A COMPREHENSIVE
DEVELOPMENTAL
SCHOOL COUNSELING
PROGRAM DESIGN

Developed for the
Kennett Consolidated School District

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Consultant

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>I. Mission Statement</td>
<td>4</td>
</tr>
<tr>
<td>II. Program Goals</td>
<td>5</td>
</tr>
<tr>
<td>III. Definitions, Staffing and Facilities</td>
<td>6</td>
</tr>
<tr>
<td>IV. Needs Assessment</td>
<td>10</td>
</tr>
<tr>
<td>V. Scope and Sequence</td>
<td>11</td>
</tr>
<tr>
<td>VI. Job Descriptions</td>
<td>12</td>
</tr>
<tr>
<td>* Elementary Counselor</td>
<td>12</td>
</tr>
<tr>
<td>* Middle School Counselor</td>
<td>13</td>
</tr>
<tr>
<td>* High School Counselor</td>
<td>14</td>
</tr>
<tr>
<td>VII. Program Components</td>
<td>17</td>
</tr>
<tr>
<td>VIII. Evaluation</td>
<td>20</td>
</tr>
<tr>
<td>IX. Non-Counseling Duties</td>
<td>24</td>
</tr>
<tr>
<td>X. Professional Development</td>
<td>25</td>
</tr>
<tr>
<td>XI. Recommendations for Implementing the Guidance Program</td>
<td>27</td>
</tr>
<tr>
<td>Appendix A. High School Program Components</td>
<td>31</td>
</tr>
<tr>
<td>Appendix B. Middle School Program Components</td>
<td>63</td>
</tr>
<tr>
<td>Appendix C. Elementary School Program Components</td>
<td>80</td>
</tr>
<tr>
<td>Appendix D. Scope and Sequence Matrix</td>
<td>100</td>
</tr>
</tbody>
</table>
INTRODUCTION

The development of a written program of counseling services serves several purposes:

1. It defines the program in a manner that can be understood by all stakeholders.

2. It ensures that services will be delivered consistently to all students.

3. It serves as an accountability tool to determine the effectiveness of the services.

4. It allows for program continuity across grades and levels.

5. It defines the scope of employment for the school counselor, granting them a degree of legal protection as long as they adhere to the program.

The program is a natural outcome of the 2005 mandate (State Board Regulations, Chapter 12, Section 12.41) requiring all school entities to develop a plan of student services as part of their cyclical strategic plans. Section 12.41 defines student services to include school counseling services.

During the 2012-13 school year, the District contracted with Dr. Robert B. Cormany, a consultant specializing in counseling program design, to work with the staff in preparing an initial draft of the program. As a first phase, the consultant spent two days in April 2013 reviewing the existing program. A three-day workshop to design a comprehensive, developmental program of counseling services was held in June 2013, involving the counselors at all levels. The following program is the product of that workshop.

As with any curricular component, the counseling program needs to be viewed as an evolving document that will need to be revisited on a regular cycle to ensure that it represents the most up-to-date practices in the field. Student needs are constantly changing and the counseling program must reflect the current state of affairs.
KENNETT CONSOLIDATED SCHOOL DISTRICT
SCHOOL COUNSELING PROGRAM DESIGN

I. MISSION STATEMENT

It is the goal of the Kennett Consolidated School District Counseling Program to provide services for all students to support and enhance their personal growth and development through a comprehensive counseling program addressing personal/social, academic and career/college planning needs of all students.

Services include individual and group counseling, academic support (educational accommodations and interventions), crisis intervention, career and college planning, student and family advocacy. School counselors are professional school advocates who are committed to providing support for life-long learning, personal and academic growth, and to teach students responsibility, cultural sensitivity and how to be productive members of society. This is supported and further enhanced by consultation with educators, administrators, parents and community resources.
II. PROGRAM GOALS

All the activities described in the counselors’ basic job descriptions, separate program components, and program scope and sequence are directed toward the accomplishment of one or more broad program goals as defined below. These goals are not listed in any priority order. Priorities vary from grade to grade and even from student to student. The goals provide the ultimate measure of program success. They have been designed to benefit students first and foremost.

It is the overall goal of the Kennett Consolidated School District Counseling Program to provide services for all students to support and enhance the personal growth and development through a comprehensive counseling program addressing personal/social, academic, career/college planning needs of all students.

Services include individual and group counseling, academic support (educational accommodations and interventions), crisis intervention, career and college planning, student and family advocacy. School Counselors are professional school advocates who are committed to providing support for life-long learning, personal and academic growth, and to teach students responsibility, cultural sensitivity and how to be productive members of society. This is supported and further enhanced by consultation with educators, administrators, parents and community resources.

The goals of the Counseling Department include:

Academic
- To help students acquire the attitudes, knowledge and skills that contribute to effective learning in the school and across the life span.
- To assist the student complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- To provide the opportunity for students to understand the relationship of academics to the world of work and to life at home and in the community.

Career
- To help students acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- To assist the student in employing strategies to achieve future career success and satisfaction.
- To help students understand the relationship between personal qualities, education and training and the world of work.

Personal/Social
- To help students acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
- To assist students in making decisions, setting goals, and take necessary action to achieve goals.
- To provide students with the opportunity to understand safety and survival skills.
III. DEFINITIONS, STAFFING AND FACILITIES

Developmental Counseling:

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

- **Needs-Based.** (A needs assessment has been conducted to identify and prioritize the needs of the counselors’ publics.)

- **Organized.** (Duties are assigned based on the strengths of the personnel and each department member understands their role.)

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

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

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

The content of a comprehensive, developmental school counseling program includes, but is not limited to, the following...

- Mission Statement
- Needs Assessment
- Goals
- Job Descriptions
- Program Components
- Scope and Sequence
- Professional Development
- Counselor Evaluation
- Non-Guidance Duties

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

Other Definitions:

**Confidentiality:** The school counselor keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. (This statement is taken verbatim from the American School Counselor Association’s Professional Ethics Statement.)

**Individual Student Planning:** Those activities pertaining to decision-making and information giving, which are delivered in a one-on-one situation.

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

**Non-Counseling Services:** Those duties assigned to the counselor which are not of a counseling nature or do not require specific training in the field. These include such activities as preparing reports, coordinating testing programs, filing data, etc.
Outcome: The desired result to be derived from a student participating in a counseling program. Outcomes should be stated in measurable terms. Outcomes are sometimes referred to as competencies. A series of 120 outcomes are listed in the American School Counselor Association’s National Standards for School Counseling Programs.

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

Response to Instruction and Intervention (RTII): A three-tiered program of services as defined in both federal IDEA regulations and state Standards Aligned System guidelines. RTII contains both academic and behavioral components, for which counseling services may play a part.

Responsive Services: Those counseling services undertaken in response to a crisis situation or referral (either self-referral or from an interested party).

School Counseling Curriculum: The lesson plans, scope and sequence of those developmental components of the counseling program. It is assumed that the curriculum exists in written form and follows an established schedule.

Standard: A statement of what students need to know or be able to do. This definition is the same whether one is referring to the counseling program or an academic subject area. The American School Counselor Association’s National Standards for School Counseling Programs identifies nine such standards.

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

System Support: Those activities, which are not related to the provision of direct services to students, but are necessary to maintain the counseling program or school system. (Ex: program design, evaluation, communication with administration, etc.)

State Board Regulations

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

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

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

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

**Staffing and Facilities**

The counseling program in the Kennett Consolidated School District is currently staffed with 10 counselors: 4 at the high school level, 3 at the middle school, and 3 at the elementary level.

While facilities vary among the buildings, in general they are adequate and permit the counselors to maintain a confidential relationship with their clients.

In addition, the counselors are supported by 2 secretaries at the high school level and by 1 person at the middle school level. No specific support is designated at the elementary level.

**Counseling Benefits**

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

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

Benefits for Counselors:
- Provides opportunities to reach ALL students
- Recognizes school counselors as leaders, advocates, consultants and agents of change
- Eliminates non-school counseling functions
- Defines responsibilities and roles within the context of the school counseling program

Benefits for Teachers:
- Promotes an interdisciplinary team approach to address student needs and educational goals
- Promotes a proactive, prevention-based program
- Fosters consultations
- Analyzes data to improve school climate and student achievement

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

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

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

IV. NEEDS ASSESSMENT

As part of that process, the counselors were asked to conduct a self-assessment of needs based upon the following three points:

[It should be noted that the responses to these items may have varied from building to building.]

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

Ability to provide classroom guidance programs. (all levels)
Regular communication with the building principal. (high school and elementary)
Following the same group of students throughout their school career. (high school)
Clerical support. (High school and middle school)
Offering the Naviance program. (high school)
Balance between individual and group counseling activities. (elementary)
Offering various parent programs. (high school)
Services of an IEP/504 Coordinator. (high school)
Transition activities both entering and leaving the building. (middle school)
Flexibility and planning. (elementary)

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

Ability to provide group counseling and to have the value of such programs understood. (middle school)
A philosophy of providing mental health services that does not include counselors as a related service when developing student IEPs. (middle school and elementary)
Inservice on such topics as special education and the role of the LEA. (middle school and elementary)
Better understanding of the role of the counselor by all stakeholders. (all levels)
Coordination with all other support services. (all levels)
The WIN (Walk in Knowledge) program. (high school)
Communication. (all levels)
Staffing patterns. (all levels)
Opportunities to attend professional development programs and buy-in by the administration as to the need for it. (middle school)
Lack of kindergarten counseling services other than teaching classroom lessons. (elementary)
Representation on committees, task forces and work groups at both the building and district levels. (all levels)
Collaboration with teachers. (all levels)
Specific budget for counseling department. (all levels)

C. Student Needs Which Are Not Being Met Adequately:

More attention to mental health needs through agency services. (Requires stakeholders to be educated as to who should provide these services.)
Consistency in applying policies and procedures, such as attendance, but generally across all areas.
Response to Instruction and Intervention (RTII) and School-Wide Positive Behavioral Supports (S-WPBS).
Instructional Support Teams (IST) at the secondary levels.

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

The Kennett Consolidated School District’s Counseling Program Scope and Sequence is based upon the student competencies established in the National Standards for School Counseling Programs as originally published by the American School Counselors Association (ASCA) in October 1997. Nine primary standards were identified in the areas of academic, career and personal/social counseling. Approximately 120 competencies were then determined to reflect the effective delivery of those standards, of which the Counseling Department has selected 115 for inclusion in this plan. In Appendix D, the counseling staff has created a scope and sequence matrix for those competencies, identifying the point at which each concept is introduced (I), grades at which the concept is to be reinforced (R) and the point by which it is expected that the majority of students will have mastered that concept (M). Primary responsibility for the delivery of the concept has also been identified either as C = the counselor is currently responsible, F = further consideration should be given to this area in the future, O = other staff members in the school, or R = outside resource person involved. Among those outside resources are parents, agencies, and the community. The coding for this factor appears in the right-hand column.

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

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

The job descriptions reflect the spectrum of counseling duties at each level. It should be noted that because of program differences among the various grade levels and buildings, not every counselor would perform all of the duties listed. An effort has been made to keep the counselor job descriptions in line with the format used by the District for other positions.

POSITION: Elementary Counselor

MINIMUM QUALIFICATIONS:

Valid Pennsylvania elementary school counselor certification.

Master’s degree in elementary school counseling or counselor education from an accredited institution of higher education.

Security clearances based on Pennsylvania and KCSD requirements.

FUNCTION OF THE POSITION: Provides the necessary school counseling services at the elementary school level in the areas of individual and group counseling; consultation and coordination with families and staff, crisis intervention, and participation in classroom lessons and district programs.

REPORTING RELATIONSHIPS: Reports to the Building Principals. Provides communication as required concerning the achievement of objectives, summary of activities, and other matters relating to the guidance function.

DUTIES AND RESPONSIBILITIES:

1. Intervene in crisis situations and assist in defining crises.
2. Counsel individually and in groups.
3. Maintain records appropriate to counseling services.
4. Collaborate with classroom teachers in order to help foster student academic, personal, and social growth.
5. Consult and coordinate with families, staff, community agencies or other school district services.
7. Participate in the Response to Intervention process.
8. Attend professional meetings and professional development activities.
9. Assist in developing behavior management plans for individuals and classrooms.
10. Facilitate the development of conflict resolution and peer mediation skills.
11. Participate in multidisciplinary and individual educational planning teams.
12. Collaborate with middle school counselors in the transition process for students moving from elementary to middle school.
13. Provide professional literature to staff and parents.

POSITION: Middle School Counselor

MINIMUM QUALIFICATIONS:

Master's degree in Counselor Education from an accredited institution of higher education.

Pennsylvania certification in counseling at the appropriate level.

Security clearances based on Pennsylvania and KCSD requirements.

FUNCTION OF THE POSITION: Counselors help students attain their maximum personal, social, and educational potential by providing developmentally appropriate, comprehensive school counseling services. Services are delivered via the design, development, implementation, and evaluation of a systematic School Counseling Program. This program works in conjunction with, and remains an integral part, of the total educational program.

REPORTING RELATIONSHIPS: Reports to the building principal. Provides communication as required concerning the achievement of objectives, summary of activities, and other matters relating to the school counseling function.

DUTIES AND RESPONSIBILITIES:

1. Implement curriculum through delivery of classroom units and/or infusion of content areas.

2. Counsel students individually and/or in groups to maximize their personal, social, academic, or career potential. This includes facilitating the development of such skills (i.e. peer mediation and conflict resolution skills)

3. Provide orientation activities for students and families during entry or transition periods.

4. Assist in the shadowing process and/or touring of the building for potential incoming students.

5. Assist in the process of career awareness, planning, and decision-making to help students evaluate their career interests and choices.

6. Assist students with the identification of their interests and strengths and help them explore opportunities to develop and expand their talents.

7. Inform and aid students and their families in determining appropriate courses/core subject selection such as the Honors program and/or advanced math opportunities.

8. Assist students with academic planning so that they are making progress toward meeting their individual future goals.

9. Coordinate scheduling activities for students as they move from transitioning grades and/or are identified for specialized programs.

10. Guide students in their participation of/in school and community activities.

11. Interpret standardized assessment instruments. Administer assessment instruments for those students who require extended time, varying test environments, and/or were absent for the original testing window.

12. Maintain, secure, and disseminate pupil records in accordance with district, state, and federal policy and regulation, including letters of recommendation.
13. Attend weekly scheduled meetings and communicate on an as needed basis with administration, faculty, and families/parents.

14. Disseminate resources and professional literature to administration, faculty, and families/parents.

15. Participate at the building level as a member of the instructional support team or pre-referral team in identifying students with personal, social, emotional or behavioral challenges that may indicate the need to access additional services.

16. Coordinate with faculty to develop and disburse an annual tutoring list.

17. Consult and coordinate with outside agencies/resources/school districts to secure additional assistance and/or obtain records for students.

18. Work closely with the school psychologist in helping students with specific learning, social, emotional and/or behavioral challenges.

19. Devise behavior managements plans for individuals as warranted.

20. Intervene in crisis situations and assist in defining crises.

21. Promote a positive climate within the school and community.

22. Act as a liaison to the general community and school board members in relaying individual building initiatives/curriculum as well as our district-wide guidance curriculum.

23. Implement such other duties consistent with the guidance role as may be assigned by administration.

POSITION: School Counselor: Kennett High School

MINIMUM QUALIFICATIONS:

Valid Pennsylvania secondary school counselor certification.

Master’s degree in secondary school counseling or counselor education from an accredited institution of higher education.

Security clearances based on Pennsylvania and KCSD requirements.

PREFERRED QUALIFICATIONS:

Experience as a school counselor using the ASCA national model.

Knowledge and demonstration of professional counseling skills.

Computer experience using school scheduling systems, the Naviance Family Connection program, college search engines, career and personality inventories, and Microsoft Office programs.

Experience teaching classroom guidance lessons.

Knowledge of college admissions processes and trends.

Ability to communicate effectively in verbal, electronic, and written formats.

Understanding of conversational Spanish.

REPORTING RELATIONSHIPS: Reports to the assigned Building Principal. Provides communication as required concerning the achievement of objectives, summary of activities, and other matters relating to the guidance function.

PURPOSE: To provide services for all students to support and enhance personal growth and development through a comprehensive counseling program addressing personal/social, academic, and career/college planning needs. Counselors will serve as vital members of the educational team at the high school with an emphasis on serving as student advocates and providing professional consultation to fellow educators, parents, and community members.

DUTIES AND RESPONSIBILITIES:

1. Plan, organize, and deliver the school district counseling curriculum based on ASCA (American School Counselor Association) national model standards.

2. Implement the guidance curriculum through the use of effective instructional skills and careful planning of structured classroom lessons.

3. Guide individual students and groups of parents and students through the development of educational/career plans.

4. Provide responsive services to individual and small groups of students through the effective use of individual and small-group counseling, consultation, and referral skills.

5. Plan, coordinate, and consult with other programs within the school, local, employment, and post-secondary educational communities.
6. Meet with fellow department members and building administration on a regular basis to review student needs and counseling program progress.

7. Use the skills of leadership, advocacy, and collaboration to create systematic change to improve academic and career success for all students.

8. Respond to crisis situations and make appropriate referrals.

9. Pursue an ongoing personal plan of professional development to improve knowledge and skills.

10. Interpret and use data to develop plans and programs to meet the needs of students.

11. Monitor student academic performance and student records per state and federal regulations.
VII. PROGRAM COMPONENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

Definitions of Program Components

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

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

CLASSROOM GUIDANCE

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

COMMUNICATION

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

CONSULTATION

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

INDIVIDUAL COUNSELING

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

GROUP COUNSELING

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

INSERVICE

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

ORIENTATION/TRANSITION

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

PLACEMENT

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

PROFESSIONAL DEVELOPMENT

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

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

RESEARCH AND DEVELOPMENT

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

RESOURCE BROKER

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

TEAM/COMMITTEE PARTICIPATION

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

TEST ADMINISTRATION AND INTERPRETATION

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

In the Kennett Consolidated School District counselor evaluation is a responsibility of the building principal. Evaluation should be based on the job and program descriptions of the counselor’s position as defined in this document. Every activity in the program description can be assessed using one of the following techniques.

1. Observation of group and team activities.
2. Use of case studies of students with whom the counselor is working. (See sample case study form later in this section.)
3. Participation of the counselor on committees, task forces and teams.
4. Counselor participation in staff and parent conferences.
5. Professional development activities attended and reported upon.
6. Creation of rubric matrices to measure effectiveness of individual services or broader program components.
7. Creation of portfolios illustrating how the counselors have met various objectives and including for example: agendas, handouts, curriculum guides, resource lists, etc.

PDE Rubrics: Beginning with the 2014-15 school term, a new set of evaluation rubrics for school counselors will be put into effect under the provisions of Act 82 of 2012. Based upon the Danielson Model, which is also used for teacher and principal evaluation, the rubrics are categorized into four domains, each of which has several components, as follows:

Domain I: Planning and Preparation
   a. Demonstrating knowledge of content
   b. Demonstrating knowledge of clients
   c. Selecting outcomes
   d. Demonstrating knowledge of resources
   e. Designing coherent service delivery
   f. Designing goal achievement

Domain II: The Environment
   a. Creating an environment of respect and rapport
   b. Establishing a culture of goal achievement
   c. Managing procedures
   d. Managing compliance
   e. Organizing physical space

Domain III: Service Delivery
   a. Communicating clearly and accurately
   b. Information gathering
   c. Engaging clients in goal achievement
   d. Using assessment in service delivery
   e. Demonstrating flexibility and responsiveness

Domain IV: Professional Responsibilities
a. Reflecting on practice/service delivery
b. Maintaining accurate records
c. Communicating with stakeholders
d. Participating in a professional community
e. Growing and developing professionally
f. Demonstrating school professionalism

In addition, each of the 22 components listed above is supported by several subcomponents for which rubrics have been developed, along with examples and guiding questions designed to clarify what the observer should consider when coming to a decision as to the counselor’s rating. As of the date of this program design activity, the final form of the evaluation rubrics has not been issued. It will become available during the 2013-14 school year. Administrators responsible for supervising the counselors and related educational specialists should participate in training concerning the appropriate use of the new rating system.
# COUNSELOR EVALUATION CASE STUDY FORMAT

Name of Counselor: _______________________________ Date: ________________

## Student Descriptive Information

<table>
<thead>
<tr>
<th>GRADE</th>
<th>AGE</th>
<th>SEX</th>
</tr>
</thead>
</table>

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

ACADEMIC RECORD HAS BEEN:  Excellent   Good   Fair   Poor

ATTENDANCE RECORD FOR LAST YEAR INCLUDED _____ ABSENCES

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

### Counseling Objectives
(What are your objectives, both immediate and long-term, in working with the student?)
**Counseling Strategies**  (What strategies or techniques have you tried to this point in an effort to resolve the client's needs?)

**Involvement of Significant Others.**  (Who else have you or do you intend to involve in resolving this concern?)

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

# DO NOT WRITE BELOW THIS LINE#

**Progress Notes**

---

**Final Resolution**
IX. NON-COUNSELING DUTIES

The Counseling Department has identified the following list of duties as those which should not be considered part of the counselors’ assignments. This is in line with the National Standards for School Counseling Programs developed by the American School Counselor Association. While these duties are a necessary part of the school management process, they conflict with the counseling program described previously, either by using time needed to complete critical counseling activities or by placing the counselor in a position as disciplinarian or authority figure which is at odds with the role of the counselor as an advocate for children. Either way, the assignment of such duties to a counselor interferes with the effective delivery of the program. These duties should be minimized or eliminated altogether. The counselors recognize that there are instances where using them as an emergency measure will be unavoidable.

- **Discipline.** Since the role of the school counselor is in large part based upon their being seen as advocates and confidants of students, they should not be placed in a position where they may be seen as an arm of the discipline process. This is not to suggest that counselors have no responsibility for working with discipline-involved students. Quite the contrary, these students require additional counseling directed toward building coping skills, reducing aggression, and understanding interpersonal relationships. Some of the disciplinary assignments, which the counselors have been required to perform in the past include investigating the violations and assigning consequences. These are not compatible with the counseling role.

- **Standardized Testing.** Such tasks as counting out materials, checking answer sheets, bubbling in information and other routine duties are clerical tasks, which do not require a professional employee’s expertise. While the counselor may provide some oversight to the process, it should not require them to carry out the tasks personally. Likewise, proctoring tests and administering make-ups are time consuming and do not require any specific counseling expertise.

- **Serving as LEA for Special Education Purposes.** The school counselor lacks both the training and the authority to function as the LEA within the regulations set forth in the IDEA law. An LEA must (1) be knowledgeable of all available special education programs and services, (2) must have the authority to commit the necessary district resources to fulfill the provisions of the IEP, and (3) be able to supervise the implementation of the programs and services.

- **Class Coverage.** Using the counselor to provide class coverage for absent teachers interferes with the delivery of programs and services as defined within this plan and gives the impression that those programs and services are of lesser importance. Since counselors are not required to have an active teaching certificate in Pennsylvania, it may place the district out of compliance with state regulations to use them in place of a certified person on other than an emergency basis.

- **Coordinating the IST/504 Pre-Referral Process.** In some schools, counselors have been assigned the responsibility for coordinating the IST and/or Section 504 pre-referral procedures. Here again, we have an instance where the counseling program is interrupted and deprived of time to deliver its established programs and services.
X. PROFESSIONAL DEVELOPMENT

The role of the counselor is in continual flux. It is vital that the counselor’s skills and knowledge be continuously updated. The department has identified the following skill areas as being in need of attention through a systematic plan for professional development. The counselors should have input to developing the schedule of topics that will be most appropriate to their needs.

- **College Boards.** Particularly in the case of the high school level counselors, updates on the College Board testing program are essential. The College Board (CEEB) conducts regional workshops annually on this topic.

- **Trends in Admissions and Financial Aid.** The Pennsylvania Association of College Admissions Counselors (PACAC) conducts an annual conference on this topic. Programs pertaining to related topics in college admissions are often a part of the program for the Pennsylvania School Counselors Association (PSCA) annual conference. The Pennsylvania Higher Education Assistance Agency (PHEAA) offers resources in this area, both in the form of printed materials and speakers. College admissions officers are also key resources.

- **School Violence/Crisis Response.** As this topic continues to dominate discussion of educational reform, counselors need to be aware of such concerns as (1) identifying the precursors of violence, (2) proactive prevention activities, and (3) appropriate intervention strategies. The Office of Safe Schools at the Pennsylvania Department of Education is charged with overseeing the implementation of violence prevention and crisis response among the Commonwealth’s schools. They will make available resources and provide professional development as mandated by Act 126 of 2012.

- **Bullying/Cyber Bullying.** Bullying is a pervasive problem in all schools nationwide. The effect of social media, in the form of cyber bullying, has exacerbated the problem. Counselors need to be aware of the criteria for identifying bullying at an early stage, proactively preventing bullying, and intervention strategies. The Pennsylvania Association of Student Assistance Professionals (PAPSAP) provides resources on this topic as do PSCA and PASSWP (Pennsylvania Association of School Social Work Personnel).

- **Conflict Resolution.** Counselors are particularly interested in training models, which can be used with staff and students to introduce a formal conflict resolution format into the district.

- **Tracking Students Who Are Enrolled in Higher Education.** An area that the counselors wish to explore is technology to collect data on former students who are now enrolled in programs of further education. This would provide information that might prove useful in counseling students on their future education plans and what factors interfere with student success in further education.

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

- At the end of each year, an internal needs assessment should be conducted to determine which issues require the most immediate attention.

- Some programs lend themselves to a collaborative effort with other educational specialists in the district. Psychologists, nurses and similar helping professionals would be interested in many of the same topics. Likewise, some programs could be conducted in collaboration with neighboring districts or the Chester County Intermediate Unit; particularly when a speaker might be more expensive than a single district would be able to afford.

- Sufficient resources should be provided for counselors to participate in regional and state workshops, symposia and conferences. Attendees could then share information with their colleagues during department meetings. Also, when national conferences such as those of the American School Counselor Association
are held in the region, consideration should be given to providing the opportunity for a representative from each level to attend.

✓ Networking opportunities, both internal and external, are a good way to share information, pilot programs, and best practices, which have been developed locally but not formally published. Counselors should have the opportunity to interact as a department K-12 and to visit other districts to observe counselors in action.
XI. RECOMMENDATIONS FOR IMPLEMENTING THE COUNSELING PROGRAM

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

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

Once the staff and administration have completed their review of the draft program, it is recommended that the program be presented to the School Board for official approval. This will confirm district support for the plan and will provide a legal basis for conducting the activities described in the document.

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

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

3. That the counselors publicize their program to all stakeholder groups.

Once the program has been approved at all levels, it should be disseminated to the key stakeholder groups, i.e., administrators, faculty, students and parents, using a variety of media, including but not limited to websites, newsletters, brochures and group presentations. This is essential so that all parties have a clear understanding of the program and the appropriate expectations for counseling services.

4. That a periodic needs assessment be conducted among the stakeholder groups.

To ensure that a data-driven approach is implemented for the counseling program, a needs assessment should be conducted periodically. At a minimum, this needs assessment should involve obtaining input from students, parents and staff. When using questionnaires, the number of questions posed should be limited to assure the greatest number of responses. This is particularly important if one wishes to maximize parent response. A scannable format should be used so that data can be analyzed easily.

5. That the District offer a consistent, organized and comprehensive program of counseling services.

Once the program design has been completed, it must then be put into effect. This is related to recommendation #1. It should be clear that the District values the counseling program and recognizes it as an integral part of the overall mission of the District. Counseling needs to be seen as equally important, along with administration and instruction, in contributing to the improvement of student academic performance. It is essential that the program be offered in a consistent manner throughout the district. High school counselors should be confident that incoming students from the various middle schools have been exposed to the same concepts upon which the high school program can build. Likewise, middle school counselors should feel comfortable that regardless of which elementary school students may enter from, they will have been exposed to the same program components.

6. That evaluation of the counseling program take place on a cyclical basis.

To ensure that the program is being implemented as envisioned at its inception, it will be necessary to evaluate its effectiveness according to a clearly defined cycle (perhaps every five years). If a cycle exists for reviewing academic programs, then guidance should be included in that cycle. The program, should also serve as the
basis for evaluating the counseling staff within the parameters of the PDE evaluation system for educational specialists.

7. That adequate clerical support be provided at all levels.

Currently, elementary counselors lack any specific, assigned clerical support. Such assistance is necessary so that counselors can concentrate their time toward professional activities rather than the minutiae of clerical duties.

8. That non-counseling duties be minimized.

As defined in Section IX, non-counseling duties are those, which interfere with the performance of professional counseling responsibilities or create an image of the counselor that is at odds with the supportive role that the counselor should be performing.

9. That counselor staffing needs be reviewed.

In particular, the arrangement for providing counseling services at the kindergarten level should be re-evaluated. The existing arrangement provides for classroom-style presentations, but no opportunity for small group or individual counseling to take place. Early intervention, particularly in terms of personal/social issues are most effective in alleviating future problems that may interfere with academic and interpersonal performance.

10. That an annual schedule of guidance department meeting be implemented.

It is important that counselors K-12 have regular opportunities to meet and to share information on program design. This should occur on a monthly basis. Since there are some issues that are specific to either elementary or secondary counselors, it might be advantageous to hold K-12 meetings alternate months with separate elementary and secondary meetings. Agendas should be established in advance with input from all counselors and disseminated ahead of time.

11. That a central office administrator/supervisor be given responsibility for oversight of the counseling program.

Since the retirement of the former Director of Student Services, no one at the central office level has been assigned responsibility for maintaining the continuity of the program K-12. Such support is necessary to enhance the efficiency of the services provided. A generic sample of a job description for a Director of Student Services appears on the following page.
JOB DESCRIPTION

DIRECTOR OF STUDENT SERVICES

Function of Position: Provides supervision to staff and programs within the Department of Student Services and maintains cooperation and consultation with staff, administration, parents and the community.

Reporting Relationships: Reports to the Superintendent. Serves as a member of the Superintendent’s Cabinet.

Duties and Responsibilities:

1. Supervise staff in the following areas:
   a. School counseling.
   b. School nursing.
   c. Dental hygiene.
   d. School psychology.
   e. Attendance.

2. Supervise programs in addition to those listed under item 1.
   a. Student assistance programs.
   b. Home schooling.
   c. Homebound instruction.
   d. Crisis management.
   e. Standardized testing.

3. Consult with staff, parents and community on issues concerning student needs.

4. Develop a system of liaison with community agencies and support services for referral purposes.

5. Assist in crisis interventions and participate on the district crisis support team.

6. Consult with building principals on the evaluation of student services staff and prepare the evaluation forms for such staff for the Superintendent’s signature.

7. Promote a positive climate within the school and community.

8. Provide systematic communication with administration, staff and parents.

9. Inservice and/or consult with staff and parents on issues pertaining to the development of children and other issues within the student services field.

10. Manage district research and development activities.

11. Maintain active involvement in organizations appropriate to the student services field.

12. Manage the district’s policies and procedures for the collection, maintenance and dissemination of pupil records.

13. Serve as liaison with the Intermediate Unit for purposes of coordinating assessment and placement activities in unit-operated programs.

14. Pursue a plan of personal professional development.
15. Participate on district planning and development committees or other relevant committees.

16. Attend all meetings of the following bodies:
   a. School board.
   b. Superintendent’s cabinet.
   c. District administration.
   d. Parent advisory committee.

17. Develop an annual report of services provided for the Superintendent and School Board.

18. Implement such other duties as may be assigned by the Superintendent.

**Education, Experience, Special Skills, or Training**

A minimum of a master's degree (doctorate preferred) in one of the fields of student services from an accredited institution of higher education.

Pennsylvania certification as a supervisor of pupil personnel services or a letter of eligibility.

A minimum of five years experience in delivery of student services within the public schools.

Training and/or experience in staff supervision.

Skill in written, electronic and oral communication.
APPENDIX A

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

GRADE LEVEL: 9-12

DOMAIN: Academic

COMPONENT: Communication

ACTIVITY:
Creation of an educational planning guide

This activity will include the following components:

a. Consult with staff and administration to update all course offerings for the academic year
b. Review and explain all academic policies and procedures
c. Collect, edit, and collate information from each department
d. Publish and distribute to students, parents, and faculty on paper and online

PRIORITY: 1

ASSIGNMENT: B

TIME FRAME: November-January

COMPETENCIES: 18, 19, 21, 23, 31, 33, 34

DATA COLLECTION: Every student will receive a copy of the educational planning guide

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (H-2)

<table>
<thead>
<tr>
<th>GRADE LEVEL:</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOMAIN:</td>
<td>Academic</td>
</tr>
<tr>
<td>COMPONENT:</td>
<td>Consultation</td>
</tr>
</tbody>
</table>

**ACTIVITY:**
Participate in conference with pre-referral coordinator, parent(s), school psychologist and/or student

This activity will include the following components:

a. Provide relevant academic information
b. Review appropriate school records
c. Provide input from the counseling perspective

**PRIORITY:** 2

**ASSIGNMENT:** A

**TIME FRAME:** By request

**COMPETENCIES:** N/A

**DATA COLLECTION:** Appropriate school records

**QUALITY INDICATORS:**
COUNSELING SERVICES PROGRAM COMPONENT (H-3)

GRADE LEVEL: 9-12

DOMAIN: Academic

COMPONENT: Individual Counseling

ACTIVITY: Meeting with students to review progress and achievement

This activity will include the following components:

a. Review Pinnacle (gradebook)
b. Consult with teachers for input
c. Facilitate communication between students, parents, and teachers
d. Suggest resources
e. Follow-up to make sure issues have been resolved

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: As needed

COMPETENCIES: 1-34

DATA COLLECTION: Report card grades, Pinnacle grades, teacher observation

QUALITY INDICATORS: Improved student achievement
**COUNSELING SERVICES PROGRAM COMPONENT (H-4)**

<table>
<thead>
<tr>
<th>GRADE LEVEL:</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOMAIN:</td>
<td>Academic</td>
</tr>
<tr>
<td>COMPONENT:</td>
<td>Orientation/Transition and Pupil Records</td>
</tr>
</tbody>
</table>

**ACTIVITY:**
Complete necessary components of college applications

This activity will include the following components:

a. Update and provide accurate transcripts
b. Complete secondary school reports
c. Communication with colleges as necessary
d. Write letters of recommendation
e. Send mid-year and final transcripts and updated records as requested

<table>
<thead>
<tr>
<th>PRIORITY:</th>
<th>2</th>
</tr>
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<tbody>
<tr>
<td>ASSIGNMENT:</td>
<td>A</td>
</tr>
<tr>
<td>TIME FRAME:</td>
<td>Throughout the school year</td>
</tr>
<tr>
<td>COMPETENCIES:</td>
<td>33, 34, 39, 40, 53, 67, 70</td>
</tr>
<tr>
<td>DATA COLLECTION:</td>
<td>Naviance student records</td>
</tr>
</tbody>
</table>

**QUALITY INDICATORS:** Percentage of completed applications
COUNSELING SERVICES PROGRAM COMPONENT (H-5)

GRADE LEVEL: 9-12

DOMAIN: Academic

COMPONENT: Placement

ACTIVITY:
Grade specific classroom guidance presentations on course selection

This activity will include the following components:

a. Counselors will review the course selection process

b. Counselors will provide overview of elective offerings and connect to post-secondary plans

c. Review graduation requirements

d. Discuss teacher recommendation process

e. Counselors will assist students in creating a pre-selection plan

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Winter (January/February)

COMPETENCIES: 33, 34, 39, 40, 53, 67, 70

DATA COLLECTION: Every student will have a completed course selection form

QUALITY INDICATORS: 100% of students make course selections
COUNSELING SERVICES PROGRAM COMPONENT (H-6)

GRADE LEVEL: 9-12

DOMAIN: Academic

COMPONENT: Placement

ACTIVITY:
Facilitate the process of obtaining teacher recommendations and consult with students and parents to interpret rationale to guide students in their academic plans.

This activity will include the following components:

a. Clarify course expectations at transition points
b. Help students understand the connection between their effort/achievement and course recommendations
c. Provide students with framework to develop academic action plan with teachers
d. Explain the process to override course recommendations and facilitate the process

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Second Semester

COMPETENCIES: 33, 34, 39, 40, 53, 67, 70

DATA COLLECTION:
1. Maintain record of override forms
2. Inform teachers of number of requests for overrides

QUALITY INDICATORS: Review outcomes for trends
COUNSELING SERVICES PROGRAM COMPONENT (H-7)

GRADE LEVEL: 9-12

DOMAIN: Academic

COMPONENT: Placement

ACTIVITY:
Create appropriate schedule for every individual student

This activity will include the following components:

a. Review course requests and teacher recommendations
b. Resolve individual conflicts until each schedule is complete, appropriate, and moving the student toward achieving graduation requirements
c. Review student requests for course changes for appropriateness and make changes when:
   a. Student achievement warrants change
   b. To support student interest
d. Send home a list of course requests and explanation for parents
e. Send home a draft of schedule and options for change

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Throughout the school year

COMPETENCIES: 33, 34, 39, 40, 53, 67, 70

DATA COLLECTION:

QUALITY INDICATORS: Inform building principal of school-wide trends
COUNSELING SERVICES PROGRAM COMPONENT (H-8)

GRADE LEVEL: 9-12

DOMAIN: Academic

COMPONENT: Placement

ACTIVITY: Review student progress toward meeting graduation requirements

This activity will include the following components:

a. Review each student’s report cards bi-annually and transcripts annually

b. Adjust schedules to ensure appropriate courses have been scheduled

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Throughout the school year

COMPETENCIES: 1-34

DATA COLLECTION: Graduation Requirement Accounting Form

QUALITY INDICATORS:

a. 100% of students are in the correct grade

b. Every student has the opportunity to graduate in 4 years
**COUNSELING SERVICES PROGRAM COMPONENT (H-9)**

<table>
<thead>
<tr>
<th>GRADE LEVEL:</th>
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<tbody>
<tr>
<td>DOMAIN:</td>
<td>Academic</td>
</tr>
<tr>
<td>COMPONENT:</td>
<td>Placement</td>
</tr>
</tbody>
</table>

| ACTIVITY: | Educational Planning for ELL students |

This activity will include the following components:

- a. Classroom presentations
- b. Confer with teachers
- c. Review with individual students
- d. Arrange for linguistic assessments

**PRIORITY:** 1

**ASSIGNMENT:** B

**TIME FRAME:** Throughout the school year

**COMPETENCIES:** 33, 34, 39, 40, 53, 67, 70

**DATA COLLECTION:**

**QUALITY INDICATORS:** All students will be placed in appropriate classes
COUNSELING SERVICES PROGRAM COMPONENT (H-10)

GRADE LEVEL: 9-12

DOMAIN: Academic

COMPONENT: Pupil Records

ACTIVITY: Maintain student records

This activity will include the following components:

a. Create and update student records with the guidance software system as needed
b. Enter summer school grades
c. Create an academic record for all transfer students
d. Update transcript to include relevant outside courses
e. Designated counselor enters quarterly TCHS grades for all students enrolled

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Throughout the school year

COMPETENCIES: N/A

DATA COLLECTION: Looking academic records

QUALITY INDICATORS: Transcripts are accurate
COUNSELING SERVICES PROGRAM COMPONENT (H-11)

GRADE LEVEL: 9-12

DOMAIN: Academic

COMPONENT: Team/Committee Participation and Consultation

ACTIVITY:
Participate, by request, in IEP and 504 meetings

This activity will include the following components:

a. Provide developmentally appropriate input from a counseling perspective

PRIORITY: 3

ASSIGNMENT: A

TIME FRAME: As requested

COMPETENCIES: N/A

DATA COLLECTION:

QUALITY INDICATORS:

COUNSELING SERVICES PROGRAM COMPONENT (H-12)
GRADE LEVEL: 11

DOMAIN: Career

COMPONENT: Classroom Guidance

ACTIVITY:
Classroom lessons for juniors on SAT/Postsecondary options/Application process

This activity will include the following components:

a. Review of varied postsecondary options
b. Overview of the college application process
c. Assist in the creation of College board accounts
d. Present current job trends and show necessary levels of education to obtain these positions
e. Discussion of military service options as related to career and college financing options

PRIORITY: 2

ASSIGNMENT: B

TIME FRAME: Fall/Winter

COMPETENCIES: 33, 34, 39, 40, 53, 67, 70

DATA COLLECTION:

QUALITY INDICATORS: Level of knowledge about process prior to attending junior meetings
COUNSELING SERVICES PROGRAM COMPONENT (H-13)

GRADE LEVEL: 9

DOMAIN: Career

COMPONENT: Classroom Guidance

ACTIVITY: TCHS overview and field trip

This activity will include the following components:

a. Counselor will visit with each 9th grader in a classroom setting to provide an overview of the technical/career programs available to them at TCHS

b. Counselor will provide an overview of the TCHS application process

c. Counselor will escort any interested student on a field trip to TCHS

d. Counselor will process and upload all TCHS applications including attendance, grades, discipline, and ER/IEP documents

PRIORITY: 2

ASSIGNMENT: B

TIME FRAME: Fall

COMPETENCIES: 33, 34, 39, 40, 53, 67, 70

DATA COLLECTION: Collect appropriate records
Spreadsheet of all application materials and acceptances
Verify acceptance to programs

QUALITY INDICATORS: All applications are complete and student acceptance rates into selected programs
COUNSELING SERVICES PROGRAM COMPONENT (H-14)

GRADE LEVEL: 9

DOMAIN: Career

COMPONENT: Classroom Guidance and Career Awareness/Decision Making

ACTIVITY: Classroom lessons using the Naviance program

This activity will include the following components:

a. Introduce and orient students to the Naviance Program
b. Assist students with the creation of individual accounts
c. Guide students in the completion of the career interest inventory

PRIORITY: 2

ASSIGNMENT: B

TIME FRAME: Throughout the year

COMPETENCIES: 35-52

DATA COLLECTION:

QUALITY INDICATORS: 100% of students have an account
100% of students complete Career Interest Inventory for graduation project
COUNSELING SERVICES PROGRAM COMPONENT (H-15)

GRADE LEVEL: 10

DOMAIN: Career

COMPONENT: Classroom Guidance and Career Awareness/Decision Making

ACTIVITY: Classroom lessons using the Naviance Program

This activity will include the following components:

a. Re-orient students to Naviance Program
b. Discuss career and personality theories
c. Assist students in completing the Do What You Are Naviance assessment
d. Help students explore postsecondary interest and options

PRIORITY: 2

ASSIGNMENT: B

TIME FRAME: Throughout the year

COMPETENCIES: 35-52

DATA COLLECTION:

QUALITY INDICATORS: 100% of students complete Do What You Are assessment
COUNSELING SERVICES PROGRAM COMPONENT (H-16)

GRADE LEVEL: 12

DOMAIN: Career

COMPONENT: Communication

ACTIVITY:
Provide students and families with information about scholarships and financial aid and prepare scholarship forms and selection

This activity will include the following components:

a. Maintaining database of local scholarships information and applications
b. Sharing information in junior planning meetings
c. Conducting e-mail blasts about scholarship opportunities
d. Assisting students in scholarship application process
e. Consult with parents regarding FAFSA process
f. Make recommendations for local scholarship candidates when needed
g. Organize Kennett High School scholarships
h. Serve on scholarship committee

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Throughout the year

COMPETENCIES: 39-41, 53, 55

DATA COLLECTION:
Organize and compile KHS scholarship applications
Sort information by various categories including GPA, major, etc.

QUALITY INDICATORS: All students are aware of the process and option to participate
COUNSELING SERVICES PROGRAM COMPONENT (H-17)

<table>
<thead>
<tr>
<th>GRADE LEVEL:</th>
<th>Junior Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOMAIN:</td>
<td>Career</td>
</tr>
<tr>
<td>COMPONENT:</td>
<td>Communication</td>
</tr>
</tbody>
</table>

**ACTIVITY:**
College Planning Night presentation to parents

This activity will include the following components:

a. Provide information on college and career information gathering and selection
b. Provide information on Naviance Family Connection Program
c. Provide detailed information about the college application process
d. Provide information factors considered in college admissions decisions
e. Educate parents on process of selecting appropriate college to attend and consideration of financial aid
f. Prepare handouts with relevant information
g. h. Communicate and invite parents to the presentation

**PRIORITY:** 2

**ASSIGNMENT:** A

**TIME FRAME:** November

**COMPETENCIES:** 33, 34, 39, 40, 53, 67, 70

**DATA COLLECTION:** Parents will be given a survey to complete pertaining to their satisfaction with the experience

**QUALITY INDICATORS:** High score and positive comments on the survey
COUNSELING SERVICES PROGRAM COMPONENT (H-18)

GRADE LEVEL: Parent

DOMAIN: Career

COMPONENT: Communication / Resource Broker

ACTIVITY: Financial Aid Presentation for parents

This activity will include the following components:

a. Arrange for collegiate resources to present accurate information on financial aid process and resources
b. Present resources specific to the high school including: Naviance, KHS and community scholarships

PRIORITY: 2

ASSIGNMENT: B

TIME FRAME: Fall

COMPETENCIES: 39-41, 53, 55

DATA COLLECTION: Coordinate and arrange necessary materials

QUALITY INDICATORS: Scholarship amounts
COUNSELING SERVICES PROGRAM COMPONENT (H-19)

GRADE LEVEL: 9-12

DOMAIN: Personal/Social

COMPONENT: Consultation

ACTIVITY: Consulting with school specialists on individual students

This activity will include the following components:

a. Provide students information/data and observation as needed
b. Assist in the creation of an individual student plan to address student need
c. Convey necessary information to staff as needed
d. Follow-up with students as needed

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: As needed

COMPETENCIES: All

DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (H-20)

GRADE LEVEL: 9-12

DOMAIN: Personal/Social

COMPONENT: Individual Counseling

ACTIVITY:
Counsel individual students with various personal/social issues

This activity will include the following components:

a. Counselors are available for individual counseling sessions with a focus on encouraging positive problem solving and decision-making

b. Counselors will make appropriate referrals for outside mental health services when needed

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Throughout the school year

COMPETENCIES: 74-115

DATA COLLECTION: Parent permission forms

QUALITY INDICATORS:
- Decreased time away from classroom
- Increase in positive coping skills
COUNSELING SERVICES PROGRAM COMPONENT (H-21)

GRADE LEVEL: 9-12

DOMAIN: Personal/Social

COMPONENT: Individual Counseling/Group Counseling/Consultation

ACTIVITY: Serve on building crisis response team

This activity will include the following components:

a. Counselors will work in conjunction with administration, school psychologist, school social worker, SAP team members, and other crisis responders in responding to large group crises

b. Counselors will serve as initial point of contact for crisis intervention and referral to appropriate and school and community resources as needed

c. Counselors will provide crisis response resources to parents and students upon request

d. Counselors will provide support and consultation to staff during and after crises

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: As needed

COMPETENCIES: 105-115

DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (H-22)

GRADE LEVEL: 9-12

DOMAIN: Personal/Social

COMPONENT: Orientation/Transition, Placement, Individual Counseling, Consultation

ACTIVITY: Transitioning students with entry or reentry to high school

This activity will include the following components:

a. Review of records for new and returning students
b. Arrange for student ambassador to show students
c. Introduce student to teachers
d. Communicate with case workers if appropriate (attendance, behavior)
e. Educate new students about and encourage participation in school activities
f. Arranging and facilitating a transitional meeting

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: As needed throughout the school year

COMPETENCIES: All

DATA COLLECTION:

QUALITY INDICATORS:
# COUNSELING SERVICES PROGRAM COMPONENT (H-23)

<table>
<thead>
<tr>
<th>GRADE LEVEL:</th>
<th>All students</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOMAIN:</td>
<td>Personal/Social</td>
</tr>
<tr>
<td>COMPONENT:</td>
<td>Resource Broker</td>
</tr>
</tbody>
</table>

**ACTIVITY:**

Provide timely information to students and parents about enrichment programs in the community

This activity will include the following components:

a. Provide information about community service opportunities

b. Share information about leadership development programs, tutorial programs, additional learning opportunities, and mentoring and support programs

**PRIORITY:** 2

**ASSIGNMENT:** A

**TIME FRAME:** Throughout the school year

**COMPETENCIES:** 1-34

**DATA COLLECTION:**

**QUALITY INDICATORS:**
COUNSELING SERVICES PROGRAM COMPONENT (H-24)

GRADE LEVEL: 9-12

DOMAIN: Personal/Social

COMPONENT: Team/Committee Participation and Consultation and Pupil Records

ACTIVITY:
Provide a representative to the Student Assistance Team and provide counselor input to the Student Assistance Team

This activity will include the following components:

a. Counselors will provide data to SAP case managers upon request
b. Provide representation on the team
c. Other counselors participate in SAP meetings upon request
d. Counselors assist SAP team in crisis intervention as needed

PRIORITY: 2

ASSIGNMENT: B (A when necessary)

TIME FRAME: Throughout the school year

COMPETENCIES: 74-115

DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (H-25)

GRADE LEVEL: 12

DOMAIN: Academic and Career

COMPONENT: Individual Counseling

ACTIVITY: Meet individually with every 12th grade student

This activity will include the following components:

b. Review postsecondary planning progress
c. Review mechanics of college application progress
d. Discuss resources available for financial aid
e. Discuss completed or planned college visits

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Fall/Winter of Senior Year

COMPETENCIES: All

DATA COLLECTION: Naviance Personal Plan

QUALITY INDICATORS: Percent of students Pie chart of students applying and accepted to colleges
COUNSELING SERVICES PROGRAM COMPONENT (H-26)

GRADE LEVEL: 11

DOMAIN: Academic and Career

COMPONENT: Individual Counseling and Orientation/Transition

ACTIVITY: Meeting individually with every 11th grade students

This activity will include the following components:

a. Review of student progress and senior course selection
b. Review graduation project and progress toward meeting requirements
c. Review post-secondary plans
d. Analysis of work preference and personality variables to plan for appropriate college majors and/or career paths
e. If appropriate, provide college planning tools, such as Naviance and College Board
f. Develop an individual plan for future
g. Identify appropriate college or career opportunities
h. Review college application process
i. Produce a timeline or the rest of the high school career

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Winter

COMPETENCIES: 1-73

DATA COLLECTION: Produce individual plan sheet for each student

QUALITY INDICATORS:

COUNSELING SERVICES PROGRAM COMPONENT (H-27)
GRADE LEVEL: 10-12

DOMAIN: Academic and Career

COMPONENT: Communication, Consultation

ACTIVITY: Serve as liaison between home school and Technical College High School

This activity will include the following components:

a. Attend liaison meetings with CCIU and TCHS staff
b. Provide feedback regarding TCHS programs
c. Share information with KHS staff regarding TCHS programs
d. Facilitate transition of grading reports from TCHS to KHS

PRIORITY: 1

ASSIGNMENT: B

TIME FRAME: Throughout the school year

COMPETENCIES: All

DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (H-28)

GRADE LEVEL: 9-12

DOMAIN: Academic and Career

COMPONENT: Test Administration and Interpretation and Placement

**ACTIVITY:**

Administrate or oversee the administration of PSAT, SAT, AP, and CareerScope

This activity will include the following components:

- a. Make arrangements for and organize all test materials
- b. Compile a roster of test-takers
- c. Inform and invite test-takers
- d. Arrange test setting and proctors
- e. If necessary, perform pre-registration forms with students
- f. Administer the exam
- g. If necessary, account and return test materials

**PRIORITY:** 1

**ASSIGNMENT:** B

**TIME FRAME:** When dictated by exams

**COMPETENCIES:** 35, 37, 65

**DATA COLLECTION:**

- a. PSAT results for national merit competition - commended
- b. AP scholars/number of students taking exam/percent of students achieving 3 or higher
- c. SAT – mean scores for school
- d. Career Scope – acceptance rates and rates of acceptance into top program choice

**QUALITY INDICATORS:**

COUNSELING SERVICES PROGRAM COMPONENT (H-29)
ACTIVITY: Serve as liaison to community support agencies and healthcare providers

This activity will include the following components:

a. Recruit and promote students to programs
b. Serve as point of contact
c. Provide appropriate information to the outside providers and the school staff

PRIORITY: 2
ASSIGNMENT: A
TIME FRAME: Throughout the school year
COMPETENCIES: All
DATA COLLECTION:

QUALITY INDICATORS:
**COUNSELING SERVICES PROGRAM COMPONENT (H-30)**

<table>
<thead>
<tr>
<th>GRADE LEVEL:</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOMAIN:</td>
<td>Personal/Social and Academic</td>
</tr>
<tr>
<td>COMPONENT:</td>
<td>Group Counseling</td>
</tr>
</tbody>
</table>

**ACTIVITY:**
Provide group counseling on select topics as needed

This activity will include the following components:

a. Identify necessary issues
b. Plan and facilitate appropriate group activities
c. Conduct sessions

<table>
<thead>
<tr>
<th>PRIORITY:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT:</td>
<td>A</td>
</tr>
<tr>
<td>TIME FRAME:</td>
<td>As needed</td>
</tr>
<tr>
<td>COMPETENCIES:</td>
<td>All</td>
</tr>
<tr>
<td>DATA COLLECTION:</td>
<td></td>
</tr>
</tbody>
</table>

**QUALITY INDICATORS:**
COUNSELING SERVICES PROGRAM COMPONENT (H-31)

GRADE LEVEL: All

DOMAIN: Academic and Personal/Social

COMPONENT: Consultation, Inservice

ACTIVITY: Serve as a resource to help teachers understand students and their behaviors

This activity will include the following components:

a. Provide specific information about individual circumstances or events
b. Assist teachers with their communication to parents
c. Act as student advocate
d. Facilitate parent/teacher meetings

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Throughout the school year

COMPETENCIES: All

DATA COLLECTION:

QUALITY INDICATORS:
APPENDIX B

MIDDLE SCHOOL PROGRAM COMPONENTS
**COUNSELING SERVICES PROGRAM COMPONENT (M-1)**

<table>
<thead>
<tr>
<th>GRADING LEVEL:</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOMAIN:</td>
<td>Academic Development</td>
</tr>
<tr>
<td>COMPONENT:</td>
<td>Classroom Guidance</td>
</tr>
</tbody>
</table>

**ACTIVITY:** To conduct a guidance lesson about study skills, time management, organization, getting help, etc.

This activity will include the following components:

a. Establishing a schedule to visit grade level classes for one 42-minute period.

b. The resources available through the school agenda book will be utilized, along with other supporting documents.

**PRIORITY:** 2

**ASSIGNMENT:** A

**TIME FRAME:** Fall (1st marking period)

**COMPETENCIES:** 6, 7, 11, 13, 17, 19, 23, 28

**DATA COLLECTION:**
- Teacher input
- Review of student grades

**QUALITY INDICATORS:**
- Teachers will report an increase in the use of the specific skill/strategy taught
- Student grades will show improvement
COUNSELING SERVICES PROGRAM COMPONENT (M-2)

GRADE LEVEL: Middle School

DOMAIN: Academic Development

COMPONENT: Consultation

ACTIVITY: Peer Tutoring

This activity will include the following components:

a. An application will be developed to select tutors.
b. “Tutees” will be identified through various sources, including self-identification.
c. A training program/process will be developed for the Tutors, along with a set of expectations.
d. A contract will be created for the student receiving tutoring.
f. A permission slip will be created for parent agreement.

PRIORITY: 3

ASSIGNMENT: B

TIME FRAME: Spring

COMPETENCIES: 1-34

DATA COLLECTION: Student grades will be compared

QUALITY INDICATORS:
Student grades will improve by at least one grade level at the end of the tutoring window (at least 4 weeks in length).
Students will attend at least 75% of the scheduled tutoring sessions
COUNSELING SERVICES PROGRAM COMPONENT (M-3)

GRADE LEVEL: Middle School

DOMAIN: Academic Development

COMPONENT: Consultation/Placement/Communication

ACTIVITY: 504 Coordination

This activity will include the following components:

a. Maintenance of student 504 accommodation plans through meetings with parents, outside specialists, and teachers.

b. Regular communication with teachers regarding accommodation plans to ensure the administration of required accommodations.

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Full year

COMPETENCIES: 15-27

DATA COLLECTION:

QUALITY INDICATORS:
ACTIVITY: Compilation, maintenance, and distribution of tutoring list.

This activity will include the following components:

a. Communication with faculty district wide to gather information from those offering private tutoring services.

b. Regular maintenance of tutoring list.

c. Regular distribution of tutoring list to parents by request, during Back to School Night, in Guidance waiting area, etc.

PRIORITY: 1

ASSIGNMENT: B

TIME FRAME: Full year

COMPETENCIES: 11, 18, 28

DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (M-5)

GRADE LEVEL: Middle School

DOMAIN: Academic Development

COMPONENT: In-Service and Orientation/Transition

ACTIVITY: Parent Workshops

This activity will include the following components:

a. Secure a date on the building calendar.

b. Notify parents via the district website and/or PTO listserv.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Spring

COMPETENCIES: N/A

DATA COLLECTION: N/A

QUALITY INDICATORS: N/A
COUNSELING SERVICES PROGRAM COMPONENT (M-6)

GRADE LEVEL: Middle School

DOMAIN: Academic Development

COMPONENT: Team/Committee Participation

ACTIVITY: Participate in the building pre-referral team to execute the state-mandated process to determine which students require special assistance to meet their academic needs.

This activity will include the following components:

a. Review information on students scheduled for discussion during team meetings.

b. Attend the team meetings and provide input as appropriate.

c. Follow up with students as necessary.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Full year

COMPETENCIES: 1-34

DATA COLLECTION: N/A

QUALITY INDICATORS: N/A
COUNSELING SERVICES PROGRAM COMPONENT (M-7)

GRADE LEVEL: Middle School

DOMAIN: Career Development

COMPONENT: Career Awareness

ACTIVITY: Classroom Guidance

This activity will include the following components:

a. Establish a schedule for presentations.

b. Explore career clusters with the students.

c. Provide instruction in the use of the NAVIANCE program to eighth graders.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Classroom Guidance – 4th marking period

COMPETENCIES: 35-52

DATA COLLECTION: Pre/post tests

QUALITY INDICATORS:

50% increase in students’ ability to identify the career clusters and a career of interest
COUNSELING SERVICES PROGRAM COMPONENT (M-8)

GRADE LEVEL: Middle School

DOMAIN: Career Development

COMPONENT: Career Awareness

ACTIVITY: Career Cafe

This activity will include the following components:

a. Similar to the afternoon career workshops from Career Day but during lunch.

b. Scheduled once a month during all three lunch periods.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Ongoing throughout the year, beginning in October

COMPETENCIES: 53-73

DATA COLLECTION:
Participant and student satisfaction surveys

QUALITY INDICATORS:
An average response of 4 on a 5-point scale for all surveys
COUNSELING SERVICES PROGRAM COMPONENT (M-9)

GRADE LEVEL: Middle School

DOMAIN: Career Development

COMPONENT: Career Awareness

ACTIVITY: To conduct a Career Day program.

This activity will include the following components:

a. Plan a morning Career Fair for 6th and 7th graders.

b. Plan an afternoon Career Fair for 8th graders.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Third Thursday in May

COMPETENCIES: 28-34

DATA COLLECTION:
Participant, teacher and student satisfaction surveys

QUALITY INDICATORS:
An average response of 4 on a 5-point scale for all surveys
COUNSELING SERVICES PROGRAM COMPONENT (M-10)

GRADE LEVEL: Middle School

DOMAIN: Personal/Social

COMPONENT: Crisis Intervention

ACTIVITY: To respond to crises.

This activity will include the following components:

a. Conduct preliminary evaluation of at-risk behavior.

b. Contact appropriate district identified personnel for follow up.

c. Execute the district’s established crisis intervention plan as written.

PRIORITY: 1

ASSIGNMENT: B

TIME FRAME: Spring

COMPETENCIES: 74-115

DATA COLLECTION: N/A

QUALITY INDICATORS: N/A
COUNSELING SERVICES PROGRAM COMPONENT (M-11)

GRADE LEVEL: Middle School

DOMAIN: Personal/Social

COMPONENT: Team/Committee Participation

ACTIVITY: Bullying Prevention Taskforce

This activity will include the following components:

a. Participate in three projects per year aimed at promoting diversity, acceptance, and respect for others.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Full year

COMPETENCIES: 74-91

DATA COLLECTION:
Number of bus referrals from one school year will be compared to incidents from the Previous year
Bus survey

QUALITY INDICATORS:
Decrease in the number of bus referrals due to bullying
COUNSELING SERVICES PROGRAM COMPONENT (M-12)

GRADE LEVEL: Middle School

DOMAIN: Personal/Social

COMPONENT: Team/Committee Participation

ACTIVITY: Organize the annual GOLD program for KMS girls.

This activity will include the following components:

a. Establish the date and time and secure workshop facilitators.

b. Secure community and PTO donations.

c. Advertise the event via various available media.

d. Survey the girls to determine relevant topics to be covered.

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: Third marking period

COMPETENCIES: All

DATA COLLECTION: N/A

QUALITY INDICATORS: N/A
**COUNSELING SERVICES PROGRAM COMPONENT (M-13)**

**GRADE LEVEL:** Middle School

**DOMAIN:** Personal/Social Development

**COMPONENT:** Team/Committee Participation

**ACTIVITY:** Student Assistance Program

This activity will include the following components:

- Team of trained faculty meets weekly to discuss and process student referrals to the SAP team.
- Student’s who show concerning behaviors are referred to the SAP team by faculty through referral forms housed in guidance office or on Sharepoint.
- SAP team collects data and consults with parents and outside recourses to connect students to appropriate help.

**PRIORITY:** 1

**ASSIGNMENT:** B

**TIME FRAME:** Full year

**COMPETENCIES:** 80, 95, 98, 112-115

**DATA COLLECTION:**

**QUALITY INDICATORS:**
COUNSELING SERVICES PROGRAM COMPONENT (M-14)

GRADE LEVEL: Middle School

DOMAIN: Personal/Social

COMPONENT: Team/Committee Participation

ACTIVITY: Coordinate the Chester County Futures Program.

This activity will include the following components:

a.

PRIORITY: 2
 ASSIGNMENT: A
 TIME FRAME: Classroom Guidance – 4th marking period
 COMPETENCIES: 1-34, 74-115
 DATA COLLECTION: Report card grades above a C
 Meeting attendance

QUALITY INDICATORS: N/A
COUNSELING SERVICES PROGRAM COMPONENT (M-15)

GRADE LEVEL: Middle School

DOMAIN: Academic, Career and Personal/Social

COMPONENT: Communication

ACTIVITY: Create a counseling newsletter.

This activity will include the following components:

a. A newsletter will be created for constituents of the middle school and disseminated on a bi-monthly basis.

b. Regular communication with teachers regarding accommodation plans to ensure the administration of required accommodations.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: Year round

COMPETENCIES: N/A

DATA COLLECTION: N/A

QUALITY INDICATORS: N/A
COUNSELING SERVICES PROGRAM COMPONENT (M-16)

GRADE LEVEL: Middle School

DOMAIN: Academic, Career and Personal/Social

COMPONENT: Group Counseling

ACTIVITY: To conduct small groups focused on various school success, personal/social, and career needs/skills.

This activity will include the following components:

a. Consult with parents and teachers.
b. Advertise via the school website/listserv.
c. Review school records and conduct a needs survey to determine possible participants.
d. Create a calendar of meeting dates, times and locations.
e. Various curriculums will be reviewed and those with most relevant to our population will be selected and utilized.
f. At least one group will be offered each marking period.

PRIORITY: 3

ASSIGNMENT: A or E

TIME FRAME: Year round

COMPETENCIES: All

DATA COLLECTION: Pre/post test

QUALITY INDICATORS:

Students will show significant improvement between the pre and post tests
APPENDIX C

ELEMENTARY SCHOOL PROGRAM COMPONENTS
COUNSELING SERVICES PROGRAM COMPONENT (E-1)

GRADE LEVEL: Elementary School

DOMAIN: Career

COMPONENT: Career Awareness and Decision Making

ACTIVITY: Conduct career awareness for Elementary students during classroom guidance lesson

This activity will include the following components:

a. Schedule one class lesson for 30 minutes for Kindergarten through 5th students.

b. The program will be delivered.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: School Year

COMPETENCIES: 38, 50, 72

DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (E-2)

GRADE LEVEL: Elementary School

DOMAIN: Academic Personal/Social

COMPONENT: In-Service

ACTIVITY: Staff Meeting/Team Meetings

This activity will include the following components:

a. Share updated information on child abuse reporting or relevant student issues.

b. Orienting new staff on crisis response procedures.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: School year

COMPETENCIES: N/A

DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (E-3)

GRADE LEVEL: Elementary School

DOMAIN: Academic, Personal/Social

COMPONENT: Orientation/Transition

ACTIVITY: New Student Orientation

This activity will include the following components:

a. Collect list of new students to the school at the beginning of the school year.

b. Group counseling with new students.

c. Counseling sessions should be limited in time and duration.

d. New students that enter into the school throughout the remainder of the school year will be given an abbreviated orientation.

PRIORITY: 3
ASSIGNMENT: A
TIME FRAME: All year
COMPETENCIES: 2, 8, 18, 26, 77, 79, 105, 109
DATA COLLECTION:
QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (E-4)

GRADE LEVEL: Elementary School

DOMAIN: Academic, Personal/Social

COMPONENT: Orientation/Transition

ACTIVITY: Transitions

This activity will include the following components:

a. Kindergartens will visit their home schools and counselors will be present.

b. During classroom guidance lessons the expectations and student concerns will be addressed.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: End of school year

COMPETENCIES: 2, 8, 18, 26, 77, 79, 105, 109

DATA COLLECTION:

QUALITY INDICATORS:
**COUNSELING SERVICES PROGRAM COMPONENT (E-5)**

**GRADE LEVEL:** Elementary School

**DOMAIN:** Academic and Personal/Social

**COMPONENT:** Consultation

**ACTIVITY:** Consulting with teachers and staff about student concerns.

This activity will include the following components:

- Scheduling meetings with teachers on a needs basis.
- Consultation with teachers concerning academic and personal/social concerns of their students.

**PRIORITY:** 2

**ASSIGNMENT:** A

**TIME FRAME:** All year

**COMPETENCIES:** 1-34, 74-115

**DATA COLLECTION:** Classroom Observations and Test Scores

**QUALITY INDICATORS:**
COUNSELING SERVICES PROGRAM COMPONENT (E-6)

GRADE LEVEL: Elementary School

DOMAIN: Academic and Personal/Social

COMPONENT: Consultation

**ACTIVITY:** Consulting with parents about student concerns.

This activity will include the following components:

a. Scheduling meetings/phone calls with parents on a needs basis.

b. Consultation with parents concerning academic and personal/social concerns of their students.

c. This activity may include parenting programs.

**PRIORITY:** 2

**ASSIGNMENT:** A

**TIME FRAME:** All year

**COMPETENCIES:** 1-34, 72-115

**DATA COLLECTION:** Classroom Observations and Test Scores

**QUALITY INDICATORS:**
COUNSELING SERVICES PROGRAM COMPONENT (E-7)

GRADE LEVEL: Elementary School

DOMAIN: Academic and Personal/Social

COMPONENT: Consultation

ACTIVITY: Consulting with social workers, psychologists, and administration about suspected child abuse and crisis situations.

This activity will include the following components:

a. Consulting with the above staff about student concerns. Concerns may include suspected child abuse/neglect and/or mental health concerns.

PRIORITY: 1

ASSIGNMENT: A

TIME FRAME: All year

COMPETENCIES: 1-34, 74-115

DATA COLLECTION: CY47 and Counselor Notes

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (E-8)

GRADE LEVEL: Elementary School

DOMAIN: Academic and Personal/Social

COMPONENT: Consultation

ACTIVITY: Attending RTI meetings.

This activity will include the following components:

a. Write an annual letter to parents and staff.

b. The program will be delivered.

PRIORITY: 3

ASSIGNMENT: A

TIME FRAME: Fall

COMPETENCIES: 1-34, 74-115

DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (E-9)

GRADE LEVEL: Elementary School

DOMAIN: Academic and Personal/Social

COMPONENT: Consultation & Team/Committee Participation

ACTIVITY: Attending RTI meetings.

This activity will include the following components:

a. Scheduling weekly meeting throughout academic school year.

b. Communication between RTI, counselor, principal, and psychologist pertaining to student academic and social/emotional concerns.

c. Continued data collection and monitoring on students of concern post meeting.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: All year

COMPETENCIES: 1-34

DATA COLLECTION: Classroom Observations

QUALITY INDICATORS:
**COUNSELING SERVICES PROGRAM COMPONENT (E-10)**

<table>
<thead>
<tr>
<th><strong>GRADE LEVEL:</strong></th>
<th>Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAIN:</strong></td>
<td>Academic, Personal/Social, &amp; Career</td>
</tr>
<tr>
<td><strong>COMPONENT:</strong></td>
<td>Group Counseling</td>
</tr>
<tr>
<td><strong>ACTIVITY:</strong></td>
<td>Group counseling with students.</td>
</tr>
</tbody>
</table>

This activity will include the following components:

a. Group counseling may be run on a needs basis due to personal/social concerns.
b. Group counseling may be run due to a needs assessment from the staff.
c. Group counseling may include pre/post testing.
d. Group counseling session should be limited in duration and time.

| **PRIORITY:**      | 2                                                      |
| **ASSIGNMENT:**    | A                                                      |
| **TIME FRAME:**    | All year                                               |
| **COMPETENCIES:**  | All                                                    |
| **DATA COLLECTION:**| Pre/post Testing and Needs Assessment                  |
| **QUALITY INDICATORS:**| If pre/post tests are administrated, an improvement in behavior will be observed. |
COUNSELING SERVICES PROGRAM COMPONENT (E-11)

GRADE LEVEL: Elementary School

DOMAIN: Academic, Personal/Social, & Career

COMPONENT: Individual Counseling

ACTIVITY: Individual counseling with students.

This activity will include the following components:

a. Student referrals from staff, teachers, administration or self-referrals.

b. Individual counseling with students due to personal social, academic or career needs.

c. Individual counseling will be limited in time and duration depending upon student needs.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: All year

COMPETENCIES: All

DATA COLLECTION: Counselor Notes

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (E-12)

GRADE LEVEL: Elementary School

DOMAIN: Academic, Personal/Social, Career

COMPONENT: Orientation/Transition

ACTIVITY: Transitions

This activity will include the following components:

a. 5th grade will visit the middle schools and counselors will be present.

b. During classroom guidance lessons expectations will be addressed and student concerns will be discussed.

c. Meet with middle school counselors to address student needs.

d. Hold joint 504 meetings.

e. Consult with parents.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: End of school year

COMPETENCIES: 2, 8, 18, 26, 77, 79, 105, 109

DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (E-13)

GRADE LEVEL: Elementary School

DOMAIN: Career, Academic and Personal/Social

COMPONENT: Classroom Guidance

ACTIVITY: Conduct classroom guidance lesson for Kindergarten through 5th grade students.

This activity will include the following components:

a. Schedule one class lesson for 30 minutes for Kindergarten through 5th students.

b. The program will be delivered.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: School Year

COMPETENCIES: All

DATA COLLECTION: Conduct a needs assessment with staff

QUALITY INDICATORS: Teacher reports on improvement of behavior.
COUNSELING SERVICES PROGRAM COMPONENT (E-14)

GRADE LEVEL: Elementary School

DOMAIN: Career, Academic and Personal/Social

COMPONENT: Communication

ACTIVITY: Newsletters to parents and staff about counseling program.

This activity will include the following components:

a. Write an annual letter to parents and staff.

b. The program will be delivered.

PRIORITY: 3
ASSIGNMENT: A
TIME FRAME: Fall
COMPETENCIES: N/A
DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (E-15)

GRADE LEVEL: Elementary School

DOMAIN: Academic Personal/Social, Career

COMPONENT: Placement

ACTIVITY: Assist staff in determining optimal student placement.

This activity will include the following components:

a. Meet with principal, grade level staff and support staff.

b. Parent consultation

c. Serve as IEP team meeting.

d. Serve on RTI team.

e. The students will be placed in classrooms.

PRIORITY: 2

ASSIGNMENT: D & A

TIME FRAME: End of School year

COMPETENCIES: All

DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (E-16)

GRADE LEVEL: Elementary School

DOMAIN: Academic Personal/Social, Career

COMPONENT: Placement

ACTIVITY: Assist staff in determining optimal student placement.

This activity will include the following components:

a. Meet with principal, grade level staff and support staff.

b. Parent consultation.

c. Serve as IEP team meeting.

d. Serve on RTI team.

e. The students will be placed in classrooms.

PRIORITY: 2

ASSIGNMENT: D & A

TIME FRAME: End of School year

COMPETENCIES: All

DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (E-17)

GRADE LEVEL: Elementary School

DOMAIN: Academic Personal/Social, Career

COMPONENT: Professional Development

ACTIVITY: Meet with Department or district wide counselors

This activity will include the following components:

a. Attend conferences.

b. Membership in professional organizations.

c. Review current best practices.

PRIORITY: 2

ASSIGNMENT: A

TIME FRAME: School year

COMPETENCIES: N/A

DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (E-18)

GRADE LEVEL: Elementary School

DOMAIN: Academic Personal/Social.

COMPONENT: Pupil Records

ACTIVITY: Review new student records.

This activity will include the following components:

a. Examine new records to determine if new students is eligible for any services.

PRIORITY: 2

ASSIGNMENT: D and A

TIME FRAME: School year

COMPETENCIES: N/A

DATA COLLECTION:

QUALITY INDICATORS:
COUNSELING SERVICES PROGRAM COMPONENT (E-19)

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<td>Test Administration and interpretation</td>
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<tr>
<td>ACTIVITY:</td>
<td>Proctor PSSAs</td>
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This activity will include the following components:

a. Proctor PSSAs small group.

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<thead>
<tr>
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DATA COLLECTION:

QUALITY INDICATORS:
APPENDIX D

SCOPE AND SEQUENCE MATRIX