

Oil City Area School District
Comprehensive School Counseling Plan
Grades K-12

I. School Counselors and Assignments 2018

- Erin Bomboy, K - 12, Hasson Heights Elementary, Grades K-4, ratio 449:1 (2015)
- Emma Correa, K - 12, Smedley Elementary, Seventh Street Elementary, Oil City Middle School, Grades K-8, ratio 418:1 (2005)
- Amy Serbati, 5 - 12, Oil City Middle School, Grades 5-8, ratio 602:1 (1998)
- Vera Campbell, 7 - 12, Oil City High School, Grades 9-12, ratio 311:1 (2005)
- William Burkett, 7 - 12, Oil City High School, Grades 9-12, ratio 328:1 (2008)

II. School Counseling Department Mission Statement

Our mission is to provide students with a comprehensive, developmental school counseling program that emphasizes the academic, career and personal/social development of all learners within the educational environment. By providing fair and equal access to school counseling services, we collaborate and consult with staff, parents and the community to promote responsible citizenship and career preparedness to *every student, every day*.

III. Program Goals (2018 - 2019)

Academic

Big Idea: Use assessment results in each student's educational planning.

Elementary: Facilitate eSAP (elementary Student Assistance Program) meetings a minimum of twice a month to positively impact the academic performance of students that exhibit barriers to learning.

Middle School: Individualize 100 % of all middle school students schedules to meet their individual academic needs.

High School: Individualize 100 % of all high school students schedules to meet their individual academic and post-secondary needs.

Career

Big Idea: To develop an awareness of each student's personal interests, abilities, skills, and motivations.

Elementary: 99% of third graders will take a career assessment and be able to identify three possible careers. 50% of all third grade faculty will be able to identify 1-2 career interests of their students.

Middle School: 99% of 7th graders will participate in a career pathways unit during Family and Consumer Science (FACS) class and begin the development of their academic career plan including data from Grades 3 and 5.

High School: 85% of all students will be able to identify two reasons for selecting their post-secondary course of action.

Personal/Social

Big Idea: Students will distinguish between appropriate and inappropriate behavior.

Elementary: Facilitate the daily School Wide Positive Behavior Support (SWPBS) program at each elementary building to encourage all students to be safe, be respectful, be responsible, and be ready to learn. 80% of all 3rd and 4th grade students will be able to identify 1 expected behavior in each target area.

Middle School: The Student Assistance Program (SAP) team meets weekly to identify students that need interventions and support with personal and social concerns. As an example: a support group will be delivered to targeted students with grief concerns. As a result of group participation we will measure increases in both grades and attendance of each student.

High School: The Student Assistance Program (SAP) team meets weekly to identify students that need interventions and support with personal and social concerns. A support group will be delivered to target anger management. As a result of participation in this group, there will be a reduction of discipline referrals for group members.

IV. Stakeholders of the OCASD School Counseling Program

Students:

They are the recipients of the school counseling program delivery system. The program would not be possible without students. Students will help to deliver the school counseling program by feeling connected to the school counseling curriculum through problem-solving and interpersonal skill development. Students will participate in individual schedule planning, Careers Exploration and Family and Consumer Science courses, and Graduation Project meetings.

Parents/Family:

Parents play an integral role in helping their children by serving as their primary influence. It is important for parents, as decision makers, to be aware of all aspects of the school

counseling program. Parents will advocate for their children in order to assist them in making appropriate choices by providing input to school counselors. Parents benefit from consultative services with counselors regarding students' involvement in the program. Information is provided to parents to assist their children in planning for their future and life after high school.

Educators:

Educators represent the direct connection to the students. They serve as instructional leaders and advocates for the school counseling program. This collaborative partnership between counselors, administrators, and teachers is a direct link to the overall effectiveness of our program and student performance. Educators benefit from the comprehensive school counseling program by receiving support from school counselors in regards to students' academic, career and personal/social success. Educators provide equity and access to address and enhance student achievement and present a positive learning climate by having a mutual understanding.

Business/Community Representatives:

Business/Community representatives provide resources, advocacy, and support for the school counseling program delivery system. They present opportunities for students and inform educators about labor market trends and social services. They are a driving force in helping to prepare students to become academic, social, and career ready. The school counseling program profits from the business community representatives through their role on the advisory council. They provide ideas, resources, collaboration and networking opportunities. Informing the community about the school counseling program and communicating and maintaining positive relationships with stakeholders are key to program development.

Post-Secondary Partners:

Post-secondary partners represent the educational and career training opportunities beyond the high school curriculum. These partners serve on our advisory council to assist students as they transition from high school to future career and educational pathways. These partners help to deliver our program by networking with students, parents, and educators to enrich students' knowledge of educational and training opportunities.

V. Role of the School Counselor

Oil City Area School District's master degree certified school counselors are leaders, advocates, collaborators and instruments of systemic change. The school counselor's leadership skills are vital to the successful implementation of a developmental and comprehensive school counseling program. As a leader, school counselors incorporate advocacy and collaboration into daily routine. They maintain a leading role as a visionary with the school to engage educational and community stakeholders by helping the school achieve its mission. School counselors are adept at analyzing data to support student achievement and improve success. Through strong communication and consultative skills, school counselors advocate for their students and collaborate with their stakeholders providing equity and access to all.

Counselors as *leaders*:

- Are an integral part of the total school district learning community

- Manage and implement a comprehensive and developmental school counseling program
- Engage all constituents in the delivery of services
- Assist all students in achieving success
- Provide equity and access to all students
- Work in collaboration with administration, teachers, parents/guardians, and the community
- Support the school as a safe and welcoming learning community for all students

Counselors as **advocates**:

- Promote every student's goal to achieve success by helping to diminish the barriers that may impede academic, career, and personal/social growth
- Work to support success in a rigorous academic curriculum
- Support programs to ensure every student has access to a caring adult
- Provide the three domains of academic, career, and personal/social counseling
- Provide education, career and post-high school exploration to all
- Promote change to contribute positively to the counseling program and ensure success
- Address and incorporate Pennsylvania's Academic Standards for Career Education and Work into the school counseling program

Counselors as **collaborators**:

- Promote the commitment to the school district's mission
- Access professional development to enhance student success
- Engage the educational community so that all students benefit from the school counseling program
- Offer information and programs within the community
- Serve on district committees
- Network and problem-solve with the goal of moving forward in a positive manner

Counselors as **agents of systemic change**:

- Connect the design, implementation, and management of the school counseling program to the mission of the school
- Identify and examine critical data elements such as grades, test scores, attendance, promotion rates & discipline referral data
- Identification of students who are not succeeding and assist in successful outcomes
- Educate others as to our efforts to improve successes
- Partner in school improvement by proving a willingness to assist and adjust as needed

VI. Advisory Council

Anticipated first meeting to take place during professional day (May 11, 2018):

Superintendent: Mr. Patrick Gavin

Principal: Mr. Scott Stahl

Counselor: Mr. William Burkett

Counselor: Mrs. Emma Correa

State Senator: Mr. Scott Hutchinson

Chamber Director: Mrs. Susan Williams

School Board Member:

Stewart

Business Representative: Mike Klapac,**

Junior Student: _____

N/W Planning Commission Rep: _____

MS/Elementary Teacher: _____

Univ. Pitt Rep: _____

BC3 Rep: Suzanne Wasilewski

*** identify additional businesses in a variety of industries*

Principal: Dr. Lynda Weller

Counselor: Mrs. Erin Bomboy

Counselor: Mrs. Vera Campbell

Counselor: Mrs. Amy Serbati

Mayor: Mr. William Moon

School To Industry Part: Janet

VTC Representative: M. Fontanazza

Senior Student: _____

HS Teacher: _____

Parent: _____

Clarion Univ. Rep: Casey McVay

PA CareerLink: Carmine Camillo

VII. Program Calendar

<p>July/ August</p>	<p><u>Elementary (K-4):</u></p> <p>Academic -</p> <p>Career- Transfer 4th Grade Career Portfolios to middle school counselor</p> <p>Personal/Social- Kindergarten Orientation Open House</p> <p><u>Middle/High (5-12):</u></p> <p>Academic - Orientation new student registration scheduling changes and adjustments 11th/12th grade credit reviews begin Cyber admission and enrollment Transcript processing</p> <p>Career -</p>
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	<p>Open VTC enrollments Letters of recommendation/college counselor form completion</p> <p>Personal/Social - Alternative School lessons begin 2X week Crisis intervention SAP</p>
<p>September</p>	<p><u>Elementary (K-4):</u></p> <p>Academic- eSAP meetings established AIMSweb Fall Benchmark Testing</p> <p>Career - Transfer 4th Grade Career Portfolios to middle school counselor</p> <p>Personal/Social- Crisis Intervention New Student Meet and Greet Lunches begin Social Groups begin School Counselor Introduction Lessons (Kindergarten) School Counselor Introduction Lessons and overview on types of problems (All Students) “Outstanding Oilers” School-Wide Positive Behavior Support Program begins Student Announcer Program begins Weekly Food Backpack Program begins</p> <p><u>Middle/High (5-12):</u></p> <p>Academic - New student registration & scheduling changes and adjustments 11th/12th grade credit reviews continue Cyber admission and enrollment Transcript processing</p> <p>Career - Open VTC enrollments Letters of recommendation/college counselor form completion</p> <p>Personal/Social - Alternative School lessons SAP teams established Back pack distribution by local churches Crisis intervention Food pantry to be established at MS Clothing store open to MS/HS students</p>

<p>October</p>	<p><u>Elementary (K-4):</u></p> <p>Academic- Classroom Lessons eSAP</p> <p>Career-</p> <p>Personal/Social- Crisis Intervention Classroom Lessons (Red Ribbon Week, Safety, Making good choices, and Peer Pressure) Social Groups Specific Groups based on need Fatherhood Initiative “Donuts with Dad” (Southside Schools) Red Ribbon Week (with lesson, bulletin board, and family and school participation component) Student Announcer Program Unity Day New Student Meet and Greet Lunches “Outstanding Oilers” Weekly Food Backpacks Oil City Fire Department “Operation Warm” Notification Salvation Army “Operation Bundle Up” Program Notification</p> <p><u>Middle/High (5-12):</u></p> <p>Academic - Scheduling changes and adjustments continue 11th/12th grade credit reviews continue Transcript processing</p> <p>Career - VTC tours for entire grade 9 Promotion of VTC OPEN HOUSE Night Adminster SAT Testing - National Test Date first Saturday PSAT coordination & administration (Sr., Jr., Soph.) PHEAA Financial Aid Night - Seniors US ARMY Special Operations Semi Counselors guest speak in FACS classes (Making Smart Educational Decisions) Letters of recommendation/college counselor form completion</p> <p>Personal/Social - Red Ribbon Week Lesson - 5th grade Formation of SAP & counseling groups Alt School counseling</p>
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	<p>Grief group Crisis intervention SAP Red Ribbon Week Facilitate Oil City Fire Department “Operation Warm” Facilitate Salvation Army’s Project Bundle Up</p>
<p>November</p>	<p><u>Elementary (K-4):</u></p> <p>Academic- eSAP Peer Tutor program</p> <p>Career-</p> <p>Personal/Social- Crisis Intervention “Outstanding Oilers” Children’s Grief Awareness Day (with bulletin board and family participation component) Social Groups Specific Groups based on need Classroom Lessons (Bullying, Conflict Resolution, Empathy and Kindness, Specific Social Skill Lessons for Kindergarten) Student Announcer Program Weekly Food Backpack Program Facilitate Oil City Fire Department “Operation Warm” and distribute coats</p> <p><u>Middle/High (5-12):</u></p> <p>Academic - 11/12th credit reviews continue/conclude Keystone Exam preparations begin Scheduling for following year commences with change requests to department chairs Transcript processing/requests/mailings</p> <p>Career - “Career Training in My Community” lesson - 5th grade Venango Technology Center Mini-tour - 5th grade Assist in SAT registrations - grades 10 - 12 Letters of recommendation/college counselor form completion</p> <p>Personal/Social - Operation Warm distribution to grade 5 SAP weekly meetings & review</p>

	<p>Alternative school counseling Nominations and selection for DAR “Good Citizen” award - gr 12 Hugh O’Brien Youth Leadership Award selection - gr 10 Grief Group continuation Crisis intervention Notification to students - Salvation Army’s Project Bundle Up</p>
<p>December</p>	<p><u>Elementary (K-4):</u></p> <p>Academic- eSAP</p> <p>Career K-2 Lessons</p> <p>Personal/Social Crisis Intervention Social Groups Specific Groups based on need Classroom Lessons (Conflict Resolution and Problem Solving) Student Announcer Program “Outstanding Oilers” Bulletin Board Weekly Food Backpack Program</p> <p><u>Middle/High (5-12):</u></p> <p>Academic - SAT Test Administration - National Test Date first Saturday Keystone testing coordination & administration - Literature Scheduling for following year discussions/revisions with departments for board approval Transcript requests/processing/ mailing</p> <p>Career - Pitt Bradford College in the High School application collection, organization & processing FACS class & SLO presentation semester 1 Career Link Counselor visits to assist seniors with “unknown” post secondary plans Senior meeting to discuss FAFSA, credits, post secondary planning Letters of recommendation/college counselor form completion</p> <p>Personal/Social - Alt School counseling SAP team meetings and reviews Grief group wraps-up TEAM Building day - gr 5 - 12 (Anti bully survey conducted &</p>

	<p>Attorney General presentaions 5 - 8) Salvation Army's Project Bundle Up notification to students</p>
<p>January</p>	<p><u>Elementary (K-4):</u></p> <p>Academic- eSAP eSAP Tier III Meetings begin AIMSweb Winter Benchmark Testing</p> <p>Career- Classroom lessons K-4 “Career Inventories and Research” - 3rd Grade</p> <p>Personal/Social- Crisis Intervention Classroom Lessons Social Groups Specific Groups based on need Grief Group Student Announcer Program “Outstanding Oilers” Weekly Food Backpack Proram Salvation Army's Project Bundle Up notification</p> <p><u>Middle/High (5-12):</u></p> <p>Academic - Semester course changes. Review of struggling students at semester. Cyber reviews and enrollments. Solicit and collect scheduling changes for the following year, submit for board approval course description guide. Teacher recommendation/Powerschool set-up. Keystone Testing cooridnation for Algebra and Biology Transcript processing</p> <p>Career - 9th grade VTC counselor presents in history classes. Distribution of scholarship information. ASVAB administration and interpretation Letters of recommendation/college counselor form completion PSAT results returned to senior, junior and sophomores who took test</p> <p>Personal/Social - SAP team meetings and review Alt School counseling New grief group start Crisis intervention</p>

<p>February</p>	<p><u>Elementary (K-4):</u></p> <p>Academic- eSAP eSAP Tier III Meetings Kindergarten Registration Parent Awareness Night Presentation Classroom Lessons</p> <p>Career- “Career and College Readiness Day” Career Portfolios - infused in lessons Classroom Lessons K-4 Career Building Skills</p> <p>Personal/Social- Crisis Intervention “National School Counselor Week” Student Announcer Program “Outstanding Oilers” Weekly Food Backpack Program Random Acts of Kindness (RAK) Week Social Groups Specific Groups Based on Need</p> <p><u>Middle/High (5-12):</u></p> <p>Academic - Classroom scheduling presentations to grades 8 - 11 Teacher recommendations and student course selections gr 8 - 11 Transcript processing</p> <p>Career - Review of individual career plans during scheduling process VTC ½ day tours for grade 9 Letters of recommendation/college counselor form completion</p> <p>Personal/Social - SAP referrals Groups continue Crisis intervention Alternative school</p>
<p>March</p>	<p><u>Elementary (K-4):</u></p> <p>Academic- Kindergarten Registration - Bracken School Readiness Screener eSAP eSAP Tier III Meetings</p>

	<p>Classroom Lessons “Test Preparation and Relaxation Strategies” - Grades 3 & 4</p> <p>Career-</p> <p>Personal/Social- Crisis Intervention Classroom Lessons Social Groups Specific Groups based on need “Outstanding Oilers” Weekly Food Backpack Program Student Announcer Program SAP Venango Fatherhood Initiative “Donuts with Dad” - Hasson SAT Testing March OCHS first Saturday in March</p> <p><u>Middle/High (5-12):</u></p> <p>Academic - Scheduling continues by entering all course requests into Powerschool 11th grade individual scheduling/futures meetings FACS classroom presentations Begin working master schedule build Transcript processing</p> <p>Career - Administer SAT test Clarion University Field Trip - 6th grade Secondary facilitation of Career Link counselor assist seniors with unknown secondary plans Invite/Coordinate Job Corps representative to meet with seniors with undecided post-secondary plans Letters of recommendation/college counselor form completion FACS class & SLO presentation semester 2 grade 7</p> <p>Personal/Social - Alt School counseling SAP referrals, team reviews group wrap-ups Crisis intervention</p>
<p>April</p>	<p><u>Elementary (K-4):</u></p> <p>Academic- eSAP eSAP Tier III Meetings PSSA Administration - Grades 3 and 4</p>

	<p>Career-</p> <p>Personal/Social- Classroom Lessons Crisis Intervention Social Groups Social Groups based on need “Outstanding Oilers” Student Announcer Program Weekly Food Backpack Program</p> <p><u>Middle/High (5-12):</u></p> <p>Academic - PSSA testing 5 - 8 all students (organization, preparation and scheduling of every student) Keystone testing administration preparation gr. 8 - 11 Master schedule fixes/modifications Transcript processing</p> <p>Career - ACT test administration Letters of recommendation/college counselor form completion ACT Testing OCAHS. Invite/Coordinate Job Corps representative to meet with seniors with undecided post-secondary plans</p> <p>Personal/Social - Crisis intervention SAP Alt school</p>
<p>May/June</p>	<p><u>Elementary (K-4):</u></p> <p>Academic - eSAP wrap-up AIMSweb Spring Benchmark Testing</p> <p>Career - 4th Grade Career Fair</p> <p>Personal/Social- Crisis Intervention Classroom Lessons Cyberbullying & transition to new year next year- Grade K- 4 Middle School Transition Activities (tour) - Grade 4 Social Groups Wrap-up</p>

	<p>“Outstanding Oilers” Wrap-up Student Announcer Program Weekly Food Backpack Program</p> <p><u>Middle/High (5-12):</u></p> <p>Academic - 4th grade tours/transition field trip of middle school Keystone Testing - Algebra, Biology & Literature Scheduling changes and requests modified Senior requirements met for graduation Student failure identification/ notification and summer school referrals Entry of St. Stephens scheduling requests of student transfers to the HS Cyber data collated and entered into historical grades Transcript processing</p> <p>Career - Lessons Career Portfolios - Grade 5 Letters of recommendation/college counselor form completion SAT/SAT II Testing OCHS May and June</p> <p>Personal/Social - Crisis intervention Alternative School SAP teams wrap-up final referrals Upward Bound Nominations</p>
<p>July</p>	<p><u>Elementary (K-4):</u></p> <p>Academic-</p> <p>Career-</p> <p>Personal/Social-</p> <p><u>Middle/High (5-12):</u></p> <p>Academic - Scheduling adjustments/failures Summer school referrals</p> <p>Career - Transfer 8th grade student files to Career Class instructor</p> <p>Personal/Social -</p>

VIII. Program Delivery

Elementary K - 4:

	Guidance Curriculum Provide developmental, comprehensive guidance program content in a systematic way to all students	Prevention, Intervention & Responsive Services Address school and student needs	Individual Student Planning Assist students and parents in development of academic and career plans	System Support Includes program, staff and school support activities and services
Purpose:	Student awareness, skill development and application of skills needed to achieve academic and career awareness goals.	Prevention, intervention and responsive services to groups and/or individuals.	Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	Program delivery and support.
Academic:	Test Preparation Lessons Study Skills Lessons	eSAP (elementary Student Assistance Program) Bracken School Readiness Screener (K Registration) Grade Level Meetings Parental Contact	G-MADE Cyber Student Services Home Visits Parental Contact 504 Planning	(A), (C), (P/S): PSSA Testing School counselor professional development Advocacy for comprehensive school counseling program Program planning and development Evaluation and assessment of comprehensive school counseling program, personnel and student results Documentation of how school counseling programs contribute to

				<p>student achievement Parental involvement and education Consultation with staff and all stakeholders Community outreach and involvement Data analysis “National School Counselor Week” Open House Family Nights “Operation Warm” Shoe and Boot Drive Safe Crisis Management (SCM) Fatherhood Initiative: “Donuts with Dad” Bus Incidents IEP Observations Backback Program (Weekly food program) Other duties as directed</p>
Career:	<p>Career Portfolios Career Inventory College Awareness Day Career Day Career Awareness Lessons 4th Grade Career Fair</p>			<p>“Kids in College” summer program at Venango College (Branch campus of Clarion Univ)</p>
Personal/ Social:	<p>“Outstanding Oilers” Schoolwide Postive Behavior Support Program Middle School Transition Red Ribbon Week Cyber Safety Children’s Grief Awareness Day Special Presenters Special Topic Lessons Meet and Greet Lunches Behavior Announcements via school PA Daily Morning Announcements</p>	<p>eSAP (elementary Student Assistance Program) Social Skills Focus Groups New Student Lunches Grief Groups Specialized Focus Groups Grade Level Meetings Parental Contact</p>	<p>Individual meetings Home Visits Referrals to Dr. Romero Parental Contact Protective Intake Crisis Unit referrals Children & Welfare Information System referrals HEIGHTS and BHRS (Behavioral Health Rehabilitation Services) HEIGHTS Liaison Services referrals Participate ISPT Meetings Parental Contact Behavior Analysis for PBSP Referrals</p>	

Counselor Role:	Facilitator Guidance curriculum implementation Classroom lessons Consultation Coordination	Individual counseling Small group counseling Referral Consultation Coordination	Assessment Planning Placement Consultation Coordination	Develop and manage program Coordination Develop relationships and partnerships Consultation
ASCA National Model* Recommended Percentage of Time:	35%-45%	30%-40%	5%-10%	10%-15%

Middle School 5-8:

	Guidance Curriculum Provide developmental, comprehensive guidance program content in a systematic way to all students	Prevention, Intervention & Responsive Services Address school and student needs	Individual Student Planning Assist students and parents in development of academic and career plans	System Support Includes program, staff and school support activities and services
Purpose:	Student awareness, skill development and application of skills needed to achieve academic and career awareness (grade 5) and career exploration (grades 6-8) goals.	Prevention, intervention and responsive services to groups and/or individuals.	Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	Program delivery and support.
Academic:	Scheduling presentations & academic planning Clarion University Tour SAP academic interventions Test Preparation group Study Skills group Education Talent Search presentations	SAP Individual Counseling Parental Contact ETS Study Skills Group Social Skills Group	Counseling Parental Contact & Conferences Cyber Student Services Scheduling using PVAAS diagnostic tools IEP meetings Reading through Intervention groups	PSSA testing New student orientation SAP meetings Cyber Services enrollments Professional Development Advisory council meetings IEP/504 meetings Faculty meetings IEP Student observations Homeschool book requests Homeschool PSSA requests
	Vocational Technical Center Mini-tour SLO Interest Inventory & Academic & Career	Individual Counseling Research & Exploration	Individual Counseling Research & Exploration Parental contact	VTC tour for staff SLO curriculum Clarion Univ. GEMS

Career:	Plan- FACS Clarion Univ Tour 6		IEP meeting	Reading Apprentice Maker's Space
Personal/ Social:	High School Transition Activities Red Ribbon Week Children's Grief Awareness Day Cyber Safety Lessons Cyberbullying Awareness Lessons Olweus Bully Prevention Program	SAP referrals Caring Place Grief Group Specialized Groups PIC interventions CWIS Alternative Education Counseling Mediations	Protective Intake Crisis Childern & Welfare Information System Heights & Behavioral Health Rehabilitation Service Referrals Alt. School planning Parental contact IEP meetings	PIC (Protective Intake Crisis) CWIS (Children & Welfare Information System) Group planning Survey PAYS survey bi-annual
Couselor Role:	Consultant Disseminate information Facilitate discussion	Consultant Facilitator Advocator	Consultant Facilitator Advocator	Consultant SLO development Portfolio
*Percentage of time:	25% - 35 %	30% - 40%	15% - 25%	10% - 15%

High School 9-12:

	Guidance Curriculum Provide developmental, comprehensive guidance program content in a systematic way to all students	Prevention, Intervention & Responsive Services Address school and student needs	Individual Student Planning Assist students and parents in development of academic and career plans	System Support 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.	Prevention, intervention and responsive services to groups and/or individuals	Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	Program delivery and support.
	-Scheduling presentations -Scheduling & academic planning -Career support & research -Referrals to tutoring	-Individual intervention/crisis counseling -SAP -Progress reports	-Individual Scheduling -Progress reports -End of MP failures -Technical changes -Promotions/demotions	-Keystone testing and coordination -New student orientation -Incoming student scheduling (meeting

<p>Academic:</p>	<p>programs -PSAT/SAT/ASVAB promotion</p>	<p>-Parental contact -Career research & assistance -Alternative school</p>	<p>-Career research & support -Parental contact -VTC application review & input into VTC SIS -NHS application review -Homebound tutor consultation/support -Cyber Student Services monitoring -Cyber student consultation with OWA teachers/admin -Senior survey checksheet -Alternative school -PSAT results & interpretation -ASVAB results & interpretation -Letters of recommendation -IEP transitional planning</p>	<p>with counselor) & touring -Recruiting -Open house nights -VTC open house nights -Schedule conflicts -Student Services Dept. meetings -Faculty meetings -Parent/Teacher conferences -County Counselor meetings -339 Advisory Council meetings -Homework requests -Homeschooled book requests -IEP/504 Plan meetings -VTC graduation ceremony -VTC employer & school appreciation night -Coordinate co-op for VTC students (shedule changes, notification to staff) -Develop Course request sheets -Update course description guide -Credit evaluation & historical entry into SIS -Professional development -Advisory Council -Cyber student input into Genius system -Cyber student purchase orders -Senior survey -IEP observation/evaluation form completion -PSAT administration -ASVAB administration</p>
<p>Career:</p>	<p>-Career support research & goal setting -Scheduling presentations -Recruiting</p>	<p>-Individual counseling -Alternative school group</p>	<p>-Individual scheduling -Alternative school group -Technical changes</p>	<p>-Financial Aid Night -FAFSA -Register for SATs -PSAT</p>

	-PSAT/SAT/ASVAB promotion		<ul style="list-style-type: none"> -End of MP failures -Promotions/demotions -Career research -Senior survey checksheet -Parent consultation -Scheduling -SLO planning & preparation -Letters of recommendation -Transcript requests -Scholarship assistance 	<ul style="list-style-type: none"> -ASVAB -VTC employer & school appreciation night -Parent/teacher conferences -IEP/504 meetings -Professional development -Open house night -Recruiting -Incoming student scheduling (meeting with counselor) & touring -County counselor meetings -School-to-Work Industry Partnership of Venango Co. meetings -HOBY -American Legion Essay Scholarship Contest -Daughters of the American Revolution contest -Post secondary/military presentations -Parent/teacher conferences -County counselor meetings -VTC application review & input into VTC SIS -Professional development -Transcript requests -Letters of recommendation -College counselor forms -SLO planning & preparation -Personal Portfolio -Scholarship dissemination - 4th Grade Career Fair
Personal/ Social:		<ul style="list-style-type: none"> -PIC (Protective Intake Crisis) -CWIS (Children & 	<ul style="list-style-type: none"> -PIC (Protective Intake Crisis) -CWIS (Children & 	<ul style="list-style-type: none"> -PIC (Protective Intake Crisis) -CWIS (Children &

		Welfare Information System) -Alternative school -Teacher mediation -Grief group referrals -SAP -Individual counseling -Parental contact -Substance abuse issues -Family issues -Legal issues (JPO, truancy court)	Welfare Information System) -Alternative school -SAP -Technical changes -Promotions/demotions -End of MP failures/attendance -Parental contact	Welfare Information System) -SAP -Change in placement -Referrals from admin -IEP/504 meetings -Professional development PAYS survey bi-annual
Counselor Role:	Disseminate information & consultant & facilitator	Facilitator, mandated reporter, consultant and advocator	Facilitator, mandated reporter, consultant and advocator	Planner, Coordinator, Consultant and Organizer
*Suggested Percentage of time for High School:	15%-25%	25%-35%	25%-35%	15%-20%

**As cited on page 136 of the American School Counselor Association (ASCA) National Model Handbook: A Framework for School Counseling Programs, Third Edition (2012).*

IX. Curriculum Action Plan

Goal: The mission of the Curriculum Action Plan at OCASD is to provide each student with a planned and sequential set of activities that meet the objectives adopted in the PA Career Education and Work Standards.

- Grade 3 Career Awareness about the world of work and a broad range of occupations.
- Grade 5 Career Exploration about the world of work.
- Grade 7 Family and Consumer Science required semester class - Career Unit
- Grade 10 Career Exploration and Technology required semester class.
- Grade 11 Family and Consumer Science required semester class, two job shadow requirements met.

Philosophy: The curriculum action plan (career domain) is a developmental and organized component of the existing educational program that helps students grow and develop within their academic, personal-social, and career domains. The plan provides information on the experiences in the world of work, which has meaning, related to a student's knowledge of self and of his/her future contributions to a changing society.

Rationale: The Curriculum Action Plan (Career Domain) provides the following benefits:

- Ensures that objectives adopted in the Pennsylvania Career Education and Work Standards are introduced to each student in a planned sequence.
- Ensures academic and career planning for each student.
- Provides support to families by advocating for their child’s academic, personal/social, and career development.
- Provides a system for classroom counseling lessons.

Action Step	Delivery Method	Personnel	Target Group	Timeline	CEW Standard
Student will become aware of the world of work	Classroom lessons	School Counselors	K-5	Full Year	13.1.3 A, B,C, D, E, H 13.1.5 A, B, D, H 13.3.3 A, F, G 13.4.3 A, B, C
Student will discuss essential skills for the workplace	Classroom lessons / Reading curriculum	School Counselors / Classroom teachers	K-5	Full Year	13.2.3 A, C, E 13.3.3 B, C 13.2.5 C
Student will learn the value of money	Math Curriculum	Classroom teachers	2nd-5th Grade	Full Year	13.3.3 D
Student will complete a budgeting lesson	Classroom lessons	School Counselor	4th Grade	Semester 2	13.3.3 D
Students will participate in a student led career fair and activities	Career Fair	School Counselors NHS Advisor	4th Grade	Semester 2	13.1.5 A, B, F 13.2.5 A, B, E
Student will complete a career inventory and career research	Classroom lessons	School Counselor	3rd Grade	Semester 2	13.1.3 A, B, D 13.1.5 E 13.2.3 B
Student will discuss how time is used at both home and	Classroom lessons	School Counselor	5th Grade	Full Year	13.3.3 E 13.3.5 E

school					
Student will participate in a tour of the Venango Technology Center (VTC)	VTC Tour	School Counselors & VTC Counselor	5th Grade	Semester 1	13.1.5 C, F, D
Students will participate in a tour of Clarion Univ.	Clarion University of Pennsylvania	School Counselor and all 6th grade teachers	6th Grade	Semester 2	13.1.5 A, E, F, H
Student will be introduced to the world of work	Family & Consumer Science	FACS Teacher and School counselor	7th Grade	Sem. 1 & 2	13.1.3 F,G 13.1.5 A,B,G 13.1.8 A,B,D,G 13.1.11 H 13.2.3 B,D 13.3.3 B,G 13.2.5 B 13.3.5 A,B,D 13.3.8 A, B, C, D, E
Student utilize their career plan in scheduling for high school	Student Services	School Counselor	8th-11th Grade	Semester 2	13.1.8 H 13.1.11 E,F,G,H 13.2.11 D
Student will participate in a tour of the Venango Technology Center	Venango Technology Center	School Counselor & VTC Counselor	9th Grade	Semester 2	13.1.11.F
Student will complete interest survey & job search activities, Career Portfolio completion	Careers Exploration & Technology classroom	Business/Technology Education Teacher	10th Grade	Sem. 1 & 2	13.1.11. B, D 13.2.5 D
Student will learn to apply essential workplace skills (communication, dependability, health & safety regulations,	Careers Exploration & Technology classroom	Business/Technology Education Teacher	10th Grade	Sem. 1 & 2	13.2.11.E 13.3.11. B, F

scheduling, technology, team building, etc.), learn/practice “team member listening techniques (clarifying, summarizing, encouraging), and strategizing/learning about the global marketplace, adapting to change and moving forward professionally					
Student will review requirements for graduation project	Graduation Project classroom times	Graduation Project Advisor	9-12th grades	FY	13.3.11.E
Student will attend College & Career Fair	4 Career Fair Interviews	College and Career Fair Advisor	9th & 10th	Sem. 2	13.1.11.D, F
Student will learn about the concepts of family, economics, careers, and finance. Portfolio presentations, resumes and job applications are created.	Family & Consumer Science	Family & Consumer Science Teacher	11th Grade	Sem. 1 & 2	13.2.5A,B,E 13.2.8 A,B,C,D,E 13.3.5 A, B, C, D,E,F,G 13.3.11 A,C,D,G
ASVAB/PSAT/SAT/ACT	Assessments	School Counselor	10th, 11th, 12th Grades	Sem. 1 & 2	13.1.11.A, B, C, H; 13.3.11A
Graduation Project	2 Job shadows, Community service English presentation	Graduation Project Advisors	12th Grade	FY	13.1.11.D

Entrepreneurship class	Classroom	Business/Technology Education Teacher	10th, 11th, 12th Grades	FY	13.4.11.A, B, C 13.3.11 B
Students will learn effective listening and speaking skills	English classroom	English teachers	9-12th Grades	FY	13.2.11.A, C, E

X. Career/Postsecondary Resources

Intermediary Organizations	Venango County Technology Center
Umbrella Organizations	Oil City Chamber of Commerce, Oil City Elks, BNI (Business Networking International), Venango County FLEX (Future Leaders and Entrepreneurs Exchange)
Community/State Organizations	Career Link, United Way, Venango Training and Development Center (VTDC), Northwest Planning Commission, City of Oil City (Mayor & Manager), PHEAA Representative
Individual Contacts	Business Partnerships Community College Reps (UPT, Venango College, BC3) State System of Higher Education (PASSHE) Representatives Other local college, university, and technical school representatives Local contacts for job shadowing(www.ocasd.org > graduation project tab)
Community / Business Meetings	Oil City Chamber of Commerce Meetings (Be Here, etc), School to Industry Partnership Consortium, Bridge Builders Community Foundation
Community Events	Oil City High School Career and College Fair, Cranberry Mall Job Fair
Internet Based Links	Career Exploration and Planning: www.pacareerstandards.com www.pacareerzone.com www.educationplanner.org www.onetonline.org

	<p>www.mynextmove.org www.careertech.org www.roadtripnation.org www.asvab.com www.careercruising.com</p> <p>Workforce Information: www.bls.gov/k12 www.paworkforce.state.pa.us www.careeronestop.org www.bl.gov/ooh www.keystoneedge.com</p> <p>Post-Secondary Information: www.educationplanner.org www.collegeboard.com www.myplan.com www.act.org</p> <p>College Costs and Financial Aid / Planning: www.pheaa.org www.fafsa.gov</p>
Media / Advertising	School website, Senior Scholarship Bulletin, hallway posters, high school cafeteria scrolling board, morning announcements (also posted on ocase.org), mass emails to students
Publication / Documents	PHEAA Publications, Career Kids, PSAT, SAT, ACT, ASVAB

XI. Individualized Academic/Career Plan

Demographics and Logistics of the Process:

- The portfolio begins in Kindergarten.
- By the end of grade 5, at least six pieces of evidence will be collected; two by the end of grade 3, two by the end of grade 4, and two by the end of grade 5.
- The student’s individualized plan will begin in grade 7.
- By the end of grade 8, the student has a career portfolio containing the K-5 grade band evidence and an additional six pieces of evidence; two each by the end of grades 6, 7, and 8.

- By the end of grade 11, the student has a career portfolio containing both the K-5 and 6-8 band evidence, and an additional eight pieces of evidence, or at least two each by the end of grades 9, 10, and 11.

Assessments to be used:

- Careers for Me Interest Assessment Grade 3
- Color Quiz (Myers-Briggs) Grade 5
- Holland Types and Pathway Matches Grade 7
- Career Cruising Interest Inventory Grade 10
- Preliminary Scholastic Aptitude Test Grades 9-11
- Armed Services Vocational Aptitude Battery Grades 10 - 12
- Scholastic Aptitude Test Grades 10 - 12
- American College Test Grades 10 - 12

Information in the plan/portfolio regarding high school core/elective courses:

- The student lists courses related to their career plan.
- Identify what postsecondary training is necessary to fulfill the plan.
- This plan becomes part of each student's electronic portfolio created in Careers Exploration and Technology Class

Parental Engagement:

- In grades 5-7, a scheduling course selection worksheet is sent home to every parent for consent and is returned to the middle school counselor.
- In grades 8-11, during the scheduling process parents provide written consent of the annual course selection sheets.

Faculty Engagement:

- Every high school teacher is assigned a caseload of graduation project advisees.
- Weekly check-ins are done to ensure students are on-track with their post-secondary plans.

Plan/Portfolio sustainability and review:

- At the elementary level up to grade 6, the portfolio will be reviewed each spring.
- From grade 7 on, each student's plan is reviewed annually during the scheduling process.

- In 12th grade English classes, a culminating final career research paper and presentation are completed by each student (also included in the graduation project requirements).

Academic & Career Plan for: _____							
		Self Assessments:			Influences:		Career Field of Interest:
Level	Grade	Interests	Abilities/Skills	Values/Setting Preference	Learning Style	Hobbies	Career Cluster
MS	5						
MS	7						
HS	10						
HS	11						
Making Some Decisions:							
My Holland Code type is: _____							
My High School Plan is: To Attend High School _____ To Attend High School and The Career and Technical School _____							
MY CURRENT CAREER INTEREST AREAS ARE:							

Courses I should take in high school connected to my interest area:							

Opportunities I should take advantage of in HS: Upward Bound (gr 9 - 12) ASVAB (gr 10,11,12) PSAT (gr 10 & 11) SAT/ACT (gr 10, 11 &/or 12)							
MS Counselor Notes:							

My Post-Secondary Plans are: 4 years College: _____ 2 year/community college/technical school: _____ Apprenticeship: _____							
Military: _____ On The Job Training: _____							
Action Plan items to do for my future:							

HS Counselor Notes:							

Originally developed by: Michael D. Thompson, Consultant for PDE 2012							
Revised by: Amy Sebati for OCASD 2016							

Credit Worksheet/Calculator

Periods	Course credit value (number required to grad.)	Grade 9	Grade 10	Grade 11	Grade 12
1	English 1 (4)				
2	History 1 (3)	<i>US Hist II</i>	<i>Civics/Gov</i>	<i>Civics/Gov</i>	<i>Crit Issues</i>
3	Math 1 (4)				
4	Science 1 (3)				
5	Phys. Ed ½ (4)	PE	PE	PE	PE
5	Health ½ (1)	Health			
6	Careers ½ (1)		Careers		
6	Adult Living ½ (1)			FACS	
7	Lunch	Lunch	Lunch	Lunch	Lunch
8	Activity	Activity	Activity	Activity	Activity
9	Elective				Keystone remediation
10	Elective				
Total Credits:					

XII. Career and Technical Center Strategy

- All Grade 5 students participate in a tour of VTC each fall.
- Oil City Area SD parents and students are invited annually to the VTC Open House starting in grade 7.
- Students identified as Special Education through an IEP will visit the VTC in 8th grade.
- All Grade 9 Freshmen are given the option to tour VTC.
- VTC Counselor speaks with all 9th grade students regarding VTC options and programs.
- Grade 9 Freshmen participate in a half day site visitation in two identified areas of interest.
- Students transitioning from Grade 9 into 10 applications are accepted for those planning on attending VTC.
- Annually VTC options are reviewed with every grade level during scheduling presentations.
- Oil City Area School District staff visits VTC every 4 years as part of professional in-service activities.

XIII. Job Descriptions

Job Title: Middle/Senior High School Counselor

Qualifications: Master's Degree in School Counseling

Primary Functions & general description:

- ❖ Provide counseling services and developmental programs/instruction to students in three domain areas:
 1. Academic
 2. Personal/Social
 3. Career (following Chapter 339 Plan as outlined above)

Major Responsibilities and Duties:

- ❖ Knowledge and skills in communication with and counseling students in academic, career, and personal/social matters.
- ❖ Knowledge and skills in communication with parents and school staff and administration.
- ❖ Competent record keeping of student credits, ensuring the proper planning and placement of students following PA Code 57.31
- ❖ Graduation requirements from grades 9 - 12
- ❖ Testing coordinators for the Keystone and PSSA Exams
- ❖ Referral source to other programs and services both internal and external.
- ❖ Attend parent-teacher conferences, IEP meetings and 504 meetings as necessary.
- ❖ Student observations and functional behavior input as required.
- ❖ Team member of the school's Student Assistance Program team.

Professional Code of Ethics:

- ❖ Professional employees are expected to adhere to the PA Code of professional practices and conduct for educators.

Terms of Employment:

- ❖ Per the current collective bargaining unit agreement and subject to the collective bargaining provisions of Act 195 and Act 88.

Performance Evaluation:

- ❖ Annual performance evaluation performed by the principal and/or superintendent. Including an SLO annually and a portfolio every other year.

Job Title: Elementary School Counselor

Qualifications:

Master's Degree in School Counseling (K-12) or Elementary School Counseling (K-6).

Valid Pennsylvania Educational Certificate for Educational Specialist
Elementary School Counselor

Primary Functions/General Description:

- ❖ Provide counseling services and developmental programs/instruction to students in three domain areas:
 1. Academic
 2. Personal/Social
 3. Career (following Chapter 339 Plan as outlined above)

Major Responsibilities and Duties:

- ❖ Knowledge and skills in communication with and counseling students in academic, career, and personal/social matters.
- ❖ Knowledge and skills in communication with parents and school staff and administration.
- ❖ Referral source to other programs and services both internal and external.
- ❖ Attend parent-teacher conferences, IEP meetings and 504 meetings as necessary.
- ❖ Student observations and functional behavior input as required.
- ❖ Participate as a lead member of the school's elementary Student Assistance Program (eSAP) team.
- ❖ Conduct whole-group classroom guidance lessons in each elementary teacher's classroom, one time per month, at least seven times per academic year.
- ❖ Coordinate and assist with other counselor-led school-wide programming.
- ❖ Assist with standardized testing required by the state of Pennsylvania.

Professional Code of Ethics:

- ❖ School counselors abide by the American School Counseling Association (ASCA) Ethical Standards as well as adhering to the PA Code of professional practices and conduct for educators.

Terms of Employment:

- ❖ Per the current collective bargaining unit agreement and subject to the collective bargaining provisions of Act 195 and Act 88.

Performance Evaluation:

- ❖ Annual performance evaluation performed by the elementary school building principal which includes an SLO annually and a portfolio every other year.