

# Chapter 339

## K-12 Guidance Plan Outline

School District \_\_\_West Mifflin Area \_\_\_Date \_\_\_May 1, 2016\_\_\_

**1. School Counselors and Assignments:**

Lisa Stillwagon	K-3	Homeville Elementary School	1:821
Verne Krill	4-5	West Mifflin Area Middle School	1:384
Jodie Lyons	6	West Mifflin Area Middle School	1:189
Lisa Lyon	7-8	West Mifflin Area Middle School	1:509
Molly Harbst	9-12	West Mifflin Area High School	1:360
Tom Ruffing	9-12	West Mifflin Area High School	1:360
Jennifer Shields	9-12	West Mifflin Area High School	1:360

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

The Mission of West Mifflin Area Counseling Department- in partnership with teachers, students, administrators, families and the community - is to provide a comprehensive developmental counseling program that addresses the academic, career, and personal/social development of all students in order to maintain a challenging and safe learning environment.

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

- a) Increase the number of students obtaining career training in high school (attending Steel Center AVTS or WMAHS elective concentration) from 11% in 2015/2016 to 23% in 2016/2017 in order to reflect the number of students who are entering post-secondary technical schools or the work force upon graduation**
- b) Increase the average daily attendance from 92.08% in 2014/15 to above 93% in the 2016/17 school year.**
- c) Increase the usage of career exploration curriculum from 37% of the students in 2014/15 to 80% of the students in the 2016/2017 school year.**

#### 4. Stakeholders:

- Students
  - The students of West Mifflin School District will receive curriculum focused on academic, career, and personal/social skills in order to make educated and reasonable decisions that will lead to their successful future. Students will also participate in individual student planning to develop goals related to their interests and abilities.
  - Students will serve roles in mentoring other students in areas of career choices and opportunities. Students may present their experiences in the school counseling program to other stakeholders. The three student representatives on the advisory council will initially come from grades seven, ten, and twelve.
- Parents
  - Parents have a pivotal role in helping their children as they move forward through career exploration to career/college choices. Parents will be informed of opportunities, standards, and options for their children so they can communicate these opportunities and help plan the future with their children, as well as be advocates for their children in the choices they make. Parents will be made aware of ongoing school counseling services throughout the student's school years.
  - Parents are stakeholders in their children's academic lives through participating in student decision making choices regarding course selections, career and college exploration, and school efforts to make students aware of opportunities for their futures. Parents will provide input to the school counseling program through their participation in school career programming, as well as serving on the advisory council.
- Educators
  - Teachers, administrators, and school board members will be asked to promote the beliefs and mission of the school counseling program. Educators will accomplish this through classroom instruction, meetings with parents, students, and community members as well as attending and participating in programs developed by the school counseling department. Educators will also be asked to serve on the advisory council.
  - Educators will be made aware of the mission and goals through their participation on the advisory council as well as through informational sessions during professional development days, the school counseling website, and counselor driven presentations.
- Business/Community
  - The business community will benefit from the guidance program by having access to employees who have an understanding of the value of positive social interactions, teamwork, goal setting, communication, and the academic skills needed in the workforce.

- As partners, members of the business community will provide opportunities to students to job shadow, provide support of guidance curriculum in the areas of workplace expectations and serve on the advisory council.
- Post-Secondary
  - Post-secondary partners will assist the West Mifflin School District school counseling program in preparing the students for post-secondary success. They can provide services such as classroom presentations focused on employability, opportunities for students to meet with departments at the university level, and meaningful conversations between college students and high school students.
  - There will be three representatives in the post-secondary realm, one from a four year university, one from a technical school and one from a community college. Their role on the advisory council will be to help guide the program in preparing our students for post-secondary success.

5. **Role of the School Counselor:**

3. The school counselor's role is to encourage personal responsibility in students as they work toward becoming successful citizens in an ever changing global society.
  - A. As a Leader
    - member of Schoolwide PBIS teams
    - member of the SAP /ESAP teams
    - member of Mon Yough Council
    - member of PTSA
    - member of District Design Team
    - member of Allegheny County Counselor Association
    - presenter to community organizations, school board etc. on school initiatives that impact students' personal/social, academic, and career development
  - B. As an Advocate
    - liaison for students with parents, teachers, and outside agencies
    - promoter of equitable access to educational services to all students
  - C. As a Collaborator
    - member of grade-level teams, building and district-wide teams
  - D. As an Agent of Systemic Change
    - member of professional school counseling organizations
    - resource to provide input when called upon by administrators regarding various decision-making topics

6. **Advisory Council**-The advisory council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program. The advisory council will assist school counselors by advising on program goals; reviewing program results; making recommendations about the school counseling program; advocating and engaging in public relations for the school counseling program; advocating for funding and resources.

Members of the West Mifflin Area School District Advisory Council include:

<b>Name</b>		<b>Stakeholder group</b>	<b>Organization</b>
Pat	Bluett	Community	Duquesne- West Mifflin Boys & Girls Club
Maury	Burgwin	Community	Chamber of Commerce
Dan	Castagna	Educator	Superintendent
Sgt Otis	Dicerbo	Educator	Air Force JROTC Instructor
Belinda	Eber	Educator	High School Teacher
Victoria	Garwood	Post-Secondary	Penn State Greater Allegheny
Glenn	Gougler	Educator & Parent	Middle School Teacher & Parent
Austin	Gougler	Student	7th grade
Mundi	Gouker	Educator & Parent	Elementary school teacher and parent
Mikayla	Gouker	Student	9th grade
Mark	Hoover	Educator	Assistant Superintendent
Dan	McDonald	Community	school board member
Shannon	Hinkle	Post-Secondary	Steel Center AVTS
Jim	Phillips	Community	Turtle Creek MHMR
Michael	Rose	Post-Secondary	Community College of Allegheny County
Liam	Rubright	Student	11th grade
Michael	Sable	Educator	Middle School Principal
Phillip	Woods	Educator	High School Principal
Judy	Ahern	Community	Retired Counselor

Our first meeting took place on November 12, 2015. In the future meetings will occur in late April and late October each year.

7. Program Calendar:

**Elementary School Grades K-3**  
**Monthly Counseling Calendar**

(Key: Green=Guidance Curriculum; Purple=Prevention, Intervention and Responsive Services;  
Blue=Individual Student Planning; Maroon=System Support)

<b><u>July</u></b>	<b><u>January</u></b>
Academic: <ul style="list-style-type: none"> <li>▪</li> </ul>	Academic: <ul style="list-style-type: none"> <li>▪ 504 Plan Reviews</li> <li>▪ Gifted Referrals</li> <li>▪ Observations</li> <li>▪ ESAP Meetings</li> <li>▪ IEP Meetings</li> <li>▪ Grade Level Meetings</li> <li>▪ KSEALS Achievement Testing</li> <li>▪ KBIT Ability Testing</li> <li>▪ Focus Groups</li> <li>▪ Coordinate Behavior Plans</li> <li>▪ DE Coordination</li> <li>▪ Open House</li> <li>▪ Benchmark Testing</li> <li>▪ Teacher Consultation</li> <li>▪ Coordinate OT/PT/Vision/Hearing Support Referrals</li> <li>▪ Study Skills Groups</li> <li>▪ Scheduling New Students</li> </ul>
Career:	Career:
Personal/Social:	Personal/Social:
<b><u>August</u></b>	<b><u>February</u></b>
Academic: <ul style="list-style-type: none"> <li>▪ Update Student Data with Administration</li> <li>▪ Transition Meetings</li> <li>▪ 504 Plan Meetings/Management</li> <li>▪ Records Review</li> <li>▪ Gifted Screenings/Make Referrals</li> <li>▪ KBIT Ability Testing</li> <li>▪ Classroom Observation</li> <li>▪ Academic Planning</li> <li>▪ Staff Collaboration/Team Meetings</li> <li>▪ New Student Orientation</li> </ul>	Academic: <ul style="list-style-type: none"> <li>▪ 504 Plan Reviews</li> <li>▪ Gifted Referrals</li> <li>▪ Observations</li> <li>▪ ESAP Meetings</li> <li>▪ IEP Meetings</li> <li>▪ Grade Level Meetings</li> <li>▪ MDE Coordination</li> <li>▪ KSEALS Achievement Testing</li> <li>▪ KBIT Ability Testing</li> <li>▪ Focus Groups</li> <li>▪ Coordinate Behavior Plans</li> <li>▪ Open House</li> <li>▪ Benchmark Testing</li> <li>▪ Teacher Consultation</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Coordinate OT/PT/Vision/Hearing Support Referrals</li> <li>▪ Study Skills Groups</li> <li>▪ Scheduling New Students</li> </ul>
<p>Career:</p> <ul style="list-style-type: none"> <li>▪ Plan Assemblies</li> <li>▪ Plan Career Week Activities</li> <li>▪ SWPBIS Lessons</li> <li>▪ Provide Readiness Supplies</li> </ul>	<p>Career:</p>
<p>Personal/Social:</p> <ul style="list-style-type: none"> <li>▪ Parent Communication <ul style="list-style-type: none"> <li>▪ Distribute Recommendation Forms for focus groups</li> <li>▪ Individual Counseling</li> <li>▪ Crisis Counseling</li> <li>▪ Peer Mediation/Conflict Resolution</li> </ul> </li> <li>▪ Coordinate BBS Program</li> <li>▪ Coordinate Mix It Up At Lunch program</li> <li>▪ Peer Buddy/New Student Program</li> </ul>	<p>Personal/Social:</p> <ul style="list-style-type: none"> <li>▪ Parent Communication <ul style="list-style-type: none"> <li>▪ Distribute Recommendation Forms for focus groups</li> <li>▪ Individual Counseling</li> <li>▪ Crisis Counseling</li> <li>▪ Peer Mediation/Conflict Resolution</li> </ul> </li> <li>▪ Coordinate BBS Program</li> <li>▪ Coordinate Mix It Up At Lunch program</li> <li>▪ Lunch Bunch Groups</li> <li>▪ Peer Buddy/New Student Program</li> </ul>
<b>September</b>	<b><u>March</u></b>
<p>Academic:</p> <ul style="list-style-type: none"> <li>▪ 504 Plan Reviews</li> <li>▪ Gifted Referrals</li> <li>▪ Observations</li> <li>▪ ESAP Meetings</li> <li>▪ IEP Meetings</li> <li>▪ Grade Level Meetings</li> <li>▪ KSEALS Readiness Testing</li> <li>▪ MDE Coordination</li> <li>▪ Open House</li> <li>▪ Benchmark Testing</li> <li>▪ Teacher Consultation</li> <li>▪ Coordinate OT/PT/Vision/Hearing Support Referrals</li> <li>▪ Study Skills Groups</li> <li>▪ Scheduling New Students</li> <li>▪ Review and Distribute In-View Testing Results</li> </ul>	<p>Academic:</p> <ul style="list-style-type: none"> <li>▪ 504 Plan Reviews</li> <li>▪ Gifted Referrals</li> <li>▪ Observations</li> <li>▪ ESAP Meetings</li> <li>▪ IEP Meetings</li> <li>▪ Grade Level Meetings</li> <li>▪ MDE Coordination</li> <li>▪ KSEALS Achievement Testing</li> <li>▪ KBIT Ability Testing</li> <li>▪ Focus Groups</li> <li>▪ Coordinate Behavior Plans</li> <li>▪ Open House</li> <li>▪ Benchmark Testing</li> <li>▪ Teacher Consultation</li> <li>▪ Coordinate OT/PT/Vision/Hearing Support Referrals</li> <li>▪ Study Skills Groups</li> <li>▪ Scheduling New Students</li> </ul>
<p>Career:</p> <ul style="list-style-type: none"> <li>▪ SWPBIS Lessons/Career Readiness</li> <li>▪ Career Cruising Lessons</li> </ul>	<p>Career:</p> <ul style="list-style-type: none"> <li>▪ SWPBIS Lessons/Career Readiness</li> <li>▪ Career Cruising Lessons</li> </ul>

<p>Personal/Social:</p> <ul style="list-style-type: none"> <li>▪ Parent Communication</li> <li>▪ Classrooms Lessons</li> <li>▪ Student of the Month <ul style="list-style-type: none"> <li>▪ Distribute Recommendation Forms for focus groups</li> <li>▪ Individual Counseling</li> <li>▪ Crisis Counseling</li> <li>▪ Peer Mediation/Conflict Resolution</li> <li>▪ Lunch Bunch Groups</li> <li>▪ Coordinate BBS Program</li> <li>▪ Coordinate Mix It Up At Lunch program</li> <li>▪ Lunch Bunch Groups</li> <li>▪ Peer Buddy/New Student Program</li> <li>▪ Coordination of Disability Paperwork</li> </ul> </li> </ul>	<p>Personal/Social:</p> <ul style="list-style-type: none"> <li>▪ Parent Communication</li> <li>▪ Distribute Recommendation Forms for focus groups</li> <li>▪ Individual Counseling</li> <li>▪ Crisis Counseling</li> <li>▪ Peer Mediation/Conflict Resolution</li> <li>▪ Coordinate BBS Program</li> <li>▪ Coordinate Mix It Up At Lunch program</li> <li>▪ Lunch Bunch Groups</li> <li>▪ Peer Buddy/New Student Program</li> </ul>
<b><u>October</u></b>	<b><u>April</u></b>
<p>Academic:</p> <ul style="list-style-type: none"> <li>▪ 504 Plan Reviews</li> <li>▪ Gifted Referrals</li> <li>▪ Observations</li> <li>▪ ESAP Meetings</li> <li>▪ IEP Meetings</li> <li>▪ Grade Level Meetings</li> <li>▪ KSEALS Readiness Testing</li> <li>▪ MDE Coordination</li> <li>▪ Open House</li> <li>▪ Benchmark Testing</li> <li>▪ Teacher Consultation</li> <li>▪ Coordinate OT/PT/Vision/Hearing Support Referrals</li> <li>▪ Study Skills Groups</li> <li>▪ Scheduling New Students</li> </ul>	<p>Academic:</p> <ul style="list-style-type: none"> <li>▪ 504 Plan Reviews</li> <li>▪ Gifted Referrals</li> <li>▪ Observations</li> <li>▪ ESAP Meetings</li> <li>▪ IEP Meetings</li> <li>▪ Grade Level Meetings</li> <li>▪ MDE Coordination</li> <li>▪ KSEALS Achievement Testing</li> <li>▪ KBIT Ability Testing</li> <li>▪ Focus Groups</li> <li>▪ Coordinate Behavior Plans</li> <li>▪ Open House</li> <li>▪ Benchmark Testing</li> <li>▪ Teacher Consultation</li> <li>▪ Coordinate OT/PT/Vision/Hearing Support Referrals</li> <li>▪ Study Skills Groups</li> <li>▪ Scheduling New Students</li> <li>▪ Coordinate In-View tests for second graders</li> </ul>
<p>Career:</p> <ul style="list-style-type: none"> <li>▪ SWPBIS Lessons/Career Readiness</li> <li>▪ Career Cruising Lessons</li> </ul>	<p>Career:</p> <ul style="list-style-type: none"> <li>▪ SWPBIS Lessons/Career Readiness</li> <li>▪ Career Cruising Lessons</li> </ul>

<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>▪ Parent Communication</li> <li>▪ Red Ribbon Week <ul style="list-style-type: none"> <li>▪ Distribute Recommendation Forms for focus groups</li> <li>▪ Individual Counseling</li> <li>▪ Crisis Counseling</li> <li>▪ Peer Mediation/Conflict Resolution</li> <li>▪ Coordinate BBS Program</li> <li>▪ Coordinate Mix It Up At Lunch program</li> <li>▪ Lunch Bunch Groups</li> <li>▪ Coordinate Halloween costume drive</li> <li>▪ Peer Buddy/New Student Program</li> <li>▪ Agency Mental Health Referrals</li> </ul> </li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>▪ Parent Communication</li> <li>▪ Distribute Recommendation Forms for focus groups</li> <li>▪ Individual Counseling</li> <li>▪ Crisis Counseling</li> <li>▪ Peer Mediation/Conflict Resolution</li> <li>▪ Coordinate BBS Program</li> <li>▪ Coordinate Mix It Up At Lunch program</li> <li>▪ Lunch Bunch Groups</li> <li>▪ Peer Buddy/New Student Program</li> </ul>
<b><u>November</u></b>	<b><u>May</u></b>
<b>Academic:</b> <ul style="list-style-type: none"> <li>▪ 504 Plan Reviews</li> <li>▪ Gifted Referrals</li> <li>▪ Observations</li> <li>▪ ESAP Meetings</li> <li>▪ IEP Meetings</li> <li>▪ Grade Level Meetings</li> <li>▪ KSEALS Achievement Testing</li> <li>▪ KBIT Ability Testing</li> <li>▪ Focus Groups</li> <li>▪ Coordinate Behavior Plans</li> <li>▪ MDE Coordination</li> <li>▪ Parent/Teacher Conferences</li> <li>▪ Open House</li> <li>▪ Benchmark Testing</li> <li>▪ Teacher Consultation</li> <li>▪ Coordinate OT/PT/Vision/Hearing Support Referrals</li> <li>▪ Study Skills Groups</li> <li>▪ Scheduling New Students</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>▪ 504 Plan Reviews</li> <li>▪ Gifted Referrals</li> <li>▪ Observations</li> <li>▪ ESAP Meetings</li> <li>▪ IEP Meetings</li> <li>▪ Grade Level Meetings</li> <li>▪ MDE Coordination</li> <li>▪ KSEALS Achievement Testing</li> <li>▪ KBIT Ability Testing</li> <li>▪ Focus Groups</li> <li>▪ Coordinate Behavior Plans</li> <li>▪ Open House</li> <li>▪ Benchmark Testing</li> <li>▪ Teacher Consultation</li> <li>▪ Coordinate OT/PT/Vision/Hearing Support Referrals</li> <li>▪ Study Skills Groups</li> <li>▪ Scheduling New Students</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>▪ SWPBIS Lessons/Career Readiness</li> <li>▪ Career Cruising Lessons</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>▪ SWPBIS Lessons/Career Readiness</li> <li>▪ Career Cruising Lessons</li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>▪ Parent Communication</li> <li>▪ Bullying Prevention Week Activities</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>▪ Parent Communication</li> <li>▪ Distribute Recommendation Forms</li> </ul>



<ul style="list-style-type: none"> <li>▪ Distribute Recommendation Forms for focus groups</li> <li>▪ Individual Counseling</li> <li>▪ Crisis Counseling</li> <li>▪ Peer Mediation/Conflict Resolution</li> <li>▪ Coordinate BBS Program</li> <li>▪ Coordinate Mix It Up At Lunch program</li> <li>▪ Lunch Bunch Groups</li> <li>▪ Peer Buddy/New Student Program</li> <li>▪ Coordinate coat drive for needy families</li> </ul>	<p>for focus groups</p> <ul style="list-style-type: none"> <li>▪ Individual Counseling</li> <li>▪ Crisis Counseling</li> <li>▪ Peer Mediation/Conflict Resolution</li> <li>▪ Coordinate BBS Program</li> <li>▪ Coordinate Mix It Up At Lunch program</li> <li>▪ Lunch Bunch Groups</li> <li>▪ Peer Buddy/New Student Program</li> </ul>
<b><u>December</u></b>	<b><u>June</u></b>
<p>Academic:</p> <ul style="list-style-type: none"> <li>▪ 504 Plan Reviews</li> <li>▪ Gifted Referrals</li> <li>▪ Observations</li> <li>▪ ESAP Meetings</li> <li>▪ IEP Meetings</li> <li>▪ Grade Level Meetings</li> <li>▪ MDE Coordination</li> <li>▪ KSEALS Achievement Testing</li> <li>▪ KBIT Ability Testing</li> <li>▪ Focus Groups</li> <li>▪ Coordinate Behavior Plans</li> <li>▪ Open House</li> <li>▪ Benchmark Testing</li> <li>▪ Teacher Consultation</li> <li>▪ Coordinate OT/PT/Vision/Hearing Support Referrals</li> <li>▪ Study Skills Groups</li> <li>▪ Scheduling New Students</li> </ul>	<p>Academic:</p> <ul style="list-style-type: none"> <li>▪ Coordinate Middle School transition for third graders</li> <li>▪ Share third grade data with Middle School Counselors</li> <li>▪ Refer at-risk students for Middle School programs</li> </ul>
<p>Career:</p> <ul style="list-style-type: none"> <li>▪ SWPBIS Lessons/Career Readiness</li> <li>▪ Career Cruising Lessons</li> </ul>	<p>Career:</p> <ul style="list-style-type: none"> <li>▪ SWPBIS Lessons/Career Readiness</li> <li>▪ Career Cruising Lessons</li> </ul>
<p>Personal/Social:</p> <ul style="list-style-type: none"> <li>▪ Parent Communication <ul style="list-style-type: none"> <li>▪ Distribute Recommendation Forms for focus groups</li> <li>▪ Individual Counseling</li> <li>▪ Crisis Counseling</li> <li>▪ Peer Mediation/Conflict Resolution</li> </ul> </li> <li>▪ Coordinate BBS Program</li> </ul>	<p>Personal/ Social:</p> <ul style="list-style-type: none"> <li>▪ Parent Communication <ul style="list-style-type: none"> <li>▪ Individual Counseling</li> <li>▪ Crisis Counseling</li> <li>▪ Peer Mediation/Conflict Resolution</li> </ul> </li> <li>▪ Attend Student Activities /End of Year</li> <li>▪ Refer at-risk third grade students to</li> </ul>

<ul style="list-style-type: none"> <li>▪ Coordinate Mix It Up At Lunch program</li> <li>▪ Lunch Bunch Groups</li> <li>▪ Peer Buddy/New Student Program</li> <li>▪ Coordinate Christmas donations for needy families</li> </ul>	<ul style="list-style-type: none"> <li>▪ Middle School guidance</li> <li>▪ Coordinate Fun Day</li> </ul>

**Middle School Grades 4-5**  
**Monthly Counseling Calendar**

(Key: Green=Guidance Curriculum; Purple=Prevention, Intervention and Responsive Services;  
Blue=Individual Student Planning; Maroon=System Support)

<u>July</u>	<u>January</u>
Academic: <ul style="list-style-type: none"> <li>▪</li> </ul>	Academic: SAP meetings Attend Grade Level Meetings Gifted Referrals Observations Teacher Consultation Benchmark Testing 504 Plan – coordinate meetings IEP Meetings Pre-academic screenings Focus Groups Scheduling New Students Coordinate OT/PT/Vision/Hearing Support MDE Coordination Failure Letter Distribution Coordinate Behavior Plan
Career:	Career: SWBIS lessons – career readiness
Personal/Social:	Personal/Social: Parent Communication Individual Counseling Focus Groups Crisis Counseling SAP meetings IEP Meetings Coordination of Disability paperwork

	<p>Community Agency Referrals  PBIS reward distribution  Lunch Bunch Groups  Peer Mediation/Conflict Resolution</p>
<b><u>August</u></b>	<b><u>February</u></b>
<p>Academic:  New Student Orientation  Transition Meetings  Staff Collaboration/Team Meetings  504 Plan Meetings/Management  Update Student Data with Administration  Records Review  Gifted Screenings/Make Referrals  Classroom Observations <ul style="list-style-type: none"> <li>▪ Academic Planning</li> </ul> </p>	<p>Academic:  504 Plan – coordinate new plans  Gifted Referrals  SAP meetings  IEP Meetings  Observations  Attend Grade level meetings  Teacher Consultation  Pre-academic screenings  Scheduling new students  Coordinate OT/PT/Vision/Hearing support referrals  MDE Coordination  Coordinate Behavior Plan</p>
<p>Career:  Plan assemblies  Plan Career Activities  Provide readiness supplies  SWPBIS lessons <ul style="list-style-type: none"> <li>▪</li> </ul> </p>	<p>Career:  SWPBIS lessons – career readiness</p>
<p>Personal/Social:  Distribute recommendation forms for Focus Groups  Individual counseling  Parent communication  Crisis counseling  Coordinate BBBS Program  Peer Mediation/Conflict Resolution <ul style="list-style-type: none"> <li>▪</li> </ul> </p>	<p>Personal/Social:  Parent communication  Individual counseling  Focus Groups  Crisis counseling  SAP meetings  Coordination of Disability paperwork  PBIS reward distribution  Community Agency referrals  Lunch Bunch Groups  Peer Mediation/Conflict Resolution</p>
<b><u>September</u></b>	<b><u>March</u></b>
<p>Academic:  Open House  Benchmark Testing  504 Plan Reviews  Gifted Referrals  Observations  SAP team meetings  IEP Meetings  Attend Grade Level Meetings</p>	<p>Academic:  504 Plan – coordination of new plans  Gifted Referrals  SAP meetings  IEP meetings  Classroom Observations  Attend Grade Level meetings  Pre-Academic screenings  Scheduling new students</p>

Scheduling new students Coordinate OT/PT/Vision/Hearing Support referrals SAP Meetings IEP Meetings Teacher Consultation MDE Coordination	Coordinate OT/PT/Vision/Hearing support Referrals Teacher Consultation MDE Coordination Failure Letter Distribution Coordinate Behavior Plan
Career: SWPBIS lessons/Career Readiness	Career: SWPBIS lesson/career readiness
Personal/Social: Individual Counseling Focus Groups Crisis Counseling Parent Communication SAP meetings Coordination of Disability paperwork Coordinate BBBS Program Lunch Bunch Groups Peer Mediation/Conflict Resolution	Personal/Social: Parent Communication Individual counseling Focus Groups Crisis Counseling SAP meetings Coordination of disability paperwork Community Agency Referrals PBIS reward distribution Lunch Bunch Groups Peer Mediation/Conflict Resolution ▪
<b><u>October</u></b>	<b><u>April</u></b>
Academic: SAP Meetings IEP Meetings Observations Gifted Referrals 504 Plans – coordinate new plans Attend Grade Level meetings Teacher Consultation MDE Coordination Coordinate Behavior Plan	Academic: 504 Plan – coordination of new plans Gifted Referrals SAP meetings IEP meetings Classroom Observations Attend Grade Level meetings Pre-Academic screenings Scheduling presentation in 5 <sup>th</sup> and 3 <sup>rd</sup> grades Coordinate OT/PT/Vision/Hearing support Referrals Teacher Consultation MDE Coordination PSSA Testing Coordination Failure Letter Distribution  ○
Career:	Career: SWPBIS lesson/career readiness Bullying lessons – 5 <sup>th</sup> grade
Personal/Social: Parent communication	Personal/Social: Parent Communication

<p>Individual Counseling  Focus Groups  Crisis counseling  SAP meetings  Red Ribbon Week Coordinator  Coordination of Disability paperwork  PBIS reward distribution  Agency Mental Health referrals  Coordinate BBBS Program  Lunch Bunch Groups  Peer Mediation/Conflict Resolution</p> <p>■</p>	<p>Individual counseling  Focus Groups  Crisis Counseling  SAP meetings  Coordination of disability paperwork  Community Agency Referrals  PBIS reward distribution  Lunch Bunch Groups  Peer Mediation/Conflict Resolution</p>
<b><u>November</u></b>	<b><u>May</u></b>
<p>Academic:  Parent Teacher Conferences  Benchmark Testing  504 Plan – coordinate new plans  SAP meetings  Gifted Referrals  Observations  IEP Meetings  Attend Grade Level Meetings  Focus Groups  Scheduling New Students  Coordinate OT/PT/Vision/Hearing Support Referrals  Teacher Consultation  MDE Coordination  Coordinate Behavior Plan</p> <p>○</p>	<p>Academic:  504 Plan – coordination of new plans  Gifted Referrals  SAP meetings  IEP meetings  Classroom Observations  Attend Grade Level meetings  Pre-Academic screenings  Scheduling new students  Coordinate OT/PT/Vision/Hearing support Referrals  Teacher Consultation  MDE Coordination  PSSA Testing Coordination  Transition Program/New Student Orientation  Coordinate Behavior Plan</p> <p>■</p>
<p>Career:  SWPBIS lessons/career readiness  Celebrate National Career Development Week  Steel Center Career Lessons – grade 4/5</p>	<p>Career:  SWPBIS lesson/career readiness  5<sup>th</sup> Grade Steel Center Trips  Ingram Barge Assembly – 4<sup>th</sup> grade  Career Fair – grade 5</p>
<p>Personal/Social:  Parent communication  Individual counseling  Focus groups  Crisis Counseling  SAP meetings  Coordination of Disability paperwork  Community Agency Referrals  PBIS reward distribution  Coordinate BBBS Program  Lunch Bunch Groups  Peer Mediation/Conflict Resolution</p>	<p>Personal/Social:  Parent Communication  Individual counseling  Focus Groups  Crisis Counseling  SAP meetings  Coordination of disability paperwork  Community Agency Referrals  PBIS reward distribution  Lunch Bunch Group  Peer Mediation/Conflict Resolution</p>

<u>December</u>	<u>June</u>
<p>Academic:</p> <ul style="list-style-type: none"> <li>504 Coordinate new plans</li> <li>Gifted Referrals</li> <li>SAP meetings</li> <li>IEP Meetings</li> <li>Attend Grade Level Meetings</li> <li>Scheduling new students</li> <li>Coordinate OT/PT/Vision/Hearing Support Referrals</li> <li>Teacher consultation</li> <li>MDE Coordination</li> <li>Coordinate Behavior Plan</li> </ul>	<p>Academic:</p> <ul style="list-style-type: none"> <li>Parent Meetings/Retention Recommendations</li> <li>Distribute Testing Results</li> <li>Forward SAP data – State and District Levels</li> <li>IEP Meetings</li> <li>Planning for Upcoming School Year</li> </ul>
<p>Career:</p>	<p>Career:</p>
<p>Personal/Social:</p> <ul style="list-style-type: none"> <li>Individual counseling</li> <li>Focus Groups</li> <li>Crisis Counseling</li> <li>Parent Communication</li> <li>SAP meetings</li> <li>Coordination of Disability paperwork</li> <li>PBIS reward distribution</li> <li>Community Agency Referrals</li> <li>PBIS reward distribution</li> <li>Coordinate BBBS Program</li> <li>Lunch Bunch Groups</li> <li>Peer Mediation/Conflict Resolution</li> </ul>	<p>Personal/ Social:</p> <ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Parent Communications</li> <li>Crisis Counseling</li> <li>Peer Mediation/Conflict Resolution</li> <li>Attend Student Activities/End of Year</li> </ul>

## Middle School Grades 6-8 Monthly Counseling Calendar

(Key: Green=Guidance Curriculum; Purple=Prevention, Intervention and Responsive Services;  
Blue=Individual Student Planning; Maroon=System Support)

<u>July</u>	<u>January</u>
Academic:	Academic: Individual Student Planning Parent/Teacher Meetings IEP Meetings At-risk Student Groups Benchmark Testing Review Report Cards Mail 2 <sup>nd</sup> 9 week Failure Letters
Career:	Career: Career Cruising Lesson
Personal/Social:	Personal/Social: Crisis Counseling Individual Counseling Conflict Resolution Group Counseling Parent Communication SAP Meetings Agency Referrals
<u>August</u>	<u>February</u>
Academic: New Student Orientation Transition Meetings 504 Plan Management Team Meetings Schedule Changes Schedule New Students Meet with Special Education Teachers About Student Schedules Review Summer PSSA Scores ■	Academic: Individual Student Planning Parent/Teacher Meetings IEP Meetings At-risk Student Groups Curriculum Night
Career: Start Career Portfolios ■	Career: Career Cruising Lesson Sponsor a Career Game during Curriculum Night
Personal/Social: Crisis Counseling Individual Counseling Conflict Resolution	Personal/Social: Crisis Counseling Individual Counseling Conflict Resolution

<p>Group Counseling  Parent Communication  SAP Meetings  Agency Referrals  Meet new students  Introduce self to class and introduce career portfolios</p>	<p>Group Counseling  Parent Communication  SAP Meetings  Agency Referrals</p>
<b>September</b>	<b><u>March</u></b>
<p>Academic:  Open House  Attend Team Meetings  Benchmark Testing  Create Peer Helper Group for New Students  Individual Student Planning  Parent/Teacher Meetings  IEP Meetings  At-risk Student Groups</p>	<p>Academic:  Individual Student Planning  Parent/Teacher Meetings  IEP Meetings  At-risk Student Groups</p>
<p>Career:  Career Cruising Lesson</p>	<p>Career:  Career Cruising Lesson</p>
<p>Personal/Social:  New Student Breakfast  Crisis Counseling  Individual Counseling  Conflict Resolution  Group Counseling  Parent Communication  SAP Meetings  Agency Referrals</p>	<p>Personal/Social:  Crisis Counseling  Individual Counseling  Conflict Resolution  Group Counseling  Parent Communication  SAP Meetings  Agency Referrals</p>
<b><u>October</u></b>	<b><u>April</u></b>
<p>Academic:  Special Educations/Gifted Referrals  504 Meetings  Individual Student Planning  Parent/Teacher Meetings  IEP Meetings  At-risk Student Groups</p>	<p>Academic:  Individual Student Planning  Parent/Teacher Meetings  IEP Meetings  At-risk Student Groups  PSSA Testing  Scheduling for Next Year  Review Report Cards  Mail 3<sup>rd</sup> 9 week Failure Letters</p>
<p>Career:  Military Bullying/Career Presentation  Career Cruising Lesson</p>	<p>Career:  Career Cruising Lesson</p>
<p>Personal/Social:</p>	<p>Personal/Social:</p>



<p>Red Ribbon Week  Military Bullying/Career Presentation  Crisis Counseling  Individual Counseling  Conflict Resolution  Group Counseling  Parent Communication  SAP Meetings  Agency Referrals</p>	<p>Crisis Counseling  Individual Counseling  Conflict Resolution  Group Counseling  Parent Communication  SAP Meetings  Agency Referrals  ▪</p>
<b><u>November</u></b>	<b><u>May</u></b>
<p>Academic:  Individual Student Planning  Parent/Teacher Meetings  IEP Meetings  At-risk Student Groups  Benchmark Testing  Review Report Cards  ○</p>	<p>Academic:  Individual Student Planning  Parent/Teacher Meetings  IEP Meetings  At-risk Student Groups  Keystone Testing  ▪</p>
<p>Career:  Career Cruising Lesson  Celebrate National Career Development Week (November 16-20)  National Career Development Day (November 18)  Career Fair</p>	<p>Career:  Career Cruising Lesson  Field Trip to CCAC/College</p>
<p>Personal/Social:  Crisis Counseling  Individual Counseling  Conflict Resolution  Group Counseling  Parent Communication  SAP Meetings  Agency Referrals  ▪</p>	<p>Personal/Social:  Crisis Counseling  Individual Counseling  Conflict Resolution  Group Counseling  Parent Communication  SAP Meetings  Agency Referrals  ▪</p>
<b><u>December</u></b>	<b><u>June</u></b>
<p>Academic:  Individual Student Planning  Parent/Teacher Meetings  IEP Meetings  At-risk Student Groups  Keystone Testing</p>	<p>Academic:  Individual Student Planning  Parent/Teacher Meetings  IEP Meetings  At-risk Student Groups  Input SAP Data on PA State Website  Register new students at Duquesne  Assist with Summer School Registration  Review Final Report Cards</p>
<p>Career:  Career Cruising Lesson</p>	<p>Career:  Pass Career Portfolios to next grade level</p>

<p>Personal/Social: Crisis Counseling Individual Counseling Conflict Resolution Group Counseling Parent Communication SAP Meetings Agency Referrals</p>	<p>Personal/ Social: Crisis Counseling Individual Counseling Conflict Resolution Group Counseling Parent Communication SAP Meetings Agency Referrals</p>
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## High School Grades 9-12

### Monthly Counseling Calendar

(Key: Green=Guidance Curriculum; Purple=Prevention, Intervention and Responsive Services;  
Blue=Individual Student Planning; Maroon=System Support)

<u>July</u>	<u>January</u>
Academic: Review Keystone Test Results Adjust student schedules Credit reviews	Academic: Midyear grade review AP Registration PSAT Parent Meeting Financial Aid Parent Meeting
Career:	Career: ▪ Steel Center Tours
Personal/Social:	Personal/Social: Crisis Counseling Individual Counseling Conflict Resolution Parent Communication SAP Meetings Agency Referrals ▪
<u>August</u>	<u>February</u>
Academic: Review summer school grades Complete retentions/promotions New student orientation	Academic: Scheduling input College Fair
Career: Schedule adjustments based on career exploration and requirements	Career: Course scheduling based on Career interests Holland Activity with incoming 9 <sup>th</sup> graders Community night
Personal/Social: Crisis Counseling Individual Counseling Conflict Resolution Parent Communication SAP Meetings Agency Referrals ▪	Personal/Social: Crisis Counseling Individual Counseling Conflict Resolution Parent Communication SAP Meetings Agency Referrals
<u>September</u>	<u>March</u>
Academic: Classroom introductions Open house Senior parent meeting Powerschool scavenger hunt Post graduate planning	Academic: SAT testing IEP Meetings/ SAT accommodation requests Schedule adjustments

Transcript updates	
Career: College visitations	Career: Junior – post secondary planning meetings
Personal/Social: Crisis Counseling Individual Counseling Conflict Resolution Parent Communication SAP Meetings Agency Referrals ▪	Personal/Social: Crisis Counseling Individual Counseling Conflict Resolution Parent Communication SAP Meetings Agency Referrals
<b><u>October</u></b>	<b><u>April</u></b>
Academic: SAT/ PSAT testing Transcript updates	Academic: Scheduling Adjustments
Career: Career Cruising – post secondary planning College visitations	Career: Sophomore- post secondary planning meetings Job Corps Presentation
Personal/Social: Crisis Counseling Individual Counseling Conflict Resolution Parent Communication SAP Meetings Agency Referrals	Personal/Social: Crisis Counseling Individual Counseling Conflict Resolution Parent Communication SAP Meetings Agency Referrals ▪
<b><u>November</u></b>	<b><u>May</u></b>
Academic: Parent Conferences Transcript Updates Freshman Graduation Plan Meetings	Academic: AP Tests Keystone Tests IEP Meetings – SAT accommodations 10 <sup>th</sup> grade Job Fair- Junior Achievement field trip
Career: College visitations	Career:
Personal/Social: Crisis Counseling Individual Counseling Conflict Resolution Parent Communication SAP Meetings Agency Referrals ▪	Personal/Social: Senior Awards Crisis Counseling Individual Counseling Conflict Resolution Parent Communication SAP Meetings Agency Referrals

<u>December</u>	<u>June</u>
Academic: PSAT Score Distribution Keystone Retests	Academic: Graduation Final Credit checks Final Transcripts
Career: Steel Center Presentations Builders Guild presentations	Career: Post graduated state reporting
Personal/Social: Crisis Counseling Individual Counseling Conflict Resolution Parent Communication SAP Meetings Agency Referrals	Personal/ Social: Crisis Counseling Individual Counseling Conflict Resolution Parent Communication SAP Meetings Agency Referrals

8. Program Delivery:

**COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM**

For Grades K-3

Kindergarten-First Grade-Second Grade-Third Grade –Parents-- All students

<p><b>Guidance Curriculum</b> Provide developmental, comprehensive guidance program content in a systematic way to all students preK-12</p>	<p><b>Prevention, Intervention and Responsive Services</b> Addresses school and student needs</p>	<p><b>Individual Student Planning</b> Assists students and parents in development of academic and career plans</p>	<p><b>System Support</b> Includes program, staff and school support activities and services</p>
<p><b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation</p>	<p><b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals</p>	<p><b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p><b>Purpose</b> Program delivery and support</p>
<p><b>Academic</b> *Open House *Testing *IQ/Academic Screening</p>	<p><b>Academic</b> *Small Group Study skills *Special-ed in Class *ESAP *IEP meetings *504 meetings</p>	<p><b>Academic</b> *ESAP *Behavior Mod. Plans- Development and Maintenance</p>	<p><b>Academic</b> *Open House *Teacher Consultation *Kdg. Transition</p>
<p><b>Career</b> *Kdg. College *Food Bank *Community Workers Presentations *Attendance Challenge</p>	<p><b>Career</b> *Small Group Counseling</p>	<p><b>Career</b> *1-1 Counseling</p>	<p><b>Career</b> *Visit preschools &amp; Daycares *Community Service Projects/Facilitator</p>
<p><b>Personal/Social</b> *PBIS *All school behavioral Expectations *Student of the Month *Cafeteria Challenge *Peer Mediation Coordination *Anti-Bullying</p>	<p><b>Personal/Social</b> *Small group/ Social skills *Special-ed in Class *ESAP *Bullying *MDE data</p>	<p><b>Personal/Social</b> *1-1 Counseling *Referrals to Comm. Agencies *Separation Anxiety *Death &amp; Dying *Divorce *Bullying</p>	<p><b>Personal/Social</b> *Kdg. Transition *Drug &amp; Alcohol Awareness *Bullying Awareness *Teacher Consult for Mental Health</p>
<p><b>Counselor Role</b> *Contact previous Schools for Information *Testing Facilitator for PSSAs, In-View, and Benchmark</p>	<p><b>Counselor Role</b> *Esap Facilitator *FBA *Student Observations *OT/504 Plans *Gifted *Crisis Counsel.</p>	<p><b>Counselor Role</b> *Coffee &amp; Conversation parent Support group *Community Violence &amp; Crime</p>	<p><b>Counselor Role</b> *Liaison with Community Agencies &amp; Parents *Parent Meetings &amp; Phone Contacts</p>
<p><b>Percentage of Time</b>  10%</p>	<p><b>Percentage of Time</b>  60%</p>	<p><b>Percentage of Time</b>  25%</p>	<p><b>Percentage of Time</b>  5%</p>

(From ASCA Workbook, page 59)

**COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM**  
**Middle School Grades 4-5**

<p align="center"><b>Guidance Curriculum</b></p> <p>Provide developmental, comprehensive guidance program content in a systematic way to all students preK-12</p>	<p align="center"><b>Prevention, Intervention and Responsive Services</b></p> <p>Addresses school and student needs</p>	<p align="center"><b>Individual Student Planning</b></p> <p>Assists students and parents in development of academic and career plans</p>	<p align="center"><b>System Support</b></p> <p>Includes program, staff and school support activities and services</p>
<p><b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation</p>	<p><b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals</p>	<p><b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p><b>Purpose</b> Program delivery and support</p>
<p><b>Academic</b> Records review Academic Scheduling Gifted Screenings</p>	<p><b>Academic</b> ESAP Study Skills Group Title I ELA Classes Peer and teacher-led tutoring</p>	<p><b>Academic</b> OHS testing PSSA testing Parent/Teacher conferences 504 Planning IEP Meetings</p>	<p><b>Academic</b> Special Education Program Tutoring AIU Support Services Community Night</p>
<p><b>Career</b> 5<sup>th</sup> Grade Career classes Holland Personality Assessment Ingram Barge Assembly Steel Center Fieldtrip Career Cruising Lessons</p>	<p><b>Career</b> Attendance monitoring</p>	<p><b>Career</b> Individual Counseling Community Service Projects Community Night</p>	<p><b>Career</b> CTC – Steel Center classroom lessons Book Fair – PTA Career Cruising Program</p>
<p><b>Personal/Social</b> Bullying Program Internet Safety Program Drug/Alcohol Prevention – DARE Program Red Ribbon Week</p>	<p><b>Personal/Social</b> Peer mediation ESAP referrals Focus Groups Conflict resolution</p>	<p><b>Personal/Social</b> Crisis intervention Community resource referrals</p>	<p><b>Personal/Social</b> TCV – school based program BBBS – school based program SWPBIS – behavior program SPRIGEO – bullying reporting system</p>
<p><b>Counselor Role</b> Facilitate academic review Parent meetings Coordinate presentations – community-based programs</p>	<p><b>Counselor Role</b> Initiate parent contact Referral to community resources Schedules ESAP meetings</p>	<p><b>Counselor Role</b> Facilitator Assessment of needs</p>	<p><b>Counselor Role</b> Liaison</p>
<p>Percentage of Time 10 – 15 %</p>	<p>Percentage of Time 25 – 35%</p>	<p>Percentage of Time 25 – 35%</p>	<p>Percentage of Time 10 – 15%</p>

**COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM**  
6<sup>th</sup>-8<sup>th</sup> grade – West Mifflin Middle School

<b>Guidance Curriculum</b> Provide developmental, comprehensive guidance program content in a systematic way to all students preK-12	<b>Prevention, Intervention and Responsive Services</b> Addresses school and student needs	<b>Individual Student Planning</b> Assists students and parents in development of academic and career plans	<b>System Support</b> Includes program, staff and school support activities and services
<b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation	<b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	<b>Purpose</b> Program delivery and support
<b>Academic</b> Records review Academic Scheduling Gifted Screenings New student orientation	<b>Academic</b> SAP Study Skills Group Title I ELA Classes After School Tutoring Grade monitoring/meetings	<b>Academic</b> OHS testing PSSA testing Parent/Teacher conferences 504 Planning IEP Meetings	<b>Academic</b> Parent Teacher conferences SAP meetings Classroom coverage Benchmark/PSSA/Keystone/NAEP Test preparation IEP meetings 504 Meetings
<b>Career</b> Steel Center career classroom lessons (grade 6-8)  Steel Center FIT Day field trip (grade 8) Career Cruising Lessons (grade 6-8) Junior Achievement (Grade 6)	<b>Career</b> Attendance monitoring	<b>Career</b> Individual Counseling Community Service Projects Community Night	<b>Career</b> Attendance Monitoring Review At Risk student lists Review Failure letters/reports
<b>Personal/Social</b> Bullying Program Internet Safety Program Drug/Alcohol Prevention assemblies Red Ribbon Week	<b>Personal/Social</b> Peer mediation SAP referrals Conflict resolution Groups	<b>Personal/Social</b> Crisis intervention Community resource referrals	<b>Personal/Social</b> TCV – school based program SWPBIS – behavior program SPRIGEO – bullying reporting system Professional Development Trainings-Mental Health
<b>Counselor Role</b> Facilitate academic review Parent meetings Coordinate presentations – community-based programs	<b>Counselor Role</b> Initiate parent contact Referral to community resources Schedules parent meetings	<b>Counselor Role</b> Facilitator Assessment of needs	<b>Counselor Role</b> Liaison
Percentage of Time 10 – 15 %	Percentage of Time 10-15%	Percentage of Time 25 – 35%	Percentage of Time 30-40%



# COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

High School Grades 9-12

<p style="text-align: center;"><b>Guidance Curriculum</b></p> <p style="text-align: center;">Provide developmental, comprehensive guidance program content in a systematic way to all students preK-12</p>	<p style="text-align: center;"><b>Prevention, Intervention and Responsive Services</b></p> <p style="text-align: center;">Addresses school and student needs</p>	<p style="text-align: center;"><b>Individual Student Planning</b></p> <p style="text-align: center;">Assists students and parents in development of academic and career plans</p>	<p style="text-align: center;"><b>System Support</b></p> <p style="text-align: center;">Includes program, staff and school support activities and services</p>
<p><b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation</p>	<p><b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals</p>	<p><b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p><b>Purpose</b> Program delivery and support</p>
<p><b>Academic</b></p> <p><b>Course selection presentations (grades 9-11)</b></p> <p><b>Course selection review</b></p> <p><b>College application presentations (grade 12)</b></p> <p><b>Career Cruising/ college search/ lesson</b></p> <p><b>Study skills class</b></p>	<p><b>Academic</b></p> <p><b>Freshman intervention team</b></p> <p><b>Sophomore intervention team</b></p> <p><b>SAP team/ Process</b></p> <p><b>College Fair</b></p> <p><b>Study skills groups</b></p> <p><b>Mentoring Program</b></p> <p><b>Emerging Leaders</b></p>	<p><b>Academic</b></p> <p><b>Individual student scheduling meetings</b></p> <p><b>SAT/ ACT testing</b></p> <p><b>PSAT testing</b></p> <p><b>Progress review student meetings</b></p>	<p><b>Academic</b></p> <p><b>AP presentations</b> AP presentations</p> <p><b>AP testing</b> AP testing</p> <p><b>Community night</b> College admissions workshops</p> <p><b>Financial aid night</b> Senior Parent Meeting Open House</p> <p><b>Scholarship website</b></p> <p><b>Special Education</b></p>
<p><b>Career</b></p> <p><b>Careers course</b></p> <p><b>Steel Center presentations</b></p> <p><b>Steel Center field trip</b></p> <p><b>Career exploration day</b></p> <p><b>Holland Assessment</b></p> <p><b>Career cruising activity</b></p> <p><b>Job Shadowing</b></p> <p><b>Career cruising</b></p>	<p><b>Career</b></p> <p><b>OVR testing</b></p> <p><b>ASVAB testing</b></p> <p><b>Onsite college/technical school visits</b></p>	<p><b>Career</b></p> <p><b>Individual student consultations as initiated by students</b></p>	<p><b>Career</b></p> <p><b>Steel center</b> Cosmetology Health assistant</p> <p><b>All programs</b></p>

<b>Interest inventory</b>  <b>Grade 12</b> <b>Senior project</b> <b>Senior presentations</b>			
<b>Personal/Social</b> <b>Expect Respect</b> <b>Freshman survey/</b> <b>presentations</b>  <b>Stand Together</b> <b>School wide projects</b>	<b>Personal/Social</b>  <b>Conflict Resolution</b>  <b>Stand Together</b> <b>awareness groups</b>  <b>Teen parenting</b> <b>program</b>	<b>Personal/Social</b>  <b>Individual crisis</b> <b>counseling</b>  <b>School based therapy</b>	<b>Personal/Social</b>  <b>SAP</b>  <b>Turtle Creek MHMR</b>
<b>Counselor Role</b>  Classroom presentations Coordinate with Votech Coordinate with agencies	<b>Counselor Role</b>  Initiate parent contact Facilitate meetings Team member Referrals and coordination with agencies	<b>Counselor Role</b> Liaison with students/parents/staff Individual meetings Consultant	<b>Counselor Role</b> Liaison College board Site supervisor Facilitator
<b>Percentage of Time</b>  <b>20-25%</b>	<b>Percentage of Time</b>  <b>30-40%</b>	<b>Percentage of Time</b> <b>30-40%</b>	<b>Percentage of Time</b> <b>15-20%</b>

(From ASCA Workbook, page 59)

9. **Curriculum Action Plan** : This document further explains the items listed in the Guidance Curriculum section of the Delivery System chart. (Note: Black print represents programs/activities currently in place, while red represents proposed programs/activities).



## Grade Kindergarten Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Hobbies & Interests	Academic/Career	Kindergarten Groups	September	60	Counselor's Office		Kindergarten Students	Counselor
Career Month	Academic Career	Community Visitors	April	All	Kdg. Classrooms		Kindergarten Students	Kdg. Teachers
PBIS	Academic Career	3 Rs Certificates	All Year	All	Throughout School		Kindergarten Students	All Staff
Student of the Month	Academic Career	Certificates	All Year	All	Classrooms School		Kindergarten Students	Teachers Principal
Attendance Challenge	Academic/Career	Certificates	All Year	All	School		Kindergarten Students	Classroom Teachers
Bully Awareness	Academic/Career	Officer Phil	October All Year	All	Classrooms School		Kindergarten Students	All Staff
Disability Awareness	Academic/Career	Children's Institute	April	All	Auditorium		Kindergarten Students	All Staff

## Grade One Curriculum Action Plan

<b>Grade One Curriculum Action Plan</b>								
<b>Lesson Content/Program Content</b>	<b>ASCA Domain and/or CEW Domain</b>	<b>Curriculum and Materials</b>	<b>Start and End Dates</b>	<b>Number of Students Affected</b>	<b>Location</b>	<b>Evaluation and Assessment</b>	<b>Stakeholder</b>	<b>Contact Person</b>
Community/Social Studies	Academic/Career	Textbook	All Year	All 1st grade	Classrooms		First Graders	Teachers
Field Trips	Academic Career	On-site Materials	All Year	All 1st grade	Community		First Graders	Teachers
Pen Pal Letters	Academic Career	Classroom/fieldtrip	All Year	All 1st grade	Classroom/Community		First Graders	Teachers
Transition next school yr.	Academic Career	Letter Writing	May/June	All 1st grade	Classrooms /Computer		First Graders	Teachers
Small group social skills	Academic/Career	Group Materials	All Year	Small Groups/Variations	Counselor Throughout		Students in small groups	Counselor
PBIS	Academic/Career	3 Rs/Certificates	All Year	All 1st grade	Classrooms School		First Graders	All Staff
Student of the Month	Academic/Career	Certificates	All Year	All 1st grade	Classrooms School		First Graders	All Staff
Bully Awareness	Academic/Career	Officer Phil	Feb. & All year	All 1st grade	Auditorium School		First Graders	All Staff
Disability Awareness	Academic/Career	Children's Institute	Feb-April	All 1st grade	Auditorium		First Graders	Counselor
Attendance Challenge	Academic/Career	Certificates	All Year	All 1st grade	Classrooms		First Graders	All Staff
Hobbies & Interests	Academic/Career	Books/Gr. Materials	All Year	All 1st grade	Classrooms Counselors		First Graders	Counselor

## Grade Two Curriculum Action Plan

<b>Grade Two Curriculum Action Plan</b>								
<b>Lesson Content/Program Content</b>	<b>ASCA Domain and/or CEW Domain</b>	<b>Curriculum and Materials</b>	<b>Start and End Dates</b>	<b>Number of Students Affected</b>	<b>Location</b>	<b>Evaluation and Assessment</b>	<b>Stakeholder</b>	<b>Contact Person</b>
Community/Social Studies	Academic/Career	Textbook	All Year	All Second	Classrooms		All Second Graders	Teachers
Field Trips	Academic Career	On site Materials	All Year	All Second	Community		All Second Graders	Teachers
Pen Pal Letters	Academic Career	Classroom/Field Trip	All Year	All Second	Classrooms /Community		All Second Graders	Teachers
Transition to 3rd Grade	Academic Career	Leter Writing	May/June	All Second	Classroom		All Second Graders	Teachers
Small Group Social Skills	Academic/Career	Group Materials	All Year	Small Group/Varies	Counselor's Office		Small Groups Varies	Counselors
PBIS	Academic/Career	3Rs/Certificates	All Year	All Second	School/Class -room		All Second Graders	All Staff
Student of the Month	Academic/Career	Certificates	All Year	All Second	School/Class -room		All Second Graders	All Staff
Bully Awareness	Academic/Career	Officer Phil	Feb./All Year	All Second	Auditorium		All Second Graders	All Staff
Disability Awareness	Academic/Career	Children's Institute	Feb-April	All Second	Auditorium		All Second Graders	All Staff
Attendance Challenge	Academic/Career	Certificates	All Year	All Second	Classrooms		All Second Graders	All Staff
Hobies & Interests	Academic/Career	Interest Materials	All Year	All Second	Classrooms		All	All Staff

## Grade Three Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Community/Social Studies	Academic/Career	Text Book	All Year	All 3rd graders	Classrooms		All Third Grade	Teachers
Field Trips	Academic Career	On site	All Year	All 3rd graders	Community		All Third Grade	Teachers
Pen Pals	Academic Career	Classroom/Field Trip	All Year	All 3rd graders	Classroom/Community		All Third Grade	Teachers
Transition/Middle School	Academic Career	Classroom	All Year	All 3rd graders	Classrooms School		All Third Grade	Teachers/Principal
Small Group Social Skills	Academic/Career	Group Materials	All Year	Small groups/Varies	Counselor's Office		Small Groups	Counselor
PBIS	Academic/Career	PBIS Curriculum Certificates	All Year	All 3rd graders	Entire School		All Third Grade	All Staff
Student of Week/Month	Academic/Career	Certificates	All Year	All 3rd graders	Classroom/Office		All Third Grade	All Staff
Attendance Challenge	Academic/Career	Sticker Chart	All Year	All 3rd graders	Office		All Third Grade	Counselor
Disabilities/Diff. awareness	Academic/Career	Children's Institute	January	All 3rd graders	Auditorium		All Third Grade	All Staff
Bully Awareness	Academic/Career	Officer Phil	February	All 3rd graders	Auditorium		All Third Grade	All Staff
Hobbies & Interests	Academic/Career	Character Education	All Year	All 3rd graders	Classrooms		All Third Grade	All Staff



## Grade 4 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Gifted Screenings	13.1.3	student records/grades	sept. - oct.	191	counseling office	InView	counselor	Krill
Records review	13.1.13	permanent records/grades	aug - june	191	counseling office	progress reports/report cards/PSSA completed	counselor	Krill
Academic Scheduling	13.1.3	Powerschool	aug. - june	191	counseling office	schedules/transcripts	counselor	Krill
Bullying Program	13.1.3	SWPBIS	aug - june	191	auditorium/classroom	reduction in bullying incidents	teachers, students, counselor	Sable
Internet Safety Program	13.2.3	Attorney General Assembly	October	191	auditorium	reduction in discipline referrals	Philip Little	Sable
Red Ribbon Week	13.3.3.	Positive Promotions	last week of October	191	school-wide	reduction in discipline referrals	students, teachers, parents	Krill
Big Brother/Big Sister Program	13.3.3	BBBS Program	aug - june	25 max.	cafeteria	reduction in classroom behavior	BBBS Coordinator	BBBS Coordinator
Ingram Barge Assembly	13.4.5	Ingram Barge human resource data	may	191	auditorium	post survey	Ingram Barge employees/Bill Porter	Bill Porter
CCSpark	13.1.5	CCSpark	nov - june	191	classroom/computer lab	interest inventory/career portfolio	counselor	Krill

## Grade 5 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Career Education Initiative	13.1.15	Holland Personality Assessment Permanent	12/15/2015	179	classroom	Holland Personality Assessment progress reports,	counselor	Center Career Educator
Records Review	13.3.5	records/transfe r files/grades	aug - june	179	counseling office	report cards, PSSA scores reduction in discipline referrals completed	counselor	Krill
Bullying Program	13.1.5	SWPBIS	aug - june	179	school-wide	discipline referrals completed	students, teachers, counselor	Sable
Academic Scheduling	13.1.5	PowerSchool	aug - june	179	counseling office	schedules/transcri pts	counselor	Krill
Internet Safety Program	13.3.5	Attorney General Assembly	Oct	179	Auditorium	reduction in discipline referrals	Philip Little	Sable
Red Ribbon Week	13/3/5	Positive Promotions	Last week of Oct.	179	school-wide	reduction in discipline referrals	students, teachers, counselor	Krill
DARE Drug Prevention Proc	13.3.5	DARE Program/Police	Second Semester	179	classroom	reduction in discipline referrals	DARE Officer, teachers	DARE Officer
Steel Center Fieldtrip	13.1.5	Curriculum content - Steel Center	may	179	Steel Center Vo-tech	post survey	Steel Center Career Educator	Krill
CCSpark- career lessons	13.1.5	CCSpark	nov - june	179	classroom/co mputer lab	interest inventory completion/career portfolio	counselor	Krill

Grade 6 Curriculum Action Plan								
Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Steel Center Area CTC Career Lesson	13.1.8A.B.C.D.E	Powerpoint Handouts	One day, December One Day, February	All 7th graders	Classroom		All 7th grade students	Lisa Lyon & Steel Center CTC
Red Ribbon Week	Personal/Social PS:A1.1.2.3.6 PS:B1.2 PS:B1.8 PS:C1.8. PS:C1.9	Assemblies Daily Announcements Spirit Week	One Week, October	All Students	School Wide		All students	School Counselors
Internet Safety Presentation	Personal/Social PS:A1.6 PS:A1.7 PS:C1.4 PS:C1.6 PS:C1.9	Powerpoint	One day, September	All Students	School Wide		All Students	School Counselors Attorney General's Office
Anti Bullying Presentations	Personal/Social PS:A2.2 PS:A2.3 PS:A2.4 PS:C1.5 PS:C1.6	Powerpoint	Ongoing	All Students	Auditorium Classrooms		All Students	School Counselors Teachers
Anti Drug and Alcohol Presentations	Personal/Social PS:A1.1.2. PS:A2.8 PS: C1.5.6.7.9.10.11	Powerpoint Guest Speakers Health Classes	ongoing	All Students	Auditorium Classrooms		All Students Parents Community	School Counselors Teachers
Scheduling Presentations	Personal/Social PS:A1.1.2.3.10 PS:B1.9.12 C:A1.3.5.6.7 PA 13.1.8H	Powerpoint Handouts Computers	February	8th grade	Classrooms		Students Parents	School Counselors
Career Cruising	PA 13.1 thru PA 13.4 C:A1, A2, C:B1, B2 C:C1. C2	Career Cruising Software	Ongoing	All Students	Classrooms		Students Parents	School Counselors

Grade 7 Curriculum Action Plan								
Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Steel Center Area CTC Career Lesson	13.1.8A.B.C.D.E	Powerpoint Handouts	One day, December One Day, February	All 7th graders	Classroom		All 7th grade students	Lisa Lyon & Steel Center CTC
Red Ribbon Week	Personal/Social PS:A1.1.2.3.6 PS:B1.2 PS:B1.8 PS:C1.8. PS:C1.9	Assemblies Daily Announcements Spirit Week	One Week, October	All Students	School Wide		All students	School Counselors
Internet Safety Presentation	Personal/Social PS:A1.6 PS:A1.7 PS:C1.4 PS:C1.6 PS:C1.9	Powerpoint	One day, September	All Students	School Wide		All Students	School Counselors Attorney General's Office
Anti Bullying Presentations	Personal/Social PS:A2.2 PS:A2.3 PS:A2.4 PS:C1.5 PS:C1.6	Powerpoint	Ongoing	All Students	Auditorium Classrooms		All Students	School Counselors Teachers
Anti Drug and Alcohol Presentations	Personal/Social PS:A1.1.2. PS:A2.8 PS: C1.5.6.7.9.10.11	Powerpoint Guest Speakers Health Classes	ongoing	All Students	Auditorium Classrooms		All Students Parents Community	School Counselors Teachers
Scheduling Presentations	Personal/Social PS:A1.1.2.3.10 PS:B1.9.12 C:A1.3.5.6.7 PA 13.1.8H	Powerpoint Handouts Computers	February	8th grade	Classrooms		Students Parents	School Counselors
Career Cruising	PA 13.1 thru PA 13.4 C:A1, A2, C:B1, B2 C:C1. C2	Career Cruising Software	Ongoing	All Students	Classrooms		Students Parents	School Counselors

Grade 8 Curriculum Action Plan								
Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Steel Center Area CTC Career Lesson	13.1.8A.B.C.D.E	Powerpoint Handouts	One day, December One Day, February	All 7th graders	Classroom		All 7th grade students	Lisa Lyon & Steel Center CTC
Red Ribbon Week	Personal/Social PS:A1.1.2.3.6 PS:B1.2 PS:B1.8 PS:C1.8. PS:C1.9	Assemblies Daily Announcements Spirit Week	One Week, October	All Students	School Wide		All students	School Counselors
Internet Safety Presentation	Personal/Social PS:A1.6 PS:A1.7 PS:C1.4 PS:C1.6 PS:C1.9	Powerpoint	One day, September	All Students	School Wide		All Students	School Counselors Attorney General's Office
Anti Bullying Presentations	Personal/Social PS:A2.2 PS:A2.3 PS:A2.4 PS:C1.5 PS:C1.6	Powerpoint	Ongoing	All Students	Auditorium Classrooms		All Students	School Counselors Teachers
Anti Drug and Alcohol Presentations	Personal/Social PS:A1.1.2. PS:A2.8 PS: C1.5.6.7.9.10.11	Powerpoint Guest Speakers Health Classes	ongoing	All Students	Auditorium Classrooms		All Students Parents Community	School Counselors Teachers
Scheduling Presentations	Personal/Social PS:A1.1.2.3.10 PS:B1.9.12 C:A1.3.5.6.7 PA 13.1.8H	Powerpoint Handouts Computers	February	8th grade	Classrooms		Students Parents	School Counselors
Career Cruising	PA 13.1 thru PA 13.4 C:A1, A2, C:B1, B2 C:C1. C2	Career Cruising Software	Ongoing	All Students	Classrooms		Students Parents	School Counselors

<b>Grade 9 Curriculum Action Plan</b>								
<b>Lesson Content/Program Content</b>	<b>ASCA Domain and/or CEW Domain</b>	<b>Curriculum and Materials</b>	<b>Start and End Dates</b>	<b>Number of Students Affected</b>	<b>Location</b>	<b>Evaluation and Assessment</b>	<b>Stakeholder</b>	<b>Contact Person</b>
<b>Course selection presentations</b>	Academic	powerschool	February	1200	High school / middle school		All Students	Counselors
<b>Course selection review</b>	Academic/ Career	powerschool	February-September	1200	High school		All Students	Counselors
<b>Study skills class</b>	Academic		6 week courses all year rotations	300	Freshman Seminar rotation		all 9th grade students	Mahoney/ Cherepko
<b>Careers course</b>	Career		6 week courses all year rotations	300	Freshman Seminar rotation		all 9th grade students	Neshoff
<b>Steel Center presentations</b>	Career		January	300			all 9th grade students	Harbst / Hinkle
<b>Steel Center field trip</b>	Career		January				all 9th grade students	Harbst/ Hinkle
<b>Expect Respect School wide Domestic Violence awareness projects</b>	personal/social	Expect Respect	Sept - June	1200	High School		All Students	Shields

<b>Grade 10 Curriculum Action Plan</b>								
<b>Lesson Content/Program</b>	<b>ASCA Domain and/or CEW Domain</b>	<b>Curriculum and Materials</b>	<b>Start and End Dates</b>	<b>Number of Students Affected</b>	<b>Location</b>	<b>Evaluation and Assessment</b>	<b>Stakeholder</b>	<b>Contact Person</b>
<b>Course selection presentations</b>	Academic	powerschool	February	1200	High school / middle school		All Students	Counselors
<b>Course selection review</b>	Academic/ Career	powerschool	February-September	1200	High school		All Students	Counselors
<b>Career exploration day</b>	Career	speakers in all core and elective classes	May	300	keynote speaker in Auditorium & speakers in all classrooms		all 10th grade students	Guidance Intern
<b>Holland Assessment</b>	Career	Holland assessment/ o net	April	300	10th grade World Cultures classes		all 10th grade students	Counselors
<b>Career cruising activity</b>	Career	Career cruising	April	300	10th grade World Cultures classes		all 10th grade students	Counselors
<b>Expect Respect School wide Domestic Violence awareness projects</b>	personal/social	Expect Respect	Sept - June	1200	High School		All Students	Shields

## Grade 11 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
<b>Course selection presentations</b>	Academic	powerschool	February	1200	High school / middle school		All Students	Counselors
<b>Course selection review</b>	Academic/ Career	powerschool	February-September	1200	High school		All Students	Counselors
<b>Career Cruising/ college search/ lesson</b>	Academic/ Career	Career cruising/ College fair website	January	300	11th grade Social Studies Classes		all 11th grade students	Counselors
<b>Job Shadowing</b>	Career	WMAHS Senior Project Guidelines	April	300	11th grade American History		all 11th grade students	American History Teachers
<b>Career cruising</b>	Career	career cruising	January	300	11th grade English Classes		all 11th grade students	Counselors
<b>Interest inventory</b>	Career	career cruising	January	300	11th grade English Classes		all 11th grade students	Counselors
Expect Respect School wide Domestic Violence								40



## Grade 12 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact person
<b>College application presentations</b>	Academic	Powerpoint	September & Curriculum night				All 12th grade students	Counselors
<b>Senior project</b>	Career	WMAHS Senior Project Guidelines	Sept- January	300	12th grade English Classes		All 12th grade students	12th grade English Teachers
<b>Senior presentations</b>	Career	WMAHS Senior Project Guidelines	January	300	High School		All 12th grade students	Eber/Bonacci
<b>Expect Respect School wide Domestic Violence awareness projects</b>	personal/social	Expect Respect	Sept - June	1200	High School		All Students	Shields

10. **Organizing Career /Postsecondary Resources-** Through some programs that are currently offered and through expanding programs in the West Mifflin School Counseling Department, we will utilize the following resources to aide us in further enhancing the career counseling program. These activities will include but are not limited to job shadow days, career speakers, , etc.

**Organizing Career Resources**

<b>Resource Types</b>	<b>List Resources</b>
<b>Organizations/Agencies</b>	Steel Center Area Vocational Technical School District Attorney Office
Intermediary Organizations	
Umbrella Organizations	Boys and Girls Club Center for Victims PTSA
Community/State Agencies	Pittsburgh Job Corps Brierly Heights Women’s club
<b>Networking Opportunities</b>	Victoria Garwood- Penn State University Mike Rose – CCAC
Individual Contacts	
Community/Business Meetings	West Mifflin Area School Board Rotary Club Mon Valley Chamber of Commerce
Community Events	Sample West Mifflin
<b>Online/ Onland</b>	Career cruising.com Pacareerlink.org Edinsight.org – On Hand Schools College board.org
Internet Based Links	
Media/Advertising	Facebook, Twitter, WMASD Website
Publications/Documents	Ruggs Recommendations School Guide

11. **Individualized Academic/Career Plan** -Starting in 5th grade students will develop their Academic/Career Plan. This plan will serve as the graduation project requirement, and will be completed by the student throughout high school with the foundation beginning at the 5<sup>th</sup> grade level. Information and template are attached. – See Appendix A

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

Career and Technical Center Strategies

District: West Mifflin Area School District

**Student Awareness:**

Grade	Intervention/ Program/Events	Stakeholder/ Delivering	Data Used/Succe ss Indicator	Begin & End	Contact Person
5	Classroom presentation and CTC Visit	CTC			Shannon Hinkle
6	Classroom visit	CTC			Shannon Hinkle
7	Classroom visit	CTC			Shannon Hinkle
8	Classroom visit	CTC			Shannon Hinkle
9/10	Targeted presentation & tour	students	Number of students applying to Steel Center		Shannon Hinkle
9/10/11/12	Students with Disabilities tour	CTC/SE Liaison			Ruth Leibold

**Parent Awareness:**

Intervention/ Program/Events	Date	Stakeholder/ Delivering	Data Used/Success Indicator	Contact Person
9 <sup>th</sup> Grade Orientation	August	CTC		Shannon Hinkle
<b>Sample West Mifflin</b>	February	CTC		Shannon Hinkle
<b>Open House</b>	September	CTC		Shannon Hinkle
<b>Parent conferences</b>	November	CTC		Shannon Hinkle
<b>IEP Meetings</b>	<b>Spring</b>	<b>CTC/Special Ed Staff</b>		<b>Ruth Leibold</b>

**Educator Awareness:**

<b>Intervention/ Program/Events</b>	<b>Date</b>	<b>Stakeholder/ Delivering</b>	<b>Data Used/Success Indicator</b>	<b>Contact Person</b>
Sample WM	February	CTC		Shannon Hinkle
Open House	September	CTC		Shannon Hinkle

**13. Job Descriptions-****Position Title:** School Counselor – High School**Department:** School Counseling**Reports To:** District Superintendent and Building Principal**Date:** November, 2015**SUMMARY:**

Assist students, parents, administrators and teachers in collaborating to meet academic, social-emotional, and career goals.

**JOB QUALIFICATIONS:**

Master's Degree – Guidance Certification

**ESSENTIAL DUTIES:**

Provides direct support service to individual students, small groups, and classrooms.

Is accountable for maintaining all student records, including cumulative folders, test files, permanent record cards, and career files and completing associated paperwork (transcripts, etc.).

Arranges and facilitates parent conferences with teachers and administrators.

Responsible for scheduling students

Collects homework for students who are absent due to long term illness

Presents in classrooms on the topics of career development, college preparation and transition services.

Identifies and develops a plan to deal with at-risk students.

Completes assessments, referrals, and counseling with students and families.

Consults with other professional staff and outside agencies and other organizations.

Serves as a member of the SAP team and other school based teams.

Coordinates help for students through the BIP, SST and other support teams.

Serves as liaison between school and outside agencies such as mental health agencies, children and youth, probation etc. in regards to at risk youth.

Plans, promotes and facilitates parent presentations such as Financial Aid Night.

Assists with back to school and new student orientation nights.

Seeks out grant funding opportunities.

Coordinates all standardized testing.

Prepares articles for the high school and District newsletter.

Conducts all normal counseling duties with assigned students.

Oversees local scholarship program and aid in various scholarship selection processes.

Maintains guidance website, monitor, and all other social media

Serves as member of IEP team for special needs students

Assists students with entry into GED, Job Corps, and Diploma Retrieval Programs

Transitions students to and from alternative educational placements

Promotes summer school programs for credit retrieval purposes

Serves as liaison between home school and Steel Center Vocational Technical School

Consults with teachers, staff and parents regarding meeting the developmental needs of students.

Responds to crisis situations when appropriate.

Such other responsibilities in the area of guidance as determined by the District Superintendent or the High School Principal which may include:

College Fairs

College in the High School

Dual Enrollment

Cyber School

Coordinates the scholarship/awards ceremony

Maintains guidance website, monitor, and all other social media

**PHYSICAL DEMANDS:** *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit and talk or hear.

The employee frequently is required to walk.

The employee is occasionally required to stand and reach with hands and arms

The employee is occasionally required to lift boxes of materials

Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints interacting with the public and other workers.

Occasionally this position requires the employee to work irregular or extended hours, direct responsibility for the safety, well-being or work output of other people, and meet multiple demands from several people.

**WORK ENVIRONMENT:**

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The work environment is usually quiet and is representative of those an employee encounters while performing the essential functions of this position.

**COMMENTS:**

Position holder must have a friendly, helpful, caring personality. Individual must also possess good communication, interpersonal, and organizational skills.

The Position Specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

**Position Title:** Middle School - School Counselor  
**Department:** School Counseling  
**Reports To:** District Superintendent and Building Principal  
**Date:** November, 2015

**SUMMARY:**

Assist students, parents, administrators and teachers in collaborating to meet academic, social-emotional, and career goals.

**JOB QUALIFICATIONS:**

Master's Degree – Guidance Certification

**ESSENTIAL DUTIES:**

Provides direct support service to individual students, small groups, and classrooms.

Be accountable for maintaining all student records, including cumulative folders, test files, permanent record cards, special education files, psychological files, and career files and completing associated paperwork (transcripts, etc).

Arrange and facilitate parent conferences with teachers and administrators.

Responsible for scheduling students.

Presents in classrooms on the topics of career development, college preparation and transition services.

Identifies and develops a plan to deal with at-risk students.

Completes assessments, referrals, and counseling with students and families.

Consults with other professional staff and outside agencies and other organizations.

Coordinates help for students through the BIP, SST and other support teams.

Distributes 504 Plans and other written reports as needed or as requested or as required by Federal, State and local agencies.

Develops and maintains family outreach programs and community partnerships.

Plans, promotes and facilitates parent presentations.

Assists with back to school and new student orientation nights.

Seeks out grant funding opportunities.

Assists with standardized testing.

Conducts all normal counseling duties with assigned students.

Serves as a member of the Student Support Team (SST), Bullying Prevention Team, SWPBSP, SAP and other school based teams.

Assist with the planning, promoting and facilitating of parent presentations.

Assists with back to school and new student orientation nights.

Coordinates and oversee all aspects of the preparation of testing materials for PSSA testing.

Conducts all normal counseling duties with assigned students.

Assist with the registration and placement of new students.

Consult with teachers, staff and parents regarding meeting the developmental needs of students.

Responds to crisis situations when appropriate.

Develop and teach lesson plans for guidance curriculum

Coordinate the preparation and printing of progress reports (4 times/year) and report cards (4 times/year).

Such other responsibilities in the area of guidance as determined by the District Superintendent or the Intermediate

School Principal which may include:

Maintaining guidance website  
Young Men's/Women's Leadership Conference  
Coordinating the scholarship/awards ceremony  
Maintaining guidance website

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee frequently is required to walk.

The employee is occasionally required to stand and reach with hands and arms

The employee is occasionally required to lift boxes of materials

Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints interacting with the public and other workers.

Occasionally this position requires the employee to work irregular or extended hours, direct responsibility for the safety, well-being or work output of other people, and meet multiple demands from several people.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is usually quiet and is representative of those an employee encounters while performing the essential functions of this position.

**COMMENTS:**

Position holder must have a friendly, helpful, caring personality. Individual must also possess good communication, interpersonal, and organizational skills.

The Position Specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

**Position Title:** Elementary School Counselor

**Department:** School Counseling

**Reports To:** District Superintendent and Building Principal

**Date:** November 5, 2015

**Summary:**

Assist students, parents, administrators, and teachers in collaborating to meet academic, social-emotional, and career goals.

**Job Qualifications:**

Master's Degree – Master's in Education, School Counseling Program

PA Department of Education Certification for Elementary School Counselor

**Essential Duties:**

- \* Provides direct support service to individual students, small groups, and classrooms.
- \* Presents in classrooms on the topics on career, academic, and social emotional development.
- \* Identifies and creates a plan to deal with at-risk students (academics/behavior)
- \* Completes assessments, referrals, and counseling with students and families.
- \* Consults with other professional staff and outside agencies and other organizations.
- \* Serves as a consultant to the SWBIS team
- \* Coordinates help for students through the ESAP, Elementary Student Assistance Team.
- \* Authors 504 Plans and other written reports as needed or as requested or as required by Federal, State, and local agencies.
- \* Develops and maintains family outreach programs and community partnerships.
- \* Plans, promotes, or facilitates parent presentations as needed.
- \* Assists with back to school and new student orientation.
- \* Assists with the distribution, collection and packaging of standardized testing.
- \* Coverage duties as assigned.
- \* Provides direct support services to individual students and small groups.
- \* Identifies and develops a plan to deal with at-risk students (behaviors)
- \* Consults with other professional staff through attending weekly intervention meetings.
- \* Serves as a member of the School Improvement Team and other school based teams.
- \* Facilitate in the creation of student behavior plans.
- \* Assist with back to school and new student orientation.
- \* Assist with standardized testing.
- \* Screen for gifted evaluation needs.
- \* Review assessment results for need of MDE.
- \* Coordinate referrals for MDE with students and teachers.
- \* Conduct referral conferences with teachers and building principal per student referral.
- \* Coordinate data collection for MDE (attendance, discipline, health report, report cards, standardized test scores, and prior evaluations.).
- \* Arrange and facilitate parent conferences with teachers and administrators for ESAP process.
- \* Oversee the implementation of individualized action plans.
- \* Coordinate and maintain progress monitoring.
- \* Collect data for SSDI paperwork per request of parent.
- \* Other responsibilities as determined by the District Superintendent or the Elementary School Principal.



**Physical Demands:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

\* The employee is occasionally required to lift boxes of testing materials.

\* Perform physical duties to ensure the safety of students and staff.

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is usually quiet and is representative of those an employee encounters while performing the essential functions of this position.

**Comments:**

Position holder must have a friendly, helpful, caring personality. Individual must also possess good communication, interpersonal, and or

## **THE GRADUATION PROJECT OVERVIEW / PURPOSE**

The West Mifflin Area School District must meet the challenges of an ever-changing, competitive world. Increased rate of production, development of new materials, modern methods of communication and transportation, as well as the application of computers have extended the range and depth of the learning process; therefore, the West Mifflin Area School District must keep pace with rapidly changing industries and businesses in the world, as well as in our own communities. The purpose and focus of the Graduation Project will meet these needs and changes by providing a comprehensive and balanced program of learning experiences.

In accordance with the graduation requirements of the West Mifflin Area School District, all students will complete a project in a career area of their choice. The Senior Graduation Project is a cumulative project beginning in ninth grade and continuing through the senior year. Completing a graduation project will show that a student can plan, produce, analyze, synthesize, and evaluate information and/or skills in relationship to a career and communicate significant knowledge and understanding about that career to others. Thus, the Graduation Project will provide the student with a meaningful, purposeful, and relevant learning endeavor that can be applied before and after graduation from the West Mifflin Area High School.

Each student will work under the direction of his or her grade level English/social studies teacher. The project itself will demonstrate competencies in written and oral communications, information gathering, research skills, and technology usage. All of these skills are necessary for rewarding lifelong endeavors.

The process of completing the Graduation Project unfolds over the course of the student's enrollment at the high school. Listed below is a timeline for students' progression throughout their four years of completing the Graduation Project:

### **FRESHMEN YEAR:**

#### Careers:

- Students will research possible careers in their Careers class.

### **SOPHOMORE YEAR:**

#### English 10:

- Attend various career fairs when they are available.
- Students will research three careers, document two sources and write reflections.

### **JUNIOR YEAR:**

#### English 11: (To be completed in social studies classes)

- Complete job shadowing contact and verification forms.
- \*\*Job shadow – Student is responsible for setting up the arrangements (February)
- Write a thank you letter after job shadowing experience
- Follow-up with an oral presentation of job shadowing experience

## **SENIOR YEAR:**

### English 12:

- Complete a resume
- Conduct a mock interview
- Write a 3-5 page career paper utilizing the MLA format
- Give a ten-fifteen minute interactive presentation based on career choice

*No student is expected to incur a financial obligation to complete a project. Should the student elect to make a financial investment in the project, the student, parents and/or guardians must assume that financial obligation.*

<b>RESPONSIBILITIES OF THE STUDENT</b>
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1. Select a career of special interest or concern.
2. Successfully complete all requirements within the time frames established during the freshman, sophomore, junior, and senior years.
3. Prepare a career paper that satisfies the established requirements:

The career-related formal research paper must meet the requirements as stated in the outline of this packet in order to be acceptable. The student must submit a final copy of the paper, in January/February of his/her senior year, to his/her English teacher for final evaluation. This paper must receive a passing grade in order to deliver the oral presentation in January.

4. Conduct an oral presentation, including a PowerPoint presentation:

The formal oral presentation of the project will be evaluated by a Review Panel on a scheduled day in March of the student's senior year. This presentation will be a minimum of ten minutes and a maximum of fifteen minutes, with an additional five minutes reserved for questions and answers. The oral presentation must meet the requirements as stated in this packet in order to be acceptable.

# GUIDELINES

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## **The Senior Graduation Project will have the following components:**

### A. **Formal Written Research Paper**

The career related, formal research paper must meet the requirements as stated in the outline in this packet in order to be acceptable. The student must submit a final copy of the paper to his/her English 12 teacher for approval **in the month of February**. Only students with a passing grade on their paper will be permitted to continue to their formal oral presentation in March. Those students who do not receive a passing grade, must rewrite their paper until a passing grade is obtained.

### B. **Formal Oral Presentation**

The formal oral presentation of the project will be evaluated by a Review Panel on a scheduled day in March (date TBA). This presentation will be a minimum of ten minutes and a maximum of fifteen minutes, with an additional five minutes reserved for questions and answers. Additionally, the presentation will include a PowerPoint of at least 15 slides. The oral presentation must meet the requirements as stated in this packet in order to be acceptable.

**PLAGIARISM OF ANY KIND WILL NOT BE TOLERATED.** Any evidence that **any** portion of the project has been taken from an outside source without documentation or completed by someone other than the student will be considered **plagiarism** and will **not** be acceptable. Plagiarism includes copying material directly from a source (book, journals, or Internet, for example) without giving proper reference. Even if the material is changed in various places, it is still considered theft of another person's ideas if correct MLA documentation is not included and is plagiarism. Any evidence of plagiarism in any draft that is submitted (first draft or any subsequent re-write) whether or not identified in any previous draft will be an automatic failure; the student will have to wait until May to re-submit and present, with an entirely new career, new mentor, new professional, new shadowing experience, new research paper, new visual, and new presentation. Plagiarism will not be tolerated.

### **INDIVIDUALIZED EDUCATION PLANS:**

Those students identified as special needs students will receive a high school diploma upon successful demonstration of the outcomes and criteria identified in the student's Individualized Education Plan (IEP). Special needs students will be expected to complete a Senior Graduation Project. The IEP team will determine the substance and degree of the Senior Graduation Project (i.e. modifications, adaptations).

# **TIMELINE – JUNIOR AND SENIOR YEARS**

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## **January – March of Junior Year: (in social studies classes)**

- Draft a letter of request for job shadowing (cover letter)
  - Job shadow – Student is responsible for setting up the arrangements (February)
  - Write a thank you letter after job shadowing experience
  - Follow-up with an oral presentation of job shadowing experience
- 

## **January-- February of Senior Year:**

- Write a three – five page career paper utilizing the MLA format
- Evaluation of all completed papers
- Papers evaluated, as “Pass,” will be scheduled to present in March (date TBA)
- Papers evaluated as “Fail,” will re-write and re-submit within two weeks after the return from their English 12 teacher
- All papers that have not yet been submitted or that have not yet received a “Pass,” will follow procedures as outlined in the Timeline and will receive an F

## **February/March of Senior Year:**

- Students will prepare a formal presentation and visual aid to be used in presentation (See Evaluation Rubric for Oral Presentation and Visual Aids)
- Students prepare their presentation format
- Students work on note cards for their speeches
- Students practice speaking techniques
- Students practice their presentations several times

## **March of Senior Year:**

- Students whose papers received a “Pass” in February will present their oral presentation and visual on the scheduled day in March at pre-scheduled times in designated rooms with randomly-assigned review panels
- Teachers, administration, and staff will be assigned to groups of three to evaluate presentations

### April/May of Senior Year:

- Students who have been evaluated as “Fail” on their oral presentation will have an opportunity to present in April/May

**NOTE:** Any special circumstance that deviates from this timeline must go through an appeal process, which begins with the building principal. The appeal must be submitted in writing to the principal prior to or immediately after the specific circumstance takes place.

## **RUBRIC FOR RESEARCH PAPER**

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Each Roman numeral represents one **section** of the paper. Documentation should be direct quotes or paraphrases, referenced through parenthetical documentation. The essay may be written from first-person. (“I” is permitted in the entire essay.) “You” is **NOT** permitted anywhere in the paper. Every item in this section must be included. **These are minimum requirements.** However, if your particular career does not require college or does not offer scholarships, for example, you must state this but give the training hours, apprenticeships, internships, on-site work requirements, licenses, unions, any financial considerations, etc. You must show definite research in this area also. This is a research paper. Sections II through VI should provide evidence of research and should not be based entirely on the shadowing experience.

- I. Introduction
  - A. Reason for choosing career
  - B. Overview of your *shadowing experience*
- II. Description of chosen career
  - A. General overview of *career* (What does a person do in this career?)
- III. Explanation of working conditions
  - A. Hours / days per week / flex hours
  - B. Description of workplace/facilities
  - C. Interaction with coworkers
-

IV. Education and training

- A. Type of program required (type of school and degree requirements) from at least two schools
- B. Courses, length of program, cost of program
- B. Information from specific schools that offer training (at least two)
- D. Locate and discuss two scholarships (name-amount-documentation)

V. Personal qualifications

- A. Character and physical qualifications required
- B. Special skills required

VI. Career outlook

- A. Average salaries
- B. What jobs are available locally? Explain. If none, explain relocation requirements.
- C. Career advancement
- D. Other possible related occupations

VII. Discussion of personal experience (job shadow/interview) (may use "I")

- A. What did you do during job shadowing?
- B. Where did you do it?
- C. What was your interaction with others like?
- D. What did you learn

VIII

Conclusion ("I" is permitted in this paragraph.)

- A. Lifestyle changes required of me for this career
- B. Conclusion drawn from research (Will I continue to pursue this career?)
- C. Summation of experiences and reasons for this conclusion

# CRITERIA FOR RESEARCH PAPER

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- Shadowing:** Eight (8) hours minimum, documented on letterhead and signed
- Paper length:** A minimum of three to five
  - A maximum of eight pages
  - An additional page for Works Consulted
- Format:** 12-point font using Times New Roman
  - MLA Format
- References:** Minimum of five to include:
  - Ferguson’s Career Guidance Center (1)
  - Occupational Outlook Handbook Article (1)
  - Masterfile Premier Article (1)
  - Interview (1)
  - Web site for a school/group that offers additional training required for your career (1)
- Documentation:** At least one in text citation from each source listed
  - one Works Consulted page
  - At least one in text citation in each of the seven sections of the research paper
  - Proper MLA format for each documented reference
  - Long quotes *must* be limited to 2-and be no longer than 7 lines
  - No tables/charts/graphs in the body of the paper
- Works Consulted page:** MLA format
- Mechanics:** Excessive grammar / spelling /mechanical errors. No informal word choice or diction.



# EVALUATION RUBRIC FOR ORAL PRESENTATION AND VISUAL

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- I. Introduction**
  - A. Introduce self to audience
  - B. Summarize your career and reason for choosing it
  
- II. Explanation of your career –*Not* of your job shadowing experience**
  - A. Explain the career by including the following:
    - a. Describe work environment
    - b. Hours/days per week, flex hours
    - c. Describe possible daily routines
    - d. Physical environment
  
- III. Education and training**
  - A. Types of program required (type of school, and degree requirements or specific training)
  - B. Courses, length of program, cost of program or apprenticeship
  - C. Specific scholarships and financial aid offered that you found in your research
  
- IV. Career outlook**
  - A. Average salaries
  - B. What jobs are available locally and/or relocation requirements
  - C. Career advancement/Other possible related occupations
  
- V. Personal qualifications**
  - A. Special skills required
  
- VI. Interactions during shadowing – include the following**
  - A. With job shadow professional
  - B. With coworkers
  - C. With customers/clients
  
- VII. Performance/participation**
  - A. List three specific activities you performed while shadowing.
  - B. Explain activity/experience, tools, supplies, and materials.
  - C. What did job shadow professional do? How?
  - D. Did you participate? How?

**VIII. Personal results**

- A. What did you know before shadowing?
- B. What did you want to know about the career?
- C. What did you learn about the career?

**IX. Conclusion**

- A. Summary of experience
- B. Lifestyle changes required of me for this career
- C. Will you continue with this career? Why or why not?
- D. Final summary statement
- E. Thank the audience and ask for questions
- F. Works Consulted page (Although there will be a Works Consulted slide, students must also give a paper copy to the teacher to grade.)

**X. Techniques**

- A. Neat, professional appearance
- B. Notes cards to guide your speech (or other method- *do not* read from a paper)
- C. Speech minimum of ten minutes and maximum of twenty minutes in length
- D. Eye contact with audience
- E. Speaking clearly with appropriate volume, at an even speed throughout
- F. Reference to visuals during the entire speech-explaining them or using them to clarify points
- G. Demonstrating interest and enthusiasm toward your topic
- H. Correct grammar and avoid pause words (“like,” “you know” and “um”)
- I. Few distracting mannerisms (fidgeting, swaying, playing with hair, chewing gum)

**XI. Visuals**

- A. Students **must** have a PowerPoint of, at least, 15 slides. Students may also use any of the following: (optional)
  - a. Student-produced audio and/or video presentation
  - b. Photos from shadowing bound in a book or as part of a detailed collage are acceptable. Must include detailed captions and a minimum of fifteen photos.
  - c. Self-constructed handouts displaying information about career (*Not* Internet generated or copied from a brochure)
  - d. Student created slide show with a minimum of fifteen slides
  - e. Portfolio of shadowing experience/research
  - f. Visual demonstrations or role playing presentation
  - g. Student created PowerPoint presentation *must* include graphics or pictures from shadowing experience- not just text
  - h. Student created posters or tri-fold panels will be accepted

**XII. Questions and answers**

- A. Answer questions with information related to shadowing and research

### **Creative Ideas to Consider for Presentation:**

- Bring parts of cars and explain them during the speech (filter, carburetor, fuel pump, spark plugs, etc.)
- Dress as a character for drama, theater, etc., and enact that role in your presentation
- Bring in a cosmetology “head with hair” and demonstrate hair styling / hair cutting; paint fingernails
- Get permission ahead of time to use the Home Ec room and prepare a food or give a cooking demonstration for the Review Panel
- Video tape a dance instructor with a dance class, or yourself in a performance
- Teach basic dance steps to the Review Panel
- Bring hammers, nails, plaster board, glue, etc. and demonstrate them in a project
- Bring internal components of a computer and explain technological circuitry
- Bring blue prints and/or plans in engineering and explain
- Bring a skeleton or parts of body to demonstrate how a chiropractor (or doctor) works on bones
- Bring dentist’s supplies to show actual work by a dentist or dental hygienist

# SENIOR PROJECT CONTRACT

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Title of Senior Project: \_\_\_\_\_

Job Shadowing Professional: \_\_\_\_\_

Job Shadowing Professional Signature: \_\_\_\_\_

Business Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-Mail \_\_\_\_\_

Second Professional's Name: \_\_\_\_\_

Second Professional's Signature: \_\_\_\_\_

Second Professional's Business: \_\_\_\_\_

Second Professional's Phone Number: \_\_\_\_\_

West Mifflin English Teacher's Signature: \_\_\_\_\_

*We hereby state that we have read and understand the requirements of the Senior Project:*

Parent/Guardian's Signature: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

**Student: Please place this signed document in your portfolio**

**Senior Project Final Evaluation**

**This evaluation sheet will be placed in the student’s permanent file.**

**Student:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

**Presentation Date:** \_\_\_\_\_

**Presentation Room:** \_\_\_\_\_

**Directions to Review Panel:**

Please use the Evaluation Rubric for Oral Presentation and Visual as the student is giving his/her presentation with visual aid. This checklist represents the minimum requirements for a score of “Proficient.” An occasional error in any one category will still be “Proficient,” but excessive errors will require the student to present again.

Using the Evaluation Rubric for Oral Presentation and Visual, we verify this Senior Project score as:

**Proficient      Not Proficient**

Project Review Panel:

(Signatures) \_\_\_\_\_

(Printed Names) \_\_\_\_\_

**Review Panel Members:** Please submit this completed evaluation to the student’s Senior English teacher upon completion of student presentation. Please staple all three Senior Project Evaluation Rubrics with this signed Final Evaluation on top for each student. Thank you.

## **Professional Interview Sample Questions**

What is your favorite part of the day?

What is the least favorite part of your day?

What courses did you take in college?

If you had to do it over again, would you still choose this career?

How many years of college are required for this degree?

Do you need post-graduate work?

What college did you attend?

How important are your high school and college grades?

What courses should I be taking in high school?

Give me a description of a typical workday for you.

Will relocation be necessary in 2015?

What do you feel the job market will be in 2015?

What is the typical starting salary (entry level) and what is a salary at an experienced level?

What is your interaction with your coworkers?

Do you get health benefits and vacation days? Could you explain?

Any other comments you would like to give?

Could you print and sign your name and give your phone number?

# Evaluation for the Senior Project Portfolio

Student's name \_\_\_\_\_ Date \_\_\_\_\_

## **EVALUATION GUIDE:**

- A. Students will be responsible for compiling all career related materials and documents, which they have completed during their four years of high school.
- B. Each year's English teacher will be responsible for grading specific career components mandated in the yearly curriculum.
- C. Scoring of each component should be as follows:
  - a. When all categories are rated **OUTSTANDING**, that component will be judged **OUTSTANDING**.
  - b. When any combination of **SATISFACTORY** or **OUTSTANDING** is used, that component will be judged **SATISFACTORY**.
  - c. When an **UNSATISFACTORY** appears in any category, that component will be judged as **UNSATISFACTORY**.

## Evaluation Rubric for the Presentation Component

Student's name \_\_\_\_\_ Date \_\_\_\_\_

### RUBRIC EVALUATION GUIDE:

1. This component is made up of two categories: Preparation and Delivery.
  - a. Each category should be rated as outstanding, satisfactory, or unsatisfactory based upon the degree to which the various criteria within that category are met.
  - b. Judgment may be used to determine the most appropriate rating when necessary.
  
2. Scoring of each component should be as follows:
  - a. When all categories are rated **OUTSTANDING**, that component will be judged **OUTSTANDING**.
  - b. When any combination of **SATISFACTORY** or **OUTSTANDING** is used, that component will be judged **SATISFACTORY**.
  - c. When an **UNSATISFACTORY** appears in any category, that component will be judged as **UNSATISFACTORY**.

### PREPARATION

OUTSTANDING	SATISFACTORY	UNSATISFACTORY
<ul style="list-style-type: none"> <li>■ Demonstrates a very effective use of media, materials, photos, slides, etc.</li> <li>■ Demonstrates clear organization and arrangement of the presentation's overall content</li> <li>■ Demonstrates an exemplary ability to research, select, arrange and present solid information</li> </ul>	<ul style="list-style-type: none"> <li>■ Demonstrates the use of some media, materials, photos, slides, etc.</li> <li>■ Appears to have a plan for the arrangement of the presentation's overall content</li> <li>■ Demonstrates an ability to research, select, arrange, and present information</li> </ul>	<ul style="list-style-type: none"> <li>■ Lacks adequate use of media, materials, photos, slides, etc.</li> <li>■ Lacks a plan, or, at least, has a very loose plan for the arrangement of the presentation's overall content</li> <li>■ Demonstrates a poor ability to research, select, arrange, and present information</li> </ul>

### DELIVERY

OUTSTANDING	SATISFACTORY	UNSATISFACTORY
<ul style="list-style-type: none"> <li>■ Demonstrates excellent enunciation and pronunciation, eye contact, voice projections, and timing</li> <li>■ Seldom refers to any notes</li> <li>■ Appears extremely well-prepared, organized and creative during the delivery</li> <li>■ Fields questions with poise and ease</li> </ul>	<ul style="list-style-type: none"> <li>■ Speaks clearly and audibly, but occasionally lacks eye contact, voice projections, and timing</li> <li>■ Sometimes refers to notes, uses fillers or pauses</li> <li>■ Appears prepared and organized, but needs creativity, more visual support and more practice for better effectiveness</li> <li>■ Fields questions adequately, although some answers lack conciseness</li> </ul>	<ul style="list-style-type: none"> <li>■ Mumbles or is inaudible throughout most of the delivery and shows little evidence of practicing the delivery</li> <li>■ Basically reads from notes and shows little awareness of an audience</li> <li>■ Lacks reasonable preparation, creativity, or effectiveness</li> <li>■ Provides short, inadequate answers or responses that do not answer the questions; cannot answer the question(s) asked</li> </ul>



***FINAL EVALUATION OF PRESENTATION***

**OUTSTANDING**

**SATISFACTORY**

**UNSATISFACTORY**

# FINAL RATING SCORE SHEET

Student's name \_\_\_\_\_ Career \_\_\_\_\_ Date \_\_\_\_\_

Written Report	Portfolio	Presentation
Outstanding Satisfactory Unsatisfactory	Outstanding Satisfactory Unsatisfactory	Outstanding Satisfactory Unsatisfactory

**FINAL RATING**

OUTSTANDING       SATISFACTORY       UNSATISFACTORY

EXEMPLARY

## **GRADUATION PROJECT STUDENT PROGRESS REPORT**

Date: \_\_\_\_\_

Dear Parent or Guardian:

This written notification is being sent concerning \_\_\_\_\_'s lack of progress with regard to the Graduation Project. Please keep in mind that this project is a requirement for graduation, and that the report, portfolio, and presentation are due in the second semester of your child's senior year. If your child fails to work toward completion of this project and its required components, his/her graduation from high school may be jeopardized.

Please feel free to contact me at the high school if you have any questions.

Sincerely,

# GRADUATION PROJECT CHECKLIST

English teachers should check off student work each year. This checklist should remain on the first page of the student's portfolio.

## **FRESHMEN YEAR:**

\_\_\_\_\_ Research three different careers utilizing MLA format to create Works Consulted

\_\_\_\_\_ Write a formal sentence outline in preparation for a speech

## **SOPHOMORE YEAR:**

\_\_\_\_\_ Attend various career fairs

\_\_\_\_\_ Interview individuals from the three different career interests and write reflections

## **JUNIOR YEAR:**

\_\_\_\_\_ Complete job shadowing contact and verification forms

\_\_\_\_\_ Job shadow/E-mentoring program – Student is responsible for setting up the arrangements

(February)

\_\_\_\_\_ Write a thank you letter after job shadowing experience

\_\_\_\_\_ Follow-up with an oral presentation of job shadowing experience

## **SENIOR YEAR:**

\_\_\_\_\_ Complete a resume

\_\_\_\_\_ Conduct a mock interview

\_\_\_\_\_ Write a three - five page career paper utilizing the MLA format

\_\_\_\_\_ Complete and finalize a career portfolio

\_\_\_\_\_ Give a ten-fifteen minute interactive presentation based on career choice

