

Boyertown Area School District
K-12 School Counseling Plan—January 2016

1. School Counselors and Assignments

Elementary Schools

Boyertown Elementary:

- Erin Nester, full time
- Erica Hummel, .20
- Student Population: 631

Colebrookdale Elementary:

- Lisa Johnson, ½ time
- Student Population: 325

Earl Elementary:

- Grace Turnbull, ½ time
- Student Population: 291

Gilbertsville Elementary:

- Kristen Horton, full time
- Erica Hummel, .30
- Student Population: 799

New Hanover-Upper Frederick Elementary:

- Staci Ong, full time
- Grace Turnbull, .30
- Student Population: 780

Pine Forge Elementary:

- Robyn Michael, ½ time
- Student Population: 283

Washington Elementary:

- Joanne Oxenford, full time
- Grace Turnbull, .20
- Student Population: 535

Secondary Schools

Junior High East:

- Maureen Siwik and Mary Monteiro
- Student Population: 837
- Students divided between counselors alphabetically

Junior High West:

- Rachel Franco and Deb Donovan
- Student Population: 812
- Students divided between counselors by academic team

Boyertown Area Senior High:

- Sandra Gallagher, Christy Greener, Caitlin Hawkins, Beth Shive

- Susan L. Groff , Career Counseling Assistant
- Student population: 1649

Responsibilities of all BASH school counselors for their alphabetically-assigned students:

- Academic, personal/social & career development
- Promote academic success through interpretation & use of data
- Advocate for student needs
- Consultation w/parents-staff-administration to address student needs
- Promote positive social behaviors
- Provide supportive counseling (non-therapeutic)
- Provide crisis intervention/response
- Scheduling/course selection process facilitation
 - Individual student meetings
 - IEP students-course selection/transition
 - Regular ed. students- course selection/transition
 - Check/adjust student schedules
- Graduation goals
- Home/school/agencies liaison
- IEP meeting attendance

The following responsibilities are divided among the 4 counselors and adjusted annually:

Team Representation/Liaison/Coordination

- NCAA clearinghouse
- BBEC business visit coordinator
- Technology liaison
- Grade 9 – 10 transition coordination
- Crisis response team
- Sr. Awards Night coordination
- PAC 10 Counselor Liaison
- Link Crew
- Public Relations & Advertising
- SAP team member (2/year)
- Gr. 8 CEW course liaison
- BCTC school counselor liaison
- Career Cruising liaison
- DATA team
- Crisis response team
- AP coordinator
- College Board SSD Coordinator
- School Counseling Advisory Committee
- Safety Care team
- Concurrent Enrollment coordination
- Gateway Learning Program (MCCC)
- Internship Program liaison

Test Facilitation Responsibilities

- ACT facilitation
- SAT administration facilitation
- PSAT test administration facilitation
- AP exam administration facilitation
- Aspire test administration facilitation
- AccuPlacer testing administration & facilitation

Presentation Responsibilities

- Senior in-class presentations coordination
- Sophomore POS presentation

- Grade 9 parent night
- Grade 9 POS presentations
- Sophomore Flex presentation coordination
- Junior POS presentation
- Aspire results classroom presentations coordination
- Junior Flex & in-class college/PSAT results classroom presentations coordination

Evening Programs

- Sr. Awards Night
- FAFSA Completion Night
- Career Portfolio Completion Night
- Grade 9 Parent Night
- Financial Aid Night
- Sophomore Orientation Night
- Sophomore Parent Orientation
- Jr. Parent Information Night

Other Duties

- All scholarships
- Camp Neidig
- Hugh O'Brien
- Berks Best
- Career Portfolio
- Life skills student schedules
- ACT summary report
- NJROTC advisor
- Sophomore orientation
- ADL/anti-bullying training
- FBLA job shadowing
- PAYS Task Force
- Class statistics
- SAT summary report
- PSAT summary report
- YMCA Youth & Family Wellness Committee

2. School-Counseling Department Mission Statement

To help students succeed academically, socially and emotionally in school and community

BASD Mission Statement: To enable all students to succeed in a changing world

3. Program Goals

The Boyertown Area School District school counseling program should: (from BASD School Counseling Philosophy Statement)

1. Develop strategies to overcome barriers to learning.
2. Provide state-certified, master's-degree-level school counselors functioning within the American School Counselor Association model.
3. Integrate counseling program components into academic areas.

4. Utilize evidence-based practices.

4. Stakeholders

Student role: Participate in school counseling programs and services in order to achieve their personal best.

Parent role: Partner with school counselors to guide their children to achieve their personal best through such things as:

- school orientation programs
- child study teams
- new student tours
- parent/school conferences
- utilization of website information
- participation in parent information sessions
- parent/school organizations & committees

Educator role: Support and collaborate with school counselors in their delivery of programs and services to stakeholders so students are able to achieve their personal best.

Business/Community role: Partner with school counselors to guide students to achieve their personal best through such things as:

- career presentations
- job shadow sponsorship
- hosting Grade 9 college visits
- hosting Grade 10 business visits
- providing MH/D&A assessments
- providing support groups
- providing volunteer/community service opportunities

Post-Secondary role: Partner with stakeholders to assist students in achieving their personal best in post-secondary education or military through programs and services such as:

- College admissions representative visits to high school to meet with interested students
- Military representatives to meet in-house with interested students
- College visitations sponsored by Berks Business-Education Coalition
- GED consultations
- Dual Enrollment courses

5. Role of the School Counselor

All counselors of Boyertown Area School District: (from BASD School Counseling Philosophy Statement)

1. Advocate for students to promote their academic, career, personal, and social development.
2. Abide by the professional school counseling ethics as advocated by the American School Counselor Association.
3. Will maintain a quality school counseling program by participating in current & relevant professional development as supported by Boyertown Area School District.

4. Serve as resources to all members of the school community.
5. Promote school and community relationships.

6. Advisory Council

School Counseling Advisory Committee (functioning since 2008):

Boyertown Area School District is committed to the ongoing improvement of the school counseling services provided to assist students in attaining success during their school careers and in building skills to prepare them for their postsecondary education and/or employment. This committee will provide input to and share perspectives with the counselors as they develop a more defined school counselor role and set goals for the counseling department at all levels, kindergarten through grade 12.

Process

- Members include parents, administrators, teachers, community members, counselors
- Meet three times during the school year (October, January, May)
- Review department & level goals
- Provide input on drafts of department materials
- Provide input to and share perspectives with counselors

Committee Members:

| Name | Role | School |
|--------------------|-------------------------------|------------------------------|
| • Barb Bernier | Agency Rep & Parent | Boyertown Area Multi-Service |
| • Marilee Cassidy | K-12 Counseling Coordinator | |
| • Susan Cook | Community Rep | |
| • Brett Cooper | Principal | BASH |
| • Mindy Elwell | Parent | JHW & CES |
| • Sandra Gallagher | SH Counselor | BASH |
| • Greg Galtere | Principal | JHW |
| • Pam Gebbie | Teacher | GES |
| • Lisa Jackson | Teacher | JHW |
| • John Landino | BASD School Board Member | |
| • Mary Monteiro | JH Counselor | JHE |
| • Ali Neeld | Parent | JHE & NHUF |
| • Joanne Oxenford | Elementary Counselor | WES |
| • Kelli Rodriguez | Parent | JHE & GES |
| • Robert Scoboria | BASD Assistant Superintendent | |
| • Craig Zerr | Principal | EES |

7. Program Calendar

| BASD Elementary Calendar | Academic | Career | Soc/Emot |
|-------------------------------------|-----------------|---------------|-----------------|
| August | | | |
| Kindergarten Orientation | x | | x |
| New student orientation | | | x |
| Review records and cumulative files | x | | |
| Organize curriculum | x | x | x |
| | | | |
| September | | | |

| | | | |
|---|---|---|---|
| Ongoing Individual counseling | | | x |
| Ongoing Crisis response | | | x |
| New student orientation | x | | x |
| Ongoing Small group counseling | | | x |
| Ongoing IEP LEA | x | | x |
| IPM meeting | x | | x |
| Ongoing Gifted screenings | x | | |
| Ongoing Facilitation/maintain 504 plans | x | | |
| Ongoing Facilitation SAT/P | x | | |
| Ongoing organization and facilitation of special ed paperwork | x | | |
| Ongoing student observations | x | | x |
| Ongoing classroom guidance lessons | | x | x |
| Ongoing review and update custody information | | | |
| Ongoing professional development | X | X | X |
| Ongoing NPFH projects | | | X |
| Ongoing data team | X | | |
| Ongoing linkage to community resources | | | X |
| Ongoing flight team member | | | X |
| Tours for new students/families throughout the year | | | X |
| Assist principal with student concerns | | | X |
| Coordination of outside services delivering instruction to students | | | X |
| | | | |
| October | | | |
| Red Ribbon Week activities | | | X |
| | | | |
| November | | | |
| Parent conferences | X | | X |
| IPM Meetings | X | | |
| | | | |
| December | | | |
| | | | |
| January | | | |
| IPM meetings | X | | |
| | | | |
| February | | | |
| Parent Conferences | X | | X |
| | | | |
| March | | | |
| Preparation for PSSA testing | X | | |
| IPM Meetings | X | | |
| | | | |
| April | | | |
| Facilitation of state standardized testing | X | | |
| LEA IEP | X | | |
| | | | |
| May | | | |
| PSSA testing | X | | |
| Classroom assignments for students | X | | |
| Facilitation of state standardized testing | X | | |
| IPM meeting | | | |
| | | | |

| | | | |
|--|---|--|--|
| June | | | |
| Review/organize 6 th grade files and send them to middle school | X | | |
| Enter ESAP data | | | |
| Organize curriculum | X | | |

| BASD Junior High Calendar | Academic | Career | Soc/Emot |
|---|----------|--------|----------|
| August | | | |
| Build Schedule | X | | |
| Update/Distribute Chapter 15's | X | | |
| Update SAP Paperwork | X | | |
| Update Grief Trauma Plan | X | | |
| 7 th Grade Orientation | X | | |
| New Student Days (ongoing) | X | | |
| | | | |
| September | | | |
| Prepare for Parent Survival Night | X | | |
| Back to School Night | X | | |
| SAP (ongoing) | | | X |
| Permissions to Evaluate (ongoing) | | | X |
| RTI team meetings (ongoing) | X | | X |
| 7 th Grade SAP presentations (JHW) | | | X |
| Road to Success | X | X | |
| Club Advisors (ongoing at JHE) | X | | X |
| Ongoing schedule changes (daily) | X | | |
| | | | |
| October | | | |
| BCTC presentations, trips, applications, etc | X | X | |
| Attend IEP Meetings (ongoing) | X | | X |
| | | | |
| November | | | |
| BCTC (collect applications and fill out Guidance section) | X | X | |
| Conference Night | X | X | X |
| End of first Quarter Keystones | X | | |
| Prepare for Keystones in December | X | | |
| | | | |
| December | | | |
| Keystone Algebra 1 testing and Make Ups | X | | |
| | | | |
| January | | | |
| Send Chapter 15's to teachers of 7 th and 8 th grade FCS/Test | X | X | X |
| End of 2 nd Quarter Failures | X | | |
| Pull written schedules of students to transfer to quarter 3 new schedules | X | | |
| Notify BCTC students of acceptances | X | X | |
| Coordinate grade 8-9 registration | X | X | |
| | | | |
| February | | | |
| Scheduling for all grades (presentations and course selection entries) | X | X | |
| | | | |
| March | | | |

| | | | |
|--|---|---|---|
| Scheduling for all grades (presentations and course selection entries) | X | X | |
| PSSA's | X | | |
| April | | | |
| PSSA's | X | | |
| End of 3 rd Quarter Failures | X | | |
| SAP Cases Logged | | | |
| | | | |
| May | | | |
| 9 th grade HS visit | X | X | X |
| Algebra Keystone tests | X | | |
| Host elementary Gr 6 visit | X | | X |
| | | | |
| June | | | |
| Transitioning information for elementary to JH | X | | X |
| Transitioning information for JH to HS | X | | X |
| Award ceremony phone calls | | | |
| Purging cumulative folders/send to HS | | | |
| Fix schedule conflicts | X | | |

| BASD High School Calendar | Academic | Career | Soc/Emot |
|---|----------|--------|----------|
| August | | | |
| Scheduling | X | X | |
| New Enrollments/Transfer Students | X | | |
| Sophomore Orientation | X | | |
| Data Team | X | X | |
| Transcript Verification | X | | |
| Keystone Credit Recovery | X | | |
| Summer School Remediation Verification | X | | |
| | | | |
| September | | | |
| BBEC Visit & Debriefing Sessions | X | X | |
| Senior (in-class) Presentations | X | | |
| Individual Senior Meetings | X | X | |
| Back to School Night | X | | |
| Junior PSAT Presentation | X | | |
| Career Portfolio Workshop | | X | |
| Sophomore Parent Orientation | X | X | |
| College Applications (process begins) | X | X | |
| Safety Care Training (process begins) | | | X |
| Senior Portfolio Presentations | X | X | |
| Scholarships (process begins) | X | X | X |
| NCAA (process begins) | X | | |
| Dual-Enrollment Registration (process begins) | X | X | |
| Class Statistics | X | | |
| | | | |
| October | | | |
| PSAT | X | | |
| Tri-County College Fair | | X | |
| Program of Studies Finalization | X | X | |
| | | | |

| | | | |
|---|---|---|---|
| November | | | |
| ASPIRE | X | | |
| BCTC Application Process | X | X | |
| Internship Visit | | X | |
| Parent/Teacher Conferences | X | X | X |
| | | | |
| December | | | |
| Junior (in-class) PSAT results Presentations | X | | |
| Sophomore (small group) PSAT results Presentations | X | | |
| Jr. High Transition to High School (process begins) | X | X | |
| BCTC Application Process | X | X | |
| BCTC Visits | X | X | |
| | | | |
| January | | | |
| Financial Aid Night | | X | |
| Program of Studies Presentations (Sophomore & Juniors) | X | | |
| Internship Visit | | X | |
| | | | |
| February | | | |
| Individual Course Selection Meetings (process begins) (9 th -11 th) | X | X | |
| Individual Student Course Selection Meetings (in office) (9 th -11 th) | X | X | |
| 9 th Grade Parent Night | X | X | |
| BCTC Placement & Master List | X | X | |
| Junior Parent Presentation | X | X | |
| | | | |
| March | | | |
| FAFSA Completion Night | X | X | |
| AP Exam (process begins) | X | | |
| BCTC Visits | X | X | |
| Internship Visit | | | |
| | | | |
| April | | | |
| AccuPlacer Testing (Dual-Enrollment) | X | | |
| Aspire test results | X | X | |
| | | | |
| May | | | |
| AP Exam Facilitation | X | | |
| Internship Visit | X | | |
| | | | |
| June | | | |
| Transcript Verifications | X | | |
| Final Transcripts sent | X | | |
| Summer School Letters | X | | |
| Non-Graduate Conferences | X | | |
| Senior Awards Night | X | X | X |

8. Program Delivery

**BASD COMPREHENSIVE SCHOOL COUNSELING PROGRAM
DELIVERY SYSTEM**

Grades K-6

| <p>Guidance Curriculum</p> <p>Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</p> | <p>Prevention, Intervention and Responsive Services</p> <p>Addresses school and student needs.</p> | <p>Individual Student Planning</p> <p>Assists students and parents in development of academic and career plans.</p> | <p>System Support</p> <p>Includes program, staff and school support activities and services.</p> |
|--|---|--|--|
| <p>Purpose</p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p> | <p>Purpose</p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p> | <p>Purpose</p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p> | <p>Purpose</p> <p>Program delivery and support.</p> |
| <p>Academic</p> <p>Transition to jr high lessons (6th grade)</p> <p>Small group for organization skills and transitioning to junior high (6th grade)</p> <p>Developmental classroom guidance lessons aligned with the CEW standards</p> | <p>Academic</p> <p>IPM/RtII participation/ Core team meetings</p> <p>Participate in IEP meetings</p> <p>Participate in FBA meetings</p> <p>Parent contact</p> <p>Small group counseling (study skills, organization, behavior management, etc)</p> | <p>Academic</p> <p>Develop 504 plans</p> <p>Initiation of MDE</p> <p>Consult with faculty about student placement/ IEP/ 504 plans</p> <p>Student Observations</p> | <p>Academic</p> <p>PSSA preparation and building coordinator</p> <p>Gifted screenings</p> <p>504 plan management</p> <p>Student observations</p> <p>LEA at IEP meetings</p> <p>Kindergarten orientations</p> <p>New Student orientation</p> |

| | | | |
|--|---|---|---|
| | | | Open house and conferences |
| | | | District counseling meetings |
| Career | Career | Career | Career |
| Career interest inventory Apply to daily activities the essential workplace skills, such as, but not limited to : commitment, communication, dependability, personal initiative, team building, schedule/time management | Small group counseling (study skills, organization, behavior management, etc) | Career interest inventory Individual behavior plans: making connections between behavior and job success | Program delivery and support. |
| Personal/Social | Personal/Social | Personal/Social | Personal/Social |
| Identifying and expressing feeling through the implications of guidance lessons and small groups. Learning how to make and keep friends through the implication of guidance lessons and small groups. | ESAP team Small groups Classroom guidance lessons Referrals to outside agencies PATHS program VSC programs | Individual Counseling Small group counseling Agency consultations Parent conferences | No Place for Hate committee New student groups/orientations Consult with outside agencies Positive behavior system (SWEBS) |

| | | | |
|--|--------------------------------------|---------------------------------|----------------------------|
| | Crisis intervention/Safety Care | | |
| | Crisis counseling | | |
| | Guest speaker on bullying prevention | | |
| Counselor Role | Counselor Role | Counselor Role | Counselor Role |
| Classroom and group instruction | Individual and group counseling | Consultation | Coordination |
| Consultation | Referral | Collaboration | Collaboration |
| Planning, organization, and facilitation of guidance lessons | Consultation | Planning | Develop and manage program |
| | Communication and collaboration | Providing outside resource list | Consultation |
| Percentage of Time | Percentage of Time | Percentage of Time | Percentage of Time |
| 15% | 50% | 15% | 20% |

(From ASCA Workbook, page 59.)

BASD COMPREHENSIVE SCHOOL COUNSELING PROGRAM
DELIVERY SYSTEM
 High School Grades 10-12

| | | | |
|--|---|---|---|
| Guidance Curriculum | Prevention, Intervention and Responsive Services | Individual Student Planning | System Support |
| Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12. | Addresses school and student needs. | Assists students and parents in development of academic and career plans. | Includes program, staff and school support activities and services. |
| Purpose | Purpose | Purpose | Purpose |
| Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation. | Prevention, Intervention and Responsive services to groups and/or individuals. | Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions. | Program delivery and support. |
| Academic | Academic | Academic | Academic |
| -Grade-level presentations: program of studies, course registration, test results,... | -504 Agreements: develop & maintain -meetings with failing/at risk students -IEP meeting participation -MS to HS transition activities -Plan and facilitate parent information sessions | -Scheduling/course selection activities -graduation/post-secondary planning -Career Portfolio Completion Night -College recommendation letters | -Transition coordination -Concurrent enrollment coordination -Scholarship liaison -Data team participation -Standardized test facilitation -Test results summaries |
| Career | Career | Career | Career |
| -CEW lessons | -BCTC applications -Flex lessons | -Career Portfolio -Individual guidance meetings re: post-secondary plans | -BCTC liaison -Career Cruising liaison -Learning Academy involvement -Internship program liaison |

| Personal/Social | Personal/Social | Personal/Social | Personal/Social |
|---|--|---|---|
| | <ul style="list-style-type: none"> -Individual (non-therapeutic) counseling -Crisis response and intervention -Parent communication/collaboration -Student Assistance Program (SAP) participation -Coordination with out-of-district placements -Referrals | <ul style="list-style-type: none"> -Individual student meetings -Student verification forms | <ul style="list-style-type: none"> -Operation Backpack oversight -Wellness committee -Home/School/Agencies coordination |
| Counselor Role | Counselor Role | Counselor Role | Counselor Role |
| <ul style="list-style-type: none"> -Classroom & group instruction -Consultation | <ul style="list-style-type: none"> -Individual and group counseling -Consultation -Referral -Student advocate | <ul style="list-style-type: none"> -Assessment -Planning -Placement -Consultant | <ul style="list-style-type: none"> -Scholarship organization & oversight -Awards organization & coordination -Safety Care Team School Counseling Advisory Committee -PAYS Task Force |
| Percentage of Time | Percentage of Time | Percentage of Time | Percentage of Time |
| 20% | 30% | 30% | 20% |

(From ASCA Workbook, page 59.)

BASD COMPREHENSIVE SCHOOL COUNSELING PROGRAM
DELIVERY SYSTEM
 Junior High Grades 7-9

| Guidance Curriculum | Prevention, Intervention and Responsive Services | Individual Student Planning | System Support |
|---|---|--|---|
| Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12. | Addresses school and student needs. | Assists students and parents in development of academic and career plans. | Includes program, staff and school support activities and services. |
| Purpose | Purpose | Purpose | Purpose |
| Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation. | Prevention, Intervention and Responsive services to groups and/or individuals. | Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions. | Program delivery and support. |
| Academic | Academic | Academic | Academic |
| <ul style="list-style-type: none"> -Course selection presentations (7-9) -BASH & BCTC program presentations (8-9) -NJROTC program presentation (8) | <ul style="list-style-type: none"> -Meeting with failing/at-risk students -RtII process -Set up & monitor Study Hall/tutoring assistance -Team meetings -Facilitate development and oversight of 504 plans -Facilitate referrals for special education services -IEP meeting participation -Collaborate for transition activities from level-to-level | <ul style="list-style-type: none"> -Advising students individually during course registration process -Meet with students to discuss grades and implement support services | <ul style="list-style-type: none"> -Initiate special education evaluation process -organize college tours -Facilitate standardized testing processes -Data team participation |

| Career | Career | Career | Career |
|--|---|--|---|
| Career Cruising Activities (7-9) Career Speakers (7-9) Road to Success lessons | | -Discussion with students regarding likes/dislikes, strengths/weaknesses & the relationship to career choice | -Organize BCTC tour (9) -BCTC application process (9) -College visits |
| Personal/Social | Personal/Social | Personal/Social | Personal/Social |
| -Bear Ambassador Program (7) -Red Ribbon Week activities (7-9) -Weller Center (8) -Seventh Grade Orientation -COCA classes (PE 7) -Health Class Units -Cyber Bullying -Flex lessons (7) | -Psychoeducational Groups -Crisis Intervention and Coordination of resources -Student Assistance Program (SAP) participation -Parent communication/collaboration -New student orientation -Helping families access needed services (ex: Leidy-Rhoads fund) | -Coordination/collaboration with out-of-district placements -Orientation/scheduling for move-in students | -Life Skills Peer Tutors -Oversee Operation Backpack program -Safety Care Team participation |
| Counselor Role | Counselor Role | Counselor Role | Counselor Role |
| -Classroom and group instruction -Consultation | -Individual and group counseling -Consultation -Referral -Student advocate | -Assessment -Planning -Placement -Consultation | -Coordination -Consultation -Manage program -School Counseling Advisory Committee -PAYS Task Force -Club advisor |
| Percentage of Time | Percentage of Time | Percentage of Time | Percentage of Time |
| 10% | 40% | 30% | 20% |

(From ASCA Workbook, page 59.)

9. Curriculum Action Plan

BASD School Counseling Curriculum Action Plan
Grades K-5

| Lesson/Program Content | ASCA: A=Academic C=Career S/E=Social/Emot &/or CEW Domain | Delivery Method | Time Line | Students Affected | Location | Evaluation & Assessment | Stakeholder | Contact Person |
|---------------------------------|--|--|------------------|--------------------------|-------------------------|--|--------------------|-----------------------|
| Expression of feelings | S/E | Discussion Activities | On-going | K-3 | Classroom Individual | Pre & Post Discussions | students | Counselor, Teacher |
| Conflict resolution | S/E | Discussion Activities Literature | On-going | 1-5 | classroom Individual | Pre & Post Discussions Observation | students | Counselor, Teacher |
| Self control | S/E | Discussion Activities | On-going | K-2 | Classroom Individual | Observation | students | Counselor, Teacher |
| Problem solving | S/E, A, C 13.3 | Discussion Activities | On-going | 1-5 | Classroom Individual | Observation | students | Counselor, Teacher |
| Caring about feelings of others | S/E | Discussion Activities Literature | On-going | k-5 | Classroom Individual | Observation | students | Counselor, Teacher |
| Listening skills | A,C, S/E 13.3 | Discussion Activities | On-going | K-5 | Classroom Individual | Observation | students | Counselor, Teacher |
| Getting along with others | A,C,S/E | Discussion Activities | On-going | K-5 | Classroom Individual | Observation | students | Counselor, Teacher |
| Empathy | S/E | Discussion Activities Literature | On-going | K-5 | Classroom Individual | Observation | students | Counselor, Teacher |
| Positive mindset | A,C,S/E | Discussion Activities | On-going | K-5 | Classroom Individual | Pre & Post Discussions | students | Counselor, Teacher |
| Respect | S/E | Discussion Activities Literature | On-going | K-5 | Classroom Individual | Observation | students | Counselor, Teacher |

| Lesson/Program Content | ASCA: A=Academic C=Career S/E=Social/Emot &/or CEW Domain | Delivery Method | Time Line | Students Affected | Location | Evaluation & Assessment | Stakeholder | Contact Person |
|---|--|--|------------------|--------------------------|----------------------|------------------------------------|--------------------|-----------------------|
| Responsibility | A, C, S/E 13.3 | Discussion Activities | On-going | K-5 | Classroom Individual | Observation | students | Counselor, Teacher |
| Understanding the consequences of actions | A,C,S/E | Discussion Activities | On-going | K-5 | Classroom Individual | Pre & Post Discussions | students | Counselor, Teacher |
| Focusing attention | A,C | Discussion Activities | On-going | K-5 | Classroom Individual | Observation | students | Counselor, Teacher |
| Study skills | A | Discussion Activities | On-going | 4,5 | Classroom | Observation | students | Counselor, Teacher |
| Organization | A 13.3 13.2 | Discussion Activities | On-going | K-5 | Classroom Individual | Observation | students | Counselor, Teacher |
| Participating appropriately | A,C,S/E | Discussion Activities | On-going | K-5 | Classroom Individual | Observation | students | Counselor, Teacher |
| Follows school rules | A,S/E | Discussion Activities | On-going | K-5 | Classroom Individual | Observation | students | Counselor, Teacher |
| Works cooperatively with others | S/E, C 13.3 | Discussion Activities | On-going | K-5 | Classroom Individual | Observation | students | Counselor, Teacher |
| Being assertive | S/E, C | Discussion Activities | On-going | 3-5 | Classroom Individual | Observation | students | Counselor, Teacher |
| Practicing verbal self control | S/E, C 13.3 13.2 | Discussion Activities | On-going | K-5 | Classroom Individual | Observation | students | Counselor, Teacher |
| Developing self awareness | S/E, C 13.1 | Self-inventories Writing activities | On-going | 3-5 | Classroom Individual | Pre & Post Discussions | students | Counselor, Teacher |
| Recognizing personal strengths | C 13.2 | Discussion Activities | On-going | 3-5 | Classroom Individual | Pre & Post Discussions | students | Counselor, Teacher |
| Lesson/Program Content | ASCA/CEW Domain | Delivery Method | Time Line | Students Affected | Location | Evaluation & Assessment | Stakeholder | Contact Person |

| Lesson/Program Content | ASCA: A=Academic C=Career S/E=Social/Emot &/or CEW Domain | Delivery Method | Time Line | Students Affected | Location | Evaluation & Assessment | Stakeholder | Contact Person |
|--|---|---|-----------|-------------------|---------------------------|-------------------------|----------------|----------------------------|
| Career Awareness | C 13.1, 13.2, 13.3, 13.4 | Lessons Guest speakers Activities Interest inventories | ongoing | K-5 | Classroom Whole school | Pre & Post Discussions | students | Counselor, Teacher |
| No Place for Hate initiative | S/E 13.2 | Activities | 3/year | K-5 | Whole School | Pre & Post Discussions | Students staff | Counselor, Teachers |
| Making Healthy Choices (Red Ribbon Week) | S/E | Lessons | Fall | 4-5 | Classroom | Pre & Post Discussions | Students | Counselor, Teacher, Agency |

BASD High School Curriculum Action Plan

| Lesson/Program Content | ASCA: A=Academic C=Career S/E=Social/Emot &/or CEW Domain | Curriculum & Materials | Start/End Times | Students Affected | Location | Evaluation & Assessment | Stakeholder | Contact Person |
|-----------------------------------|--|---|------------------------------|--|-----------------|---|--|---|
| Senior Presentation | A, C 13.1.11 13.2.11 | Lecture with PowerPoint presentation | First two weeks of September | 12 th grade | Classrooms | Discussion Question/Answer Individual follow-up via appointment | All 12 th grade students | BASH School Counselors |
| Career Portfolio Completion Night | A, C 13.1.11 13.2.11 | Individual work at computer station | Evening in September | 12 th grade | Computer Lab | Question/Answer Completion of portfolio | Available to all 12 th grade students | BASH School Counselors |
| Financial Aid Night | C 13.3.11 | Lecture with Power Point presentation Handouts | First Semester | 11 th and 12 th grade students and parents | Auditorium | Discussion Question/Answer | All interested students and parents in 11 th and 12 th grade | BASH School Counselors, College Financial Aid Representative |
| Federal Student Aid ID Workshop | C 13.3.11 | Individual work at computer station | First Semester | 11 th & 12 th grade students | Computer Lab | Completion of FSA ID | Interested 11 th & 12 th grade students | BASH School Counselors |
| Career Portfolio Presentation Day | A, C 13.1.11 13.2.11 13.3.11 13.4.11 | Individual presentation of career portfolio by students | October | 12 th grade students | Classrooms | Proficiency of presentation | 12 th grade students who do not attend the career | BASH School Counselors, Teachers, Administrators |

| Lesson/Program Content | ASCA: A=Academic C=Career S/E=Social/Emot &/or CEW Domain | Curriculum & Materials | Start/End Times | Students Affected | Location | Evaluation & Assessment | Stakeholder | Contact Person |
|---|--|--|------------------------|---------------------------------------|---|---|---|---|
| | | | | | | | technical center | |
| FAFSA Completion Night | A,C 13.3.11 | Individual work at computer station | First Semester | 11th & 12th grade students | Computer Lab | Completion of the FAFSA Question/Answer | Interested 11th & 12th grade students and parents | BASH School Counselors, College Fin. Aid Rep. |
| Senior Survey | A,C 13.2.11 | Individual work at computer station | Second Semester | 12 th grade students | Individual computer access | Completion of the senior survey | All 12 th grade students | BASH School Counselors |
| Program of Studies Presentation | A,C 13.1.11 | Lecture with PowerPoint presentation | January | 9 th -11 th | Auditorium and classrooms | Question and Answer | 9 th -11 th students | BASH School Counselors |
| Individual course selection meetings including appropriateness of the courses in relation to future career/post-secondary plans | A,C 13.1.11 | Individual meeting at computer station | Second Semester | 9-11 th | Classrooms and School Counseling Office | Question and Answer Completion of Course Requests Meeting notes | 9 th -11 th | BASH School Counselors |
| Junior Information Night | A,C 13.1.11 13.2.11 | Lecture with Power Point | Second Semester | 11 th | Large Group Instruction | Question and Answer | Interested grade 11 parents | BASH School Counselors |
| PSAT/Next steps presentation | A,C 13.1.11 | Lecture with Power Point | First Semester | 10 th and 11 th | Auditorium | Discussion Question and Answer | All Grade 10 and 11 test takers | BASH School Counselors |

| Lesson/Program Content | ASCA: A=Academic C=Career S/E=Social/Emot &/or CEW Domain | Curriculum & Materials | Start/End Times | Students Affected | Location | Evaluation & Assessment | Stakeholder | Contact Person |
|--|--|--|------------------------|--|-------------------|---------------------------------------|---|-------------------------|
| Pre PSAT presentation | A,C 13.1.11 | Lecture with Power Point | First Semester | 11 th | Auditorium | Question and Answer | 11 th | BASH School Counselors |
| Information on Presenting Senior Portfolio | A,C 13.1.11 13.2.11 13.3.11 | Video Presentation | Second Semester | 11 th | Auditorium | Senior Presentation | 11 th grade non-BCTC students | Administration |
| Internship Presentation | A,C 13.1.11 13.2.11 13.3.11 13.4.11 | Lecture with Power Point | Second semester | 11 th | Library Classroom | Question and Answer Applications Recd | Interested 11 th grade students | Internship Coordinators |
| Sophomore/New Student Orientation Night | A, S/E | Lecture with Power Point Individual Meetings | August | 10th 11th and 12th grade new students | Auditorium Gym | Question and Answer | All 10th grade and New to the district students and parents | BASH School Counselors |
| Skills for Success Lessons | A, C, S/E 13.1.11 13.2.11 13.3.11 13.4.11 | Lecture with Power Point | 1st semester | 10th | Homeroom | Discussion Question and Answer Survey | All 10th grade students | BASH Teachers |
| Counseling office orientation | A,C,S/E | Small Group presentation | Year long | 10th and new students | Counseling office | Question and Answer Matchmaker | All 10th grade and new students | Career Assistant |
| Sophomore Intro to the High School Orientation | A,C,S/E | Lecture with Power Point | September | 10th | Auditorium | Question and Answer | All 10th grade students | BASH School Counselors |

| Lesson/Program Content | ASCA: A=Academic C=Career S/E=Social/Emot &/or CEW Domain | Curriculum & Materials | Start/End Times | Students Affected | Location | Evaluation & Assessment | Stakeholder | Contact Person |
|---|--|---|--|--------------------------|--------------------------------|--|---|--|
| Career Search- Research 3 different careers | C 13.1.11 13.2.11 | Classroom computer search | 10th grade year | 10th | Health classrooms | Completion of the career chart for portfolio | All 10th grade students in health class | Health/PE Teachers |
| BBEC Visit and Debriefing | C 13.2.11 13.3.11 | Business Visitation and Classroom discussion | 1st semester | 10th | Business in Berks County | Completion of BBEC Reflective Essay | All 10th grade students | BASH School Counselors/10th grade teachers |
| Job Shadow Presentation | C 13.1.11 | Large group presentation | 2nd semester | 10th | Auditorium | Completion of job shadow host evaluation and reflective sheet | 10th grade non BCTC students | Administration |
| Standard Testing Results Presentation (ASPIRE or Pre- ACT) | A,C 13.1.11 | Presentation with Power Point | 2nd Semester | 10th | Auditorium | Discussion, Question, and Answer | All 10th grade students | BASH School Counselors |
| Sophomore Parent Information night | A,C | Presentation with Powerpoint and handout | October | 10th | Large Group Instruction | Question & Answer | Interested Parents of Sophomore students | BASH School Counselors |
| Grade 9 Academy lessons— transition, intro to academy approach | A, C, S/E 13.1.11 13.2.11 13.3.11 | Lecture Discussion Activity | 1 st semester, beginning 2017-18 | 9 th | Classroom | Discussion Observations Student surveys | Grade 9 students | BASH School Counselors Teachers |

| Lesson/Program Content | ASCA: A=Academic C=Career S/E=Social/Emot &/or CEW Domain | Curriculum & Materials | Start/End Times | Students Affected | Location | Evaluation & Assessment | Stakeholder | Contact Person |
|--------------------------------|--|------------------------|-----------------|-----------------------------------|----------|-------------------------|-------------------------|------------------------|
| Information sessions (Flex Pd) | A,C, S/E 13.1.11 13.2.11 13.3.11 13.4.11 | Handouts | On-going | 9 th -12 th | Library | Student survey Q&A | All interested students | BASH School Counselors |

BASD School Counseling Curriculum Action Plan
 Grades 7-9

| Lesson/Program Content | ASCA domain &/or CEW domain | Curriculum & Materials | Start/End Times | Students Affected | Location | Evaluation & Assessment | Stakeholder | Contact Person |
|--|-----------------------------|--|----------------------|---|-----------------------------|---|-------------------------------------|------------------------------|
| Choosing electives for grade 9 course registration | Academic/career 13.1 | Course registration worksheet and Program of studies | January and February | 8 th grade | Classroom , auditorium | Student course selections | Teachers students counselors | Administration counselors |
| Career Matchmaker inventory | Career 13.1 | Computers | Sept and January | 8 th grade | Classroom | Student list of careers that match their interests | Students | Counselor FCS teachers |
| Career Presenters | Career 13.1 | Speakers | Through-out the year | 7 th , 8 th and 9 th | Classroom | Determined by teacher | Students | Counselor Teachers |
| Research a career through career cruising | Career 13.1 13.2 | Computer | Through-out the year | 7 th , 8 th , 9 th | Classroom | Career explored | Students | Counselor Teachers |
| Berks Career and Technology Center introduction activities and site visits | Career 13.1 | Program of studies, applications | October | 9 th grade | Auditorium and BCTC schools | Number of students who apply for 10 th grade | Students | Counselor |
| Choosing electives for grade 10 course registration | Academic and Career 13.1 | Course registration worksheet and program of studies | January and February | 9 th grade | Auditorium and classroom | Student course selections | Teachers students counselors | Administration counselors |
| Deka Career speakers | Career 13.1 | Handouts, PowerPoint Presentation | 1 day / year | 8 th grade | Library | Determined by teacher | Teachers students counselors | Teacher and counselor |
| NJROTC Presentation | Career and academic 13.1 | Presentation | February | 8 th grade | Auditorium | Determined by number of students who register | Teachers, students, counselor | Naval JR ROTC Instructors |

| Lesson/Program Content | ASCA domain &/or CEW domain | Curriculum & Materials | Start/End Times | Students Affected | Location | Evaluation & Assessment | Stakeholder | Contact Person |
|---|--|--|------------------------|---|--|------------------------------------|-----------------------------------|--|
| College visits | Career and academic 13.2 | College campuses tours | March | 9 th grade | College Campuses | | Teachers, counselors and students | College admissions department |
| Career Cruising Resume saved to career portfolio | Career and academic 13.2 | Computer | March | 9 th grade | Classroom | Resume | Teachers counselors and students | Teachers |
| Course registration 8 th grade | Career and academic 13.1 | Registration cards | March | 7 th grade | Classroom | Registration choices | Teachers counselors and students | Administrators and counselors |
| JHW 9 th grade project | Career and academic, soc/emot | Teams work on their projects | May | 9 th grade | Classrooms | Project is judged | Teachers students and judges | Teachers and Judges |
| Team Building Day | Soc/emot | Teams work together on team building activities | Sept | 7 th grade | Gym, out door areas , cafeteria and auditorium | How well the teams bond as a group | Teachers , Students, counselors | Teachers, counselors, Bear Ambassadors(9 th grade students) |
| Bear Ambassador Program | Soc/emot | Team building activities | Sept to December | 7 th grade | Classrooms | Project completion | Teachers, students | Bear Ambassadors, teachers, counselors |
| Stress management group | Soc/emot | Group sessions | 6 week segments | 7 th , 8 th and 9 th | Conference room | Survey | Students | Caron Liason |
| Resiliency Group | Soc/emot | Group sessions | 6 week segments | 7 th , 8 th and 9 th | Conference room | Survey | Students | Caron Liason |
| Financial Aid Presentation | Career 13.3 | Financial Aid Presentation and college board.com | 2 lessons | 8 th grade | Classroom | Survey | Students | Counselors and teachers |
| Suicide Prevention lessons | Soc/emot | Presentation | Lesson | 7 th grade | Classroom | Survey | Students | counselors |

| Lesson/Program Content | ASCA domain &/or CEW domain | Curriculum & Materials | Start/End Times | Students Affected | Location | Evaluation & Assessment | Stakeholder | Contact Person |
|---|---|---------------------------------------|-----------------------------------|---|-----------|--|--|-------------------------|
| SAP Presentation | Soc/emot | Presentation | Lesson | 7 th , 8 th and 9 th | Classroom | Survey | Students and teachers | Counselors, teachers |
| Road to success lessons | Career 13.1 13.2 13.3 | Lessons | Full year lessons | 8 th | Classroom | Determined by teacher | Students | Counselors and teachers |
| Elementary volunteer aides | Soc/emot career | Students assist teachers in classroom | Full year | 9 th grade | Classroom | Determined by teacher | Students | Students and teachers |
| Creation of counselor-led lessons for grades 6-8 as change is made to a middle-school model | ASCA: Academic, Career, Social/Emotional CEW: 13.1. Career Awareness & Prep 13.2 Career Acquisition 13.3 Career Retention & Advancement 13.4 Entrepreneurship | Lessons Activities | 30 lessons/year/grd by 2017-18 SY | 6 th 7 th 8 th | Classroom | Pre/post tests Surveys Teacher observation | Students Counselors Teachers Parents Admin | School Counselors |

10. Organizing Career/Postsecondary Resources

| <u>Resource Types</u> | <u>List Resources</u> |
|--|---|
| <p>Organizations/Agencies</p> <p>Intermediary Organizations</p> | <p>BASCA Career Fair</p> <p>Boyertown Area Senior High Internship Program</p> <p>Berks County CareerLink</p> <p>www.co.berks.pa.us/Dept/CareerLink</p> <p>610-988-1300</p> <p>Berks Co. Intermediate Unit</p> <p>www.berksiu.org</p> <p>610-987-8504</p> |
| <p>Umbrella Organizations</p> | <p>Tri County Chamber of Commerce</p> <p>152 High Street</p> <p>Pottstown, PA 19464</p> <p>www.tricountyareachamber.com</p> <p>610-326-2900</p> <p>Greater Reading Chamber of Commerce & Industry</p> <p>www.greaterreadingchamber.org</p> <p>231 Penn Street, Suite 501</p> <p>Reading, PA 19601</p> <p>610-376-6766</p> <p>Berks Mont Business Association</p> <p>www.bmba.biz</p> <p>BBEC (Berks Business Education Coalition)</p> <p>960 Old Mill Road</p> <p>Wyomissing, PA 19610</p> <p>610-372-6114</p> |

| | |
|--------------------------|--|
| Community/State Agencies | <p>United Way of Boyertown 39 East Philadelphia Ave Ste.B Boyertown,PA 19512 610-367-8716</p> <p>Berks County Intermediate Unit 1111 Commons Blvd. Reading, PA 19605</p> <p>OVR (Office of Vocational Rehabilitation) www.portal.stste.pa.us 610-621-5800</p> <p>Arbor Career Center (ResCare) www.rescare.com 610-988-1377</p> <p>Bureau of Blindness and Visual Services www.portal.state.pa.us 610-373-6992(v) 610-374-7300(tty)</p> <p>Greater Reading Mental Health Alliance www.grmha.org 610-775-3000</p> <p>United Disabilities Services www.udservices.org 610-685-1653</p> <p>Hope Springs Club House</p> |
|--------------------------|--|

| | |
|---------------------------------|---|
| | www.trsync.org 484-650-0198 Job Corps 1-800-733-5627 http://recruiting.jobcorps.gov . The Curtis Center, Suite 815 East 170 S. Independence Mall West Phila. PA 19106 |
| Networking Opportunities | East Penn Manufacturing Co. |
| Individual Contacts | Deka Rd Fleetwood, PA |
| Community/Business Meetings | Berks Mont Business Association Tri County Chamber of Commerce Rotary Club Boyertown Lions Club 2 East 2 nd St Boyertown, PA 610-367-2330 |

| | |
|-------------------------|--|
| Community Events | |
| Academy Days (annually) | State senators and congressmen |
| Career Fairs | Berks Agricultural Resource Network Berks County Agricultural Center 1238 County Welfare Rd Leesport, PA 19533 610-378-1844 American Veterinary Medical Association |
| Summer programs | Reading Hospital School of Health Sciences PO Box 16502 Reading, PA 19612 Various college-sponsored programs |
| Online/ Onland | Career Cruising |
| Internet Based Links | www.careercruising.com PHEAA collegeboard.org actstudent.org fafsa.ed.gov |
| Media/Advertising | High School Bulletin Board High School TV News Principal newsletter REMIND Google Class ListServ School Counseling Webpage |

| | |
|------------------------|--|
| Publications/Documents | <p>7 Habits of Highly Effective Teens, Sean Covey</p> <p>Ruggs Recommendations www.ruggsrecommendations.com</p> <p>Fiske Guide to Colleges www.fiskeguide.com</p> <p>Peterson's Four-Year Colleges www.petersons.com</p> <p>Princeton Review www.princetonreview.com</p> |
|------------------------|--|

Sample Documents:

REFLECTIONS

Name: Date:

School: Grade:

Part One: Business Visit

1. What is the name of the business you visited today?
2. Approximately how many people work there? Do the people work in different shifts?
3. What is the primary purpose of the business?
4. What kinds of jobs are available?
5. Which jobs might be interesting to you?

Part 2: Factors Employers Consider When Hiring

1. Why do employers think earning a high school diploma is important? Why are they interested in the things you did while in high school?
2. We all know that reading and writing and mathematics are important. What is so important about listening and understanding?
3. What are some of the things that employers say about attitude? Why are they opposed to illegal drug use?
4. Employers really like people with good computer skills. Why is this important?
5. What do employers say about previous work experience when applying for a job?
6. Why are employers interested in knowing what other people think of you?
7. What is profit?

Why is it important for a business to make profit?

*******Additional Notes*******

REFLECTIONS

Part Three: The sort of Person I Am

1. List five words that describe you as a person (e.g. friendly, quiet, talkative, moody)
2. What do other people say when they think about you?
3. Describe some things you like to do, some skills you have, which you think might be attractive to an employer. What sort of work might you be interested in?
4. Using the remaining space below, describe yourself in ten years. What do you think you will be doing? How are you going to get there? Use the back if you need it.

Boyertown Area Senior High School
Sophomore BBEC Reflective Essay Assignment
September 2015

Consider your responses to the reflective essay prompts and organize your ideas in preparation for drafting an essay for your Career Portfolio. Your essay should include four well-developed paragraphs wherein you present the following information:

Paragraph 1: Introduce the business you visited and the purpose of the trip. Describe relevant background information about the business. For example, size of the business, history of the business, number of employees, types of jobs, etc.

Paragraph 2: Describe the skills that you already possess which would make you employable to this type of company. Include technical skills such as computer skills, mathematical ability, science background, world language familiarity, and writing ability. Also discuss interpersonal skills such as listening, getting along with others, cooperation, positive attitude, etc.

Paragraph 3: Identify the skills you need to develop in order to make yourself more employable. Explain how you are going to go about acquiring them.

Paragraph 4: Sum up the merits of this experience and how they relate to your future plans as they exist now in terms of preparing for and entering the workforce after graduation.

Your essay is due: Friday, October 2, 2015

Name: _____ Date: _____ Period: ____ Points: ____/30

Short-Term Goal

Long-Term Goal

Career Search

Directions: Go to www.careercruising.com

Log onto your career cruising page

Answer the questions from the tabs on the left-hand side of the screen

| Career Option #1 Title and Description | Career Option #2 Title and Description | Career Option #3 Title and Description |
|--|--|--|
| 1. Salary and Benefits 2. Locations 3. Is there additional school necessary? 4. How many years? 5. What are the college programs suggested that you should take? 6. What schools offer these programs? 7. Are there opportunities for Advancement 8. Excitement/Personal interest or challenge 9. Ability to Shadow? 10. Suggestions for high school courses. | 1. Salary and Benefits 2. Locations 3. Is there additional school necessary? 4. How many years? 5. What are the college programs suggested that you should take? 6. What schools offer these programs? 7. Are there opportunities for Advancement 8. Excitement/Personal interest or challenge 9. Ability to Shadow? 10. Suggestions for high school courses. | 1. Salary and Benefits 2. Locations 3. Is there additional school necessary? 4. How many years? 5. What are the college programs suggested that you should take? 6. What schools offer these programs? 7. Are there opportunities for Advancement 8. Excitement/Personal interest or challenge 9. Ability to Shadow? 10. Suggestions for high school courses. |
| + | - | + |
| - | + | - |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| <p>Make a Decision-Career that I want to pursue is ...</p> | | | | | |

Upload this worksheet to your career cruising portfolio...

BOYERTOWN AREA SENIOR HIGH SCHOOL

JOB SHADOWING PROGRAM

Student Reflection *(to be uploaded in portfolio)*

STUDENT NAME _____

Date of Visit: _____ Host: _____

Job Title/Company: _____

1. List the essential skills and educational qualifications needed for this position:

2. What preparations were especially helpful to you in getting ready for your visit?

3. How did you feel in that work environment?

4. How can you use this experience in formulating your career plans?

5. What was most worthwhile about your visit?

6. Is there another place you would like to visit? If so, where?

7. Is this a job/career area that you would consider for your future? **Why or why not?**

8. Would you recommend this shadowing experience to other students? If no, please explain.

BOYERTOWN AREA SENIOR HIGH SCHOOL
SENIOR PORTFOLIO PRESENTATION SAMPLE OUTLINE

Junior High School and Sophomore Year Components

- Review, discuss, and explain all necessary components:
 - Resume and other activities completed in Junior High School
 - Career Matchmaker Activity
 - College Visit and Reflective Essay
 - Goal Setting Activity and research of careers based on PLAN test results (completed during Health during sophomore year)
- Discuss the relationship between the components and how the results of one may or may not have influenced your decisions with class choice, future job shadow, part-time work, etc.

Junior Year Component – The Job Shadow Experience

- Discuss and explain your job shadow experience and its connection to the earlier components of your portfolio.

Personal Reflection

- Your own personal reflections, what you have learned about yourself, and your personal growth should be evident throughout the presentation.
- This could include, but is not limited to:
 - How your career paths have changed or stayed the same through the process and why.
 - What you discovered as strengths/weakness about yourself throughout the career portfolio process.
 - How the portfolio process influenced your choices in the course/elective selection process for classes at BASH and/or part-time job employment.

Visual Aid

- The use of technology is expected for the visual aid.
- Suggestions: Power Point, Prezi, Google Docs, Corel, etc.
- If you choose to imbed a video in your presentation, be sure the video does not monopolize the presentation. A video should add to or enhance the presentation, not take the place of the presentation.

11. Individualized Academic/Career Plan

BASD Career Portfolio

Students will utilize Career Cruising, a web-based program designed to provide meaningful career oriented experiences. The portfolio process will provide every student maximum opportunities to research careers and come to an educated, informed decision regarding post-secondary life. Teachers will monitor students’ progress through the portfolio process. In grades 10 through 12 student progress will be noted on the report card.

Junior High

- Grade 7 Computer classes: Portfolio set up and MatchMaker activity using Career Cruising
- Grade 8 FCS: MatchMaker activity in conjunction with career research
- Grade 9 English class: resume is begun in portfolio
- Grade 9 college visits and reflective essay
- Supporting activities:
 - Career Year activities provided by teachers (speakers, Career Cruising activities,...)

Senior High

- Grade 10
 Career Matchmaker-through School Counseling Office
 Factors for Successful Employment/Business Visitation and Reflective Essay—BBEC-sponsored with English class support & advisement
 Career Research and Life Goals—through health classes
 Students will update their resumes
- Grade 11
 Job Shadowing Experience and reflective essay
 Students will update their resumes
- Grade 12
 Portfolio Presentations to panels of faculty members

12. Career and Technical Center Strategy

District: Boyertown

STUDENT AWARENESS:

| Grade | Intervention/ Program/Events | Stakeholder Delivering | Data Used Success Indicator | Begin & End | Contact Person |
|-------|---------------------------------|---------------------------|--------------------------------|-------------|----------------|
| 8 | CTC introduction to students | Counselor | Pre/Post survey | Fall | Counselors |

| | | | | | |
|-------|-----------------------------------|---------------------------------|------------------------------------|----------|-----------------------------|
| 9 | CTC information mailed to parents | CTC | | Fall | CTC |
| 9->10 | POS presentation | Counselor | # of attendees Individual Plan | Jan/Feb | Counselors |
| 9-11 | Transition IEP mtg | IEP team member | Individual Plan | Sept-May | Counselors |
| 9-11 | Ind. Course selection mtg. | Counselor | Individual Plan | Feb-May | Counselors |
| 9 | Tours | Counselors | # of applicants | October | Counselors |
| 10 | Matchmaker activity | Career counseling assistant | Individual Plan # of applicants | Sep-May | Career counseling assistant |
| 10-11 | POS presentations | Counselors | Individual Plan # of attendees | Jan | Counselors |
| 10-12 | Counselor visits | Counselors | Individual progress | Sep-June | Counselors |
| 10-12 | Communication w/CTC | Counselors CTC Counselors | Individual Plan | Sep-June | Counselors CTC |

PARENT AWARENESS:

| Intervention/ Program/Events | Date | Stakeholder Delivering | Data Used Success Indicator | Contact Person |
|---|-------------|-----------------------------------|--|-----------------------|
| 9 th grade parent night | January | Counselor | # of attendees | Counselor |
| 10-11 grade parent night | February | Counselor/Administrator | # of attendees | Counselor |
| PR mailing | September | CTC | # of applicants Enrollment | CTC |
| Open house | Sep-May | CTC | # of attendees | CTC |
| Parent conferences | Sep-May | Counselors | Individual Plan | Counselors |

4/13/2016

| | | | | |
|------------|---------|---------------|-----------------|---------------|
| Newsletter | Sep-Nov | Administrator | # of applicants | Administrator |
| Remind | Sep-Nov | Counselor | # of applicants | Counselor |

EDUCATOR AWARENESS:

| Intervention/ Program/Events | Date | Stakeholder Delivering | Data Used Success Indicator | Contact Person |
|--|-------------|-----------------------------------|--|-----------------------|
| Special Education Dept. collaboration | Sep-June | IEP team members | Individual Plan | Counselor |

13. Job Descriptions

POSITION TITLE: Elementary School Counselor

REPORTS TO: School Principal

POSITION GOAL: To advocate for student success in the areas of academic, personal/social, and career development

OVERVIEW OF POSITION:

Boyertown Area School District school counselors are certified counselors/educators with masters' degrees. They possess qualifications and skills aligned with the American School Counselor Association National Model for School Counseling to address all students' academic, personal/social, and career development needs. School counselors utilize a variety of prevention and intervention strategies to maximize student achievement. School counseling services are delivered through individual student planning, guidance curriculum, responsive services and systems support.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Implement guidance curriculum focusing on academic, personal/social and career development
- Advocate for individual student needs
- Consult with parents and staff to address student needs
- Provide crisis intervention/response
- Promote positive social behaviors
- Provide supportive counseling (non-therapeutic) to students
- Facilitate standardized testing process
- Promote academic success through interpretation and use of existing data
- Act as liaison between home, school and agencies
- Participate in meetings to build student success and remove barriers to learning

4/13/2016

This Position Description in no way states or implies that these are the only duties to be performed by the employee occupying this position. The Elementary School Counselor will be required to follow any other job related instructions and perform other job related duties requested by the Building Principal &/or Assistant Superintendent for Student and Administrative Services.

POSITION TITLE: Secondary School Counselor

REPORTS TO: School Principal

POSITION GOAL: To advocate for student success in the areas of academic, personal/social and career development

OVERVIEW OF POSITION:

Boyertown Area School District school counselors are certified counselors/educators with masters' degrees. They possess qualifications and skills aligned with the American School Counselor Association National Model for School Counseling to address all students' academic, personal/social, and career development needs. School counselors utilize a variety of prevention and intervention strategies to maximize student achievement. School counseling services are delivered through individual student planning, guidance curriculum, responsive services and systems support.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Implement the guidance curriculum focusing on academic, personal/social and career development
- Facilitate the course selection process and postsecondary planning
- Advocate for individual student needs
- Consult with parents and staff to address student needs
- Provide crisis intervention/response
- Promote positive social behaviors
- Provide supportive counseling (non-therapeutic) to students
- Facilitate standardized testing process
- Promote academic success through interpretation and use of existing data
- Act as liaison between home, school and agencies
- Participate in Student Assistance Program

This Position Description in no way states or implies that these are the only duties to be performed by the employee occupying this position. The Secondary School Counselor will be required to follow any other job related instructions and perform other job related duties requested by the Building Principal &/or Assistant Superintendent for Student and Administrative Services.

POSITION TITLE: School Counseling Coordinator (K-12)

REPORTS TO: Assistant Superintendent for Student and Administrative Services

4/13/2016

POSITION GOAL: To coordinate the programs and services offered through the district school counseling department and Student Assistance Program (SAP). To provide expertise to facilitate all aspects of the school counseling program with input from principals, counselors, teachers and other staff.

OVERVIEW OF POSITION:

The School Counseling Coordinator works with the Assistant Superintendent for Student and Administrative Services, school counselors and administrators to coordinate a K-12 school counseling program that provides services to all students in the areas of academic, career, and personal/social development. The School Counseling Coordinator is familiar with effective school counseling practices as well as with the American School Counselor Association Model framework for school counseling programs. The School Counseling Coordinator assists the school counselors in implementing preventative, proactive school counseling programs and sound responsive services by providing support, offering pertinent professional development opportunities, and facilitating regular counselor meetings.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Coordinate development and delivery of guidance programs and school counseling services district-wide
- Facilitate development of curriculum, K-12, for guidance instruction
- Coordinate the district SAP through collaboration with building SAP teams
- Serve as contact person for administrators, counselors and outside agencies related to the delivery of school counseling services
- Lead regular meetings with school counseling staff
- Facilitate the planning and delivery of training and on-going professional development for school counseling staff
- Meet regularly with Assistant Superintendent for Student and Administrative Services, principals, teachers and other staff to gather on-going input into development of school counseling services
- Facilitate a process to gather on-going input from School Counseling Advisory Committee, parents and students to contribute to the development of school counseling services
- Serve as district homeless liaison and work with appropriate staff members to arrange services for these students
- Serve as district chair for counseling component of Crisis Management Institute (CMI) team. Work with appropriate staff members to implement this support
- Attend all curriculum council meetings to link school counseling services to curriculum development
- In collaboration with Human Resources, contribute to development and maintenance of updated job descriptions for all groups within the school counseling department
- Facilitate the review and analysis of student data to make informed decisions about students' needs
- Serve as a resource to assist department members in understanding and interpreting PDE initiatives in areas of school counseling
- Coordinate the role of the school counselor in the process of assessing student needs, assigning to intervention programs and referring for evaluation

This Job Description in no way states or implies that these are the only duties to be performed by the employee occupying this position. The **School Counseling Coordinator** will be required to follow any other job related instructions and perform other job related duties requested by the **Assistant Superintendent for Student and Administrative Services**.

POSITION SPECIFICATIONS – School Counseling Coordinator

Work Year: Per BAEA Contract language, plus up to an additional 20 days as recommended by the Assistant Superintendent for Student and Administrative Services and as approved by the Superintendent.

Specific Skills: Demonstrate superior counseling capability

- Prior service has demonstrated the desire to assist in the development of a counseling program suitable to meet the needs of all youth and to be dedicated to the continued improvement of the program
- Is sensitive to the various cultural, ethnic, and economic groups in the school community and provides for their harmonious coexistence
- Possess communication skills which will aid the staff in providing for the flow of information to students, parents, principal, and the community

Specialized Experience:

- Minimum of five (5) years experience as a school counselor in a public school system
- Successful completion of Student Assistance Program Training.
- One-to-one and group counseling skills with students and parent.
- Skills in organizing and delivering staff in-service training.
- Skills in establishing and maintaining working relationship with community agencies.
- Skills in completing mental health and drug and alcohol assessments.
- Knowledge of special education procedures.
- Knowledge of Student Assistance Program requirements, state reporting functions, legal issues regarding records maintenance and referral of students.

The position holder must be able to perform the essential job functions with or without reasonable accommodation. It is the responsibility of the employee to inform the Assistant to the Superintendent for Human Resources of any and all reasonable accommodation that will be required.

CLASSIFIED PERSONNEL POSITION: Career Counseling Assistant

PURPOSE OF POSITION: Work with individuals or small groups of students on web-based career exploration program, inform students of materials in the college and career center of the school counseling office and perform various school counseling office tasks.

POSITION QUALIFICATIONS:

- High School education or equivalent required
- At least 2 years minimum clerical experience
- Must have experience using MS Windows and Office including Word and Excel
- Must be able to type at a speed of 50-55 wpm

PRIMARY RESPONSIBILITIES:

- All 10th grade students: Introduce school counseling office college and career resources. Assist students with completing career portfolio activities.
- Meet with new BASH students—assist with career portfolio creation and updating. Provide assistance to student body: career search, college search, assistance with career portfolio.
- Provide college and career resource information to parents upon request.
- Maintain and update college and career resource area materials.
- Maintain confidentiality regarding school counseling office matters.

4/13/2016

- Act as a responsible agent of the district when interacting with students, parents, and other outside individuals.
- Conduct oneself in a professional manner in accordance with the highest traditions of public education.
- Provide back-up secretarial and clerical assistance in the absence of other staff.
- Perform other duties as assigned by counselors, administrators or office manager.

Tasks (including, but not limited to):

- Maintain scholarship list/materials
- Schedule college representative visits
- Update bulletin boards in counseling office and in hallway
- Order and maintain Drivers Ed Manuals
- Order and maintain SAT and ACT materials
- Facilitate homework distribution for absent students
- Maintain school counseling conference room schedule
- Keep an accurate list of usernames and passwords for students and supply teachers, students, parents, and counselors with this information when needed.
- Collect course selections sheets for one grade
- Assist in collecting Senior Survey Cards
- Change and update file drawers
- Scanning files

TERMS OF EMPLOYMENT: Employees in this position may be full or part-time. Additionally, the position may be 10 or 12 months in duration. The immediate supervisor, with Board approval, will inform the employee of the exact employment terms during the hire process.