curriculum programs that address the needs and priorities of their individual schools. Their work is further differentiated by attention to age-specific developmental stages of student growth, and by the needs, tasks, and student interests related to those stages. These programs are determined by needs assessments, integrated into the existing curriculum, and taught in collaboration with classroom teachers.

School counselors coordinate individual student planning which consists of ongoing systemic activities designed to help individual students establish personal goals and develop future plans.

School counselors deliver responsive services to all students to meet their immediate needs and concerns. These services can be delivered through such strategies as consultation, individual and small group counseling, crisis counseling, referrals and peer facilitation.

System support is an essential element of school counseling. System support consists of management activities that establish, maintain and enhance the total school-counseling program. Counselors incorporate organizational processes and tools to ensure the program is structured, concrete, clearly delineated, and reflective of the school's needs. These processes and tools further ensure that the primary focus of the professional school counselor's time is the delivery of direct service with students.

School counselors engage in regular evaluation of their programs and practices to demonstrate program effectiveness in measurable terms, using immediate, intermediate, and long-range data to show the impact on students and student performance. These results are also used to inform the ongoing evolution of the counseling program. Counselors use their leadership and advocacy skills to promote systemic change by adhering to ethical, legal and professional standards that are outlined in the American School Counselor Association's National Model. The standards of practice additionally form the basis for evaluating the performance of counselors.

School counselors are involved regularly in updating and sharing their professional knowledge and skills. They consult, collaborate and team with colleagues, parents and administration regularly in order to provide information, to support the school community and to receive feedback on the emerging needs of students.

In addition, school counselors plan and manage tasks needed to support activities conducted in the school counseling program. This includes fulfilling responsibilities as a staff member, such as budgeting, facilities, policies and procedures and research and resource development.

Finally, school counselors advocate and educate the public as to the role of the professional school counselor.

6. Advisory Council-

The Meyersdale Area School Counseling Advisory Council is comprised of those who have a vested interest in the school counseling program. The advisory council meets annually and represents elementary, middle and high school level programs. Communication between these groups strengthens the comprehensiveness of the K-12 school counseling program.

The advisory council is a link between the school counseling program and the various groups to be served. Representatives of the advisory councils reflect the diversity of the school/community and include the following stakeholders.

Administration:

Mr. Brian Deist	School Board President
Dr. Tracey Karlie	Superintendent
Mrs. Kala Loya	Special Education Coordinator
Mr. John Wiltrout	High School Principal
Dr. Wayne Miller	Middle School Principal
Mr. Devin Pritts	Elementary School Principal

School Counseling Staff:

Mrs. Joey Emerick, M. Ed.	Elementary School Counselor K-5
Mrs. Julie Stahl, M. Ed.	Middle School Counselor 6-8
Mrs. Cassie Arnold, M. Ed.	High School Counselor 9-12
Mrs. Ginger Geiger	School Counseling Secretary K-12

Students:

Elementary School- Mrs. Sarah Troutman (Grady Troutman)
Middle School- Mrs. Rebecca Boyce (Leah Boyce)
High School- Mrs. Elizabeth Sleasman (Isabella and Abigail Sleasman)

Educators:

Mr. Ryan Donaldson	High School Teacher
Mrs. Kristi Jo Sines	Middle School Teacher
Mrs. Brooke DiFebo	Elementary School Teacher

Business/Community Members:

Mrs. Melissa Platt (Somerset Trust Company)
Mrs. Debra Hoover (CareerLink)

Postsecondary Representatives:

Ms. Michaela Long (Pennsylvania Highlands Community College)
Mrs. Tiffany Boone (Allegany College of Maryland)

Social Work Services:

Breianne Yoder, LCSW (Appalachian IU8)

- Program Calendar:** (Attach any calendars developed for the K-12 Program).
The monthly counseling calendar should be broken down by domains and level.
(List all ongoing activities separately).

K-5 School Counseling Calendar

Month	Activity	Domain A - Academic C - Career P - Personal/Social	Grade Level/s
July			
August	Class Discussion with Guided Reading groups New Enrollments/Orientation/Back to School Events	C A	2 K-5
September	All About Me activities Name maps Friendship balls iReady & DIBELS Beginning of year testing Individual Counseling as needed Begin STARS meetings and referrals PBIS kickoff	C C C A P P P	3 2 2 K-5 K-5 K-5 K-5
October	Smart Futures lessons Individual Counseling as needed	C P	2-3 K-5
November	PBIS Quarterly Student Reward Smart Futures lessons PASS Survey Individual Counseling as needed Parent/Teacher Conferences	P C P P A/P	K-5 4-5 K-5 K-5 K-5
December	Safe Touches presentations Individual Counseling as needed	P P	K-5 K-5
January	iReady & DIBELS Middle of year testing Individual Counseling as needed PBIS Quarterly Student Reward	A P P	K-5 K-5 K-5
February	Smart Futures lessons Individual Counseling as needed	C P	2-3 K-5
March	SCTC & workplace tour Individual Counseling as needed Read Across America Activities PSSA planning	C P A A	5 K-5 PK-5 3-5

	PBIS Quarterly Student Reward Outdoor Odyssey recommendations	P P	K-5 3-5
April	Smart Futures lessons Kindergarten screenings Individual Counseling as needed PSSA Administration Outdoor Odyssey applications	C A P A P	4-5 PK K-5 3-5 3-5
May	Career Day iReady & DIBELS End of year testing Junior Achievement Entrepreneurship lessons PASS Survey Analyze data & provide student groupings to middle school Individual Counseling as needed PBIS Quarterly Student Reward Safe 2 Say Student Training	C A C P A P P P	K-5 K-5 3-5 K-5 5 K-5 K-5 5
June	Analyze iReady & DIBELS data for student groupings Report SAP (STARS) Data Enter student schedules in Focus Summer School Programming	A P A A/P	K-4 K-5 K-5 K-5
Ongoing Activities			

6-8 School Counseling Calendar

Month	Activity	Domain A - Academic C - Career P - Personal/Social	Grade Level/s
July	Student Schedules New Student Enrollments and Withdrawals Student Records Review PSSA Data Review School Year Goals/Programs Review	A A A,P A A,C,P	6-8 6-8 6-8 6-8 6-8
August	6th Grade Orientation/ New Student Orientation 7th /8th Grade Open House Grade Level Class Meetings Individual Counseling	A,P A,P A,C,P A,C,P	6-8 7/8 6-8 6-8

	Small Group Counseling	A,C,P	6-8
September	Student Assistance Reorganization (SAT) Classroom Observations Individual/Small Group Academic Tutoring Student Ambassador Training Individual/Small Group Counseling 8th Grade Algebra I Meeting PLT Meetings (Student Council, Coffee/Tea w/Counselor, Garden Club, Tutoring)	A,P A, P A P A,C,P A,C A,C,P	6-8 6-8 6-8 6-8 6-8 7-8 6-8
October	PASS Survey Fall After -School Programming Student Quarter 1 Progress Reports Red Ribbon Week Suicide Prevention Awareness Individual/Small Group Counseling PLT Meetings (Student Council, Coffee/Tea w/Counselor, Garden Club, Tutoring)	A,P A,C,P A P P A,C,P A,C,P	6-8 6-8 6-8 6-8 6-8 7-8 6-8
November	Student Quarter 1 Report Cards Parent Teacher Conferences American Education Week/Student of the Day Student Incentive Individual/Small Group Counseling PLT Meetings (Student Council, Coffee/Tea w/Counselor, Garden Club, Tutoring)	A A,P A,P A,P A,C,P A,C,P	6-8 6-8 6-8 6-8 6-8 6-8
December	Student Quarter 2 Progress Reports Smart Futures Career Activities Individual/Small Group Counseling PLT Meetings (Student Council, Coffee/Tea w/Counselor, Garden Club, Tutoring)	A A,C A,C,P A,C,P	6-8 6-8 6-8 6-8
January	Student Quarter 2 Report Cards Individual/Small Group Counseling Classroom Observations PLT Meetings (Student Council, Coffee/Tea w/Counselor, Garden Club, Tutoring)	A A,C,P A,P A,C,P	6-8 6-8 6-8 6-8
February	Student Quarter 3 Progress Reports Smart Futures S2SS (Safe 2 Say Something) Student Refresher Training Individual/Small Group Counseling PLT Meetings (Student Council, Coffee/Tea w/Counselor, Garden Club, Tutoring)	A A,C,P P A,C,P A,C,P	6-8 6-8 6-8 6-8 6-8

March	PSSA Teacher Training	A	6-8
	Spring After-School Programming	A,C,P	6-8
	Quarter 3 Student Report Cards	A	6-8
	5th Grade Middle School Experience	A,P	6-8
	PSSA Test Preparation	A	6-8
	Individual/Small Group Counseling	A,C,P	6-8
	PLT Meetings (Student Council, Coffee/Tea w/Counselor, Garden Club, Tutoring)	A,C,P	6-8
April	PSSA Administration	A	6-8
	Quarter 4 Student Progress Reports	A	6-8
	Student Scheduling (for next school year)	A,C	6-8
	8th Grade Washington D.C. Trip	A,C	6-8
	Individual/Small Group Counseling	A,C,P	6-8
	PLT Meetings (Student Council, Coffee/Tea w/Counselor, Garden Club, Tutoring)	A,C,P	6-8
May	PASS Survey	P	6-8
	Quarter 4 Student Report Cards	A	6-8
	6th and 7th Grade Trips	A,C,P	6-8
	8th Grade Promotion Ceremony	P	6-8
	8th Grade Agriculture Day	A,C	6-8
	End -of-the-year Incentive	A,P	6-8
	Individual/Small Group Counseling	A,C,P	6-8
	PLT Meetings (Student Council, Coffee/Tea w/Counselor, Garden Club, Tutoring)	A,C,P	6-8
June	Summer School / Credit Recovery and Enrichment	A,P	6-8
	Student Assistance Team End-of-the-Year Reporting	A,P	6-8
	Teacher Schedules	A	6-8
Ongoing Activities	Classroom Observations	A,P	6-8
	SAP Meetings	A,P	6-8
	Personalized Learning Time {PLT}	A,C,P	6-8
	Individual and Small Group Counseling	A,C,P	6-8
	Student Tutoring	A,C	6-8
	Student Goal Setting	A,C,P	6-8
	Parent Communication	A,C,P	6-8
	Attendance Meetings	A,C,P	6-8
	Teacher Meetings	A,P	6-8
	After-School Meal Program	P	6-12

9-12 School Counseling Calendar

Month	Activity	Domain A - Academic C - Career P - Personal/Social	Grade Level/s
July	Scheduling	A	9-12
	Program Planning	A	9-12
	Transcript requests	C	11-12
	Leadership & Counseling Team Meetings	A	
	Send records for students transferring out of the district	A	9-12
August	Orientation	A	9-12
	Class Meetings	A	9-12
	Schedule Changes	A	9-12
	Dual-Enrollment Registration	A	10-12
	New Enrollments/Orientation	A	9-12
	Individual Counseling as Needed	P	9-12
	Collaboration with outside Counseling Agencies and Student/Family Services (AIU8 Social Worker)	P	
	SAT Preparation	A	10-12
	Plan Counseling Curriculum for the year	A	9-12
	Advertize College Open Houses	C	11-12
	Organize student Bulletin	C	9-12
September	Scholarship Bulletin #1	A/C	9-12
	Update Career Plans & 4 Year Plans	C	9-12
	Senior Meeting	A	12
	Begin SAP meetings and referrals	P	9-12
	Individual Counseling as needed	P	9-12
	Prepare Keystone Data	A	9-12
	College Representative Meetings	C	11-12
	Student Ambassador Program Kick Off	P/S	9-12
October	What's My Line Career Activity	C	9
	PSAT	A	10-11
	8th Grade introduction of 4 Year Planning (Q1)	A/C	8
	Raise.Me Program Meetings	A	9-12
	College Representative Meetings	C	11-12
	Individual Counseling as needed	P	9-12
	Organize Military Visits	C	11-12
	9th Grade SmartFutures (Q1)	C	9
	Financial Aid Night	A	11-12
	FAFSA Completion Night	A	12

	9th Grade SCTC Tour	A/C	9
November	ASVAB SAT Preparation College Representative Meetings Scholarship Bulletin #2 Faculty Keystone Training Career Project Paper Individual Counseling as needed Parent Teacher Conferences	A A C A/C A C P A	10 10-12 11-12 12 9-12 11 9-12 9-12
December	Keystone Testing College Representative Meetings Career Project Paper Individual Counseling as needed 8th Grade introduction of 4 Year Planning (Q2) 9th Grade SmartFutures (Q2) 9th Grade SCTC Experience	A C C P A/C C A/C	10-12 11-12 11 9-12 8 9 9
January	Scholarship Bulletin #3 Individual Counseling as needed Real Deal Activity Send Mid-Year Transcripts to Colleges Upload Mid- Year Transcripts to NCAA Eligibility Center Complete and turn in SCTC applications Keystone Testing Dual-Enrollment Registration	A/C P C A A C A A	12 9-12 11 12 12 9 9-11 10-12
February	Graduation Project Presentations 8th Grade introduction of 4 Year Planning (Q3) Resume Builder Activity 9th Grade SmartFutures (Q3) Order AP Tests Begin Course Selection for next school year Senior Meeting Train New Student Ambassadors S2S Training	C A/C C C A A/C A/C P/S P/S	12 8 11 9 11-12 8-11 12 9-12 9-12
March	Scholarship Bulletin #4 Graduation Project Presentations SAT Preparation Somerset County College Fair Dual-Enrollment Field Trips Career Research Topic Selection	A/C C A A/C A C	12 12 10-12 11 10-11 10

	Industry Tour (Career Link) Faculty Keystone Training	C A	10-11 9-12
April	Graduation Scholarship Bulletin Course Selection 9th Grade SmartFutures (Q4) 8th Grade Parent Scheduling Meetings (Evening) Financial Aid Night Juniors Scholarship Committee Meetings	A/C A/C C A/C A A	12 8-11 9 8 11 12
May	8th Grade introduction of 4 Year Planning (Q4) Keystone Exams AP Exams ACM and FSU College Tours Finalize Senior Plans Senior Exit Survey Graduation Preparation/Practice Scholarship Committee Meetings Awards Assembly Senior Picnic Report SAP Data	A/C A A A/C C P A/C A A P P	8 9-11 11-12 11-12 12 12 12 12 12 9-12 12 9-12
June	Graduation Summer Credit Recovery Letters Send Final Transcripts Finalize Class Rank Order PSAT Exams for next year	A/C A A/C A A	12 9-12 12 9-12 10-11
Ongoing Activities	Weekly SAP Meetings Student Bulletin Employment Opportunities PLT Offerings Individual/Group Counseling Career Counseling Crisis Counseling Shadowing Opportunities Student Ambassador Family Group Meetings Track Academic Progress throughout the year Send Transcripts to Colleges and upload to online applications Entrepreneurship activities completed quarterly Parent Conferences and Communication Write Letters of Recommendation IEP, 504 and Attendance Meetings Monthly County Counselors Meeting	A/P A/C/P C A/C/P P C P C P/S A A/C C A/C/P A/C/P A/C/P A/C/P	9-12 9-12 9-12 9-12 9-12 9-12 9-12 9-12 9-12 9-12 9-12 12 9 9-12 9-12 9-12 K-12

	SmartFutures Programming No Place for Hate Activities/Meetings Mock Disaster (Spring around Prom Season)	C P/S P/S	9-12 9-12 11-12
--	--	-----------------	-----------------------

*Key-(School Counseling Curriculum, Prevention & Responsive, Individual Student Planning, System Support)

8. **Program Delivery:** (Attach the 4 column delivery system template by level).

Comprehensive School Counseling Program Delivery System: Elementary School

	School Counseling Curriculum	Prevention, Intervention, Crisis and Responsive Services	Individual Student Planning	System Support
Description:	Provides developmental, comprehensive counseling program content in a systematic way to all students 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
Purpose:	Students' 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 groups and/or individuals	Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions	Program delivery and support
Academic:	-Classroom counseling lessons to address specific classroom or grade level needs.	-Classroom counseling lessons to address specific classroom or grade level needs.	-Assist individual students with academic needs. -Individual goal setting.	-IEP/504 Team Meetings (as needed) -Other Parent Meetings -Grade level Meetings -Faculty Meetings -Classroom Coverage

Career:	-Career Counseling Lessons -Junior Achievement Lessons	-Career Day -5th grade trip to SCTC and workplace tour for student exposure	-Smart Futures lessons as career evidence for student career portfolios	-Educational Boosters Meetings -Contribute information for district newsletter
Personal/ Social	-Kindergarten Orientation -New Student Orientation -Classroom visits to discuss reminders of behavior expectations -Social skills classes -PBIS Kick-Off Assembly	-Responding to emergency behavior issues -Small Groups (Lunch Bunch, Social Skills, Self-Regulation) -Providing support to students through STARS interventions -Classroom counseling lessons to address specific classroom or grade level needs. -Assist with individual, small group, and large group PBIS rewards	-Assist individual students with behavior/social goals/needs -Refer individual students to school-based counseling or other services, when needed	-Coordinate Victim Services Safe Touches classroom visits -Coordinate Molly Manners classroom visits -Parent Pick-up Duty -Cafeteria duty -PBIS Team member -STARS Team Meetings -Plan and distribute activities for Red Ribbon Week -Provide instruction on special topics for Professional Development Days

Comprehensive School Counseling Program Delivery System: Middle School

	School Counseling Curriculum	Prevention, Intervention, Crisis and Responsive Services	Individual Student Planning	System Support
Description:	Provides developmental, comprehensive counseling program content in a systematic way to all students 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

Purpose:	Students' 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 groups and/or individuals	Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions	Program delivery and support
Academic:	<ul style="list-style-type: none"> Classroom counseling lessons to address specific classroom or grade level needs. Study Skills Organization Skills 	<ul style="list-style-type: none"> Classroom counseling lessons to address specific classroom or grade level needs. Help students identify deficiencies and create an improvement plan After-school tutoring Utilize Student Planners 	<ul style="list-style-type: none"> Assist individual students with academic needs. Individual academic goal setting; quarterly and yearly. 	<ul style="list-style-type: none"> IEP/504 Team Meetings Parent Meetings Department Meetings Faculty Meetings Classroom Observations
Career:	<ul style="list-style-type: none"> Career Counseling Lessons 6th Grade STEM Class 7th Grade Digital Media Class 8th Grade Career Class 	<ul style="list-style-type: none"> Individual Scheduling and Goal Setting. 	<ul style="list-style-type: none"> Interest Inventory Smart Futures 8th Grade Agriculture Day 6th Grade STEM Day 7th Grade College Trip Special Interest Programs 	<ul style="list-style-type: none"> Contribute information for district newsletter Collaborate with Career Link and SCTC.
Personal/ Social	<ul style="list-style-type: none"> Grade Level Orientation Meetings Student Ambassador Training and Small Group Meetings PASS Survey 	<ul style="list-style-type: none"> Responding to emergency behavior issues Small Group Special Topics Providing support to 	<ul style="list-style-type: none"> Assist individual students with behavior/social goals/needs Refer individual 	<ul style="list-style-type: none"> Cafeteria duty SAP Team Meetings Plan and distribute activities for Red Ribbon Week

	<ul style="list-style-type: none"> • Botvin Lifeskills Program 	<p>students through SAP interventions</p> <ul style="list-style-type: none"> • Classroom counseling lessons to address specific classroom or grade level needs. 	<p>students to Social Worker, Other Counseling Services</p>	<ul style="list-style-type: none"> • Provide instruction on special topics for Professional Development • Continuing Education and Vector Trainings
--	---	--	---	---

Comprehensive School Counseling Program Delivery System: High School

	<p>School Counseling Curriculum <i>Provides developmental, comprehensive counseling program content in a systematic way to all students K-12</i></p>	<p>Prevention, Intervention, Crisis and Responsive Services <i>Addresses school and student needs</i></p>	<p>Individual Student Planning <i>Assists students and parents in development of academic and career plans</i></p>	<p>System Support <i>Includes program, staff and school support activities and services</i></p>
Purpose:	Students' 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 groups and/or individuals	Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions	Program delivery and support
Academic:	<ul style="list-style-type: none"> • Classroom counseling lessons to address specific classroom or grade level needs. • SAT Testing • Keystone Preparation 	<ul style="list-style-type: none"> • Classroom counseling lessons to address specific classroom or grade level needs. 	<ul style="list-style-type: none"> • Assist individual students with academic needs. • Individual goal setting. 	<ul style="list-style-type: none"> • IEP/504 Team Meetings (as needed) • Other Parent Meetings • Grade level Meetings • Faculty Meetings • Classroom Coverage • Leadership

				Team Meetings
Career:	<ul style="list-style-type: none"> • Career Counseling Lessons • Career Tours and acquisition activities • ASVAB and PSAT Testing • Interest inventories 	<ul style="list-style-type: none"> • Individualized scheduling and career planning 	<ul style="list-style-type: none"> • 4 year planning • Industrial Tours • College/University Tours 	<ul style="list-style-type: none"> • Educational Boosters Meetings • Contribute information for district newsletter • Collaboration with Career Link and others
Personal/ Social:	<ul style="list-style-type: none"> • Grade Level Orientation • New Student Orientation • Classroom visits to discuss reminders of expectations • Beginning of the year expectations 	<ul style="list-style-type: none"> • Responding to emergency behavior issues • Small Groups (Lunch Bunch, Social Skills, Self-Regulation) • Providing support to students through SAP interventions • Classroom counseling lessons to address specific classroom or grade level needs. • Assist with individual, small group, and large group rewards 	<ul style="list-style-type: none"> • -Assist individual students with behavior/social goals/needs 	<ul style="list-style-type: none"> • Coordinate Victim Services visits • DBHS Counseling • Local Counseling recommendations • SAP Team Meetings • Plan and distribute activities for students • Provide instruction on special topics for Professional Development Days • Continuing education and training opportunities

9. **Curriculum Action Plan:** (Attach the excel curriculum document
For all activities linked to standards in all three domains. (Use black for current and red for proposed).

K-3 Curriculum Action Plan

Program	CEW/ SSIS Standards	Materials	Start/ End	# Student s	Location	Eval./ Assess	Stake- holder	Delivering	Contact
Smart Futures : Interest Inventory	13.1.3: Career Awareness and Preparation	-Chrome-books -SF Subscription	Semester 1	60 (2nd/3rd grade)	Classrooms	Completion badge	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
My Interest Lesson	13.1.3: Career Awareness and Preparation	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Completion badge	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Using What You Learn in School Lesson	13.1.3: Career Awareness and Preparation	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Completion badge, class discussion	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
All About Me Activity	13.1.3: Career Awareness and Preparation	posters & colored pencils	September	60	3rd grade classrooms	graded assignment	students, teachers, counselor	3rd grade SS teacher	3rd grade teachers
Friendship Balls Activity	13.1.3: Career Awareness and Preparation	paper & colored pencils	September	60	2nd grade classrooms	graded assignment	students, teachers, counselor	2nd grade teachers	2nd grade teachers
Name Maps Activity	13.1.3: Career Awareness and Preparation	paper & colored pencils	September	60	2nd grade classrooms	graded assignment	students, teachers, counselor	2nd grade teachers	2nd grade teachers
Community Roles lesson	13.1.3: Career Awareness and Preparation	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
ELA: letter writing	13.2.3: Career Acquisition	Paper/ pencil & writing prompt	All year	60	Classrooms	Graded assignment	students, teachers, counselor	ELA teachers	ELA teachers
Writing a Personal Letter	13.2.3: Career Acquisition	-Chrome-books -SF	Throughout the	60	Classrooms	class discussion	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick

lesson		Subscription	year						
How to be an ULTRA Good Listener lesson	13.2.3: Career Acquisition	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Researching Job Opportunities lesson	13.2.3: Career Acquisition	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	I statements badge awarded	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Cooperation in Group Settings lesson	13.2.3: Career Acquisition & 13.3.3: Career Retention & Advancement	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Career Day	13.3.3: Career Retention & Advancement	Presenters	May	60	Hallways, classrooms, outside	Class discussion before and after	students, teachers, counselor, community/parent presenters	Parent/community volunteers	Mrs. Emerick
Successful Attitudes and Work Habits lesson	13.3.3: Career Retention & Advancement	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	I statements badge awarded, summary of quiz answers	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
How Money is Used lesson	13.3.3: Career Retention & Advancement	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Importance of Planning lesson	13.3.3: Career Retention & Advancement	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Lifelong Learning lesson	13.3.3: Career Retention & Advancement	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick

Changing Roles lesson	13.3.3: Career Retention & Advancement	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Character Traits of Entrepreneurs lesson	13.4.3: Entrepreneurship	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
What is Entrepreneurship lesson	13.4.3: Entrepreneurship	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Small Business Activity	13.4.3: Entrepreneurship	Math materials, paper supplies	Throughout the year	60	Classrooms	Graded Project	students, teachers, counselor	Math teachers	Math teachers
Junior Achievement lessons	13.4.3: Entrepreneurship	Junior Achievement kit: Our City	May	60	Classrooms	worksheets & class discussion	students, teachers, counselor	Classroom teachers and counselor	Mrs. Emerick

4-5 Curriculum Action Plan

Program	CEW/SSIS Standards	Materials	Start/End	# Students	Location	Eval./ Assess	Stakeholder	Delivering	Contact
SCTC & workplace tour	13.1.5 Career Awareness and Preparation	Tour locations, bus, permission slips	March	60	SCTC & MYMC	Reflection writing/drawing assignment	students, teachers, counselor, community organizations/businesses	SCTC staff MYMC staff	Mrs. Emerick, Mrs. Carberry, Aaron Thomas
Interests & Abilities lesson	13.1.5: Career Awareness and Preparation	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion / badges awarded	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
What is A Career	13.1.5: Career	-Chrome-books	Throughout the	60	Classrooms	Class discussion	students, teachers,	Mrs. Emerick	Mrs. Emerick

Plan? lesson	Awareness and Preparation	-SF Subscription	year			n / badges awarded	counselor		
Career Training Programs lesson	13.1.5: Career Awareness and Preparation	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion / badges awarded	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Six Career Paths lesson	13.1.5: Career Awareness and Preparation	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion / badges awarded	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Choosing a Career lesson	13.1.5: Career Awareness and Preparation	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Workplace Roles Lesson - Stereotypes and Inequality lesson	13.1.5: Career Awareness and Preparation	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Writing a Business Letter lesson	13.2.5: Career Acquisition	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion / badge	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Researching Job Opportunities lesson	13.2.5: Career Acquisition	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion / badge	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Applying Successful Attitudes and Work Habits lesson	13.3.5: Career Retention & Advancement	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Budgeting lesson	13.3.5: Career	-Chrome-books	Throughout the	60	Classrooms	Class discussion	students, teachers,	Mrs. Emerick	Mrs. Emerick

	Retention & Advancement	-SF Subscription	year			n /badge	counselor		
My Personal Schedule lesson	13.3.5: Career Retention & Advancement	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion /badge	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Cooperation in Group Settings lesson	13.3.5: Career Retention & Advancement	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Speaking Skills lesson	13.3.5: Career Retention & Advancement	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Career Day	13.3.5: Career Retention & Advancement	Presenters	May	60	Hallways, classrooms, outside	Class discussion	students, teachers, counselor, community/parent presenters	Parent/community volunteers	Mrs. Emerick
Junior Achievement lessons	13.4.5: Entrepreneurship	Junior Achievement kit: Our Region & Our Nation	May	60	Classrooms	worksheets & class discussion	students, teachers, counselor	Classroom teachers and counselor	Mrs. Emerick
Steps of Creating a Good or a Service lesson	13.4.5: Entrepreneurship	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
Character Traits of Real Entrepreneurs lesson	13.4.5: Entrepreneurship	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion / badge	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick

Risks & Rewards of Entrepreneurship lesson	13.4.5: Entrepreneurship	-Chrome-books -SF Subscription	Throughout the year	60	Classrooms	Class discussion before and after	students, teachers, counselor	Mrs. Emerick	Mrs. Emerick
--	--------------------------	-----------------------------------	---------------------	----	------------	-----------------------------------	-------------------------------	--------------	--------------

6th Grade Curriculum Action Plan

Program	CEW/SSIS Standards	Materials	Start/End	# Students	Location	Eval./Assess	Stakeholder	Delivering	Contact
Course Selection	13.1.8	Course Selection Sheet	March/April	55	Social Studies Class	Completed Course Sheet	Student	Mrs. Stahl	Mrs. Stahl
Smart Futures	13.1.8 13.2.8 13.3.8 13.4.8	Chrome books	Sept.-May	55	Classroom	Completed Activities	Student	Mrs. Stahl	Mrs. Stahl
It's My Life Career Guide	13.1.8 13.2.8	Workbook	Oct./May	55	Classroom	Completed Activities	Student	Mrs. Stahl Mrs. Sines	Mrs. Stahl
Computer Science/STEM Class	13.1.8	Chrome books Various Materials	Sept./May	55	Classroom	Completed Activities	Student	Mrs. DiFebo/ Mrs. Stahl	Mrs. DiFebo/ Mrs. Stahl

7th Grade Curriculum Action Plan

Program	CEW/SSIS Standards	Materials	Start/End	# Students	Location	Eval./Assess	Stakeholder	Delivering	Contact
Course Selection	13.1.8	Course Selection Sheet	March/April	60	Reading Class	Completed Course Sheet	Student	Mrs. Stahl	Mrs. Stahl
Smart Futures	13.1.8 13.2.8 13.3.8 13.4.8	Chrome book	Sept./May	60	Classroom	Completed Activities	Student	Mrs. Stahl	Mrs. Stahl
Real Deal Activity	13.4.8	Real Deal Activity Sheet, Calculator	March	60	Gymnasium	Completed Budget Sheet	Student	Mrs. Arnold, Mrs. Stahl, Community Volunteers	Mrs. Stahl
College Visit	13.1.8	Field Trip	May	60	University of Pittsburgh	Reflection Activity	Student	Mrs. Stahl	Mrs. Stahl

8th Grade Curriculum Action Plan

Program	CEW/	Materials	Start/End	#	Location	Eval./	Stake-	Delivering	Contact
---------	------	-----------	-----------	---	----------	--------	--------	------------	---------

	SSIS Standards			Students		Assess	holder		
Course Selection	13.1.11	Course Selection Sheet	March/ April	72	Reading Class	Completed Course Sheet	Student	Mrs. Stahl	Mrs. Stahl
Smart Futures	13.1.8 13.2.8 13.3.8 13.4.8	Chrome book	Sept./ May	72	Classroom	Completed Activities	Student	Mrs. Stahl	Mrs. Stahl
Agriculture Day	13.1.8 13.2.8	Field trip	May	72	Various Locations	Reflection Activity	Student	Mrs. Stahl	Mrs. Stahl Mrs. Deb Hoover (Career Link)
Career Class/ Research Paper/ Resume/ Job Application/ Personal Finance Activity	13.2.8 13.1.8 13.3.8 13.4.8	Chrome book, Personal F	Sept./ May	72	Classroom	Complete Course Activities	Student	Mrs.Custer/ Mrs. Stahl	Mrs. Custer/ Mrs. Stahl

9th Grade Curriculum Action Plan

Program	CEW/ SSIS Standards	Materials	Start/End	# Students	Location	Eval./ Assess	Stakeholder	Delivering	Contact
Course Selection	13.1.11	Program of Studies Guide and Selection Sheet including 4 Year Plan	February /March	57	Social Studies	Completed Selection Sheet	Student/ Parents	Mrs. Arnold	Mrs. Arnold
SCTC Visit	13.2.11	Areas to Visit Selection and Field Trip Permission Form	December	57	SCTC	Survey	Students /SCTC	SCTC	Mrs. Carberry
SmartFutures	13.1.11 13.2.11	SmartFutures	Quarterly	57	Oral Commu	Completed	Students	Mrs. Shaffe	Mrs. Shafferan

	13.3.11 13.4.11	Program ming			nicatio ns Class	Documen ts		r	d Mrs. Arnold
Interest Inventory	13.1.11	Educati on Planner	Quarterl y	57	Family and Consum er Scienc e	Comple ted Inventor y	Students /Mrs. Arnold	Mrs. Arnold	Mrs. Arnold

10th Grade Curriculum Action Plan

Program	CEW/ SSIS Standar ds	Materials	Start/End	# Stu dent s	Location	Eval./ Assess	Stake- holder	Delivering	Contact
PSAT	13.1.11	Exam/Int erpretati on Materials	October	66	Testing D-Wing	Score/I nterpre tation Survey	Student /Mrs. Arnold	Mrs. Arnold and other Faculty	Mrs. Arnold
ASVAB	13.1.11	Exam/Int erpretati on Materials	November	66	Testing D- Wing	Score/I nterpre tation Survey	Student /Mrs. Arnold/ Military Recruit ers	ASVAB Represe ntative	Mrs. Arnold
SmartFutur es Program	13.1.11 13.2.11 13.3.11 13.4.11	Smart Futures Program ming	March	66	During PLT and Social Studies	Comple ted activitie s	Student	Mrs. Arnold	Mrs. Arnold
Course Selection	13.1.11	Program of Studies Guide and Selection Sheet including 4 Year Plan	February/ March	66	Social Studies	Comple ted Selectio n Sheet	Student /Parent s	Mrs. Arnold	Mrs. Arnold
Challenge Program	13.3.11	Assembly	November	66	Auditorium	Comple ted survey	Student /Challen ge Progra m Organiz er	Challeng e Program	Mr. Wilttrout and Mrs. Arnold

Industry Tour	13.2.11	Field Trip	April	10-15	Local Industries	Survey	Student	Career Link	Mrs. Hoover
---------------	---------	------------	-------	-------	------------------	--------	---------	-------------	-------------

11th Grade Curriculum Action Plan

Program	CEW/SSIS Standards	Materials	Start/End	# Students	Location	Eval./Assess	Stakeholder	Delivering	Contact
Career Research Paper	13.2.11	Computer, Internet and Resources	October-December	78	English Class	Final Paper Graded	Student	English Department	English Department
Course Selection	13.1.11	Program of Studies Guide and Selection Sheet including 4 Year Plan	February/March	78	Social Studies	Completed Selection Sheet	Student/Parent	Mrs. Arnold	Mrs. Arnold
Career Topic Selection	13.2.11	Selection Sheet and Graduation Project Guide	March	78	LGI during PLT	Completed Selection Sheet	Student	Mrs. Arnold	Mrs. Arnold
College Fair	13.3.11	Field Trip Permission and Survey	March	78		Survey	Student	Somers et Armory	Mrs. Arnold
Industry Tour	13.3.11	Field Trip Permission and Survey	April	10-15	Local Industries	Survey	Student	Career Link	Mrs. Hoover
Real Deal Activity	13.4.11	Balance Sheets, Gym, Booths, Volunteers	February	78	Gym	Completed Budget Sheet	Student/Mrs. Arnold	Mrs. Arnold and Community Volunteers	Mrs. Arnold
SmartFutures Program	13.1.11 13.2.11 13.3.11 13.4.11	Smart Futures Programming	March	78	During PLT and Social Studies	Completed activities	Student	Mrs. Arnold	Mrs. Arnold
Challenge Program	13.2.11	Assembly	November	78	Auditorium	Completed survey	Student/Challenge program organization	Challenge Program	Mr. Wiltrout and Mrs. Arnold

12th Grade Curriculum Action Plan

Program	CEW/SSIS Standards	Materials	Start/End	# Students	Location	Eval./Assess	Stakeholder	Delivering	Contact
Financial Aid Night	13.3.11	Financial Aid Packets	October	69	LGI	Attendance/Survey	Student/Parent	Julie Fontana	Mrs. Arnold
FAFSA Completion Event	13.3.11	Computer/Tax Documents	October	69	B-Wing Computer Lab	Attendance and completion of FAFSA	Student/Parent	Julie Fontana	Mrs. Arnold
Challenge Program	13.2.11	Assembly	November	69	Auditorium	Completed survey	Student/Challenge program organization	Challenge Program	Mr. Wiltrout and Mrs. Arnold
Resume Building	13.2.11	Promethan Board	February	69	Social Studies	Completed Resume	Student	Mrs. Deakins	Mrs. Deakins
Shadowing/College Tours	13.1.11	N/A	Varies	69	Varies	Feedback/Visit Forms	Student/Parent	Mrs. Arnold & Mrs. Geiger	Mrs. Arnold

10. **Organizing Career /Postsecondary Resources-** Build a database of diverse outside resources, using the given categories. Use the 16 career clusters to organize resources for student experiences and others to represent the breadth of the workforce.

*At the High School level, we have access to services through PA CareerLink. The local representative also comes into the school to meet with students directly. In addition, Allegany College of Maryland funds a local Career Coach who visits the school every other week to facilitate career activities as well as meet with students individually regarding post secondary planning and/or shadowing opportunities.

Career Cluster	Resource(s)
Agriculture, Food & Natural Resources	PA Farm Bureau https://pfb.com/somerset/ Natural Resource Conservation

	(814)445-1922
Architecture & Construction	Arnold Contracting and Excavating (814)442-7385 Benning Construction (814)662-1303 RJ Kelly and Associates (814)267-0234
Arts, A/V Technology & Communications	Laurel Arts (814)443-2433
Business Management & Administration	Highmark Health (412)544-7000
Education & Training	Somerset County Technology Center Allegany College of Maryland Penn Highlands Community College University of Pittsburgh at Johnstown Clarion University:Nursing Program
Finance	Success Financial Solutions (412)919-0100 HR Block (814)634-5959
Government & Public Administration	Meyersdale Municipal (814)634-8627 Somerset County Magistrate Douglas Bell (814)634-0614
Health Sciences	OT:Golden Living Center (814)634-5966 Nursing: Meyersdale Hospital (814)634-5911 ext. 303 Pharmacy: CVS Lavale (301)729-1004 FB Thomas Drug Store (814)634-8614 PT: MRS (814)634-5373 Somerset Hospital: (814)443-5148
Hospitality & Tourism	Somerset County Chamber of Commerce https://somersetcountychamber.com/tourism/
Human Services	Twin Lake (814)443-3639 Tableland Services (814)445-9628
Information Technology	Information Age Technologies (724)547-2029
Law, Public Safety, Corrections & Security	Meyersdale Borough (814)634-5149 Somerset Police (814)445-4104 PA Game Commission
Manufacturing	Global Inc (814)445-9671 Clappers Table Factory (814)634-9183

Marketing	Laurel Highlands Digital (724)331-0581
Science, Technology, Engineering & Math	DeVilbiss (814)443-4881 Md Dept of Env. Abandoned Mine Land (301)689-1465
Transportation, Distribution & Logistics	Lock Heed Martin (814)262-4313

11. **Individualized Academic/Career Plan** -(All students beginning in 8th grade).

Four year planning will begin during the 8th grade year. Each student will create a plan with the advice of the high school counselor. The plan will initially include only required courses needed for graduation. Each student will select a program of study to complete and match their courses to the program they have selected. This activity will take place over a 3 day period in the 8th grade career course. Once the 4 year plan is complete, students will take the document home for parent/guardian approval and signature. These plans will then be provided to parents at the time of scheduling in April. The plan will be edited yearly any time there is a change made to it. Each student will have access to his or her plan anytime throughout their high school career. Four year plans are not “set in stone” and will change based on student needs and interests.



NAME:

YEAR OF GRADUATION:

MEYERSDALE AREA SCHOOL DISTRICT -*Four Year Plan*

PROGRAM APPLICATION: ***Pre-College Accelerated & Pre-College:** 2 credits of World Language, 4 Math and Science credits and a combination of College Prep, Honors and College Courses
SCTC: 6 credits of a specific SCTC framework combined with core graduation requirements
Ag Education: Completion of all graduation requirements and the Agriculture Program course layout
Career Preparation: Completion of all graduation requirements with focuses in courses such as Tech Ed, Family Consumer Science and other electives

GRADUATION REQUIREMENTS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH 4 CREDITS				
SOCIAL STUDIES 4 CREDITS				
MATHEMATICS 3 CREDITS *4 Math credits are recommended				
SCIENCE 3 CREDITS *4 Science credits are recommended				
WORLD LANGUAGE 2 CREDITS * (if completing Pre-College Program)				
PHYSICAL EDUCATION 1 CREDIT (between 10th-12th grade)				
HEALTH ½ CREDIT (between 10th-12th grade)				
ELECTIVES 8.5 CREDITS	4 Quarter Rotation Courses: Ag, PE/Drivers Education, Oral Comm, Foods & Nutrition I (1.25)			
TOTAL CREDITS REQUIRED = 24	Min. 7 credits attempted # of credits earned = _____	Min. 7 credits attempted # of credits earned = _____ HP earned = _____	Min. 7 credits attempted # of credits earned = _____ HP earned = _____	Min. 7 credits attempted # of credits earned = _____ HP earned = _____

Pathway Requirements

Agriculture: Animal Science, Ag Mechanics A, Horticulture, Ag Mechanics B, Veterinary Science, Agronomy, **Natural Resource Management**, Ag Mechanics C, SAE Book

Parent or Guardian Signature_____

Date_____

12. **Career and Technical Center Strategy-**

All students are introduced to our local technology center and the programs they offer during their 5th grade year. Students attend a field trip to Somerset County Technology Center and tour the facility where they also participate in hands-on activities in some of the different Career areas.

During the 9th grade year, students return to the Technology Center for a 1 day tour where they are again able to explore the different areas of the Technology Center.

In November/December of students 9th grade year, they are offered for a 3rd trip to the Somerset County Technology Center. If they are interested in attending SCTC they must pick two areas of interest to do a complete shadowing experience. After their shadowing experience they are given an application. If they plan to attend SCTC during 10th-12th grades they will apply before Christmas Break. If accepted, the program is then added to their four year plan and their schedule for the remaining years they are in high school. Meyersdale Area School District has a great working relationship with the Somerset County Technology Center. Many of our students attend their facility.

13. **Job Descriptions-**

Meyersdale Area School District School Counselor

Definition:

Under direction, to provide behavioral, educational, career, and vocational counseling to individuals and small groups of students; to assist students in understanding and seeking solutions to social, emotional, or academic problems and issues; to serve as a resource pertaining to student behavior management strategies, and welfare and attendance problems and concerns; and to do other related functions as required.

Distinguishing Characteristics:

This position classification requires subject matter expertise commonly taught in public schools, and school counseling knowledge and skills. Responsible and directly related experience is required to perform problem analysis using widely prescribed principles and concepts. The position classification performs decision analysis and makes decisions of considerable consequence, requiring the application and interpretation of data, facts, procedures, and policies. The incumbents meet frequently with school administrators, teachers, other staff, and parents to communicate information, data, and alternative problem solutions. This is a sedentary position classification and performs light work involving sitting a considerable portion of the time, but does require walking and standing for extended periods. This position requires accurate perceiving of sound, near and far vision, depth perception, providing oral information, and handling and working with instructional and assessment materials and objects.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Examples of Duties

- Performs individual and group counseling and school counseling functions and activities, including career and vocational, and social and emotional adjustment counseling.
- Collects, organizes, and analyzes student information through the use of educational historical data, test results, and through the use of interview techniques.
- Appraises student interests, aptitudes, and attitudes utilizing a variety of assessment strategies and techniques.
- Provides information and data to students concerning educational, career, and vocational planning.
- Serves as a resource to District personnel, and members of the school community.
- Meets, confers, and counsels with parents, school personnel, and members of various youth serving agencies in developing alternative solutions to student educational, social, and emotional problems and concerns.
- Assists in the development and monitoring of individual education plans for students with exceptional needs.
- Maintains a liaison with social service and youth service agencies in pursuing referral follow up activities.
- Pursues evaluation and research activities to determine counseling and school counselor effectiveness.
- Assists in the planning, development, and implementation of master student program calendars.
- Assists in identifying school program needs, and participates in developing school instructional programs geared to meet individual pupil needs.
- Assists in the planning, development, and conduct of programs that enhance student educational, career, and vocational opportunities, including speaker programs, student visitation programs, and other similarly related activities.
- Establishes, maintains, and monitors the maintenance of a variety of files and records pertaining to student counseling, school counseling, and related matters.
- Assists in dealing with student behavior management problems, and in resolving welfare and attendance problems and concerns.
- Plans, develops, and presents, as requested, a variety of management related reports pertaining to site counseling and school counseling functions and activities.

Qualifications:

Knowledge of:

Principles, methods, techniques, strategies, and trends in educational, vocational, career, social, and emotional adjustment counseling;
Applicable and appropriate aptitude, interest, and achievement appraisal instruments, techniques, and procedures;
Social service and youth service agencies in the local area;
Social, emotional, and behavioral characteristics of K-12 students;
Program evaluation and research techniques, strategies, and procedures;
Appropriate curriculum and instructional programs pertaining to students with a variety of aptitudes and varying interests.

Ability to:

Assist students in effectively analyzing and developing alternative solutions to behavioral, educational, social, and emotional problems and concerns;
Conduct, analyze, and effectively utilize a variety of individual and group testing procedures and instruments applicable to student clients;
Effectively deal with District personnel, parents, social and youth service agencies in resolving student problems and concerns;
Effectively participate in the planning and implementation of school counseling and curricular programs;
Communicate effectively in oral and written form;
Understand and carry out oral and written directions with minimal accountability controls;
Establish and maintain effective organizational, public, and community relationships.

Experience and Education:

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Education:

Equivalent to the completion of an earned Master of Arts or higher degree in psychology, school counseling, or a closely related field.

Certification Requirement:

Possession of a valid Pennsylvania teaching certificate as a school counselor.