

# **The School District of Springfield Township**

## **Act 339 K-12 School Guidance Plan**

In Pennsylvania, 22 Pa. Code § 339.31 requires that all school entities have a written plan on file, approved by the local board of school directors, for the development and implementation of a comprehensive, sequential program of guidance services for Kindergarten through 12th grade.

The plan must be designed to promote equal opportunity and address guidance service areas (outlined in 22 Pa. Code § 339.32) and career planning for all students. The plan should integrate the state [Academic Standards for Career Education and Work \(CEW\)](#).

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## Concept 1: Assignment List

Grade	Guidance Representative	Student:Teacher Ratio
Kindergarten / Grade 1	Mayra Ramos-Cook	412:1
Grades 2 and 4	Monica Kenyon	
Grade 3 and 5	Cathleen Dougherty	
Grades 6-8, A-K	Elizabeth Silow	292:1
Grades 6-8, L-Z	Judy Smith	292:1
Grades 9-12, A-FG	Elizabeth Barbone	250:1
Grades 9-12, FG-N	Beth McDonnell	250:1
Grades 9-12, O-Z	Bill Shearer	250:1

## Concept 2: Role of School Counselors

### Role of School Counselors

In fulfilling the mission of designing and delivering a comprehensive school counseling program, school counselors function as leaders, advocates, collaborators, and agents of systemic change.

#### As a Leader

The leader of the school counseling program:

- Is responsible for the development, delivery and evaluation of a comprehensive school counseling program for all students
- Uses data to identify and remove barriers to student learning
- Promotes student success by participating in efforts to close existing achievement gaps among underrepresented populations
- Serves on school-based leadership/school improvement teams related to the welfare of students
- Serves on district level curriculum teams
- Supports the school as a safe and welcoming learning community

In addition, the school counselor:

- Engages educational community stakeholders in helping the school with its academic mission
- Develops a system-wide advisory system to help all stakeholders understand and respond to the developmental needs of all children
- Asks questions that challenge the status quo and influence system-wide change leading to school reform
- Uses data to promote and evaluate the school counseling program
- Uses Pennsylvania specific data analysis systems to determine program needs (e.g., SAS, E-metrics, PVAAS)
- Develops and manages the school counseling program budget

#### As an Advocate

Advocating for students - the school counselor works to:

- Ensure access to and success in a rigorous academic curriculum for every student
- Remove barriers that prevent student learning
- Provide strategies for closing the equity achievement gaps among students;
- Develop programs of counseling and advising that ensure every student has an ongoing connection with a caring adult
- Create opportunities to support student learning for all
- Ensure the academic, personal/social, and career development of all students
- Ensure equitable access to educational and career exploration opportunities for all students

Advocating for the school counseling program - the school counselor works to:

- Establish and protect a school environment that supports rigor, relevance, and relationships

- Eliminate policies and practices that inhibit student opportunity
- Promote systemic change in schools to ensure academic success
- Collaborate with others within and outside the school to help meet all student needs
- Ensure that all three domains and corresponding standards (National- ASCA Standards and Pennsylvania- CEW Standards) are addressed and central to the mission of the school.

### **As a Collaborator**

The school counselor as a collaborator:

- Promotes commitment to the mission of the school
- Teams with staff to provide professional development that enhances student success
- Establishes a comprehensive school counseling program that engages the educational community to ensure that all students benefit from the program
- Offers parent/guardian information and training in the community to enhance the educational opportunities for students and their families
- Maintains an open communication style to foster an effective teaming culture and a sense of community for the school system
- Serves actively on school leadership teams
- Uses skills in networking, problem solving, and mediation in the educational community; and
- Embraces feedback that supports continuous program improvement.

### **As an Agent of Systemic Change**

The school counselor:

- Employs data to identify and challenge policies and practices which may hinder student achievement
- Enlists the support of influential people and policy makers
- Establishes opportunities for collaboration to address problems
- Gathers data to support the need for change
- Identifies realistic goals and creates action plans
- Develops intervention strategies for challenging resistance, and
- Embraces the ethical obligation to ask hard questions to challenge the status quo, and
- Participates in the school improvement planning.

In 2016, the counselors completed a time study of how they spent their time throughout a portion of the year. This link gives an overview of that data:

[https://docs.google.com/presentation/d/1iep2sCjYLzK1wd6r2ZpqDaJJxaEc7PKCOFqGQkNuEHk/edit#slide=id.g10e2f21524\\_0\\_30](https://docs.google.com/presentation/d/1iep2sCjYLzK1wd6r2ZpqDaJJxaEc7PKCOFqGQkNuEHk/edit#slide=id.g10e2f21524_0_30)

## Concept 3: Job Description

### POSITION GOAL:

To assist students in making appropriate educational, personal and career decisions; to assist the building staff and parents by providing relevant information concerning each student's education development and potential.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Serves as the liaison for community agencies.
2. Collaborates with other staff members in the education process and assists with the smooth operation of the building.
3. Displays an interest in and participates in the total school program.
4. Exhibits enthusiasm, dependability, punctuality, consistent and regular attendance, and active participation in assigned teaching, instructional and non-instructional duties, attendance at meetings and in the use and care of equipment and facilities.
5. Displays positive personal traits, such as neatness, integrity, character, good citizenship, respect for others, honesty, and responsibility and acts as an appropriate role model for students.
6. Upholds and enforces school rules, administrative regulations and Board Policies and maintains confidentiality.
7. Works cooperatively with and maintains open lines of communication with administrators, parents, students, staff members and the general public.
8. Maintains a systematic method of communication with parents.
9. Supervises the collection, maintenance, and purging of student records and provides interpretation of those records to parents, staff and students.
10. Assists students, parents, staff and other District personnel in gathering information required for program evaluation.
11. Assists with student scheduling and fixing course conflicts when appropriate.
12. Assists with the preparation, distribution and collection of PSSA and other standardized test materials.
13. Participates in ongoing staff development programs to enhance professional competence and abides by state law and regulations regarding continuing education.
14. Integrates Chapter 4 Regulations and District Strategic Plan into the instructional program.
15. Develops, maintains and accurately completes all written records and reports within established timelines.
16. Diagnoses and evaluates student abilities and progress to develop effective instructional strategies to help students meet instructional objectives and provides timely feedback to students concerning their progress.
17. Participates in appropriate parent and staff conferences and/or meetings.
18. Conducts and/or assists with parent and staff in-service programs concerning student development and social and emotional needs.
19. Assists with the preparation and administration of the District's variety of testing programs.
20. Conduction appropriate student, parent, and staff orientation sessions.
21. Counsels students individually and/or in a group setting, who exhibit problems of a personal, social, family or academic nature.
22. Establishes an educational environment which appreciates multi-cultural understanding within the classroom.
23. Promotes and utilizes a proactive, positive, and constructive approach in dealing with conflict.

24. Complies with and is familiar with all students' IEPs, Service Plans, action plans, or other administratively approved adaptations and appropriately accommodates disabilities in accordance with applicable laws and regulations.
25. Demonstrates understanding and concern for each student in meeting his or her educational needs, including the recommendation for the evaluation of students thought to be exceptional or in need of special education, gifted education or accommodations.
26. Implements the District's Counseling Plan.
27. Attends meetings and professional development activities as required.
28. Works during established operating hours and works extra time as needed and approved; varies.
29. Ensures the highest degree of confidentiality appropriate to the position.
30. Follows the policies and procedures of the School District.
31. This position description neither expresses nor implies that these are the only duties to be performed by the incumbent in this position. The employee will be required to follow any other job related instructions and perform other job related duties as requested by the immediate supervisor.

#### **QUALIFICATIONS:**

To successfully perform this position, a person must be able to perform each essential duty satisfactorily. The qualification requirements listed below represent minimum levels of educational achievement, training, skill and/or ability necessary. As required under the Americans with Disabilities Act (ADA) reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Compliance with Employment Eligibility, all required background clearances, and Physical Examination/TB test standards.
2. Active and Valid Pennsylvania School Counselor Certification.
3. Knowledge of community mental health agencies.
4. Experience with students exhibiting behavioral and emotional concerns.
5. Experience working in a human services field or counseling, preferably in a public school setting.
6. Demonstrate an understanding of Special Education processes and procedures.
7. Such alternatives to the above qualifications as the Superintendent and Board of School Directors may find appropriate and acceptable.

#### **ADA SPECIFICATIONS:**

While performing this job, the employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls and talk or hear. The employee frequently is required to stand and occasionally required to sit, stoop, kneel, and crouch. Regularly must be able to reach, bend and twist. Continuous movement is required. Specific vision abilities required by this job include close vision, peripheral, depth perception and the ability to adjust focus. Good hand and eye coordination is necessary. The employee must have the ability to lift up to fifty (50) pounds and push, pull and/or move up to one hundred (100) pounds. The employee will be subject to inside environmental conditions with moderate to loud noise level.

#### **TERMS OF EMPLOYMENT:**

Full-time, salaried, exempt position. Salary and benefits in accordance with the Springfield Township Education Association Contract made between The School District of Springfield Township and Springfield Township Education Association.

#### **EVALUATION:**

Performance of this job will be evaluated annually.

## Concept 4: Mission Statement

### District Mission Statement

The Mission of the School District of Springfield Township is to: educate and develop all students as learners and citizens who are high-achieving, resilient and responsible in a changing global community.

### School Counseling Mission Statement

The Mission of the School District of Springfield Township School Counseling Department is to provide all students equitable access to education by removing environmental and institutional barriers that impede academic success and to prepare students for the 21st Century global society through a program of academic, career, personal, and social development.

### School Counseling Belief Statements (We believe...)

- all students can learn and be successful
- all students thrive in an environment of high expectations
- all students are entitled to an equitable education
- all students have worth and the right to be treated with dignity and respect
- all students should have equal access to school programs
- every child and family has the right to feel safe, supported and welcomed in our schools
- every student should have the opportunity to foster an ongoing connection with a caring adult
- students should have access to a comprehensive K-12 school counseling plan and program
- the school counseling curriculum should support college and career readiness goals
- schools should provide onsite advocacy for children
- we serve as agents of collaboration between home, school, and community
- a comprehensive school counseling program provides benefits for children at a personal, social, emotional, academic and career level
- everyone in the community is responsible for creating an environment that emphasizes lifelong learning
- there should be a balance between responsive services and programmatic outcomes
- that diversity, in all its forms, is recognized as a strength and is a valuable resource that must be accepted and respected by the organization
- learning is enhanced by caring and trusting relationships
- resilience and self-advocacy are desired outcomes for all of our students

## Concept 5: Program Calendar

### Enfield:

September	<p><b>Academic:</b> Guidance lessons review, meet with Aldersgate regarding the delivery of Second Step lessons, review Service Agreements, participate in “Back to School Night”, participate in IEP meetings</p> <p><b>Career:</b> Guidance lesson review</p> <p><b>Personal/Social:</b> Weekly CORE meetings, review behavior plans with school team, set up lunch bunch groups, meet with students individually, Guidance lessons review, meet with Aldersgate regarding the delivery of Second Step lessons, review Service Agreements and behavior plans with school team, participate in “Back to School Night”, set up lunch bunch groups, meet with students individually, participate in IEP meetings</p>
October	<p><b>Academic:</b> weekly CORE meetings, participate in IEP meetings, CPI training</p> <p><b>Career:</b> present to teachers on Career Readiness</p> <p><b>Personal/Social:</b> Red Ribbon Week, Unity Day, weekly CORE meetings, Lunch Bunch Groups, Guidance lessons, coordinate and monitor service agreements, participate in IEP meetings, CPI training, meet with students individually, develop and assist teachers with behavior plans</p> <p>Red Ribbon Week, Unity Day, weekly CORE meetings, Lunch Bunch Groups, Guidance lessons, coordinate and monitor service agreements, participate in IEP meetings, CPI training, meet with students individually, develop and assist teachers with behavior plans, present to teachers on Career Readiness</p>
November	<p><b>Academic:</b> Guidance lessons, weekly CORE meetings, coordinate and monitor service agreements, participate in IEP meetings</p> <p><b>Career:</b> Assist teachers with career development ideas</p> <p><b>Personal/Social:</b> Guidance lessons, weekly CORE meetings, Lunch Bunch groups, coordinate and monitor service agreements, participate in IEP meetings, develop and assist teachers with behavior plans, meet with students individually</p> <p>Guidance lessons, weekly CORE meetings, Lunch Bunch groups, coordinate and monitor service agreements, participate in IEP meetings, develop and assist teachers with behavior plans, meet with students individually, assist teachers with career development ideas</p>



December	<p><b>Academic:</b> Weekly CORE meetings, coordinate and monitor service agreements, participate in IEP meetings</p> <p><b>Career:</b> assist teachers with career exploration ideas</p> <p><b>Personal/Social:</b> Mindset Mission Assembly, Guidance lessons, weekly CORE meetings, coordinate and monitor service agreements, participate in IEP meetings, develop and assist teachers with behavior plans</p> <p>Mindset Mission Assembly, Guidance lessons, weekly CORE meetings, coordinate and monitor service agreements, participate in IEP meetings, develop and assist teachers with behavior plans, assist teachers with career exploration ideas</p>
January	<p><b>Academic:</b> Weekly CORE Meetings, coordinate and monitor service agreements, participate in IEP meetings, participate in early intervention meetings</p> <p><b>Career:</b> monitor career exploration activities and artifacts</p> <p><b>Personal/Social:</b> Guidance lessons, weekly CORE meetings, coordinate and monitor service agreements, participate in IEP meetings, develop and assist teachers with behavior plans</p> <p>Weekly CORE Meetings, Lunch Bunch Groups, Guidance lessons, coordinate and monitor service agreements, participate in IEP meetings, develop, participate in early intervention meetings, monitor and assist teachers with behavior plans, monitor career exploration activities and artifacts</p>
February	<p><b>Academic:</b> Celebrate School Counselors' Week, Weekly CORE Meetings, coordinate and monitor service agreements, participate in IEP meetings</p> <p><b>Career:</b> Celebrate School Counselors' Week, monitor career exploration activities and artifacts</p> <p><b>Personal/Social:</b> Celebrate School Counselors' Week, Guidance lessons, weekly CORE meetings, coordinate and monitor service agreements, participate in IEP meetings, develop and assist teachers with behavior plans</p> <p>Celebrate School Counselors' Week, Weekly CORE Meetings, Lunch Bunch Groups, Guidance lessons, coordinate and monitor service agreements, participate in early intervention meetings and IEP meetings, develop, monitor or assist teachers with behavior plans, monitor career exploration activities and artifacts</p>
March	<p><b>Academic:</b> Guidance lessons, weekly CORE meetings, coordinate and monitor service agreements, participate in IEP meetings</p>

	<p><b>Career:</b> monitor career exploration activities and artifacts</p> <p><b>Personal/Social:</b> Guidance lessons, weekly CORE meetings, coordinate and monitor service agreements, participate in IEP meetings, develop and assist teachers with behavior plans</p> <p>Weekly CORE Meetings, Lunch Bunch Groups, Guidance lessons, coordinate and monitor service agreements, participate in IEP meetings, develop, monitor or assist teachers with behavior plans, monitor career exploration activities and artifacts</p>
April	<p><b>Academic:</b> Kindergarten Screenings, Weekly CORE Meetings, Lunch Bunch Groups, Guidance lessons, coordinate and monitor service agreements, participate in IEP meetings</p> <p><b>Career:</b> monitor career exploration activities and artifacts</p> <p><b>Personal/Social:</b> Kindergarten Screenings, Weekly CORE Meetings, Lunch Bunch Groups, Guidance lessons, coordinate and monitor service agreements, participate in IEP meetings, develop, monitor or assist teachers with behavior plans</p> <p>Kindergarten Screenings, Weekly CORE Meetings, Lunch Bunch Groups, Guidance lessons, coordinate and monitor service agreements, participate in IEP meetings, develop, monitor or assist teachers with behavior plans, monitor career exploration activities and artifacts</p>
May	<p><b>Academic:</b> COGAT assessments, Weekly CORE Meetings, Lunch Bunch Groups, Guidance lessons, coordinate and monitor service agreements, participate in IEP meetings</p> <p><b>Career:</b> collect career readiness artifacts</p> <p><b>Personal/Social:</b> Weekly CORE Meetings, Lunch Bunch Groups, Guidance lessons, coordinate and monitor service agreements, participate in IEP meetings, monitor behavior plans</p> <p>COGAT assessments, Weekly CORE Meetings, Lunch Bunch Groups, Guidance lessons, coordinate and monitor service agreements, participate in IEP meetings, monitor behavior plans, collect career readiness artifacts</p>
June	<p><b>Academic:</b> File transition meeting, coordinate and monitor service agreements, participate in IEP meetings, review of next year's student caseloads</p> <p><b>Career:</b> input career readiness artifacts onto a database</p> <p><b>Personal/Social:</b> File transition meeting, coordinate and monitor service agreements, participate in IEP meetings, review of next year's student caseloads</p>

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<b>September</b>	<p><b>Academic:</b> Incoming student cum reviews, parent contacts, student/ teacher/parent conference,communicate with outside agencies plan and implement counseling intro lessons, second step lesson overview and Spartan Pride lessons, review 504 service agreements, participate in "Back to School Night", Schedule and plan for upcoming CORE team meetings and Spartan Support Meetings</p> <p><b>Career:</b>Schedule/plan Second Step Lessons</p> <p><b>Social/Emotional:</b> Promote positive school climate, school wide positive behavior support, visit all classrooms to discuss issues/concern and school counseling program, provide students a self referral form, review behavior plans with school team, meet with new students as well as other students in need, begin planning for future support groups</p>
<b>October</b>	<p><b>Academic:</b> Parent contacts, student/ teacher/parent conference,communicate with outside agencies plan and implement Second Step lessons, plan Spartan Pride lessons, review 504 service agreements, schedule and plan for upcoming CORE team meetings and Spartan Support Meetings</p> <p><b>Career:</b> Second Step Lessons</p> <p><b>Social/Emotional:</b> Develop and implement behavior plans, teach Peer Assistant Leaders, supervise peer mediation sessions, conduct mediations, provide individual counseling, sort and screen self-referrals, crisis counseling / intervention, develop, implement and monitor 504 plans</p>
<b>November</b>	<p><b>Academic:</b> Parent contacts, student/ teacher/parent conferences,communicate with outside agencies plan and implement Second Step lessons, plan Spartan Pride lessons, review 504 service agreements, schedule and plan for upcoming CORE team meetings and Spartan Support Meetings</p> <p><b>Career:</b> Second Step Lessons</p> <p><b>Social/Emotional:</b> Develop and implement behavior plans, Teach Peer Assistant Leaders, Supervise peer mediation sessions, conduct mediations, provide individual counseling, sort and screen self-referrals, crisis counseling / intervention, develop, implement and monitor 504 plans</p>

<b>December</b>	<p><b>Academic:</b> Parent contacts, student/ teacher/parent conferences,communicate with outside agencies plan and implement Second Step lessons, plan Spartan Pride lessons, review 504 service agreements, schedule and plan for upcoming CORE team meetings and Spartan Support Meetings</p> <p><b>Career:</b>Second Step Lessons</p> <p><b>Social/Emotional:</b> Develop and implement behavior plans, Teach Peer Assistant Leaders, Supervise peer mediation sessions, conduct mediations, provide individual counseling, sort and screen self-referrals, crisis counseling / intervention, develop, implement and monitor 504 plans</p>
<b>January</b>	<p><b>Academic:</b> Parent contacts, student/ teacher/parent conferences,communicate with outside agencies plan and implement Second Step lessons, plan Spartan Pride lessons, review 504 service agreements, schedule and plan for upcoming CORE team meetings and Spartan Support Meetings</p> <p><b>Career:</b> Second Step Lessons</p> <p><b>Social/Emotional:</b> Develop and implement behavior plans, Teach Peer Assistant Leaders, Supervise peer mediation sessions, conduct mediations, provide individual counseling, sort and screen self-referrals, crisis counseling / intervention, develop, implement and monitor 504 plans</p>
<b>February</b>	<p><b>Academic:</b> Parent contacts, student/ teacher/parent conferences,communicate with outside agencies plan and implement Second Step lessons, plan Spartan Pride lessons, review 504 service agreements, schedule and plan for upcoming CORE team meetings and Spartan Support Meetings</p> <p><b>Career:</b> Second Step Lessons</p> <p><b>Social/Emotional:</b>Develop and implement behavior plans, Teach Peer Assistant Leaders, Supervise peer mediation sessions, conduct mediations, provide individual counseling, sort and screen self-referrals, crisis counseling / intervention, develop, implement and monitor 504 plans</p>
<b>March</b>	<p><b>Academic:</b> Parent contacts, student/ teacher/parent conferences,communicate with outside agencies plan and implement Second Step lessons, plan Spartan Pride lessons, review 504 service agreements, schedule and plan for upcoming CORE team meetings and Spartan Support Meetings</p> <p><b>Career:</b> Second Step Lessons</p> <p><b>Social/Emotional:</b> Develop and implement behavior plans, Teach Peer Assistant Leaders, Supervise peer mediation sessions, conduct mediations, provide individual counseling, sort and screen self-referrals, crisis counseling / intervention, develop,</p>

	implement and monitor 504 plans
<b>April</b>	<p><b>Academic:</b> Parent contacts, student/ teacher/parent conferences,communicate with outside agencies plan and implement Second Step lessons, plan Spartan Pride lessons, review 504 service agreements, schedule and plan for upcoming CORE team meetings, Spartan Support Meetings, Coordinate all aspects of PSSA testing, Develop, implement and monitor 504 plans</p> <p><b>Career:</b>Second Step Lessons</p> <p><b>Social/Emotional:</b> Develop and implement behavior plans, Teach Peer Assistant Leaders, Supervise peer mediation sessions, conduct mediations, provide individual counseling, sort and screen self-referrals, crisis counseling / intervention, develop, implement and monitor 504 plans</p>
<b>May</b>	<p><b>Academic:</b> Parent contacts, student/ teacher/parent conferences,communicate with outside agencies plan and implement Second Step lessons, plan Spartan Pride lessons, review 504 service agreements, schedule and plan for upcoming CORE team meetings, Spartan Support Meetings,Coordinate all aspects of PSSA testing, Develop, implement and monitor 504 plans</p> <p><b>Career:</b> Second Step Lessons</p> <p><b>Social/Emotional:</b> Develop and implement behavior plans, Teach Peer Assistant Leaders, Supervise peer mediation sessions, conduct mediations, provide individual counseling, sort and screen self-referrals, crisis counseling / intervention, develop, implement and monitor 504 plans</p>
<b>June</b>	<p><b>Academic:</b> Parent contacts, student/ teacher/parent conferences,communicate with outside agencies plan and implement Second Step lessons, plan Spartan Pride lessons, review 504 service agreements, schedule and plan for upcoming CORE team meetings and Spartan Support Meetings</p> <p><b>Career:</b> Second Step Lessons/Spartan Pride Lessons</p> <p><b>Social/Emotional:</b> Develop and implement behavior plans, Teach Peer Assistant Leaders, Supervise peer mediation sessions, conduct mediations, provide individual counseling, sort and screen self-referrals, crisis counseling / intervention, develop, implement and monitor 504 plans</p>

**Middle School:**

September	<p><b>Academic:</b> Incoming student orientations; Individual and group guidance meetings; Renew, coordinate and monitor Service Agreements, Weekly SAP/CARE Meetings; Participate in Back to School night; Participate in IEPs; Serve as Homeroom Advisory Partners; Attend weekly team meetings; Participate in interim and marking period support meetings</p> <p><b>Career:</b> Individual and group guidance meetings; Participate in IEPs</p> <p><b>Personal/Social:</b> Incoming student orientations; New student meetings; Individual and group guidance meetings; Lunch time groups; Weekly SAP/CARE Meetings; Run Spartan Block groups (morning activity period); Crisis response as needed.</p>
October	<p><b>Academic:</b> Renew, coordinate and monitor Service Agreements; Weekly SAP/CARE Meetings; Participate in IEPs; Serve as Homeroom Advisory Partners; Run Spartan Block groups; Attend weekly team meetings; Participate in interim and marking period support meetings</p> <p><b>Career:</b> Guidance lessons</p> <p><b>Personal/Social:</b> Individual and group guidance meetings; Lunch time groups; Weekly SAP/CARE Meetings; Guidance lessons, Run Spartan Block groups; CPR training; Crisis response as needed</p>
November	<p><b>Academic:</b> Coordinate and monitor Service Agreements, Individual and group guidance meetings; Weekly SAP/CARE Meetings; Participate in IEPs; Serve as Homeroom Advisory Partners; Attend weekly team meetings; Science Fair monitoring and support; Participate in interim and marking period support meetings; Participate in parent conferences</p> <p><b>Career:</b> Guidance lessons</p> <p><b>Personal/Social:</b> Individual and group guidance meetings; Lunch time groups; Weekly SAP/CARE Meetings; Guidance lessons, Run Spartan Block groups; Nonviolent Crisis Prevention training; Crisis response as needed.</p>
December	<p><b>Academic:</b> Coordinate and monitor Service Agreements, Individual and group guidance meetings; Weekly SAP/CARE Meetings; Participate in IEPs; Serve as Homeroom Advisory Partners; Attend weekly team meetings; Participate in interim and marking period support meetings</p>

	<p><b>Career:</b> Guidance lessons, Counselors meeting at Eastern Center (Montgomery County Technology School)</p> <p><b>Personal/Social:</b> Individual and group guidance meetings; Lunch time groups; Weekly SAP/CARE Meetings; Guidance lessons, Run Spartan Block groups; Crisis response as needed</p>
January	<p><b>Academic:</b> Coordinate and monitor Service Agreements, Individual and group guidance meetings; Weekly SAP/CARE Meetings; Guidance lessons, Participate in IEPs; Serve as Homeroom Advisory Partners; Attend weekly team meetings; Participate in interim and marking period support meetings</p> <p><b>Career:</b> Guidance lessons, 8<sup>th</sup> grade trip to Eastern Center</p> <p><b>Personal/Social:</b> Individual and group guidance meetings; Lunch time groups; Weekly SAP/CARE Meetings; Run Spartan Block groups; Crisis response as needed</p>
February	<p><b>Academic:</b> Coordinate and monitor Service Agreements, Individual and group guidance meetings; Weekly SAP/CARE Meetings; Participate in IEPs; Serve as Homeroom Advisory Partners; Attend weekly team meetings; Participate in interim and marking period support meetings</p> <p><b>Career:</b> Guidance lessons</p> <p><b>Personal/Social:</b> Individual and group guidance meetings; Lunch time groups; Weekly SAP/CARE Meetings; Guidance lessons, Run Spartan Block groups; Provide support for NOPE (drug prevention) assembly; Crisis response as needed</p>
March	<p><b>Academic:</b> Coordinate and monitor Service Agreements, Individual and group guidance meetings; Weekly SAP/CARE Meetings; Participate in IEPs; Serve as Homeroom Advisory Partners; PSSA prep, Attend weekly team meetings; Participate in interim and marking period support meetings; Participate in parent conferences</p> <p><b>Career:</b> Guidance lessons, Counselors meeting at Eastern Center (Montgomery County Technology School)</p> <p><b>Personal/Social:</b> Individual and group guidance meetings; Lunch time groups; Weekly SAP/CARE Meetings; Guidance lessons, Run Spartan Block groups; Crisis response as needed</p>
April	<p><b>Academic:</b> Coordinate and monitor Service Agreements, Individual and group guidance meetings; Weekly SAP/CARE Meetings; Participate in IEPs; Serve as Homeroom Advisory</p>

	<p>Partners; PSSA prep and testing, Attend weekly team meetings; Participate in interim and marking period support meetings</p> <p><b>Career:</b> Guidance lessons, 5<sup>th</sup> -6<sup>th</sup> transition activities</p> <p><b>Personal/Social:</b> Individual and group guidance meetings; Lunch time groups; Weekly SAP/CARE Meetings; Guidance lessons, Run Spartan Block groups; Crisis response as needed</p>
May	<p><b>Academic:</b> Coordinate and monitor Service Agreements, Individual and group guidance meetings; Weekly SAP/CARE Meetings; Participate in IEPs; Serve as Homeroom Advisory Partners; 5<sup>th</sup> -6<sup>th</sup> transition visits, PSSA testing and pack-up, Attend weekly team meetings; Participate in interim and marking period support meetings</p> <p><b>Career:</b> Guidance lessons, 5<sup>th</sup> -6<sup>th</sup> transition visits</p> <p><b>Personal/Social:</b> Individual and group guidance meetings; Lunch time groups; Weekly SAP/CARE Meetings; Guidance lessons, Run Spartan Block groups; 5<sup>th</sup> -6<sup>th</sup> transition visits, Crisis response as needed</p>
June	<p><b>Academic:</b> Coordinate and monitor Service Agreements, Individual and group guidance meetings; Weekly SAP/CARE Meetings; Participate in IEPs; Serve as Homeroom Advisory Partners; Attend weekly team meetings; Participate in interim and marking period support meetings; 8<sup>th</sup> to 9<sup>th</sup> transition activities</p> <p><b>Career:</b> Guidance lessons, 8<sup>th</sup> to 9<sup>th</sup> transition activities</p> <p><b>Personal/Social:</b> Individual and group guidance meetings; Lunch time groups; Weekly SAP/CARE Meetings; Guidance lessons, Run Spartan Block groups; Crisis response as needed</p>

### High School:

September	<p><b>Academic-</b> College planning, college application review/submit supporting documentation, individual senior outreach, schedule/host 504 review meetings if needed/send accommodations to staff, back to school night, scheduling, letters of recommendations, National Merit Scholar application, transcript evaluations,</p>
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	<p>IEP/GIEP/504 meetings, varied per individual student need, Participate in SITE, Attendance, SAP, and Guidance meetings</p> <p><b>Career-</b> Senior outreach, planning, presentations, college rep visits to high schools, varied individual career counseling, varied per individual student need</p> <p><b>Personal/Social-</b> Varied, social/peer counseling, high school transition, SAP</p>
October	<p><b>Academic-</b> PSAT, 9th grade programming: assembly presentation: Honor Code break-out sessions, senior outreach continue, scheduling, letters of recommendations, college application review/submit supporting documentation, National Merit Scholars, College Planning Presentation (parents), Financial Aid Night, FAFSA Night, IEP/GIEP/504 meetings, varied per individual student need, Naviance account set-up and Career Interest Profiler (9th), Participate in SITE, Attendance, SAP, and Guidance meetings</p> <p><b>Career -</b>PSAT, Naviance (9<sup>th</sup> grade), college applications continue, senior conferences continue, varied individual career counseling, MCCC/PSU campus visit for seniors.</p> <p><b>Personal/Social-</b> Varied social/peer counseling, SAP</p>
November	<p><b>Academic-</b> Senior outreach, visit post-secondary opportunities, faculty meetings, continue college applications/conferencing, scheduling, letters of recommendations, college application review/submit supporting documentation, transcript evaluations, failure notices (1<sup>st</sup> MP), IEP/GIEP/504 meetings, varied per individual student need, AP Coordination, Naviance lesson (10<sup>th</sup>), Participate in SITE, Attendance, SAP, and Guidance meetings</p> <p><b>Career-</b>Career exploration, classroom guidance (10<sup>th</sup>)</p> <p><b>Personal/Social-</b> Varied, social/peer counseling, high school transition, SAP</p>
December	<p><b>Academic-</b> Individual counseling, classroom guidance, monthly counselor meeting, College application (continued), faculty meetings, IEP/GIEP/504 meetings, college application review/submit supporting documentation, AP coordination, parent/teacher conferences (requested), behavior plans, PSAT results assembly, Eastern Program, Participate in SITE, Attendance, SAP, and Guidance meetings</p> <p><b>Career-</b> Post-secondary opportunities/research, classroom guidance (11<sup>th</sup>), Career Scope inventory</p> <p><b>Personal/Social-</b> Classroom guidance, individual counseling, parent conferences (as needed) staff-parent consultation, SAP</p>
January	<p><b>Academic-</b> Keystone Exams, midyear scheduling (as needed), final exams, junior conferences, letters of recommendations, IEP/GIEP/504 meetings, AP coordination,</p>

	<p>scholarship coordination, varied per individual student need, Participate in SITE, Attendance, SAP, and Guidance meetings</p> <p><b>Career-</b> Varied individual/social/career counseling</p> <p><b>Personal/Social-</b> Varied, social/peer counseling, SAP</p>
February	<p><b>Academic-</b> Individual Junior/Parent conference , freshman conference continue, Curriculum Night, course selection process begins, classroom lesson (9<sup>th</sup>), scheduling, letters of recommendations, failure notices, classroom lesson (11<sup>th</sup>), IEP/GIEP/504 meetings, AP coordination, scholarship coordination, varied per individual student need, Participate in SITE, Attendance, SAP, and Guidance meetings. Support students with applying to MCCC and registering for the placement test</p> <p><b>Career-</b> Varied individual career counseling, 11<sup>th</sup> grade classroom lesson, Naviance (9<sup>th</sup>), Eastern Center Visit</p> <p><b>Personal/Social-</b> Varied, social/peer counseling, high school transition, SAP</p>
March	<p><b>Academic-</b> Individual junior/Parent conference, course selection continues/counselors consult and advise, scheduling, letters of recommendations, transcript evaluations, IEP/GIEP/504 meetings, scholarship coordination, AP coordination, varied per individual student need, , Participate in SITE, Attendance, SAP, and Guidance meetings</p> <p><b>Career-</b> Varied individual career/peer counseling</p> <p><b>Personal/Social-</b> Varied, social/peer counseling, high school transition, SAP</p>
April	<p><b>Academic-</b> Senior college wrap-up (as needed), Individual Junior/Parent conference, Course selection, scheduling, letters of recommendations, MP failure notices, IEP/GIEP/504 meetings, scholarship coordination, AP coordination, MCCC-seniors choose classes for following fall, Participate in SITE, Attendance, SAP, and Guidance meetings</p> <p><b>Career-</b> Varied individual career counseling, Career Day/Fair, MCCC campus visit</p> <p><b>Personal/Social-</b> Varied social/peer counseling, SAP</p>
May	<p><b>Academic-</b> Keystone exams, AP Exams, IEP/GIEP/504 meetings/transition meetings, Individual Junior/Parent conferences, AP coordination/administer exams, course schedule distribution/review, varied per individual student need, Participate in SITE, Attendance, SAP, and Guidance meetings</p> <p><b>Career-</b> Varied individual conferencing related to course selection/Eastern Center registration</p> <p><b>Personal/Social-</b> Varied social/peer counseling (as needed), SAP</p>

June	<p><b>Academic-</b> Participate in SITE, Attendance, SAP, and Guidance meetings, final exams, Seniors- graduation, final transcript, summer school referrals/failure letters, finalize course schedule distribution/review, faculty meeting, professional development, finalize AP coordination, Participate in SITE, Attendance, IEP/GIEP/504 meetings, and Guidance meetings</p> <p><b>Career-</b> Finalize Eastern Center enrollment, varied individual/social/career counseling</p> <p><b>Personal/Social-</b> Varied social/peer counseling, SAP</p>
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The linked developmental crosswalk identifies activities and standards at each level within our school district.  
[https://docs.google.com/spreadsheets/d/1FiTKh-5Sart4PS82HZxMcz1lwtJ2\\_CIFNTmhrTEUKN0/edit#gid=2051387229](https://docs.google.com/spreadsheets/d/1FiTKh-5Sart4PS82HZxMcz1lwtJ2_CIFNTmhrTEUKN0/edit#gid=2051387229)

## Concept 6: Program Delivery Style

The importance of understanding how resources are allocated for the delivery of the program is a critical outcome of providing an accurate picture of the types of K-12 student interventions.

This is the *how* of the program and represents the style of interventions with students and others and reveals how the program functions directly and indirectly.

Common items include the following:

1. Each level is included (elementary, middle, high).
2. The three tiers of delivery are reflected in the system:
  - Tier 1- Curriculum - all students
  - Tier 2 - Responsive/Prevention/Intervention - individual or multiple students
  - Tier 3 - Proactive Individual Academic/Career Planning – individual student

The system should reflect both direct and indirect delivery of the program. It is recommended that 80% of time be spent with students and 20% without students over the course of the school year. This link gives an overview of that data:

[https://docs.google.com/presentation/d/1iep2sCjYLzK1wd6r2ZpqDaJJxaEc7PKCOFqGQkNuEHk/edit#slide=id.g10e2f21524\\_0\\_30](https://docs.google.com/presentation/d/1iep2sCjYLzK1wd6r2ZpqDaJJxaEc7PKCOFqGQkNuEHk/edit#slide=id.g10e2f21524_0_30)

## Concept 7: K-12 Curriculum Scope and Sequence

This section reflects a snapshot of all of the interventions that students receive during the delivery of the program. Document should be updated annually. It is the K-12 curriculum of the program.

Is there an action plan in place that describes program delivery?

- Program Content
- Alignment to ASCA mindsets and behaviors/CEW Standards
- Materials
- Time Frame
- Assessment
- Facilitator
- Counselor Contact

### Second Step K-5 Scope and Sequence

#### Middle School Guidance Lessons

<b>Grade 6</b>	<ol style="list-style-type: none"><li>1. Time Management <i>ASCA B-LS.1</i> <i>ASCA B-LS.3</i> <i>ASCA B-LS.7</i> <i>ASCA B-SMS.8</i></li><li>2. Rumors, Gossip, and Conflict <i>ASCA B-SM.1</i> <i>ASCA B-SMS.7</i> <i>ASCA B-SS.2</i> <i>ASCA B-SS.8</i></li><li>3. Conflict Resolution <i>ASCA B-SM.1</i> <i>ASCA B-SS.4</i> <i>ASCA B-SS.8</i> <i>ASCA B-SS.9</i></li></ol>
<b>Grade 7</b>	<ol style="list-style-type: none"><li>1. "After...Then Game" <i>PS:A1.8 Understand the need for self-control and how to practice it</i> <i>PS:A1.9 Demonstrate cooperative behavior in groups</i> <i>PS:A2.1 Recognize that everyone has rights and responsibilities</i> <i>PS:A2.2 Respect alternative points of view</i></li></ol>

	<p><i>PS:A2.3 Recognize, accept, respect and appreciate individual differences</i></p> <p><i>PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity</i></p> <p><i>PS:A2.5 Recognize and respect differences in various family configurations</i></p> <p><i>PS:A2.6 Use effective communications skills</i></p> <p><i>PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior</i></p> <p><i>C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills</i></p> <p>2. Non-Traditional Careers</p> <p><i>ESSA 13.1.8 Career Awareness and Preparation</i></p> <p><i>C:A1.2 Learn about the variety of traditional and nontraditional occupations</i></p> <p>3. Making Lemons into Lemonade</p> <p><i>ASCA C:1.1 School/life balance</i></p> <p><i>ASCA PS:A1.4 Change and growth</i></p> <p><i>ASCA PS:B1.4 Coping skills</i></p>
<b>Grade 8</b>	<p>1. Career Inventory Review</p> <p><i>ESSA 13.1.5 A,B, H,</i></p> <p><i>ASCA C:A1.1 and 3, C:B1.2</i></p> <p>2. Eastern Center for Arts and Technology trip and reflection</p> <p><i>ASCA C:A1.1, C:A1.2, C:B2.1</i></p> <p>3. Harmful Behaviors</p> <p><i>ASCA B-SMS.2</i></p> <p><i>ASCA B-SMS.7</i></p> <p><i>ASCA B-SMS.9</i></p>

## Concept 8: Annual K-12 Program

Specific guide for program direction and accountability:

- Program goals specific to grade level (e.g., elementary, middle, high)
- Revised annually
- Measurable (preferably in SMART format) and reported to stakeholders (i.e., advisory council, school board, staff, and community).

Are the annual program goals specific to grade level (elementary, middle, high), measurable (SMART), and listed by domain (academic, career, and social/emotional)?

*S – Specific M – Measurable A- Achievable – Realistic/Results-focused/Relevant – T – Time Bound*

## Concept 9: Academic/Career Plan and Portfolio Process

The plan describes the career readiness activities aligned to standards and is a written description of *how* and *when* activities and interventions occur for students and *what* decisions they will be making.

### High School

- 1st Community Service Reflection Survey (9th, 10th, 11th & 12th)
- 2nd Community Service Reflection Survey (9th, 10th, 11th & 12th)
- Career Day Reflection (9th, 10th, 11th & 12th)
- Career Interest Profiler Reflection Questions (9th, 10th & 11th)
- Career Scope Assessment Reflection Questions (9th, 10th & 11th)
- College Fair Reflection (11th & 12th)
- College Campus Visit (1) (10th & 11th)
- College Campus Visit (2) (10th & 11th)
- College Rep. Visit (11th & 12th)
- Do What You Are Reflection Questions (9th, 10th & 11th)
- Group Learning (9th, 10th, 11th & 12th)
- Learner Profile (9th)
- Pre-Junior Conference Survey (11th)
- Standard Field Trip Experience (1) (9th, 10th, 11th & 12th)
- Standard Field Trip Experience (2) (9th, 10th, 11th & 12th)
- Student Activity Sheet (9th, 10th, 11th & 12th)

## Concept 10: Stakeholders

Various stakeholders bring unique and important perspectives and resources to the K-12 program. The five stakeholder groups benefit from a comprehensive and effective K-12 program and are integral in the implementation of the program. The five stakeholders include students, parents/guardians, educators, business/community, post-secondary.

**Students** will participate in Guidance and Counseling programs and services in order to achieve their personal best.

**Parents** will partner with counselors to guide their children to achieve their personal best through counseling programs and services: Orientation meetings/tours, CORE meetings, career days, parent teacher conferences, IEP and GIEP meetings, back to school nights, college preparation meetings, Coffee and Conversation series.

**Teachers** will support counselors in their delivery of programs and services to stakeholders so that students are able to achieve their personal best through counseling programs and services: parent/teacher conferences, CORE meetings, grade level/department meetings, crisis management team, student council, substance abuse education.

**Business/Community** members will partner with counselors to guide students to achieve their personal best through counseling programs and services: career presentations, career fair, technical training/education, support groups, leadership groups, community service.

In **Post-secondary** efforts, counselors will partner with stakeholders to assist students in achieving their personal best in post-secondary education or military service through counseling programs and services: GED consultant, meeting with career and technical college representatives, meeting with college admissions representatives, college field trips, meeting with military representatives.

## Concept 11: Advisory Council

The recommended practice for engaging stakeholders on a strategic and systemic basis is through a K-12 advisory council. Representation from all five stakeholder groups assists in developing program objectives, garnering resources, and building a collaborative process for program sustainability.

Recommendations include the following:

- Balance of membership to include both internal and external stakeholders (includes representation from the business and post-secondary partners)
- Minimum of two meetings per year with agendas and minutes
- Program goals stated and outcomes reported at advisory council meetings

#### *Advisory Boards/Councils (handouts provided)*

- *Aim for first meeting in early/mid September 2019, second meeting early February 2020, final meeting in late June 2020 (as needed)*
- *Agenda to focus on career readiness indicators, event planning K12, connections for career readiness experiences for students at the high school, sharing out of data from the FRI*
- *Listen to the needs of the business partners for future employees*

#### Chairperson

- MaryJo Yannacone, Assistant Superintendent

#### Administration

- Zach Fuller - Middle School Principal
- Damian Johnston - Director of Special Education
- Pierre LaRocco - High School Assistant Principal
- Andre McLaurin - Erdenheim Principal
- Chuck Rittenhouse - High School Principal
- Catherine VanVooren - Enfield Principal

#### Counseling Staff

- Cathleen Dougherty - Erdenheim
- Mayra Ramos-Cook - Enfield
- Bill Shearer - High School
- Judy Smith - Middle School

#### Special Education Staff

- Nicolle Schrage - Transition Liaison

#### General Education Staff

- Kevin Martin - Senior Seminar Instructor
- Nora Neumann - Librarian
- Jen Roberts - Librarian
- Taylor Zeldes - MS/HS Business

#### Support Staff

- Tara Kane - Guidance Department Administrative Assistant

#### Community/Agency Members

- Michael Harcum, MCCC Coordinator of Admissions and Dual Enrollment
- Allison Heinemann, Vocational Counselor, OVR
- Judge Kate McGill, Montgomery County Court
- Deborah Sapin-Feldstein, Aldersgate
- Veronica Stanley, Eastern Center for Arts and Technology



## Concept 12. Career and Post-Secondary Resources

This section reflects building an ongoing network with a range/variety of resources for career development interventions and program growth.

- Provides multiple contacts in all vocational categories; update on an ongoing basis
- Includes a range of post-secondary institutions and programs
- Links industry resources to the 16 career clusters and career pathways
- Reflects work-based opportunities in career readiness (e.g., job shadow, internships, external career cluster programs, mentorships, service learning experiences)

Program Goals	Grade Level	Activities/Event Dates	Start/End Dates	Participants
To increase awareness of various community helpers, their jobs and responsibilities.	K	Students will partake in a community scavenger hunt, listen to guest speakers discuss their careers and participate in a yard sale to learn the value of money, negotiation, and collaboration.	October -May	Community Helpers, Kindergarten Students, Teachers and Parents
To teach students soft skills such as getting along with others, appreciating differences and showing kindness		Classroom guidance lessons	September-June	School Counselor, Teachers and Students
To explore various professions and career fields.	1	Teachers will read a biography out loud to the class and will help students brainstorm potential careers. Students will complete a written response using a web of ideas.	April	Students and Teachers
To teach students soft skills such as getting along with others, appreciating differences, showing kindness and problem solving		Classroom guidance lessons	September-June	School Counselor, Teachers and Students

To continue to increase student awareness of career and postsecondary education, all students will have access to field trips that explore the following careers: Education, Law Enforcement, Judicial System, Arts & Sciences, Technology, Engineering, Mental Health, Fire and Safety, Agriculture, Authors, and illustration.	2-5	Site Visits, Classroom Visits with Discussions, Written Reflections, Student Research, and Projects	September-June	Students Teachers Parents Guardians Community Members
Through service learning activities, students will be exposed to various non-profit careers as well as the impact of service to others in their surrounding community.	2-5	Site Visits, Classroom Visits with Discussions, Written Reflections, Student Research, Planning, and Projects.	September-June	Teachers Students
To increase student understanding of skills needed to be successful when collaborating and working with others, students will be exposed to a social-emotional curriculum that teaches them social skills to be effective learners, listeners, thinkers, and problem-solvers.	2-5	Classroom Discussions, Written Reflections, Projects, Team Building Activities, and Self-Assessment	September-June	Teachers Students
To increase student competence in career “soft skills” (executive functioning, time management, organizational skills, etc.)	6-8	Classroom guidance lessons; Related curricula (STEM, Academic Support, etc.)	October - May	School Counselors; Teachers; Community Partners (ECAT)
To explore various professions and career clusters, including non-traditional career options and career inventories	7-8	Classroom guidance lessons; Related curricula (STEM, Academic Support, etc.)	October - May	School Counselors; Teachers; Community Partners (ECAT)
To increase awareness of career and technical post-secondary institutions through meetings/visit opportunities with career and technical college representatives	9-12	Meeting with career and technical college admissions representatives in-house at the high school	Ongoing throughout the school year	College Admissions Representatives /ECAT Success Counselors/

				Students/ Counselors
To increase awareness of post-secondary institutions through field trips and extended learning opportunities to select colleges/universities	9-12	Field Trips to select colleges/universities /certification programs/trade schools	Twice throughout the school year	Students/College Admissions Representatives , Counselors, Transition Liaison
To increase awareness of military service branches	9-12	Meeting with Military Representatives in-house at the high school	Ongoing throughout the school year	Military Representatives /Counselor/Students
To increase post-secondary vocational pathways and supports through collaboration with the regional Office of Vocational Rehabilitation	9-PG	OVR vocational counselor meets with students receiving services through an IEP	Ongoing throughout the school year	Students/Guardians/OVR Vocational Counselor/Transition Liaison
To increase career awareness and exploration, students can select to participate in Work Study or Senior Internship to foster career awareness, exploration, and readiness	11-PG	Student participation in Work Study and Senior Internship that is standard aligned	Ongoing throughout the school year	Students/Counselor/Community Partners/ Mentors
Comprehensive post-secondary transition planning to meet the needs of diverse learners	9-PG	Students will have the opportunity to participate in career-related and work-based learning	Ongoing throughout the school year	Students/Counselor/Community Agency Representatives /Transition Team

## Concept 13. Career and Technical Strategies

Regional resources are utilized for career and technical strategies, including, but not limited to, Eastern Center for Arts and Technology, Montgomery County Community College, Penn State - Abington campus, Arcadia University, and the Montgomery County Intermediate Unit Montco Works program.

#### Eastern Center for Arts and Technology (ECAT)

Eastern Summer Fun Courses	Summer courses for students in grades 6-9
Eastern Career Exploration	9th
Eastern Program Visitations	8th and 10th
Eastern Trade Programming	11th-PG
Eastern Internship Meeting	11th
Eastern Success Coordinator attends enrolled students' IEP meetings to review progress	11th-PG
Annual Eastern Open House	Students, Parents/Guardians/Educators/Administrators
On-going program visitation	Students, Parents/Guardians/Educators
Eastern & STHS Shared View Meetings	Educators/Administrators/Eastern Success Counselor(s)
Eastern Counselor/Special Education Liaison Committee Meetings	Educators/Administrators/Eastern Success Counselor(s)

#### Community College Partnerships

Montgomery County Community College/Penn State Abington	Annual fall visit for juniors and seniors to explore and compare college programs. Students learn about the admission process/requirements, support services, financial aid, and campus engagement.
Montgomery County Community College	Annual placement testing held at Springfield Township High School (students have the opportunity to take the assessments and review the results with advisors)
Montgomery County Community College	Annual follow-up visit for seniors to meet with advisors and support services to bridge post-secondary next steps (scheduling courses for summer/fall and meet with disability services)

Micro-Credentialing w/ Montgomery County Community College	At Montgomery County Community College, Pottstown Campus, Micro-credentials are mini-qualifications that demonstrate skills or knowledge in a given subject area. The credentials can be broad or specific in focus depending on the subject area in high demand/high priority occupations being explored.
Montgomery County Community College Dual Enrollment	Course offerings in which students can earn both High School and college credits from MCCC. These courses are taught by High School staff that have been approved as MCCC professors.
Montgomery County Community College Power Program	A program for students who have been diagnosed with a mental health issue and are able to complete college work. Through the program students are exposed to strategies to develop individual career and educational plans, create/enhance a resume, career and educational exploration, assistance with financial aid applications, registration and course selection (for those continuing at MCCC).