

Penn Manor School District

Chapter 339 Guidance Plan and Services

Revised September 25, 2017

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**Penn Manor School District
School Counselors and Assignments**

School	Counselor name	E-Mail	Ratio
Hambright Elementary	Nichole Hinkle	nichole.hinkle@pennmanor.net	1:530
Conestoga Elementary Martic Elementary	Kimberly Juba	kimberly.juba@pennmanor.net	1:604
Central Manor Elementary	Shannon Madara	shannon.madara@pennmanor.net	1:662
Pequea Elementary School	Michele Semple	michele.semple@pennmanor.net	1:333
Eshleman Elementary School Letort Elementary School	Samantha Strosser	samantha.strosser@pennmanor.net	1:620
Marticville Middle School	Adam Brown	adam.brown@pennmanor.net	1:329
Manor Middle School	Danielle Rogers	danielle.rogers@pennmanor.net	1:443
Penn Manor High School LCCTC School District Liaison	Brandy Basile	brandy.basile@pennmanor.net	1:370
Penn Manor High School	Marjean Long	marjean.long@pennmanor.net	1:370
Penn Manor High School	Melissa Ostrowski	melissa.ostrowski@pennmanor.net	1:280
Penn Manor High School	Rhoda Snyder	rhoda.synder@pennmanor.net	1:280
Penn Manor High School	Gail Ulmer	gail.ulmer@pennmanor.net	1:370
Penn Manor High School	Dana Wile	dana.wile@pennmanor.net	1:370

Counseling Department Mission Statement

District Vision Statement:

A better community...one student at a time.

Penn Manor High School Mission Statement:

Preparing students for life after high school

Penn Manor School District Counseling Department Mission Statement:

The Penn Manor School District Counseling Department will support the District's educational mission by working collaboratively to remove student barriers that impede their success as well as identify and achieve their academic and career goals. School counselors will support students in three domains: academic, social/emotional, and career. Through individual, small and large group counseling, awareness programs, and guidance lessons, counselors will enable students to develop the mindsets and behaviors needed to be productive, responsible citizens and lifelong learners who are prepared to meet the demands of college and careers that they enter.

Counseling Department Program Goals

The goal of Penn Manor High School is to prepare all students for life after high school. The counseling program delivery outlined in this document has been developed in accordance with the American School Counselor Association Guidelines and implemented in Grades K-12 to ensure that all students have an identified post-secondary plan prepared prior to graduation.

Priority Goal 1: Create an individualized post-secondary career plan

When entering secondary schools, all students create an individualized post-secondary career plan that incorporates elements of SMART goal design (specific, measurable, attainable, relevant, and timely), this ensures that students will develop a course of action to support their future goals. In primary and intermediate grades, students participate in developmentally appropriate career exploration tasks. When transitioning to the middle school, students begin to utilize Career Cruising to document their careers research and exploration. Career exploration is expanded upon when students enter the high school, when they develop a post-secondary plan and set goals to achieve this throughout their high school coursework.

Penn Manor High School counselors have developed a network of resources and collaborate with local colleges, organizations and companies. Throughout the school year, school counselors provide opportunities for students to become exposed to various institutions through college and career activities, fairs, and visits.

Priority Goal 2: Increase student attendance rates

Penn Manor School District aims to increase overall student attendance rates to ensure student success. Student attendance impacts all three domains of school counseling: academic, social/emotional, and career. Student attendance is promoted through a comprehensive academic curriculum, emotional support, and career experiences that ensure students will make meaningful connections between school and post-secondary career aspirations.

The school counseling department strives to promote student attendance through various means: addressing emotional barriers, classroom presentations, small group presentations, all school assemblies and individualized interventions based upon student needs. In addition, school counselors conduct demonstrations of strategies to create and implement a positive mindset and goal setting in order to achieve academic and career goals.

Priority Goal 3: Addressing the social and emotional needs of students

Penn Manor School District strives to support students' social and emotional needs so that they are able to benefit from opportunities provided throughout their school experience. Freshman participates in a depression and anxiety screening through a partnership with Samaritan Counseling Center. In addition, each intermediate and secondary school has a Student Assistance Program (SAP). Teachers, counselors, and administrators participate in teams to identify students with barriers to learning. Pennsylvania Counseling Services also supports the district with assessment services, as required. An Aevium Club is sponsored in each of secondary buildings to promote positive school climate.

Stakeholders

Students

At Penn Manor School District, students are the driving force of the K-12 school counseling program, which has been designed to follow the ASCA National Model. The counseling curriculum has been guided by the ASCA Mindsets and Behaviors. Secondary students serve as mentors and “buddies” for elementary students to serve as role models. Secondary students also participate as ambassadors to assist with the freshman transition to high school. An active Aevium program promotes positive school climate where peers are encouraged to support one another. Penn Manor High School’s National Honor Society students extend their support to classmates by providing tutoring to ensure their academic success.

Across the district, students benefit from the school counseling program in the following ways through individual, small group, and classroom counseling sessions:

- Provide career awareness, exploration, and planning
- Develop college and post-secondary planning opportunities
- Encourage academic success strategies
- Teach social, emotional, and interpersonal skills

The School Counseling Department communicates with students through one-on-one meetings, lessons in classrooms, assemblies, blogs updates and other online platforms.

Parents

Penn Manor parents and guardians actively support students in academic, athletic, theater, band, orchestra, chorus, TSA and other school-related pursuits. They have demonstrated a willingness to share their time and resources with the school in order to benefit students’ experiences. Parents are encouraged to become school volunteers and obtain clearances that ensure compliance with state regulations.

Parents play a vital role in Penn Manor School District and benefit from the school counseling program in many ways:

- Collaboration and consultation on their student’s academic goals, social/emotional goals, and post-secondary goals
- Communicate specific needs of students with IEPs, 504 and GIEPs
- Connect parents with information on community resources, college and post-secondary planning, and outside counseling services

- Sponsor a variety of informational programs for parent awareness in order to prepare their child for academic and social success
- Provide opportunities for parents to volunteer and be a part of a variety of counselor sponsored informational programs and events

The School Counseling Department communicates with parents through blogs updates, Sapphire alerts, brochures, fliers, and meetings.

- District High School Website/Blog <http://blogs.pennmanor.net/pmhsounseling>
- District Middle School Website/Blog <https://blogs.pennmanor.net/mscounseling>
- District Elementary School Website/Blog <https://blogs.pennmanor.net/k6counseling>

Educators

Educators, including principals, teachers, and staff, benefit from the school counseling program in three main areas: social/emotional, academic, and career awareness, exploration, and planning. Educators benefit specifically to:

- Address classroom behavioral and social/emotional concerns through problem-solving
- Remove barriers to learning by providing consultation with classroom teachers, and connecting students to additional sources of support
- Connect academics to the world of work and specific student interests, and post-secondary goals
- Promote instructional strategies that ensure academic success in the classroom.
- Collect data that teachers can use to guide instruction
- Facilitate classroom lessons on counseling curriculum that address developmentally appropriate mindsets and behaviors

School counselors communicate with fellow educators through email and one-on-one meetings. Many teachers also subscribe to the school counseling blogs to stay updated on happenings for students and parents.

Business Community

The local business community plays an important role in the school counseling program by providing guest speakers, presenters, tours for staff, support through mentoring programs, and job shadowing experiences for our students. Business members have provided promotional items as incentives to distribute at our elementary “Kids At Work” Day. The Millersville Area Business Association, the Lancaster Chamber of Commerce, and the local Rotary Club are examples of agencies that serve as resources for the school counselors. The Penn Manor School

Counseling Department is in the process of a formal School Counseling Advisory Board to continue to guide priorities.

Business Community Benefits

- Collaboration with practicing educators to determine employment leads for part-time and summer employees
- Communication with school counselors to relate first-hand business/career needs with students and parents
- Consultation regarding outreach ideas and events
- Awareness of current high priority skills and careers
- Skilled and trained students entering the workforce with essential skills and behaviors

Business Community and School Counseling Programs

- Workforce Development Board partnership to promote high priority careers
- Essential skills mastery of online WIB courses to obtain a Comet Credential
- Career Day at the elementary and middle school level
- Career Seminar speakers at the high school
- Career internship and work study experiences offered in Grades 11-12
- Community speakers and presentations in classes to support course curriculum and career connections, such as business plan judges
- Industry tours for staff
- Industry-related presentations for staff
- Job shadowing opportunities in Grades 7-12
- Informational interview opportunities for students as part of their individual career plan
- Presentations at Life 101 Night, Education Day, Kids At Work Day,
- Junior Achievement (Financial Education and STEM) at secondary schools
- Career fairs, resume and interview/job search workshops for undecided seniors
- Paid work experiences for Special Needs students working with the district job trainer
- Donation of items for various initiatives/events
- Sponsorship scholarships for graduating seniors
- Lancaster Chamber of Commerce Young Women's and Men's Mentoring Programs
- Junior Achievement (JA) Young Men and Young Women's Futures Symposium
- ACE Mentoring Programming for students interested in architecture, construction, and/or engineering
- Pennsylvania Counseling Services
- Samaritan Center (Depression and Anxiety Screening)

Post-Secondary Education Stakeholders

Post-secondary institutions are a vital resource to the Penn Manor School District school counseling program. They provide students with information about future careers and post-secondary opportunities, as well as essential skills and abilities required for success in all professions. Penn Manor High School conducts an annual College Fair during which over 120 post-secondary education institutions participate. In addition, the Penn Manor School District K-12 counselors maintain close working relationships with the following post-secondary institutions:

- PHEAA
- Millersville University
- Thaddeus Stevens College of Technology
- HACC
- York College of Pennsylvania
- LCCTC Adult Education
- CareerLink- Arbor Education Center included
- Elizabethtown College
- Franklin and Marshall College
- Seton Hall
- Central Penn College
- Empire Beauty School
- Champ's Barber School
- Hiram B. Andrews
- Pennsylvania College of Health Sciences
- Lancaster Bible College
- York Technical Institute
- Automotive Training Center
- All branches of the U.S. Military including the Military Academies

Post-Secondary Institution Benefits:

- Preparation for the college application and admissions process
- Educate parents about the financial aid process
- Access to disseminate information to parents and students through the counseling blog and parent events
- Early college admissions through Dual Enrollment

Program Support from Post-Secondary Institutions

- Financial Aid trainings include Financial Aid Night, FAFSA Completion Nights, My Smart Borrowing, Elementary Financial Aid Night
- College Fair participation
- Undecided Senior short term training workshop
- Post-secondary tours - frequently cost of busing has been paid
- Millersville University Mentoring Program offered by the Department of Social Work
- Course Selection Night
- College 101 Night - Student/parent presentations
- College Interview Workshops, College Essay Tip Session
- Instant admissions events held on-site
- Dual Enrollment partnerships - reduced tuition at Millersville, HACC, F&M
- Organizational and study skills offers via student assemblies
- In-service for Special Education staff on college disability services
- Sponsorship of field trips for students to learn about specific majors/career fields
- Transition fairs for students with special needs who plan to pursue post-secondary education

The Role of the School Counselor

It is the responsibility of the Penn Manor School District Counseling Department to provide a comprehensive School Counseling program for all students in kindergarten through 12th grade. School Counselors act as leaders, advocates, collaborators, and agents of systemic change to ensure that students have the best possible school services and supports to enable them to take advantage of future post-secondary opportunities. Our counseling curriculum is based upon the American School Counselor Association (ASCA) model framework. Our school counselors provide direct and indirect services to students to deliver high-quality school counseling curriculum. Our school counselors seek to emulate four major qualities to support students: they are school leaders; they advocate for students in the realm of academic, social/emotional and career; they are collaborative in nature in order to provide optimal services for students, and finally, are agents of change within our school and community. Our school counselors use quarterly K-12 department meetings and annual summer in-service planning to evaluate the curriculum, determine gaps and needs, and adjust the yearly plan to address the needs.

As Leaders, School Counselors...

- Will continue to refine the comprehensive K-12 guidance and counseling plan in accordance to Pennsylvania's Academic Standards for Career Education and Work, as well as the American School Counselors' Association National Model, which includes the mindsets and behaviors students need to be successful
- Will continue to utilize student data to help make appropriate changes to their program. Examples include standardized test scores, program evaluation, attendance rates, graduation rates, suspension rates, group counseling pre-and-post test results, post-high school enrollment, program feedback, surveys, and other forms of data
- Will continue to manage the budget allocated by their individual building administrators and seek additional monetary funding through grant opportunities
- Will continue to serve on improvement teams related to the welfare of students. Examples include ACT 71 Suicide Prevention Plan, Crisis Management Team, County Wide Flight Team, SAP Team, grade-level transition teams for elementary to middle school and middle school to high school, AST team, middle level teams, and other collaborative opportunities as formed by administration and/or the school counselor
- Will continue to respond to community needs based on feedback from advisory council and community partners

As Advocates, School Counselors ...

- Participate in the Academic Support Team (AST), grade-level team meetings, Student Assistance Program (SAP), Twilight, IEP and GIEP-related meetings, 504 Plans Student

Attendance Improvement Plan (SAIP), Functional Behavioral Assessments (FBA), and other meetings to support student needs

- Provide support for student learning through incentive plans, such as school climate, School-wide Positive Behavior Support Plans, Academic Support
- Identify and recommend building-wide interventions, such as tutoring programs, mentoring programs, new student transition programs, and new student orientation meetings
- Ensure the academic, social/emotional, and career development of all students.
- Collaborate with others, including the school social workers, within and outside of the school community to address the holistic needs of students

As Collaborators, School Counselors...

- Provide a comprehensive School Counseling Program that engages the educational community to ensure that all students benefit from the program
- Share resources with teachers which includes articles, speakers, professional development opportunities, new research, and other ideas
- Provide parents/guardians with resources to enhance the academic and career opportunities
- Refer students and families to community agencies and resources to provide social and emotional supports
- Communicate available resources to all stakeholders through counseling, school-level blogs and in each counseling office
- Maintain an open communication forum to foster consultation and professional dialogue with families and colleagues
- Serve actively as a collaborator on school leadership teams
- Team with staff to provide professional development that enhances student success

As Agents of Systemic Change...

- Use academic, post-secondary enrollment and attendance data to identify areas of need and recommend interventions
- Prioritize and identify the needs of student sub-groups who need focused interventions to optimize learning
- Identify realistic goals and create action plans for students in collaboration with professional staff
- Utilize school climate intervention strategies to promote a positive and safe learning environment
- Enlist the support of stakeholders through advisory council

Advisory Council

The K-12 Counseling Department uses the following stakeholder groups to help guide our School District's Counseling program:

- Mental Health Advisory Committee
- Poverty Task Force
- Superintendent's Minister Group
- County wide Flight Team
- LCCTC Coordinating Counselors Advisory
- Lancaster County School Counselors Association
- Elementary School PTO's
- Board of School Directors
- Local University Admissions Representatives
- Student Assistance Team
- Lancaster County Workforce Investment Board

The Counseling Department Advisory Council will meet during the 2017-2018 school year. The initial meeting will occur in December, 2017.

The Council will consist of:

- Penn Manor School Counselors
- A Penn Manor School Board Member
- A Penn Manor High School Administrator
- A member of the Millersville Area Business Association
- A member from the Workforce Development Board
- A member from the Lancaster Chamber of Commerce
- At least one representative from our Dual Enrollment partner schools
- A Penn Manor Education Association representative
- A teacher
- A parent
- An alumni
- A representative of our career and technical partners

Advisory Council Agenda:

1. Introductions
2. Review of Department Mission and Goals
3. Review of School Counseling Data
4. Review of School Counseling Program
5. Activity: Programmatic feedback on our school counseling program, which includes perceived strengths and areas of need

Program Calendar and Program Delivery

Our curriculum, including the counseling department curriculum and individual student planning, is based upon the Understanding by Design Framework by McTighe and Wiggins. All counseling services are pre-planned based upon their level (elementary, middle and high school). The Year-at-a-Glance document provides a timeframe for each topic and pacing guide for when the delivery will occur. The Unit-at-a-Glance and Lesson-at-a-Glance documents are revised and maintained by the counseling department in our district Moodle site. Each year, counselors document student needs and review the calendar and pacing guide. These programs are implemented for students in general education and special education with regular communication with stakeholders. In addition to listing the Guidance Curriculum and Individual Student Planning services, the chart below includes Responsive Services and System Support activities provided by the K-12 school counselors.

August	<i>Academic</i>	<i>Career</i>	<i>Social</i>
Class Placement/Schedule Change Days	7-12	7-12	
New Student Registration	K-12	K-12	K-12
Back to School Night	K-12		K-12
9th Grade/New Student Orientation	9-12		9-12
7th Grade Orientation	7		7
September	<i>Academic</i>	<i>Career</i>	<i>Social</i>
Elementary Policy Talks	4-6		4-6
Prosocial Skills Lessons			K-2
Back to School Night	K-12	K-12	K-12
Grade-level meetings	9-12	9-12	
Senior Interviews	12	12	
Transition Meeting	9		9
Counselor Intro Lesson	9	9	7-8, 9
Middle School Intro Lesson	7-8		7-8

Depression Screening			9
Lancaster Chamber Women's and Men's Mentoring Program	10-11	10-11	10-11
October	<i>Academic</i>	<i>Career</i>	<i>Social</i>
Prosocial Skills Lessons			K-2
College Application Assembly	12	12	
Financial Aid Night and Assembly	9-12	9-12	
Graduation Project Presentations-Final Round	12	12	
Dual Enrollment Meetings	11-12	11-12	
CTC Presentation	10-11	10-11	
FAFSA Completion Night		12	
PSAT	9-11	9-11	
SAT	10-12	10-12	
ASVAB	10-12	10-12	
Academic Preparedness Assembly	10	10	
Career Exploration Lesson		7-8	
My Smart Borrowing	10-11	10-11	
MU Mentoring Program	9	9	9
November	<i>Academic</i>	<i>Career</i>	<i>Social</i>
Prosocial Skills Lessons			K-2
Charitable Assistance	K-8	K-8	K-8
Parent Teacher Conferences	K-6	K-6	K-6
Education Day	9-12	9-12	
Career Day		7-8	

Career Exploration Lesson #2		8	
Financial Aid Presentation	9-12	9-12	9-12
December	<i>Academic</i>	<i>Career</i>	<i>Social</i>
Prosocial Skills Lessons			K-2
Charitable Assistance	K-8	K-8	K-8
PSAT Results Assembly	9-11	9-11	
CTC Tours	10-11	10-11	
ASVAB Score Review	9-12	9-12	9-12
CTC Application Completion	10-12	10-12	
Elective Panel	8-10	8-10	
JA Young Men's Future Symposium		10-11	
Course Selection Overview	8-11	8-11	
January	<i>Academic</i>	<i>Career</i>	<i>Social</i>
Bullying Prevention Lessons			3-4
Elementary Financial Aid Night	K-6		
Spring Course Changes	9-12	9-12	
Classroom Scheduling Presentations	7-8	7-8	
Junior Interviews	11	11	11
Identify Course Failures	9-12	9-12	
Keystone Testing Lessons- Course Selection, 4 year Planning, Graduation Project,	9-12	9-12	
February	<i>Academic</i>	<i>Career</i>	<i>Social</i>
Bullying Preventions Lessons			3-4

Kids At Work Day	K-6	K-6	K-6
Course Selection Night - with Information Sessions- CTC, NCAA	8-12	8-12	
Course Selection Lesson/Presentations	8-11	8-11	
Junior Interviews and Graduation Project Presentations	11	11	11
Depression Screenings			9
March	<i>Academic</i>	<i>Career</i>	<i>Social</i>
Bullying Prevention Lessons			3-4
Career Shadowing Lesson		8	
Graduation Project Presentations		11	
SAT	9-12	9-12	
College 101	9-12	9-12	
JA Young Women's Future Symposium		10-11	
MU PACAC College Fair/Tour	9-12	9-12	
April	<i>Academic</i>	<i>Career</i>	<i>Social</i>
PSSA Testing	3-8		
Career Shadowing		8	
NOCTI Administration	9-12	9-12	
Graduation Project Presentations		11	
Senior Post-Graduation Survey	12	12	
May	<i>Academic</i>	<i>Career</i>	<i>Social</i>
Career Exploration Lessons	5	5	5
Personal Safety Lessons	2-4-6		2-4-6

Elementary Transition Meetings	6-7	6-7	6-7
Keystone Testing, Graduation Project, Cyber Wise, Mental Health Focus, Course Selection Revisions	9-12	9-12	9-12
Graduation Project Presentation		11	
Middle School visit to High School	8	8	8
AP Testing	10-12	10-12	
Senior Post-Graduation Surveys	12	12	
June	<i>Academic</i>	<i>Career</i>	<i>Social</i>
Transition Meetings	7-12	7-12	7-12
Graduation			12
Underclassmen Awards	9-11		9-11
ACT	9-12	9-12	
July	<i>Academic</i>	<i>Career</i>	<i>Social</i>
Balance Classes	9-12		
Schedule Changes	9-12		
Year Long/Ongoing	<i>Academic</i>	<i>Career</i>	<i>Social</i>
Individual Counseling	K-12	K-12	K-12
Group Counseling- Grief, Girls, New Students	K-12	K-12	K-12
FBA/PBSP/Data Collection	K-12	K-12	K-12
504 Plans-Collaborating	K-12	K-12	K-12
New Student Registration/ Orientation/Academic Placement Testing	K-12	K-12	K-12
Parent/Teacher Meetings	K-12	K-12	K-12

IEP Meetings	K-12	K-12	K-12
GIEP Meetings	7-12	7-12	7-12
Crisis Response	K-12	K-12	K-12
Family Issues-CYA Referrals	K-12	K-12	K-12
Liaison for Outside Placements	K-12	K-12	K-12
Referrals to Outside Agencies	K-12	K-12	K-12
Maintain Guidance Blogs	K-12	K-12	K-12
Guidance/Administration Meetings	9-12	9-12	9-12
Fair Share Duties	K-12	K-12	K-12
SAP Meetings/Case Management	7-12	7-12	7-12
Team/AST Meetings/Department	K-12	K-12	K-12
Support Groups	K-12	K-12	K-12
Professional Development	K-12	K-12	K-12
Grade-Level Intervention Mtg.	K-6	K-6	K-6
Class Meetings	9-12	9-12	9-12
Alternative Education Individual Counseling	8-12	8-12	8-12
Alternative Education Group Counseling	8-12	8-12	8-12
Career Seminars		9-12	
Instant Admissions Events		12	
Virtual Drive / Keystone Credit Recovery Courses	10-12		
CompassMark Social Skills Lessons			4-6

College Tours	12	12	
Virtual School Case Management	7-12	7-12	7-12
Open-Campus Enrollment	9-12		
Dual-Enrollment Coordination	10-12		
TeamCare Scheduling			K-12
MDE/OT Referral/Screening Paperwork	K-12		K-12
MDE/AST Observations & Summaries	K-12		K-12

Curriculum Action Plan

Appendix A includes all guidance curriculum, which includes yearly activities and interventions, as well as unit and lesson plans that school counselors deliver. These include the purpose, standards, academic activities, and system support needed for implementation. Curriculum documents are reviewed and revised on an ongoing basis in order to embed Pennsylvania Career Education and Work Standards, as well as ASCA mindsets and behaviors.

Career/Post-Secondary Resources

The Penn Manor School District Counseling Department places strong emphasis on collaboration with resources outside of the district. Some of the business/community and post-secondary stakeholders that help us meet our college and career readiness goals are listed below:

Elementary:

- CompassMark
- PHEAA
- TeamCare
- PTO
- Lancaster-Lebanon IU#13
- Local universities
- Local businesses
- Local emergency responders

Middle School:

- Lancaster Chamber of Commerce
- Lancaster County Career and Technology Center
- YWCA
- CompassMark
- 100 Community Employee Presenters/Hosts for Career Day
- Lancaster Workforce Development Board
- Lancaster-Lebanon IU #13
- Pennsylvania Counseling Services
- Junior Achievement

High School:

- Lancaster Chamber of Commerce (including Young Men's and Women's Mentoring Program)
- Lancaster County Career and Technology Center
- YWCA
- CompassMark
- Community Employee Presenters for Career Seminars and Classroom Presentations
- Lancaster Workforce Development Board including the Ready2Work program, Skill Up, and Job Fairs
- Lancaster-Lebanon IU # 13
- Job Trainer to work with students with disabilities
- Robust Career Internship and Service Learning Opportunities (where students are matched with a community business)

- Millersville University (including Office of Disability Services)
- Indiana University of Pennsylvania (IUP)
- West Chester University
- Harrisburg Area Community College (HACC)
- York Technical Institute (YTI)
- Thaddeus Stevens College of Technology
- Central Penn College
- PA College of Health Sciences
- Lancaster Bible College
- York College of Pennsylvania
- Consolidated School of Business
- PACAC College Fairs
- 100+ College Admissions Representatives for our annual Education Day
- Children Deserve a Chance ATOLLO Program
- Retired Teacher as Mentors
- Millersville University Mentor Program
- Pennsylvania Counseling Services
- Transition Curriculum (designed specifically for special education students)
- Junior Achievement
- Young Women's and Men's Future Business Symposium
- ACE Mentoring Program
- PHEAA
- U.S. Military (all branches: Army, Navy, Air Force, Marines)

Individualized Academic/Career Plan

Every student at Penn Manor begins developing an Individualized Academic/Career Plan to ensure that they experience developmentally appropriate career exploration tasks to enable them to determine a post-secondary career goal. Consequently, by the end of their high school experience, students understand their own personal strengths, interests, skills and aptitudes, in addition to the needs of the labor market. Furthermore, the results from the senior survey are used by the counseling department to assess the effectiveness of the counseling curriculum and the post-secondary career plans of all students. This feedback is vital in order to make modifications to the counseling program and ensure that students are well-prepared for post-secondary experiences.

The Individualized Academic and Career Plan for each student initiates in 8th grade. Students receive career lessons in the fall that focus on identifying personal strengths, abilities and interests that relate to a variety of careers. Students use their results to select career sessions for Career Day. The purpose of Career Day is for students to participate in two career sessions as well as attend a presentation from the Lancaster County Career and Technical Center. Career Day consists of community and parent volunteers who discuss their vocation, educational requirements and potential financial earnings. In addition, students in eighth grade utilize Career Cruising accounts. Students optimize this program by completing the Ability Profiler within the program.

In the spring semester, eighth grade students are required to shadow a person in a career in which they are interested and interview an employer with the focus on soft (essential) skills needed for these specific occupations to ensure successful employment. On the day of career shadowing, middle school teaching staff conducts field visits at sites where their students are meeting with employers. If students are unable to find an individual to shadow, they can opt to tour a post-secondary educational setting, such as a technical school or university. In collaboration with social studies teachers in grade 8, pre-and-post career shadowing lessons are delivered to prepare students to process the workplace experience. Students conduct career research in preparation for their career shadowing experience using the PA Careerzone website and also, Career Cruising.

Course selection is seen as a critical focus of the Individualized Career Plan. Emphasis is placed on providing opportunities for students to select the best courses for their identified career paths. At the high school, all staff focus on helping students succeed after high school, therefore, insight of their career goals and aspirations is paramount. High school administration advocates that students explore all academic core and elective courses, as well as potential career options. High school course selection is conducted in the spring semester for eighth grade students. Classroom lessons about this process and high school elective course panels are presented by department coordinators in order to provide students with necessary information about selecting

the best courses for themselves based on their interests as they enter high school. Each year, a Course Selection Night is held at Penn Manor High School and for all middle schools and their families to attend. Throughout their high school experience, all students attend numerous career seminars and assemblies to make them heighten awareness of the connection between their coursework and aspirations toward post-secondary goals in order to attain them.

Career Orientated Graduation Project

All students at Penn Manor are required to complete a career oriented graduation project which consists of grade appropriate career exploration tasks designed to lead students toward identification of a realistic post-high school plan. In addition, students and counselors utilize labor market data when determining career seminar topics, career fields of interest, field trip destinations, to develop the graduation project and other career lessons throughout the year.

Freshmen are required to begin the formal process and documentation of the graduation project that records their personal career plan. The Pennsylvania Career Guide, both in print or electronic format, is used in classroom lessons with freshman during the graduation project introductions and in individual counseling sessions with freshman and sophomore students to incorporate current labor market data information into the student's career planning.

Penn Manor utilizes Career Cruising to create and record students' electronic career portfolios. Required components include:

- Complete Career Matchmaker to identify careers that match self-identified skills and abilities
- Conduct three interviews with adults in careers of personal interest
- Compare at least three training or college options using the School Selector on Career Cruising
- Create a resume on Career Cruising

Students must also complete one of the following activities:

- Career shadowing
- College visit
- Community service (10 hours or more)
- Full day visit to the Lancaster County Career and Technology Center (LCCTC)

Students are then required to write a reflective paper and present their portfolio to a panel of teachers, counselors, and administrators at the end of their junior year.

Individual Student Planning:

A comprehensive career planning curriculum for students in Grades 9 through 12 includes yearly course selection, elective course panels and other career seminars.

- Junior year - An individual interview is conducted with each student during the spring. This interview is focused toward assisting students in identifying personal interests and planning their post-secondary goals.
- Senior year - An individual interview is conducted with each student during the fall. The goal of this meeting is to help support students in post-secondary pursuits, such as the application process, financial aid, and additional visits to post-secondary institutions, so that when they graduate, they have a plan of action to follow.
- A summary of information ascertained during the junior and senior interviews is forwarded via mail or email to parents and students. Parents receive written information that includes important upcoming dates, such as financial aid night, instant admissions dates, College 101 Night and various education fairs. In addition, Penn Manor High School provides an accessible high school counseling blog that highlights information and access to post-secondary preparation, tips for success and scholarship opportunities as resources in the planning process.

Career assessments used throughout the K-12 process include, but are not limited to:

- Career Zone
- Career Cruising Matchmaker, My Skills, and Ability Profiler
- Pre-ACT
- ASVAB
- Career Scope

Web resources used throughout the K-12 process include, but are not limited to:

- Pennsylvania Career Link: <https://www.jobs4lanaster.com/resources/career-resources/high-priority-occupations>
- Top 50 Job Skills Reports: <http://www.workstats.dli.pa.gov/Products/Top-50-Job-Skills/Pages/default.aspx>
- High Priority Occupations for Lancaster County: <http://www.workstats.dli.pa.gov/Products/HPOs/Pages/default.aspx>

Students with Individualized Education Plans

Penn Manor High School seeks to ensure that all students are provided with a quality education that prepares them for their life after high school. All teachers are cognizant of the needs of their students with IEPs and offer appropriate recommendations for the transition portion of students age 14 and older. In addition, our district has participated in the Pennsylvania Post-School Outcome Survey (PAPOS) to understand the perceptions of graduates and Indicator 13, which focuses on the transition needs of students, individualize career plans and post-secondary plans. In so doing, this data provides the means to determine whether we effectively have provided the information and training students need in our school. School counselors work in collaboration with social workers, job trainers, special education case-managers, and the special education teacher instructing the transition course. Examples of Special Education Students' Individualized Career Plans are located in Appendix B.

School counselors play an important role in the transition process for students with disabilities. While all students receive the K-12 guidance curriculum, there are additional services provided for students with special needs. These students are included in our regular education classes, work study classes, life skill classes, and the LCCTC. Just as their peers, special education students are required to complete the career-oriented graduation project in order to focus on the transition to post-high school education or employment.

The school district has demonstrated significant importance to the post-secondary readiness of students with special needs through the employment of staff dedicated to working with students and their transition skills. Based upon the individual needs of each student, additional services are provided for our special education students, such as a transition course, transition services, and job trainers.

The transition course specifically designed for juniors and seniors to provide practical career readiness practices include the following:

- Career exploration and work site visits to high priority industries based on labor market data found in the PA Career Guide
- Job search skills, including resume building and mock interview
- Career shadowing
- Service learning at community businesses
- Workforce development job fairs and Work Keys
- Transition coordinator
- Communication regarding the transition activities occurs with parents and guardians through a bi-annual newsletter, Transition Tracks

Two full-time job trainers are employed at Penn Manor High School to work with students in the following capacity through the School to Work, Life Skills and Emotional Support programs. Community businesses and agencies provide student participation in work crews to demonstrate employability traits prior to graduation. Additional career and workforce preparation programs available to students include:

- Darrenkamp's Food Market
- The Loft
- Millersville Brethren in Christ
- Meals on Wheels
- All Sizes
- Pequea Brethren in Christ
- Millersville Senior Center
- Global Aid Network (GAiN)
- Omni Dish Room at Thaddeus Stevens
- Free Geek (Computer recycling)
- Gordon's Waste

Additional College and Career Readiness programs available to students with special needs include:

- PAS Program at Harrisburg Area Community College
- Work Immersion Program at Willow Valley
- Project Search at Lancaster General Hospital
- Tours of Commonwealth Technical Institute at the Hiram G. Andrews Center
- Harrisburg Area Community College Annual Transition Fair

Career and Technical Center Strategy

Penn Manor School District Agriculture Program

Penn Manor High School hosts the second largest district agriculture (CTE) program in Pennsylvania and employs four agriculture teachers to instruct the program. Two templates serve as resources for students with an agriculture science interest in the 2017-2018 Penn Manor High School Course Selection Guide: Career Paths in Agriculture Science and Career Paths in Agricultural Equipment. Examples of students Agriculture Education Individual Career Objectives and Plans are located in Appendix B, Section I and Appendix C.

Career and Technical Education Information System - Certification Areas Approved



**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
STUDENT INDUSTRY CERTIFICATIONS
FOR SCHOOL YEAR 2017-2018**

DATE : 9/14/2017

School Number 2633 School Name, Address and Phone
Penn Manor HS, East Cottage Avenue Millersville, PA 17551-0301 Phone: (717) 872-9500

CIP Code	CIP Title	Program Type	Certification	Provider Name
01.0000	Agriculture, General	Tech Prep	Pennsylvania Pesticide Applicator Certification	Pennsylvania Department of Agriculture
01.0000	Agriculture, General	Tech Prep	Youth Pork Quality Assurance Program	National Pork Board
01.0201	Agricultural Mechanization, General	Program of Study	National Safe Tractor and Machinery Operator	Hazardous Occup and Safety Training in Ag (HOSTA)
01.0301	Agricultural Production Operations, General	Tech Prep	Pennsylvania Pesticide Applicator Certification	Pennsylvania Department of Agriculture
01.0901	Animal Sciences, General	Tech Prep	Pennsylvania Beef Quality Assurance Certification	Pennsylvania Beef Quality Assurance
01.0901	Animal Sciences, General	Tech Prep	Youth Pork Quality Assurance Program	National Pork Board



**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION APPROVED PROGRAM(S) ASSURANCE DOCUMENT
FOR SCHOOL YEAR 2017-2018**

DATE : 9/11/2017

School Number 2633 School Name, Address and Phone
Penn Manor HS, East Cottage Avenue Millersville, PA 17551-0301 Phone: (717) 872-9500

THE REPRESENTATIVE OF THE LOCAL EDUCATION AGENCY (LEA), BY SUBMITTING THE FOLLOWING, HEREBY AGREES AND ASSURES THAT:

- A.** Career and Technical Education (CTE) programs shall consist of a series of planned academic and career and technical education courses accessible to all students. These programs are designed to teach students the knowledge, technical skills, attitudes and behaviors of a career field in a systematic manner.
- Required to receive program approval, beginning in the initial program year, for each CTE program at school districts and career and technical schools for which reimbursement is sought in order to receive subsidy in accordance with Section 2502.8 of School Code, 24 P.S. Section 25-2502.8.
 - Must have a completed educational/occupational objective form on file for each "career and technical enrollee" for whom membership data is submitted. This form must be completed annually and signed by the student, instructor, and counselor. Form PDE-408 (Annual Educational and Occupational Objectives for Students Enrolled in a PDE-approved Career and Technical Education [CTE] Program), or a similar, locally developed form must be completed. Form PDE-408 is available at the following PDE link:
http://www.education.state.pa.us/portal/server.pt/community/program_approval/14503.
 - Comply with the minimum time requirements for approved planned technical courses as stated in Chapter 339.22(a)(9)(i).

- B. The LEA shall ensure that all Chapter 339 Vocational Education Standards are met as listed on the Approved Program Evaluation (APE) checklist. This document can be found at: http://www.education.state.pa.us/portal/server.pt/community/program_approval/14503/approved_program_evaluation_checklist/507945.
- C. The LEA shall ensure that all of the CATS Data Elements are current and edited annually. The CATS approved program file is a series of individual pages listing the data elements pertaining to various aspects of approved programs. Schools are required to submit information for the data elements listed below:
- Contact Information will include 2 names
 - Program Specific Information
 - Secondary Scope and Sequence for all programs
 - Postsecondary Scope and Sequence must be completed for any program that has an Articulation Agreement
 - Articulation Agreement information (If applicable)
 - Dual Enrollment Credits (If applicable)
 - Articulated Credits (If applicable)
 - Student Industry Certifications (If applicable)
 - Teacher Certification information
 - Teacher Industry Certifications (If applicable)
 - Registered Apprenticeship Sponsor information (If applicable)
 - Industry Accreditations (If applicable)
- D. The LEA shall complete and submit, when requested to do so, all reports associated with CTE Secondary Program Approval requested by the Secretary of Education and/or the Director of the Bureau of Career and Technical Education.

Page 1 of 2



**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION APPROVED PROGRAM(S) ASSURANCE DOCUMENT
FOR SCHOOL YEAR 2017-2018**

DATE : 9/11/2017

School Number **School Name, Address and Phone**
2633 Penn Manor HS , East Cottage Avenue Millersville, PA 17551-0301 Phone: (717) 872-9500

- E. The LEA shall meet all STATE BOARD OF EDUCATION REGULATIONS (located in Title 22 of the Pennsylvania Code) and PENNSYLVANIA SCHOOL CODE PROVISIONS (located in 24 P.S. Section 1-101, et seq.) pertaining to the operation of secondary schools and granting of high school diplomas.



Chief School Administrator/CTE Director

9/11/2017
DATE

CIP Code	CIP Title	Program Type
01.0000	Agriculture, General	Tech Prep
01.0201	Agricultural Mechanization, General	Program of Study
01.0301	Agricultural Production Operations, General	Tech Prep
01.0901	Animal Sciences, General	Tech Prep

Career Paths in Agriculture Science at Penn Manor High School

	Production Agriculture	Plant Systems	Animal Systems	Environmental/ Natural Resource Systems	Agribusiness Systems
Core Courses	Intro. To Agriculture, Food & Natural Resources Plant Science I & II Animal Science I Vet. Science Ag. Work Study	Intro. To Agriculture, Food & Natural Resources Plant Science I & II Floriculture and Landscape Design	Intro. To Agriculture, Food & Natural Resources Animal Science I Vet. Science Honors Vet. Science	Intro. To Agriculture, Food & Natural Resources Wildlife & Natural Resources Management	Intro. To Agriculture, Food & Natural Resources Agribusiness & Leadership I & II
Other Ag Science Courses	Biotechnology & Food Science Agribusiness & Leadership I & II Ag. Work Study	Biotechnology & Food Science Agribusiness & Leadership I & II Ag. Work Study	Biotechnology & Food Science Agribusiness & Leadership I & II Ag. Work Study	Biotechnology & Food Science Agribusiness & Leadership I & II Ag. Work Study	Biotechnology & Food Science Wildlife & Natural Resources Management Ag Work Study
Supporting Courses	Intro. To Ag. Mechanics Welding I & II Engines I & II Construction Agriculture Equipment Accounting I	Intro. To Ag. Mechanics Welding I Engines I Construction Biology Chemistry	Intro. To Ag. Mechanics Welding I Engines I Construction Biology Chemistry	Intro. To Ag. Mechanics Welding I Engines I Construction Biology Chemistry Ecology	Accounting I & II

Career Paths in Agricultural Equipment

	Engines/Auto/ Equipment Mechanic	Production AG	Welding Metal/ Metal Working	Construction
Core Courses	Intro. To Ag Mechanics Engines I Engines II Welding I Welding II Ag. Equipment Ag. Work Study	Intro. To Ag Mechanics Engines I Engines II Welding I Welding II Ag. Equipment Construction Ag. Work Study	Intro. To Ag Mechanics Welding I Welding II Engines I Ag. Work Study	Intro. To Ag Mechanics Welding I Welding II Engines I Construction Ag. Work Study
Certifications	Stihl Briggs & Stratton	Stihl Briggs & Stratton	Stihl Briggs & Stratton	Stihl Briggs & Stratton
Other Ag Courses	Agribusiness and Leadership I & II	Intro. To Agriculture, Food & Natural Resources Plant Science I & Animal Science I Vet. Science Agribusiness & Leadership I & II Ag. Work Study	Agribusiness and Leadership I & II	Agribusiness and Leadership I & II
Supporting Courses	Algebra II Chemistry Physics	Algebra II Chemistry Physics	Algebra II Chemistry Physics	Algebra II Accounting

Lancaster County Career and Technical Center (LCCTC)

An indicator of the strong collaboration with the LCCTC is the high number of students who attend from Penn Manor School District. Our district has active involvement with the LCCTC and many students attend the LCCTC programs where they can earn certifications that qualify and prepare them for jobs upon completion of the program. Penn Manor School District Superintendent, Dr. Mike Lechliter, will be the upcoming superintendent of record for the LCCTC. One of our high school counselors, Mrs. Brandy Basile, is a member of the advisory council.

Penn Manor School District works in collaboration with the LCCTC to ensure that all students have exposure to career options that are specifically applicable to workforce needs in the high priority career areas of Pennsylvania and more specifically in Lancaster County. A specific counselor at Penn Manor High School is dedicated as the liaison to ensure the processes and communication between the two entities is consistent in all procedures for recruitment, applications, acceptance and evaluation. Significant coordination occurs between the LCCTC

and Penn Manor School District for special education students who have been accepted into programs at the LCCTC. Prior to their entry to the LCCTC, Penn Manor School District updates all IEPs for students to ensure that accommodations are in place for the students' success.

Penn Manor School District provides middle level and high school students multiple points of exposure to the Lancaster County Career and Technology Center (LCCTC) programs of study, which include the following areas:

- Health Care
- Protective Services
- Advanced Manufacturing
- AgriScience
- Construction Technologies
- Information Technology
- Transportation Technologies
- Consumer Services
- Culinary Arts
- Visual Communications

At the middle school, eighth grade students participate in an assembly during which the LCCTC presents their programs of study. Eighth grade students also have the opportunity to visit a LCCTC location as a component of their career shadowing experience. On a yearly basis, Penn Manor High School shares programs that the LCCTC offers. Then the LCCTC career development counselor presents to prospective students at an assembly. Two separate assemblies are held. One is for sophomore students who could potentially attend the LCCTC for a half day program in their junior year; then an assembly is held for juniors who are interested in attending the LCCTC for a full day program during their senior year. School sponsored field trips/tours are provided for sophomores and juniors who have expressed interest in attending the LCCTC programs. In addition, students are also invited to attend an Open House at all LCCTC campuses: Willow Street, Brownstown, Mount Joy, and the Public Safety Center.

Penn Manor Students Attending the Lancaster County Career and Technical Center

	2014-2015	2015-2016	2016-2017	2017-2018
Juniors attending a half day LCCTC program	71	63	55	65
Seniors attending a full day LCCTC program	109	100	120	107
Seniors attending a half day Advanced Health Care program	N/A	N/A	N/A	9

The LCCTC career development counselor participates in active recruitment and awareness activities for PMSD students. Parents and students have the opportunity to participate in multiple information sessions throughout their high school experience. The career development counselor attends Back to School Night during the fall and spring semesters and also attends Course Selection Night with displays that share the options for LCCTC career options.

Collaboration occurs between the Penn Manor School District counselors and LCCTC staff to ensure that students and parents receive all the necessary information regarding all of the offerings at the LCCTC. This includes information about articulation agreements, college credits, certifications offered, and co-operative education. The LCCTC is responsive to workforce demands and modifies its programmatic offerings; occasionally programs are added or dropped. Penn Manor designates one counselor to work in conjunction with the CTC. This counselor communicates regularly to determine program status, enrollment status, openings available and acceptance information in order to ensure that all students have a chance to enroll if they desire.

All students are invited to participate and enroll in LCCTC programming. The counseling department works in conjunction with the special education department to ensure all students have equal access to understand the options in the career and technical programs. Special education students also have additional supports in place to support them, such as assistance in the completion of the application process and scheduling individual tours as needed.

Appendix C includes documentation of industry certifications earned by Penn Manor students during the 2016-2017 school year.

ELEMENTARY COUNSELOR – POSITION DESCRIPTION

Department: Counseling Department
Location: Assigned Elementary Building(s)
Salary: Per Teacher Schedule
Status: Salaried Position – 189 Days per year
Reports To: Building Principal and Coordinator of Counseling Services

Purpose and Scope of Responsibilities

Under the supervision of the Elementary Principal and the Coordinator of Counseling Services the Elementary Counselor will be responsible for using student data to develop and maintain a comprehensive written plan for the effective delivery of the Penn Manor counseling program. This position works collaboratively with the elementary principals to set strategic priorities and implement programs and procedures to support, implement and achieve district academic and operational objectives.

Qualifications

The Elementary Counselor must be Pennsylvania certified in school counseling. Experience as a teacher or elementary counselor is considered advantageous.

Essential Function and Responsibilities

This position interfaces with staff, faculty and the community on a continual basis and requires a high degree of interpersonal skill and human relations ability. All job functions are to be executed with high quality customer service. Customers include staff, teachers, students, parents and community members. Examples demonstrative of high quality service may include, by are not limited to prompt responses to inquiries, professional and courteous verbal and non-verbal communication, and proactive problem solving.

- Work in cooperation with the elementary school team to support the instructional program in grades kindergarten to six to achieve the curriculum goals of the school district.
- Provide consultation support for students, families and staff members regarding academic, career and personal/social domains.
- Provide personal counseling to individual students regarding academic, career and personal/social domains.
- Provide tiered interventions to targeted groups based on data based needs including group counseling.
- Observe students to collect data appraisal for academic support services or multi-disciplinary evaluations.
- Serve as a liaison for students and families to outside agencies.
- Implement an effective referral and follow up process as needed.
- Support curricular efforts to maximize college and career preparation for all students.

- Work with Elementary Principal and the Director of Technology in the review of assessment data and programs related to the use of assessment data to improve instruction.
- Assist the building principal with activities related to the administration of PSSA tests and other mandated testing programs at the elementary level.
- Mediate conflicts, which may arise at the building level between teachers, parents and students at the elementary level.
- Coordinate and develop targeted interventions for large groups of students in career, academic and personal social domains.
- Measure results of the comprehensive school-counseling program regarding student academic performance, behaviors and attendance to facilitate appropriate interventions.
- Generate accurate, efficient, and timely communications with all constituents to include, but not be limited to newsletters, websites, blogs or mass electronic distributions such as text and email blasts.
- Cooperate with the district public relations coordinator to provide appropriate coverage for school counseling activities.
- Cooperate with the director of technology to maximize the effective utilization of available technologies.

Other Duties

- Perform other duties as assigned by the Building Principal.
- Establish relationships with students through informal interactions in a variety of settings during the school day.
- Support class list assignments and the scheduling process within the building.
- Adhere to the laws, policies, procedures and ethical standards for the school counseling profession.

General Skills and Capabilities

- Appropriate keyboarding skills.
- Proficiencies with technological communication tools including, but not limited to word processing, internet access and utilization, and the full and effective use of the district's email software.
- A valid Pennsylvania driver's license and access to independent transportation.
- Ability to communicate well at all organizational levels.
- Ability to exercise good judgment in prioritizing tasks and decision-making.
- Ability to maintain confidentiality.
- Ability to form appropriate relations and to work as a team member and be an example of exemplary customer service at all times.

Physical and Personal Limitations and Requirements

- Repetitive movement of fingers and hands for keyboarding.
- Visual acuity to read significant amounts of correspondence, reports and computer screen data.
- Auditory acuity for telephone and oral communication.

- Manual dexterity for the operation of office equipment.
- Frequent walking and standing.
- Ability to speak clearly and distinctly.
- A temperament appropriate for work as a team member and manager.
- Some carrying and lifting - 15 to 30 pounds.

Approved: April 1, 2013

SECONDARY COUNSELOR – POSITION DESCRIPTION

Department: Counseling Department
Location: Assigned Secondary Building(s)
Salary: Per Teacher Schedule
Status: Salaried Position – 208 Days per year for High School/198 Days per year for Middle School
Reports To: Building Principal and Coordinator of Counseling Services

Purpose and Scope of Responsibilities

Under the supervision of the Building Principal and the Coordinator of Counseling Services the Secondary Counselor will be responsible for using student data to develop and maintain a comprehensive written plan for the effective delivery of the Penn Manor counseling program. This position works collaboratively with the building principal to set strategic priorities and implement programs and procedures to support, implement and achieve district academic and operational objectives.

Qualifications

The Secondary Counselor must be Pennsylvania certified in school counseling. Experience as a teacher or school counselor is considered advantageous.

Essential Function and Responsibilities

This position interfaces with staff, faculty and the community on a continual basis and requires a high degree of interpersonal skill and human relations ability. All job functions are to be executed with high quality customer service. Customers include staff, teachers, students, parents and community members. Examples demonstrative of high quality service may include, by are not limited to prompt responses to inquiries, professional and courteous verbal and non-verbal communication, and proactive problem solving.

- Work in cooperation with the secondary school team to support the instructional program in grades seven to twelve to achieve the overall goals of the school district.
- Provide consultation support for students, families and staff members regarding academic, career and personal/social domains.
- Provide personal counseling to individual students regarding academic, career and personal/social domains.
- Provide tiered interventions to targeted groups based on data based needs including group counseling.
- Observe students to collect data appraisal for academic support services or multi-disciplinary evaluations.
- Serve as a liaison for students and families to outside agencies.
- Implement an effective referral and follow-up process as needed.
- Support curricular efforts to maximize college and career preparation for all students.

- Work with Secondary Principal and the Director of Technology in the review of assessment data and programs related to the use of assessment data to improve instruction.
- Assist the building principal with activities related to the administration of mandated testing requirements at the secondary level (PSSA, keystones, SAT).
- Mediate conflicts, which may arise at the building level between teachers, parents and students at the secondary level.
- Coordinate and develop targeted interventions for large groups of students in career, academic and personal social domains.
- Measure results of the comprehensive school-counseling program regarding student academic performance, behavior and attendance to facilitate appropriate interventions.
- Generate accurate, efficient, and timely communications with all constituents to include, but not be limited to newsletters, websites, blogs or mass electronic distributions such as text and email blasts.
- Cooperate with the district public relations coordinator to provide appropriate coverage for school counseling activities.
- Cooperate with the director of technology to maximize the effective utilization of available technologies.

Other Duties

- Perform other duties as assigned by the Building Principal.
- Establish relationships with students through informal interactions in a variety of settings during the school day.
- Support the course selection and scheduling process within the building.
- Adhere to the laws, policies, procedures and ethical standards of the school counseling profession.

General Skills and Capabilities

- Appropriate keyboarding skills.
- Proficiencies with technological communication tools including, but not limited to word processing, internet access and utilization, and the full and effective use of the district's email software.
- A valid Pennsylvania driver's license and access to independent transportation.
- Ability to communicate well at all organizational levels.
- Ability to exercise good judgment in prioritizing tasks and decision-making.
- Ability to maintain confidentiality.
- Ability to form appropriate relations and to work as a team member and be an example of exemplary customer service at all times.

Physical and Personal Limitations and Requirements

- Repetitive movement of fingers and hands for keyboarding.
- Visual acuity to read significant amounts of correspondence, reports and computer screen data.
- Auditory acuity for telephone and oral communication.
- Manual dexterity for the operation of office equipment.

- Frequent walking and standing.
- Ability to speak clearly and distinctly.
- A temperament appropriate for work as a team member.
- Some carrying and lifting - 15 to 30 pounds.

Approved: April 1, 2013

COUNSELING DEPARTMENT CAREER AIDE – POSITION DESCRIPTION

1. Use existing data to help identify students who are in need of help with college and career planning. Particular focus will be on students who qualify for free or reduced lunch or who would be a first generation college student.
2. Assist with established counseling department programming and develop supplemental career exploration programming that reaches the target group members in addition to the general student body. Provide data on the interventions.
 - a. Field Trips- Bus trips to HACC, MU, E-town, F&M
 - b. Instant Admissions Events- MU, WCU, IUP
 - c. Guest Speakers and Panels- Career Seminars, Transition to College Success, Interview Skills, Resume Workshops, College Essay Workshops
 - d. Advertise camps/special opportunities- via website, morning announcements, twitter, blog, in classrooms, homerooms and to staff
3. Provide graduation project support to students experiencing difficulty with the graduation project and orient new students to the project.
4. Create PR plan for engaging students and parents in all career related activities and making them aware of opportunities including Financial Aid Night, Education Day, FAFSA Completion Workshop, My Smart Borrowing, College 101 nights, Instant Admissions Workshops, CTC Tours, Transition Fairs and other special opportunities that arise.
5. Maintain counseling department college files and resources in a way that invites students and families to use them. Maintain job board.
6. Assist students with finding job shadowing, internship, and community service placements
7. Work to ensure that all students send transcripts on time to employers, schools, and NCAA.
8. Assist with CTC application process
9. Assist with course selection process as it relates to matching student interests with choosing courses.
10. Other duties as assigned that contribute to student preparation for their post-secondary plan.