

K-12 School Counseling Plan - Chapter 339

Hampton Township School District

March 2024



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A. Counselor-Related Items of the Plan (1-3)

1. School Counselors and Assignments

Counselor's Name	Building	Ratio
Amy Kinney	Wyland Elementary	360:1
Melissa Maley	Central Elementary	465:1
Ellen Giarrusso	Poff Elementary	320:1
Jill Kampmeyer	Hampton Middle School	325:1
Danielle Wike	Hampton Middle School	325:1
Kim Cavitt	Hampton High School	250-1
Matt Combi	Hampton High School	250-1
Terri Koprivnikar	Hampton High School	250-1
Marisa Panzer	Hampton High School	250-1

2. Role of the School Counselor: ASCA

A. As leaders, counselors will encourage and empower students to make productive and successful academic, career, and personal/social development decisions.

- Manage and implement a comprehensive and developmental school counseling program.
- Serving as leaders on the Student Assistance Team, Crisis Team, MTSS Team, Positive Behavior Intervention and Supports (PBIS), and Grade Level Teams
- Assist students in achieving academic, career, and personal/social success
- Work in collaboration with administration, teachers, parents/guardians, and the community

B. As an advocate, the counselors will support and intercede on behalf of all students with all stakeholders.

- Provide education, career, and post-secondary exploration to all
- Address and incorporate American School Counselor Association standards, Pennsylvania Department of Education Academic Standards for Career Education and Work (CEW), interpersonal skills, and School Climate standards in the school counseling program.
- Provide academic, career, and personal/social counseling
- Act as advocates through various meetings with stakeholders, including Child Study, individual parent meetings, and educational team meetings

C. As collaborators, the counselors will serve as liaisons between educators, parents, and community stakeholders to discuss and develop the student's academic, career, and personal/ social success.

- Provide information to all stakeholders through various outlets (print, social media, Naviance, web resources)
- Access professional development to enhance student success
- Serve on building and district committees

D. As an agent of systemic change, the counselors will analyze data for implementing the school-wide program.

- Identify and examine data such as attendance, test scores, discipline referrals, grades, and graduation rates.
- Identify students who need more support and resources through the use of data.

- Communicate to all stakeholders the efforts to improve student success.

3. Job Description linked to the Counselor Evaluation Process

Summary

The school counselor serves in a leadership role to coordinate and consult with the school community as it pertains to students' social, emotional, physical, and intellectual development. Assists the professional teaching staff and administration in developing sensitivity to and identifying individual students' needs. Collaborates with staff to build a caring and supportive climate within the school and advocates for all students. School counselors develop and maintain good relationships with students, parents, other staff members, and relevant agencies.

Essential Duties and Responsibilities

1. Provides professional counseling and guidance services to students in personal, social, academic, and career development.
2. Delivers effective classroom instruction and information in accordance with guidance curriculum and planned course of study.
3. Collaborates and consults effectively with administrators, students, teachers, family, and school community.
4. Collaborates with all building-level teams to identify and focus on programming for specific student needs.
5. Analyzes and interprets student data and communicates this information to students, parents, and professional staff.
6. Effectively prepares students for age-appropriate transitions.
7. Enhances communication through maintenance and updates to the website and online resources and the development of newsletters, parent resources, and informational programs.
8. Collaborates with referral agencies and initiates referrals as appropriate.
9. Provides consultation to parents and teachers concerning student needs.
10. Provide requested student information to external organizations as necessary.
11. Provides information and assists with the college application and admittance process.
12. Enforces and follows all state and federal guidelines, administrative policies, and rules governing students.
13. Maintains accurate and complete student records as required by District policies.
14. Other duties as assigned by the building principal.

Supervisory Responsibilities: The counselor supervises students in individual and small group settings and may occasionally be responsible for supervising students in the classroom setting. School counselors carry out supervisory responsibilities in accordance with the organization's policies and applicable 1A.W.s.

- Knowledge of current research, theory, and school counseling techniques and ability to apply that knowledge to impact student learning and behavior positively.
- Possess the ability to think critically and problem solve, especially as it relates to learning and behavior.
- Knowledge of human behavior as it relates to crisis situations and ability to react and respond appropriately to crisis.

Academic Skills – Knowledge of essential curriculum course content, assessment, principles and methods of curriculum and instruction, and strategic planning. Knowledge of special education and District, state, and federal policies regarding special services. Knowledge of the availability of community resources. Knowledge of human growth and development and ability to apply this information in school. Knowledge of discipline policies and ability to make decisions to manage student behavior appropriately.

Language Skills – Knowledge of the structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar. Must be able to use the language in both oral and written form. Listen to and understand information and ideas presented through spoken words and sentences. Be able to communicate information and ideas in speaking so others will understand. Ability to read, analyze, and interpret professional journals.

Math Skills – Knowledge of arithmetic, algebra, geometry, statistics, and their applications. Possess the ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Possess the ability to analyze and interpret data, particularly test scores.

Technology Skills - Utilize programs such as Microsoft Office and the district grading/ attendance packages. Be able to access, generate, and analyze student assessment data. Utilize email, the Internet, and Intranet. Utilize Smart Boards and coordinating technologies. Be able to gather data for Excel reports. Implement the use of technology for student and parent presentations.

Reasoning Ability – Ability to understand and interpret state and national standards and to communicate those standards effectively. Ability to observe students and evaluate student data to make decisions that improve the instructional process.

Other Skills and Abilities- The employee must possess the ability to maintain a high emotional energy and display enthusiasm for the school community and the learning environment. Must develop effective coping strategies for dealing with the high expectations, frequent demands, and significant responsibility of effectively supporting the student's educational process. Must react quickly in volatile situations and maintain

composure even under stressful conditions. Must be able to advocate for students to create a positive learning environment. Possesses imagination, patience, creativity, sound judgment, logical reasoning, and analytical and problem-solving capabilities. Have the ability to make equitable decisions with sound emotional judgment. Must be able to concentrate with numerous interruptions. Maintain effective working relationships with students and parents.

Physical Demands

When performing activities throughout the day related to the education of students, the counselor spends the majority of the day in an office and may be expected to move through the building and work in classrooms. Dealing with the students can entail kneeling or squatting, stooping, and bending from 50-70 degrees at the waist occasionally to frequently. Must be able to exert up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects (textbooks and materials). When in a classroom setting the counselor may move student's desks and chairs to change the classroom layout to influence the learning situation. The counselor must see and hear continuously as well as speak frequently. Positions may vary from standing, sitting, or walking. On rare occasions, moving quickly, running, etc., over smooth to uneven surfaces such as asphalt, pea gravel, on the playground, or the grass may be necessary. The counselor must have manual dexterity to use office equipment, manipulate books and other learning materials, and assist students in various activities. The counselor must have repetitive movements of fingers and hands for keyboarding.

Work Environment

The work environment will vary from potentially very loud situations such as cafeterias and playgrounds to more moderate situations such as offices, classrooms, or large group professional settings. The majority of time will be spent indoors with consideration for adaptability to all weather conditions related to outdoor activities and/or travel. The employee must be able to work in air-conditioned or heated environments under fluorescent lighting.

B. Program Delivery Related Items of the Plan (4-9)

4. School Counseling Department Mission Statement

District Mission Statement
Hampton Township School District works collaboratively with the community to support all children in becoming creative and innovative problem-solvers and communicators. The District maintains high expectations by furthering our “Tradition of Excellence” as our students develop the knowledge, character, and integrity to impact the world.
K-12 School Counseling Mission Statement
<p>The school counseling staff in the Hampton Township School District is devoted to the academic, career, personal, and social development of all students in relation to their total school experience. School counseling is an integral part of the school program, consisting of a coordinated plan involving students, parents, and all members of the professional staff, as well as numerous specialists both in and out of school. The counselor plays an important role in identifying student needs and mobilizing resources to meet those needs. The counselor is a key figure in the program, working directly with students and serving as a resource for parents, teachers, and administrators to meet their developmental needs.</p> <p>Although the counselor plays a major role in developing and implementing a comprehensive school counseling plan, teachers’ and administrators’ cooperation and active participation are essential for an effective program. Because of the direct involvement with students daily, the classroom teacher plays a critical role in any counseling program. The school administrator creates the climate and helps set appropriate guidelines and conditions for an effective counseling program to succeed. Parents need to be informed regarding the school district’s school counseling program. A positive relationship must be developed between the home and school for the benefit of the student.</p>

5. Program Calendar by Domain and Level:

School: Hampton Elementary Schools (Wyland, Poff, Central)

Academic Year: 2023-2024

Academic College and Career Readiness Social/Emotional

Academic College and Career Readiness Social/Emotional A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

Month	Delivering		Program Planning and School Support (Defining, Managing, Assessing, Fair-Share Responsibilities)
	Direct Student Services Activities (Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)	Indirect Student Services Activities (Significant collaborations, leadership, and advocacy activities)	
Ongoing Services	<ul style="list-style-type: none"> ◆ Deliver monthly school counseling lessons to students as previously scheduled with their teachers ◆ Coordinate the Everyday Hero program to recognize student achievement ◆ Coordinate 5th-grade morning announcement schedule with Grade 5 Teachers; plan quotes for the Portrait of a Talbot Competencies to be shared over the morning announcements ◆ Perform RTII interventions to include but are not limited to the following: check-in/check-out support, observations, time-on-task observations, contact with parents, referrals to outside agencies, etc. ◆ Implement PBIS plans, school-wide, classroom, & individual ◆ Monitor lunch/recess periods throughout the year to observe/address student behavior concerns ◆ Facilitate lunch meetings to address student conflict ◆ Facilitate support groups to address student needs (groups meet weekly, but often one group is facilitated daily) 	<ul style="list-style-type: none"> ◆ Work with district resources to coordinate school transportation for homeless students ◆ Communicate with parents by phone/email/meeting regarding student needs and progress ◆ Attend ER/IEP/504 meetings to provide input as requested ◆ Attend Data Team (All 3 Schools) &/or Child ◆ Study Meetings (Central Only) to monitor student progress in both academic and behavioral areas of development ◆ Consult with teachers and principals regarding RTII interventions and counseling support for students. ◆ Review attendance records of students with a history of truancy ◆ Consult with the school nurse regarding students presenting psychosomatic complaints and seeking regular attention from the school nurse 	<ul style="list-style-type: none"> ◆ Proctor PSSA ◆ Perform lunch duty as requested by the building principal ◆ Perform other tasks as delegated by the building principal (i.e., cover classes, rarely) ◆ Participate on school/district committees such as the School to Community Council, Student Recognition Committee, Crisis Team, District, Health Council, etc. (Meetings occur monthly, but there is often a different meeting per week)

		<ul style="list-style-type: none"> ◆ Provide input for Evaluation Report (Counselor Report Form), Re-evaluation Report, and 504 evaluations/referrals ◆ Refer families in crisis to Resolve Crisis Network ◆ Network for immediate support when needed ◆ Collaborate with partial hospitalization staff prior to the return of the student receiving treatment ◆ Collaborate with mental health agencies on individual student needs ◆ Refer students for mental health support outside of the school ◆ Refer families to Children, Youth, and Families to address safety concerns ◆ Coordinate with staff members/parents to implement behavior intervention plans <ul style="list-style-type: none"> ◆ Provide case-management services for families in need of financial assistance to meet basic needs ◆ Coordinate the SAP Program 	
July		<ul style="list-style-type: none"> ◆ Attend ER/IEP Meetings on behalf of incoming/rising students 	
August	<ul style="list-style-type: none"> ◆ Present at New Student Orientation before the school year begins to facilitate a successful transition to school ◆ Monitor school anxiety concerns via brief check-ins with students and teachers ◆ Discuss student concerns/existing behavior plans with receiving teachers to ensure student success ◆ Begin individual counseling to address referrals from parents, teachers, and students ◆ Meet in small groups with all students who are new to each school 	<ul style="list-style-type: none"> ◆ Coordinate 5th-grade morning announcement schedule with Grade 5 Teachers; plan quotes for the Portrait of a Talbot Competencies to be shared over the morning announcements 	<ul style="list-style-type: none"> ◆ Attend Let's Get Acquainted ◆ Review NEW Student files from previous schools to share need-to-know information with classroom teachers ◆ Discuss student concerns/existing behavior plans with receiving teachers to ensure student success ◆ Consult with parents/teachers of new students to discuss their transition into their respective school ◆ Participation in SWPBS (PAWS) Assembly ◆ Update The Counselor's Corner segment in the weekly parent newsletter

<p>September</p>	<ul style="list-style-type: none"> ◆ Deliver lessons to all students regarding the role of the school counselor and feelings identification ◆ Continue individual counseling as needed ◆ Continue to meet with all students who are new to each school 	<ul style="list-style-type: none"> ◆ Coordinate 5th grade morning announcement schedule with Grade 5 Teachers; plan quotes for the Portrait of a Talbot Competencies to be shared over the morning announcements ◆ Plan district wide monthly counseling lesson themes ◆ Schedule/deliver K-5 school counseling lessons for September regarding School Counseling Services and feelings identification ◆ Attend Data Team or Child Study Meetings 	<ul style="list-style-type: none"> ◆ Discuss student concerns/existing behavior plans with receiving teachers to ensure student success ◆ Review NEW Student files from previous schools to share need-to-know information with classroom teachers ◆ Update The Counselor’s Corner segment in the weekly parent newsletter ◆ Attend K-12 School Counseling Department Meetings
<p>October</p>	<ul style="list-style-type: none"> ◆ Schedule/deliver K-5 school counseling lessons for October regarding Making Positive Choices and Coping Skills ◆ Celebrate Red Ribbon Week by highlighting daily themes to promote safe and drug-free choices ◆ Co-facilitate the Community Service group for the respective school on a biweekly/monthly basis as previously scheduled ◆ Co-facilitate Growing Together Club to build positive relationships between students in regular education and special education ◆ Begin support groups to meet the current needs of students in K-5 after collecting data from RTII teams and/or teacher referrals ◆ Attend The Caring Place summit to further support Grieving students ◆ Continue individual counseling as needed 	<ul style="list-style-type: none"> ◆ Coordinate 5th grade morning announcement schedule with Grade 5 Teachers; plan quotes for the Portrait of a Talbot Competencies to be shared over the morning announcements ◆ Coordinate plans with teachers to address student needs during parent/teacher conferences ◆ Attend Data Team &/or Child Study Meetings 	<ul style="list-style-type: none"> ◆ Attend K-12 School Counseling Department Meetings ◆ Update The Counselor’s Corner segment in the weekly parent newsletter
<p>November</p>	<ul style="list-style-type: none"> ◆ Co-facilitate the Community Service group for the respective school on a biweekly/monthly basis as previously scheduled ◆ Co-facilitate Growing Together Club to build positive relationships between students in regular education and special education ◆ Schedule/deliver K-5 school counseling lessons for November regarding Empathy ◆ Facilitate support groups to address student needs ◆ Continue individual counseling as needed 	<ul style="list-style-type: none"> ◆ Coordinate 5th grade morning announcement schedule with Grade 5 Teachers; plan quotes for the Portrait of a Talbot Competencies to be shared over the morning announcements ◆ Review PASS Data with Teachers and plan intervention with grade levels ◆ Attend parent/teacher conferences per teacher request ◆ Coordinate Holiday Giving Program to assist families in need; programs varies according to school (Central & Wyland) 	<ul style="list-style-type: none"> ◆ Attend Open House (Wyland) ◆ Attend K-12 School Counseling Department Meetings

		<ul style="list-style-type: none"> ◆ Attend Data Team Meetings &/or Child Study Meetings 	
December	<ul style="list-style-type: none"> ◆ Co-facilitate the Community Service group for the respective school on a biweekly/monthly basis as previously scheduled (Wyland & Central) ◆ Co-facilitate Growing Together Club to build positive relationships between students in regular education and special education (Central) ◆ Schedule/deliver K-5 school counseling lessons for November/December regarding Empathy to the remaining classrooms not serviced in November 	<ul style="list-style-type: none"> ◆ Coordinate 5th grade morning announcement schedule with Grade 5 Teachers; plan quotes for the Portrait of a Talbot Competencies to be shared over the morning announcements ◆ Attend Data Team (All 3 Schools) &/or Child Study Meetings (Central Only) ◆ Coordinate Holiday Giving Program to assist families in need; programs varies according to school (Central & Wyland) 	<ul style="list-style-type: none"> ◆ Attend K-12 School Counseling Department Meetings ◆ Update The Counselor's Corner segment in the weekly parent newsletter
January	<ul style="list-style-type: none"> ◆ Facilitate support groups to address student needs ◆ Continue individual counseling ◆ Schedule/deliver K-5 school counseling lessons for January regarding Bullying Prevention ◆ Celebrate The Great Kindness Challenge Week by scheduling spirit theme days and school-wide challenges ◆ Co-facilitate the Community Service group for the respective school on a biweekly/monthly basis as previously scheduled ◆ Co-facilitate Growing Together Club to build positive relationships between students in regular education and special education ◆ Facilitate support groups to address student needs ◆ Continue individual counseling 	<ul style="list-style-type: none"> ◆ Coordinate 5th grade morning announcement schedule with Grade 5 Teachers; plan quotes for the Portrait of a Talbot Competencies to be shared over the morning announcements 	<ul style="list-style-type: none"> ◆ Attend K-12 School Counseling Department Meetings ◆ Update The Counselor's Corner segment in the weekly parent newsletter
February	<ul style="list-style-type: none"> ◆ Facilitate support groups to address student needs ◆ Continue individual counseling ◆ Schedule/deliver K-5 school counseling lessons for February regarding Conflict Resolution ◆ Celebrate Random Acts of Kindness Day ◆ Co-facilitate the Community Service group for the respective school on a biweekly/monthly basis as previously scheduled ◆ Co-facilitate Growing Together Club to build positive relationships between students in regular education and special education ◆ Facilitate support groups to address student needs ◆ Continue individual counseling 	<ul style="list-style-type: none"> ◆ Coordinate 5th grade morning announcement schedule with Grade 5 Teachers; plan quotes for the Portrait of a Talbot Competencies to be shared over the morning announcements ◆ Coordinate A.W. Beattie presentation to 5th graders ◆ Attend Data Team &/or Child Study Meetings 	<ul style="list-style-type: none"> ◆ Attend K-12 School Counseling Department Meetings ◆ Update The Counselor's Corner segment in the weekly parent newsletter

<p>March</p>	<ul style="list-style-type: none"> ◆ Facilitate support groups to address student needs ◆ Continue individual counseling ◆ Co-facilitate the Community Service group for the respective school on a biweekly/monthly basis as previously scheduled ◆ Co-facilitate Growing Together Club to build positive relationships between students in regular education and special education ◆ Schedule/deliver K-5 school counseling lessons for March regarding Growth Mindset/Perseverance ◆ Facilitate support groups to address student needs ◆ Continue individual counseling 	<ul style="list-style-type: none"> ◆ Coordinate 5th grade morning announcement schedule with Grade 5 Teachers; plan quotes for the Portrait of a Talbot Competencies to be shared over the morning announcements ◆ Coordinate Career Speakers to present information to all K-5 classes on JA Day ◆ Attend Data Team &/or Child Study Meetings 	<ul style="list-style-type: none"> ◆ Proctor PSSA small groups ◆ Attend Open House ◆ Attend K-12 School Counseling Department Meetings ◆ Update The Counselor's Corner segment in the weekly parent newsletter
<p>April</p>	<ul style="list-style-type: none"> ◆ Facilitate support groups to address student needs ◆ Continue individual counseling ◆ Schedule/deliver K-5 school counseling lessons for April regarding Career Exploration ◆ Assist with School Community Council Event ◆ Co-facilitate Mingle in Middle activities with middle school counselors ◆ Co-facilitate the Community Service group for the respective school on a biweekly/monthly basis as previously scheduled ◆ Co-facilitate Growing Together Club to build positive relationships between students in regular education and special education ◆ Facilitate support groups to address student needs ◆ Continue individual counseling 	<ul style="list-style-type: none"> ◆ Coordinate 5th grade morning announcement schedule with Grade 5 Teachers; plan quotes for the monthly civic virtue to be shared over the morning announcements ◆ Attend Data Team &/or Child Study Meetings 	<ul style="list-style-type: none"> ◆ Present at DIAL-3 Parent Information Night ◆ Attend Open House ◆ Attend K-12 School Counseling Department Meetings ◆ Update The Counselor's Corner segment in the weekly parent newsletter ◆ Assist with Spring into Kindergarten
<p>May</p>	<ul style="list-style-type: none"> ◆ Assist with 5th Grade visits to the middle school ◆ Co-facilitate Growing Together Club to build positive relationships between students in regular education and special education ◆ Assist with Kindergarten DIAL-3 Screening ◆ Assist with developing classroom rosters ◆ Facilitate support groups to address student needs ◆ Continue individual counseling ◆ Assist with student placement for the upcoming school year ◆ Schedule/deliver K-5 school counseling lessons for May/June regarding Personal Safety ◆ Co-facilitate the Community Service group for the respective school on a biweekly/monthly basis as previously scheduled ◆ Co-facilitate Growing Together Club to build positive relationships between students in regular education and special education ◆ Facilitate support groups to address student needs ◆ Continue individual counseling 	<ul style="list-style-type: none"> ◆ Coordinate 5th grade morning announcement schedule with Grade 5 Teachers; plan quotes for the Portrait of a Talbot Competencies to be shared over the morning announcements ◆ Attend Data Team &/or Child Study Meetings ◆ Schedule and facilitate parent meetings to address current student needs and plans to address them during the upcoming school year 	<ul style="list-style-type: none"> ◆ Communicate with middle school counselors regarding transition needs of 5th grade students ◆ Attend K-12 School Counseling Department Meetings ◆ Update The Counselor's Corner segment in the weekly parent newsletter

June	<ul style="list-style-type: none"> ◆ Facilitate support groups to address student needs ◆ Continue individual counseling ◆ Assist with student placement for the upcoming school year ◆ Present at Awards Assembly ◆ Schedule/deliver K-5 school counseling lessons for May/June regarding Personal Safety ◆ Facilitate support groups to address student needs ◆ Continue individual counseling 	<ul style="list-style-type: none"> ◆ Coordinate 5th grade morning announcement schedule with Grade 5 Teachers; plan quotes for the Portrait of a Talbot Competencies to be shared over the morning announcements ◆ Schedule and facilitate parent meetings to address current student needs and plans to address them during the upcoming school year 	<ul style="list-style-type: none"> ◆ Assist with Field Day activities ◆ Assist with Science Olympiad activities
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Annual Calendar School

School: Hampton Middle School

Academic Year: 2023-2024

Academic College and Career Readiness Social/Emotional

Academic College and Career Readiness Social/Emotional A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

Month	Delivering		Program Planning and School Support (Defining, Managing, Assessing, Fair-Share Responsibilities)
	Direct Student Services Activities (Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)	Indirect Student Services Activities (Significant collaborations, leadership and advocacy activities)	
Ongoing Services	<ul style="list-style-type: none"> Individual student brief counseling sessions Support students in the cafe Crisis response as needed Small groups as needed Student PBIS committee meetings Student Ambassador collaboration 	<ul style="list-style-type: none"> 504 plan management Grade level team meetings Student Assistance Program meetings MTSS meetings IEP meetings Parent communication Parent meetings Attendance Improvement Meetings 	<ul style="list-style-type: none"> Assembly attendance Lesson planning ASCA training Wellness studio planning and maintenance Support with advisory lessons School Counseling Department meetings Advisory Board planning and meetings
July		<ul style="list-style-type: none"> Advisory committee meetings Schools to Watch committee meeting Scheduling input 	
August	<ul style="list-style-type: none"> Student Ambassador training 7th and 8th grade Mingle in the Middle 6th grade Scheduling corrections 6th-8th grade 	<ul style="list-style-type: none"> Scheduling changes Communicate relevant, student specific information to teachers (504 plans etc.) 	Annual Use of Time Calendar

		Parent communication	
September	6th grade lessons - Blue team, Organizational Skills self reflection 6th grade Health class lessons - coping skills	Open House	Data collection and goal setting for department
October	6th-grade Career lesson - Would you rather game and Time management lesson 6th grade Health class lessons - coping skills	Parent Meetings	Review grade reports Coordinate PASS Survey and review results Review SRSS-IE
November	7th grade lessons PBIS student committee meeting	Parent Meetings	Weekly Use of Time Calendar
December	7th grade Career lesson - Career Clusters inventory and reflection 6th grade Health class lessons - coping skills	Advisory Council Meeting	
January	Common Sense Media lesson - 6th grade PBIS student committee meeting	Parent Meetings	Review grade reports Review SRSS-IE
February	Scheduling 8th grade students 6th grade Health class lessons - coping skills	Review Grades/Failure Letters Parent Meetings	
March	Scheduling 7th grade students Elementary visits PBIS student committee meeting	Parent Meetings	Weekly Use of Time Calendar
April	6th grade Health class lessons - coping skills	Advisory Council Meeting Review Grades/Failure Letters Parent Meetings	Review grade reports
May	5th grade tours - transition 5th to 6th PBIS student committee meeting	5th grade information sharing with teachers Transition meeting with HS Coun for 8th-9th grade students	Review SRSS-IE Coordinate PASS Survey and review results
June		Parent Orientation Review Grades/Failure Letters Scheduling input Individual student schedule mapping Mass scheduling	Review grade reports
July		Advisory committee meetings Schools to Watch committee meeting	

		Scheduling input	
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Annual Calendar School

School: Hampton High School

Academic Year: 2023-2024

Academic College and Career Readiness Social/Emotional

Academic College and Career Readiness Social/Emotional A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

Month	Delivering		Program Planning and School Support (Defining, Managing, Assessing, Fair-Share Responsibilities)
	Direct Student Services Activities (Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)	Indirect Student Services Activities (Significant collaborations, leadership and advocacy activities)	
Ongoing Services	Individual Counseling Academic Advising Crisis Intervention Conflict Management	Student Assistance Program meetings Child Study Meetings MTSS Meetings 504 Planning Meetings Monitoring academic accommodations for students with concussions and other health related issues Consult and collaborate with outside agencies Consultation and Conference with Parents	Utilize Naviance to process college applications Maintain scholarship database in Naviance K-12 School Counselor Department meetings Participate in A.W. Beattie Career Center liaison meeting Professional Organization members (ASCA, PSCA, ACSCA) Professional Development Career Readiness Curriculum and Implementation Act 158 management of individual graduation requirements
July	New student meetings		Schedule Change Committee Meeting Compile data for School Profile Schedule Changes Monitor completion of student make-up

			work from medial accommodations
August	New student meetings		Schedule changes/balance classes Curriculum planning for seniors
September	Senior classroom presentations Senior consultation for college applications	Processing students' college applications 9th Grade Educational Team Meeting	Complete School Profile
October	Senior consultations for college applications Begin 9th grade student small group meetings	Processing students' college applications	Facilitate PSAT's 9th Grade Education Team Meeting Follow-up Co-host Northern Area College Fair at LaRoche College Co-host college and Career Expo at the Middle School
November	Senior consultation for college applications Complete 9th grade student small group meetings Begin 10th grade student small group meetings	Processing students' college applications 10th Grade Education Team Meeting	
December	Senior Consultation Continue 10th grade student small group meetings Distribution and explanation of the PSAT results Host A.W. Beatty Tech Representative for 10th Grade Classroom presentations	Processing students' college applications Follow-up with 10th Grade Education Team Meeting	Coordinate and assist with administration of the ASVAB Organize and assist with Financial Aid Meetings Begin review and update of Program of Studies and Course Selection Sheets
January	Senior consultation for college applications Coordinate and participate in 10th grade Beattie Tech tour Begin 11th grade individual/parent conferences Individual consultation with parents and students who request advice for scheduling Individual consultation with seniors endanger of failing	Processing students' college applications	Second semester schedule changes Prepare budget for next school year Finalize and review the Program of Studies for next year Distribution of Program of Studies and scheduling directions Begin organizing 8th grade parent evening
February	Individual consultation with students/parents regarding scheduling HS Scheduling Presentations (6 days) MS Scheduling Presentation Continue 11th grade individual/parent conferences	Processing students' college applications Facilitate and present 8th grade parent evening and scheduling assembly Consult with parents about scheduling	Second semester schedule changes

March	Finish 11th grade student/parent conferences 12th grade meetings with students endanger of not graduating		Organize and Administer SATs Finalize scheduling for next school year
April	12th grade meetings with students endanger of not graduating	8th Grade Transition IEP meetings	Addressing schedule conflicts for next school year Order PSATs for next school year
May	12th grade meetings with students endanger of not graduating Identify and meet with students who may need summer school courses	Transition meeting with middle school counselors Coordinate Academic Awards Assembly	Hand schedule special education students
June	Meet with new families and schedule new students		Hand calculate senior final QPAs to identify valedictorians Assist with Summer School Placement Assist with the commencement program Assist with commencement practice Verify all students' final grades and class ranks File year-end Student Assistance Program report with Dept. of Ed. Finalize schedule conflicts Balance student/teacher schedules in the master schedule

6. Program Delivery by Tier and System Support

Comprehensive School Counseling Program Delivery System- Elementary Schools

Guidance Curriculum	Prevention, Intervention, Crisis and Responsive Services	Individual Student Planning	System Support
Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.	Addresses school and student needs.	Assists students and parents in the development of academic and career plans	Includes program, staff and school support activities and services
Purpose Student awareness, skill development, and application of skills needed to achieve academically and be career and college-ready by graduation.	Purpose Prevention, Intervention, and Responsive services to groups and/or individuals.	Purpose Individual student academic and occupational planning, decision making, goal setting, and preparing for academic transitions	Purpose Program delivery and support
Academic K-5 Lessons: -Organizational Skills -Decision-Making Skills, Refusal Skills, & Peer Pressure 5 th Grade Morning Announcements Growing Together Club (1-5) Community Service Group (3-5)	Academic Support Group Counseling: -Study Skills Support Group -Organizational Group -New Student Groups -New Student Orientation	Academic -Check-In Check-Out Program (CICO) -Student Placement in Classes -Referrals for Tutoring -Facilitate Parent Meetings -Facilitate Meetings Between Teachers, Parents, and/or Students -Complete Counselor Report Form	Academic -Proctoring PSSA Small Groups -Attend 504/IEP meetings -Attend RTII Data Meetings -Consult with Teachers -AIMS Web Testing -DIAL 3 Screening -Staff meetings -Review New Student Records -Review Attendance Records -Attend Let's Get Acquainted -Attend Open House -Assist with Field Day -Assist with Science Olympiad -Lunch Duty -Classroom Observations
Career K-5 Lessons: -Career Awareness	Career	Career -Individual Counseling	Career

<p>-Facilitate Grade 5 AW Beattie Career Center Assembly</p> <p>School wide Programs: -JA Day/Career Speakers</p>			
<p>Personal/ Social</p> <p>School wide Programs: -Great Kindness Challenge Week -Red Ribbon Week -5th grade RRW poster contest</p> <p>K-5 Lessons: -Bullying Prevention -Empathy -Diversity -Self-esteem -Personal Safety -Team Building</p> <p>Kindergarten Disability Awareness Program</p> <p>After School Event: Helping Hands Club (1-5) Growing Together Club (1-5)</p>	<p>Personal/Social</p> <p>New Student Check-ins Crisis Intervention Support Group Counseling: -Social Skill Group -Divorce Group -Friendship Group/Lunch Bunches -Conflict resolution with students</p> <p>Everyday Hero Program (Student Recognition)</p>	<p>Personal/Social</p> <p>-Individual Counseling -Facilitate Meetings between Teachers, Parents, and/or Students -Crisis Intervention -School Refusal -Implement Behavior Plans -Truancy -Psychosomatic Complaints/School Refusal</p>	<p>Personal/Social</p> <p>-Child Study Meetings (K-5) -RTII Meetings (K-5) -PBIS Training and Implementation -Staff presentations as needed -Grade level meetings on PASS data -Middle School transition meetings -Consultation with teachers -Transition Planning with MS Counselors -Coordinate community holiday resources -Student Recognition Committee -School Community Council -District Health Council -District Crisis Team -School Crisis Team -Update Website -Holiday Help -Referrals to CYF, Resolve Crisis Network -Referrals for Psychiatric and Behavioral Support -Coordination of Services with Outside Mental Health Providers (i.e., Partial Hospitalization)</p>
<p>Counselor Role</p> <p>-School Counseling Curriculum Implementation -Classroom/Structured Groups</p>	<p>Counselor Role</p> <p>-Small Group Counseling</p>	<p>Counselor Role</p> <p>-Assessment -Individual Counseling</p>	<p>Counselor Role</p> <p>-Referrals -Consultation -Coordination -Development of Relationships and Partnerships -Develop and Manage Programming -Planning -Crisis team member -Participation in SAP team meetings</p>

Percentage of Time 30%	Percentage of Time 20%	Percentage of Time 30%	Percentage of Time 20%
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Comprehensive School Counseling Program Delivery System- Middle School

Guidance Curriculum	Prevention, Intervention, Crisis and Responsive Services	Individual Student Planning	System Support
Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.	Addresses school and student needs.	Assists students and parents in the development of academic and career plans	Includes program, staff, and school support activities and services
Purpose Student awareness, skill development, and application of skills needed to achieve academically and be career and college-ready by graduation.	Purpose Prevention, Intervention, and Responsive services to groups and/or individuals.	Purpose Individual student academic and occupational planning, decision making, goal setting, and preparing for academic transitions	Purpose Program delivery and support
Academic *6th grade classroom lessons *7th grade classroom lessons *Facilitate interventions	Academic *6th grade organizational skill group *Student Assistance Program *Child Study *Facilitating 1:1 tutoring *MTSS Referral/intervention *Parent phone calls *Teacher concerns *Meet with at-risk students (progress reports)	Academic *IEP consultation *504 planning *Course selection *Complete data input forms for psychological evaluations/re-evaluations and/or physician request	Academic *Math placement testing and facilitation and communication *Scheduling *Weekly interdisciplinary team meetings *MTSS Team coordination *Coordinate after school homework club
Career *6th & 7th grade career lessons *8th grade career class and Reality	Career *Academic and Career Plan *Support course selection process	Career *Individual Counseling and scheduling planning	Career *STEAM class projects *Facilitate scheduling recommendation

Fair			process for student courses
Personal/ Social *Facilitate new student orientation *Monitor lunches for social concerns/address student behavior concerns *Transition activities for rising 5th grade students	Personal/Social *Assist new students/New Family Picnic	Personal/Social *Individual student counseling for social emotional concerns	Personal/Social *Principal/counselor meetings *Monitor student attendance
Counselor Role *Small group facilitation	Counselor Role *SAP team member/case manager *MTSS team member *Crisis response	Counselor Role *Individual counseling and peer counseling as needed.	Counselor Role *Crisis team member *Participation in SAP team meetings
Percentage of Time 15%	Percentage of Time 30%	Percentage of Time 30%	Percentage of Time 25%

Comprehensive School Counseling Program Delivery System- High School

Guidance Curriculum	Prevention, Intervention, Crisis and Responsive Services	Individual Student Planning	System Support
Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.	Addresses school and student needs.	Assists students and parents in development of academic and career plans	Includes program, staff and school support activities and services
Purpose Student awareness, skill development, and application of skills needed to achieve academically and be career and college-ready by graduation.	Purpose Prevention, Intervention, and Responsive services to groups and/or individuals.	Purpose Individual student academic and occupational planning, decision	Purpose Program delivery and support

		making, goal setting, and preparing for academic transitions	
Academic *9 th Grade Orientation *Beginning of the year classroom presentations *Scheduling and Class presentations *Presentation on Bullying and Counselor Services at The High School *9 th and 11 th grade interviews *10 th grade small groups on career readiness	Academic *Student Assistance Program *Child Study *9 th -grade educational team *10 th -grade educational team *Facilitating 1:1 tutoring *Parent phone calls *Teacher concerns *Meet with at-risk students (progress reports)	Academic *504 Plans *IEP input and transition planning *Career Portfolios *ACT 158 graduation requirements	Academic *Consultation with teachers *New Enrollments *Schedule changes *PSAT registration and administration *Infinite Campus Duties (report cards, storing grades, clearing earned credits, class rank, adjusting final grade setup, years & terms, rollover preparation) *Facilitation of Alternate educational avenues (HOA, Homebound)
Career *Career Profiler through Naviance *Course selection presentation (8 th grade) *Course selection classroom presentations *Career exploration through Naviance *Career Fair (10 th gr) *11 th -grade post-secondary planning interviews *ASVAB	Career *Post-Secondary goals and planning.	Career *Course selection	Career *College Rep Visits *Financial Aid Night
Personal/ Social *Student interviews with parents 11 th grade; *Individual 10 th small groups; 9 th grade small groups; Classroom presentations 9 th grade *Wellness, *Social-Emotional Lessons *Grade 10-12 Classroom Presentations.	Personal/Social *MTSS Team intervention *SAP Team Intervention *1:1 Counseling *School Based Therapy *Peer Mediation *Crisis and Safety Team *Transition activities for 9 th grade students and 12 th grade students.	Personal/Social *Individual Counseling *Individual 11 th Grade Interviews	Personal/Social *Consultation with teachers *Consultation with administration *Parent communication and involvement, including parent evenings.

Counselor Role *Student interviews with Parents 9 th grade and 11 th grade *10th-grade small groups focused on career readiness.	Counselor Role *SAP team member/case manager *MTSS team member *Crisis response	Counselor Role *Individual counseling & peer counseling as needed	Counselor Role *Crisis team member *Participation in SAP team meetings
Percentage of Time 30%	Percentage of Time 30%	Percentage of Time 30%	Percentage of Time 10%

7. Curriculum Action Plan

Link to the Curriculum Action Plan: [HTSD K12 Curriculum Action Plan January 2024.xlsx](#)

8. Program Goals

The American School Counselor Association identifies three domains that school counselors utilize to guide their school counseling programs: academic, career, and social/emotional.

Academic Counseling Goal: The School Counselors will develop and maintain a program that allows all students to develop the necessary knowledge, skills, and attitudes to reach academic success, graduate high school, and be prepared for their desired post-secondary option.

Career Counseling Goal: The School Counselors will develop and maintain a program that allows all students to explore and develop their career interests, skills, and goals, while also providing them with the necessary resources to make informed decisions regarding their future education and career pathways.

Social/Emotional Counseling Goal: The School Counselors will develop and maintain a program that promotes students' social and emotional well-being by providing them with the necessary skills, strategies, and support to navigate and manage their emotions, develop positive relationships, and make responsible decisions.

LEVEL: ELEMENTARY

YEAR: 2023-2024

Smart Format	ACADEMIC	CAREER	SOCIAL/EMOTIONAL
Specific: What is the specific issue based on the school data? (Big Idea)	Following the RTII process and providing support to students and teachers.	Meeting the CEW standards.	Great Kindness Challenge Week
Measureable: How will we measure the effectiveness of our interventions?	Progress will be measured by gathering teacher report data during monthly data team meetings and child study meetings.	Completion of CEW pieces will be tracked via Naviance lessons.	Participation will be measured by teacher feedback and student artifacts.

<u>A</u>ttainable: What outcome would stretch us but still attainable?	95% of students receiving intervention services will make academic progress through the tiered support system.	100% of the 5th grade class will have all six pieces completed.	100% student participation.
<u>R</u>esults: Is the goal reported in results oriented data (process, perception, and outcome)	The results will be recorded on the monthly data team notes as data collected by benchmark testing (outcome data).	The results will be outcome data in the form of evidence which will be housed in Naviance.	Results will be process data regarding student participation.
<u>T</u>imeline: When will our goal be accomplished?	The goal will be accomplished by the end of the school year as determined in May at the final data team meetings.	By the end of the school year.	By the end of January.
<u>A</u>ctual Smart Goal	By the end of the school year, 95% of students receiving intervention services will make progress through RTII tiered supports as measured by their performance on benchmark testing.	By the end of the school year 100% of fifth-grade students will complete career lessons with six pieces of evidence demonstrating career knowledge according to the Career Domains.	During January, 95% of students will participate in at least one Great Kindness Challenge Week activity.

LEVEL: MIDDLE SCHOOL

YEAR: 2023-2024

Smart Format	ACADEMIC	CAREER	SOCIAL/EMOTIONAL
<u>S</u>pecific: What is the specific issue based on the school data? (Big Idea)	Following the MTSS process and providing support.	Meeting the CEW standards.	Providing 6th graders with a coping skills lesson.
<u>M</u>easurable: How will we measure the effectiveness of our interventions?	Effectiveness will be determined by team discussion and student progress through the intervention.	Visible in the Naviance system.	Effectiveness will be determined by a formative assessment and classroom discussion.

<u>Attainable:</u> What outcome would stretch us but still attainable?	100% of students referred to MTSS	100% of students	95% of students
<u>Results:</u> Is the goal reported in results oriented data(process, perception, and outcome)	The MTSS team uses a Google Form to track referrals and interventions.	The artifacts will be captured in Naviance.	The attendance report will determine participation rate.
<u>Timeline:</u> When will our goal be accomplished?	By the end of the school year.	By the end of 8th grade.	By the end of 6th grade.
<u>Actual Smart Goal</u>	By the end of the school year, 100% of students referred to MTSS will be provided with an intervention.	By the end of 8th grade, 100% of students will have completed 7 career artifacts captured in Naviance.	By the end of 6th grade, 95% of students will have participated in a coping skills lesson during their 6th grade Health class.

LEVEL: HIGH SCHOOL

YEAR: 2023-2024

Smart Format	ACADEMIC	CAREER	SOCIAL/EMOTIONAL
<u>Specific:</u> What is the specific issue based on the school data? (Big Idea)	9th -12th grade student failure list after the first semester. What percentage of students are receiving a 60% or below in two classes or more.	9-11th -grade students will complete their 6 CEW career evidence pieces.	The high school will implement a PBIS program where students are taught expectations and rewarded for positive behavior. The purpose of PBIS is to decrease discipline referrals.
<u>Measureable:</u> How will we measure the effectiveness of our interventions?	Individual conferences will be held in the 2nd semester and academic support will be provided, tutoring, teacher support, academic support Data will be collected at the end of each quarter for student improvement	Completion of CEW pieces will be tracked via Naviance, through classroom lessons in Academic Seminar/Core Classes.	Discipline referrals will be tracked for class cuts and pass violations using a E-Hall pass system.
<u>Attainable:</u> What outcome would	The number of students who are failing will decrease by at least 10%	100% of the 10th grade class will have all six pieces completed.	Referrals will decrease by 50% for class cuts and pass violations.

stretch us but still attainable?			
Results: Is the goal reported in results oriented data(process, perception, and outcome)	Final grades	The pieces of evidence will be housed in Naviance.	The results will be tracked through the PBIS data with the E-Hall pass system and reviewed by the team
Timeline: When will our goal be accomplished?	By June 2024	By the end of the 2023-2024 school year.	By the end of the 2023-2024 School year.
Actual Smart Goal	By the end of the 23-24 school year, the number of failures for 9-12% grade students will be reduced by 10%.	By the end of the 2032 - 2024 school year 100% of ninth -grade students will complete 6 career lessons for their portfolio in Academic Seminar.	By the end of the school year referrals for class cuts and pass violations will decrease by 50%

9. Individualized Academic/Career Plan

Section 1: Career Development Intervention Chart

GRADE	CEW 13.1 Career Awareness	CEW 13.2 Career Acquisition	CEW 13.3 Career Retention	CEW 13.4 Entrepreneurship
K	Class Lesson: “What Shoes Will Your Wear: A Picture Book About Careers” by Julia Cook Junior Achievement: Ourselves			
1	Junior Achievement: Our Families		Class Lesson: “Winners Never Quit”	

			by Mia Hamm	
2	Junior Achievement: Our Community		Class Lesson: “Michael’s Golden Rules” by Delores Jackson et. al.	
3	Class Lesson #1: The Detective’s Notebook Junior Achievement: Our City			
4	Class Lesson: My 4th Grade Interests and Career Search Junior Achievement: Our Region			Junior Achievement: Our Region
5	Class Lesson: My Career Search Worksheet Presentation: A.W. Beattie Career Technology Center	Junior Achievement: Our Nation (Resume Builder and Game “Get the Job”)	Class Lesson: My Time Chart	
6	Naviance: Would you Rather activity		Naviance: Time Management	
7	Naviance: Career Cluster Finder Reflection			Naviance STEAM survey
8	Naviance: Reality Fair reflection	Naviance: Academic and Career Plan		Naviance: Entrepreneurship reflection
9	Naviance: 9th Grade Career Interest Survey	Freshman Interview Survey	Strength Explorer	Resume
10	Naviance: Supermatch Activity	10th Grade Interview Career	Personality	Career/Post-Secondary Exploration

		Survey	Assessment	Lesson in Naviance
11	Naviance: MI Advantage reflection	Naviance: Pre-Junior Interview Survey	Naviance: Financial Literacy Classroom	Entrepreneurship Lesson/Survey in Naviance
12	ASVAB	Resume	Graduation Survey	Applying to Post-Secondary Plans

Section 2: Academic and Career Plan Process

1. Demographics	Process Description
What grade will the plan and the portfolio begin?	The portfolio will begin in 3rd grade. The career plan will begin in 8th grade.
Will the plan/portfolio be electronic, hard copy, or both?	Both are stored in Naviance and can be printed.
Who will be responsible for maintaining the portfolio?	Students, Teachers, Counselors, Building Administrators
What demographic information will be included in the portfolio?	Student Identifying Information.
2. Interventions, Assessments, and Decisions	Process by grade based upon when the plan starts. What the students can know and do at each grade level and in each strand of the Career Education and Work Standards.
Grade 6	Job environments and how they connect to interests, time management planning
Grade 7	Career clusters knowledge and how interests align
Grade 8	Job interest and CTC awareness, financial understanding
Grade 9	Interest Activity and Survey, Strengths Activity and Survey, Resume, Freshman Interview
Grade 10	Supermatch Activity, Career Research Paper, Personality Assessment, Career and Post-Secondary exploration, 10th Grade Interview Career Survey, PSAT

Grade 11	MI Advantage Lesson, Pre-Junior Interview Survey, GamePlan, Financial Literacy Lesson/Survey, Entrepreneurship Lesson/Survey in Naviance, PSAT
Grade 12	ASVAB, Resume, Applying to Post-Secondary Plans, Graduation Survey.
3. Parent and Guardian Engagement	What strategies will be used to inform parents/guardians to engage them in the Academic/Career Plan and Portfolio process for their children?
Level of Parent and Guardians	Awareness and Engagement Strategies
Elementary Parents & Guardians	Let's Get Acquainted Night, Parent-Teacher Conferences
Middle School Parents & Guardians	Open House, 8th Grade Scheduling Presentations
High School Parents & Guardians	Open House, Financial Aid Night, FAFSA Completion Night, 9th Grade Orientation, 8th Grade Scheduling Night, Junior Interviews, Transition Activities.
4. Faculty and Administrator Engagement	What strategy will be used to inform teachers/administrators in the process of development, maintenance and presentation of the plan and portfolio in elementary, middle and high school?
Level of Faculty and Administrator	Awareness and Engagement Strategies
Elementary Faculty and Administrators	RTII Data meetings, SAP meetings, Child Study meetings, PBIS committee, Advisory committee
Middle School Faculty and Administrators	MTSS meetings, SAP meetings, Child Study meetings, professional development leadership, Schools to Watch committee, PBIS committee, Advisory committee
High School Faculty and Administrators	MTSS meetings, SAP meetings, 9th Grade Educational Team Meetings, faculty meetings, and other professional learning committees.
5. Plan/Portfolio Sustainability and Review	What strategies will be developed to assist students with updating and sustaining the plan/process?
How will the plan and portfolio be revisited each year while in middle school and	The plan will be reviewed each year in the spring by the counselors and administrators to make any necessary changes.

high school?	
What process will be used for the student to present the information on their plan at various times (i.e. Exit Interview or other events)?	At the high school level the student will present the information on their plan in classes, specifically Academic Seminar and social studies classes. Seniors also complete a graduation survey outlining their post-secondary plans.

C. Stakeholder Engagement Items of the Plan (10-11)

10. Stakeholders

Students

Students will receive instruction focused on academic, career, and personal/social skills in order to make educated and reasonable decisions that will lead to post-secondary success. Students will participate in individual student planning to develop goals related to their interests and abilities.

Students may present their experiences in the school counseling program to other stakeholders through the advisory council. Three student representatives from grades five, seven, and ten will serve on the advisory council.

Parents

Parents play a pivotal role in helping their children progress from career exploration to career/college choices. Parents will be informed of opportunities, standards, and options for their children so they can help plan for the future with their children, as well as advocate for their children in the choices they make. Parents will be knowledgeable of the school counseling services that are available to their children throughout their school years.

Parents play a role in their children's academic lives by participating in the decision-making process related to course selections, career and college exploration, and other school efforts. Parents will provide input to the school counseling program through their participation in school career programming and serving on the advisory council. Parents are invited to future college and career planning meetings on an individual basis twice during their child's high school career. Parents are also invited to participate in career exploration opportunities in the elementary grades.

Educators

Teachers, administrators, and school board members will promote the beliefs and mission of the school counseling program. Educators will accomplish this through classroom instruction and meeting with parents, students, and community members, as well as attending and participating in programs developed by the school counseling department. Educators will serve on the advisory council.

Educators will be made aware of the mission and goals through their participation on the advisory council, as well as through informational sessions during professional development, the school counseling website, and presentations conducted by school counselors.

Business and Community Members

The business community will benefit from the school counseling program by having access to employees who understand the necessary skills required to succeed in the workplace.

Members of the business community will provide job shadowing opportunities to and support the career component by helping students understand workplace expectations. They will also serve on the advisory council.

Post-secondary Partners

Post-secondary partners will assist the Hampton Township School District school counseling program in preparing students for post-secondary success. They can provide services such as lunch and learn activities, academic enrichment, and community programs.

There will be multiple representatives in the post-secondary realm, at least one from a four-year university, one from a technical school and one from a community college. Their role on the advisory council will be to help guide the program in preparing our students for post-secondary success.

11. K-12 School Counseling Program Advisory Council

Hampton School District school counselors and administration will meet with individuals from the different stakeholders groups to collaborate on different components relevant to our 339 plan. The group will meet twice a year to discuss concerns or updates related to the plan. The school counselors will provide the Advisor Council updates on the program goals during the spring meeting.

Advisory Council Letter

November 15, 2023

Dear Community Member,

The School Counseling Department at Hampton Township School District is excited to announce the formation of an Advisory Council to assist district students with academic, career, and personal development. The Council, meeting twice yearly, is crucial in connecting our school efforts with community insights.

As a valued member of the Hampton Township community, we cordially invite you to participate in the 2023-2024 Advisory Council meetings. Your time, knowledge, and participation are greatly appreciated and vital in helping our students make connections for career support, post-secondary planning, and social growth.

The first meeting for the 2023-2024 school year is scheduled for **December 8, 2023**, from **9-11 am** at Hampton High School in the Conceptual Thinking Lab (CTL). Focusing on **Career Development**, this meeting will present our current initiatives and seek feedback on essential skills for our graduates' career success.

Please respond by completing the linked form by December 1, 2023.

<https://forms.gle/TEWv4dKwUC8H9hw1A>

Please get in touch with us anytime for any specific questions about your role or the Council. We are enthusiastic about the potential of your contribution and look forward to hearing from you soon.

Sincerely,
HTSD School Counselors

Advisory Council Agenda

Advisory Council Agenda

December 8, 2023
9-11am HS CTL

Introduction - New staff: Mrs. Panzer and Mrs. Giarusso

Careers of the Future

Portrait of a Talbot Video - Dr. Thornton - 10 min

Overview of Ch 339 - collection of artifacts CEW standards using Naviance - Mr. Combi - 10 min

High School Job Shadowing/Field Trips - Mr. Stickney - 10 mins +/-

Middle school: 15 min

Ms. Wike/Mrs. Kampmeyer - 6th and 7th gr activities

Mrs. Males-Benson to present on Reality Fair

Elementary - JA 15 min

Activity with stakeholders - Mrs. Cavitt/Mrs. Giarusso - 35 mins.

Break out session

Learning Stages activity:

*define the word - questions to spark conversation

*what more can be done to prepare our students in these areas

Gather input for suggestions to embed into the curriculum - 20 min
 (Photos of whiteboards)

Advisory Council Members

School Counselors	Educators	Parents
Guidance Advisory Council by Stakeholder		
Amy Kinney Melissa Maley Ellen Giarrusso Jill Kampmeyer Danielle Wike Kim Cavitt Matt Combi Terri Koprivnikar Marisa Panzer	Scott Stickney (Teacher) Samantha Weaver (Teacher) Nick Helbling (Teacher) Megan Brower (Teacher) Jill Sladic (Teacher) Stacie Sespico (Teacher) Sheree Lucas (Teacher) Melissa Evans (Teacher) Wendi Hunter (Teacher) Lauren Mytinger (Teacher) Laurie Christy (Teacher) Joshua Cable (Principal) Jay Thornton (Director of Student Services) Mike Silbaugh (Principal) Colleen Hannagan (Principal) Jacquelyn Removcik (Assistant to the Superintendent)	To Be Determined
Business Community	Post-Secondary	Students
Denise Balason (School Board Member) Bill Retsch (PPG) Danica Derbis (UPMC) Brianna McMeekin (PNC) Denny Schegel (Pasquale's Pizza) Jonathan Mussari (Artistic Tree and Landscape Creation) Molly Boras (Gamma Sports)	Dr. Stubbs Tom Becker (University of Pittsburgh) Kim Zylinski (A.W. Beattie CTC) Curtis Taylor (Duquesne University) Jason Watkins (Principal at A.W. Beattie CTC)	To Be Determined

D. Career Pathway Awareness Items of the Plan (12-13)

12. Career and Postsecondary Resources

Community Connections, Naviance, College Board, O’Net, Program of Studies, Job Shadowing requirements, Launching Futures website, community service graduation project, Dual Enrollment - CCAC, College in High School courses, School based vocational experiences, community based vocational experiences, Senior Internships.

CEW Strands	Sixteen Career Clusters	
13.1 Career Awareness & Planning 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship	Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology, & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism	Human Services Information Technology Law, Public Safety, Corrections, & Security Manufacturing Marketing Science, Technology, Engineering, & Mathematics Transportation, Distribution, & Logistics

Intermediary Organizations: <i>Connecting, Collaborating, and Convening Organizations</i>		
Resources	CEW Strands (13.X)	Career Cluster or District Pathway
CORE https://www.nccer.org/	13.1	Science, Technology, Engineering, Math, & Manufacturing
North Hills Community Outreach https://www.nhco.org/	13.1, 13.2	Education & Training, Human Services
Hampton Community Library https://www.hamptoncommunitylibrary.org/	13.1, 13.2	Education & Training, Human Services

CCAC https://www.ccac.edu/what-type-of-student-are-you/dual-enrollment.php	13.1, 13.2	Business Management & Admin

Umbrella Organizations: *Organizations that represent a large group of business organizations with a common mission.*

Resources	CEW Strands (13.X)	Career Cluster or District Pathway
PHEAA https://www.pheaa.org/	13.1	Finance
Builder's Guild https://www.buildersguild.org/	13.1	Education & Training

Community and State Organizations: *Agencies representing community and state initiatives, services to communities.*

Resources	CEW Strands (13.X)	Career Cluster or District Pathway
Special Olympics https://www.specialolympics.org/	13.3	Human Services
Remake Learning https://remakelearning.org/	13.1	Science, Technology, Engineering & Math
Job Corp https://www.jobcorps.gov/	13.2	Education & Training
Junior Achievement https://westernpa.ja.org/	13.4	Science, Technology, Engineering & Math
Military Branch Representatives joseph.d.mojica2.mil@army.mil devon.bordeaux@us.af.mil Stgt Javier Perez 1-800 -423-USAF hoaran.wang.mil.us.navy.mil	13.4	Law, Public Safety, Corrections & Security
Children and Youth Services https://www.alleghenycounty.us/Services/Human-Services-DHS/DHS-Offices/Office-of-Children-Youth-and-Families	13.3	Human Services
Family Behavioral Resources https://familybehavioralresources.com/	13.3	Human Services
Supporting You https://www.supportingyou.care/	13.3	Human Services
Western Psychiatric Institute and Clinic https://www.upmc.com/locations/hospitals/western-psychiatric	13.3	Human Services

Networking Opportunities

Individual Contacts: Contacts acquired through networking and interaction		
Resources	CEW Strand(s) - 13.X	Career Cluster/Pathway
Chris Marsico*	13.1, 13.2, 13.3, 13.4	Finance & Insurance
Rylan Marx*	13.1, 13.2, 13.3	Finance & Insurance
Lauren Brady*	13.1, 13.2, 13.3	Health Science
Alyse Keim*	13.1, 13.2, 13.3	Finance
Nick Ranjan*	13.1, 13.2, 13.3	Law & Public Safety
Ping Tepper*	13.1, 13.2, 13.3	Scientific Research
Brad Dietrich*	13.1, 13.2, 13.3, 13.4	Engineering
Carl Good carl.good@ht-sd.org	13.1, 13.2, 13.3	Law Enforcement
Sarah Mayer*	13.1, 13.2, 13.3, 13.4	Marketing Sales & Service
Leah Ohodnicki*	13.1, 13.2, 13.3, 13.4	Business & Administration
Eric Fisher*	13.1, 13.2, 13.3, 13.4	Architecture

*Please contact Scott Stickney, Enrichment Facilitator, at stickney@ht-sd.org or 412-492-6387 for direct contact information

Community & Business Meetings		
Resources	CEW Strand(s) - 13.X	Career Cluster/Pathway
Hampton Alliance for Educational Excellence https://www.hamptonalliance.org/	13.1, 13.2, 13.3	Education & Training
Hampton High School PTO https://www.hhs-pto.com/	13.1, 13.2, 13.3	Education & Training
Hampton Twp Rotary Club https://www.hamptontownshiprotary.com/	13.1, 13.2, 13.3, 13.4	Business & Administration
Hampton Township https://www.hampton-pa.org/	13.1, 13.2, 13.3	Government/Public Admin
Dobil Laboratories, Inc. https://www.dobil.com/	13.1, 13.2, 13.3	Arts, AV Technology and Communication
Enterprise Bank https://www.enterprisebankpgh.com/	13.1, 13.2, 13.3, 13.4	Finance & Insurance
Simcoach Games https://www.simcoachgames.com/	13.1, 13.2, 13.3	Information Technology
Westinghouse Nuclear https://www.westinghousenuclear.com	13.1, 13.2, 13.3	Scientific Research Engineering
Forms + Surfaces https://www.forms-surfaces.com/	13.1, 13.2, 13.3	Manufacturing
UPMC Passavant https://www.upmc.com/locations/hospitals/passavant	13.1, 13.2, 13.3	Health Science
St. Barnabas	13.1, 13.2, 13.3	Human Services

Community & Business Meetings		
Resources	CEW Strand(s) - 13.X	Career Cluster/Pathway
https://stbarnabashealthsystem.com/		
Consortium for Public Ed. https://www.theconsortiumforpubliceducation.org/	13.1, 13.2, 13.3	Education & Training

Online and Other Resources

Internet Based Links: <i>Websites educating others and promoting career development and related topics</i>		
Resources	CEW Strands (13.X)	Career Cluster or District Pathway
PA Career Zone https://www.pacareerzone.org/	13.1, 13.2	ALL
O'Net https://www.onetonline.org/	13.1	Education, Career, & Training
collegeboard.org https://bigfuture.collegeboard.org/?navId=gh-accs	13.1	Education & Training
PHEAA and Education Planner https://www.pheaa.org/college-planning/education-planner/	13.2	Finance
FAFSA.ed.gov https://studentaid.gov/h/apply-for-aid/fafsa	13.1	Finance
ACTstudent.org https://www.act.org/	13.2	Education and Training
NCAA: eligibilitycenter.org https://web3.ncaa.org/ecwr3/	13.2	Education and Training
Naviance EDocs https://student.naviance.com/auth/fclookup	13.3	Human Services

Media and Advertising: *Various marketing methods that provide contacts, career awareness, ideas and workforce information*

Resources	CEW Strands (13.X)	Career Cluster or District Pathway
Infinite Campus and Naviance* https://portal.ht-sd.org - for student login	13.1	Education and Training
District Website https://www.ht-sd.org/	13.1, 13.2	Education and Training
District Newsletter https://www.ht-sd.org/about/news/hampton-headlines	13.1, 13.2, 13.3,13.4	Education and Training
Hampton Township Social Media https://www.facebook.com/HamptonTwpSD https://twitter.com/Hampton_Talbots	13.1	Education and Training
School Counseling Google Classroom and Grade Level Google Classroom* http://www.portal.ht-sd.org - for student login. Access through student Google Accounts	13.1, 13.2	Education, Resources, and Training
Hampton High School Course Catalog- Graduation Requirements HAMPTON HIGH SCHOOL PROGRAM OF STUDIES 2024-2025	13.1, 13.2	ALL

*Contact your school counselor if you are having difficulty accessing Naviance or Google Classrooms

Public and Documents: <i>Hard copy materials that offer contacts and career/workforce information</i>		
Resources	CEW Strands (13.X)	Career Cluster or District Pathway
O'Net - https://www.onetonline.org/	13.1	All
ASCA Mindset and Behaviors ASCA Student Standards: Mindsets & Behaviors for Student Success	13.1, 13.2, 13.3	Education and Training
Education Planning Guide https://www.ht-sd.org/uploaded/District/HTSD_Comp_Plan_2020-2023_Public_Review.pdf	13.1, 13.2	All
Naviance- Career Clusters and explorational tools* http:// www.portal.ht-sd.org - for student login https://student.naviance.com/auth/fclookup	13.1	All
Graduation Requirement Sheet HAMPTON HIGH SCHOOL PROGRAM OF STUDIES 2024-2025 Page 7 & 8	13.1, 13.2	All

*Contact your school counselor if having difficulty accessing your Naviance or Google Account.

Post-Secondary Options

Post-Secondary Options: <i>Colleges, Apprenticeships, Military, and Vocational Training</i>		
Resources	CEW Strands (13.X)	Career Cluster or District Pathway
CCAC https://www.ccac.edu/	13.2	Education and Training
Duquesne University https://www.duq.edu/	13.2	Education and Training
University of Pittsburgh https://www.pitt.edu/	13.2	Education and Training
Armed Services https://www.usa.gov/us-military	13.2	Education and Training
Penn State University https://www.psu.edu/	13.2	Education and Training
Slippery Rock University https://www.sru.edu/	13.2	Education and Training
Pittsburgh Trade Unions https://www.buildersguild.org/index.php/members/trade-unions	13.2	Education and Training
Pittsburgh Technical College https://ptcollege.edu/	13.2	Education and Training

13. Career and Technology Strategies

Each year, all 8th-grade students attend a presentation by an A.W. Beattie Career Center representative. In January of each year, all 9th and 10th-grade students attend a presentation by an A.W. Beattie Career Center representative. This presentation introduces available programs and services. Students are then given the opportunity to tour the A.W. Beattie Career Center by attending a field trip in late January. Students participate in the site visit and tour three program areas of interest. School counselors and teachers communicate throughout the school year with students who may benefit from the A.W. Beattie Career Center. Information regarding A.W. Beattie Career Center is disseminated to students and parents through the school webpage, Program of Studies, and email notifications. Students/Guardians are made A.W. are of the initial A.W. Beattie Career Center presentation, the subsequent field trip, and all A.W. Beattie Career Center Open Houses. Special Education students interested in attending A.W. Beattie Career Center will participate in a meeting with their staff, parents, and Hampton staff. In this meeting, students' individualized needs identified in their Individual Education Plans, 504 agreements, or Gifted Individualized Educational Plans are reviewed as well as accommodations and program support. All students considering A.W. Beattie Career Center will complete the A.W. Beattie application during the scheduling process. In the 2023-2024 school year, 83 students in grades 10-12 attended the A.W. Beattie Career Center; our most recent graduation rate was 100%. 95% retainment rate. School Counselors' individual meetings with students in grades 9 through 12 and small group meetings in group 10 promote the A.W. Beattie Career Center and help students develop career plans.

Orientation to Career and Technical Options

Grades K-5

Student Awareness

<u>Grades</u>	<u>Intervention/Program/Events</u>	<u>Stakeholder Delivering</u>	<u>Data Used for Success Indicator</u>	<u>Begins and Ends</u>	<u>Contact</u>
5th	Elementary Career Awareness	Clifton Bossong, A. W. Beattie Representative	Survey Data	March	A.W. Beattie & Elementary School Counselors

Parent Awareness

<u>Intervention/Program/Events</u>	<u>Stakeholder Delivering</u>	<u>Data Used for Success Indicator</u>	<u>Begins and Ends</u>	<u>Contact</u>
Brief Description of Assembly in Parent Newsletter	School Counselor	Number of Inquiries regarding Programs Offered	March	School Counselor

Educator Awareness

<u>Intervention/Program/Events</u>	<u>Stakeholder Delivering</u>	<u>Data Used for Success Indicator</u>	<u>Begins and Ends</u>	<u>Contact</u>
Description of Assembly to Teachers via Email	School Counselors	Number of Inquiries regarding Programs Offered	March	School Counselor

Middle School

Student Awareness

<u>Grades</u>	<u>Intervention/Program/Events</u>	<u>Stakeholder Delivering</u>	<u>Data Used for Success Indicator</u>	<u>Begins and Ends</u>	<u>Contact</u>
8	Presentation by AW Beattie CTC	AW Beattie representative	Interest in programs offered at AW Beattie	January	AW Beattie
8	High School Counselor Presentations	High School Counselors	Scheduling requests	February	High School Counselors

Parent Awareness

<u>Intervention/Program/Events</u>	<u>Stakeholder Delivering</u>	<u>Data Used for Success Indicator</u>	<u>Begins and Ends</u>	<u>Contact</u>
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Share communication about A.W. Beattie CTC through parent email	HMS Counselors	Interest in programs at AW Beattie	8th grade	School Counselors
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Educator Awareness

<u>Intervention/Program/Events</u>	<u>Stakeholder Delivering</u>	<u>Data Used for Success Indicator</u>	<u>Begins and Ends</u>	<u>Contact</u>
Presentation by A.W. Beattie CTC	A.W. Beattie representative	Interest in programs offered at AW Beattie	January	A.W.. Beattie

High School

Student Awareness

<u>Grades</u>	<u>Intervention/Program/Events</u>	<u>Stakeholder Delivering</u>	<u>Data Used for Success Indicator</u>	<u>Begins and Ends</u>	<u>Contact</u>
9-11	Fall Open House	A.W. Beattie	Enrollments at Beattie	October	A.W. Beattie
9-10	Recruitment Presentations	A.W. Beattie	Enrollment	January	T. Koprivnikar
9-10	A.W. Beattie Tours	A.W. Beattie	Enrollment	January	A.W. Beattie Staff
8	8th Grade Orientation Fair	HHS Counselors & A.W. Beattie	Knowledge of Programs	February	T. Koprivnikar
9-11	Print Materials/Program Flyers	HHS Counseling Department	Inquiries about Programs	All Year	HHS Counselors
9-11	Spring Open House	A.W> Beattie	Attendance at Open House	March	A.W. Beattie
9-11	Completed Applications	HHS Counselors	Increase in student applications/ %-age of population attending Beattie	April	T. Koprivnikar

Parent Awareness

<u>Intervention/Program/Events</u>	<u>Stakeholder Delivering</u>	<u>Data Used for Success Indicator</u>	<u>Begins and Ends</u>	<u>Contact</u>
9-11 Open House Informational Presentation	A.W. Beattie Representative	Attendance at A.W. Beattie	September	A.W. Beattie
Fall Open House	A.W. Beattie	Enrollments at Beattie	October	A.W. Beattie
8th Grade Orientation Fair	HHS Counselors & A.W. Beattie	Knowledge of Programs	February	T.Koprivnikar
Spring Open House	A.W. Beattie	Attendance at Open House	March	A.W. Beattie
Website/Google Classroom/Infinite Campus Blasts	HHS Counseling Department	Awareness of Programs and Deadlines	September-March	HHS Counselors
Print Materials/Program Flyers	HHS Counseling Department	Inquiries about Programs	All Year	HHS Counselors

Educator Awareness

<u>Intervention/Program/Events</u>	<u>Stakeholder Delivering</u>	<u>Data Used for Success Indicator</u>	<u>Begins and Ends</u>	<u>Contact</u>
Print Materials/Program Flyers	HHS Counseling Department	Inquiries about Programs	All Year	HHS Counselors
Recruitment Presentations	A.W. Beattie	Enrollment	January	T. Koprivnikar
Website Links	HHS Counselors	Suggesting programs to students	All Year	HHS Counselors