

THE BETHEL PARK SCHOOL DISTRICT
GUIDANCE CURRICULUM
K – 12

SUBMITTED BY THE GUIDANCE CURRICULUM COMMITTEE:

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Bethel Park
Guidance Plan
PA Chapter 339.31

School District: Bethel Park School District

Date: 2014 - 2015 School Year

Guidance Plan Committee / List of School Counselors and Assignments:

- A. Guidance Plan Committee
- B. School Counselors
 - 1. Melissa Kolling (5-6)
 - 2. Stephanie Russo (5-6)
 - 3. Henry Mulholland (7-8)
 - 4. Jennifer Blodgett (7-8)
 - 5. James Knapp (9-12)
 - 6. Michael Bruce (9-12)
 - 7. Kristen Michael (9-12)
 - 8. Lorri Smith (9-12)
- C. Social Workers
 - 1. Elementary (2)
 - 2. Middle School (1)
 - 3. High School (1)
- D. Other Staff
 - 1. Principals
 - 2. Teachers
 - 3. School Resource Officers
 - 4. Nurses
 - 5. Mental Health Therapist

I. School Counseling Department Core Beliefs:

The Bethel Park School District believes that a school counseling program is an essential component of the educational experience of all students. In today's ever-changing and complex society, the school must address the needs of the whole student, and in turn, educate the whole student. A comprehensive school counseling program is developmental and sequential in nature. This comprehensive program addresses students' needs in three domains - academic, career, and personal and social throughout their K-12 education. All students have the right to the benefits of a proactive and preventive program designed to maximize life-long success. Students who experience a well-designed school counseling program will be better prepared to meet the challenges of life and work.

The American School Counselor Association (ASCA) supports the belief that having a comprehensive school counseling program positively helps students resolve emotional, social and behavioral problems that impede academic success. An effective comprehensive school counseling/guidance program leads to students becoming life-long learners and productive members of the community. The benefits of implementing a comprehensive school counseling program for the students, parents, staff, and community include: an improved school climate, increased academic achievement, a decline in discipline referrals and grade retention, and a reduction in special education referral.

Finally, a comprehensive K--12 school counseling plan will enable the Bethel Park School District to fulfill the Pennsylvania state mandates under Chapter 12, Pupil Services, which require all public school entities to have a comprehensive counseling plan.

II. Philosophy of the School Counseling Department:

School counseling is that segment of education which assists in the personalization and humanization of the educational process. Its purpose is to meet the academic, career, and personal/social development of each student. Its justification comes from the basic assumption that every individual is of value and has a right to optimal development. Since education is concerned with the development of each student to his/her full potential, there is a basis for the existence of school counselors.

III. School Counseling Department Mission Statement:

To lead an educational partnership with the community, maintaining an environment that challenges all students to reach their potential as lifelong learners and responsible members of society.

The Mission Statement of the Bethel Park Counseling Program is to provide a

comprehensive, developmental counseling program addressing the personal/social, academic and career development of all students. School counselors are professional student advocates who provide support to maximize student potential and academic achievement. In partnership with students, educators, parents/guardians, and the community, school counselors assist all students in realizing their abilities, interests, and goals as they transition through the educational process to become successful members of society and life-long learners.

The school counselors believe that data is necessary to drive program decisions and will conduct yearly program evaluations by gathering process, perception, and results data.

The school counselors will consistently realign and plan their program with the student needs at the forefront and with administrator and community input. The school counseling advisory council will also assist with program evaluation. The ASCA Code of Ethics will be followed by all the school counselors.

Therefore, the mission and focus of the Bethel Park School Counseling program is to advocate for equity, access and success for every student. The long range goal is for every student is to graduate with well-developed personal/social, academic, and career skills that enable each to become a contributing citizen in the global community.

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

A. School Board

- Represent the public interest (the "common good").
- Make inquiries, become informed and learn the acceptable practices based on current events and legal issues regarding students
- Hold public meetings monthly.
- Spend as many hours as necessary per month on school board activities.
- Hire a superintendent and administrative staff who understand that their role is to implement policies adopted by the board. Work as a team to provide the best education for all students.
- Provide adequate and effective personnel for staffing the school program.
- Encourage improvement of the educational program through continuing staff and board development.
- Negotiate with teachers, administrators and other groups to provide a safe environment and fair compensation packages.
- Provide direction to administrators through policy.
- Provide and maintain educationally efficient school facilities.
- Secure adequate financial resources and adopt a yearly budget.
- Approve textbooks between April and August of each year, as recommended by the superintendent.

- Ensure that individuals with disabilities receive a free and appropriate education in the least restrictive environment, pursuant to federal and state laws.
- Provide transportation for nonpublic students within a 10 mile radius of district boundaries.
- Provide opportunities for communication between the board and its stakeholders.
- Once a year, evaluate goals and objectives established the previous year. These goals and objectives should be consistent with the district's comprehensive plan.
- Review, revise, create and adopt policy.
- Evaluate policies, programs and the superintendent's performance.
- Once a year, the board should engage in a self-evaluation activity.
- Work as effective team members and help build consensus.
- Keep the superintendent and fellow board members advised of community reaction to school policies.
- Encourage and support the superintendent to consult with staff and community to seek opinions and recommendations for board consideration.

B. Administration

- Be honest and ethical.
- Promote mutual respect and dignity.
- Establish a positive setting for learning
- Assist in protecting the health, safety, and welfare of the school community.
- Be aware of the programs offered by the school and their responsibilities for the success of those programs.
- Work closely with parents and school personnel in establishing a good relationship between the community and the school.
- Encourage parents, students, and school personnel to talk with other staff members and even community agencies to solve problems.
- Be sensitive to the needs and expectations of the different people who make up the school community. Be available to parents, students, staff, and community members.
- Respect the feelings, judgments, and concerns of students, parents, school personnel, and community members.

C. Principals

- Be honest and ethical.
- Promote mutual respect and dignity.
- Be available to students, teachers, and parents.
- Review the school's programs regularly to make sure they are meaningful.
- Help acquaint new teachers with the school.
- Help the teachers to review and improve their own professional attitudes and procedures.
- Work with the teachers to prevent problems and to solve those, which do arise. Work with students and teachers to develop school rules.

- Work closely with parents in establishing a good relationship between home and school.
- Encourage parents and students to talk with other staff members and community agencies in solving problems.
- Make sure the school building is safe.
- Deal with discipline problems promptly.
- Carry out School District policies

D. Teachers

- Be honest and ethical.
- Promote mutual respect and dignity.
- Expect the best from each student. Avoid using sarcasm and ridicule in dealing with students.
- Encourage each student to develop a positive self-image and recognize the self-worth of others.
- Strive to make each student enthusiastic about learning.
- Be aware of the programs offered by the school and their responsibilities for the success of those programs.
- Realize that while their class is important, students have other important classes as well.
- Build a good working relationship with the student and his or her parents.
- Provide proper classroom discipline.
- Teach students, by example, the common courtesies that promote better relationships.
- Handle discipline problems individually and with confidentiality.
- Show concern for students whose behavior suggests they are having problems, talk to the students about their problems, and involve counselors, principal(s) and parents, as necessary.
- Report to the principal any student who behaves in a way that endangers his or her safety or the safety of others, or who seriously interferes with learning in the classroom

E. Students

- Be honest and ethical: Respect, Responsibility, and Honesty.
- Put forth his/her best efforts in the classroom to develop and improve their learning skills. Contribute to making the school a better place in which to learn
- Exercise proper care when using school equipment.
- Assist in protecting the health, safety, and welfare of the school community.
- Be aware of the rules and policies of the school and follow them.
- Recognize that a rule is in the full effect unless it has been eliminated or changed. Be aware of and obey state and local laws.
- Attend school daily and report to all classes on time.
- Make the necessary arrangements to make up work when absent from school.
- Avoid indecent, obscene, and abusive language
- Respect school property.

- Follow the dress code
- F. Parents
- Be honest and ethical.
 - Teach their children to respect themselves and take pride in their appearance.
 - Respect their son or daughter's interests, abilities, and limitations.
 - Instill in their son or daughter a positive attitude toward school.
 - Be aware that parents' attitudes and opinions often become those of their children.
 - Provide a suitable place for their son or daughter to do homework and be available for help when it is needed.
 - Encourage their children to bring home all notices, forms, or letters from the school. Read them and if necessary, discuss them with their son or daughter.
 - Build a good working relationship with their son or daughter, teachers, and the school.
 - Recognize that each school employee deserves consideration and respect.
 - Insist on prompt and regular school attendance in accordance with state law.
 - Contact the school when their son or daughter has an extended absence.
 - Teach their children to respect the law as well as the rights and property of others.
 - Help their son or daughter understand that rules are necessary and cooperate with school personnel in resolving misbehavior.
 - Be aware of the school's rules for student behavior and encourage their children to follow them.
 - Recognize that a rule is in full effect unless it has been eliminated or changed.
 - Check the District website and e-mail regularly to stay well informed
- G. Business/Community Representatives
- Provide information about community resources and referral agencies to the school
 - Provide opportunities for field trip sites and information about local labor market information
 - Collaborate with staff and student to share resources
 - Provide mentorship and job shadowing opportunities for students
 - Serve on school counseling advisory boards
 - Support programs in the schools throughout the district
 - Communicate to the staff and students the skills that will be needed by students in the business and community.
- H. Post-secondary Partners
- Attend career fairs and events to communicate options to our students
 - Provide information to students
 - Communicate to staff and students trends in hiring and skills sets that will be needed in the 21st Century job market
- V. **Role of the School Counselor:**
- A. As a Leader, the counselors will encourage and empower students to make

productive and successful academic and social decisions. The counselor developments, delivers and evaluates a comprehensive school counseling program for all students, using data to identify and remove barriers to student learning They serve on school-based leadership/school improvement teams related to the welfare of students, and support the school as a safe and welcoming learning community.

B. As an Advocate, the counselors will support and intercede on behalf of all students. School counselors advocate for students, for the counseling profession, and for systemic change. School counselors as advocates can impact attitudes, policies, or practices to reduce or eliminate barriers so that students can be successful in school and careers. Advocating for the academic success of every student is a key role of school counselors. Brown and Trusty (2005) note that counselors may advocate for students on three levels: individual students, groups of students, and the entire school population.

The counselor works to ensure access to and success in a rigorous academic curriculum for every student; removes barriers that prevent student learning; provides strategies for closing the equity achievement gaps among students; develops programs of counseling and advising that ensure every student has an ongoing connection with a caring adult; creates opportunities to support student learning for all; ensures the academic, personal/social, and career development of all students; and ensures equitable access to educational and career exploration opportunities for all students.

The counselor works to establish and protect a school environment that supports rigor, relevance, and relationships; eliminates policies and practices that inhibit student opportunity; promotes systemic change in schools to ensure academic success; collaborates with others within and outside the school to help meet all student needs; and ensures that all three domains and corresponding standards (National - ASCA Standards and Pennsylvania - CEW Standards) are addressed and central to the mission of the school.

C. As a Collaborator, the counselors will work as a liaison between teachers, parents and community stakeholders to discuss and develop the student's academic, career, and personal/social success. The school counselor as a collaborator promotes commitment to the mission of the school; teams with staff to provide professional development that enhances student success; establishes a comprehensive school counseling program that engages the educational community to ensure that all students benefit from the program; offers parent/guardian information and training in the community to enhance the educational opportunities for students and their families; maintains an open communication style to foster an effective teaming culture and a sense of community for the school system; serves actively on school leadership teams; uses skills in networking, problem solving, and mediation in the educational community; and embraces feedback that supports continual program improvement.

D. As an Agent of Systemic Change, the counselors are an integral part of an

effective school counseling program. School counselors work to remove institutional barriers to academic achievement and implement the support interventions needed to ensure that all students graduate ready for success in both college and career.

Program Delivery

<p style="text-align: center;">A</p> <p>Guidance Curriculum Provide developmental, comprehensive guidance program content in a systematic way to all students preK-12</p>	<p style="text-align: center;">B</p> <p>Prevention, Intervention and Responsive Services Addresses school and student needs</p>	<p style="text-align: center;">C</p> <p>Individual Student Planning Assists students and parents in development of academic and career plans</p>	<p style="text-align: center;">D</p> <p>System Support Includes program, staff and school support activities and services</p>
<p>Purpose Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation</p>	<p>Purpose Prevention, Intervention and Responsive services to groups and/or individuals</p>	<p>Purpose Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p>Purpose Program delivery and support</p>
<p>Academic -Classroom presentations for scheduling</p>	<p>Academic - Small group counseling regarding study skills, organization, and responsibility -Administering PSSA make-ups</p>	<p>Academic -One-on-one counseling for grades, study skills, organization -Meeting with students who are failing classes -Facilitate meetings between students and teachers -Conduct Observations -Administering PSSA make-ups</p>	<p>Academic -Attend IEP meetings -504 Service Agreements -Homeless Referrals -Consultation w/ Teachers -Registration of new students -Parent meetings -Faculty meetings -On-going letters to parents -Facilitate meetings between parents, teachers and/or students -District Reports -Open House -Coordinate PSSA testing process -Develop Confidential List -Kindergarten Transition -Class Lists for next school year -Review all records for transfer -Confidential List for transfer to next grade level within district -Confidential List for transfer to next grade level within district</p>

<p>Career</p> <ul style="list-style-type: none"> -Study Skills Lessons Grades K-6 4-6 Career Day -7th grade scheduling 	<p>Career</p>	<p>Career</p> <ul style="list-style-type: none"> -Attend IEP meetings with students -Individual K-6 Grade Career Portfolio -Individual 7th Grade Scheduling -Individual meetings with students 	<p>Career</p> <ul style="list-style-type: none"> -Career Standards Curriculum Work -Career Speaker
<p>Personal/Social</p> <ul style="list-style-type: none"> --Social Lessons (Bullying, Problem Solving, etc) -Red Ribbon Week 	<p>Personal/Social</p> <ul style="list-style-type: none"> - Small Group Counseling 	<p>Personal/Social</p> <ul style="list-style-type: none"> -Facilitate meetings between parents, teachers, and/or students -One-to-one counseling for personal/social -Crisis Intervention with student -School Refusal Counseling with student -Individual Counseling -Parent meetings with students 	<p>Personal/Social</p> <ul style="list-style-type: none"> -Parent Meetings -Consultation with teachers -Consultation with outside agencies -Facilitate meetings between parents, teachers, and/or students -Homeless referrals -Develop Behavior Plans and Behavior charts -Coordinate community holiday resources
<p>Counselor Role</p> <ul style="list-style-type: none"> -Guidance curriculum implementation - Classroom or Structured Groups 	<p>Counselor Role</p> <ul style="list-style-type: none"> - Small Group Counseling 	<p>Counselor Role</p> <ul style="list-style-type: none"> -Individual Counseling 	<p>Counselor Role</p> <ul style="list-style-type: none"> -Develop and Manage Program - Coordination - Development relationships and partnerships - Consultation -Planning -Placement -Consultation -Referrals
<p>Percentage of Time</p>	<p>Percentage of Time</p> <p>Elementary School</p>	<p>Percentage of Time</p> <p>Elementary School</p>	<p>Percentage of Time</p> <p>Elementary School</p>
<p>Elementary School</p> <p>35% – 45%</p>	<p>30% - 40%</p>	<p>5% - 10%</p>	<p>10% - 15%</p>

Program Delivery

Elementary Level

The current Elementary Guidance program addresses the basic needs for our students. However, we are finding that the elementary child is coming to us with a much greater level of need than has been in the past. These needs range across a gamut of social, emotional and mental behavior disorders. In order to address these needs, we feel that having guidance counselors at the elementary level will allow us to provide targeted early intervention strategies. These early interventions will set our students up for success as they move through the higher levels of our school system.

1. School Counseling Curriculum

a. **Academic Domain**

Students will acquire behaviors, knowledge, and skills that contribute to the effective learning in school and across the lifespan.

Kindergarten

- listening
- communication
- social/emotional development

First grade

- listening
- responsible decision making
- communication
- social/emotional development

Second grade

- listening
- communication
- responsible decision making
- working well with others
- test taking strategies
- organizational skills

Third grade

- responsible decision making
- study skills/test taking strategies
- listening
- communication
- peer relationships
- organizational skills
- reading “buddies”

Fourth grade

- responsible decision making
- study skills/test taking strategies
- listening
- communication

- peer relationships
- transitioning to middle school
- organizational skills
- reading “buddies”

b. Career Domain

Students will apply strategies to achieve future career success.

Kindergarten

- classroom jobs
- career awareness through the Letter People
- role playing/dress up
- discovery time
- community helpers
- field trips
- guest speakers

First grade

- classroom jobs
- writing prompts pertaining to careers (When I Grow Up...)/journals
- community helpers
- anthology stories pertaining to careers
- guest speakers

Second grade

- classroom jobs
- writing prompts
- community jobs
- local government roles/jobs
- classroom store
- anthology stories
- guest speakers

Third grade

- classroom jobs
- writing prompts
- community jobs
- local government
- anthology stories
- guest speakers

Fourth grade

- classroom jobs
- writing prompts
- jobs within the regions of the United States
- bus monitors
- local/national government roles
- anthology stories
- school wide announcements
- guest speakers

c. **Personal/Social Domain**

Students will learn how to understand and respect self and others.

Kindergarten through Fourth Grade

- OLWEUS Anti-Bullying Program
- Character Education program Themes
 - Be Respectful
 - Be Honest
 - Be Helpful
 - Be Trustworthy
 - Be Kind
 - Be Responsible
 - Be Motivated
 - Be Prepared

Throughout these monthly themes, students will participate in lessons, books, and videos pertaining to the theme. Other school wide projects that correspond to these themes include:

- Food bank donations
- Sweater donations
- Adopt a family
- Animal shelter donations
- Letters to someone at school to thank them for being helpful
- Fill a bucket activity

2. Individual Planning

a. **Academic Domain**

Teachers, IST team participate in, 504 Plan Meetings, IEP Team Meetings, to assist in the academic planning for a student. Social workers will collaborate with outside agencies to help foster a successful academic plan when appropriate.

b. **Career Domain**

Students in grades kindergarten through fourth participate in activities listed above pertaining to careers. Students may learn to connect their interests with careers in which they will find success.

c. **Personal/Social Domain**

Social workers facilitate small groups to assist in the development of students' social skills. They meet with students on an individual basis as needed to work through personal issues that may arise at school or at home. In addition, the social workers also work with students in small groups to provide conflict resolution. Students can be referred for group counseling or individual counseling by teachers, principals, and parents. Students themselves can request these services as well.

3. Responsive Services

a. **Counseling**

The social worker meets with students individually, as needed, to help the students work through personal issues that may arise at home or at school. Teachers, students, parents and principals all refer students to the social

worker.

- b. **Consultation**
Teachers consult with the social worker and/or IST teacher when they have a student who is showing behavioral, academic or emotional concerns.
- c. **Collaboration**
The social worker will collaborate with the teachers, principals and parents to make individual plans to address students' emotional, behavioral and/or academic needs.
- d. **Coordination**
The IST teacher, principal, school psychologist will coordinate the IST meetings.
- e. **Case- Management**
Each social worker will be responsible for the case management of any referral on their caseload. They work closely with the families and teachers of the student to help support the areas of concern.
- f. **Referrals-**
The social worker will provide referral information to local counseling agencies when requested by families.

4. **System Support**

- a. **Advisory Process**
IST
- b. **Program Evaluation**
OLWEUS has developed surveys for teachers and students are given to assess students' perception of bullying in their individual schools in grades three and four.
- c. **Consultation with Staff**
Social workers will consult, collaborate, and team with teachers, and staff members regularly to provide information that supports the school community and receive feedback on the ongoing needs of students.
- d. **Community Outreach --** Social workers can partner with members of the community to become knowledgeable about community resources, referral agencies, field trip sites, employment opportunities, and local labor market information. Social workers can visit local businesses, industries and agencies on an as needed basis.

Middle School Level

1. School Counseling Curriculum

a. **Academic Domain**

5th and 6th grade

- Individual planning/counseling, classroom guidance lessons on organization, time management, goal setting, study skills, etc. based on identified interests or needs with the students. Within this component, students evaluate their academic, career, and personal goals. The activities in this component are counselor-planned and directed. These activities are generally delivered on an individual basis, or by working with individuals in small groups.
- Counselors work with students analyzing and evaluating students' abilities, interests, skills, and achievements. Test information and other data are the basis for assisting students to develop immediate and long-range plans.
- Study Skills/Organization Group-- lessons cover topics such as organization, time- management, homework completion, grade improvement, study skills, and goal setting. Counselors work with students on developing the skills needed to be a better student.
- Transition--The Middle School Counselors will assist the elementary teachers and intermediate school counselors in the planning, coordination and facilitation of the transition for students between grades 4 & 5 and 5 & 6.
- Students who are transitioning to the next level/building attend an orientation, which includes tours and introduction of staff.
- School counselors consult with each other about student needs to facilitate a successful transition to the next grade level.
- NAMS counselors meet with IMS counselors to discuss the upcoming 6th graders and potential scheduling concerns.
- NAMS counselors visit the Elementary Schools to talk with 4th grade students about NAMS, classes, procedures, activities, and overall experience of 5th and 6th grade. 4th grade students have the opportunity to ask questions to the middle school counselors.
- NAMS counselors and administrators provide an evening orientation for parents of 4th grade students.

7th and 8th grade

- SAP referral process with the following intervention possible:
 - Academic assistance class period
 - Specialized homeroom placement (ie. Math tutoring)
 - Team meeting facilitator (with student and/or parents)
 - HOTT (Homework program referral)
 - Outside tutoring coordination
 - Lunch Labs referral
 - Creating schedule to include academic support classes
 - Classroom presentations on good decision making and goal getting
- Direct student/teacher or parent referral resulting in the above interventions
- MS counselors meet with high school counselors to discuss 8th to 9th grade scheduling process.
- IMS counselors and administrators provide an evening orientation for parents of 6th grade students.
- IMS counselors coordinate with the high school counselors to schedule a visit from the high school counselors with the 8th grade students to provide course selection information and materials, as well as an overview of the course selection process.

b. **Career Domain**

5th and 6th grade

- Counselors teach, team teach, or assist in teaching career research projects through students' Reading classes or through individual/group counseling sessions. Counselors also facilitate the use of the Naviance program which students have access to in both grades 5 and 6.
- Counselors work with students using personal-social, educational, career, and labor market information in planning personal, academic, and career goals. The involvement of students, parents/guardians, and the school is critical in planning programs that meet individual student needs.
- *Counselors are currently looking into programming provided by the Junior Achievement Program of Western Pennsylvania to provide additional career awareness and exploration to all students*

7th and 8th grade

- Introducing teachers and students to Naviance (and/or other) career guidance software programming
- Assist with assessing and discussing career interest inventories
- Facilitating large group presentations with administration based on career options
- Facilitating large group presentations with technical /vocational high school

c. **Personal/Social Domain**

5th and 6th grade

- Individual counseling provided to all students (as needed) including but not limited to: coping strategies, problem-solving/decision making, conflict mediation, effective communication, self-awareness, mental health issues, etc.
- Facilitate various counseling support groups including but not limited to: making/keeping friends, anger management, family changes, anxiety, grief/loss, social skills, relational aggression (girls only) and self-esteem
- Specialized team and homeroom placement during the scheduling process to meet individual personal/social needs
- HERO program – bullying/character education program presented to students 2x per month
- Referral for outside mental health counseling

7th and 8th grade

- Various support groups
- Assisting in selection and facilitation of social skills homerooms/lunchtime groups
- Large group presentations about bullying prevention-IMPACT program
- Conflict-mediation program

2. **Individual Planning**

a. **Academic Domain**

5th and 6th grade

- Creating and adjusting individualized schedules for each student (Learning Support and 504 Service Agreement students included)
- Coordinate and implement all benchmark/standardized tests throughout the academic school year
- Facilitate meetings with team teachers and parents to address specific academic concerns and then collaborate to come up with interventions
- Meet with students individually regarding poor or failing grades
- KidTalk referral process
- Creating schedule to include academic support classes such as: Reading Tutor, Math Tutor, and Resource (Learning Support students)
- HOTT (after-school homework program referral)
- Outside tutoring coordination
- Coordination of all MDE/GIEP referrals, Behavior Assessment referrals and 504 Service Agreement's
- Coordination
- Retention conferences
- NAMS Counselors will attend 504 and IEP meetings;

parent-teacher meetings/conferences; Student Assistance Meetings; and Transition Meetings between 4th & 5th and 6th & 7th grade.

- NAMS counselors meet with students individually to discuss grades, high school/career planning.
- NAMS counselors discuss student grades and academic performance with parents/guardians as needed.
- NAMS counselors send home letters for students who are at-risk for failing at the end of the second semester, third quarter, and at the end of the year.
- NAMS counselors complete individual student classroom observation forms for special education teachers and school psychologists.

7th and 8th grade

- Creating and adjusting individualized schedules for each student
- Assisting with implementation of benchmark/standardized academic tests (especially with students with special needs, make-ups, and other accommodations.
- IMS Counselors will attend 504 and IEP meetings; parent-teacher meetings/conferences; Student Assistance Meetings; and Transition Meetings between 6th & 7th and 8th & 9th grade.
- IMS counselors meet with students individually to discuss grades, high school/career planning.
- IMS counselors discuss student grades and academic performance with parents/guardians.
- IMS counselors meet with individual students and parents to discuss and answer scheduling questions.
- IMS counselors send home letters for students who are at-risk for failing at the end of the second semester, third quarter, and at the end of the year. Counselors will also provide summer school information to students and parents as applicable.
- IMS counselors complete individual student classroom observation forms for special education teachers and school psychologists.

b. Career Domain

5th and 6th grade

- Collaborate with teachers to assess student career interests and strengths as seen in their classroom activities and during their career research projects
- Naviance/career software implementation
- Provide individual support and guidance to promote career awareness and exploration
- Collaborate with teachers and support staff to identify individual

students who would benefit from small group counseling in regard to their social/emotional well-being

- Individual counseling with students on a daily basis
- Ongoing communication with parents/family members to ensure the home and school connection is made
- Assistance in the classroom – as needed
- Conflict mediation between individual students – as needed
- Collaborate with administrators, teachers, and support staff in regard to student crisis situations
- Referrals to the Social Worker – if needed

7th and 8th grade

- Working with teachers to assess career interests, and strengths as seen in classroom activities and during career study units
- Naviance/career software implementation
- Select students for and implement field trip to technical/vocational high school
- Arrange for individual students to pose questions to high school teachers during lunchtime stations

c. **Personal/Social Domain**

5th and 6th grade

- NAMS counselors work with students to identify and problem solve issues dealing with peer and social conflicts.
- NAMS counselors work with students to assist in self- advocacy skills.
- Collaborate with teachers and support staff to identify individual students who would benefit from small group counseling in regard to their social/emotional well-being.
- Individual counseling with students on a daily basis
- Ongoing communication with parents/family members to ensure home and school connection is made
- Assistance in the classroom- as needed
- Collaborate with administrators, teachers, and support staff in regard to student crisis situations
- Referrals to social worker- if needed

7th and 8th grade

- Individualized conferences with students on a daily basis to identify and problem solve issues dealing with peer and social conflicts.
- Parent phone calls and emails on a daily basis
- Assist students with self-advocacy skills.

3. Prevention, Intervention and Responsive Services Counseling

5th and 6th grade

- Ongoing counseling with students to address a full spectrum of issues such as peer pressure, resolving conflict, family relationships, personal identity, stress, motivation, and achievement either individually or in a small group setting
- Crisis intervention and short-term crisis counseling
- Teachers, students, principals, and parents can all make referrals or requests for counseling

7th and 8th grade

- Pro-active check-in conferences with students to assess progress academically and socially
- Crisis intervention when students are upset, angry or depressed
- Work with students individually to help the student(s) work through personal issues that may arise at home or at school. Teachers, students, principals and parents can all make referrals or requests for counseling.

a. **Consultation**

5th and 6th grade

- Consult with Kid Talk team, teachers, social worker, parents, administrators and outside agencies to map out the best plan of action and available resources for students
- Consult with school resource officer and/or Bethel Park Police – as needed
- Counselors consult with teachers, administrators, and parents regarding student issues including: behavioral, academic, and personal/social concerns.
- NAMS counselors consult with Kid Talk Team, Mental Health liaisons, individual student outpatient therapists, and school social workers.

7th and 8th grade

- Consult with SAP team, teachers, social worker, parents, and outside agencies for best plan of action and available resources
- Consult with school resource officer and/or police officer when possibility for illegal or dangerous behavior exists for student, friends or family members
- IMS counselors consult with teachers, administrators, and parents regarding student issues including: behavioral, academic, and personal/social concerns.
- IMS counselors consult with: the Student Assistance Team mental health and drug and alcohol liaisons; individual student outpatient

therapists; and school social workers.

b. Collaboration

5th and 6th grade

- Classroom activities in accordance with the teachers
- Participation in Kid Talk Meetings once a month with each team with administration and teachers
- Participation in RTII documentation through EdInsight
- Work with teachers and administrators to help improve classroom behaviors, academic performance and attendance, and student needs.
- Collaboration with teachers in implementing HERO lessons to the students for our character education program
- Participation on the school crisis/safety team

7th and 8th grade

- Work with SAP team to evaluate and plan interventions for at-risk students
- Work with teachers and administrators to help students improve classroom behaviors, attendance, and academic performance
- IMS counselors collaborate with administrators, teacher and parents to help meet students' needs.
- Counselors collaborate with Mon Valley MH/MR and Southwood Hospital to help meet with student's needs.

c. Coordination

5th and 6th grade

- Serve as the liaison between home and school (ex. setting up team meetings, 504 Service Agreement meetings, etc.)
- Preparation of all Psychological Referral Packets, potential Gifted Education referrals and Behavior Assessment referrals
- Coordinate school-wide programming in response to current school needs (ex. Parent Technology Night)
- Coordinate and disseminate pertinent student information to all necessary school staff (ex. attendance, school refusal, concussion information, grades, home stressors, peer issues, etc.) on an ongoing basis

7th and 8th grade

- Coordinate communication between parent and teacher
- Coordinate information from attendance office, nurse's office, and other school departments that need to know details of a student's situation.
- Coordinate school-wide programming in response to current school needs

d. Case Management

5th and 6th grade

- Record relevant student information through the use of ProSoft, EdInsight

and Google Docs

- Track student interventions and progress as students move through the Kid Talk and RTII processes
- NAMS counselors act as liaisons between parents, students and the school (teachers, administration, and nurse) for coordination of services for homebound and concussion accommodations.
- NAMS counselors are responsible for the district concussion protocol implementation. Counselors manage individual student concussion cases and weekly data collection.
- Each NAMS counselor is responsible the case- management of their assigned grade level.

7th and 8th grade

- Record communication and basic interventions in student prosoft guidance notes
- Track student interventions and progress as that student moves through SAP process
- IMS counselors act as liaisons between parents, students and the school (teachers, administration, and nurse) for coordination of services for homebound and concussion accommodations.
- IMS counselors are responsible for the district concussion protocol implementation. Counselors manage individual student concussion cases and weekly data collection.
- Each counselor is responsible the case- management of their assigned grade level.

e. Referrals

5th and 6th grade

- Student self-referral
- Referrals from teachers, family members, administration or community agencies
- Initiation of referrals to other professionals
- Refer students/parents to various school support programs and outside agencies
- NAMS counselors provide referral information for local counseling agencies when requested by families.

7th and 8th grade

- Refer students for SAP
- Refer students /parents to various school support programs
- Refer students/families to outside agencies
- Provide referral information for local counseling agencies when requested by families
- IMS counselors provide referral information for local counseling

agencies when requested by families.

4. **System Support**

a. **Professional Development**

5th and 6th grade

- NAMS counselors attend faculty in-services and outside trainings on School safety, Bullying/character education, Child abuse, Mental Health Disorders, Drug and Alcohol, Western Psychiatric Institute and Clinic – various conferences/trainings

7th and 8th grade

- Training/seminars in school safety, bullying, leadership, good decision making.
- Counselors provided training to staff during two faculty in-service training days.
- Counselors attend faculty in-services throughout the year.

b. **Advisory Process**

5th and 6th grade

- Counselors receive advisory support and act as a resource through Kid Talk and Middle School/High School Counseling Facilitator
- Counselors serve in a leadership role to support the mission and goals of the school counseling program.

7th and 8th grade

- Counselors receive advisory support and act as a resource through SAP and Middle School/High School Counselor Facilitator.
- Counselors serve in a leadership role to support the mission and goals of the school counseling program.

c. **Action Plans**

- Action plans may be developed through classroom guidance lesson plans and small group counseling lesson plans to fit the needs of our students through social, personal, and academic domains.
- LIFT class is offered to all 5th grade students to ensure that they are exposed to organization, study skills, and academic management to help make them successful throughout their academic career.

d. **School Counseling Calendar**

5th and 6th grade

- Plan and implement various academic year milestones such as school-wide HERO meetings, grade specific orientation activities, small group

activities, Kid Talk meetings, PSSA/InView assessments, scheduling of all students, “newcomers group” activities, Open House, grade specific advanced placement recommendations, individual counseling, conflict mediation, team/parent meetings, etc.

- A yearly calendar is updated at the beginning of each school year that shows the highlights and activities that the counseling office is undertaking for that particular month. There may be changes year- to- year depending on changes made to specific programs or timing when discussing the effectiveness of said programs over the summer.

7th and 8th grade

- Plan and meet various academic year milestones such as academic testing, scheduling, newcomers’ groups, high school planning, classroom and large group instruction, field trips
- A yearly calendar is updated at the beginning of each school year that shows the highlights and activities that the counseling office is undertaking for that particular month. There may be changes year- to- year depending on changes made to specific programs or timing when discussing the effectiveness of said programs over the summer.

e. **Program Evaluation**

5th and 6th grade

- Analyze Kid talk and RTII information/results, standardized test scores, number of discipline/counseling referrals, attendance records, small group counseling participation, etc. on a yearly basis.
- NAMS counselors administer a School -Wide Bullying survey to all students at the end of each year to gather feedback.

7th and 8th grade

- Analyze SAP information/results each year, test scores, number of discipline referrals, attendance records.

f. **Consultation with Staff**

5th and 6th grade

- Discussions with academic teams, teachers, paraeducator professionals, administrators, Social Worker, school nurse, secretaries, school resource officer
- Counselors attend monthly meetings with each team along with special area course teachers

7th and 8th grade

- meetings with teams of teachers and teachers individually, meetings with administrators, school social worker, nurse, attendance monitor,

secretaries, school security officer, and school resource officer

g. Community Outreach

5th and 6th grade

- Coordination of parent/family evening events (Parent Technology Night, Open House, 4th grade Orientation, etc)
- Collaboration with community mental health facilities
- Student referrals to local university/hospital research programs
- SHASDA (South Hills Area School District Association) meetings once per month to encourage the sharing of best practices among other school districts/counselors in the South Hills area of PA.
- Participation in SHASDA meetings also provides professional development opportunities through use of various speakers, presentations, and other school personnel for networking purposes.
- Participation in various community service projects such as our SHIM Angel Emporium Program

7th and 8th grade

- participation in parent/family school meetings and events, coordination with community mental health facilities, participation in university/hospital research programs, and various community service projects

h. Public Relations

5th and 6th grade

- School-wide guidance announcements
- NAMS personal Guidance Web Page-The middle school counseling website is updated frequently to disseminate information to parents, students and the community.
- NAMS School Web Page
- NAMS School Counseling Brochure/Business Cards
- Parent orientations- The counselors host a parent orientation for all parents of 6th grade students to discuss the scheduling process and general information about the middle school.

7th and 8th grade

- School-wide announcements, contests, field trips, and school web page Information
- Parent orientations- The counselors host a parent orientation for all parents of 6th grade students to discuss the scheduling process and general information about the middle school.

i. Committee Memberships

5th and 6th grade

- Comprehensive Guidance Curriculum Committee
- Safety and Security Committee
- Kid Talk and RTII Committee
- SHASDA
- ASCA (American School Counselor Association)

- Waynesburg Counseling Advisory Board

7th and 8th grade

- Comprehensive Guidance Curriculum Committee
- SAP committee
- SHASDA

j. **Technology**

5th and 6th grade

- Counselors use technology on a daily basis as part of the function of their job. Prosoft is used for all student scheduling and also day-to-day to check grades and attendance; to make schedule changes; to look up discipline; and keep guidance notes.
- Counselors also utilize Edline and Edinsight, which assists them in collecting the “total Picture” of a child’s academic process.
- Naviance, Googledocs, PowerPoint, excel, Study Island, Microsoft Outlook, PVAAS, email/phone contact

7th and 8th grade

- Prosoft, Edinsight, SAP database/laptop, email/phone contact, Naviance, PA Career zone, Edline, Googledocs, PowerPoint.

High School Level

1. School Counseling Curriculum

Our department utilizes the following domains which contain recommendations from the American School Counselors Association, Common Core and PA Standards. They are included in all lessons and interactions with stakeholders and in our written curriculum.

a. **Academic Domain**

(Referencing the PA Standards for Career Education and Work)

SAP referral process with the following possible interventions:

- Students are referred to NHS Tutor Room for academic support
- Recommend outside intervention to address barriers to learning
- Recommend testing by school psychologist
- Add Study Skills if student qualifies
- Reinforce Edline use
- Organizational/Planner suggestions
- Enhance communication between parents and teachers
- Seek extra help from teachers (i.e. after school, before school, planning period as per teacher availability)
- Review standardized test scores

8th Grade Parent Orientation Evening

- Begin dialogue/thought process with regards to career path/course planning
- Explain course selection guide and procedures

8th Grade Move-Up Day (occurs at BPHS in June)

- Tour of school, lunch, question/answer session

Parochial school visitation

Assist with scheduling and selecting appropriate courses with students

Adjust course levels of classes for students as appropriate

Provide resources and support for identified gifted students

Provide PSAT, SAT, ACT, AP testing opportunities

Provide local resources for test prep review

Write letters of recommendation for students

- College letters of recommendation
- Scholarship letters of recommendation

Educate and assist students with the college application process

Transcript Review Sheets

- Student self-evaluation to ensure on track for graduation
- Counsel and encourage at-risk students

Senior Survey Completion

- Completed in Naviance

PA CORE: English Language Arts, Mathematics, Science and Technical Subjects, History and Social Studies

PA Standards: Reading, Writing, Speaking and Listening; Environment and Ecology; Civics and Government; Economics; Geography; History; Arts and Humanities; Health, Safety and Physical Education; Family and Consumer Sciences; World Languages; and Business, Computer and Information Technology

b. **Career Domain**

(Referencing the PA Standards for Career Education and Work)

- Introducing teachers and students to Naviance (and/or other) career guidance software programming via classroom instruction and 1:1 if needed.
 - Career Interest Inventory (Holland's codes)
 - Strengths Explorer (Gallup)
 - Career and college lists
 - College searches
 - Transitional Surveys from grade to grade
 - Senior Survey
 - Gifted/Enrichment Opportunities List
 - Career Opportunities (speakers, job shadowing, etc. as available)
 - AIU Apprenticeship Program
 - Steel Center Field Trip - 9th Grade Class
 - Financial Aid/College Information Evening
- Facilitating large group presentations with administration on Naviance

PA STANDARD 13.1:Career Awareness and Preparation

(13.1.11.A) Relate careers to individual interests, abilities and aptitudes

- (13.1.11.B) Analyze career options based on personal interests, abilities, aptitudes, achievements and goals
- (13.1.11.C) Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices
- (13.1.11.D) Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:
 - Career days
 - Career portfolio
 - Community service
 - Cooperative education
 - Graduation/Senior project
 - Internship
 - Job shadowing

- Part-time employment
- Registered apprenticeship
- School-based enterprise
- (13.1.11.E) Justify the selection of a career
- (13.1.11.F) Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:
 - Associate degree
 - Baccalaureate degree
 - Certificate/licensure
 - Entrepreneurship
 - Immediate part/full time employment
 - Industry training
 - Military training
 - Professional degree
 - Registered apprenticeship
 - Tech Prep
 - Vocational rehabilitation centers
- (13.1.11.G) Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- (13.1.11.H) Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

c. **Personal/Social Domain**

(Referencing the PA Standards for Student Interpersonal Skills)

- Various support groups with the Social Worker and Mental Health Therapist
- 1:1 Counseling Support
- Conflict-mediation
- Assist with goal setting (short and long term goals)
- Assist with understanding consequences of decisions and choices
- Identify alternative solutions to a problem
- Recognize, accept, respect and appreciate individual differences

PA Standards 16.1: Self-Awareness and Self-Management

- (16.1.12.A) Evaluate emotional responses in relation to the impact on self and others at home, school, work and community
- (16.1.12.B) Demonstrate personal traits leading to positive relationships and life achievements
- (16.1.12.C) Apply protective factors and healthy coping skills when encountered with adversity
- (16.1.12.D) Incorporate goal setting into college, career and other life decisions

PA Standards 16.2 Establishing and Maintaining Relationships

- (16.2.12.A) Establish and maintain quality relationships that enhance personal, college and career goals
- (16.2.12.B) Interact with family, work and community demonstrating respect, cooperation and acceptance of differences in others
- (16.2.12.C) Use communication skills to effectively interact with others
- (16.2.12.D) Utilize appropriate conflict resolution skills effectively in home, school and community
- (16.2.12.E) Access appropriate support when necessary to resolve a problem or situation

PA Standards 16.3 Decision Making and Responsible Behavior

- (16.3.12.A) Evaluate conflicts considering personal, ethical, legal, safety and civic impact of the consequences and acceptance of final choice
- (16.3.12.B) Express acceptance of social norms of different societies and cultures
- (16.3.12.C) Actively engage in creating and promoting an environment that encourages healthy relationships (upstanders vs. bystanders) and positive as an observer of negative behavior

2. Individual Planning

a. Academic Domain

- Creating individualized schedules for each student
- Assisting with implementation of accommodations on benchmark/standardized academic tests
- Adjust schedules according to student ability and teacher recommendations needing acceleration or remediation.
- Creating schedule to include academic support classes (remedial classes, support classes, etc).
- Creating schedules with student/parent input to include classes which address GIEP areas of strengths for gifted students

b. Career Domain

- Working with teachers to assess career interests, and strengths as seen in classroom activities via Naviance.
- Naviance/career software implementation
 - Career Interest Inventory (Holland's codes)
 - Strengths Explorer (Gallup)
 - Career and College Lists
 - College searches

- Transitional Surveys from Grade to grade
- Apprenticeships Program with AIU
- Shadowing various businesses and careers as needed.
- College Visits at BPHS
- Excused absences for College Visits for Tours
- Career Speakers
- Governor's School
- Gifted Opportunity List
- Gifted Homerooms
- Steel Center Tour and shadowing
- Help students develop addendum/resume.
- Financial Aid Night
- FAFSSA Completion night
- Scholarship Lists

c. **Personal/Social Domain**

- Individualized conferences with students as needed
- Parent phone calls and emails on a daily basis
- Introduction to Social Worker and Mental Health Therapist if needed
- Participate in Section 504 Service Agreements, GIEPs, and IEPs

3. **Prevention, Intervention and Responsive Services**

a. ***Counseling:***

- Conferences with students to assess progress academically and socially as needed
- Crisis intervention when students are upset, angry or depressed

b. ***Consultation:***

- Consult with SAP team, teachers, social worker, parents, and outside agencies for best plan of action and available resources
- Consult with school resource officer and/or police officer when possibility for illegal or dangerous behavior exists for student, friends or family members

c. ***Collaboration:***

- Work with SAP team to evaluate and plan interventions for at-risk students
- Work with teachers and administrators to help students improve classroom behaviors, attendance, and academic performance

d. ***Coordination:***

- Coordinate communication between parent and teacher
- Coordinate information from attendance office, nurse's office, and other school departments that need to know details of a student's situation.

- Coordinate continuity of care between outside agencies and school
- e. **Case-management:**
- Record communication and basic interventions in student prosoft guidance notes
 - Track student interventions and progress as that student moves through SAP process
- f. **Referrals:**
- Refer students for SAP
 - Refer students /parents to various school support programs
 - Refer students/families to outside agencies
 - Refer students to principals

4. **System Support Advisory Process**

- a. Professional Development—training/seminars in school safety, bullying, leadership, good decision making
- b. Advisory Council—SHASDA meetings (time permitting) once per month with speakers and information about current counseling concerns facing our specific population
- c. Action Plans—following protocol as mandated reporters and also as members of the school safety personnel
- d. School Counseling Calendar—Plan and meet various academic year milestones such as academic testing, scheduling, 1:1 Mentoring, high school planning, classroom and large group instruction, field trips, 8th Grade Move up Day, (etc)
- e. Program Evaluation—analyze SAP information/results each year, test scores, number of discipline referrals, attendance records.
- f. Consultation with Staff—meetings with teachers individually, meetings with administrators, school social worker, nurse, attendance monitor, secretaries, school security officer, and school resource officer
- g. Community Outreach— Financial Aid Night, FAFSA Completion Night, Junior Parent Night, Open House, 8th and 9th Grade Orientation Night
- h. Public Relations—school-wide announcements, contests, field trips, and school web page Information, Gifted Web Page, Guidance Facebook Page, Blackhawk TV for various events
- i. Committee Membership—SAP committee, Counseling curriculum committee, SHASDA
- j. Technology—Prosoft, Edinsight, SAP database/laptop, email/phone contact, Naviance, Edline, Googledocs, PowerPoint, Excel