A COMPREHENSIVE
DEVELOPMENTAL
SCHOOL COUNSELING
PROGRAM DESIGN

Developed for the
Easton Area School District

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Consultant

2010

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I. VISION AND MISSION STATEMENTS

Vision Statement
Our vision is to provide ALL students with the opportunity to develop competencies in the areas of personal and social growth, academic achievement, and career development so that each may strive to reach his/her full potential and become a positive, contributing member of society.

**Mission Statement**

School counselors work in conjunction with school personnel and programs, with parents and with community resources to address and respond to the developmental needs of our students. As advocates, we see our students as individuals with specific emotional, social, academic and career needs. As certified masters-level counselors with a specialized background in psychology, counseling and child development, we are committed to student success.

**II. PROGRAM GOALS**

All the activities described in the counselors’ basic job descriptions, separate program components, and program scope and sequence are directed toward the accomplishment of one or more broad program goals as defined below. These goals are not listed in any priority order. Priorities vary from grade to grade and even from student to student. The goals provide the ultimate measure of program success. They have been designed to benefit students first and foremost.
In support of the Easton Area School District mission, beliefs and goals, school counselors endeavor to provide programs and services, so that students will:

1. Gain a positive understanding of self by:
   - Identifying strengths and needs
   - Being responsible and accountable for their actions
   - Developing healthy coping skills

2. Learn to build relationships by:
   - Developing strong communication skills
   - Respecting diversity and accepting differences
   - Working cooperatively with others
   - Utilizing conflict resolution skills

3. Become responsible decision makers by:
   - Setting and planning personal goals
   - Developing problem-solving skills
   - Understanding the natural and logical consequences of behavior

4. Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span by:
   - Strengthening study skills and organization skills
   - Setting academic goals
   - Understanding the relationship between effort and success

5. Acquire the knowledge and employ the strategies needed to achieve future career goals with success and satisfaction by:
   - Identifying and developing personal skills, talents and interests
   - Increasing awareness of and exploring post-secondary options
   - Developing and implementing individual career plans

III. PROGRAM STRUCTURE

**Developmental Counseling:**

At its most basic, a comprehensive, developmental counseling program can be defined as...

- Needs Based. (A needs assessment has been conducted to identify and prioritize the needs of the counselors’ publics.)
- Organized. (Duties are assigned based on the strengths of the personnel and each department member understands their role.)

- Sequential. (Activities are planned with a clear understanding of the transition from one level to another and the long-term introduction and reinforcement necessary to achieve mastery of certain skills.)

- Eclectic. (Counselors are familiar with various techniques and strategies and are skilled in using them in the most appropriate situations.)

- Partnership. (Counseling services are seen as the province of many persons and not just the counselors. Parents, peers, teachers and community agency specialists all have been assigned a role to play in the delivery of counseling services.)

The content of a comprehensive, developmental school counseling program includes the following...

- Vision and Mission Statements
- Needs Assessment.
- Goals.
- Job Description.
- Program Components.
- Scope and Sequence.
- Professional Development.
- Counselor Evaluation.
- Non-Guidance Duties.

Each of these components will be discussed in detail in the following sections.

Other Definitions:

Child Study Team (CST): A body of administrators, teachers and counselors that meets as needed to review student issues on a more informal basis than an IST or SAP. Usually the CST addresses academic issues and makes suggestions to the classroom teacher for adaptation of instructional strategies.

Intervention: Counseling activities undertaken in response to a crisis or negative event in a student’s life.

Non-Counseling Services: Those duties assigned to the counselor which are not of a counseling nature or do not require specific training in the field. These include such activities as preparing reports, coordinating testing programs, filing data, etc.

Outcome: The desired result to be derived from a student participating in a counseling program. Outcomes should be stated in measurable terms. Outcomes are sometimes referred to as competencies.

Prevention: Counseling activities undertaken to provide students with the skills and knowledge needed to avoid negative consequences.

Standard: A statement of what students need to know or be able to do. This definition is the same whether one is referring to the counseling program or an academic subject area.

Student Assistance Program (SAP): The SAP team is a body of administrators, teachers, counselors and other specialists, supplemented by representatives of county mental health and drug and alcohol agencies. They meet on a regular basis to consider referrals from staff or parents concerning such issues as substance abuse, suicidal ideation or other mental health related matters. The team makes recommendations, arranges outside referrals, and monitors student progress. At the secondary level, the SAP is a mandated service under Act 211 of 1990.

State Board Regulations
While little direction in the form of law or regulation exists at the state government level, there is one section of State Board Regulations specific to the counseling function. Developed originally in 1949 and extensively revised in 2005, in Section 12.41 it lists three domains of services common to all counselors and related pupil services staff as follows:

(1) Developmental services for students that address their developmental needs throughout their enrollment in school. Developmental services include guidance counseling, psychological services, health services, home and school visitor services and social work services that support students in addressing their academic, behavioral, health, personal and social development issues.

(2) Diagnostic, intervention and referral services for students who are experiencing problems attaining educational achievement appropriate to their learning potential. Student services staff use diagnostic services to identify barriers that limit a student’s success in school. Intervention services actively engage student services staff in activities planned to reduce or eliminate specific barriers to student success. Student services staff may arrange for referrals to other school-based or school-linked professionals or may refer parents and guardians to appropriate community-based services for assistance.

(3) Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists. Consultations services are used by student services staff, in partnership with parents or guardians, to obtain assistance to address barriers and issues that are outside the scope of the student services professional. Consultation and coordination services may be used to assist in the diagnosis, intervention or referral of students who face barriers to success. Coordination services connect school resources with other available resources to assist students in meeting their educational objectives.

**Staffing and Facilities**

The counseling program in the Easton Area School District is currently staffed with 26 counselors: 8 at the senior high school level, 7 at the middle school, 4 at the Academy (alternative program grades 5-12), and 7 at the elementary level.

Facilities vary greatly among the various buildings. In general the high school counseling suite is seen as cramped and lacks space for an extensive career/college information center. Facilities at the middle school are the best, due to the more recent construction and renovation at that building, with adequate office space, conference rooms and storage. Academy counseling facilities lack an adequate waiting area or any way to view clients waiting outside. Elementary counselors do have dedicated offices at each building of varying quality.

In addition, the counselors are supported by 2 secretaries at the high school level and by 2 at the middle school level. No specific support is designated at the elementary level or at the Academy.

**Counseling Benefits**

Benefits for Students:
- Involves ALL students in the school counseling program
- Promotes commitment to life-long learning
- Supports the development of skills to increase student success
- Increases knowledge of our changing world, self and others; and promotes career exploration and development

Benefits for Parents:
- Improves communication between home and school
- Increases opportunities for the collaboration and cooperation between parents and school staff
- Increases knowledge of what assistance is available

Benefits for Counselors:
- Provides opportunities to reach ALL students
- Recognizes school counselors as leaders, advocates, consultants and agents of change
- Eliminates non-school counseling functions
- Defines responsibilities and roles within the context of the school counseling program
Benefits for Teachers:
- Promotes an interdisciplinary team approach to address student needs and educational goals
- Promotes a proactive, prevention-based program
- Fosters consultations
- Analyzes data to improve school climate and student achievement

Benefits for Administrators:
- Aligns the district’s school counseling program with the district’s academic mission
- Provides a proactive, data-driven school counseling program to promote student success
- Articulates a process for evaluating the school counseling program
- Provides a team effort to address student, staff and community needs

Benefits for the Community:
- Increases opportunities for business, industry and labor to participate in the total school program
- Provides the 21st century workforce with skills for employment
- Builds collaboration, which enhances students’ post-secondary success

Benefits for the School Board:
- Ensures equity and access for ALL students to a quality, standards-based school counseling program
- Provides a rationale based upon data for implementing and maintaining a school counseling program
- Demonstrates the need for appropriate levels of funding
- Articulates appropriate credentials and staffing ratios

IV. NEEDS ASSESSMENT AND PROGRAM DESIGN

The District has obtained needs assessment data from two separate sources during the past twelve months.

The Campion Report

In the spring of 2009 a consultant, Dr. John Campion, was contracted to evaluate the guidance program for the district. His report was issued in July of 2009. Among the key issues raised by the review were the following:

1. Create a new developmental guidance curriculum consisting of classroom lessons and other group activities K-12.

2. Implement new procedures to…
   - Improve oversight of the K-12 guidance program.
   - Clarify the role of the principal in the guidance program.
   - Clarify the role of the elementary teacher in the guidance program.
• Clarify counselor responsibilities in non-guidance areas.
• Improve counselor-parent communications.
• Improve the use of technology.

3. Establish a guidance advisory council representing the various stakeholder groups to support, provide input to, and serve as a conduit from the guidance department.

4. Make use of available data for monitoring student progress toward competency on the American School Counselor Association standards.

5. Apply strategies for time and task management that will provide for the most effective use of counseling resources.

6. Conduct an annual program audit for the purpose of ongoing program improvement.

7. Improve transition programs to assist students as they move from elementary to middle school and from middle to high school.

**The Cormany Report**

A second consultant, Dr. Robert Cormany was then contracted to work with the counseling staff in the design of a comprehensive, developmental program. As part of that process, the counselors were asked to consider three points, as follows:

[It should be noted that the responses to these items vary from level to level.]

**A. Components of the Current Program That Should Be Retained:**

- Counselors are not generally used as substitutes for absent teachers.
- Elementary counselors have only one building to serve.
- High school guidance staff is consolidated in a single location.
- Ease of access to classrooms to speak with groups of students (becoming more difficult).
- Little involvement in discipline at some levels.
- Counselors are not asked to serve as LEA's for special education meetings.
- Access to individual students is easy.
- Academy builds guidance lessons into the student schedule.
- Substantial community resources are available.
- Middle school counselors have access to faculty through team meetings.

**B. Components of the Current Program That Need To Be Changed:**

- Counselors should not be involved in the more clerical side of the PSSA testing. This includes bubbling in information on the answer sheets, counting materials, placing labels on records, and similar tasks.
- Various duties such as bus, cafeteria and hall duty that place the counselor in a disciplinary role.
- There are concerns with the manner in which counselors are assigned at the high school. Staff questions the effectiveness of having a person assigned permanently to a grade level, which makes it difficult to get to know the students in depth.
- Insufficient clerical support requires the counselors to devote time to non-counseling activities, which should not require a professional person’s attention.
- There is a need for professional development programs that are specific to the counselors’ needs.
- Administrators and teachers need to better understand the role of the counselor.
- Opportunities to meet as a K-12 department should be provided on a regular basis.
- School psychology services need to be expanded.
- A manual of policies and procedures should be created to promote consistency.
- A full-time Director of Pupil Services should be available to conduct department meetings, maintain communication, advocate for student services, and promote consistency within the program.
- There is a need for more communication with the special education department and school psychologists.
C. Student Needs Which Are Not Being Met Adequately:

- More opportunity to work with the “time intensive” students and follow up with them.
- More time should be available for developmental activities.
- Students would benefit from preventive skill-building programs.
- Students who are new to the district should receive more attention.
- More effort should be placed on building trust between student and counselor.
- Counselors need to have the opportunity to get to know their students better.
- Counselors need to know more about the community resources that are available to support their programs.

These points provided direction during the creation of the program of services, which is detailed in the following sections.

V. SCOPE AND SEQUENCE

The Easton Area School District’s Counseling Program Scope and Sequence is based upon the student competencies established in the National Standards for School Counseling Programs published by the American School Counselors Association (ASCA) in October 1997. Nine primary standards were identified in the areas of academic, career and personal/social counseling. Approximately 120 competencies were then determined to reflect the effective delivery of those standards. In Appendix E, the counseling staff has created a scope and sequence matrix for those competencies, identifying the point at which each concept is introduced (I), grades at which the concept is to be reinforced (R) and the point by which it is expected that the majority of students will have mastered that concept (M). Primary responsibility for the delivery of the concept has also been identified either as C = the counselor is currently responsible, F = counselor should place more emphasis in the future, O = other staff members in the school, or R = outside resource person involved. Among those outside resources are parents, agencies, and the community. The coding for this factor appears in the right-hand column.

Counseling programs, no less so than academic subject areas, need to be governed by a clear set of standards and competencies. Such a matrix provides consistency across grade levels and among schools, thereby ensuring that all students receive an equitable program of services. The ASCA standards have received wide acceptance, not only within the field but among other national educational organizations such as the National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals
(NASSP), Association for Supervision and Curriculum Development (ASCD), College Board, American College Testing (ACT), Education Trust, American Vocational Association (AVA), and the National Occupational Information Coordinating Committee (NOICC). The final five organizations were actively involved in the design of the standards and competencies along with ASCA.

The resulting matrix provides structure to the program components developed in Section VII.

VI. JOB DESCRIPTIONS

The job description reflects the spectrum of counseling duties K-12. It should be noted that because of program differences among the various levels and buildings, not every counselor would perform all of the duties listed. An effort has been made to keep the counselor job description in line with the format used by the District for other positions. Separate job descriptions are included for counselors in the Academy program and for the School-to-Career Coordinator.

Job Title: School Counselor

Salary: To be determined by teacher contract.

Qualifications:
- Valid Pennsylvania certification
- Master’s Degree in School Counseling
- Ability to work effectively with the student population, school staff, and families
- Strong organizational, written/oral communication, and leadership skills
- Ability to work effectively with a broad range of representatives from public and private organizations
- Technology skills that include basic computer literacy
- Ability to multi-task, manage details, and work independently
Reports to: Director of Pupil Services
Principal

Primary Responsibilities: To provide counseling, consultation, and coordination of services and to advocate for all students. The counselor supports and contributes to the learning process, so that each student has the opportunity to achieve academic and personal growth. The school counselor continually strives to meet each student’s individual needs in line with the mission of the Easton Area School District.

• Counseling: Establishing a trusting and confidential working relationship with students to further their academic, career, and personal/social development.

• Consultation: Collaborating with staff, parents and community to address developmental needs of our students.

• Coordination: Organizing and managing the school counseling program and related services through collaborative leadership.

Professional Responsibilities: To assure high quality practice, counselors are committed to continued professional growth and personal development and to uphold the ethical and professional standards of the American and Pennsylvania School Counselors’ Associations.

Duties:
Guidance Curriculum
• Classroom lessons: career, social/emotional, academic
• School-wide informational programs

Preventive/Responsive Services
• Short-term individual and small group counseling intervention
• Facilitate and/or co-facilitate small group programs
• Participate in team meetings (RTII, SAP, FBA, CST, MDT)
• Conduct crisis management activities
• Conflict resolution sessions

Individual Student Planning
• Register, schedule, placement of new/transfer students
• Assist students with course selection through classroom presentations and individual meetings
• Evaluate, develop and maintain 504 records
• Participate in Special Education and Gifted meetings
• Facilitate parent-teacher conferences
• Student observations
• Coordinate homebound for students
• Collect information and recommend screening procedures to identify special students’ needs and assist with follow up services

System Support
• Manage student records
• Maintain personal files
• Coordinate with agencies for programming
• Coordinate standardized testing procedures
• Schedule and coordinate meetings with parents, staff and agencies
• Assist in the development of the master schedule

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Job Title: Academy High School Guidance Counselor (Academic Focus)

Salary: To be determined by teacher contract.
Qualifications:

- Valid Pennsylvania certification
- Master’s Degree in School Counseling
- Ability to work effectively with the student population, school staff, and families
- Strong organizational skills
- Ability to work effectively with a broad range of representatives from public and private organizations
- Technology skills that include basic computer literacy in a Microsoft environment
- Ability to multi-task, manage details, and work independently

Reports to: Principal, Easton Area Academy
Associate Director of Alternative Education

Primary Responsibilities: Coordination of all academic counseling at the high school level at Easton Area Academy. Academic advisement of all students in Academy. Individual and group counseling services provided to all high school students at Easton Area Academy.

Duties:

- Perform academic advisement for all Academy students, including graduation plans, credit evaluations, and periodic updates.
- Manage all student records, including but not limited to Power School, cumulative folders, and individualized Student Plans.
- Set forth all criteria for student credit recovery. Assist and review all credit recovery work with students.
- Collaborate regularly with Associate Director of Alternative Education regarding potential new students.
- Schedule and attend all intake meetings with new students.
- Refer any student in need of additional services for proper programming.
- Monitor employment of all students working in the community that are eligible for elective credit for employment. This includes assisting in job placement, periodic job visits, coordinate employment evaluations, and maintenance of record of student employment hours through collection of pay stubs.
- Provide post-secondary planning support to Academy students.
- Act as liaison between CIT and Academy. Conduct placement of students at CIT.
- Support Academy staff with management of student needs.
- Collaborate regularly with Juvenile Probation regarding common caseloads.
- Provide individual counseling to students in accordance with PDE AEDY regulations.
- Assist in-group counseling facilitation, when needed, in accordance with PDE AEDY regulations.
- Be cognizant of and apply best practices in alternative education as conveyed by Associate Director of Alternative Education.
- Perform other duties as assigned by the Principal of Easton Area Academy and Associate Director Alternative Education.

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Job Title: Academy Middle School Guidance Counselor

Salary: To be determined by teacher contract.

Qualifications:

- Valid Pennsylvania certification
- Master’s Degree in School Counseling
- Ability to work effectively with the student population, school staff, and families
- Strong organizational skills
- Ability to work effectively with a broad range of representatives from public and private organizations
- Technology skills that include basic computer literacy in a Microsoft environment
- Ability to multi-task, manage details, and work independently

Reports to: Principal, Easton Area Academy
Associate Director of Alternative Education
Primary Responsibilities: Coordination of all academic counseling at the high school level at Easton Area Academy. Academic advisement of all students in Academy. Individual and group counseling services provided to all high school students at Easton Area Academy.

Duties:
• Perform academic advisement for all middle school Academy students.
• Manage all student records, including but not limited to Power School, cumulative folders, and individualized Student Plans.
• Collaborate regularly with Associate Director of Alternative Education regarding potential new students.
• Schedule and attend all intake meetings with new students.
• Refer any student in need of additional services for proper programming.
• Collaborate regularly with Juvenile Probation regarding common caseloads.
• Provide individual/group counseling, assessment, linkage to service providers, home visitations, and additional follow up as needed to further improve student attendance, increase academic performance, and/or decrease behavioral incidents. All interactions with student, community provider and/or family to be documented on a daily basis.
• Provide Academy team with continuous feedback regarding students’ progress, behavior, and any incidents relating to students’ overall wellbeing.
• Triage crisis situations with students, develop a plan with student to be supportive in crisis situation, and report to administration throughout crisis.
• Track and follow up with students on behavior, attendance and academic barriers via development of Individualized Student Plan, noting goal(s) directed to remediate said barriers.
• Maintain and assist students in adherence to the disciplinary code employed in the Academy.
• Adequately record in writing all professional contacts with any student and his/her family.
• Provide individual/group counseling and therapeutic support for identified students in accordance with regulations set forth by PDE AEDY.
• Encourage parental involvement in project activities; create written notification of events and follow up when appropriate.
• Provide support to students and families as outlined in EAA Truancy Intervention Procedures.
• Coordinate all testing as Easton Area Academy (i.e., 4Sight, PSSA, etc.)
• Collaborate with appropriate school officials regarding services provided to students and their families.
• Be cognizant of and apply best practices in alternative education as conveyed by Associate Director of Alternative Education.
• Perform other duties as assigned by the Principal of Easton Area Academy and Associate Director of Alternative Education.

Job Title: Academy High School Guidance Counselor (Student Support Focus)

Salary: To be determined by teacher contract.

Qualifications:
• Valid Pennsylvania certification
• Master’s Degree in School Counseling
• Ability to work effectively with the student population, school staff, and families
• Strong organizational skills
• Ability to work effectively with a broad range of representatives from public and private organizations
• Technology skills that include basic computer literacy in a Microsoft environment
• Ability to multi-task, manage details, and work independently

Reports to: Principal, Easton Area Academy
Associate Director of Alternative Education

Primary Responsibilities: Coordination and delivery of student-based services within the high school population at Easton Area Academy.

Duties:
• Provide individual/group counseling, assessment, linkage to service providers, home visitations, and additional follow up as needed to further improve student attendance, increase academic performance, and/or decrease behavioral incidents. All interactions with student, community provider and/or family to be documented on a daily basis.

• Provide Academy team with continuous feedback regarding students’ progress, behavior, and any incidents relating to students’ overall wellbeing.

• Triage crisis situations with students, develop a plan with student to be supportive in crisis situation, and report to administration throughout crisis.

• Track and follow up with students on behavior, attendance and academic barriers via development of Individualized Student Plan, noting goal(s) directed to remediate said barriers.

• Maintain and assist students in adherence to the disciplinary code employed in the Academy.

• Adequately record in writing all professional contacts with any student and his/her family.

• Confer regularly with Academy Team regarding student progress and needs in areas of academic, attendance and behavior.

• Collaborate regularly with Juvenile Probation regarding common caseloads.

• Provide individual/group counseling and therapeutic support for identified students in accordance with regulations set forth by PDE AEDY.

• Encourage parental involvement in project activities; create written notification of events and follow up when appropriate.

• Provide support to students and families as outlined in EAA Truancy Intervention Procedures.

• Coordinate all testing as Easton Area Academy (i.e., 4Sight, PSSA, etc.)

• Collaborate with appropriate school officials regarding services provided to students and their families.

• Be cognizant of and apply best practices in alternative education as conveyed by Associate Director of Alternative Education.

• Serve as a well-informed ambassador in furthering the EASD mission, its goals, and programs.

• Perform other duties as assigned by the Principal of Easton Area Academy and Associate Director of Alternative Education.

Job Title - School-To-Career Coordinator

Career Activities that are Graduation Project- Plan and execute the following:
1. 9th grade Learning for Life Days- provide 32 sections of 9th grade English with career speakers 6-8 times a year. Collect Career portfolios from English teachers, which contain student reports for this program.
2. 10th grade Career Day- Carry out all details of the event such as: Inviting/finding career speakers, transportation of students, scheduling students, surveys students and file student reports in Career Portfolio that are maintained in the student’s permanent records.
3. 11th grade Shadow Day- Speak to students who need help starting this project and file reports.
4. 12th grade Job Fair- Implement all details need to host this event in our gym. Also at this time return to students their portfolios to keep.

Tech Prep (TP) and Program of Study (POS)
1. Submit new programs to PDE.
   a. District liaison to PDE for SVE.
   b. Coordinate and work with teachers.
   c. Maintain files.

2. NOCTI Testing for Tech Prep Completers- National Occupational Testing Institute: Seniors completing over 50% of the Tech Prep Programs are mandated by PDE to take a related NOCTI assessment. I am responsible for ordering, proctoring, providing industry related district proctors to give the performance part of the test, overseeing and correcting test, and submitting all answer via the website. The test is given in two 3-hour parts.

3. Articulation Agreements:
   a. Coordinate teacher/principal/maintain files.
   b. Make contact with possible colleges that will participate.
4. Mentor Program:
   a. Coordinate with teachers.
   b. Over see PD 408 Career Objective form, maintain, file and report to PDE annually.
   c. Over see mentors and educate them on the updates.

5. Lehigh Valley Tech Prep (LVTP) Consortium:
   a. Serve on Committee to oversee LVTP Consortium.
   b. Maintain a relationship, to keep EASD informed.

Other responsibilities:
2. Local Advisory Committee, (LAC) and Occupational Advisory Committee, (OAC) for all TP programs organize and serve. 2005-present. Both of these committees are mandated by PDE.
3. STW Team maintained 1999-2005. Then turned into LAC and OAC.
5. PDE Audit- key person along with Curriculum Director, to help PDE.
6. CATS reporting-gather info and submit yearly report, worked with Child Accounting 1999-2007
7. PIMS reporting-gather info and submit yearly report, work with Child Accounting 2007- present
8. Attend yearly conference for TP/PS/Career in fall and spring.
9. Leadership Training for 9th grades - organizes and chaperone the event.
10. Show Me the Money -Helped developed and I am the major contact. The program started in 2008 to inform EASD and community of the jobs available in the LV. Serving on the committee includes: LVTP, PA CareerLink/Workforce Investment Board (WIB) and CIT. The event is at EAHS so I oversee and coordinate all aspects needed to execute this program.
11. See Voc Ed Budget: Oversee an annual budget over a $120,000.00 Distributed budget among six programs and career activities.
12. Career Awareness Day, established & execute

VII. PROGRAM COMPONENTS

This section of the counseling program design establishes those specific activities in which a counselor will be involved at each grade level. The duties and responsibilities found in the job description serve as the framework for the program description. Each component has been defined in a format prepared by the consultant, which contains the following:

In the first box, the grade level is identified: either high school, middle school, elementary school, or the academy program.

In the second box, the domain of counseling is identified: either academic, career or personal/social development.

In the third box, the component, taken from the list of 15 components defined beginning on the following page.

In the fourth box, a brief description of the activity appears.

Below the activity description, the separate steps or components constituting that activity are listed.

The priority of the activity is designated on a three-point scale. A "1" implies the activity is of major importance and must be accomplished on schedule. A "2" indicates an important activity that should be accomplished, but within a flexible time frame. A "3" indicates an activity which, while its accomplishment is desirable, can be delayed without a major dislocation to staff or students or which is not currently being performed within the guidance program.

A letter designates the assignment of responsibility for the completion of the activity. An "A" implies that each counselor should be involved with this activity. A "B" indicates that, while the activity crosses grade levels, it is best assigned to one counselor. A "C" designates that the activity is appropriate to a specific grade level that is then indicated in parentheses. A “D” indicates someone on staff other than a counselor performs the activity, although
with the counselor’s supervision or liaison. An “E” indicates someone from outside the district staff such as a consultant or agency liaison performs the activity.

The time frame in which the component will be offered is indicated next.

Those student competencies taken from the Scope and Sequence in Section V, which are addressed by this component are listed.

The next item is a means of collecting data pertinent to the proficiency with which the component has been delivered. Not all components will have data collection, since it is too time consuming to undertake for all such activities. Also, some activities undertaken by counselors are not easily measured in objective terms or lack a direct source of data.

The final item concerns the quality indicator to be applied to the data collected in the preceding item.

These program component descriptions are attached as appendices A-D to this document and have been separated by high school, middle school, elementary school, and academy.

Definitions of Program Components

For convenience in referencing the types of services and activities performed within the guidance program, the components have been divided into fifteen categories. The definitions for these categories appear below.

CAREER DEVELOPMENT

Those activities undertaken specifically to prepare the student for making an informed and appropriate career choice. They may include career exploration, self-awareness, and decision-making activities either individually or in groups.

CLASSROOM GUIDANCE

Those activities delivered through formal classroom presentations, usually to all students at a given grade level.

COMMUNICATION

Those activities by which the counselor maintains communication with students, parents and staff in a timely fashion. They could include publishing a department newsletter, designing a web site, calling parents of students who receive progress reports, or presenting a report to the school board on counseling activities.

CONSULTATION

Those activities in which the counselor works with significant others such as teachers, administrators, parents, etc. rather than directly with the students themselves.

INDIVIDUAL COUNSELING

Those activities offered to students on an individual basis in the areas of academic and personal social counseling for the purpose of preventing or alleviating problems.

GROUP COUNSELING

Those activities offered to students in a small group setting to take advantage of peer interaction to address issues in the academic and personal/social areas.

INSERVICE
Those services aimed at educating others to the role of the counselor or upon current issues such as crisis response, new policies or procedures, etc. Generally these services are offered in a large group format utilizing inservice or Act 80 days, summer curriculum workshops, etc.

**ORIENTATION**

Those activities, which assist students with the transition from one grade level to another or from school to work/further education.

**PLACEMENT**

Those activities aimed at placing a student into an appropriate class setting within the school or into a job or further education after completion of the school program.

**PROFESSIONAL DEVELOPMENT**

These activities differ from those listed under INSERVICE, since they relate to the counselors' continuing efforts to upgrade their skills and remain aware of new trends in their field. These could include regular department meetings, attendance at conferences or membership in professional organizations.

**PUPIL RECORDS**

Those activities pertaining to the collection, maintenance and dissemination of pupil records information as established by state and federal regulations and incorporated into district policy.

**RESEARCH AND DEVELOPMENT**

These activities may involve the counselor in collecting data and preparing reports for local use or submission to government agencies. They could also be aimed at evaluating the effectiveness of the counseling program or conducting a follow-up of graduates and dropouts.

**RESOURCE BROKER**

Those activities by which the counselor provides up-to-date, accurate information on career, academic and personal/social issues and resources to be used by students, staff or parents. This could include maintaining a resource center near the counseling offices or in the school library, publishing informational brochures on services and programs available in the school, or conducting informative sessions for groups of parents on relevant topics.

**TEAM/COMMITTEE PARTICIPATION**

These activities include the counselors' participation on such bodies as the Student Assistance Team, curriculum committees, middle school instructional teams, or IEP teams, etc.

**TEST ADMINISTRATION AND INTERPRETATION**

Those activities by which the counselor plans, administers, interprets and reports upon standardized testing programs, whether district selected or government mandated. These could include achievement tests, interest inventories, or college admissions examinations.
VIII. EVALUATION

In the Easton Area School District counselor evaluation is a responsibility of the building principals. If a full-time position of Director of Pupil Services is implemented, then that individual should be involved in the evaluation process as well. Evaluation should be based on the job and program descriptions of the counselor’s position as defined in this document. Every activity in the program description can be assessed using one of the following techniques. Techniques to be used in assessing the counselors' performance may include:

1. Observation of group and team activities.

2. Use of case studies of students with whom the counselor is working. (See sample case study form later in this section.)

3. Participation of the counselor on committees, task forces and teams.

4. Counselor participation in staff and parent conferences.

5. Professional development activities attended and reported upon.

6. Creation of rubric matrices to measure effectiveness of individual services or broader program components.

7. Creation of portfolios illustrating how the counselors have met various objectives and including for example: agendas, handouts, curriculum guides, resource lists, etc.

It is recommended that a district committee be formed to examine evaluation formats and to select those, which will best suit the needs of the Easton Area School District. One of the evaluation systems that seem to be most promising is a rubric system based upon the research of Charlotte Danielson, which can be incorporated into a so-called “Individualized Service Agreement”. This system is described on the following pages.

PAPSA Rubrics: A basis for counselor evaluation can be found in a set of rubrics constructed along the lines of the Danielson model by the Pennsylvania Association of Pupil Services Administrators. Some 40 such rubrics were written examples of which are shown on the following pages. These rubrics are meant to serve as examples and not an exhaustive list of counselor role components.
**Individualized Service Agreement:** This is a three-tiered system whereby a differentiated evaluation instrument can be constructed for each counselor. The first tier consists of components selected at the Central Office level as appropriate to the evaluation of all counselors. These may represent key district-wide initiatives that are relevant to all buildings and across all levels. The second tier is composed of components selected by the building administrator for his/her school. They are expectations for each counselor within that building. The third tier is formed by components selected by the individual counselor to form part of the basis for his/her evaluation. Once the components have been committed to writing, the form is signed by each party (administrator and counselor), indicating that they understand this agreement will form the basis of the counselor’s evaluation for that year. Progress should be reviewed at benchmark points (perhaps quarterly). Points may be assigned to each performance level on each rubric to permit a comparison of scores across the department and to designate what is considered satisfactory performance.

**MODEL INDIVIDUALIZED SERVICE AGREEMENT**

This agreement is established between the Easton Area School District as the basis for the evaluation of John Smith, a counselor, at the Easton Senior High School, for the 2010-2011-school term. This agreement may not be altered without the consent of all signatory parties.

**Tier 1: District Components**

3.c The counselor assists students in solving immediate problems, which interfere with their healthy personal, social, career and/or academic development.

4.d The counselor utilizes appropriate professional development opportunities.

4.g The counselor shows evidence of adhering to the philosophy of counseling, which has been developed for the district.

**Tier 2: Building Components**

2.e The counselor communicates in a manner, which facilitates collaboration between the counselor and administration.

3.l The counselor effectively registers students for classes.

3.n The counselor effectively orients students to new grade/school placements.

**Tier 3: Individual Components**

1.c The counselor follows the district’s written curriculum for classroom/large group instruction in basic counseling concepts.

2.j The counselor communicates information through the design of a web site specific to the counseling program.

3.f The counselor delivers an appropriate curricular component in the area of career development, including high expectations.
Attached are the rubrics by which each component shall be assessed. A total score of +5 or better shall be considered satisfactory for purposes of this evaluation.

### Professional Standards of Practice for School Counselors

**DOMAIN: 1  Content Knowledge and Preparation (Counseling Curriculum)**

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1c: The counselor follows the district’s written curriculum for classroom/large group instruction in basic counseling concepts.</strong></td>
<td>Unsatisfactory = -1</td>
</tr>
<tr>
<td></td>
<td>The counselor seldom if ever follows the district curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Designs a counseling curriculum</strong></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>No curriculum exists.</td>
</tr>
</tbody>
</table>

| **Prepares sample handouts to accompany the curriculum** | Unsatisfactory | Basic | Proficient | Distinguished |
| | Few sample handouts are available or are inappropriate. | Sample handouts exist. | Sample handouts are appropriate to the curriculum. | Sample handouts are of exceptional quality. |

| **Uses audiovisual aids** | Unsatisfactory | Basic | Proficient | Distinguished |
| | Few audiovisual aids are used. | Audiovisual aids exist. | Audiovisual aids are current and appropriate. | Audiovisual aids strongly complement the curriculum. |
### Professional Standards of Practice for School Counselors

**DOMAIN: 2 Managing the Role of the School Counselor in the School Environment (Program Management and System Support)**

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory = -1</td>
</tr>
<tr>
<td>2e: The counselor communicates in a manner which facilitates collaboration between the counselor and administration</td>
<td>The counselor shows little or no effort to facilitate communication with the administration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Maintains regular contact with the administration</td>
<td>The counselor does not maintain contact with the administration.</td>
</tr>
<tr>
<td>Notifies the administration of critical incidents in a timely manner</td>
<td>The counselor does not notify administration of critical incidents in a timely manner.</td>
</tr>
<tr>
<td>Prepares written reports as requested</td>
<td>The counselor seldom submits written reports when requested.</td>
</tr>
</tbody>
</table>
### Professional Standards of Practice for School Counselor

#### DOMAIN 2: Managing the Role of the School Counselor in the School Environment

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory = -1</td>
</tr>
<tr>
<td>2j:</td>
<td>No web site exists for the counseling program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Updates the website</td>
<td>The web site has not been updated in the past twelve months.</td>
</tr>
<tr>
<td>Develops appropriate content for the web site</td>
<td>The content is incomplete or not relevant.</td>
</tr>
</tbody>
</table>
### Professional Standards of Practice for School Counselors

**DOMAIN: 3 Delivery of Services (Responsive Counseling)**

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3c: The counselor assists students in solving immediate problems which interfere with their healthy personal, social, career and/or academic development</td>
<td>Unsatisfactory = -1</td>
</tr>
<tr>
<td></td>
<td>The counselor shows little evidence of helping students resolve immediate problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains a counselor log</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>The counselor’s log shows little evidence of immediate response to problems.</td>
</tr>
<tr>
<td>Responds in a timely fashion</td>
<td>Student problems are seldom addressed in a timely fashion.</td>
</tr>
<tr>
<td>Designs student outcome rubrics</td>
<td>No student outcome rubrics are in evidence.</td>
</tr>
</tbody>
</table>
Professional Standards of Practice for School Counselors

DOMAIN: 3 Delivery of Services (Counseling Curriculum)

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory = -1</td>
<td>Basic = 0</td>
</tr>
<tr>
<td>3f: The counselor delivers an appropriate curricular component in the area of career development, including high expectations</td>
<td>Career development is not emphasized in the counseling program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Basic</td>
</tr>
<tr>
<td>Designs a career development curriculum</td>
<td>No curriculum exists.</td>
</tr>
<tr>
<td>Uses sequence of study/pathways planning sheets</td>
<td>No such planning sheets are being used.</td>
</tr>
<tr>
<td>Conducts a follow-up study of graduates</td>
<td>No follow-up is being done.</td>
</tr>
</tbody>
</table>
### DOMAIN: 3 Delivery of Services (Program Management and System Support)

#### COMPONENT

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory = -1</td>
<td>Basic = 0</td>
</tr>
<tr>
<td>3l: The counselor effectively registers students for classes</td>
<td>Most students are not registered effectively.</td>
</tr>
</tbody>
</table>

#### ELEMENT

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Competes registration in a timely fashion</td>
<td>Registration is not completed in a timely manner and shows numerous errors.</td>
</tr>
<tr>
<td>Resolves course conflicts</td>
<td>Numerous conflicts occur and require outside help to resolve.</td>
</tr>
<tr>
<td>Notifies staff of registration issues affecting their classes</td>
<td>The counselor fails to notify staff of registrations affecting their classes.</td>
</tr>
</tbody>
</table>
### Professional Standards of Practice for School Counselors

**DOMAIN: 3 Delivery of Services (Program Management and System Support)**

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory = -1</td>
<td>Basic = 0</td>
</tr>
</tbody>
</table>

| 3n: The counselor effectively orients students to new grade/school placements | Students are not oriented effectively. | Some students are oriented effectively. | Most students are oriented effectively. | All students are oriented effectively. |

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Basic</td>
</tr>
</tbody>
</table>

| Cooperates between levels during transition periods | Little or no cross level cooperation is evident. | Cross level cooperation is sporadic at best. | Considerable cross level cooperation is evident. | The counselor plays a key role in creating cross level cooperation. |
| Implements a buddy system | The counselor has not implemented a buddy system. | A buddy system exists but is not functioning effectively. | A buddy system exists and is functioning effectively in some cases. | A buddy system exists and is functioning effectively in most cases. |
| Schedules orientation activities | The counselor has not scheduled orientation activities. | The counselor has scheduled some orientation activities but they are not effective. | The counselor has scheduled some orientation activities that are effective. | The counselor has scheduled a broad range of effective orientation activities. |
## Professional Standards of Practice for School Counselors

**DOMAIN: 4  Professional Responsibilities (Program Management and System Support)**

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory = -1</td>
</tr>
<tr>
<td>4d: The counselor utilizes appropriate professional development opportunities</td>
<td>The counselor shows little or no evidence of utilizing appropriate professional development opportunities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains membership in professional organizations</td>
<td>The counselor maintains no professional memberships.</td>
</tr>
<tr>
<td>Attends conferences, workshops and inservice programs</td>
<td>The counselor never attends professional development activities.</td>
</tr>
<tr>
<td>Complies with the requirements of Act 48</td>
<td>The counselor is out of compliance with Act 48 requirements.</td>
</tr>
</tbody>
</table>
Professional Standards of Practice for School Counselors

**DOMAIN: 4 Professional Responsibilities (Program Management and System Support)**

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory = -1</td>
</tr>
<tr>
<td>4g: The counselor shows evidence of adhering to the philosophy of counseling which has been developed for the district</td>
<td>The counselor never shows evidence of adhering to district philosophy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Develops lesson plans</td>
<td>The counselor’s lesson plans do not reflect the district philosophy.</td>
</tr>
<tr>
<td>Demonstrates Knowledge of District Philosophy</td>
<td>The counselor cannot demonstrate knowledge of the district philosophy.</td>
</tr>
<tr>
<td>Delivers services in a manner consistent with district philosophy</td>
<td>The delivery of counseling services conflicts with the district philosophy.</td>
</tr>
</tbody>
</table>

On the following pages are several other examples of the evaluation systems used in Pennsylvania school districts for this purpose. Each takes a somewhat different approach to the process.
EVALUATION INSTRUMENT FOR COUNSELORS
DOWNINGTOWN AREA SCHOOL DISTRICT

Counselor____________________________________________   Consecutive Years of Service_______________
Evaluator_____________________________________________    Date_________________________

Numerical Rating: Each category is worth a maximum of five (5) points,
5=Outstanding, 4=Commendable, 3=Satisfactory, 2=Marginal, 1=Unacceptable

Evaluator               Counselor
Response               Response

O  C  S  M  U  1. Direct Services to Students.       O  C  S  M  U
Individual and group counseling.
Orientation.
Career development.
Placement.
Crisis intervention.

O  C  S  M  U  2. Consultation and Communication.    O  C  S  M  U
Consultation on student needs.
Systematic communication.
Inservice for others.
Team participation.

O  C  S  M  U  3. Services to the District.        O  C  S  M  U
Test administration and interpretation.
Pupil records maintenance.
Maintain positive climate.
Data for research and development.
Participation on committees.

O  C  S  M  U  4. Professional and Program Improvement. O  C  S  M  U
Personal professional development.
Use of technology.

REMARKS:

Date of Conference_______________

I have read this report:___________________________________________
(Counselor's Signature)
__________________________________________
(Evaluator's Signature)

CASE STUDY FORM
COUNSELOR EVALUATION
Name of Counselor: ___________________________ Date: _________________

**Student Descriptive Information**

GRADE_____ AGE_____ SEX_____

FAMILY SITUATION:  Living with both parents
                      Living with one parent
                      Living with guardians/foster parents

ACADEMIC RECORD HAS BEEN:  Excellent   Good   Fair   Poor

ATTENDANCE RECORD FOR LAST YEAR INCLUDED _____ ABSENCES

**Description of the Concern**  (In a few sentences describe the issues that have led you to choose this student for your case study.)

**Counseling Objectives**  (What are your objectives, both immediate and long-term, in working with the student?)

**Counseling Strategies**  (What strategies or techniques have you tried to this point in an effort to resolve the client's needs?)
Involvement of Significant Others  (Who else have you or do you intend to involve in resolving this concern?)

Future Plans  (What do you intend to try next?)

Progress Notes

Final Resolution

(Adopted by the Downingtown Area School District in 1987)

CRITERIA FOR PERFORMANCE APPRAISAL OF COUNSELORS
(Developed by the Radnor Township School District)

1. Knowledge of Subject Matter
   * Shows evidence of staying current in guidance and counseling areas.
   * Is able to relate needed knowledge in a meaningful way to students, parents and staff.
* Is knowledgeable about and shares information regarding community resources and alternative educational programs.
* Keeps up-to-date on school policy and procedures, especially as they relate to students.
* Takes advantage of opportunities for continuous professional development and growth.
* Is knowledgeable about conferencing techniques.

2.a. Counseling Skills (General)
* Is accessible and approachable.
* Is responsive to client needs.
* Demonstrates good listening skills.
* Respects rules of confidentiality.
* Can handle a crisis.
* Is professional in dealing with students, parents, staff and administrators.
* Initiates contact when appropriate.
* Is skilled in most facets of counseling.

2.b. Counseling Skills (with Students)
* Works to establish a relationship with each student in a variety of ways.
* Works to assist students in developing problem-solving and decision-making skills.
* Is an advocate for students.
* Is involved in appropriate areas of the students’ school life.
* Helps with identification of students with special needs.
* Helps with placement in or referral to appropriate resources and courses.
* Gives evidence of understanding the nature of students in a school setting.
* Promotes student self-evaluation.

2.c. Counseling Skills (with Parents)
* Demonstrates knowledge of and a concern for child to parents.
* Follows through on requests for information and/or activity.
* Attempts to help parents understand the nature of the child at each stage of development.
* Can explain and interpret test results.
* Shares current information on child issues when appropriate.
* Able to interpret role of counselor to parents.
* Provides information about school opportunities and services.
* Initiates parent contacts.

2.d. Counseling Skills (with Staff)
* Communicates needed information about students in a timely manner.
* Develops relationships with staff members for the purpose of support, sharing, planning and student assessment.
* Provides opportunities for discussing concerns about students.
* Seeks opportunities to interpret and clarify counseling services to staff.

2.e. Counseling Skills (with Administration)
* Relates known information about community attitudes, school climate and potential crisis situations to administration.
* Handles assigned duties in a timely fashion.
* Participates in the district-testing program.

3. Record Keeping
* Is aware of all rules and regulations governing access to student records.
* Keeps student records up-to-date.
* Maintains separate files for student records.
* Handles paperwork within appropriate time frame.

4.a. Professional Responsibilities (Individual)
* Is punctual for professional responsibilities.
* Carries out the curriculum objectives.
* Promotes the use of school and community resources.
* Demonstrates an interest in extracurricular activities.
* Maintains an office that is comfortable, safe and conducive to sharing.
* Handles routine responsibilities and record keeping efficiently and promptly.
* Is accessible as a resource person to students, staff and parents.
* Exhibits an attitude that is caring toward peers, students and parents.
* Maintains and encourages a professional image.
* Focuses all professional decisions on the needs of children.

4.b. Professional Responsibilities (Collaborative)
* Works appropriately and effectively with others.
* Contributes to professional meetings, parent conferences, and grade level meetings.
* Serves on district or school committees when appropriate.
* Cooperates/collaborates with other professionals to strive toward optimal learning situations for all children.
* Actively participates in team planning, decision making and team endeavors.

FORMAL OBSERVATION - COUNSELOR
(Williamsport Area School District)

Knowledge of Field:

___ 1. Uses effective communication skills.
___ 2. Assesses situations and makes sound decisions.
___ 3. Demonstrates appropriate techniques of counseling.
___ 4. Implements factual knowledge: vocational, educational and resources.
5. Administers tests efficiently and interprets tests effectively.
6. Keeps abreast of curriculum content and planning.

Use of Time:

8. Plans time to meet needs of situation.
9. Is available to students and parents.
10. Performs counseling functions with efficient and effective use of time.
11. Makes staff, students and public aware of the content and uses of guidance services.

Student Relations:

12. Knows students’ background.
13. Creates an atmosphere of mutual respect.
15. Maintains confidentiality.
16. Follows-up cases.
17. Promotes student awareness and use of guidance services.

Staff Relations:

18. Establishes rapport with staff.
19. Shares with staff relevant information concerning students.
20. Promotes staff awareness and use of guidance services.
21. Provides alternatives and works toward solutions to student problems.

Evaluation:

22. Evaluates continuously guidance and counseling efficiency and effectiveness.
1.3 Provides constructive input during team meetings and/or professional conferences.
1.4 Works positively and cooperatively with other counselors.

2.0 **Student Relations**
2.1 Provides opportunities to see students on an emergency and/or long-term basis.
2.2 Relates well to the students.
2.3 Shows respect for students as individuals.
2.4 Maintains confidentiality on students.
2.5 Makes students aware of guidance services so that students may utilize them.
2.6 Compiles and collates relevant information on students.
2.7 Provides effective follow-up services on students.

3.0 **Parental Relations**
3.1 Demonstrates adequate preparation when conducting or participating in parent conferences.
3.2 Establishes rapport with parents.
3.3 Discusses only student behavior relevant to the situation.
3.4 Offers constructive alternatives.
3.5 Demonstrates an awareness of the behavior dynamics of the student being discussed.
3.6 Encourages parental involvement and communication.
3.7 Organizes information in such a manner that the problem is clearly defined.

4.0 **Planning/Implementation**
4.1’ Makes appropriate use of work time.
4.2 Establishes priorities.
4.3 Determines program needs and works toward their resolution.
4.4 Completes basic program duties as well as others assigned by the supervisor.

5.0 **Personal Qualities**
5.1 Demonstrates flexibility.
5.2 Demonstrates dependability.
5.3 Demonstrates sincerity in dealing with others.
5.4 Demonstrates effective communication skills.
5.5 Knows the limit of own ability and refers student for additional services when necessary.

6.0 Knowledge of Field

6.1 Demonstrates ability to administer and interpret tests.

6.2 Possesses knowledge of curriculum and process of instruction.

6.3 Demonstrates professional growth through such means as attendance at workshops, reading professional journals or taking post-graduate work.

6.4 Demonstrates knowledge of existing school and community resources.

IX. NON-COUNSELING DUTIES

The Counseling Department has identified the following list of duties as those, which should not be considered part of the counselors’ assignments. While these duties are a necessary part of the school management process, they conflict with the counseling program described above, either by using time needed to complete counseling activities or by placing the counselor in a position as disciplinarian or authority figure which is at odds with the role of the counselor as an advocate for children. Either way, the assignment of such duties to a counselor interferes with the effective delivery of the program. These duties should be minimized or eliminated altogether.

✓ Class coverage for absent teachers. Such duties reduce the time the counselor can devote to delivering a comprehensive program. This gives the impression that the counseling program is of lesser importance and interferes with the counselor’s attempts to address the standards and student competencies identified within the program. In addition, it often places the counselor in a disciplinary role that is at odds with being seen as a child advocate.
Discipline. Since the role of the school counselor is in large part based upon their being seen as advocates and confidants of students, they should not be placed in a position where they may be seen as an arm of the discipline process. This is not to suggest that counselors have no responsibility for working with discipline-involved students. Quite the contrary, these students require additional counseling directed toward building coping skills, reducing aggression, and understanding interpersonal relationships. Some of the disciplinary assignments, which the counselors have been required to perform in the past include personal searches of female students, locker searches, and reacting to dress code violations.

Acting in place of the principal. Particularly at the elementary level, where administrative staff is less available, counselors are routinely asked to cover the school office during the principal’s absence for various meetings. This places the counselor in a role that can become disciplinary in nature or requires decision-making that lies outside the expertise and authority of the counselor. At the worst, it may leave the District open to legal challenge.

Organizing district-wide testing materials and other clerical tasks. Such tasks as counting out materials, checking answer sheets, bubbling in information and other routine duties are clerical tasks, which do not require a professional employee’s expertise. While the counselor may provide some oversight to the process, it should not require them to carry out the tasks personally.

Clerical duties. When the counselor must perform duties that could be done by clerical staff, their expertise and training are being underutilized. Time that could be devoted to the numerous professional responsibilities described in the program of services is wasted.

Some parts of the scheduling process. While the counselor has a role to play in the scheduling process, some aspects, such as developing the master schedule and resolving conflicts are more administrative in nature. Counselors do not receive training in schedule development as part of their preparation program.

Maintaining bulletin boards and displays of a non-guidance nature. While counselors have no problem with maintaining displays that are related to their duties such as career and further education information, they should not be expected to be responsible for unrelated displays.

Medical contacts. In some cases counselors have been assigned to cover for an absent nurse, by serving as the contact person for medical issues. This is beyond their area of expertise and may place the District in legal jeopardy, particularly if the counselor must administer medication or make a decision pertaining to health care.

Case manager for 504 plans. The counselor may not have even been involved in the development of the plan and may lack a clear understanding of what is to be done to implement the plan.

Bus/hall/lunch duty. These are examples of other assignments which conflict with the role of the counselor from a disciplinary standpoint and take up time that the counselor could be available to students for counseling services. It is an oft-repeated myth that the counselor could take advantage of this time to contact students. It is unlikely that one can perform both duties simultaneously or that the students one needs to contact would happen to be in that location at just the time one needs to contact them. Nor would confidentiality be possible in such settings.
X. PROFESSIONAL DEVELOPMENT

The role of the counselor is in continual flux. It is vital that the counselor’s skills and knowledge be continuously updated. The department has identified the following areas as being in need of attention through a systematic plan for professional development.

- **Conducting functional behavioral analyses (FBA’s) and the accompanying individual behavioral support plans.** Consultants from the PaTTAN office in King of Prussia may be able to assist with this area.

- **Community resources.** To update counselors on the availability of and referral procedures to various community agencies, an annual panel discussion involving 4 or 5 representatives might prove most effective. There are enough such resources that the program could be repeated annually for an indefinite period.

- **Crisis intervention.** One of the most popular speakers in the nation and one who has been used by many districts in Pennsylvania is Dr. Cheri Lovre from Springfield, Oregon. This would probably require a consortium of districts or the Intermediate Unit to make it cost effective. The Pennsylvania School Counselors Association has sponsored programs on this topic in the past and would be a source of information concerning persons who may be trained to facilitate professional development on this topic.
Data driven decision making. The most logical resource for this topic would be the local universities. Since this has become a keystone of state education policy, higher education staff has devoted their efforts to infusing it into the teacher-training curricula.

Community resources. A panel discussion involving representatives from such common agencies that counselors must interact with as Mental Health/Mental Retardation, Drug and Alcohol, Children and Youth Services, or probation would be an effective way to provide this information. Each year a different set of agencies could be invited to participate.

Technology. The use of technology in counseling is a topic that can be addressed by either ASCA or PSCA. Also, some counselors in the state have become very adept at the use of both hardware and software to promote more effective delivery of counseling services.

Gangs. Law enforcement agencies, including the FBI, have the most expertise in this area. County district attorneys are often tuned in to programs related to gang violence and strategies for intervening in gang-related situations.

Consistency. There are several aspects to the issue of consistency. Counselors need to be aware of procedures and policies so that they are applied in a consistent manner. Likewise, they need to be kept up-to-date on forms that should be used in various situations. This could be handled through scheduled monthly department meetings.

Lesson plans. A developmental program requires more emphasis upon classroom and group activities. Since a majority of counselors have not entered the field through a teaching background, they have not had exposure to proper format for developing lesson plans. While this topic can be covered in a relatively brief time, it is also important that counselors have time to work together on developing lesson plans to assure consistency among buildings (this obviously refers more to elementary than secondary levels). It is probable that the District has staff that is adept in the locally adopted format for lesson plans. If not any of the teacher preparation programs could provide someone (probably from the educational psychology program) who instructs in lesson plan design.

Admissions. Counselors need to be updated regularly on policies and procedures for the admission of new students. This should occur as often as changes are introduced by district policy or state regulation. This topic can be handled in house and would not require a very lengthy presentation.

Child study teams. The effective use of child study teams could be the topic of a fairly extensive program. It should address the proper role for the counselor as a participant on the teams and the issue of confidentiality.

4-Sight scores. How to interpret and apply the data available from the benchmark tests is the aspect that the counselors would probably find of most interest. They do not need training as to content and technical aspects of the assessments.

Power School update. Power School is a powerful tool for data management and other support. The counselors do not feel that they fully understand all of its applications. Training from those with in-house expertise or through the company itself would be available.

Web page design. The importance of a high quality web site to disseminate information to the guidance department’s stakeholders cannot be overemphasized. An in-depth training is required to make the counselors proficient in this skill. The District may have sufficient expertise on staff to deliver this program. If training more specific to the counselor is needed, the American School Counselor Association conducts such trainings regionally. Several such trainings have been held in southeastern Pennsylvania in the past.

Bullying. Strategies and programs aimed at reducing or intervening in bullying situations, including cyber-bullying. Legal issues related to bullying in the school setting should be addressed. Many districts have successful anti-bullying programs in place, including the internationally popular OLWEUS program.
**Pharmacology.** Programs to make counselors aware of drug use and prevention issues are available through the Department of Health, local hospitals and drug-treatment facilities.

**PDD diagnosis and adaptation.** Intermediate Unit special education departments and staff from private facilities for special needs children is the most likely source of information on this topic. Counselor preparation programs at universities, especially Lehigh, Temple and Villanova can address methods of adapting counseling techniques to better meet the needs of the PDD child.

**Special Education procedures and issues.** Counselors should be kept up-to-date concerning District special education procedures. This can be handled in-house through the staff of the Special Education Department. Related issues such as Response to Instruction and Intervention as a means of identifying specific learning disabilities, Asperger’s Syndrome, revisions to the IDEA regulations, and other hot topics could be addressed by the Intermediate Unit, PaTTAN, or local universities.

**Staff development for guidance clerical staff.** In addition to the professional development for the counselors, a need is seen for further training of the clerical staff serving the guidance department on such topics as communication, confidentiality, and positive attitude. While some of these topics can be covered using in-house expertise, others might be better addressed by outside resources. The Pennsylvania Association of School Business Officers (PASBO) regularly schedules training programs for support staff.

**Related issues for the facilitation of counselor professional development include the following:**

- At the end of each year, conduct an internal needs assessment to determine which issues require the most immediate attention.
- Some programs lend themselves to a collaborative effort with other educational specialists in the district. Psychologists, nurses and similar helping professionals would be interested in many of the same topics. Likewise, some programs could be conducted in collaboration with neighboring districts or the Chester County Intermediate Unit; particularly when a speaker might be more expensive than a single district would wish to afford.
- Counselors should have an opportunity to review their personal skills without the pressure of a formal evaluation. This could be done by role-playing or video-taping techniques conducted with an expert such as a staff member from a university program.
- Sufficient resources should be provided for counselors to participate in regional and state workshops, symposia and conferences. Attendees could then share information with their colleagues during department meetings.
- Networking opportunities, both internal and external, are a good way to share information, pilot programs, and best practices, which have been developed locally but not formally published. Counselors should have the opportunity to interact as a department K-12 and to visit other districts to observe counselors in action.
XI. RECOMMENDATIONS FOR IMPLEMENTING THE COUNSELING PROGRAM

It is recommended that the following steps be taken to improve the district's counseling program. A first step would be to prioritize these recommendations from the district's point of view and develop a time line for implementation taking into account the resources, training and lead time necessary for each item. These recommendations have not been arranged in any specific order, other than to say that the first one is imperative to support the remaining recommendations.

1. That the written plan of guidance services be finalized and given official sanction.

   Once the staff and administration have completed their review of the draft program, it is recommended that the program be presented to the School Board for official approval. This will confirm district support for the plan and will provide a legal basis for conducting the activities described in the document. Of all the recommendations, this one can be seen as primary. Formal support by the Board and Administration implies that the remaining recommendations will be given serious consideration in order to ensure the success of the counseling program.

2. That the assignment of counselors at the high school level be revisited.

   There are certain pros and cons associated with any system of assignment, but in general it is accepted that there is a need for counselors to follow their caseload through for a period of several years to become well acquainted with each student’s needs and characteristics. This permits the counselor to prepare recommendations for educational and occupational placements from a knowledge base.

3. That an adequate budget be provided to purchase the materials and resources necessary to implement the counseling program.

   To implement the curriculum for the counseling program, specifically those developmental components offered to all students in large and small group environments, an adequate level of funding is necessary. This is no
less true for the guidance department than for any academic area. It may be advantageous to consider the guidance budget from a district-wide perspective rather than as a part of separate building budgets. This will ensure equity of funding.

4. That professional development, specific to the needs of the counselors, is provided according to a long-range plan and is accompanied by adequate funding.

Referring back to Section X of this report, entitled “Professional Development”, a multi-year plan should be developed to address those areas where the counselors feel the most need for professional development. This plan needs to include adequate funding for bringing in speakers and for sending counselors to seminars, workshops and conferences where they can obtain the necessary skills and information.

5. That adequate time is provided to implement the new program once it has been approved.

If a comprehensive counseling program, which is consistent for all students, is to be delivered, it is necessary that the staff be provided with adequate time to implement the various program components. This may require a reduction in non-counseling duties, additional clerical support, or planning time.

6. That barriers in the form of non-counseling duties be minimized.

One way to increase time for counseling services without adding staff is to reduce or eliminate those non-counseling duties, which interfere with the counselors’ available time. These are enumerated in Section IX of this document.

7. That policies and procedures related to the counselors’ role and function are aligned.

Consistency in the application of district-wide policies and procedures accomplishes several positive things. It makes for better public relations. It insures that students feeding into a higher-level building from multiple elementary schools have received equity of services. It eliminates confusion among staff, parents and students. The development of a manual that consolidates the relevant policies, procedures and forms would be one way to make certain that consistency is achieved.

8. That an evaluation system is developed specific to the role of the counselor.

State regulations recognize the viability of differentiated evaluation systems and permit districts to create systems for non-instructional personnel that better reflect the function of the position. There are numerous examples extant, which the District could draw upon as mentioned in section VIII of this document. Additional examples are available through the Pennsylvania Association of Pupil Services Administrators.

9. That a teacher advisor program be considered for the middle school.

One way to relieve the counselors of some of the more routine aspects of their role is to implement a Teacher Advisor Program (TAP). These programs have proven to be especially advantageous at the middle school level. Certain concepts from the counseling program can be incorporated into lesson plans to be used by the TAP staff, each of whom may have 12-15 students with whom they interact on a regular basis. This would permit the counselors to address the counseling side of their role in more depth. It should be noted that TAP programs require two steps if they are to be successful: (1) the purpose of the program must be explained to the teachers who will be expected to deliver it; (2) ongoing training must be provided to the teachers; and (3) there must be follow up at least annually, whereby teachers can express their concerns with the functioning of the program and request support.

10. That district-wide coordination is provided for the guidance program.

With a staff the size of that in the Easton Area School District, the guidance department is in need of consistent coordination through an identified coordinator, supervisor or administrator. This person could be a counselor who coordinates department activities, schedules department meetings, centralizes budget planning, implements professional development, and supports the counselors at the district level. It could also be part of the role of a full-time Director of Pupil Services, who would provide even broader coordination with nursing, psychology, social work and other student support services.
11. Separate coordination of certain student support activities.

With the size of the District and the previously mentioned need for consistency, it might behoove the District to consolidate certain services such as 504 plan design and monitoring, homebound instruction, and standardized testing under one individual. As with the previous recommendation (#10), this position could be a separate coordinator or a component of a Director of Pupil Services role. This again would allow for counselors to spend more time on the responsibilities that reflect their professional training.

APPENDIX A

HIGH SCHOOL PROGRAM COMPONENTS
COUNSELING SERVICES PROGRAM COMPONENT (H-1)

GRADE LEVEL: High School
DOMAIN: Academic
COMPONENT: Communication

**ACTIVITY:** To write and publish a parent/student newsletter for each grade level.

This activity will include the following components:

a. Gather information, including high school updates and testing deadlines.

b. Compose articles.

c. Make arrangements for printing and mailing the newsletters to each student’s home.

**PRIORITY:** 1
**ASSIGNMENT:** A
**TIME FRAME:** Summer
**COMPETENCIES:** 19, 22, 24, 67
**COUNSELING SERVICES PROGRAM COMPONENT (H-2)**

GRADE LEVEL: High School  
DOMAIN: Academic  
COMPONENT: Communication

**ACTIVITY:** To maintain the guidance web site to share important information with students and parents.

This activity will include the following components:

a. Use iWeb to maintain the Guidance web site.

b. Place important events and necessary information online, relating to Guidance programs, e.g., tests, careers, upcoming Guidance events, support services, etc.

PRIORITY: 2  
ASSIGNMENT: B  
TIME FRAME: Ongoing  
COMPETENCIES: 21, 35, 59  
DATA COLLECTION: Use a visit counter to collect data on the number of people visiting the guidance web site each month.
QUALITY INDICATORS: Over time, the number of visits to the web site will increase.

COUNSELING SERVICES PROGRAM COMPONENT (H-3)

GRADE LEVEL: High School
DOMAIN: Academic
COMPONENT: Communication/Pupil Records

**ACTIVITY:** To communicate academic deficiencies to parents and students.

This activity will include the following components:

a. Oversee the maintenance of accurate, up-to-date educational records.

b. Send critical letters to parents at the end of quarters 2 & 3, regarding students who are in danger of not graduating.

c. Maintain records of student credit requirements and send credit denial warning letters to parents whose children have numerous illegal or unexcused absences to deter them from accumulating so many that they lose credit in specific classes.

d. Send summer school and retention letters at the end of the school year to parents whose children have failed any class.

e. Prepare retention lists and provide lists to grade level offices and the summer school coordinator.

f. Determine seniors who are ineligible for graduation.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Immediately following final exams
COMPETENCIES: 24, 27, 32, 33, 34
DATA COLLECTION: Students who attend summer school and pass their classes may earn enough credits for promotion.
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (H-4)

GRADE LEVEL: High School
DOMAIN: Academic
COMPONENT: Communication/Research & Development

ACTIVITY: To write and distribute the high school annual report.

This activity will include the following components:
   a. Gather statistics and updated information.
   b. Compose annual profile.
   c. Distribute the annual report to the administration and school board.

PRIORITY: 1
ASSIGNMENT: B
TIME FRAME: May/June
COMPETENCIES: 19, 22, 24
DATA COLLECTION: None
QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (H-5)

GRADE LEVEL: High School
DOMAIN: Academic
COMPONENT: Communication/Research & Development

**ACTIVITY:** To write and publish a high school profile.

This activity will include the following components:

a. Gather statistics and updated information.
b. Compose the school profile.
c. Make arrangements for printing the school profile.

PRIORITY: 1
ASSIGNMENT: C12
TIME FRAME: September
COMPETENCIES: 19, 22, 24
DATA COLLECTION: None
QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (H-6)

GRADE LEVEL: High School
DOMAIN: Academic
COMPONENT: Consultation

**ACTIVITY:** To assist with the planning and building of the master schedule.

This activity will include the following components:

a. Attend the meeting regarding the scheduling timeline.

b. Coordinate with the technology department and principals throughout the entire scheduling process.

c. View and correct conflicts in the schedule before and after students are built into the schedule.

**PRIORITY:** 2, 3

**ASSIGNMENT:** A

**TIME FRAME:** Spring

**COMPETENCIES:** 19, 23, 24

**DATA COLLECTION:** Percentage of classes/students scheduled by the computer system.

**QUALITY INDICATORS:** Timely completion of the master schedule.
Students will receive completed schedules by June.
COUNSELING SERVICES PROGRAM COMPONENT (H-7)

GRADE LEVEL: 8th and 9th Grades
DOMAIN: Academic
COMPONENT: Orientation

**ACTIVITY:** To schedule the current 8th grade students to come to the high school to visit before the end of the school year to assist with the transition to 9th grade.

This activity will include the following components:

a. Coordinate with administration and the 8th grade counselors to set up dates for the visit.

b. Arrange transportation from EAMS to the high school.

c. Arrange tours of the high school for the 8th graders.

PRIORITY: 3
ASSIGNMENT: A, B
TIME FRAME: Spring
COMPETENCIES: 33, 34
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (H-8)
**GRADE LEVEL:** High School

**DOMAIN:** Academic

**COMPONENT:** Placement/Test Administration & Interpretation

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**ACTIVITY:** To assist with the administration and interpretation of the PSSA tests.

This activity will include the following components:

- a. Assist with scheduling and proctoring the tests.
- b. Utilize the results to appropriately schedule students for classes.

**PRIORITY:** 1

**ASSIGNMENT:** A, D

**TIME FRAME:** Spring – March & April for testing; Ongoing for scheduling classes

**COMPETENCIES:** 6, 16, 23

**DATA COLLECTION:** Test results are compiled by the State and disseminated to districts for interpretation.

**QUALITY INDICATORS:** Students score proficient on the tests.

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**COUNSELING SERVICES PROGRAM COMPONENT (H-9)**

**GRADE LEVEL:** High School
**ACTIVITY:** To coordinate the services of the Kaplan Test Preparation program, including PSAT/SAT preparation courses and free practice PSAT/SAT tests.

This activity will include the following components:

a. Coordinate with Kaplan representatives and EAHS to schedule tests and courses.

b. Publish/inform students and parents through the web site, announcements, Connect-Ed and school flyers.

**PRIORITY:** 2  
**ASSIGNMENT:** B, E  
**TIME FRAME:** Throughout the year  
**COMPETENCIES:** 15, 23, 33, 34  
**DATA COLLECTION:** None  
**QUALITY INDICATORS:** None

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**COUNSELING SERVICES PROGRAM COMPONENT (H-10)**

**GRADE LEVEL:** High School  
**DOMAIN:** Academic  
**COMPONENT:** Resource Broker
**ACTIVITY:** To present NCAA Eligibility Center information to parents, students and coaches.

This activity will include the following components:

a. Find out from the Athletic Director when the parents/coaches night will be held.

b. Develop a powerpoint presentation of current rules and regulations, as well as responsibilities of students, parents and coaches to share information necessary to become a qualifier a Division I or Division II college.

c. Give the presentation during the fall, winter and spring parents/coaches/students nights.

| PRIORITY: | 1 |
| ASSIGNMENT: | B |
| TIME FRAME: | Fall (August), Winter (December), Spring |
| COMPETENCIES: | 19, 24, 32, 34 |
| DATA COLLECTION: | None |
| QUALITY INDICATORS: | None |

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**COUNSELING SERVICES PROGRAM COMPONENT (H-11)**

| GRADE LEVEL: | High School |
| DOMAIN: | Academic |
| COMPONENT: | Resource Broker |

**ACTIVITY:** To update NCAA list of approved core courses on an annual basis.
This activity will include the following components:

a. Compare list of current NCAA approved core courses with EAHS current list of English, history, math, science and language courses.

b. Use the NCAA Eligibility Center web site to update the list by submitting any new courses for review by the Center.

PRIORITY: 1
ASSIGNMENT: B
TIME FRAME: Spring (April/May)
COMPETENCIES: 19, 21, 33, 34
DATA COLLECTION: None
QUALITY INDICATORS: None

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COUNSELING SERVICES PROGRAM COMPONENT (H-12)

GRADE LEVEL: High School
DOMAIN: Academic
COMPONENT: Team-Committee Participation/Placement/ Career Awareness & Decision Making

ACTIVITY: To participate on a committee pertaining to AP/Honors application.

This activity will include the following components:

a. Facilitate the meeting, including scheduling, recording and planning.

b. Ensure the necessary changes have been completed.
c. Notify students and parents via classroom guidance, web course selection sheet, and course guide.

PRIORITY: 2
ASSIGNMENT: A, D
TIME FRAME: Ongoing
COMPETENCIES: 13, 15, 22, 27, 28, 34
DATA COLLECTION: Summary of results used to determine curriculum assessment and improvement.

QUALITY INDICATORS: None

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**COUNSELING SERVICES PROGRAM COMPONENT (H-13)**

**GRADE LEVEL:** High School

**DOMAIN:** Academic

**COMPONENT:** Test Administration and Interpretation

**ACTIVITY:** To allow students with special needs the opportunity to request accommodations for the PSAT and SAT.

This activity will include the following components:

a. Complete the request for accommodations in cooperation with students and parents.

b. Send the applications for accommodations to the College Board.

c. Keep track of those approved to be sure they receive their accommodations at the time of testing.
COUNSELING SERVICES PROGRAM COMPONENT (H-14)

GRADE LEVEL: High School
DOMAIN: Academic
COMPONENT: Test Administration and Interpretation

**ACTIVITY:** To facilitate the administration of the Advanced Placement Examinations.

This activity will include the following components:

a. Notify students and parents by means of the high school web site, newsletter and classroom guidance.

b. Initiate the registration process.

c. Schedule the test site and student information session.

d. Order the examinations and oversee their security.

e. Assign proctors for the test administration.
f. Proctor the tests.
g. Ship the completed examinations to the testing center.

PRIORITY: 1
ASSIGNMENT: A, B
TIME FRAME: Ongoing
COMPETENCIES: 3, 7, 15, 23
DATA COLLECTION: Summary of scores determines student’s knowledge base.

QUALITY INDICATORS: Advanced placement potential is used to determine which students may be successful in advanced placement classes.

COUNSELING SERVICES PROGRAM COMPONENT (H-15)

GRADE LEVEL: High School
DOMAIN: Academic
COMPONENT: Test Administration and Interpretation

**ACTIVITY:** To explain the importance of the SAT and ACT to all college-bound students.

This activity will include the following components:

- a. Notify students about when and how to register for the SAT and PSAT.
- c. Assist students with registration, when necessary.
- d. Secure teachers to administer the tests on specific dates.
- e. Set up the room for testing.
- f. Oversee students, teachers and hall monitors on test days.
- g. Provide food for the test administrators and hall monitors.
h. Collect the answer sheets and test booklets and return them to the testing service.

i. Prepare summary vouchers and submit to SAT and ACT.

PRIORITY: 1
ASSIGNMENT: A, B-10, B-12
TIME FRAME: August-June
COMPETENCIES: 16, 25, 34
DATA COLLECTION: Results are used for the school profile.

QUALITY INDICATORS: None

**COUNSELING SERVICES PROGRAM COMPONENT (H-16)**

GRADE LEVEL: High School
DOMAIN: Academic/Career
COMPONENT: Career Awareness

**ACTIVITY:** To assist students in creating a career portfolio to be kept in their cumulative file.

This activity will include the following components:

a. Recommend that 11th grade students learn to write a resume in their English classes.

b. Receive resumes submitted by the English teachers to include in the students’ career portfolios.

c. Insert 9th grade speaker reports into the career portfolios.

d. Include 10th grade career day papers in the career portfolios.

e. Put 11th grade Shadow Day papers into the career portfolios.

f. Receive career portfolio in 12th grade to use at the job fair.

PRIORITY: 1
ASSIGNMENT: A, D
TIME FRAME: Fall/Winter
COMPETENCIES:  12, 28, 35, 36, 41, 42, 50, 56, 66

DATA COLLECTION:  Students’ work will be collected into the career portfolios.

QUALITY INDICATORS:  Students will use their career portfolios at the job fair.

COUNSELING SERVICES PROGRAM COMPONENT (H-17)

GRADE LEVEL:  High School

DOMAIN:  Academic/Career

COMPONENT:  Career Awareness and Decision Making

ACTIVITY:  To coordinate presentations on BAVTS engineering and medical academics to juniors.

This activity will include the following components:

a.  Contact the counselor at BAVTS and teachers at EAHS to coordinate a date for the presentation.

b.  Schedule the day for BAVTS teachers.

c.  Schedule a period for any student to come to guidance to meet teachers, gather information and advertise.

d.  Obtain updated brochures for the guidance office.

PRIORITY:  2

ASSIGNMENT:  B

TIME FRAME:  Spring

COMPETENCIES:  28, 54, 55, 65

DATA COLLECTION:  None
COUNSELING SERVICES PROGRAM COMPONENT (H-18)

GRADE LEVEL: High School  
DOMAIN: Academic/Career  
COMPONENT: Career Awareness and Decision Making

**ACTIVITY:** To provide an FBI information day for 9th grade students.

This activity will include the following components:

a. Coordinate the scheduling of the presentation with the FBI representative.

b. Coordinate with the 9th grade teachers and administration.

PRIORITY: 2  
ASSIGNMENT: D, E  
TIME FRAME: Spring  
COMPETENCIES: 36, 57, 58, 62, 63, 65  
DATA COLLECTION: None  
QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (H-19)

GRADE LEVEL: Grades 8-11

DOMAIN: Academic/Career

COMPONENT: Classroom Guidance/Consultation/Individual & Group Counseling/Placement

**ACTIVITY:** To participate in the scheduling process as it pertains to changes to course descriptions/options, classroom presentations on how to select courses, individual counseling on course selection, placement based on teacher recommendations, and input of student selections.

This activity will include the following components:

- a. Give course selection sheets and guide to subject coordinators for corrections then collect. Once collected, the sheets and guide are corrected, printed and dispersed.
- b. Conduct classroom presentations for scheduling, individual counseling, and answer parent questions as needed.
- c. Coordinate the input of student schedules.
- d. Correct any scheduling conflicts created by Power School.

PRIORITY: 1

ASSIGNMENT: A, B, D

TIME FRAME: Ongoing

COMPETENCIES: 12, 24, 28, 41, 42

DATA COLLECTION: Course selection sheets are collected in a timely fashion.

QUALITY INDICATORS: All course selection sheets are returned.
COUNSELING SERVICES PROGRAM COMPONENT (H-20)

GRADE LEVEL: High School

DOMAIN: Academic/Career

COMPONENT: Placement/Consultation/Career Awareness and Decision Making

ACTIVITY: To facilitate revisions to student schedules.

This activity will include the following components:

a. Meet with students individually during the first five days of each semester to revise schedules, specifically electives.

b. Consult with teachers, students and parents concerning academic level change form and upon completion, revise students’ schedules.

c. Advise students, if interested, of the Pass/Fail option. Consult with teachers, students and parents concerning Pass/Fail. Upon receipt of completed Pass/Fail forms, send a copy to the teacher and place one in the file.

d. Revise students’ schedules as directed by the Administration, IEP team or GIEP team.

PRIORITY: 1

ASSIGNMENT: DA

TIME FRAME: Ongoing and first five days of each semester

COMPETENCIES: 4, 9, 20, 22, 23, 34, 37, 42, 55, 62, 63, 65, 67

DATA COLLECTION: Course Revision Requests Forms, Pass/Fail Forms and Level Change Forms are kept on file.

QUALITY INDICATORS: 90% of the student population will submit course selection sheets in a timely manner and, therefore, decrease the need for schedule revisions.
COUNSELING SERVICES PROGRAM COMPONENT (H-21)

GRADE LEVEL: High School
DOMAIN: Academic/Career
COMPONENT: Resource Broker

**ACTIVITY:** To provide information to students and parents concerning tutoring resources and college admissions test preparation courses.

This activity will include the following components:

a. Provide students and parents with information concerning the high school’s Writing Lab and Math Lab via individual contacts, daily bulletin, and PA announcements.

b. Provide information concerning outside tutoring resources.

c. Provide information concerning College Admissions Testing classes individually, as well as disseminating brochures during class presentations. Also, announce high school prep class via the daily bulletin and PA announcements.

PRIORITY: 1 & 2
ASSIGNMENT: A, D, E
TIME FRAME: Ongoing
COMPETENCIES: 9, 16, 19, 22, 33, 34, 58, 67, 69, 74
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (H-22)
GRADE LEVEL: High School

DOMAIN: Academic/Career

COMPONENT: Test Administration & Interpretation

**ACTIVITY:** To administer the National Language Test in Latin and German.

This activity will include the following components:

a. Review materials, upon receipt, for accuracy and store in a locked area.

b. Consult with teachers to devise a list of students, prepare student passes, reserve a meeting room, secure audio-visual equipment.

c. Distribute student passes the day before the testing.

d. Set up the audio-visual equipment on the day of the testing, distribute the test materials upon giving test instructions, collect the tests, assure the accuracy of the materials, and mail the tests to the testing entity.

e. Forward the remaining test materials to the teacher at the set date.

PRIORITY: 1

ASSIGNMENT: B, D

TIME FRAME: Winter-Spring

COMPETENCIES: 15, 21, 22, 23, 34

DATA COLLECTION: Upon completion the tests are forwarded to the testing entity for scoring.

QUALITY INDICATORS: Students receive recognition based upon their scores.

*COUNSELING SERVICES PROGRAM COMPONENT (H-23)*

GRADE LEVEL: High School
**ACTIVITY:** To provide the administration with a bi-weekly professional development log summary.

This activity will include the following components:

a. Maintain a daily log of activities during professional development time.

b. Prepare a summary after all logs are collected on a bi-weekly basis and give to the principal.

**PRIORITY:** 1

**ASSIGNMENT:** B

**TIME FRAME:** Annually

**COMPETENCIES:** Possibly all

**DATA COLLECTION:** None

**QUALITY INDICATORS:** None

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**COUNSELING SERVICES PROGRAM COMPONENT (H-24)**

**GRADE LEVEL:** High School

**DOMAIN:** Academic/Personal-Social

**COMPONENT:** Consultation/Pupil Records/Communication
**ACTIVITY:** To coordinate and arrange for homebound instruction as needed.

This activity will include the following components:

- **a.** Provide a family with the necessary forms when homebound is requested/needed.
- **b.** Communicate with the physician, when necessary, concerning the student and recommendations.
- **c.** Communicate with the family about homebound specifics.
- **d.** Obtain appropriate documentation for homebound.
- **e.** Locate a teacher for each subject the student needs.
- **f.** Maintain contact with the family and homebound instructor(s) throughout the period of homebound.

**PRIORITY:** 1  
**ASSIGNMENT:** B  
**TIME FRAME:** As needed throughout the year  
**COMPETENCIES:** 6, 15, 21, 101  
**DATA COLLECTION:** None  
**QUALITY INDICATORS:** None

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**COUNSELING SERVICES PROGRAM COMPONENT (H-25)**

**GRADE LEVEL:** High School  
**DOMAIN:** Academic/Personal-Social  
**COMPONENT:** Individual Counseling/Pupil Records

**ACTIVITY:** To provide seniors with the opportunity to take courses at Northampton Community College.
This activity will include the following components:

a. Advertise dual enrollment opportunities to seniors (upcoming seniors) and on the web site.
b. Process the completed applications and send to Northampton Community College.
c. Work with the student on a schedule that includes dual enrollment.
d. Receive the grades from Northampton Community College and enter the grades and credits on the student’s transcript.

PRIORITY: 1
ASSIGNMENT: C-12
TIME FRAME: All year
COMPETENCIES: 15, 21, 22, 28, 106
DATA COLLECTION: Student grades will be received from the college.

QUALITY INDICATORS: Students will pass their courses and earn credit.

COUNSELING SERVICES PROGRAM COMPONENT (H-26)

GRADE LEVEL: High School
DOMAIN: Academic/Personal-Social
COMPONENT: Individual Counseling/Pupil Records

**ACTIVITY:** To provide seniors with the opportunity to take courses through Lehigh Valley area colleges, e.g., Lehigh, Lafayette, DeSales, Moravian.

This activity will include the following components:
a. Advertise opportunities to the students and on the web site.
b. Provide applications and process the completed applications and send to the colleges.
c. Work with the participating students on a schedule.
d. Receive the grades from the colleges and enter the grades and credits on the student’s transcript.

PRIORITY: 1
ASSIGNMENT: C-12
TIME FRAME: All year
COMPETENCIES: 15, 21, 22, 28, 106
DATA COLLECTION: Student grades will be received from the college.

QUALITY INDICATORS: Students will pass their courses and earn credit.

COUNSELING SERVICES PROGRAM COMPONENT (H-27)

GRADE LEVEL: High School
DOMAIN: Academic/Personal-Social
COMPONENT: Orientation/Placement/Pupil Records

ACTIVITY: To participate in 504 meetings and act as case manager for 504 plans on caseload.

This activity will include the following components:

a. Gather information from the student, parent, teachers and medical personnel in the community.
b. Review records.
c. Coordinate team meetings.
d. Develop a 504 plan specific to the student’s needs.

e. Disseminate the plan to appropriate staff members involved with the student.

f. Review progress and update annually or as needed.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Annually
COMPETENCIES: 4, 6, 9, 15, 20, 22, 23, 24, 25, 101, 106
DATA COLLECTION: Number of 504 plans as indicated in annual report.

QUALITY INDICATORS: Student success with the proposed accommodations.

COUNSELING SERVICES PROGRAM COMPONENT (H-28)

GRADE LEVEL: High School (In cooperation with EAMS)
DOMAIN: Academic/Personal-Social
COMPONENT: Orientation

**ACTIVITY:** To conduct a “Parent Night” for current 8th grade students.

This activity will include the following components:

a. Coordinate with middle school counselors for a time and date for the event to be held at the Middle School.

b. Advertise the event through channels at the Middle School.

c. Present to parents on important high school information, guidance services, course scheduling and allow parents time to ask questions.
COUNSELING SERVICES PROGRAM COMPONENT (H-29)

GRADE LEVEL: High School
DOMAIN: Academic/Personal-Social
COMPONENT: Placement/Team-Committee Participation

**ACTIVITY:** To participate in discussing, planning and reviewing student placement in an alternate academic setting/program.

This activity will include the following components:

a. Participate in team meetings to review the needs of the students and the program/setting that will best meet their needs.

b. Complete the necessary paperwork and coordinate meetings as needed.

c. Complete schedule changes as needed.

d. Remain in contact with the team to review student progress/success.

e. Complete student records; enter grades and update transcripts.
COUNSELING SERVICES PROGRAM COMPONENT (H-30)

GRADE LEVEL: High School
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Classroom Guidance/Career Awareness

ACTIVITY: To conduct classroom presentations to all high school students.

This activity will include the following components:

a. Conduct presentations/lessons in the classrooms at numerous times throughout the year on topics such as: career awareness, how to identify skills and interests and apply to careers, academic achievement, CIT options, Career Cruising, PSAT, SAT, college application process, planning for post-secondary options, college/career search process, ACT, financial aid, etc.

PRIORITY: 2
ASSIGNMENT: B
TIME FRAME: All year
COMPETENCIES: 12, 16, 19, 22, 23, 24, 25, 26, 28, 33, 34, 25, 43, 55, 56, 79, 106, 109
DATA COLLECTION: To be determined by topic.
QUALITY INDICATORS: To be determined by topic.

COUNSELING SERVICES PROGRAM COMPONENT (H-31)

GRADE LEVEL: High School- 9th Grade

DOMAIN: Academic/Career/Personal-Social

COMPONENT: Classroom Guidance/Group Counseling/Orientation/Research & Development

ACTIVITY: To implement a Skills 4 Success class.

This activity will include the following components:

a. Identify students through their middle school counselors and principal.

b. Assign and schedule incoming 9th graders to Skills class.

c. Hold orientation for students and parents during freshman orientation.

d. Assign teachers to the class.

e. Meet with all relevant parties to plan the program – principal, teachers, 9th grade counselors, Lafayette College representatives.

f. Collate and organize resource materials.

g. Apply for a grant for supplies and field trips.

h. Supervise and evaluate the program on an ongoing basis.

PRIORITY: 2
ASSIGNMENT: B, C-9, D, E
TIME FRAME: Ongoing
DATA COLLECTION: Data analysis at the end of the academic year.
Compare retention rate of Skills students with a control group.
QUALITY INDICATORS: 80% of Skills students are promoted to 10th grade.

COUNSELING SERVICES PROGRAM COMPONENT (H-32)

GRADE LEVEL: High School
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Communication/Consultation

ACTIVITY: To meet/respond/consult with parents.

This activity will include the following components:
  a. Respond and provide appropriate information to parents’ requests and inquiries to any school-related concerns.
  b. Meet with parents regarding students’ adjustment to school, personal and social issues.
  c. Refer parents to outside resources as needed.
  d. Obtain progress reports as needed or requested by parents.
  e. Schedule/conduct parent/teacher meetings.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: All year
COMPETENCIES: 24, 29, 39, 44
DATA COLLECTION: None
QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (H-33)

GRADE LEVEL: High School

DOMAIN: Academic/Career/Personal-Social

COMPONENT: Communication/Consultation/Orientation

ACTIVITY: To conduct an annual Extra-Curricular/Sports Fair.

This activity will include the following components:

a. Notify students, parents and school personnel by means of the school website, Connect Ed, mailers and newsletters.

b. Contact coaches, club advisors, administrators and student volunteers to coordinate and confirm their participation.

c. Arrange for set up and clean up.

d. Notify participants of evaluation results.

PRIORITY: 2

ASSIGNMENT: A, C-12

TIME FRAME: Spring (March-May)

COMPETENCIES: 28, 37, 41, 43, 45, 62, 55, 79, 80, 106

DATA COLLECTION: Parents and students attending the fair will be given a survey to complete pertaining to their satisfaction with their experience. Graduation survey will include an item relating to the fair.

QUALITY INDICATORS: The results of the survey will help improve the direction of the counselor’s role.
COUNSELING SERVICES PROGRAM COMPONENT (H-34)

GRADE LEVEL: High School
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Communication/Resource Broker

ACTIVITY: To publish relevant information in the daily bulletin or via PA announcements.

This activity will include the following components:

a. Type up and publish information in the daily bulletin on all relevant subjects, including scholarships, special programs, SAT test dates, activities, etc.

b. Type up and have all relevant information announced during the AM and PM announcements.

PRIORITY: 1
ASSIGNMENT: B
TIME FRAME: Ongoing - daily
COMPETENCIES: 19, 28, 55, 62, 63, 77, 104, 106, 107, 109
DATA COLLECTION: None
QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (H-35)

GRADE LEVEL: High School
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Consultation/Team-Committee Participation/Career Awareness and Decision Making

ACTIVITY: To attend and participate in Individual Education Plan meetings.

This activity will include the following components:

a. Attend and participate in the IEP team meetings.
b. Advise the team regarding academic needs, classes and scheduling concerns.
c. Assist with the transition plan in the IEP.
d. Coordinate and consult with the Special education Case Manager.

PRIORITY: 1
ASSIGNMENT: A, D
TIME FRAME: As needed
COMPETENCIES: 7, 9, 21, 22, 23, 27, 28, 85, 108, 116
DATA COLLECTION: Number of IEP meetings attended by the counselors will be stated in the annual report.

QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (H-36)

GRADE LEVEL: High School

DOMAIN: Academic/Career/Personal-Social

COMPONENT: Group Counseling/Research & Development

ACTIVITY: To provide counseling on a group basis to address issues in the academic and personal-social areas.

This activity will include the following components:

a. Offer group counseling in the following areas: anger management/conflict resolution, children of divorce, pregnant and parenting teens, leadership, fatherhood, goal setting (Skills 4 Success), grief, communication skills and stress management.

PRIORITY: 2

ASSIGNMENT: A, D, E

TIME FRAME: Ongoing

COMPETENCIES: 4, 6, 9, 15, 18, 21, 22, 26, 33, 34, 52, 53, 54, 63, 67, 68, 74, 92, 95, 97, 101, 102, 103, 104, 105, 106, 108, 109, 118, 119, 120

DATA COLLECTION: Compile data concerning graduation rates, discipline and promotion.

QUALITY INDICATORS: For example: pregnant and parenting teens – 86% graduation rate or Skills 4 Success group – 80% promotion rate.

COUNSELING SERVICES PROGRAM COMPONENT (H-37)
GRADE LEVEL: High School
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Individual Counseling

**ACTIVITY:** To meet with students individually, on an annual basis, for grade-level interviews.

This activity will include the following components:

a. Send passes to students to come in and meet with their counselor.

b. Meet with each ninth grade student to discuss schedule, grades, academic planning, extra-curricular activities, community activities, goal setting (short-term & long-term), career goals, academic goals, etc.

c. Meet each year with the students for their 10th, 11th and 12th grade interviews (discuss same items as above and plans for the future).

d. Maintain a “Career Plan” for each student and record items for each grade.

PRIORITY: 2
ASSIGNMENT: A
TIME FRAME: Ongoing
COMPETENCIES: 12, 15, 22, 28, 29, 33, 34, 35, 54, 66, 106
DATA COLLECTION: Career plans.
QUALITY INDICATORS: None

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**COUNSELING SERVICES PROGRAM COMPONENT (H-38)**

GRADE LEVEL: High School
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Orientation

ACTIVITY: To attend and speak at each grade-level orientation at the start of each school year.

This activity will include the following components:

a. Attend each grade-level assembly.

b. Introduce the counselors and speak to issues specific to each individual grade level.

PRIORITY: 1

ASSIGNMENT: B

TIME FRAME: August

COMPETENCIES: 15, 41, 52, 54, 55, 56, 65, 81

DATA COLLECTION: None

QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (H-39)

GRADE LEVEL: High School

DOMAIN: Academic/Career/Personal-Social

COMPONENT: Orientation/Placement/Resource Broker
ACTIVITY: To refer students to special programs such as HOBY Leadership, Benjamin Wiley Program, Launch-It, Tech-Prep program, Upward Bound, Governor's School, SCOPE, leadership forums, summer programs, etc.

This activity will include the following components:

a. Coordinate with representatives from the various programs to assist with referrals.

b. Notify students and parents by means of district and guidance web sites, posters, daily, bulletin, PA announcements, and Connect Ed phone messages.

c. Arrange for the room set up, copying of materials, audio equipment for follow-up, informational nights with parents.

PRIORITY: 2
ASSIGNMENT: B
TIME FRAME: Throughout the year
COMPETENCIES: 6, 7, 21, 28, 30, 41, 42, 44, 87, 88
DATA COLLECTION: The number of students who attend the programs each year will be monitored.

QUALITY INDICATORS: Students will continue to be involved in special programs.

COUNSELING SERVICES PROGRAM COMPONENT (H-40)

GRADE LEVEL: High School
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Professional Development

ACTIVITY: To attend workshops and conferences as well as maintain professional memberships.
This activity will include the following components:

a. Attend various workshops and conferences to remain aware of changes in the field. Examples include, but are not limited to, SAT/ACT, financial aid, college visits, PSCA Conference, learning disabilities expo, etc.

b. Share information from the programs with each other.

c. Maintain professional membership in such organizations as PSCA, PSEA, EAEA, ASCA, NEA, Autism Speaks, etc.

PRIORITY: 2
ASSIGNMENT: A
TIME FRAME: Throughout the year
COMPETENCIES: Could pertain to any of the 120 competencies
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (H-41)

GRADE LEVEL: High School
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Pupil Records/Individual Counseling/Placement

ACTIVITY: To assist with new student registration.

This activity will include the following components:

a. Examine grades and credits to determine grade level and course selection.
COUNSELING SERVICES PROGRAM COMPONENT (H-42)

GRADE LEVEL: High School
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Resource Broker

**ACTIVITY:** To provide information and resources, through the guidance office, that are accessible to students, parents and staff.

This activity will include the following components:

a. Organize college fliers and applications in a file cabinet for all to access.

b. Make available a library of books for all to utilize.

b. Conduct individual counseling with the student to develop rapport.

c. Set the student up with a “Pal”, a student to take them to each class.

d. Work out schedule and input grades from previous school(s).

e. Administer a math placement test, if necessary.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Throughout the year
COMPETENCIES: 17, 33, 67, 74, 87, 106, 107
DATA COLLECTION: None
QUALITY INDICATORS: None
c. Display fliers, handouts, etc. throughout the guidance office on such topics as college, career, tutoring, community resources, social/emotional topics, etc.

PRIORITY: 2
ASSIGNMENT: A, E
TIME FRAME: Ongoing
COMPETENCIES: 28, 30, 35, 36, 58, 65, 114, 117, 119, 120
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (H-43)

GRADE LEVEL: High School
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Team/Committee Participation

**ACTIVITY:** To assist with organizing and hosting the Academic Excellence Awards Ceremony.

This activity will include the following components:

a. Serve as a contributing member of the Academic Excellence Awards Committee.

b. Assist selected students with choosing/locating honored teacher for presentation.

c. Notify students to be honored and invite staff/faculty.

PRIORITY: 2
COUNSELING SERVICES PROGRAM COMPONENT (H-44)

GRADE LEVEL: High School

DOMAIN: Academic/Career/Personal-Social

COMPONENT: Team-Committee Participation/Career Awareness & Decision Making/Consultation

ACTIVITY: To attend and participate in Gifted Individual Education Plan (GIEP) meetings.

This activity will include the following components:

a. Participate as an active member of students’ GIEP team via attendance at GIEP meetings.

b. Advise the team relative to the academic needs, progress and scheduling issues.

c. Offer consultation relative to career/post-secondary awareness, exploration and decision-making.

d. Provide ongoing coordination and consultation with the GIEP secondary support teacher.

PRIORITY: 1

ASSIGNMENT: A, D
TIME FRAME: Ongoing

COMPETENCIES: 7, 9, 15, 21, 22, 23, 24, 25, 27, 28, 30, 32, 33, 34, 35, 36, 37, 53, 54, 55, 56, 58, 59, 62, 63, 65, 67, 69, 74, 87, 109

DATA COLLECTION: Number of GIEP meetings attended by the counselors as stated in the annual report.

QUALITY INDICATORS: None

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COUNSELING SERVICES PROGRAM COMPONENT (H-45)

GRADE LEVEL: High School

DOMAIN: Academic/Career/Personal-Social

COMPONENT: Team-Committee Participation/Professional Development/Consultation

ACTIVITY: To consult and collaborate with other professionals by participating in various meetings.

This activity will include the following components:

- a. Attend various meetings throughout the year such as, but not limited to: Accreditation for Groups (AFG) or Positive Behavior Intervention Support (PBIS), flexible scheduling, scholarship committee, Community professional Education Committee (CPEC), weekly department meetings, monthly faculty meetings, etc.
- b. Share knowledge within the department and with students and parents when applicable.

PRIORITY: 1

ASSIGNMENT: A, B, D, E

TIME FRAME: Year long

COMPETENCIES: Various within all domains
COUNSELING SERVICES PROGRAM COMPONENT (H-46)

GRADE LEVEL: High School (Grades 11 & 12)

DOMAIN: Career

COMPONENT: Career Awareness & Decision Making

ACTIVITY: To conduct an annual Career/College Fair open to all junior and senior students and their parents.

This activity will include the following components:

a. Notify students and parents by means of the guidance department web site, posters, public address announcements, and Connect Ed.

b. Contact partner school districts for coordination and contact colleges and trade/technical schools to confirm their participation.

c. Make arrangements for set up, lunch and clean up.

d. Notify partner school districts of evaluation results.

PRIORITY: 2

ASSIGNMENT: A, C-12

TIME FRAME: September/October

COMPETENCIES: 28, 35, 36, 41, 62

DATA COLLECTION: College representatives attending the fair will be given a survey to complete, pertaining
to their satisfaction with their experience. The graduation survey will include an item regarding the usefulness of the information provided through the Career/College Fair.

QUALITY INDICATORS: Affirmative response to the student survey.

**COUNSELING SERVICES PROGRAM COMPONENT (H-47)**

**GRADE LEVEL:** High School

**DOMAIN:** Career

**COMPONENT:** Career Awareness & Decision Making

**ACTIVITY:** To provide all students with Career Cruising, an online career guidance and planning system that includes interest, career and post-secondary education exploration. This is to assist students in exploring their interests and how those interests can lead them to a career choice.

This activity will include the following components:

a. Budget for the purchase of the program annually.

b. Make students aware of the program as they begin using the web site during middle school. Counselors will also mention the program during classroom guidance time. It will also be advertised by fliers in the guidance office, handouts to students and placed on the guidance web site.

c. Discuss the program with students during their individual grade-level guidance interviews to see if further explanation as to using the system is needed.

**PRIORITY:** 2

**ASSIGNMENT:** A

**TIME FRAME:** Ongoing

**COMPETENCIES:** 25, 28, 34, 35, 37, 46, 55, 58, 59, 66, 67, 69

**DATA COLLECTION:** None
COUNSELING SERVICES PROGRAM COMPONENT (H-48)

GRADE LEVEL: High School
DOMAIN: Career
COMPONENT: Career Awareness & Decision Making

ACTIVITY: To conduct an annual Latino Financial Aid Night for senior students and their parents.

This activity will include the following components:

a. Coordinate with the Latino Leadership Alliance representative to plan the night.

b. Notify students and parents by means of guidance and district web sites, posters, the daily bulletin, PA announcements, and Connect Ed messages.

c. Arrange for room set up and approval.

PRIORITY: 2
ASSIGNMENT: B, E
TIME FRAME: January
COMPETENCIES: 28, 33, 34, 56, 70, 72
DATA COLLECTION: Number of students and parents in attendance. Attendees will be given a survey to complete at the conclusion of the program, pertaining to their satisfaction with their experience.

QUALITY INDICATORS: Number of parents and students increases annually. Affirmative response to student survey.
COUNSELING SERVICES PROGRAM COMPONENT (H-49)

GRADE LEVEL: High School (Grade 12)

DOMAIN: Career

COMPONENT: Career Awareness & Development

**ACTIVITY:** To provide students with the opportunity to apply to a local college and receive an instant decision.

This activity will include the following components:

- a. Set up date and time with college admissions officers.
- b. Notify students by means of web site, posters and personal contact.
- c. Have students sign up for individual appointments.
- d. Have transcripts of participating students ready for the admissions officers.
- e. Send thank you letters to admissions counselors.

**PRIORITY:** 2

**ASSIGNMENT:** C

**TIME FRAME:** October and February

**COMPETENCIES:** 109

**DATA COLLECTION:** None

**QUALITY INDICATORS:** None
COUNSELING SERVICES PROGRAM COMPONENT (H-50)

GRADE LEVEL: High School (Grade 11)

DOMAIN: Career

COMPONENT: Career Awareness & Decision Making

**ACTIVITY:** To ensure students complete their required Shadow Day project.

This activity will include the following components:

a. Coordinate with the English Department to ensure the implementation of Shadow Day.

b. Provide Shadow Day application packets to the English Department.

c. Review and monitor the completion of the Shadow Day project periodically.

d. Provide principals with a list of students who did not complete the assignment at the end of the school year.

PRIORITY: 1

ASSIGNMENT: C-11

TIME FRAME: January-June

COMPETENCIES: 36, 37, 39, 41, 42, 46, 47, 49, 51, 52, 54, 55, 56, 57, 58, 59

DATA COLLECTION: An item on the graduate survey will ask them to evaluate the usefulness of the Shadow Day project.

QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (H-51)
GRADE LEVEL: High School (Grade 10)

DOMAIN: Career

COMPONENT: Career Awareness & Decision Making

ACTIVITY: To assist with the Career Day for sophomores.

This activity will include the following components:

a. Assist with and chaperone the Career Day field trip to Northampton Community College.

b. Communicate with Northampton Community College, administrators and teachers, concerning the arrangements for Career Day.

c. Secure career speakers.

d. Obtain permission forms from students.

e. Survey students as to what career areas are of interest.

f. Arrange transportation for students.

g. Send out thank you notes to all presenters.

PRIORITY: 2

ASSIGNMENT: D (School to Career Coordinator)

TIME FRAME: March

COMPETENCIES: 35, 36, 52, 55, 57, 62, 63, 66

DATA COLLECTION: Students will complete a survey following the trip, pertaining to their satisfaction with the career presenters and expectations.

QUALITY INDICATORS: Affirmative responses.

COUNSELING SERVICES PROGRAM COMPONENT (H-52)

GRADE LEVEL: High School (Grade 9)
ACTIVITY: To conduct 9th grade tours to the Career Institute of Technology.

This activity will include the following components:

a. Give presentations to 9th grade students.
b. Register interested 9th graders for the visit to CIT.
c. Coordinate with CIT, transportation and EAHS to choose a date and time for the visit.

PRIORITY: 1
ASSIGNMENT: B, E
TIME FRAME: December
COMPETENCIES: 55, 57, 61, 77
DATA COLLECTION: None.
QUALITY INDICATORS: None
COMPONENT: Career Awareness & Decision Making/Classroom Guidance

**ACTIVITY:** To conduct a Career Awareness Day for all students.

This activity will include the following components:

a. Communicate with departments and teachers to arrange for the day.

b. Encourage teachers to participate by explaining how their subject relates to the current work force.

c. Have teachers arrange for classroom activities, field trips, guest speakers and research.

PRIORITY: 2

ASSIGNMENT: D, E

TIME FRAME: Fall

COMPETENCIES: 36, 37, 43, 57, 66, 67

DATA COLLECTION: None

QUALITY INDICATORS: None

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**COUNSELING SERVICES PROGRAM COMPONENT (H-54)**

GRADE LEVEL: High School (Grade 9)

DOMAIN: Career

COMPONENT: Career Awareness/Classroom Guidance

**ACTIVITY:** To arrange monthly career speakers for ninth grade student classrooms.
This activity will include the following components:

a. Communicate with the Learning for Life representative to set up monthly career speakers.

b. Arrange refreshments.

c. Schedule speakers with the English classes.

d. Ensure that students complete a questionnaire concerning the speakers and write thank you letters to them.

PRIORITY: 2

ASSIGNMENT: D (School to Career Coordinator), E

TIME FRAME: All year - monthly

COMPETENCIES: 36, 48, 57, 60, 61, 62, 66

DATA COLLECTION: Students will be given a questionnaire regarding their satisfaction with their experience.

QUALITY INDICATORS: Affirmative response to questionnaire.

COUNSELING SERVICES PROGRAM COMPONENT (H-55)

GRADE LEVEL: High School (Grade 10)

DOMAIN: Career

COMPONENT: Career Awareness & Decision Making/Classroom Guidance

**ACTIVITY:** To have all 10th grade students work through the Career Cruising system.

This activity will include the following components:
a. Meet with all 10th grade students in the classroom. Meet with the subject Coordinator to set dates for going into the classrooms.

b. Arrange for laptop carts to be in the classroom so students have access to the Internet.

c. Ensure that students use the Career Cruising program to complete the “Career Matchmaker” interest survey (if needed), explore the “Careers” portion of the program and tie their intended career to the “Education” portion of the program. Students will explore what post-secondary educational institutions offer the necessary education/training to attain their intended career.

d. See that students save their results to their Career Cruising Portfolio.

PRIORITY: 3
ASSIGNMENT: A
TIME FRAME: To be determined
COMPETENCIES: 35, 36, 37, 41, 47, 54, 55, 56, 57, 58, 59, 61, 62, 65, 66, 67, 69, 70, 72, 74
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (H-56)

GRADE LEVEL: High School (Grades 11 & 12)
DOMAIN: Career
COMPONENT: Career Awareness & Decision Making/Communication/Classroom Guidance/Placement

ACTIVITY: To assist students with the college application process.

This activity will include the following components:

a. Notify students of the college application process by means of classroom guidance, web site, newsletter, instruction form, classroom presentations, etc.
b. Provide ongoing individual counseling regarding applications, including teacher recommendations, scholarships, financial aid, and college selection.

c. Complete letters of recommendation.

d. Ensure students complete the application accurately and in a timely manner.

e. Send student transcripts.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Ongoing
COMPETENCIES: 54, 55, 59, 62, 65, 66

DATA COLLECTION: Seniors will be given a survey at the end of the year to determine the number of students pursuing a 4-year college, 2-year college, trade school program. In addition, the survey evaluates the usefulness and satisfaction of their experience.

QUALITY INDICATORS: The results of the survey will help to improve the direction of the counselors’ role.

COUNSELING SERVICES PROGRAM COMPONENT (H-57)

GRADE LEVEL: High School and Grades 7 & 8

DOMAIN: Career

COMPONENT: Career Awareness & Decision Making Resource Broker/Team-Committee Participation

ACTIVITY: To plan an event where people from local in-demand career fields come and talk about their field for parents and students who are in attendance (Show Me the Money).

This activity will include the following components:

a. Coordinate with representatives from Northampton Area Community College and the Workforce Investment Board to contact local employers to arrange speakers for the event.

b. Arrange for refreshments and set up.

c. Have the speakers talk on several points to be determined by the Show Me the Money Committee.
d. Advertise the event on web site, daily bulletin and Connect Ed phone call system. Make daily announcements to all students in grades 7-12.

e. Work toward making the event K-12.

PRIORITY: 2

ASSIGNMENT: B, D, E

TIME FRAME: Spring (March)

COMPETENCIES: 36, 41, 42, 48, 67

DATA COLLECTION: The number of attendees will be tracked.

QUALITY INDICATORS: Attendance will increase from year to year.

COUNSELING SERVICES PROGRAM COMPONENT (H-58)

GRADE LEVEL: High School (Grades 11 & 12)

DOMAIN: Career

COMPONENT: Career Awareness & Decision Making/Test Administration & Interpretation

**ACTIVITY:** To administer the ASVAB test to 11th and 12th grade students.

This activity will include the following components:

a. Notify students and parents by means of the web site, fliers and announcements.

b. Communicate with the ASVAB test administrator through Harrisburg to confirm the number of students to be tested and the date.

c. Assist the ASVAB test administrator with the administration of the test.

d. Coordinate the scheduling of the ASVAB test interpretation after the testing.

PRIORITY: 2
ASSIGNMENT: B
TIME FRAME: Fall (November)
COMPETENCIES: 23, 35, 55, 69, 74
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (H-59)

GRADE LEVEL: High School (Grades 10 & 11)
DOMAIN: Career
COMPONENT: Career Awareness/Test Administration & Interpretation

**ACTIVITY:** To provide the PSAT to all sophomores and juniors.

This activity will include the following components:

a. Notify students and parents by means of the high school web site, newsletter, posters and classroom visits.

b. Prepare the test booklets for the teachers to pick up on test day.

c. Send the answer sheets back to the testing service.

d. Return score reports and test booklets to students in December.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: October & December
COMPETENCIES: 23, 25, 28, 34
DATA COLLECTION: Check number of students taking the test.
Use scores to see who may be successful in advanced placement classes.
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (H-60)

GRADE LEVEL: High School
DOMAIN: Career
COMPONENT: Inservice

**ACTIVITY:** To train teachers in the use of the Career Cruising system and the options they have when working with their students.

This activity will include the following components:

a. Explain that the Career Cruising program has the ability for students to develop career portfolios, resumes and track their activities.

b. Provide training to teachers during inservice or professional development time on how they can use the various tools within the Career Cruising system.

c. Speak with the department coordinators to set up meeting times and make arrangements for a meeting location.

PRIORITY: 3
ASSIGNMENT: B
TIME FRAME: To be determined
COMPETENCIES: 35, 41, 47, 50, 54, 59, 63, 65, 66, 67, 69, 74
COUNSELING SERVICES PROGRAM COMPONENT (H-61)

GRADE LEVEL: High School (Grade 12)
DOMAIN: Career
COMPONENT: Inservice/Career Awareness & Decision Making

ACTIVITY: To conduct an annual Financial Aid Night for seniors and their parents.

This activity will include the following components:

a. Notify students and parents by means of the web site, posters, daily bulletin, PA announcements, and Connect Ed phone messages.

b. Contact financial aid directors at local colleges to confirm their attendance.

c. Arrange for room set up, copying of materials and audio-visual equipment.

d. Send thank you notes to financial aid directors for their attendance.

e. Post summary on Friday Update.

PRIORITY: 2

ASSIGNMENT: B, E

TIME FRAME: Fall (November-December)

COMPETENCIES: 28, 33, 34, 56, 70, 72

DATA COLLECTION: Number of students and parents in attendance. Attendees will be given a survey to complete at the conclusion of the program, pertaining
to their satisfaction with the experience.

QUALITY INDICATORS: Number of students and parents increases annually. Affirmative response to student survey.

COUNSELING SERVICES PROGRAM COMPONENT (H-62)

GRADE LEVEL: High School (Grade 12)
DOMAIN: Career
COMPONENT: Resource Broker

**ACTIVITY:** To advertise, distribute and collect scholarships as appropriate.

This activity will include the following components:

a. Maintain scholarship web site by advertising national scholarships as they become available.

b. Assist students with scholarship applications as needed.

c. Participate on scholarship committees.

PRIORITY: 1
ASSIGNMENT: B
TIME FRAME: Fall/Spring
COMPETENCIES: 3559, 61
DATA COLLECTION: None
QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (H-63)

GRADE LEVEL: High School

DOMAIN: Career

COMPONENT: Team/Committee Participation

**ACTIVITY:** To attend the Tech-Prep Local Advisory Committee meetings and act as liaison between the tech-prep coordinator and other faculty members.

This activity will include the following components:

a. Attend tech-prep meetings with the tech-prep coordinator and community team members.

b. Share information with the guidance department.

c. Provide information to students and parents.

d. Assist in proctoring the annual NOCTI exams.

PRIORITY: 1

ASSIGNMENT: B

TIME FRAME: Throughout the year

COMPETENCIES: 31, 32, 33, 34, 35, 36, 42, 45

DATA COLLECTION: Number of students involved in tech-prep programs.

QUALITY INDICATORS: Number of students who complete the tech-prep program. Results of the NOCTI exams.
COUNSELING SERVICES PROGRAM COMPONENT (H-64)

GRADE LEVEL: High School (Grade 9)

DOMAIN: Career/Personal-Social

COMPONENT: Career Awareness & Decision Making

**ACTIVITY:** To take students to Leadership Day at Northampton Community College.

This activity will include the following components:

a. Coordinate with School to Career Coordinator, Northampton Community College, and Learning for Life to set up the date for the program.

b. Arrange transportation.

c. Select students to attend.

d. Secure signed permission forms.

e. Chaperone the trip.

PRIORITY: 2

ASSIGNMENT: C-9, D, E

TIME FRAME: Spring

COMPETENCIES: 52, 67, 68, 70, 73, 87

DATA COLLECTION: None

QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (H-65)

GRADE LEVEL: High School (Grades 10-12)
DOMAIN: Career/Personal-Social
COMPONENT: Career Awareness/Orientation/Placement

ACTIVITY: To conduct an annual Job Fair for 10-12th graders during the school day.

This activity will include the following components:

a. Invite community service members for students to have access to opportunities.

b. Provide resources for Shadow Day.

[This is in addition to what is already being done for the Job Fair as indicated in the following component.]

PRIORITY: 3
ASSIGNMENT: A, D, E
TIME FRAME: Spring
COMPETENCIES: 43, 46, 48, 66, 68, 70, 95
DATA COLLECTION: Survey given to employers and community service members.
QUALITY INDICATORS: Affirmative response to the survey from community service members and employers.

COUNSELING SERVICES PROGRAM COMPONENT (H-66)
GRADE LEVEL: High School (Grade 12)

DOMAIN: Career/Personal-Social

COMPONENT: Career Awareness/Orientation/Placement/Resource Broker

**ACTIVITY:** To conduct an annual Job Fair for 12th graders.

This activity will include the following components:

a. Invite representatives from local business to seek out potential employees.

b. Have students practice their interviewing and communication skills with employers.

c. Arrange for refreshments.

d. Send out thank you notes to participants.

PRIORITY: 1

ASSIGNMENT: A, D, E

TIME FRAME: Spring

COMPETENCIES: 46, 64, 66, 70, 95

DATA COLLECTION: Give a survey to employers.

QUALITY INDICATORS: Affirmative response to survey by employers.

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**COUNSELING SERVICES PROGRAM COMPONENT (H-67)**

GRADE LEVEL: High School
DOMAIN: Personal/Social
COMPONENT: Consultation/Communication/Individual Counseling

**ACTIVITY:** To intervene in crisis situations and assist in defining crises.

This activity will include the following components:

a. Provide student/staff support during crises through individual counseling.
b. Accept referrals from school, family and community members.
c. Develop and assess school crisis policy and procedures.
d. Communicate, consult and make referrals as needed to school personnel, community agencies and family members.
e. Assist students and parents to develop appropriate problem-solving and decision-making skills and to develop coping mechanisms.
f. Offer follow-up plans following crisis intervention.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Ongoing as needed
COMPETENCIES: 79, 87, 95
DATA COLLECTION: None
QUALITY INDICATORS: None

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*COUNSELING SERVICES PROGRAM COMPONENT (H-68)*

GRADE LEVEL: High School
DOMAIN: Personal/Social
COMPONENT: Consultation/Individual Counseling/Pupil Records/Team-Committee Participation
**ACTIVITY:** To participate in the SAP process.

This activity will include the following components:

a. Refer students to SAP when necessary.

b. Complete information tallies on specific students.

c. Attend interventions with parents and other team members.

d. Follow up with students when necessary.

**PRIORITY:** 1

**ASSIGNMENT:** A

**TIME FRAME:** Ongoing

**COMPETENCIES:** 88, 101, 109, 117, 118, 119, 120

**DATA COLLECTION:** Compilation of individual tallies used to determine student needs or problems. Data from tallies is sent to the state at the end of the year.

**QUALITY INDICATORS:** Student tallies showing areas of concern will be referred to appropriate person or agency for assistance.

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**COUNSELING SERVICES PROGRAM COMPONENT (H-69)**

**GRADE LEVEL:** High School

**DOMAIN:** Personal/Social

**COMPONENT:** Inservice/Group Counseling/Classroom Guidance

**ACTIVITY:** To bring the Rachel’s Challenge national school assembly program to the high school for students and faculty to address the issue of school violence and bullying and to create a climate of tolerance and kindness in the school.

This activity will include the following components:
a. Contact the Rachel’s Challenge representative to schedule the program.
b. Communicate and coordinate with the school administration.
c. Make a presentation to the School Board for funding.
d. Advertise through the web site, e-mails, bulletins, announcements and phone calls.
e. Contact community members for the nighttime portion of the community event.
f. Provide teachers with lesson plan to use with students prior to the event.
g. Contact individual students and the Student Council for assistance with the event.
h. Communicate with the presenter and assist with travel arrangements.
i. Make a presentation to the faculty prior to the assembly to prepare them.
j. Attend the assembly with students during the day and the community event at night.
k. Co-facilitate with the presenter and participate in a leadership seminar for interested students and faculty after the event.
l. Meet with the Pupil Services Administrator after the event to request funding for the part2 event for next school year.
m. Plan to continue to request the follow-up event if funding is refused.

**PRIORITY:** 2 for 2008-09 event, 3 for future years

**ASSIGNMENT:** B

**TIME FRAME:** Annually

**COMPETENCIES:** 92, 93, 97, 103, 104, 105, 118

**DATA COLLECTION:** None

**QUALITY INDICATORS:** None

**COUNSELING SERVICES PROGRAM COMPONENT (H-70)**

**GRADE LEVEL:** High School

**DOMAIN:** Personal/Social

**COMPONENT:** Placement/Consultation

**ACTIVITY:** To coordinate and make referrals to local agencies.

This activity will include the following components:

a. Coordinate and make referrals to local agencies such as Office of Children and Youth, Valley Youth House, Kidspeace, Northampton County Office of Mental health and hospitals.
b. Attend agency advisory meetings as requested.
c. Coordinate evaluations and services as needed.
d. Coordinate transportation for students to partial hospitalization programs.

PRIORITY: 2
ASSIGNMENT: A
TIME FRAME: As needed
COMPETENCIES: 112, 114, 117, 118, 119, 120
DATA COLLECTION: None
QUALITY INDICATORS: None

APPENDIX Ba

MIDDLE SCHOOL PROGRAM COMPONENTS
GRADES 5-6

COUNSELING SERVICES PROGRAM COMPONENT (Ma-1)

GRADE LEVEL: Middle School (Grade 5)
DOMAIN: Academic
COMPONENT: Classroom Guidance

ACTIVITY:
To teach 5th grade students how to be successful at school (time management, self-directed learning, balancing studies with leisure activities, etc.).

This activity will include the following components:

b. Teach the lessons.

c. Ensure students complete all activities.

**PRIORITY:** 3

**ASSIGNMENT:** A

**TIME FRAME:** Fall

**COMPETENCIES:** 4, 6, 8, 11, 15, 16, 19, 21, 29, 33, 34

**DATA COLLECTION:** Surveys

Completed worksheets

**QUALITY INDICATORS:** To be determined

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**COUNSELING SERVICES PROGRAM COMPONENT (Ma-2)**

**GRADE LEVEL:** Middle School 5-/6

**DOMAIN:** Academic

**COMPONENT:** Consultation

**ACTIVITY:** To coordinate the PSSA after-school program to assist students in improving their PSSA scores.

This activity will include the following components:

a. Prepare the budget proposal for the PSSA-ASP so it can be considered by the Board for approval to start the following school year.

b. Recruit teachers and program coordinators, once the program has been approved, who will participate.
c. Identify students who meet the criteria to be in the program, by obtaining past PSSA and most recent 4sight test scores.

d. Make calls to parents to recruit students who are appropriate for the program.

e. Set up details/tasks, e.g., attendance sheets, late bus routes, snacks, reward activities, etc.

f. Follow through with tasks to keep the program on track (call parents of students who fail to show up, handle behavior problems, give out rewards, update forms, etc.).

**PRIORITY:** 1

**ASSIGNMENT:** B

**TIME FRAME:** September-June

**COMPETENCIES:** 3, 7, 13, 15, 27

**DATA COLLECTION:** Survey students, teachers and parents

**QUALITY INDICATORS:** To be determined

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**COUNSELING SERVICES PROGRAM COMPONENT (Ma-3)**

**GRADE LEVEL:** Middle School (Grade 6)

**DOMAIN:** Academic

**COMPONENT:** Orientation

**ACTIVITY:**
To coordinate the completion of the 7th grade course selection sheets.

This activity will include the following components:

a. Meet with the counseling staff at the EAMS 7/8 building to establish the timeline.

b. Consult with the sixth grade principal, concerning the timeline.

c. Disseminate the course selection sheets, course books and instructions for completion to the 6th grade teaching staff.

d. Coordinate an assembly for all 6th grade teachers and students at which they will learn first hand about the course selection process.
e. Monitor the return of the course selection sheets and organize them for return to the 7th grade building.

f. Follow up for new admissions and update course selection changes.

PRIORITY: 1
ASSIGNMENT: B
TIME FRAME: January-February (updates in March)
COMPETENCIES: 5, 7, 27

DATA COLLECTION: Ensure that a course selection sheet is returned for every sixth grader

QUALITY INDICATORS: 100% completion

COUNSELING SERVICES PROGRAM COMPONENT (Ma-4)

GRADE LEVEL: Middle School 5/6
DOMAIN: Academic
COMPONENT: Test Administration

ACTIVITY:
To coordinate PSSA administration within the building.

This activity will include the following components:

a. Receive and inventory materials.
b. Oversee organization of materials into appropriate groupings.
c. Train teachers in procedures and policies.
d. Ensure security of materials; troubleshoot any issues.

PRIORITY: 1
ASSIGNMENT: B
TIME FRAME: March/April

COMPETENCIES: 7, 23, 27

DATA COLLECTION: All tests are accounted for

QUALITY INDICATORS: All materials returned to testing agency

COUNSELING SERVICES PROGRAM COMPONENT (Ma-5)

GRADE LEVEL: Middle School 5/6

DOMAIN: Academic/Personal-Social

COMPONENT: Classroom Guidance

ACTIVITY:
To teach students the value of goal setting as it relates to academic success and to teach them about learning styles, aptitudes, interests and skills.

This activity will include the following components:

a. Schedule lessons with teacher cooperation.
b. Teach lessons to all 5th grade level students.
c. Ensure that students complete worksheets.
d. Review worksheets.

PRIORITY: 3

ASSIGNMENT: A

TIME FRAME: Spring

COMPETENCIES: 9, 12, 23, 25, 80, 106, 107, 115
DATA COLLECTION: Students complete worksheets of goals as they relate to interests, aptitudes and skills

QUALITY INDICATORS: 95% of students identify appropriate academic goals

COUNSELING SERVICES PROGRAM COMPONENT (Ma-6)

GRADE LEVEL: Middle School 5/6
DOMAIN: Academic/Personal-Social
COMPONENT: Classroom Guidance/Team-Committee Participation/Research & Development

ACTIVITY:
To maintain a positive behavior support program for students, which teaches and rewards positive school expectations and analyzes behavior trends.

This activity will include the following components:

a. Teach students school-wide expectations at the beginning of the year and periodically re-teach throughout the year.

b. Plan reward activities for students who meet/exceed expectations.

c. Analyze behavior data to determine needs.

d. Communicate program activities regularly to staff and students.

PRIORITY: 1
ASSIGNMENT: B
TIME FRAME: Ongoing
COMPETENCIES: 2, 5, 10, 83, 85, 90, 92, 99, 104
DATA COLLECTION: Student behavior is analyzed monthly
Staff is surveyed concerning lessons and overall program
Student feedback is requested concerning rewards

QUALITY INDICATORS: Decrease in behavior problems
Overall satisfaction by staff and students

COUNSELING SERVICES PROGRAM COMPONENT (Ma-7)

GRADE LEVEL: Middle School 5-6
DOMAIN: Academic/Personal-Social
COMPONENT: Communication/Consultation/Pupil Records

ACTIVITY:
To write, maintain and revise 504 and Plan of Action records.

This activity will include the following components:

a. Obtain and analyze all necessary information needed to write a 504 plan or a formal plan of action.

b. Obtain input from various sources to include in the 504 or Plan of Action.

c. Write the actual 504 or Plan of Action and obtain all necessary signatures, make copies and assure all appropriate staff have this plan to follow.

d. Revise and maintain these records as needed.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Entire year
COMPETENCIES: None

DATA COLLECTION: None
QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (Ma-8)

GRADE LEVEL: Middle School 5-6
DOMAIN: Academic/Personal-Social
COMPONENT: Consultation

ACTIVITY:
To consult with outside agency service staff who are housed in the EAMS 5/6 Guidance Office.

This activity will include the following components:

a. Work closely (brainstorm, share information, develop individual plans) with outside community agency personnel.

b. Fill out referral forms and other various documents to pursue these outside services.

c. Conduct follow up with agency staff continuously throughout the year.

PRIORITY: 1
ASSIGNMENT: A, E
TIME FRAME: August - June
COMPETENCIES: None
DATA COLLECTION: Student surveys
QUALITY INDICATORS: To be determined
COUNSELING SERVICES PROGRAM COMPONENT (Ma-9)

GRADE LEVEL: Middle School 5/6
DOMAIN: Academic/Personal-Social
COMPONENT: Group Counseling

**ACTIVITY:**
To conduct follow-up sessions with new students to help them with adjusting and any problem areas.

This activity will include the following components:

a. Maintain records of new entry students.
b. Assign times to meet as a group.

PRIORITY: 3
ASSIGNMENT: A or B (to be determined)
TIME FRAME: Ongoing
COMPETENCIES: 1, 5, 8, 17, 19, 30, 81, 82, 83, 97
DATA COLLECTION: Survey
QUALITY INDICATORS: To be determined
COUNSELING SERVICES PROGRAM COMPONENT (Ma-10)

GRADE LEVEL: Middle School 5/6
DOMAIN: Academic/Personal-Social
COMPONENT: Orientation/Placement

ACTIVITY:
To provide orientation for new and transfer students.

This activity will include the following components:

a. Coordinate (with parents and Central Office) the admission date to start a student. This may include locating records, case management and clerical type duties.

b. Meet with parents and students to review school policies and procedures, including an overview of Great Expectations, as well as use of the agenda book, locker information, bus information, lunch, etc.

c. Take students and parents for a tour of the building, show him/her the bus loading spot, obtain school ID, practice opening locker, take to nurse, ensure student has a lunch or will receive a free lunch on the first day.

d. Take the student to his/her classroom and make sure he/she is linked with a student with the same schedule to follow.

PRIORITY: 1
ASSIGNMENT: B
TIME FRAME: Entire year
COMPETENCIES: 5, 52

DATA COLLECTION: None
QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (Ma-11)

GRADE LEVEL: Middle School 5/6
DOMAIN: Academic/Personal-Social
COMPONENT: Orientation/Pupil Records

ACTIVITY:
To meet with the elementary and 7/8 counselors to review specialized needs and documents of students entering or leaving the 5/6 level.

This activity will include the following components:

a. Coordinate meeting with the elementary counselors and staff to review records and specific needs.
b. Attend review meetings, take notes and prepare files for the following year.
c. Meet with EAMS 7/8 counselors to take notes and prepare files for the following year.
d. Coordinate the response to specialized needs identified at the aforementioned meetings (large print work, different type lockers, room assignments near nurse or elevator, etc.).

PRIORITY: 1
ASSIGNMENT: A, D
TIME FRAME: May-June
COMPETENCIES: None
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Ma-12)
GRADE LEVEL: Middle School 5/6
DOMAIN: Academic/Personal-Social
COMPONENT: Team & Committee Participation/Communication/Consultation

ACTIVITY:
To meet with all teams monthly (and as needed in between) to discuss student concerns that are not yet in need of further consultation/intervention from the RT/CST.

This activity will include the following components:

a. Share any student concerns and brainstorm to develop an informal plan of action or other basic steps, such as parent conferences, to meet the student’s needs.

b. Do follow up at future monthly team meetings to check the status of past student concerns.

c. Provide counseling or obtain it from other sources as needed.

d. Bring concerns to the RT/CST if it appears the student’s needs have intensified.

PRIORITY: 1
ASSIGNMENT: A, D
TIME FRAME: All year
COMPETENCIES: 1-34, 76-120

DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Ma-13)

GRADE LEVEL: Middle School 5/6
DOMAIN: Academic/Personal-Social
COMPONENT: Team/Committee Participation/Test Interpretation/Communication/Consultation

**ACTIVITY:**
To meet weekly as part of the Referral Team/Child Study Team, to discuss services, plans of action and possible testing for learning or emotional needs.

This activity will include the following components:

a. Meet initially with teachers, parents, students and administrators to obtain basic information regarding academics or behavior, which are interfering with classroom/grade performance.

b. Gather all applicable information to bring to the RT/CST for review. (This may include observations from the counselor.)

c. Relay input during the RT/CST meetings Show any applicable documents to be reviewed by the team.

d. Participate in the decision making as to next steps to be taken.

e. Relay results of the RT/CST meeting to teachers and other support staff.

f. Report follow-up from various sources at intervals of 30, 60 days, etc. or as needed for revisions or alternative placements.

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Whole school year

COMPETENCIES: None

DATA COLLECTION: None

QUALITY INDICATORS: None

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**COUNSELING SERVICES PROGRAM COMPONENT (Ma-14)**

GRADE LEVEL: Middle School (Grade 6)

DOMAIN: Academic/Career/Personal-Social

COMPONENT: Classroom Guidance
ACTIVITY:
To teach a decision-making model to all 6th graders that they can use in all facets of their lives (academic, career & personal/social).

This activity will include the following components:

a. Schedule lesson plans with teacher cooperation.
b. Teach lesson plans to all grade level students.
c. Ensure that students complete worksheets and activities.
d. Review worksheets and activity outcomes.

PRIORITY: 3
ASSIGNMENT: A
TIME FRAME: Fall
COMPETENCIES: 26, 39, 85, 98, 99, 100, 102, 116

DATA COLLECTION: Survey/worksheet/activity outcome

QUALITY INDICATORS: To be determined

COUNSELING SERVICES PROGRAM COMPONENT (Ma-15)

GRADE LEVEL: Middle School 5/6
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Communication

ACTIVITY:
To design and update an EAMS 5/6 web site to communicate with parents on a variety of issues.

This activity will include the following components:

a. Identify issues that are appropriate for the web site.
b. Obtain or design the content
c. Update as needed.

PRIORITY: 2
ASSIGNMENT: B
TIME FRAME: Ongoing
COMPETENCIES: 31, 34, 35, 55, 59
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Ma-16)

GRADE LEVEL: Middle School 5/6
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Group Counseling

ACTIVITY: To conduct specific topic groups, as well as lunch support groups.
This activity will include the following components:

a. Obtain appropriate teacher and parent referrals for students to participate in the groups.

b. Prepare for the groups by obtaining materials, planning the sessions, making copies, etc.

c. Send out permission forms and, if necessary, call parents to explain the need for the group (if it was not a parent referral).

d. Conduct the groups for an allotted number of weekly sessions.

e. Do follow up paperwork after the group concludes.

PRIORITY: 1, 2 & 3 (more needs to be done when time permits)

ASSIGNMENT: A

TIME FRAME: Throughout the year

COMPETENCIES: Could be almost any of the 120

DATA COLLECTION: Group satisfaction surveys

QUALITY INDICATORS: 90% of students rate the groups a 4 or 5 on a 5-point scale

COUNSELING SERVICES PROGRAM COMPONENT (Ma-17)

GRADE LEVEL: Middle School 5/6

DOMAIN: Academic/Career/Personal-Social

COMPONENT: Inservice

ACTIVITY: To plan National School Counseling Week activities, educating the staff and students as to the counselor’s role in helping them with academic, career and personal/social issues.
This activity will include the following components:

a. Identify announcements to be made to students and staff.

b. Design bulletin boards.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: February

COMPETENCIES: 18, 115

DATA COLLECTION: None

QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Ma-18)

GRADE LEVEL: Middle School 5/6

DOMAIN: Academic/Career/Personal-Social

COMPONENT: Professional Development

ACTIVITY:
To pursue professional development in the field of counseling.

This activity will include the following components:

a. Maintain membership in professional organizations.
b. Attend workshops, conferences and seminars.
c. Review current literature in the field

PRIORITY: 2
ASSIGNMENT: A
TIME FRAME: Ongoing
COMPETENCIES: None
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Ma-19)

GRADE LEVEL: Middle School 5/6
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Research and Development/Communication

ACTIVITY:
To conduct surveys for the purpose of gathering student/program information.

This activity will include the following components:
a. Conduct a student needs assessment.
b. Conduct counseling program satisfaction surveys of various stakeholders.
c. Administer surveys requested by community agencies.
d. Collect AFG information.
e. Prepare necessary reports and disseminate to requesting parties.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: As needed
COMPETENCIES: None

DATA COLLECTION: None
QUALITY INDICATORS: None

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**COUNSELING SERVICES PROGRAM COMPONENT (Ma-20)**

GRADE LEVEL: Middle School 5/6
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Resource Broker

**ACTIVITY:**
To develop and maintain a resource center cabinet and shelf for teachers, parents, students, community staff and counselors.

This activity will include the following components:

a. Research articles and other information regarding various topics, copy the information and file it into a cabinet for interested parties to utilize.

b. Obtain various resource books, videos, therapy games, etc. for interested parties to sign out and use as they need.

c. Keep track of and update the contents of the resource cabinet and shelves.
COUNSELING SERVICES PROGRAM COMPONENT (Ma-21)

GRADE LEVEL: Middle School 5/6

DOMAIN: Career

COMPONENT: Career Awareness & Decision Making

ACTIVITY: To have a group of students interview teachers about how they decided on their career and what path they took to get there (previous jobs, education, etc.).

This activity will include the following components:

a. Identify the method for collecting the data (most likely students).

b. Schedule interviews with teachers.

b. Prepare announcements for the “Spotlight” describing the results of the interviews.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: One per week throughout the year
COMPETENCIES:  5, 33, 34, 36, 67, 70

DATA COLLECTION:  None

QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Ma-22)

GRADE LEVEL:  Middle School 5/6

DOMAIN:  Career/Personal-Social

COMPONENT:  Classroom Guidance/Career Awareness

**ACTIVITY:**
To teach students the value of goal setting as it relates to career choice and to teach other factors in career choice.

This activity will include the following components:

a. To schedule lessons with teacher cooperation.
b. Teach lessons to all sixth grade students.
c. Assess whether student learning occurred.

PRIORITY:  2

ASSIGNMENT:  A

TIME FRAME:  Winter

COMPETENCIES:  40, 41, 42, 55, 60, 62, 67, 69, 74
COUNSELING SERVICES PROGRAM COMPONENT (Ma-23)

GRADE LEVEL: Middle School 5/6
DOMAIN: Personal-Social
COMPONENT: Classroom Guidance

ACTIVITY:
To teach conflict resolution skills, which will affirm that all students are worthy and have rights and responsibilities in communicating with each other and making and keeping friends.

This activity will include the following components:

a. Schedule lessons with teacher cooperation.
b. Teach lessons to all sixth grade students.
c. Assess whether student learning occurred.

PRIORITY: 23
ASSIGNMENT: A
TIME FRAME: Two months
COMPETENCIES: 78, 95, 97, 103, 113

DATA COLLECTION: Survey
Worksheet completion
QUALITY INDICATORS: To be determined
COUNSELING SERVICES PROGRAM COMPONENT (Ma-24)

GRADE LEVEL: Middle School 5/6
DOMAIN: Personal/Social
COMPONENT: Classroom Guidance

**ACTIVITY:**
To teach students how to use positive self-talk to manage life stressors.

This activity will include the following components:

a. Schedule lessons with teacher cooperation.

b. Teach lessons to all grade-level students.

c. Oversee student completion of worksheets.

d. Review worksheets.

PRIORITY: 2
ASSIGNMENT: A
TIME FRAME: September-October
COMPETENCIES: 82, 91, 100, 101, 119, 120

DATA COLLECTION: Students complete worksheet identifying 2-3 different examples of self-talk and the resulting feeling

QUALITY INDICATORS: 95% of students accurately complete the worksheet
COUNSELING SERVICES PROGRAM COMPONENT (Ma-25)

GRADE LEVEL: Middle School 5/6
DOMAIN: Personal/Social
COMPONENT: Classroom Guidance

ACTIVITY:
To deliver Booster “Respect” lessons upon request, tailored to specific issues.

This activity will include the following components:

a. Converse with classroom teachers, concerning problem areas.
b. Develop lesson plans or revise existing plans to fit the uniqueness of the classroom situation
c. Set dates and times.
d. Deliver the lessons.

PRIORITY: 2
ASSIGNMENT: A
TIME FRAME: Upon request
COMPETENCIES: 82, 3, 90, 92, 95, 96, 97 (most commonly)
DATA COLLECTION: Short survey of overall effectiveness
QUALITY INDICATORS: Positive majority
COUNSELING SERVICES PROGRAM COMPONENT (Ma-26)

GRADE LEVEL: Middle School 5-6
DOMAIN: Personal-Social
COMPONENT: Communication

**ACTIVITY:**
To show students a video that introduces the counselors and their roles; and explains the procedure for making an appointment with the counselor.

This activity will include the following components:

a. Show the students a brief video that introduces the counselors, lets the students know how to seek help, and informs them of group activities and classroom lessons.

**PRIORITY:** 2
**ASSIGNMENT:** A
**TIME FRAME:** September
**COMPETENCIES:** 18, 115

**DATA COLLECTION:** None
**QUALITY INDICATORS:** None
**COUNSELING SERVICES PROGRAM COMPONENT (Ma-27)**

**GRADE LEVEL:** Middle School 5/6  
**DOMAIN:** Personal/Social  
**COMPONENT:** Group and Individual Counseling

**ACTIVITY:** To coordinate group and individual counseling services provided by community agencies.

This activity will include the following components:

- **a.** Assist agency staff in writing grants to obtain funding to provide school-based counseling (occurs at end of previous school year or during the summer).
- **b.** Make calls and complete paperwork to coordinate the outside facilitators coming to provide these services (once the grant is obtained).
- **c.** Advertise the availability of these services (letters, PTA meetings, web site, class lessons, etc.).
- **d.** Identify students who meet the criteria for participating in these groups and obtain parent permission.
- **e.** Observe the agency facilitators occasionally and monitor to assure appropriate content and age appropriate group activities.

**PRIORITY:** 2  
**ASSIGNMENT:** B  
**TIME FRAME:** September-May  
**COMPETENCIES:** Various personal/social competencies (78-120)

**DATA COLLECTION:** Surveys  
**QUALITY INDICATORS:** Overall positive student feedback

Positive observations

**COUNSELING SERVICES PROGRAM COMPONENT (Ma-28)**
GRADE LEVEL: Middle School 5/6
DOMAIN: Personal-Social
COMPONENT: Inservice

ACTIVITY: To coordinate with an outside agency to provide a family skill-building workshop open to families within the district (dependent upon grant availability).

This activity will include the following components:
   a. Contact outside agency to confirm availability of program and secure building facility.
   b. Identify local arranger to be on site
   c. Recruit families.
   d. Arrange for food through the catering service.
   e. Work with program facilitators to organize all necessary materials.

PRIORITY: 2
ASSIGNMENT: B
TIME FRAME: Entire year
COMPETENCIES: 89, 90, 92, 94, 95, 105, 118

DATA COLLECTION: Outside agency utilizes a “fidelity check” conducted by the program’s creators

QUALITY INDICATORS: Set by the agency

COUNSELING SERVICES PROGRAM COMPONENT (Ma-29)

GRADE LEVEL: Middle School 5/6
DOMAIN: Personal/Social

COMPONENT: Resource Broker

ACTIVITY:
To coordinate Red Ribbon Week activities to communicate to the students the message of the negative effects of drugs and alcohol.

This activity will include the following components:
  a. Identify activities for students, concerning the “Say No to Drugs” message, e.g., essay contest.
  b. Create announcements detailing the harmful effects of drugs and alcohol.
  c. Brainstorm a plan for any additional information or activities to be instituted.

PRIORITY: 2
ASSIGNMENT: B, E
TIME FRAME: September/October
COMPETENCIES: 117, 118

DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Ma-30)

GRADE LEVEL: Middle School 5-6
DOMAIN: Personal-Social
COMPONENT: Resource Broker

ACTIVITY:

To participate on the Ensuring Success Committee to identify and provide basic needs (food, clothing, etc.) to specific families.

This activity will include the following components:

a. Serve as chair of the committee and, therefore, coordinate to assure the designated committee tasks get done.

b. Meet once or twice a month as a committee to identify the most needy families and begin the tasks.

c. Recruit school staff and outside community resources to obtain food, gifts and clothing to give to needy families during the holidays.

d. Coordinate the collection of all food and gifts and place everything in bags or boxes for delivery.

e. Recruit school staff volunteers to assist the committee with the delivery of the items listed above.

PRIORITY: 2

ASSIGNMENT: A, D, E

TIME FRAME: As needed

COMPETENCIES: None

DATA COLLECTION: None

QUALITY INDICATORS: None
APPENDIX Bb

MIDDLE SCHOOL PROGRAM COMPONENTS

GRADES 7-8

COUNSELING SERVICES PROGRAM COMPONENT (Mb-1)

GRADE LEVEL: Middle School 7-8
DOMAIN: Academic
COMPONENT: Classroom Guidance

ACTIVITY:
To assist and guide students through appropriate placement within the school.
This activity will include the following components:

a. Notify staff and students of classroom visits.
b. Distribute course selection information materials (booklet & course sheet).
c. Present course information to students via PowerPoint presentation.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Second semester
COMPETENCIES: 22, 23, 24, 41, 53

DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Mb-2)

GRADE LEVEL: Middle School 7-8
DOMAIN: Academic
COMPONENT: Consultation/Placement

ACTIVITY:
To provide adequate education to students who are unable to be educated in the regular school setting.
This activity will include the following components:

a. Provide students with educational services in their home, based on documented need via a medical professional.

b. Provide students with 5 hours of instruction in the home by a certified member of the school faculty.

c. Obtain additional documentation after the time limit has expired, as to the need to continue services.

PRIORITY: 2
ASSIGNMENT: A, D
TIME FRAME: 30 days at a time
COMPETENCIES: 13, 15, 16, 21

DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Mb-3)

GRADE LEVEL: Middle School 7-8
DOMAIN: Academic
COMPONENT: Inservice

ACTIVITY:
To educate faculty, staff and administration as to the role of the counselor in the school.

This activity will include the following components:

a. Request that administration place the subject on the agenda during a monthly faculty meeting.
b. Offer guidance program/service description and explanation in a group format.

c. Include a PowerPoint, handouts, or a combination of both for staff convenience.

PRIORITY: 3
ASSIGNMENT: A
TIME FRAME: Future
COMPETENCIES: 38, 75, 76, 95, 115, 116

DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Mb-4)

GRADE LEVEL: Middle School 7-8
DOMAIN: Academic
COMPONENT: Orientation

ACTIVITY:
To welcome new students and their families and offer them the opportunity to acclimate themselves to the 7/8 facilities and course schedule for the upcoming academic year.

This activity will include the following components:

a. Notify families and students via the website, direct mail and connect-ed.

b. Conduct a presentation welcoming families and introducing the administration and counselors.
c. Continue the presentation with information on student expectations.
d. Adjourn the presentation and allow parents and students to explore the school building.

**PRIORITY:** 1  
**ASSIGNMENT:** D  
**TIME FRAME:** August  
**COMPETENCIES:** 6, 17, 29, 41, 99, 106  
**DATA COLLECTION:** None  
**QUALITY INDICATORS:** None

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**COUNSELING SERVICES PROGRAM COMPONENT (Mb-5)**

**GRADE LEVEL:** Middle School 7-8  
**DOMAIN:** Academic  
**COMPONENT:** Placement

**ACTIVITY:**  
To appropriately place new students into classes geared toward academic and career goals.

This activity will include the following components:

a. Review the student’s previous academic record and results of reading placement assessment.
b. Consult with student and parent/guardian using the student course information guide to determine the student’s appropriate class level.
c. Create a student schedule based on the results of the consultation.
d. Disseminate the schedule to appropriate staff members.
COUNSELING SERVICES PROGRAM COMPONENT (Mb-6)

GRADE LEVEL: Middle School 7-8
DOMAIN: Academic
COMPONENT: Placement

ACTIVITY: To assist with building the master schedule.

This activity will include the following components:

a. Enter all course request information into PowerSchool (student management system) to determine the tally of students for each class.

b. Meet as a scheduling committee to build teacher schedule and manually schedule IEP and ELL schedules.

c. Upload student requests and run building schedule.

d. Address and correct any student schedules that contain errors.

PRIORITY: 1
ASSIGNMENT: A, D
TIME FRAME: Second semester

COMPETENCIES: 19, 22, 23, 24

DATA COLLECTION: None

QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Mb-7)

GRADE LEVEL: Middle School 7-8

DOMAIN: Academic

COMPONENT: Test Administration and Interpretation

ACTIVITY:
To facilitate PSSA testing.

This activity will include the following components:

a. Assist with the scheduling of testing (including make-ups) as needed by administration.

b. Maintain test security.

c. Disseminate material to testing proctor.

PRIORITY: 1

ASSIGNMENT: A, D

TIME FRAME: Spring

COMPETENCIES: 6, 13, 15, 16, 23, 24

DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Mb-8)

GRADE LEVEL: Middle School 7-8
DOMAIN: Academic/Career
COMPONENT: Communication/Team Committee Participation

ACTIVITY:
To coordinate guidance activities.

This activity will include the following components:

a. Liaison with administration, faculty and staff.

b. Coordinate guidance activities (scheduling career cruising).

c. Set up department meetings.

PRIORITY: 2
ASSIGNMENT: B
TIME FRAME: Full year
COMPETENCIES: 22, 23, 24, 41, 58, 59, 66

DATA COLLECTION: None

QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (Mb-9)

GRADE LEVEL: Middle School 7-8
DOMAIN: Academic/Career
COMPONENT: Professional Development

ACTIVITY:
To meet and consult with members of the EAMS 7/8 school counseling staff to discuss needs and develop plans of action.

This activity will include the following components:

a. Hold monthly meetings with the counseling staff.
b. Discuss various events and issues that require counselor attention.
c. Develop action plans to address the identified professional development needs.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Full year
COMPETENCIES: 22, 23, 26, 75

DATA COLLECTION: None
QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (Mb-10)

GRADE LEVEL: Middle School 7-8
DOMAIN: Academic/Career
COMPONENT: Pupil Records

ACTIVITY:
To collect, maintain and disseminate pupil records information as established by state and federal regulations as well as district policy.

This activity will include the following components:

a. Maintain student records.
b. Disseminate information to appropriate staff members upon necessity and in compliance with state/federal laws and district policy
c. Purge pupil records prior to transferring them to another school.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Ongoing
COMPETENCIES: 23, 24, 25, 33, 42, 65
DATA COLLECTION: None
QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (Mb-11)

GRADE LEVEL: Middle School 7-8

DOMAIN: Academic/Personal-Social

COMPONENT: Classroom Guidance/Resource Broker

**ACTIVITY:**
To deliver information and/or classroom presentations on career, academic and personal-social issues to students and parents.

This activity will include the following components:

a. Obtain referrals from school counselors, student assistance counselor and building administration.

b. Obtain written parental permission.

c. Deliver appropriate services based on the recommendation of the community agency.

PRIORITY: 2

ASSIGNMENT: E

TIME FRAME: Full year

COMPETENCIES: 12, 31, 97, 98, 100, 103, 105, 107, 116, 118

DATA COLLECTION: Obtain student grades
Review attendance records
Review of discipline

QUALITY INDICATORS: Improvement in all areas as determined by standards set by community agency.
COUNSELING SERVICES PROGRAM COMPONENT (Mb-12)

GRADE LEVEL: Middle School 7-8

DOMAIN: Academic/Personal-Social

COMPONENT: Consultation

ACTIVITY:
To work with parents, teachers and the nurse on implementing 504 plans.

This activity will include the following components:

a. Obtain referrals to the school counselor outlining the need for a 504 plan.
b. Collect and review medical information to determine eligibility for a 504 plan.
c. Implement 504 plan as needed and share with parents and appropriate staff members.
d. Review the plan annually to determine need for continuation.

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Ongoing

COMPETENCIES: 6, 15, 78, 84, 87, 107, 120

DATA COLLECTION: None

QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Mb-13)
ACTIVITY: To conduct a Functional Behavioral Analysis (FBA) along with the psychologist, teachers, administration, parents, student assistance counselor and/or special education case manager.

This activity will include the following components:

a. Set up and/or attend FBA meeting.

b. Participate in development of FBA.

c. Participate in the action plan developed through the FBA as needed.

PRIORITY: 1

ASSIGNMENT: A, D

TIME FRAME: Ongoing

COMPETENCIES: 6, 7, 10, 82, 83, 84, 85, 87, 99, 100, 101, 112, 119

DATA COLLECTION: None

QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Mb-14)

GRADE LEVEL: Middle School 7-8

DOMAIN: Academic/Personal-Social
COMPONENT: Consultation/Team Committee Participation

ACTIVITY: To meet and consult with Administration, Student Assistance Counselor, and outside agencies to provide students with necessary services.

This activity will include the following components:

a. Hold weekly meetings with building administration, Student Assistance Counselor, Life Skills and Wraparound coordinators to assess students who may be at-risk.

b. Review academic and behavior records for selected students.

c. Make recommendations for services (Like Skills, Wraparound, Valley Youth House, SAP, etc.).

PRIORITY: 3
ASSIGNMENT: A
TIME FRAME: Full year
COMPETENCIES: 16, 29, 33, 78, 81, 87, 98, 116, 117, 119

DATA COLLECTION:
- Academic records
- Attendance records
- Discipline records
- Family history

QUALITY INDICATORS:
- Increase in grades and attendance when services are implemented
- Decrease in discipline referrals upon implementation
- Positive interactions with the family

COUNSELING SERVICES PROGRAM COMPONENT (Mb-15)

GRADE LEVEL: Middle School 7-8
DOMAIN: Academic/Personal-Social
COMPONENT: Group Counseling

ACTIVITY:
To offer activities to students in a small group setting to take advantage of peer interaction to address issues in the academic and personal/social domains.

This activity will include the following components:

a. Administer a needs assessment to the student body.
b. Create groups based upon the needs assessment.
c. Obtain written parental permission for student participation.
d. Conduct the small group activities.

PRIORITY: 2
ASSIGNMENT: D
TIME FRAME: Eight-week sessions
COMPETENCIES: 6, 10, 13, 16, 78, 79, 82, 83, 85, 87, 89, 90, 92, 94, 95

DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Mb-16)

GRADE LEVEL: Middle School 7-8
DOMAIN: Academic/Personal-Social
COMPONENT: Team/Committee Participation

ACTIVITY:
To participate in meetings as requested (CST, IEP, SAP, Team Meetings)
This activity will include the following components:

a. Set up and/or attend meetings as directed.

b. Share/present information on a case-by-case basis.

c. Discuss and develop action plans where necessary.

d. Implement and follow through on action plans when necessary.

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Full year

COMPETENCIES: 10, 19, 20, 26, 83, 90, 106, 109, 117

DATA COLLECTION:
• Student grades will be compared and monitored
• Assessment results will be reviewed
• Incidents of behavior and attendance records will be considered

QUALITY INDICATORS:
• Student grades will improve by at least 10% by the end of one full marking period
• Attendance will improve, within a 4-week period, in comparison to pre-intervention data
• Number of discipline referrals will decrease, within a 4-week period, in comparison to pre-intervention data

COUNSELING SERVICES PROGRAM COMPONENT (Mb-17)

GRADE LEVEL: Middle School 7-8

DOMAIN: Academic/Career/Personal-Social

COMPONENT: Communication

ACTIVITY:
To maintain the EAMS 7/8 school counseling website.

This activity will include the following components:
a. Add links to community resources and school/district specific information.

b. Conduct monthly updates with an emphasis on school counseling activities.

PRIORITY: 2
ASSIGNMENT: D
TIME FRAME: Full year
COMPETENCIES: 21, 58, 102, 117
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Mb-18)

GRADE LEVEL: Middle School 7-8
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Consultation

ACTIVITY: To conduct ongoing communication with significant others such as teachers, administrators, parents, outside agencies and nurse in order to address student needs.

This activity will include the following components:

a. Provide written and/or verbal communication with the aforementioned parties.
COUNSELING SERVICES PROGRAM COMPONENT (Mb-19)

GRADE LEVEL: Middle School 7-8
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Individual Counseling

ACTIVITY: To offer counseling to students on an individual basis in the areas of academic, career and personal-social counseling for the purpose of preventing or alleviating problems.

This activity will include the following components:

a. Refer students to the counselor via students, teachers, parents, administrators or SAP.

b. Meet with students to assess and address needs.

c. Develop and maintain an action plan on a case-by-case basis as determined by individual student need.
COUNSELING SERVICES PROGRAM COMPONENT (Mb-20)

GRADE LEVEL: Middle School 7-8

DOMAIN: Academic/Career/Personal-Social

COMPONENT: Research & Development

ACTIVITY:
To collect reports for district administration, local use or submission to community agencies at district discretion.

This activity will include the following components:

a. Meet to discuss various services provided.

b. Compile list of services.

c. Create an annual report using the aforementioned list of services.

d. Submit reports to the pupil services department for review and distribution.

PRIORITY: 1
COUNSELING SERVICES PROGRAM COMPONENT (Mb-21)

GRADE LEVEL: Middle School 7-8
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Resource Broker

ACTIVITY:
To provide information on academic and personal-social issues and resources to be used by students and families upon their return to school.

This activity will include the following components:

a. Notify families and students via the website, direct mail and connect-ed.

b. Make a presentation, including welcoming families and introduction of administration, school counseling staff and teachers.

c. Continue the presentation with expectations for the school building as well as specific expectations in the classroom, delivered by teachers.

d. Allow the families to familiarize themselves with the school building as well as individual student schedules.

PRIORITY: 1
ASSIGNMENT: A, D
TIME FRAME: Fall
COMPETENCIES: 7, 10, 21, 22, 37, 41, 62, 87, 90, 98, 106
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (Mb-22)

GRADE LEVEL: Middle School 7-8
DOMAIN: Career
COMPONENT: Career Awareness and Decision Making

ACTIVITY:
To assist students in exploring their interests and how those interests can lead them to a career choice.

This activity will include the following components:

a. Use the “Career Cruising” program via the Internet.
b. Complete the “Career Matchmaker” interest inventory.
c. Discuss the careers found and how they relate to the students’ interests.
d. Discuss educational needs in order to achieve the career of interest.

PRIORITIY: 2
ASSIGNMENT: A
TIME FRAME: Fall
COMPETENCIES: 25, 28, 34, 35, 36, 37, 46, 49, 55, 58, 59, 60, 64, 66, 67, 69
DATA COLLECTION: None
QUALITY INDICATORS: None

**COUNSELING SERVICES PROGRAM COMPONENT (Mb-23)**

**GRADE LEVEL:** Middle School 7-8  
**DOMAIN:** Career  
**COMPONENT:** Career Awareness & Decision Making/Resource Broker/Team Committee Participation

**ACTIVITY:**  
To offer an event (Show Me the Money) where individuals from local, in-demand career fields come to speak to students, parents and other community members who are in attendance.

This activity will include the following components:

a. Have representatives from the Workforce Investment Board and Northampton Area Community College contact local employers to confirm speakers.

b. Set up and arrange refreshments and program timeframe.

c. Assemble the panel and determine talking points as approved by the Show Me the Money committee.

d. Advertise the program via the school district websites and connect-ed phone calls to students and community members.

**PRIORITY:** 2  
**ASSIGNMENT:** B, D, E  
**TIME FRAME:** Spring  
**COMPETENCIES:** 36, 38, 41, 42, 45, 47, 48, 57, 62, 67, 72
DATA COLLECTION: The number of attendees will be tracked

QUALITY INDICATORS: Attendance at the program will increase each year

COUNSELING SERVICES PROGRAM COMPONENT (Mb-24)

GRADE LEVEL: Middle School 7-8
DOMAIN: Personal-Social
COMPONENT: Group Counseling

ACTIVITY: To offer students an opportunity to increase their cultural awareness in a small group setting.

This activity will include the following components:

a. Advertise to identify student interest.

b. Create groups based on student interest.

c. Engage students in diverse cultural experiences.

PRIORITY: 2
ASSIGNMENT: D
TIME FRAME: Full year
COMPETENCIES: 92, 93, 104

DATA COLLECTION: None

QUALITY INDICATORS: None
COUNSELING SERVICES PROGRAM COMPONENT (Mb-25)

GRADE LEVEL: Middle School 7-8

DOMAIN: Personal-Social

COMPONENT: Team/Committee Participation

**ACTIVITY:**
To provide students positive reinforcement to achieve success in school (PBIS) and to make recommendations for standards to better the school community.

This activity will include the following components:

a. Review recommendations and commendations as related to the Accreditation for Growth (AFG) report.

b. Make more recommendations or agree with commendations on AFG report.

c. Disseminate information to parents via brochures to explain the PBIS program and the expectations of the program.

d. Conduct assemblies and quarterly celebrations for students who exhibit positive behaviors.

PRIORITY: 1

ASSIGNMENT: B, D

TIME FRAME: Full yea

COMPETENCIES: 15, 23, 83, 85, 87, 91, 99, 112

DATA COLLECTION: Discipline records

QUALITY INDICATORS: decrease in discipline referrals
APPENDIX C

ELEMENTARY SCHOOL PROGRAM COMPONENTS
COUNSELING PROGRAM COMPONENT (E-1)

GRADE LEVEL: Elementary

DOMAIN: Academic

COMPONENT: Classroom Guidance

ACTIVITY: To conduct multi-week lessons to address the Academic Development Standards.

This activity will include the following components:

a. Review and critique current EASD programs, outside programs, and other schools’ programs.

b. Meet with elementary counselors to develop lesson plans.

c. Schedule programs in the buildings with the teachers.

d. Partner with teachers to implement and evaluate the program.

PRIORITY: 3

ASSIGNMENT: A

TIME FRAME: Full year

COMPETENCIES: 1-34

DATA COLLECTION: To be determined based upon program

QUALITY INDICATORS: To be determined based upon program

COUNSELING PROGRAM COMPONENT (E-2)
GRADE LEVEL: Elementary
DOMAIN: Academic
COMPONENT: Placement

ACTIVITY: To develop appropriate 504 plans to address the issues of children.

This activity will include the following components:

a. Set up team meetings to ascertain the level of need of students.

b. Develop a plan to meet the needs of the student, when appropriate.

c. Maintain updated 504 records and distribute them to appropriate staff.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Ongoing
COMPETENCIES: None
DATA COLLECTION: Yearly meetings (or as needed) to measure effectiveness.
QUALITY INDICATORS: Child has access to all educational services.

COUNSELING PROGRAM COMPONENT (E-3)

GRADE LEVEL: Elementary
DOMAIN: Academic
COMPONENT: Placement

ACTIVITY: To coordinate homebound services.

This activity will include the following components:

a. Set up a meeting with the family to discuss the child’s health problems and needs.

b. Complete appropriate paperwork.

c. Monitor the child’s progress.

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Ongoing

COMPETENCIES: None

DATA COLLECTION: None

QUALITY INDICATORS: None

COUNSELING PROGRAM COMPONENT (E-4)

GRADE LEVEL: Elementary

DOMAIN: Academic

COMPONENT: Pupil Records
ACTIVITY: To collect, maintain and disseminate pupil records according to state and federal regulations and district policy.

This activity will include the following components:

a. Collection, maintenance and dissemination of pupil records.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Ongoing
COMPETENCIES: None
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING PROGRAM COMPONENT (E-5)

GRADE LEVEL: Elementary (Grade 2)
DOMAIN: Academic
COMPONENT: Test Administration & Interpretation

ACTIVITY: To use assessment results from COGAT to determine which students will be referred to the school psychologist for further testing for enrichment.
This activity will include the following components:

a. Review data to determine eligibility.
b. Send home packet to parents of students meeting the qualifications.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Fall
COMPETENCIES: None
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING PROGRAM COMPONENT (E-6)

GRADE LEVEL: Elementary
DOMAIN: Academic
COMPONENT: Test Administration & Interpretation

ACTIVITY: To administer the K-BIT to referred students.

This activity will include the following components:

a. Administer the Kaufman Brief Intelligence Test (K-BIT).
b. Score and review the educational data and make a determination for further testing for enrichment.

c. Notify the school psychologist to send appropriate forms to parents and teachers, if the student qualifies for enrichment testing.

**COUNSELING PROGRAM COMPONENT (E-7)**

**GRADE LEVEL:** Elementary  
**DOMAIN:** Academic  
**COMPONENT:** Test Administration & Interpretation

**ACTIVITY:** To administer the Kaufman Test of Educational Achievement (KTEA).

This activity will include the following components:

a. Administer the test and forward the scores to the school psychologist.
ASSIGNMENT: A
TIME FRAME: Ongoing
COMPETENCIES: None
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING PROGRAM COMPONENT (E-8)

GRADE LEVEL: Elementary (Grade 1)
DOMAIN: Academic
COMPONENT: Test Administration & Interpretation

ACTIVITY: To coordinate COGAT testing for Universal Screening for gifted to fulfill Child Find in Grade 1.

This activity will include the following components:

a. Develop a schedule for grade 1 teachers for testing.
b. Disseminate materials to teachers.
c. Collect and send to testing center for scoring.
COUNSELING PROGRAM COMPONENT (E-9)

GRADE LEVEL:        Elementary (Grades 3-4)
DOMAIN :             Academic
COMPONENT:          Test Administration & Interpretation

ACTIVITY: To coordinate PSSA testing for reading, math and science.

This activity will include the following components:

a. Plan, distribute and coordinate PSSA materials and the return of the materials.
b. Maintain test security.
c. Hold informational meetings for staff regarding the administration of the tests and accommodations.

PRIORITY: 1
ASSIGNMENT: A
COUNSELING PROGRAM COMPONENT (E-10)

GRADE LEVEL: Elementary (Grade 4)
DOMAIN: Academic
COMPONENT: Transition

ACTIVITY: To conduct multi-week guidance lessons for transitioning students and facilitate meetings with the EAA and 5/6 guidance staff.

This activity will include the following components:

a. Develop lessons on organization, coping with change, goal setting and time management.

b. Plan and facilitate meetings with parents, students, EAA, and the 5/6 guidance staff.

PRIORITY: 2
ASSIGNMENT: C, D
TIME FRAME: Yearly
COMPETENCIES: None
DATA COLLECTION: Communication with all interested parties.
COUNSELING PROGRAM COMPONENT (E-I1)

GRADE LEVEL: Elementary

DOMAIN: Academic/Career

COMPONENT: Orientation

ACTIVITY: To participate in the kindergarten orientation program.

This activity will include the following components:

a. Introduce self to the parents and briefly explain the role of the counselor in the building.

b. Meet the children and welcome them to the new school.

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Fall

COMPETENCIES: 2, 21, 51

DATA COLLECTION: None

QUALITY INDICATORS: None
COUNSELING PROGRAM COMPONENT (E-12)

GRADE LEVEL: Elementary

DOMAIN: Academic/Career

COMPONENT: Placement

ACTIVITY: To complete referrals for special education, speech evaluations, and OT/PT/vision evaluations.

This activity will include the following components:

a. Receive referrals from teachers, MDE, IST, RTII and parents, and determine if an evaluation would be appropriate.

b. Complete the permission to evaluate form and send home.

c. Complete related paperwork e.g., observation, etc.

d. Track the 60-day timeline and be certain the evaluation results are sent to the parents.

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Ongoing, as needed

COMPETENCIES: None

DATA COLLECTION: Spreadsheet of timelines
Required paperwork
Results

QUALITY INDICATORS: None
COUNSELING PROGRAM COMPONENT (E-13)

GRADE LEVEL: Elementary

DOMAIN: Academic/Personal-Social

COMPONENT: Consultation

**ACTIVITY:** To confer with parents, teachers, outside agencies and administrators to address issues.

This activity will include the following components:

a. Understand the issue.
b. Determine who should be included in the consultation.
c. Obtain permission for the release of information, if needed.
d. Share information among team members.

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: As needed

COMPETENCIES: None

DATA COLLECTION: None

QUALITY INDICATORS: None
COUNSELING PROGRAM COMPONENT (E-14)

GRADE LEVEL: Elementary
DOMAIN: Academic/Personal-Social
COMPONENT: Individual Counseling

ACTIVITY: To work with individual students to address problematic issues.

This activity will include the following components:

a. Receive referrals from teachers, parents or students.
b. Short-term counseling with individuals (maximum of 6 sessions).

PRIORITY: 2
ASSIGNMENT: A
TIME FRAME: As needed
COMPETENCIES: 78-106, 108, 110-120
DATA COLLECTION: Observational and student reporting
QUALITY INDICATORS: Resolution of problem
COUNSELING PROGRAM COMPONENT (E-15)

GRADE LEVEL: Elementary

DOMAIN: Academic/Personal-Social

COMPONENT: Placement

ACTIVITY: To assist with placing students in appropriate class settings within a school.

This activity will include the following components:

a. Assist with student placement for the following year.

b. Attend and participate in retention meetings and change of placement meetings.

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Ongoing

COMPETENCIES: None

DATA COLLECTION: None

QUALITY INDICATORS: None

COUNSELING PROGRAM COMPONENT (E-16)
**GRADE LEVEL:** Elementary  
**DOMAIN:** Academic/Personal-Social  
**COMPONENT:** Resource Broker

**ACTIVITY:** To gather and disseminate information on a wide variety of topics pertinent to elementary children.

This activity will include the following components:

a. Gather information, e.g., personal library, brochures, Internet sites, etc.

b. Make available to staff and parents.

**PRIORITY:** 2  
**ASSIGNMENT:** A  
**TIME FRAME:** Ongoing  
**COMPETENCIES:** None  
**DATA COLLECTION:** None  
**QUALITY INDICATORS:** None

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**COUNSELING PROGRAM COMPONENT (E-17)**

**GRADE LEVEL:** Elementary
DOMAIN: Academic/Personal-Social
COMPONENT: Team/Committee Participation

**ACTIVITY:** To participate in meetings that address student academic and behavioral needs, e.g., RTII, MDE, IEP, GIEP, SAT, CST, FBA, etc..

This activity will include the following components:

a. Attend and bring any information pertinent to the child being discussed.

b. Participate in discussion of child’s need and help to develop an action plan.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Ongoing
COMPETENCIES: None
DATA COLLECTION: None
QUALITY INDICATORS: None

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**COUNSELING PROGRAM COMPONENT (E-18)**

GRADE LEVEL: Elementary
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Communication
ACTIVITY: To develop an elementary school counseling website.

This activity will include the following components:

a. Research existing counseling websites and appropriate links to resources and informational sites.
b. Determine what information and links to use on an EASD site.
c. Plan and develop the site with technology.
d. Maintain the site.

PRIORITY: 3
ASSIGNMENT: A then B
TIME FRAME: Fall and ongoing
COMPETENCIES: All elementary competencies
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING PROGRAM COMPONENT (E-19)

GRADE LEVEL: Elementary
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Communication

ACTIVITY: To develop an elementary school counseling brochure and newsletter (to be sent out each marking period).
This activity will include the following components:

a. Research existing brochures to determine what is applicable to EASD and what may need to be added.

b. Develop the layout, print and copy the brochure to be available at each elementary school.

c. Determine topics to be covered in the newsletter and assign articles to individual counselors.

d. Determine editor to compile newsletter information, print, copy, distribute and place link on ASD website.

PRIORITY: 3
ASSIGNMENT: B
TIME FRAME: Complete brochure by fall 2010, newsletter ongoing
COMPETENCIES: None
DATA COLLECTION: None
QUALITY INDICATORS: None

COUNSELING PROGRAM COMPONENT (E-20)

GRADE LEVEL: Elementary
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Group Counseling

ACTIVITY: To plan, coordinate and conduct small group counseling on topics that may include social skills, study skills, changing families, anger management, grief, etc.
This activity will include the following components:

a. Seek referrals from teachers, staff, parents and students.

b. Decide upon students for each small group, then interview individual students and secure his/her commitment to participate.

c. Send permission letters and follow up on those that are not returned.

d. Create the small group schedule.

e. Plan and conduct the small groups based on an eight-week cycle.

PRIORITY: 2
ASSIGNMENT: A
TIME FRAME: October-December and January-March
COMPETENCIES: 1-8, 10-19, 21-22, 26-29, 31, 35-38, 43, 45, 51-53, 75-76, 78-120
DATA COLLECTION: Pre and post-tests for content of each 8-week group
Survey on satisfaction of group content, format, etc.

QUALITY INDICATORS: 20% higher score on post-test over pre-test
Average response of 2 on a 3-point scale

COUNSELING PROGRAM COMPONENT (E-21)

GRADE LEVEL: Elementary
DOMAIN: Academic/Career/Personal-Social
COMPONENT: Professional Development

ACTIVITY: To attend professional development conferences.

This activity will include the following components:

a. Obtain approval from the Pupil Services Office to attend various workshops and conferences, which enhance the counselor’s knowledge (I.U. meetings, PSCA conference, one-day workshops).
COUNSELING PROGRAM COMPONENT (E-22)

GRADE LEVEL: Elementary

DOMAIN: Academic/Career/Personal-Social

COMPONENT: Professional Development

ACTIVITY: To hold monthly guidance department meetings.

This activity will include the following components:

a. To attend K-12 guidance meetings.

b. To attend K-4 guidance meetings.
COUNSELING PROGRAM COMPONENT (E-23)

GRADE LEVEL: Elementary

DOMAIN: Academic/Career/Personal-Social

COMPONENT: Resource Broker

**ACTIVITY:** To provide school-wide informational programs for students and/or parents.

This activity will include the following components:

a. Schedule outside resources to present programs.

b. Develop the assembly schedule.

PRIORITY: 2

ASSIGNMENT: A
COUNSELING PROGRAM COMPONENT (E-24)

GRADE LEVEL: Elementary

DOMAIN: Career

COMPONENT: Career Awareness

ACTIVITY: To initiate an elementary career fair.

This activity will include the following components:

a. Develop career guidance lessons based upon the career standards.

b. Pre-teach career guidance lessons.

c. Organize the career fair participants.

PRIORITY: 3

ASSIGNMENT: A, D

TIME FRAME: Full year
COMPETENCIES: 36, 37
DATA COLLECTION: Pre and post-survey of parents, teachers and students
QUALITY INDICATORS: Increased interest in aspects of careers

COUNSELING PROGRAM COMPONENT (E-25)

GRADE LEVEL: Elementary
DOMAIN: Career
COMPONENT: Classroom Guidance

ACTIVITY: To conduct multi-week lessons to address the Career Development Standards.

This activity will include the following components:

a. Review and critique current EASD programs, outside programs and other school programs.

b. Meet with the elementary counselors to develop lesson plans.

c. Schedule programs in buildings with the teachers.

d. Partner with teachers to implement and evaluate the programs.

PRIORITY: 3
ASSIGNMENT: A
TIME FRAME: Full year
COMPETENCIES: 35-77
COUNSELING PROGRAM COMPONENT (E-26)

GRADE LEVEL: Elementary
DOMAIN : Personal/Social
COMPONENT: Classroom Guidance

**ACTIVITY**: To conduct multi-week lessons to address the Personal and Social Development Standards.

This activity will include the following components:

a. Review and critique current EASD programs, outside programs and other school programs.

b. Meet with the elementary counselors to develop lesson plans.

c. Schedule programs in buildings with the teachers.

d. Partner with teachers to implement and evaluate the programs.

PRIORITY: 3
ASSIGNMENT: A
TIME FRAME: Full year
COMPETENCIES: 78-120
DATA COLLECTION: To be determined based upon program
QUALITY INDICATORS: To be determined based upon program
COUNSELING PROGRAM COMPONENT (E-27)

GRADE LEVEL: Elementary
DOMAIN: Personal/Social
COMPONENT: Individual Counseling

ACTIVITY: To provide individual counseling as part of crisis intervention.

This activity will include the following components:

a. Coordinate with parents, services and agencies to address the emergency needs of students.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Ongoing
COMPETENCIES: None
DATA COLLECTION: None
QUALITY INDICATORS: None
GRADE LEVEL: Elementary

DOMAIN: Personal/Social

COMPONENT: Individual Counseling

**ACTIVITY:** To provide SAP counseling for students requiring additional support.

This activity will include the following components:

a. Contact VYH to obtain a SAP counselor.

b. Coordinate SAP: schedule, day and office, obtain permission.

**PRIORITY:** 1

**ASSIGNMENT:** A

**TIME FRAME:** All year

**COMPETENCIES:** All key personal/social development competencies.

**DATA COLLECTION:** None

**QUALITY INDICATORS:** None
COUNSELING PROGRAM COMPONENT (E-29)

GRADE LEVEL: Elementary
DOMAIN: Personal/Social
COMPONENT: Orientation

ACTIVITY: To conduct meetings with new students for the purpose of introduction/orientation.

This activity will include the following components:

a. Meet with students to provide information concerning positive behavior, etc.
b. Contact the student’s previous school for information.

PRIORITY: 2
ASSIGNMENT: A
TIME FRAME: Within a few weeks of the student enrolling.
COMPETENCIES: 78, 82, 83, 85, 90, 95, 112
DATA COLLECTION: Return of signed contract.
QUALITY INDICATORS: None
COUNSELING PROGRAM COMPONENT (E-30)

GRADE LEVEL: Elementary
DOMAIN: Personal/Social
COMPONENT: Resource Broker

ACTIVITY: To coordinate services for families as needed with Children and Youth Services, family connections, mental health, adoption services, etc.

This activity will include the following components:

a. Provide information to agencies to assist in providing services for children and their families.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Ongoing
COMPETENCIES: None
DATA COLLECTION: None
QUALITY INDICATORS: None
COUNSELING PROGRAM COMPONENT (E-31)

GRADE LEVEL: Elementary
DOMAIN: Personal/Social
COMPONENT: Team/Committee Participation

ACTIVITY: To participate in building-wide crisis intervention.

This activity will include the following components:

a. Participate in team planning and implementation for building crises (death of teacher, student, etc.)

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: As needed
COMPETENCIES: None
DATA COLLECTION: None
QUALITY INDICATORS: None
APPENDIX D

ACADEMY PROGRAM COMPONENTS

COUNSELING PROGRAM COMPONENT (A-I)

GRADE LEVEL: Academy – Grade 7
DOMAIN: Personal/Social Development

COMPONENT: Consultation

**ACTIVITY:** To coordinate a whole school project such as the cafeteria incentive program and, and/or the whole school behavior plan.

This activity will include the following components:

a. Project will be selected

b. Counselors will meet and coordinate project

c. Counselors will evaluate projects approximately one time a trimester, to re-evaluate, determine effectiveness, and make appropriate changes

**PRIORITY:** 2

**ASSIGNMENT:** A

**TIME FRAME:** On-going

**COMPETENCIES:** All k-2 personal/social and academic competencies

**DATA COLLECTION:**
- Behavior incident report;
- Whole school program assessment

**QUALITY INDICATORS:**
- Goals for project are achieved;
- Behavior incident report will have fewer incidents;

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**COUNSELING SERVICES PROGRAM COMPONENT (A-2)**

**GRADE LEVEL:** EAA MS- HS

**DOMAIN:** Academic

**COMPONENT:** Individual Counseling/Orientation
**ACTIVITY:** To provide academic advisement, graduation planning, credit evaluation and period updates for students deficient in credits

This activity will include the following components:

a. Provide any student in grades 9-12 who is deficient in credits with the option to complete credit retrieval projects in order to acquire the credits the student had not yet earned. The students will be informed of the credit retrieval projects they are permitted to do by the guidance staff at the time of intake.

b. Receive completed projects from the students.

c. Award the deficient credit towards graduation after completion of the full credit retrieval projects prior to the due date.

d. Oversees student’s progress towards completing projects, in collaboration with teaching staff.

**PRIORITY:** 1

**ASSIGNMENT:** B

**TIME FRAME:** Initial meeting takes place during intake meeting. Ongoing and as needed depending on student need.

**COMPETENCIES:** Academic

**DATA COLLECTION:** Completion of the credit retrieval projects

**QUALITY INDICATORS:** Promotion and Graduation Rates and Retention Rates.

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**COUNSELING SERVICES PROGRAM COMPONENT (A-3)**

**GRADE LEVEL:** EAA MS-HS

**DOMAIN:** Academic

**COMPONENT:** Test Administration and Preparation

**ACTIVITY:** Conference with students in test preparation and results interpretation.

This activity will include the following components:
a. Use assessment data for academic planning, scheduling remediation/enrichment courses.
b. Interpret test results with students and identify gaps in achievement and areas in need of improvement.
d. Identify post-secondary options in response to test results.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Ongoing throughout the year.
COMPETENCIES: 23, 26, 27, 28
DATA COLLECTION: Assess student achievement/data teams. Future: data collection necessary for evaluating student input in conferencing

QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (A-4)
GRADE LEVEL: EAA MS- HS
DOMAIN: Academic, Career
COMPONENT: Test Administration and Interpretation

**ACTIVITY:** To coordinate testing within the building

This activity will include the following components:

a. Provide accommodations regarding the testing environment.
b. Organize and collect of test materials.
c. Communicate with staff about details of testing administration and test security.

PRIORITY: 1
ASSIGNMENT: B
TIME FRAME: Ongoing throughout the year as dictated by testing windows
COMPETENCIES: Academic and Career.
DATA COLLECTION: None

QUALITY INDICATORS: None

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**COUNSELING SERVICES PROGRAM COMPONENT (A-5)**

GRADE LEVEL: EAA MS- HS

DOMAIN: Academic and Personal/Social

COMPONENT: Consultation/Placement

**ACTIVITY:** To coordinate homebound services for students

This activity will include the following components:

a. Obtain Request for Homebound Instruction and Student Information Form, Physician and Parent Request for Homebound Instruction Form.

b. Provide necessary information about homebound process and monitors the timeframe for homebound instruction.
c. Consult with teacher/staff for student’s academic status. Counselor then is responsible for updating academic record.
d. Provide transition support for student leaving on homebound and returning from homebound instruction.

**PRIORITY:** 1  
**ASSIGNMENT:** B  
**TIME FRAME:** Ongoing and as needed depending on student need.  
**COMPETENCIES:** Academic, Personal/Social Competencies  
**DATA COLLECTION:** Request for Homebound Instruction and Student Information Form, Physician and Parent Request for Homebound Instruction Form

**QUALITY INDICATORS:** None

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**COUNSELING SERVICES PROGRAM COMPONENT (A-6)**

**GRADE LEVEL:** EAA MS- HS  
**DOMAIN:** Academic, Personal/Social  
**COMPONENT:** In-service

**ACTIVITY:** To receive information and assist in the delivery of the information to staff within the building.

This activity will include the following components:

a. Participate in in-service organized and delivered by administration
b. Serve as liaisons in the delivery of the in-service in areas of expertise.
c. Design in-service topics centered around areas that can best service our student population and programmatic components.
COUNSELING SERVICES PROGRAM COMPONENT (A-7)

GRADE LEVEL: EAA MS- HS

DOMAIN: Academic and Personal/Social

COMPONENT: Orientation/Transition/Placement

**ACTIVITY:** To complete exit criteria forms on each student.

This activity will include the following components:

a. Participate in Easton Area Academy’s procedure for periodic review for students placed in alternative education programs. This review occurs at the end of semester one and at the conclusion of the school year. The purpose of this review is to determine if the student is ready to return to the regular school curriculum. In order to accomplish this, the student must meet benchmarks in academics (80% or higher in all major subject areas), behavior (no more than 2 disciplinary infractions in the semester and meeting expectations on behavior plan), and attendance (92% excused rate throughout semester). Should a student meet criteria to return to the regular education setting, a transition plan will be developed meeting the needs of the student academically and socially to facilitate a successful transition.

b. Provide necessary support in preparation for transition.

c. Work collaboratively with guidance and administration at home school to facilitate transition.
process.

d. Re-evaluate and reinforce goals to help student to work towards potential transition or graduation.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: A 90 day cycle
COMPETENCIES: Academic, Personal/Social Competencies
DATA COLLECTION: Exit Criteria Form

QUALITY INDICATORS: 20% Transition Rate for the Academic Year.

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**COUNSELING SERVICES PROGRAM COMPONENT (A-8)**

GRADE LEVEL: EAA MS- HS
DOMAIN: Academic and Personal/Social
COMPONENT: Team/ Committee Participation

**ACTIVITY:** To evaluate, maintain and develop 504 plans

This activity will include the following components:

a. Identify services and needs for identified students
b. Coordinate, evaluate and maintain the 504 plans.
c. Set up the meetings and getting all participants involved in the meeting.
d. Conference with staff and administration, regarding the accommodations of the plan.

PRIORITY: 1
ASSIGNMENT: B
TIME FRAME: Ongoing based on student need.
COMPETENCIES: Academic, Personal/Social Competencies
DATA COLLECTION: Counselors draft a 504 plan (document)

QUALITY INDICATORS: Looking at whether accommodations are effectively meeting student’s needs.

COUNSELING SERVICES PROGRAM COMPONENT (A-9)

GRADE LEVEL: EAA MS-HS

DOMAIN: Academics and Personal/Social

COMPONENT: Team/Committee Participation

ACTIVITY: To facilitate Child Study meetings in an attempt to identify students who were displaying consistent difficulties in an educational environment.

This activity will include the following components:

a. Participate in the bi-weekly Child Study meetings that are held between school psychologist, a guidance counselor, administrators and additional members depending on student needs.

b. Review student data and consider interventions to mediate the problem.

e. Conducts ongoing follow up to determine student progress and potential referrals.

PRIORITY: 1

ASSIGNMENT: B

TIME FRAME: Bi-weekly through the entire school year.
COMPETENCIES: All Competencies (A, C, P)

DATA COLLECTION: All meetings are documented and kept with a guidance counselor

QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (A-10)

GRADE LEVEL: EAA MS-HS

DOMAIN: Academics and Personal/Social

COMPONENT: Team/Committee Participation

ACTIVITY: To facilitate Student Review meetings regarding student progress and areas of concern, as lined out in each student’s behavioral plan.

This activity will include the following components:

a. Participate in the bi-weekly Child Study meetings are held between school psychologist, a guidance counselor, administrators and additional members depending on student needs.

b. Review student data and consider interventions to mediate the problem.

f. Conducts ongoing follow up to determine student progress and potential referrals.

PRIORITY: 1

ASSIGNMENT: B

TIME FRAME: Bi-weekly through the entire school year.

COMPETENCIES: All Competencies (A, C, P)

DATA COLLECTION: All meetings are documented and kept with a guidance counselor
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (A-11)

GRADE LEVEL: EAA MS-HS

DOMAIN: Academics and Personal/Social

COMPONENT: Team/Committee Participation

**ACTIVITY:** To facilitate Student Review meetings regarding student progress and areas of concern, as lined out in each student’s behavioral plan.

This activity will include the following components:

a. Assess student progress academically.


g. Share Individualized Behavioral Plans with staff, specifically ones that work directly with student.

h. Receive student referrals from staff (to aid in individual and group counseling sessions).

**PRIORITY:** 1

**ASSIGNMENT:** B

**TIME FRAME:** Daily throughout the entire school year.

**COMPETENCIES:** Academic and Personal/Social Competencies

**DATA COLLECTION:** Data collection is done through daily documentation of minutes (specifically addressing behavior goals for each student).
QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (A-12)

GRADE LEVEL: EAA MS- HS
DOMAIN: Academic, Career, Personal/Social
COMPONENT: Career Awareness and Decision Making

ACTIVITY: To play an integral role in improving the relationship between family and school.

This activity will include the following components:

a. Attend family nights in an attempt to reach out to the students and families that we serve
b. Collaborate with community resources and increase awareness.
c. Assist in organizing a community outreach night where agencies and organizations from the community were invited to speak about the services they can provide to families
d. Coordinate post-secondary opportunities for students and families.

PRIORITY: 2
ASSIGNMENT: A
TIME FRAME: Monthly
COMPETENCIES: Academic, Career, Personal/Social Competencies
DATA COLLECTION: Parent/Family Surveys

QUALITY INDICATORS: Increase in attendance and participation by students and their families
**COUNSELING SERVICES PROGRAM COMPONENT (A-13)**

**GRADE LEVEL:** EAA MS- HS  
**DOMAIN:** Academic, Career, Personal/Social  
**COMPONENT:** Communication

**ACTIVITY:** To provide ongoing communication to families, students and stakeholders about the role of the guidance department and the services provided.

This activity will include the following components:

- **a.** Construct and maintain a Department website, which provides information on guidance department roles and provides resources to the students and families that we serve.
- **b.** Contact student’s parents/guardians regularly to inform them about student’s progress (strengths and areas of improvement).
- **c.** Provide relevant information to staff to aid in the success of our student population.
- **d.** Communicate with outside agencies to aid in the support of our students.
- **e.** Participate in monthly family nights in an attempt to increase communication between the home and school.

**PRIORITY:** 2  
**ASSIGNMENT:** A  
**TIME FRAME:** Ongoing throughout the year.  
**COMPETENCIES:** Academic, Career, and Personal/Social Competencies.  
**DATA COLLECTION:** Phone Logs, Student Review Minutes, Child Study Minutes, Parent/Guardian Surveys

**QUALITY INDICATORS:** None
COUNSELING SERVICES PROGRAM COMPONENT (A-14)

GRADE LEVEL: EAA MS-HS

DOMAIN: Academic, Career, Personal/Social

COMPONENT: Consultation

ACTIVITY: To work with other staff (including teachers, paraprofessionals, nurse, administration, and other supportive staff), parents/guardians and community resources and agencies to support the needs of our students

This activity will include the following components:

a. Implement a truancy intervention process where increased family contact and individual contact are made. A counselor tracks student attendance and provides intervention to students on multiple levels (including but not limited to phone calls home, notification letters, confrontation to the student and truancy intervention meetings with the family)

b. There is a suspension return system in place. When students are suspended a parent or guardian is required to bring the student to school and participate in a meeting with a guidance counselor. The student is addressed on the behavior exhibited and how behavior could be modified. Other intervention methods are used including, peer mediation sessions and contracting. The process has increased and improved parent/guardian involvement and accountability.

c. Conduct meetings addressing academic standing and progress.

d. Facilitate, and organize Parent/teacher conferences, as needed. For Example FBAs (Functional Behavioral Assessments)

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Ongoing issue, based on individualized student need

COMPETENCIES: Academic, Career and Personal/Social Competencies

DATA COLLECTION: Utilizing student records to look at progress towards achieving goals on Truancy Contracts, suspension/behavioral contracts, FBAs, etc.

QUALITY INDICATORS: Decrease in behavior (i.e. truancy, suspensions) highlighted on contracts or Assessments. Increase in communication with student’s families.
COUNSELING SERVICES PROGRAM COMPONENT (A-15)

GRADE LEVEL: EAA MS- HS

DOMAIN: Academic, Career and Personal/Social

COMPONENT: Consultation/Individual Counseling

**ACTIVITY:** To devise individualized behavioral plans for each student that we serve.

This activity will include the following components:

a. Facilitate the completion of the Child Behavior Check List. Counselors utilize staff feedback on specific students needs and behaviors exhibited through the use of the Child Behavior Check List.

b. Interpret and devise an individualized behavior plan based on results from the CBCL, referral information for the student, Student Goals, and the eligibility criteria checklist.

c. Review behavior plan with student and staff.

d. Revise the behavioral plans and implementing strategies.

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Ongoing throughout the year

COMPETENCIES: Academic, Personal/Social Competencies

DATA COLLECTION: CBCL, Behavior Plans, Reviewing student progress towards goals through Student Review.

QUALITY INDICATORS: Final termination session with student.
COUNSELING SERVICES PROGRAM COMPONENT (A-16)

GRADE LEVEL: EAA MS- HS

DOMAIN: Academic, Career, Personal/Social

COMPONENT: Group Counseling/Classroom Guidance

ACTIVITY: To provide students with Consumer Education/Group Dynamics facilitated by the Guidance Department.

This activity will include the following components:

a. Provide students with 2 hours of group counseling per week, facilitated by a guidance counselor (built into student schedules).

b. Devise, construct and disseminate a curriculum that will build competence by teaching specific skills, facilitating discussion, and exploration. The curriculum will focus on information that is reflective of student needs, interests, and experiences.

c. Strive to create an environment of trust and support, whereby creating an environment where change can occur.

d. Ensure that the goal of the Consumer Education curriculum is aligned with AEDY regulations and is formed to establish a culture in which students feel safe, in order to increase awareness in the decision making process, evaluate alternatives, and explore consequences.

e. Utilize community resources or speakers into the group environment to address general student needs.

f. Offer group counseling topics that will focus on community outreach projects, in conjunction with the district’s citizenship initiative.

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: 2 hours every week/for each student

COMPETENCIES: All competencies (A, C, P/S)

DATA COLLECTION: Future: Create a student survey addressing quality of group counseling sessions as well as topics that are centered around their individualized needs.

QUALITY INDICATORS: In the future, we hope to evaluate the student surveys to assess quality of the groups.
**COUNSELING SERVICES PROGRAM COMPONENT (A-17)**

**GRADE LEVEL:** EAA MS-HS  
**DOMAIN:** Academic, Career and Personal/Social  
**COMPONENT:** Individual Counseling

**ACTIVITY:** To work towards making meaningful connections between school, home and the community and attempting to prevent or alleviate individual problems.

This activity will include the following components:

a. Utilize behavior plans to set academic and behavioral goals for student and assess progress towards goal.

b. Recognize that there is a focus, but not limited to, social/emotional growth, conflict resolution, communication skills, family conflict and relationships, socio-economic disadvantage, tolerance, mental health and educational/personal goals.

c. Focus on accommodating individualized student needs

d. Assist with course selection, career planning, job readiness skills, post-secondary education, and social/emotional growth.

**PRIORITY:** 1  
**ASSIGNMENT:** A  
**TIME FRAME:** Minimum of 30 minutes of individual counseling per week.

**COMPETENCIES:** Academics and Personal/Social Competencies  
**DATA COLLECTION:** Maintaining individual records and devising individual behavior plans

**QUALITY INDICATORS:** Student making progress towards goals.

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**COUNSELING SERVICES PROGRAM COMPONENT (A-18)**

**GRADE LEVEL:** EAA MS- HS
DOMAIN: Academic, Career and Personal/Social

COMPONENT: Orientation/Transition

**ACTIVITY:** To provide schedules and placements of new/transfer students

This activity will include the following components:

a. Conduct for each student/family a required intake/enrollment meeting prior to a student’s start date being determined.

b. Complete the Individualized Goal Plan for new enrollment (behavioral, career, and academic goals).

c. Provide information to families that are enrolling in EAA (including procedures and guidelines and comprehensive review of referral process). They are given information on scheduling of classes and supportive systems in place.

d. Complete Individualized Academic Plan and the scheduling of classes.

**PRIORITY:** 1

**ASSIGNMENT:** B

**TIME FRAME:** Intake meetings are held as new students join the school. Take place prior to student’s start date.

**COMPETENCIES:** Academic, Personal/Social Competencies

**DATA COLLECTION:** Alternative Education File is created.

**QUALITY INDICATORS:** None

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**COUNSELING SERVICES PROGRAM COMPONENT (A-19)**

**GRADE LEVEL:** EAA MS- HS

**DOMAIN:** Academic, Career, Personal/Social
COMPONENT: Professional Development

ACTIVITY: To upgrade skills and remain aware of new trends in the field.

This activity will include the following components:

a. Participate in monthly Building Guidance Meetings, facilitated by a building administrator.

b. Participate in District-Wide Guidance Meetings.

c. Attend conferences, as needed to aid the student population and as recommended by administration.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Once a month or based on necessity and availability.

COMPETENCIES: Academic and Career and Personal/Social

DATA COLLECTION: None

QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (A-20)

GRADE LEVEL: EAA MS- HS

DOMAIN: Academic, and Career, Personal/Social

COMPONENT: Pupil Records

ACTIVITY: To collect, maintain and disseminate pupil records.
This activity will include the following components:

a. Maintain the academic/cumulative file for each student as per district policy.

b. Maintain the AEDY (Alternative Education for Disruptive Youth) record for each student

c. Monitor and update the counseling referral system

d. Maintain personal records based on student contact.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Ongoing/Daily.
COMPETENCIES: Academic and Career and Personal/Social
DATA COLLECTION: Cumulative Folder, AEDY Record, Referral System and Personal Records

QUALITY INDICATORS: None

COUNSELING SERVICES PROGRAM COMPONENT (A-21)

GRADE LEVEL: EAA MS- HS
DOMAIN: Academic, Career, Personal/Social
COMPONENT: Research and Development

ACTIVITY: To collect data and prepare reports for local or state uses and grant applications.

This activity will include the following components:
a. Input data on the AEDY record in regards to the aggressive/comprehensive monitoring process to ensure support and the grant application process.

b. Complete the District End of the Year Report.

c. Complete the Exit Criteria Form to increase and assess student success and programmatic components.

d. Complete the Post-Graduate Survey to evaluate post-secondary participation.

PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: End of the Year /Transition and upon Graduation
COMPETENCIES: Academic and Personal/Social, 67, 68, 71, 74
DATA COLLECTION: AEDY Record, End of the Year Report, Exit Criteria Form, Post-Graduate Survey

QUALITY INDICATORS: Increase in responses as compared to the previous year, Promotion Rate, Retention Rate and Graduation Rate.

COUNSELING SERVICES PROGRAM COMPONENT (A-22)

GRADE LEVEL: EAA MS-HS
DOMAIN: Academics, Career, Personal/Social
COMPONENT: Resource Broker

**ACTIVITY:** To provide current and accurate information on all areas, and resources to be utilized by staff, students, families and the community.

This activity will include the following components:

a. Maintain a Department Website to provide updated resources to our student population and their families.
b. Assist in the coordination of the Community Resource Fair. Developed a comprehensive resources list.

c. Maintain a working relationship with community agencies involved with our student population. Counselors also maintain a variety of resources that are located within their individual offices for the utilization of staff, students and families (due to the lack of us not having a central office or lobby)

d. Participate in Family Nights with aim to provide information on resources to parents/families in a more direct way.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Ongoing throughout the year and as needed by student and family needs.

COMPETENCIES: Academic, Career, Personal/Social

DATA COLLECTION: Parent/Family Surveys completed in order to provide more information about services that they needed. Future Recommendation: Accessing a way to understand how many times the website is viewed.

QUALITY INDICATORS: Increasing participation in Family Nights and level of satisfaction on the parent/family surveys.

COUNSELING SERVICES PROGRAM COMPONENT (A-23)

GRADE LEVEL: EAA MS-HS

DOMAIN: Academics, Career, Personal/Social

COMPONENT: Team/Committee Participation

ACTIVITY: Participate in IEP meetings as they are needed

This activity will include the following components:

a. Identify services and needs for identified students.

b. Provide representation for academic, behavioral and personal functioning.

c. Act as a support for staff.
PRIORITY: 1
ASSIGNMENT: A
TIME FRAME: Ongoing throughout the year and as needed by student and family needs.
COMPETENCIES: Academics, Career, Personal/Social Competencies
DATA COLLECTION: Regular IEP Meeting notes and Conferencing with teachers to determine IEP goals.

QUALITY INDICATORS: Continued revision of goals or progress towards achieving goals.

COUNSELING SERVICES PROGRAM COMPONENT (A-24)

GRADE LEVEL: EAA MS- HS
DOMAIN: Personal/Social
COMPONENT: Group Counseling

ACTIVITY: To conduct peer mediation sessions as needed in the building

This activity will include the following components:

a. Provide a safe environment for our students and staff
b. Respond efficiently and promptly to conflicts as they arise. We pull out students who are in conflict with one another and conduct peer mediation/conflict resolution sessions where the issues are processed.
c. Provide an intensive guidance support system for our students to become more capable of resolving student conflicts within the building.
d. Consult with administrators on results or process of peer mediation sessions, as needed.
COUNSELING SERVICES PROGRAM COMPONENT (A-25)

GRADE LEVEL: EAA MS- HS

DOMAIN: Personal/Social

COMPONENT: Individual Counseling/ Group Counseling (depending on crisis)

**ACTIVITY:** To play an integral role in crisis response within the building.

This activity will include the following components:

a. Respond to individual student crises surrounding neighborhood situations as it impacts our students. This is done through assessing the situation, collecting data and determining level of response (i.e. individual, group or building wide).

b. Perform threat assessments/suicide assessments and make referrals as necessary.

c. Collaborate with administrator(s), parents, social service agencies, and other guidance staff before and/or after actions are done.

d. Counselors will support and follow up specifically with students involved in crisis

**PRIORITY:** 1

**ASSIGNMENT:** A

**TIME FRAME:** Ongoing issue, based on student need
COMPETENCIES: Personal/Social Competencies

DATA COLLECTION: Information and data included on the assessments completed (threat, suicide) and referrals written

QUALITY INDICATORS: Follow up that is done with students following the crisis

COUNSELING SERVICES PROGRAM COMPONENT (A-26)

GRADE LEVEL: EAA MS-HS

DOMAIN: Personal/Social

COMPONENT: Team/Committee Participation

**ACTIVITY:** To actively participate, along with the other staff, in subcommittees for PBIS (Positive Behavior Intervention System).

This activity will include the following components:

a. Represent the department on subcommittees including community/family outreach, student recognition and data collection teams.

b. Work towards increasing citizenship among students and promote pro-social behaviors.

**PRIORITY:** 1

**ASSIGNMENT:** A

**TIME FRAME:** Ongoing throughout the school year.

**COMPETENCIES:** Personal/Social Competencies

**DATA COLLECTION:** Computer based Referral System and Banking System
QUALITY INDICATORS: Decrease in discipline referrals (on the Referral System) and looking at an increase in currency being banked (investment into the system).

APPENDIX E

SCOPE AND SEQUENCE MATRIX