

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

School Counselors and Assignments 2020 - 2021

- Erin Bomboy, K - 12, Hasson Heights Elementary, Grades K-4, ratio 389:1 (2015)
- Abby Mailliard, K - 12, Smedley Elementary, Seventh Street Elementary, Oil City Middle School, Grades K-8, ratio 330:1 (2018)
- Amy Serbati, 5 - 12, Oil City Middle School, Grades 5-8, ratio 510:1 (1998)
- Vera Campbell, 7 - 12, Oil City High School, Grades 9-12, ratio 320:1 (2004)
- William Burkett, 7 - 12, Oil City High School, Grades 9-12, ratio 316:1 (2008)

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

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 school building principal using the PA Department of Education Rubric to show evidence in:
 - Domain 1: Planning & Preparation
 - Domain 2: The Environment
 - Domain 3: Service Delivery/Delivery System
 - Domain 4: Professional Development/Professional SC Responsibilities & Ethical Standards
- ❖ An SLO (student learning objectives lesson(s)) approved annually and a portfolio is required 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 using the PA Department of Education Rubric to show evidence in:
 - Domain 1: Planning & Preparation
 - Domain 2: The Environment
 - Domain 3: Service Delivery/Delivery System
 - Domain 4: Professional Development/Professional SC Responsibilities & Ethical Standards
- ❖ An SLO (student learning objectives lesson(s)) approved annually and a

portfolio is required every other year.

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*.

Program Calendar & Delivery:

<p>July/ August</p>	<p><u>Elementary (K-4) Activities & Events:</u></p> <p>Academic - Kindergarten Orientation</p> <p>Career- Transfer 4th Grade Career Portfolio to middle school</p> <p>Personal/Social- Kindergarten Orientation Open House</p> <p><u>Tasks:</u> Lesson prep Bracken School Readiness screener 504 & IEP placements</p> <p><u>Middle/High (5-12) Activities & Events:</u></p> <p>Academic - MS and HS Orientation New student registration</p> <p>Career - VTC enrollments Letters of recommendation college counselor form completion</p> <p>Personal/Social - Alternative School lessons begin 2.5 hours/week per school Crisis intervention SAP Team oriented</p> <p><u>Tasks:</u> scheduling changes and adjustments 11th/12th grade credit reviews begin Transcript processing 504 & IEP placements</p>
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<p>September</p>	<p><u>Elementary (K-4):</u></p> <p>Academic- eSAP meetings established AIMSweb Fall Benchmark Testing</p> <p>Career - Review of Career Portfolio lessons & evidence</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>Tasks: Consult with faculty & parents</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 2.5 hours/week per school SAP teams established Backpack distribution by local churches Crisis intervention Food pantry open to MS and HS students 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- Organize portfolios</p> <p>Personal/Social- Crisis Intervention Fatherhood Initiative “Donuts with Dad” (Southside Schools) Red Ribbon Week (with lesson, bulletin board, and family and school</p>

	<p>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 <u>Tasks:</u> Classroom Lessons: Safety, Making good choices, and Peer Pressure Social Groups established</p> <p><u>Middle/High (5-12):</u> Academic - Scheduling changes and adjustments continue 11th/12th grade credit reviews continue Transcript processing Career - VTC tours for entire grade 9 Promotion of VTC OPEN HOUSE Night Administer SAT Testing - National Test Date first Saturday PSAT coordination & administration (Jr., Soph.) PHEAA Financial Aid Night - Seniors/Juniors <u>Tasks:</u> Counselors coordinate guest speakers in FACS classes (Making Smart Educational Decisions) Letters of recommendation/college counselor form completion Personal/Social - Red Ribbon Week Lesson - 5th grade Formation of SAP & counseling groups Alternative School lessons 2.5 hours/week per school Grief group continues Crisis intervention SAP referrals Red Ribbon Week Facilitate Oil City Fire Department “Operation Warm” grade 5 Facilitate Salvation Army’s Project Bundle Up</p>
<p>November</p>	<p><u>Elementary (K-4):</u> Academic- eSAP Peer Tutor program Career- Update portfolios Personal/Social- Crisis Intervention “Outstanding Oilers” Children’s Grief Awareness Day (with bulletin board and family</p>

	<p>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> 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 P2G Drop out prevention program begins 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 Alternative School lessons 2.5 hours/week per school Nominations and selection for DAR “Good Citizen” award - gr 12 Grief Group continuation Crisis intervention Notification to students - Salvation Army’s Project Bundle Up</p>
<p>December</p>	<p><u>Elementary (K-4):</u> 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</p>

	<p>Weekly Food Backpack Program</p> <p><u>Middle/High (5-12):</u> 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 Governor’s School Applications submitted Career - Pitt Bradford College in the High School application collection, organization & processing FACS class & SLO presentation semester 1- MS Begin Individual Senior meetings to discuss FAFSA, credits, post secondary planning Career & College Fair invitations and preparation begins- HS Letters of recommendation/college counselor form completion Personal/Social - Alternative School lessons 2.5 hours/week per school SAP team meetings and reviews Grief group wraps-up TEAM Building day - gr 5 - 12 (Anti bully survey conducted & Attorney General presentations 5 - 8) Salvation Army’s Project Bundle Up notification to students</p>
<p>January</p>	<p><u>Elementary (K-4):</u> Academic- eSAP eSAP Tier III Meetings begin AIMSweb Winter Benchmark Testing Career- Classroom lessons K-4 “Career Inventories and Research” - 3rd Grade 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> Academic - Semester course changes. Review of struggling students at semester. Cyber</p>

	<p>reviews and enrollments. Solicit and collect scheduling changes for the following year, submit for board approval course description guide. Teacher recommendation/Powerschool set-up. Meet with grades 9-11 to discuss scheduling protocol/changes for upcoming school year Keystone Testing coordination for Algebra and Biology Transcript processing continues 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 Individual Senior meetings to discuss FAFSA, credits, post secondary planning continue Career & College Fair invitations and preparation continues- HS Completed Junior career/interest surveys in English classes (portfolio artifact) Personal/Social - SAP team meetings and review Alternative School lessons 2.5 hours/week per school New grief group start Crisis intervention</p>
<p>February</p>	<p><u>Elementary (K-4):</u> Academic- eSAP eSAP Tier III Meetings Kindergarten Registration Parent Awareness Night Presentation Classroom Lessons Career- “Career and College Readiness Day” Career Portfolios - infused in lessons Classroom Lessons K-4 Career Building Skills 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> Academic -</p>

	<p>Classroom scheduling presentations to grades 8 - 11 Teacher recommendations and student course selections gr 8 - 11 Transcript processing Career - Review of individual career plans during scheduling process VTC ½ day tours for grade 9 Letters of recommendation/college counselor form completion Individual Senior meetings to discuss FAFSA, credits, post secondary planning continue Career & College Fair invitations and preparation continues- HS Personal/Social - SAP referrals Groups continue Crisis intervention Alternative School lessons 2.5 hours/week per 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 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 PSSA tests in April planning/preparation</p>

	<p>Career - Annual OCHS Career & College Fair event Administer SAT test Clarion University Field Trip - 6th grade Individual Senior meetings to discuss FAFSA, credits, post secondary planning continue 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 US ARMY Special Operations Semi Second administration and interpretation of ASVAB (Armed Services Vocational Aptitude Battery) test session - 10th, 11th, 12th graders</p> <p>Personal/Social - Alternative School lessons 2.5 hours/week per school SAP referrals, team reviews Group wrap-ups (Grief group, Self-esteem group, etc.) Crisis intervention Nomination and selection for Rotary Youth Leadership Award conference for Juniors National Assessment of Educational Progress given to 48 8th grade students (the nation's report card) Working on career fair and tour for 4th grade transitioning to 5th grade - 5/22 finalizing date</p>
<p>April</p>	<p><u>Elementary (K-4):</u> Academic- eSAP eSAP Tier III Meetings PSSA Administration - Grades 3 and 4</p> <p>Career- Personal/Social- 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> 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</p>

	<p>Letters of recommendation/college counselor form completion ACT Testing OCHS. Invite/Coordinate Job Corps representative to meet with seniors with undecided post-secondary plans Individual Senior meetings to discuss FAFSA, credits, post secondary planning continue</p> <p>Personal/Social - Crisis intervention SAP Alternative School lessons 2.5 hours/week per school</p>
<p>May/June</p>	<p><u>Elementary (K-4):</u> Academic - eSAP wrap-up AIMSweb Spring Benchmark Testing Career - 4th Grade Career Fair 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 “Outstanding Oilers” Wrap-up Student Announcer Program Weekly Food Backpack Program</p> <p><u>Middle/High (5-12):</u> 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 Career - Lessons for Career Portfolios - Grade 5 Individual Senior meetings to discuss FAFSA, credits, post secondary planning conclude Letters of recommendation/college counselor form completion SAT/SAT II Testing OCHS May and June Personal/Social - Crisis intervention Alternative School lessons 2.5 hours/week per school SAP teams wrap-up final referrals</p>

	Upward Bound Nominations
July	<p><u>Elementary (K-4):</u> Academic- Career- Kids in College information disseminated Personal/Social-</p> <p><u>Middle/High (5-12):</u> Academic - Scheduling adjustments/failures Summer school referrals Career - Transfer records Social - 9th grade student files to Career Class instructor Personal: Summer opportunities disseminated</p>

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, Retention & Acquisition standards met.
- 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.

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 Evidence	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 Evidence	School Counselor	4th Grade	Semester 2	13.3.3 D
Students will participate in a student led career fair and activities	Career Fair Evidence	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 Evidence	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 school	Classroom lessons	School Counselor	5th Grade	Full Year	13.3.3 E 13.3.5 E
Student will participate in a lesson & tour of the Venango Technology Center (VTC)	VTC Tour 2 Evidence	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	6th Grade	Semester 2	13.1.5 A, E, F, H

	Evidence	grade teachers			
Student will be introduced to the world of work	Family & Consumer Science 2 Evidence	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 Evidence	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 Evidence	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 2Evidence	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, scheduling, technology, team building, etc.), learn/practice “team member listening techniques (clarifying, summarizing, encouraging), and strategizing/learning about the global	Careers Exploration & Technology classroom Evidence	Business/ Technology Education Teacher	10th Grade	Sem. 1 & 2	13.2.11.E 13.3.11. B, F

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

Program Goals

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 academic needs.

High School: Individualize 100 % of all high school students' schedules to meet their 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 seniors 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.

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. **6+**
- 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. **6+**
- 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. **+8**

=20 pieces of evidence

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.

- Mock Interviews - Begin during Pandemic and Virtual Schooling.

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 Seiball 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:					

Stakeholders

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.

Advisory Council

● **School to Industry Partnership Consortium**

The Advisory Council consists of participating members of the School to Industry Partnership consortium, held 3 times a year at the Venango Technology Center. The Partnership was created to foster a relationship between local schools and industries while developing programs and avenues to focus on missing soft skills and to build a pipeline of students for future vocational positions in our community. *Participants include:*

School Counselors- Erin Bomboy, Amy Serbati, William Burkett, Vera Campbell, Abby Mailliard

Chamber Director- Susan Williams

Business Partners- Business Partners- Janet Stewart (SFPC), Jaci DiAmico (Liberty Electronics), Bobbi Jones (Webco), and other various local employers in Venango County and the surrounding area.

VTC Representatives- Mario Fontanazza, Sarah Campbell, Bob Moore

School Partners- Andrew Godinich (Cranberry), Linda Hagg & Terri Williams (Franklin), Tammy McHenry & Bridget O'Neill (Titusville)

● **Clarion University of PA Admissions Advisory Board**

The Clarion University Admissions Advisory Board consists of local district counselors, held 2 times per year at the Clarion University campus. The board is a partnership and collaboration with educational leaders from local high schools in

Clarion, Jefferson & Venango counties to discuss the initiatives of Clarion University, provide context for challenges, give insights into the enrollment management process and explore opportunities for the future students of Clarion University. Oil City High School is the largest sending school district to Clarion University, and therefore, Vera Campbell was invited to sit on this board, providing insight and input into the Admissions process and flow.

Participants include:

School Counselors- Vera Campbell, Andy Godinich (Cranberry High School), Rosary Pennington (Clarion Area High School), Mike Mellott (Keystone High School), Erika West (North Clarion High School), Tammy McHenry (Titusville High School), Ray Doolittle (Brookville High School)

Clarion University Representatives- Dr. Dale-Elizabeth Pehrsson (Clarion University President), David Dollins (Associative Vice President for Enrollment Management), Merrilyn Dunlap (Senior Associate Director of Admissions), Lacy Nettleton (Assistant Director of Admissions), Casey McVay (Assistant Director of Admission, Venango Campus)

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	<p>Career Exploration and Planning: www.starttheconversationhere.com/occupations www.pacareerstandards.com www.pacareerzone.com www.educationplanner.org www.onetonline.org www.mynextmove.org www.careertech.org www.roadtripnation.org www.asvab.com www.careercruising.com</p> <p>Workforce Information: www.pachamber.org 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

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 visit VTC every 4 years as part of professional in-service activities.