

Central York School District

2016-2017

Comprehensive K-12 Counseling

Program

339 Plan



Central York School District

Comprehensive K-12 Counseling 339 Plan 2016-2017

This plan is a draft and is waiting Central York School Board approval in January 2017.

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1. School Counselors and Assignments

Central York K-3:

Hayshire	Lori Wiltshire	531
Roundtown	Susan Landis	496
Stony Brook	Cecile Frey	628

Central York 4-6:

North Hills	Angela Kessel	707
Sinking Springs	Julie Carson	611

Central York Middle School:

Grade 7	Nancy Rossi	464
Grade 8	Matthew Glusco	452

Central York High School:

Counselors assigned to grades 9-12 learners by last name:

A – Co	Learners	Matt McGee	287
Cr – G	Learners	Charlotte Utter	307
H – Le	Learners	Suzanne Schlager	306
Li – Pa	Learners	Eric Shellenberger	333
Pe – Sm	Learners	Wendolyn Hewitt	309
Sn – Z	Learners	Julie Foery	302
Career Counselor 9-12		Connie Sohnleitner	1,844
Workforce Readiness Coordinator		Elli Lamison	

2. School-Counseling Department Mission Statement

Central York School District School Counseling Department Mission Statement:

The School Counselors in Central York School District are dedicated to supporting the needs of ALL district learners and families in three core areas: academic development, personal/social development and career development. We accomplish this by connecting with learners, families, educators, businesses, community members, and post-secondary opportunities. The counseling program assists ALL learners and provides equal access to services.

Central York School District Mission Statement:

The Central York School District is committed to providing educational opportunities through which ALL learners strive to achieve their full potential.

3. Program Goals

Kindergarten - Grade 3:

- **Academic Domain Goal:**
Through K-3 grade classroom lessons, 85%-95% for learners will be able to name school and academic responsibilities (their job as a student).
- **Personal/Social Domain Goal:**
Develop and implement pre and post assessments for learners participating in small group sessions facilitated by the school counselor focused on self-control and emotional regulation strategies. Results will determine the effectiveness and success rate of strategies implemented by learners.
- **Career Domain Goal:**
Increase the number of career developmental lessons delivered by the school counselor from zero to one for kindergarten and grade one on career interest and exploration. Learners will be able to identify various occupations and demonstrate a positive attitude towards work.

Grades 4-6:

- **Academic Domain Goal:**
To increase referrals and participation in academic/organization small group counseling by 25 learners in the 2016-2017 school year, in order to improve overall learner achievement for designated group members.
- **Personal/Social Domain Goal:**
To decrease the number of discipline referrals for interpersonal conflict specifically physical conflict by 20% during the 2016-2017 school year by implementing an increase in conflict resolution lessons and small group counseling to address appropriate ways to handle conflict. With a 20% reduction in these types of discipline referrals, approximately 60 or less incidents should be documented for the 2016-2017 school year.
- **Career Domain Goal:**
Increase career exploration among 2016-2017 current sixth grade learners by generating and completing personal career interest survey and career portfolio by 85-90%.

Middle School Grades 7-8:

- **Academic Domain Goal:**

Decrease the amount of middle school learners who are in need of summer remedial courses. In 2015-16, the number of learners who need instructional restoration was twenty-five. Central York Middle school would like to decrease the number of learners who need to take summer remedial subjects to twenty or less for the 2016-17 scholastic year.

- **Personal/Social Domain Goal:**

To decrease the number of discipline referrals stemming from interpersonal conflict by 20 percent during the 2016/17 scholastic year. During the 2015/16 school year, one hundred and six incidents of “bully-like” behavior were recorded. With a twenty percent reduction, approximately 85 or less of these types of incidents will be cited during the 2016/17 academic campaign.

- **Career Domain Goal:**

At the end of the 2016/17 school year, 90 percent of our transitioning eighth grade students will be able to select a career academy at Central York High School. The identified academy will correlate with their career interest, personality type, and portfolio.

High School Grades 9-12:

- **Academic Domain Goal:**

To decrease the number of seniors who fail to meet graduation requirements. In 2016-2017 2.5% of the senior class failed to meet graduation requirements and we would like to decrease that to 2% or fewer for the 2016-2017 graduating class.

- **Personal/Social Domain Goal:**

To decrease the attendance absenteeism at the high school by 2% for the 2016-2017 school year.

- **Career Domain Goal:**

To increase the number of career opportunities, internships, job shadowing, etc. for high school learners by 5%. It is currently around 20%. The goal is for all learners to have various career opportunities throughout their high school career.

4. Stakeholders

Learners

Learners receive services from all school counselors to achieve their academic, social/emotional, and career potential. Learners receive classroom guidance lessons, issue focused small group sessions, individual meetings, and school-wide programs and initiatives. Through exploration, participation, job shadowing, and internships, learners gain experiences that will foster career awareness and job readiness.

Learners are routinely giving feedback and supplying data that allows the counselors to create and modify scholastic programing. Thus allowing learners to make more informed decisions regarding the relevant personal and vocational issues in their lives.

Parents/Guardians

Parents/guardians will be informed of various opportunities and options for their children, so they can be advocates in communicating and encouraging their children to plan their future. Parents/guardians will be made aware of ongoing school programs and services throughout the school year through: paper and e-newsletters from individual buildings and the district; conferences with parents/guardians; high school guidance website; emails, Skyward, and phone calls to parents/guardians.

Parents will communicate and advocate for their children by attending and/or encouraging participation in programs offered by school counselors; to include: Getting Ready for College, Career Exploration Programs, Junior Achievement Programs, STEAM, Entrepreneurship, and Personal Finance, the Manufactures Skills Standards Certificate Program, Career Opportunities Program, Career Fair, York Tech Flex Program, HACC Academy Program, job shadowing, student run businesses, and internships.

Educators

Teachers, administrators, and school board members will be educated about Career Standards and career options available to learners through their participation on the advisory council, information sessions during professional development days, the school counseling websites, and counselor supported presentations.

Teachers, administrators, and school board members will be invited to be members of the advisory council. These stakeholders will become knowledgeable about the role of the school counselor. They will endorse the school counseling program by supporting the program's mission, goals, and delivery of counseling services. Educators will also become advocates for our learners by working as a team to discover learners' individual strengths and needs to prepare them to be successful learners.

Business/Community

Learners will become connected with business and community members through the following: job shadowing, internships, Career Opportunities Program, Career Fair, Junior Achievement Programs, student run businesses, and the career and technical school. Through various times during their educational career, all learners complete a variety of career and interest surveys used for various opportunities. Learners that lack career direction complete the Holland Interest Inventory and/or ability profiler through CHOICES.

Members of the business community may provide learners the opportunity to job shadow, tour their facilities, conduct presentations to learners regarding the workforce, provide support as much as possible to help schools carry out its program goals, and serve on the advisory council.

Post-Secondary

Post-secondary representatives will be connected to learners through various options: recruiting visits, presentations representing their institutions, campus visitations, and interaction with college learners and professors. Students will become aware of various options after high school. Institutions can conduct recruiting visits and facilitate presentations regarding their institutions, allowing students to visit college campuses and interact with college students and professors. Central graduates return during college years to talk to students about their college experiences, recommendations for high school classes, and suggestions on how to have a successful college experience. All branches of the military are invited monthly to set up during student lunches in the cafeteria to share opportunities. Post-secondary schools and military are willing to help guide the counselors who assist students in making informed college and military decisions.

Representatives from post-secondary institutions, community colleges, four-year universities, technical schools, and apprenticeship programs will become active members on the advisory council. They will help guide the school counseling program to better assist our learners in becoming more knowledgeable and better prepared for post-secondary success. By partnering with school counselors, these stakeholders provide the necessary information to adjust and refine our program to fit ever changing needs of the local and global economy.

5. Role of the School Counselor

Leader

School counselors will effectively and efficiently formulate, modify, and implement a comprehensive, developmentally appropriate guidance program. Counselors will eliminate instructional barriers, promote academic success, and evaluate data in an effort to close achievement gaps, promote equality and equity, and meet the needs of all learners.

- **Kindergarten - Grade 3:**

Oversees comprehensive counseling plan for the school, assist in implementing Responsive Classroom Principles school-wide, teach classroom developmental guidance lessons for each grade level, MCL Committee Member, Green Circle facilitator, facilitate small issue specific groups, develop behavior plans for learners, collaborate with teachers and staff on student concerns, School Wide Data Team Member, Facilitates Behavior Intervention meetings

- **Grades 4-6:**

Oversees comprehensive counseling plan for the school, assist in implementing Responsive Classroom Principles school-wide, facilitate small issue specific groups, MCL Learner Work Committee Member, MCL Human Committee PRIDE Student Climate Committee Leader, School Wide Data Team Member

- **Middle School 7-8:**

Oversees comprehensive counseling plan for the school, teach classroom developmental guidance lessons for each grade level, MCL Committee Member, facilitate small issue specific groups, facilitator for SAP, collaborate with teachers and staff on student concerns

- **High School 9-12:**

Business Roundtable Committee, WIB Education Committee, Optimist Club Advisor, Milkshake Bar Advisor, MCL Subcommittees, Facilitator for Law Mentoring, Facilitator for Chick-fil-A Leader Academy, Facilitator for Project Management, Coordinator for Hoby and Future Leaders of York, Advisor for Aevidum, Facilitator for SAP

Advocate

School counselors advocate for ALL learners, families, fellow educators, the counseling profession, and scholastic change. A school counselor's advocacy has an enduring impact upon attitudes, policies, and practices, which will enable learners to reach their academic, social, emotional, and vocational potential.

- **Kindergarten-Grade 3:**

Collaborating with parents, administrators, teachers, staff regarding learners, School team collaboration, Multi-Tiered System of Support, Data Meetings, Special Education Meetings

- **Grades 4-6:**

Counselor Polli Family Fund Meetings, School team collaboration, Multi-Tiered System of Support, Data Meetings, Special Education Meetings

- **Middle School 7-8:**
Focus Groups, School team collaboration, Multi-Tiered System of Support, Data Meetings, Special Education Meeting
- **High School 9-12:**
SAP, IEP meetings, GIEP meetings, 504 Plan meetings and distribution of plans, and team meeting with and without parents.

Collaborator

School counselors collaborate with all stakeholders which includes learners, parents, fellow educators, community members and post-secondary institutions to assure a positive learning environment in order to allow learners to achieve academically, socially, and personally.

- **Kindergarten-Grade 3:**
Collaboration- parents, teachers, and administrators, Special Education Meetings, Intervention Data Meetings, and agencies, parent/teacher conferences, consultation with 4-6 grade counselors
- **Grades 4-6:**
Collaboration- grade Teams and teachers, Special Education Meetings, Data Meetings, attend parent/teacher conferences, consultation with 7 grade counselor
- **Middle School 7-8:**
Student Review Meetings, Consultation with Intermediate counselors, Team Meetings- Collaboration with educators, Data Meetings
- **High School 9-12:**
Academy Meetings, Collaboration with educators, Getting Ready for College Night, ASVAB, PSAT, Pre-ACT Testing

Agent of Systemic Change

School counselors help the school system facilitate change by asking hard questions and challenging the status quo in an effort to lead to school reform. Counselors work to support interventions and to analyze data in order to ensure preparedness for post-secondary educational opportunities.

- **Kindergarten-Grade 3:**
Responsive Classroom Program, Green Circle Program, Data Review Team, Academic Intervention meetings, Behavior Intervention meetings, Special Education Team meetings
- **Grades 4-6:**
JA Coordinator, School Wide Data Team Member, Pride Council Leader

- **Middle School 7-8:**
Career Development Program planning, JA Coordinator, School Wide Data Team Member, Ladies Night Out, Men's Adventure, Young Men's and Women's Leadership Conference
- **High School 9-12:**
Career Academies, Career Opportunities Program, Career Exploration programs, JA STEAM, Aevidum, Get Real, JA Girls Empowerment, , Boys/Girls Mentoring Program, JA Real Life, Academies Fair, and the Career Expo which includes businesses, colleges, military and technical schools.

6. Advisory Council:

The CYSD Advisory Council will meet twice a year on November 16, 2016 and May 10, 2017.

Students	
Morgan Batts	11th grade
Yanna Karinocolas	5th grade
Nick Markel	6th grade
Carmen Portillo	10th grade
Alexander Pujols	12th grade
Tehya Shaw	7th grade
Madelyn Strausbaugh	10th grade
Parents	
Ed Buzynski	Parent of Timothy Buzynski
Denise Mehl	Parent of Kyle Mehl
Karen Montgomery	Parent of Jacob Montgomery
Educators	
Robert Grove	Assistant Superintendent CYSD
David Czarnecki	Associate Principal
Matthew Glusco	Middle School School Counselor
Wendolyn Hewitt	High School Counselor

Angela Kessel	Elementary School Counselor
Ellie Lamison	Workforce Readiness Coordinator
Connie Sohnleitner	Career Counselor
Lori Wiltshire	Elementary School Counselor and Counseling Department Chairperson
Business/Community	
Tamika Baker	White Rose Credit Union
Mindy Christian	Creative York
Don Hubbard & Krista Vaught	New Concepts
Mark Oberdick	GGs Information Services
Lynda Randall	New Level Advisors LLC
Krista Vaught	New Concepts
Darren Kemp	Advantage Physical Therapy
Post-Secondary	
Joshua Belice	Millersville University
Megan Dancause	Thaddeus Stevens College of Technology
David Satterlee	Harrisburg Area Community College - York Campus
Lt. Col. Dennis Sprenkle	Air Force Recruiter
Tammy Stephens-Meisenhelter	JA Program Manager
Cherie Taylor	Consolidated School of Business
Terri Van Slyke	Penn State York

CYSD School Counseling Advisory Council Agenda

7:35 – 7:45	Welcome and Introduction
7:45 – 7:50	Advisory Council Purpose and Review Agenda
7:50 – 8:05	Overview of 339 Plan
8:05 – 8:15	<i>Success in the New Economy</i> – video
8:15 – 8:25	Overview of Action Plan
8:25 – 8:30	Role of Advisory Council Members
8:30 – 8:55	Soliciting Input from Stakeholders
8:55 – 9:00	Wrap-up and Adjournment

Next Meeting: Wednesday, May 10, 2017
from 7:30 – 9:00

How can you help?

1. What suggestions would you have regarding activities or opportunities to support our school district's counseling program?

2. In what ways would you like to get involved with our learners?

3. How can we better connect to post-secondary opportunities: businesses, community partners, colleges/universities, technical schools, and military branches?

7. Program Calendar

Monthly Counseling Calendar

Red = new programs/initiatives

Purple = Career Domain

Green = Academic Domain

Blue = Personal / Social Domain

Central York K-3		
July		January
Academic: Summer 2016 re-write Counseling Curriculum (every 5 years) Review classroom lessons and make revisions Read counseling literature to keep current Research topics/websites/apps/etc related to counseling		Academic: Child Study meetings: IEP/504/Data Review/Behavior Review Student Review with Special Education Team and Specialists Develop/Implement Small Issue Specific Groups
Career: Summer 2016 re-write Counseling Curriculum (every 5 years) Review classroom lessons and make revisions Read counseling literature to keep current Research topics/websites/apps/etc related to counseling		Career:
Personal/Social: Summer 2016 re-write Counseling Curriculum (every 5 years) Review classroom lessons and make revisions Read counseling literature to keep current Research topics/websites/apps/etc related to counseling		Personal/Social: Guidance Lesson: K-3 Green Circle - Anti-Bullying Develop/Implement Small Issue Specific Groups
Other: Work on improving 339 Plan		Other: Attend monthly K-12 Counseling Depart. Meeting Intervention and Data Meetings Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist
August		February
Academic: Child Study meetings: IEP/504/Parent conferences Student Data Review Collaboration with administrators/teachers on student progress reports Transition meetings New student review Record review Class placement consultation with 4th grade counselor Consultation with		Academic: Student Review with Special Education Team and Specialists

administration/teachers/specialists Consult with teachers on students Implement behavior plans for students		
Career:		Career:
Personal/Social: Assist in implementation of school-wide routines Student Behavior Review Implement/Support Responsive Classroom Principles and Practices		Personal/Social: Guidance Lesson: K-3 Peer relationship/friendships Develop/Implement Small Issue Specific Groups
Other: Start of school year duties: meet with teachers on individual student needs/goals Develop behavior plans for individual students Open School Meet with TW Ponessa Counselors for In-School Therapeutic Counseling Program		Other: Attend monthly K-12 Counseling Depart. Meeting Intervention and Data Meetings Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist
September		March
Academic: Guidance Lessons: K-3 Your Job as a Student and Your School Counselor Introduce School-wide Common Language Child Study meetings: IEP/504/Data Review/Behavior Review Intervention Meetings - Tier 2&3 Student Review with Special Education Team and Specialists Coordinate Peer and High School Helpers		Academic: Child Study meetings: IEP/504/Data Review/Behavior Review Student Review with Special Education Team and Specialists Guidance Lesson: Grd 3 PSSA prep
Career: Guidance Lessons: K-3 Goal setting; Your Job as a Student Coordinate Peer and High School Helpers		Career:
Personal/Social: Guidance Lessons: K-3 Your Job as a Student and Your School Counselor Develop/Implement Small Focused Groups Spirit of Youth Nominations Meet with teachers and students on emotional regulation concerns		Personal/Social: Guidance Lesson: Grd 3 PSSA coping strategies Guidance Lesson: K-2 Coping Strategies Develop/Implement Small Groups
Other: Attend monthly K-12 Counseling Depart. Meeting Back to School Night Intervention and Data Meetings Assist with implementation of Panther Pathways classroom Collaborate with TW Ponessa Therapist		Other: Attend monthly K-12 Counseling Depart. Meeting Intervention and Data Meetings Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist

October		April
Academic: Student Review with Special Education/Specialists Develop/Implement Small Groups Coordinate Peer and High School Helpers Develop and Implement Peer Academic Helpers		Academic: Student Review with Special Education Team and Specialists Guidance Lesson: K-3 Speaking and Listening Kindergarten Registration
Career: Guidance Lesson: K-3 Review quality work and work habits Coordinate Peer and High School Helpers		Career: Kindergarten and Grade 1 Guidance Lesson: Career Exploration
Personal/Social: Guidance Lessons: K-3 Problem Solving and Conflict Resolution Develop/Implement Small Issue Specific Groups		Personal/Social: Guidance Lesson: K-3 Problem solving and communication skills Develop/Implement Small Issue Specific Groups
Other: Attend monthly K-12 Counseling Depart. Meeting Intervention and Data Meetings Planning for Advisory Council Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist Holiday Drive Referrals		Other: Attend monthly K-12 Counseling Depart. Meeting Class Placement Intervention and Data Meetings Planning for Advisory Council Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist
November		May
Academic: Child Study meetings: IEP/504/Data Review/Behavior Review Student Review with Special Education Team and Specialists Develop/Implement Small Groups Coordinate Peer and High School Helpers Parent/Teacher Conferences		Academic: Child Study meetings: IEP/504/Data Review/Behavior Review Student Review with Special Education Team and Specialists Transition meetings Class placement consultation with administration/counselor for 4th graders Parent Orientation for Kindergarten
Career: Coordinate Peer and High School Helpers		Career: Guidance Lesson: K-1 Interest Inventory and Career Awareness Guidance Lesson: 2-3 Interest Inventory, Career Awareness, and Career Portfolios
Personal/Social: Guidance Lesson: K-3 Green Circle - Friends and Families Develop/Implement Small Issue Specific Groups		Personal/Social: Guidance Lesson: K-3 Transitioning to next grade Develop/Implement Small Issue Specific Groups
Other: Attend monthly K-12 Counseling Depart. Meeting Intervention and Data Meetings Advisory Council Meeting with Stakeholders Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist Holiday Drive Referrals		Other: Attend monthly K-12 Counseling Depart. Meeting Class Placement Intervention and Data Meetings Advisory Council Meeting with Stakeholders Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist

December		June
Academic: Student Review with Special Education Team and Specialists Guidance Lesson: K-3 Green Circle - Diversity		Academic: Child Study meetings: IEP/504/Data Review/Behavior Review Collaboration with administrators/teachers on student progress reports Transition meetings Move the Pride Record review Class placement consultation with 4th grade counselor
Career:		Career:
Personal/Social: Develop/Implement Small Issue Specific Groups		Personal/Social: Wrap up Small Groups
Other: Attend monthly K-12 Counseling Depart. Meeting Intervention and Data Meetings Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist		Other: Move the Pride Intervention and Data Meetings Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist

Central York 4-6		
July		January
Academic: Summer 2016 re-write Counseling Curriculum (every 5 years) Transition Planning		Academic:
Career: Summer 2016 re-write Counseling Curriculum (every 5 years)		Career: JA Lessons 4/5
Personal/Social: Summer 2016 re-write Counseling Curriculum (every 5 years)		Personal/Social: Kindness Lessons
Other:		Other: Attend monthly K-12 Counseling Depart. Meeting
August		February
Academic: Transition Planning		Academic: Parent Conferences
Career:		Career: Interest Inventories

Personal/Social: Interactive Modeling Expectations: Café/Playground/Bus 4 th Grade Intro Lessons/Lunches New Student Meetings		Personal/Social: Conflict Resolution Lessons
Other: Open School Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist		Other: Attend monthly K-12 Counseling Depart. Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist
September		March
Academic: Intro Lessons/Lunches 4		Academic: Parent Conferences
Career: Career Interest Inventories 6th JA Lessons 6		Career: JA Lesson 4/5
Personal/Social: Pride Council Application Process Interactive Modeling : Bus New Student Meetings		Personal/Social:
Other: DRA Reading Sweeps Attend monthly K-12 Counseling Depart. Meeting Back to School Night Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist		Other: Attend monthly K-12 Counseling Depart. Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist
October		April
Academic:		Academic: Placement/MTP Meetings 4/5/6 Middle School Transition Lessons 6
Career: JA Interview/Resume Writing 6 th		Career: JA Lessons 4/5
Personal/Social: Empathy Lessons 4/5/6		Personal/Social:
Other: Attend monthly K-12 Counseling Depart. Meeting Planning for Advisory Council Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist		Other: Attend monthly K-12 Counseling Depart. Meeting Class Placement Planning for Advisory Council Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist
November		May
Academic: Parent Conferences		Academic: Middle School Transition Lessons 6

Career: JA Work Simulation-6th Grade		Career:
Personal/Social: Holiday Drive Referrals		Personal/Social: Student Council Elections 6
Other: Attend monthly K-12 Counseling Depart. Meeting Advisory Council Meeting with Stakeholders Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist		Other: Attend monthly K-12 Counseling Depart. Meeting Class Placement Move the Pride Advisory Council Meeting with Stakeholders Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist
December		June
Academic:		Academic: Move the Pride Transition Meetings
Career:		Career:
Personal/Social: Holiday Drive		Personal/Social: Transition Meetings
Other: Attend monthly K-12 Counseling Depart. Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist		Other: Attend monthly K-12 Counseling Depart. Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist

Central York Middle School		
July		January
Academic: Summer 2016 re-write Counseling Curriculum (every 5 years) New Student Record Review		Academic: H.S. Course Selection Presentations Prepare Academic Progress Letters
Career: Summer 2016 re-write Counseling Curriculum (every 5 years)		Career: York Tech. Visitation, Testing, and Interviews
Personal/Social: Summer 2016 re-write Counseling Curriculum (every 5 years) Team Placement Collaboration		Personal/Social:
Other:		Other: Attend monthly K-12 Counseling Depart. Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist

August		February
Academic: Middle School Open House		Academic: Return of Completed HS Course Selection Forms
Career:		Career:
Personal/Social: Consult with intermediate counselors		Personal/Social:
Other:		Other: Attend monthly K-12 Counseling Depart. Meeting
September		March
Academic: Meet The Team Night		Academic: Begin Move the Pride Planning
Career:		Career:
Personal/Social: Transition Guid. Lessons, Spirit of Youth Nominations		Personal/Social: Begin Move the Pride Planning
Other: Attend monthly K-12 Counseling Depart. Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist		Other: Attend monthly K-12 Counseling Depart. Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist
October		April
Academic:		Academic:
Career: York Tech. Presentations		Career: Career Interest Inventories
Personal/Social: Young Men and Women's Leadership Conference		Personal/Social:
Other: Attend monthly K-12 Counseling Depart. Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist Planning for Advisory Council Meeting		Other: Attend monthly K-12 Counseling Depart. Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist Planning for Advisory Council Meeting
November		May
Academic: Parent/Teacher Conferences Parent Visitation Day		Academic: Move the Pride Event
Career: Junior Achievement-YES program		Career:
Personal/Social: Internet Safety Assembly		Personal/Social:

Other: Attend monthly K-12 Counseling Depart. Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist Advisory Council Meeting with Stakeholders	Other: Attend monthly K-12 Counseling Depart. Meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist Advisory Council Meeting with Stakeholders
December	June
Academic:	Academic: Teams Awards Ceremonies
Career: Personality Type Inventories	Career:
Personal/Social:	Personal/Social:
Other: Attend monthly K-12 Counseling Depart. meeting Collaborate with Panther Pathways Staff Collaborate with TW Ponessa Therapist	Other:

Central York High School	
July	January
Academic: Summer 2016 re-write Counseling Curriculum (every 5 years) Work on student schedule changes via Skyward and enroll new students and create new schedules.	Academic: Gifted IEP meetings, IEP and 504 Plan meetings, course selection meetings, failure letters sent out, 8th grade scheduling presentations in classrooms, Senior non-graduation conferences and rescheduling, coordinate 504 Plan team meetings for start of second semester
Career: Summer 2016 re-write Counseling Curriculum (every 5 years) Individual meetings with students as requested to discuss career planning, internship placements and participation contracts created.	Career: College applications and letters of recommendation, mentoring programs, internship issues, job shadowing, career counseling, career presentations, coordinate Getting Ready for College Night. Grade calculations and entry for internships, YCST flex students, and seminar students. Business roundtable meeting. Workforce Readiness Coordinator to begin new position
Personal/Social: Summer 2016 re-write Counseling Curriculum (every 5 years) Individual student conferences	Personal/Social: Individual student conferences
Other:	Other: Weekly high school guidance meetings, district-wide

		guidance meeting each month. Attend monthly K-12 Counseling Depart. Meeting
August		February
Academic: Work on student schedule changes via Skyward and enroll new students and create new schedules. Schedules changes for first six days of school, answer emails		Academic: Gifted IEP meetings, IEP meetings and 504 Plan meetings, course selection meetings, individual meetings with students, continue individual meetings with juniors, Skyward training, update "At Risk" Google doc, invite students to do credit recovery, meetings with individual sophomores regarding career planning and review of grades and courses, continue with course selection
Career: Individual meetings with students as requested to discuss career planning, internship placements and participation contracts created. Calls and letters to YCST flex students for career programs. Meetings with new students for internships. Visit new sites of summer internships Meeting with York College to begin medical simulation lab, college applications and letters of recommendation.		Career: College applications and letters of recommendation. Job shadowing, career counseling, SCWIB Youth Council meeting, internship issues, mentoring programs, COPs field trips, invite businesses and military for career event in April, career presentations, JA Girls Empowerment Career Day planning. JA school business-Smoothie Bar advisor, Getting Ready for College Night program, Grade calculations and entry for internships, YCST flex students, and seminar students. JA STEM Summit.
Personal/Social: Meet with some parents/teachers/students with IEPs, weekly SAP meeting		Personal/Social: Meet with some parents/teachers/students with IEPs, weekly SAP meeting
Other: Collaborate with TW Ponessa Therapist		Other: Weekly high school guidance meetings, district-wide guidance meeting each month, Attend monthly K-12 Counseling Depart. MeetingCollaborate with TW Ponessa Therapist
September		March
Academic: Schedule changes for first six days of school. Individual senior conferences to review graduation requirements. Advertise and register PSAT students. Attend IEP and 504 meetings. Schedule parent/teacher meetings according to 504 Plans. Encourage SAT registration, parent phone calls, answer emails, invite students to do credit recovery		Academic: Gifted IEP meetings, IEP and 504 Plan meetings, continue individual conferences for sophomore meetings, share dual enrollment information with students, SAT testing, monitor senior grades and conference with potential non-grads, individual appointments with students as requested
Career: Meetings with new students for internships. Begin career exploration program opportunities for students. Boys/girls mentoring group career meetings. Career Opportunity program college visits. Read weekly journal entries for internships, college applications and letters of recommendation. PeoplesBank Apprenticeship program. 12th Grade Career Survey.		Career: College applications and letters of recommendation, COPs field trips, Boys/girls mentoring group career meetings, Read weekly journal entries for internships, college applications and letters of recommendation. Prepare career event for all students. JA school business-Smoothie Bar advisor. Grade calculations and entry for internships, YCST flex students, and seminar students.

Personal/Social: Attend IEP meetings, writing letters of recommendation. Individual student meetings, weekly SAP meetings. Get Real program	Personal/Social: Meet with some parents/teachers/students with IEPs, weekly SAP meeting.
Other: Budget, attend Academy meetings. Weekly high school guidance meetings, district-wide guidance meeting each month, Spirit of Youth Nominations, Attend monthly K-12 Counseling Depart. Meeting, Collaborate with TW Ponessa Therapist	Other: Weekly high school guidance meetings, district-wide guidance meeting each month, weekly SAP meetings, Attend monthly K-12 Counseling Depart. Meeting, Collaborate with TW Ponessa Therapist
October	April
Academic: Individual freshmen conferences. PSAT testing, SAT testing, attend IEP and 504 meetings, proctor SAT for students with disabilities, Keystone testing, parent phone calls, answer emails, gifted IEP meetings, Faculty council for NHS selections	Academic: Gifted IEP meetings, IEP meetings, 504 Plan meetings, work
Career: COPs college visits, read weekly journal entries for internships. Advertise and secure parent permission for ASVAB testing in November. Attend business roundtable meeting and invite students for presentations, college applications and letters of recommendation, planning for STEM Summit. PeoplesBank Apprenticeship program. JA school business-Smoothie Bar advisor. Grade calculations and entry for internships, YCST flex students, and seminar students.	Career: Youth Council meeting for state, COPs college visits, read weekly journal entries for internships. Hold career event for all students. Real Life Summit. JA Girls Empowerment Career Day, begin interviews for internships for next school year. JA school business-Smoothie Bar advisor.
Personal/Social: Attend IEP meetings, writing letters of recommendation, weekly SAP meetings.	Personal/Social: Meet with some parents/teachers/students with IEPs, weekly SAP meeting.
Other: Weekly high school guidance meetings, Academy meetings, Attend monthly K-12 Counseling Depart. Meeting, Collaborate with TW Ponessa Therapist	Other: Weekly high school guidance meetings, Academy meetings, Attend monthly K-12 Counseling Depart. Meeting, Collaborate with TW Ponessa Therapist
November	May
Academic: Attend IEP meetings, advertise and coordinate dual enrollment for spring, facilitate applications for full-time admission to YCST, attend IEP and 504 meetings, Keystone Proctor Training, continue individual meetings with freshman students, parent phone calls, answer emails. gifted IEP meetings, parent/teacher conferences, update "At Risk" Google doc	Academic: Gifted IEP meetings, IEP and 504 Plan meetings, work on schedule conflicts, Move the Pride preparation, business roundtable meeting finale for school year.
Career: Youth Council meeting for state. Individual career	Career: Completion of COPs program. Meeting with students for

counseling, COPs college visits, job shadows, internship issues, coordinate ASVAB testing and meet with students to go over results, begin meeting with second semester internship students, advise students running business in the high school, college applications and letters of recommendation, STEM Summit. PeoplesBank Apprenticeship program. JA school business advisor-Smoothie Bar advisor. 11th Grade Career Survey	internships for next school year. Contacting educators and businesses for opportunities. JA school business-Smoothie Bar advisor.
Personal/Social: Individual student meetings, weekly SAP meetings; JA Real Life	Personal/Social:
Other: Weekly high school guidance meetings, Academy meetings, Attend monthly K-12 Counseling Depart. Meeting, Collaborate with TW Ponessa Therapist Advisory Council Meeting with Stakeholders	Other: Weekly high school guidance meetings, Academy meetings, Attend monthly K-12 Counseling Depart. Meeting, Collaborate with TW Ponessa Therapist Advisory Council Meeting with Stakeholders
December	June
Academic: Junior individual conferences, discuss PSAT results, Gifted IEP meetings, IEP meetings, 504 meetings, planning for course selection and redo course selection sheets	Academic: Move the Pride
Career: Continue meetings with students for internships, contact businesses and teachers for opportunities, complete various documentation for students and parents/guardians to sign, invite students to various opportunities presented to the school, college applications and letters of recommendation, individual junior conferences. PeoplesBank Apprenticeship program, JA school business-Smoothie Bar advisor. 10th Grade Career Survey Career Counselor to train new Workforce Readiness Coordinator	Career: Internship placements for incoming interns. Calls, visits, emails for locating opportunities for students. Grade calculations and entry for internships, YCST flex students, and seminar students.
Personal/Social: Weekly SAP meetings, individual student meetings, letters of recommendation, attend IEP and 504 Plan meetings.	Personal/Social:
Other: Weekly high school guidance meetings, Academy meetings, Attend monthly K-12 Counseling Depart. Meeting, Collaborate with TW Ponessa Therapist	Other: Weekly high school guidance meetings, Academy meetings

8. Program Delivery

Comprehensive School Counseling Program Delivery System

Hayshire, Roundtown, and Stony Brook Elementaries - Grades K-3

Red = new programs/initiatives

Purple = Career Domain

Green = Academic Domain

Blue = Personal / Social Domain

Guidance Curriculum	Prevention, Intervention and Responsive Services	Individual Student Planning	System Support
Provides developmental, comprehensive guidance program content in a systematic way to all students pre-K-12.	Addresses school and student needs.	Assists students and parents in development of academic and career plans.	Includes programs, staff, and school support systems.
Purpose	Purpose	Purpose	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.
Academic School Counseling Program planning and development Developmental Classroom Guidance Lessons	Academic Individual counseling Small groups Parent meetings and conferences Consultation with parents/teachers/regarding student academic concerns Classroom observations School related concerns (tardiness, absences, suspensions) Assisting families with outside resources Intervention (Tier 2), IEP, G-IEP, 504 meetings	Academic Individual counseling Consultation with parents and teachers Intervention (Tier 3), IEP, G-IEP, 504 meetings Transition planning	Academic Consultation with staff Faculty, Counseling department meetings Assisting families with outside resources Academic Intervention, IEP, G-IEP, 504 meetings Building and district committees Evening Parenting Classes Consult with Panther Pathways staff
Career School Counseling Program planning and development Developmental Classroom Guidance Lessons	Career Small group and individual counseling	Career Individual counseling	Career Career Advisory Council
Personal/Social School Counseling Program planning and development Developmental Classroom	Personal/Social Individual counseling Small groups (friendship, social skills, behavior and	Personal/Social Individual counseling Parent meetings FBA Plans	Personal/Social Consultation with staff Faculty, Counseling department meetings

Guidance Lessons	anger management, coping skills, family issues, problem-solving) Parent meetings and conferences Consultation with teachers, staff , and administrators regarding student concerns Classroom observations Classroom meetings School related concerns (tardiness, absences, suspensions) Assisting families with outside resources Intervention (Tier 2), IEP, G-IEP, 504 meetings Provide crisis intervention		Assisting families with outside resources Academic Intervention, IEP, G-IEP, 504, WRAP Agency, CASSP meetings Building and district committees Evening Parenting Classes Consult with TW Ponessa Therapeutic Counselors Consult with Panther Pathways staff
Percentage of Time CYSD 30% (ASCA recommended 35-45%)	Percentage of Time CYSD 25% (ASCA recommended 5-10%)	Percentage of Time CYSD 30% (ASCA recommended 30-40%)	Percentage of Time CYSD 15% (ASCA recommended 10-15%)

Sinking Springs and North Hills Elementary Grades 4-6

Red = new programs/initiatives

Purple = Career Domain

Green = Academic Domain

Blue = Personal / Social Domain

Guidance Curriculum	Prevention, Intervention and Responsive Services	Individual Student Planning	System Support
Provides developmental, comprehensive guidance program content in a systematic way to all students pre-K-12.	Addresses school and student needs.	Assists students and parents in development of academic and career plans.	Includes programs, staff, and school support systems.
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 School Counseling Program planning and development Developmental Classroom Guidance Lessons	Academic Individual counseling Small groups Parent meetings and conferences Consultation with parents/teachers/regarding student academic concerns Classroom observations School related concerns (tardiness, absences, suspensions) Assisting families with outside resources Intervention (Tier 2-3), IEP, G-IEP, 504 meetings	Academic Individual counseling Consultation with parents and teachers Intervention (Tier 2-3), IEP, G-IEP, 504 meetings Transition planning	Academic Consultation with staff Faculty, Counseling department meetings Assisting families with outside resources Academic Intervention, IEP, G-IEP, 504 meetings Building and district committees Evening Parenting Classes
Career School Counseling Program planning and development Developmental Classroom Guidance Lessons	Career Individual counseling	Career Individual counseling	Career Career Advisory Council
Personal/Social School Counseling Program planning and development Developmental Classroom Guidance Lessons	Personal/Social Individual counseling Small groups (friendship, social skills, behavior and anger management, coping skills, family	Personal/Social Individual counseling Parent meetings FBA Plans	Personal/Social Consultation with staff Faculty, Counseling department meetings Assisting families with outside resources

	issues, problem-solving) Parent meetings and conferences Consultation with teachers, staff , and administrators regarding student concerns Classroom observations Classroom meetings School related concerns (tardiness, absences, suspensions) Assisting families with outside resources Intervention (Tier 2-3), IEP, G-IEP, 504 meetings Provide crisis intervention		Academic Intervention, IEP, G-IEP, 504, WRAP Agency, CASSP meetings Building and district committees
Percentage of Time CYSD 10%-15% (ASCA recommended 35-45%)	Percentage of Time CYSD 70%-80% (ASCA recommended 5-10%)	Percentage of Time CYSD 10%-20% (ASCA recommended 30-40%)	Percentage of Time CYSD 5%-10% (ASCA recommended 10-15%)

Central York Middle School - Grades 7-8

Red = new programs/initiatives

Purple = Career Domain

Green = Academic Domain

Blue = Personal / Social Domain

Guidance Curriculum Provides developmental, comprehensive guidance program content in a systematic way to all students pre-K-12.	Prevention, Intervention and Responsive Services Addresses school and student needs.	Individual Student Planning Assists students and parents in development of academic and career plans.	System Support Includes programs, staff, and school support systems.
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 School Counseling Program planning and development Developmental Classroom Guidance Lessons	Academic Individual counseling Small groups Parent meetings and conferences Consultation with parents/teachers/regarding student academic concerns Classroom observations School related concerns (tardiness, absences, suspensions) Assisting families with outside resources Intervention (Tier 2-3), IEP, G-IEP, 504 meetings	Academic Individual counseling Consultation with parents and teachers Intervention (Tier 2-3), IEP, G-IEP, 504 meetings Transition planning	Academic Consultation with staff Faculty, Counseling department meetings Assisting families with outside resources Academic Intervention, IEP, G-IEP, 504 meetings Building and district committees Evening Parenting Classes
Career School Counseling Program planning and development Developmental Classroom Guidance Lessons	Career Individual counseling	Career Individual counseling	Career Career Advisory Council
Personal/Social School Counseling Program planning and development Developmental Classroom Guidance Lessons	Personal/Social Individual counseling Small groups (friendship, social skills, behavior and anger management, coping skills, family issues, problem-solving) Parent meetings and conferences Consultation with teachers, staff, and administrators regarding student concerns Classroom observations Classroom meetings School related concerns (tardiness, absences, suspensions) Assisting families with outside resources Intervention (Tier 2), IEP, G-IEP, 504 meetings Provide crisis intervention	Personal/Social Individual counseling Parent meetings FBA Plans	Personal/Social Consultation with staff Faculty, Counseling department meetings Assisting families with outside resources Academic Intervention, IEP, G-IEP, 504, WRAP Agency, CASSP meetings Building and district committees Evening Parenting Classes
Percentage of Time CYSD 12% (ASCA recommended 10-20%)	Percentage of Time CYSD 62% (ASCA recommended 70-80%)	Percentage of Time CYSD 18% (ASCA recommended 10-20%)	Percentage of Time CYSD 8% (ASCA recommended 5-10%)

Central York High School - Grades 9-12

Red = new programs/initiatives

Purple = Career Domain

Green = Academic Domain

Blue = Personal / Social Domain

Guidance Curriculum	Prevention, Intervention and Responsive Services	Individual Student Planning	System Support
Provides developmental, comprehensive guidance program content in a systematic way to all students pre-K-12.	Addresses school and student needs.	Assists students and parents in development of academic and career plans.	Includes programs, staff, and school support systems.
Purpose Provides developmental, comprehensive guidance program content in a systematic way to all students pre-K-12.	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 Discuss schedule relative to career path Individual grade level conferences Keystone testing	Academic Meet with some parents/teachers/students with IEPs Register students to do credit recovery PSAT testing SAT testing	Academic IEP/GIEP/504 Plan meetings Student schedule changes Enroll new students and create schedules Individual senior conferences to review graduation requirements.	Academic Register PSAT students Answer emails Make phone calls
Career 10th Grade Career Survey 11th Grade Career Survey 12th Grade Career Survey Interview Days Career Day Resume writing Getting Ready for College Program	Career Student Assistance Program	Career Job shadowing Internships Individualized Student and Career Exploration sessions Career speakers Career Opportunities Program	Career College rep/military visits Financial Aid Night College Night Exit interview-Seniors Exit Interview-COPs Career Advisory Council
Personal/Social Weekly guidance meetings with administration	Personal/Social Weekly SAP meeting Conflict Resolution	Personal/Social Individual student conferences	Personal/Social Answer emails

		Meet with parents and students	
Percentage of Time CYSD 10%-20% (ASCA recommended 15-25%)	Percentage of Time CYSD 25%-35% (ASCA recommended 25-35%)	Percentage of Time CYSD 35%-45% (ASCA recommended 25-35%)	Percentage of Time CYSD 15%-20% (ASCA recommended 15-20%)

9. Curriculum Action Plan

Grade Kindergarten-3 Curriculum Action Plan								
Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Your Job as a Student & Job of the School Counselor	CYCC.G.00.1.1-3 CYCC.G.00.3.1 CYCC.G.01.1.1-3 CYCC.G.01.3.1 CYCC.G.02.1.1-3 CYCC.G.02.3.1 CYCC.G.03.1.1-3 CYCC.G.03.3.1	Counseling books and materials, School-wide Common Language, Responsive Classroom Principles	September	520-600	K-3 Classroom	Participation, demonstration	Learners, School Counselor, Classroom Teacher, School Staff	School Counselor
Problem Solving and Conflict Resolution	CYCC.G.00.4-6 CYCC.G.01.4-6 CYCC.G.02.4-7 CYCC.G.03.4-7	Counseling books and materials, School-wide Common Language, Responsive Classroom Principles	October	520-600	K-3 Classroom	Participation, demonstration	Learners, School Counselor, Classroom Teacher	School Counselor
Green Circle 1: Understanding Social Circles, Family, Friends, Community, World	CYCC.G.00.4-6 CYCC.G.01.4-6 CYCC.G.02.4-7 CYCC.G.03.4-7	Counseling books and materials, School-wide Common Language, Responsive Classroom Principles	November	520-6050	K-3 Classroom	Participation, demonstration	Learners, School Counselor, Classroom Teacher	School Counselor
Green Circle 2: Diversity and Uniqueness	CYCC.G.00.4-6 CYCC.G.01.4-6 CYCC.G.02.4-7 CYCC.G.03.4-7	Counseling books and materials, School-wide Common Language, Responsive Classroom Principles	December	520-600	K-3 Classroom	Participation, demonstration	Learners, School Counselor, Classroom Teacher	School Counselor
Green Circle 3: Anti-Bullying	CYCC.G.00.4-6 CYCC.G.01.4-6 CYCC.G.02.4-7 CYCC.G.03.4-7	Counseling books and materials, School-wide Common Language, Responsive Classroom Principles	January	520-600	K-3 Classroom	Participation, demonstration	Learners, School Counselor, Classroom Teacher	School Counselor
Problem-Solving Skills and Coping Strategies	CYCC.G.00.4-6 CYCC.G.01.4-6 CYCC.G.02.4-7 CYCC.G.03.4-7	Counseling books and materials, School-wide Common Language, Responsive Classroom Principles	February	520-605	K-3 Classroom	Participation, demonstration	Learners, School Counselor, Classroom Teacher	School Counselor
Problem-Solving Skills	CYCC.G.00.4-6 CYCC.G.01.4-6 CYCC.G.02.4-7 CYCC.G.03.4-7	Counseling books and materials, School-wide Common Language, Responsive Classroom Principles	March	370-450	K-2 Classroom	Participation, demonstration	Learners, School Counselor, Classroom Teacher	School Counselor
Green Circle 2: Diversity and Uniqueness	CYCC.G.00.4-6 CYCC.G.01.4-6 CYCC.G.02.4-7 CYCC.G.03.4-7	Counseling books and materials, School-wide Common Language, Responsive Classroom Principles	December	520-600	K-3 Classroom	Participation, demonstration	Learners, School Counselor, Classroom Teacher	School Counselor
Green Circle 3: Anti-Bullying	CYCC.G.00.4-6 CYCC.G.01.4-6 CYCC.G.02.4-7 CYCC.G.03.4-7	Counseling books and materials, School-wide Common Language, Responsive Classroom Principles	January	520-600	K-3 Classroom	Participation, demonstration	Learners, School Counselor, Classroom Teacher	School Counselor
Problem-Solving Skills and Coping Strategies	CYCC.G.00.4-6 CYCC.G.01.4-6 CYCC.G.02.4-7 CYCC.G.03.4-7	Counseling books and materials, School-wide Common Language, Responsive Classroom Principles	February	520-605	K-3 Classroom	Participation, demonstration	Learners, School Counselor, Classroom Teacher	School Counselor
Problem-Solving Skills	CYCC.G.00.4-6 CYCC.G.01.4-6 CYCC.G.02.4-7 CYCC.G.03.4-7	Counseling books and materials, School-wide Common Language, Responsive Classroom Principles	March	370-450	K-2 Classroom	Participation, demonstration	Learners, School Counselor, Classroom Teacher	School Counselor

Grade 4-6 Curriculum Action Plan								
Lesson Content/Program	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
SMART GOAL Development		How to make your Own SMART Goal	Septemmbber	500	5th and 6th Grade Classrooms	Exit Slip	Learners, School Counselor	School Counselor
Junior Achievement		Circular Flow of Economy	October	500	6th Grade Classrooms	Quiz	Learners, School Counselor	School Counselor
Junior Achievement		Free Enterprise	October	500	6th Grade Classrooms	Quiz	Learners, School Counselor	School Counselor
Junior Achievement		Public Goods and Services	October	500	6th Grade Classrooms	Quiz	Learners, School Counselor	School Counselor
Junior Achievement		Finacial Literacy	October	500	6th Grade Classrooms	Quiz	Learners, School Counselor	School Counselor
Junior Achievement		Banking	October	500	6th Grade Classrooms	Quiz	Learners, School Counselor	School Counselor
Junior Achievement		Work Readiness-Interest and Skills	October	500	6th Grade Classrooms	Quiz	Learners, School Counselor	School Counselor
Junior Achievement		Business Management	October	500	6th Grade Classrooms	Quiz	Learners, School Counselor	School Counselor
Junior Achievement		Work Simulation	November	500	6th Grade Classrooms	Quiz	Learners, School Counselor	School Counselor
Finding your Spark		Spark Lesson Plan	October	250	4th Grade Classrooms	Exit Slip	Learners, School Counselor	School Counselor
Growth Mindset		Growth Mindset book	October/November	500	5th and 6th Grade Classrooms	Exit Slip	Learners, School Counselor	School Counselor
Conflict Resolution		Nearpod	Sept/January	720	4th-6th Grade Classroom	Exit Slip	Learners, School Counselor	School Counselor
Empathy Lesson		Who's Shoes?	October	500	5th and 6th Grade Classrooms	Exit Slip	Learners, School Counselor	School Counselor
Middle School Transition		Middle School Counselor	April	250	Library	Survey	Learners, School Counselor	School Counselor
Kindness Lesson		Lifevest Lesson	January	250	4th Grade Classroom	Kindness Challenge	Learners, School Counselor	School Counselor

Middle School Grade 7-8 Curriculum Action Plan								
Lesson Content/Program	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Success in Middle School		Middle School Feud Game	September	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
Social Media Awareness		Think Before you post ppt.	September	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
My Brand/JA Yes Program		Your Economic Success Curriculum	November	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
Career Clusters/JA Yes Program		Your Economic Success Curriculum	November	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
High Growth Crs./JA Yes Program		Your Economic Success Curriculum	November	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
Career Map/JA Yes Program		Your Economic Success Curriculum	November	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
Career Hunting		Your Economic Success Curriculum	November	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
Career Hunting		Your Economic Success Curriculum	November	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
How to Keep a Job		Your Economic Success Curriculum	November	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
World of Work		Your Economic Success Curriculum	November	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
Being Successful		Your Economic Success Curriculum	November	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
Balance Personal and Work		Your Economic Success Curriculum	November	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
Savy Shopping		Your Economic Success Curriculum	November	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
Credit Score		Your Economic Success Curriculum	November	450-500	Classroom	Survey	Learners, School Counselor	School Counselor
Personality Type Inventory		e-tarocchi.com	December	450-500	Classroom	Exit Slips	Learners, School Counselor	School Counselor
Career Interest		Choices Program	May	450-500	Classroom	Exit Slips	Learners, School Counselor	School Counselor
York Tech Presentation		Tech Video, presenters	October	450-500	Auditorium	Applications	Learners, School Counselor	School Counselor
High School Course Selection Presentation		Curric. Guide, High School Counselors	January	450-500	Classroom	Course Selection Forms	Learners, School Counselor	School Counselor
6th grade MS Presentations		Middle School PowerPoint	April-May	450-500	Library	Question & Answer	Learners, School Counselor	School Counselor

High School Grade 9-12 Curriculum Action Plan								
Lesson Content/Program	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Opening Day Assembly	CYCC.G.HS.1.3.01	Speakers	First Day of School	Grades 9-12: 1,832	Auditorium	Question/Answer	Administration, School Counselor	Administration
Individual Conferences	CYCC.G.HS.1.1.01-03 CYCC.G.HS.1.2.01-02 CYCC.G.HS.1.3.01-02 CYCC.G.HS.4.1.01-03 CYCC.G.HS.4.2.01-02 CYCC.G.HS.7.1.01-02 CYCC.G.HS.7.2.01-02 CYCC.G.HS.8.1.02-03 CYCC.G.HS.9.1.01	Credit Sheet, Grade Reports Student File	September-12th Grade, Oct.-Nov.- 9th Grade, Dec.-Jan.-11th Grade, Feb.-Mar.-10th Grade,	Grades 9-12: 1,832	Counseling Office	Learner discussion, questions/answers	Learners, School Counselor	School Counselor
Academic Review	CYCC.G.HS.1.2.01.02 CYCC.G.HS.1.3.01.02	Grade Reports, Teacher Corr., Parent emails/, calls/discussions	End of each marking period; October, January, March, May	Grades 9-12: 1,832	Counseling Office	academic status, Teacher, Learner, Parent, Counselor, collaboration	Learners, Teachers, Parent, School Counselor	School Counselor
Career Expo: Career Awareness	PA.CEW.13.1 A-H PA.CEW.13.2 A-E	Booths, speakers	Spring of each year	Grades 9-12: 1,832	School atrium	worksheet with all attendees, questions, answers	Learners, Career Counselor, School Counselors,	Career Counselor
Career Acquisition, Career Retention, Entrepreneurship	PA.CEW.13.3 A-G PA.CEW.13.4 A-C CYCC.G.HS.5.1.01-02 CYCC.G.HS.5.1.01-02 CYCC.G.HS.5.2.01-04 CYCC.G.HS.3.1.01-02 CYCC.G.HS.6.1.01-02 CYCC.G.HS.6.2.01-04					questions, answers	Learners, Business Professionals, College Professionals, Military Professionals	
JA STEM	CYCC.G.HS.4.01-02 PA.CEW.13.1 A-D	hands-on activities, speakers	Spring of each year	Grade 9	Gymnasium and classrooms	individual evaluation	Learners, JA and volunteers, Career Counselor, School Counselors, STEM Academy Leader, Administration	Career Counselor, STEM Academy Leader
Academy Fair	PA.CEW.13.1 A-D, H	Observation, hands-on activities	January of each year	Grade 9	Classrooms- 400 and 600 wings	Selection of academy at scheduling	Learners, Academy Leaders, Teachers, Administration, School and Career Counselors	Academy Leaders, Administration
JA Real Life	CYCC.G.HS.4.01-02	hands-on activities, mentors/leaders	March of each year	Grade 11	Gymnasium	Individual evaluation	JA and Volunteers, Business Academy Leader, Administration, Learners	Business Academy Leader, Administration
Commu-Con	CYCC.G.HS.4.01-02 PA.CEW.13.1A-D	hands-on activities, mentors/leaders	April of each year	Grade 10	Classrooms	Individual evaluation	Arts and Humanities Teachers, Administration	Comm. Teacher Humanities, Art Teachers

10. Organizing Career / Postsecondary Resources

- Central York School District Business Directory- This directory contains every business in the Central York School district. This database is used for internship and job shadowing opportunities. This directory is updated as we become aware of changes.
- Career Center Directory- This directory has been accumulated over the past ten years and contains the business names, addresses, emails and phone numbers of folks that served as internship mentors and job shadow mentors. This one has been updated recently.
- United Way Directory- This directory lists non-profit companies in York County. This directory may be used for volunteer opportunities, job shadows and internships. This one is updated by the United Way and we will replace it when a new edition is published.
- YCEA Directory- This directory is online (<http://business.ycea-pa.org/list>) and lists all companies that are members in York County. This is a great source for potential job shadows and internships.
- “Where to Call for Help in York County” booklet. This one is replaced when a new edition is published.
- SAT and ACT scores
- CHOICES360.org- inventories, ability profiler, college search, majors search
- www.march2success.com- Military website for free practice for preparation for taking SATs and ACTs
- Occupational Outlook Handbook online
- Pennsylvania Career Guide-Holland Inventory
- Kaplan online- preparation for ACT- (ACT Online Prep) -fee required; free to students that register with a fee waiver
- Khan Academy offers SAT practice online at satpractice.org
- Data accessible on Skyward

11. Individual Academic / Career Plan

1. The Portfolio will start in grade 2 and be added to in grade 3. Learners will complete an interest inventory regarding what they want to be when they grow up, current interests, hobbies, academic preferences, and talents. This interest inventory will be passed onto the learners' grade 4 counselor.
2. The Plan and Portfolio will start in grade 6 and be revisited in middle school and high school. Central York is currently working to have the portfolio items in an electronic format. The counselors in the various buildings will maintain these files. The demographic information included will be: name, grade, date of birth, ethnicity, gender, economic status, and learning needs.
3. In grade 7, learners will participate in a career interest inventory and in grades 9 – 12 they will complete a career survey. The high school portfolios will include a copy of their schedule and a list of internship and job shadowing experiences, if applicable. We use Choices 360 and the college search engine on the College Board website for the post-secondary search process.
4. To engage and inform the Central York parents, we will use the Central York School Counseling Advisory Council as a venue; as well as, face-to-face meetings, online information, course selection forums, back-to-school nights, and workshops.
5. To engage and inform the teachers and administrators in the process of career development, we will use faculty meetings and Mass Customized Learning Committees for grades K-12. In addition, grades 9-12 will use Central Learning Coach (CLC) and course selection forums.
6. The grade 9-12 counselors will review the plan each year with the learners when they meet with them one-on-one. The Work Readiness Coordinator will review the career surveys annually upon their completion. The learners will share their career plan with their counselor at their senior meeting. Counselors will assist learners toward their career plan.

Yearly, each high school counselor meets individually with every learner to discuss career goals, class scheduling, and graduation requirements. Each learner selects an academy by the end of the ninth grade year and those requirements are discussed with the learners.

Freshman Year-

Academic- individual meetings to get acquainted, discuss grades, future courses and career goals and direction. Following the Academy Fair the learners are required to select an academy as they begin to select their courses for the sophomore year.

Career - meetings are held as requested by 9th grade learners. At the end of 9th grade, a career survey is completed by all 9th graders and the data is saved on an excel spreadsheet. This spreadsheet is used for opportunities as they arise for the learner. Academy fair takes place introducing them to all four academies. Students are welcome to job shadow a career with parent/guardian permission.

Sophomore Year-

Academic - Counselors meet with their sophomores to review grades and continue discussion of career goals. Interest Inventories and abilities profiles are done as needed for students with no direction.

Career - During the sophomore year, a career survey is completed by all 10th graders and the data is saved on an excel spreadsheet. This spreadsheet is used for opportunities as they arise for the learner. *Individual* meetings are held as requested by 10th grade learners or by parent/guardian request. Learners are welcome to job shadow a career with parent/guardian permission.

Junior Year-

Academic - Learners are given the opportunity to take the ASVAB and PSATs and then encouraged to take SATs and ACTs in the spring if they are college bound. Counselors meet with learners individually in January to review the PSAT results with the learners and discuss future career goals. Learners who are interested in post-secondary education are given the *Junior/Senior Pre-College Calendar and Checklist* as a guideline for when certain tasks are recommended for completion. Juniors are given the information to register for an account on Parchment.

Career - meetings are held as requested by 11th grade learners or by parent/guardian request. These requests are taken from the junior surveys and typically more than 100 students in both 11th and 12th grade request a career meeting. During the junior year, a career survey is completed by all 11th graders and the data is saved on an excel spreadsheet. This spreadsheet is used for opportunities as they arise for the learner. Learners are welcome to job shadow a career with parent/guardian permission. They also have the opportunity to explore a career via internship and/or Workforce seminar.

JUNIOR

August/September

- Write down all of your extracurricular activities, volunteer hours, and accomplishments while in high school. If it doesn't look like as much as you'd like, increase your involvement NOW.
- Register for October PSAT in the Counseling Ofc.
- Meet with your school counselor to review your courses for this year and plan your schedule for senior year.

October

- Take the PSAT.
- Continue your career exploration process with some assessment tests. Try www.bridges.com (enter site ID "0048074" & password "reporter") and www.bls.gov/oco for great career info.
- Attend college fairs and financial aid nights.

November

- Keep your focus on your grades. You will want your grades for this entire junior year to be as strong as possible.
- Continue your research into colleges and careers.
- Begin online scholarship searches at www.fastweb.com and www.scholarships.com.
- Start planning to take the ACT or SAT very soon. Register for these tests on their websites: www.actstudent.org and sat.collegeboard.org.

December

- When you receive the results of your PSAT, consult your school counselor to determine how you might improve on future standardized tests.
- Look ahead to the spring and decide when you will take the SAT and/or ACT tests.

January

- Begin to make a list of colleges you would like to investigate further. Consult your school counselor to find out more about college searches. Discuss whether your initial list of colleges meets your needs and interests (academic program, size, location, cost, etc.) and whether you are considering colleges where you are likely to be admitted.
- Check out summer opportunities available to you.



Explore options that exist on the Central York High School Counseling Office website.

February

- Attend Central's Getting Ready for College Night
- Obtain a Social Security Number if you don't already have one. You will need it to apply for college and financial aid.
- Continue to study for SAT and/or ACT exams.

March

- Continue investigating financial aid sources.
- Register and study for the May and June SAT and/or ACT exams if you have not already.
- Continue to check with your counselor about what you need to be doing to prepare for college.
- Request admission literature and financial aid information from the colleges on your list.
- Develop (if you haven't already) a file for each of the schools on your list.

April

- Work with your school counselor to ensure you have a challenging senior year of courses.
- Begin scheduling visits to some of the schools that are at the top of your list. If appropriate, schedule an interview and/or an overnight visit.
- Start identifying teachers who may be willing to write recommendation letters for you.
- Begin preparing essays for college admissions and scholarship applications.
- Continue reviewing for the SAT or ACT exam.
- Take an SAT or ACT prep course to help prepare for the upcoming test.

May

- Take AP exams if you have taken AP courses.
- Firm up your summer plans, including visits to colleges on your list, volunteer work, summer camps and programs, and summer jobs.

Summer

- Continue thinking about careers and colleges that are right for you.
- Explore and visit colleges!
- Look for scholarships and grants.
- Sign up to take the SAT or ACT exam one last time in the fall of your senior year – and STUDY for it!
- Spend your summer wisely. Summer camps and volunteer experiences are great opportunities and will look great on your college applications!
- Extra time? Start on those college essays!

Senior Year-

Academic - Counselors meet individually with the learners at the start of the school year to be sure all graduation requirements are being met. Career plans and goals are discussed and learners planning to attend a post-secondary school are given directives for completing applications, requesting transcripts, securing letters of recommendation and selecting appropriate schools.

Career - Meetings are held as requested by 12th grade learners or by parent/guardian request. During the junior year, a career survey is completed by all 12th graders at the beginning of the school year and the data is saved on an excel spreadsheet. This spreadsheet is used for opportunities as they arise for the learner. Learners are welcome to job shadow a career with parent/guardian permission. They also have the opportunity to explore a career via internship and/or Workforce seminar.

Pre-College Calendar and Checklist

Senior

CYHS School Code – 395430



August/September

- Decide on the schools where you want to apply.
- Visit every college and technical school where you are considering applying. Consider overnight stays and interviews at your top choices.
- If you are applying to four-year colleges, register for one last shot at the SAT or ACT if you aren't happy with earlier scores. Take the SAT Subject tests if they are required by the colleges you are considering.
- Begin asking teachers, school counselors, and employers for letters of recommendation to include with your admissions and scholarship applications.
- Continue to challenge yourself to take quality courses and get grades that will impress schools!
- Meet with the admissions reps who visit Central.
- Begin submitting applications to colleges/technical schools. Don't forget to request that the Counseling Office send your transcript to the schools, too.

October

- If you're applying to four-year colleges, take the SAT or ACT and attend the York Regional College Fair.
- Submit applications to the schools on your list. As you write the application essays, ask family members and teachers to read and make recommendations before you submit your final draft.
- Stay focused on your grades!
- Start looking for scholarships online, using educationplanner.org, fastweb.com, and other resources found on the Counseling Office website.

November

- Attend Central's Financial Aid Night.
- Take the ASVAB to learn more about career options, especially if you are considering the military.
- Take the SAT or ACT exam, if needed.
- Submit all of your college/technical school applications by Thanksgiving, if you can.
- Continue looking for scholarships.

December

- Request a PIN for applying for federal aid online for you and your parent by going to www.pin.ed.gov.
- Print the Free Application for Federal Student Aid (FAFSA) worksheet from www.fafsa.ed.gov and begin working on it. DO NOT FILE BEFORE JANUARY 1ST.
- Apply for scholarships.
- Finish submitting all college/technical school apps.
- Stay focused on your grades!

January

- Complete and submit your FAFSA online at www.fafsa.ed.gov.
KEEP COPIES OF ALL FORMS YOU SUBMIT.
- PARENTS: It's helpful to get your income tax returns prepared early – schools may request them to prove eligibility for financial aid.
- Continue applying for scholarships.

February

- Submit your FAFSA if you have not already.
- Communicate with all of the schools where you applied to make sure they have all received all of your materials.
- Continue to apply for scholarships.
- Stay focused on your grades!

March

- College/technical school decision letters should begin arriving. Celebrate your acceptances, decide about your wait lists, and deal positively with your rejections.
- Work with your college/technical school Financial Aid Office about other sources of aid.
- Continue searching and applying for scholarships.

April

- Make your decision about which school to attend.
- Notify all schools that accepted you of your final decision where to attend.
- Submit tuition deposit to your school of choice.
- Continue searching and applying for scholarships.
- Stay focused on your grades! Don't let yourself be that person who has their college acceptance RESCINDED due to low senior year grades!!

May

- Set up your housing for next year.
- Celebrate that you made it to graduation!!

A Special Note

for Seniors & their Parents:

Beware of misleading financial aid offers!
Unfortunately, there are organizations that sound legitimate and claim that they can help you find more money for college, but they charge a fee for it.

This information is all available to you FREE online, so don't pay for it!

Class of 2017 Graduation Credit Checklist

Credits: 9th _____
 10th _____
 11th _____
 12th _____

Name _____

English	Social Studies	Mathematics	Science	
___ I	1. Foundations of Citizenship	1. _____	1. Earth Science	___ 21 st Century Lit
___ II	2. Global Studies	2. _____	2. Chemistry	___ Health/PE I
___ III	3. Am. Studies/AP US History	3. _____	3. Biology	___ Health/PEII/DrEd
___ IV	4. _____	4. _____	4. _____	

Focused/Free Electives and Counselor Notes / Career Goal

Arts & Humanities Academy				
Music Education ___ Basic OR Adv Piano ___ Adv Music Theory ___ Applied Music	Music Recording ___ Music Prod I ___ Music Prod II ___ Applied Music	Music Performance ___ Band, Orchestra, Chorus ___ Band, Orchestra, Chorus ___ Band, Orchestra, Chorus	Theater ___ Theater Arts ___ Acting 1 ___ Acting 2	Communication Arts ___ Media Lit OR Speech ___ Journalism 1 OR TV 1 ___ Journalism 2 OR TV 2
Draw/Paint Foundations ___ Foundations of Art ___ Drawing/Paint Studio ___ Draw/Paint 2 OR Portfolio OR AP Studio	2D Foundations ___ Foundations of Art ___ 2D Design ___ 2D Design 2 OR Portfolio OR AP Studio	3D Foundations ___ Foundations of Art ___ 3D Studio ___ Adv 3D 2 OR Portfolio	Art History ___ Foundations of Art ___ Art History OR AP Art History ___ Any studio art course	
Business and Finance Academy				
Business Management ___ Business Basics ___ Business Management ___ Entrepreneurship	Finance/Accounting ___ Business Basics ___ Accounting 1 ___ Honors Accounting 2	Web Design ___ Intro to Web Page Design ___ Adv Web Page Design ___ AP JAVA	Business Marketing ___ Business Basics ___ Sports Marketing ___ Entrepreneurship	
Health Sciences and Human Services Academy				
Medical ___ Honors Human Anatomy 1 OR Applied Sports Medicine ___ Psychology OR Sociology ___ Physics 1, AP Bio, AP Chem, OR Hon Human Anatomy 2		Exercise Science ___ Fit for Life, Resistance 1, Aerobics or Aquatics ___ Honors Human Anatomy 1 OR Resistance Training 2 ___ Applied Sports Medicine OR Hon Human Anatomy 2		
Education ___ Child & Adolescent Development for Teaching ___ Early Childhood Ed Lab OR Focused Content Elective ___ Early/Elem Ed Seminar OR Secondary Ed Seminar		Public Service ___ Current Events OR Speech ___ Sociology OR Psychology ___ Law OR AP US Gov't	Food Sciences ___ Culinary Arts 1 ___ Culinary Arts 2 ___ Culinary Arts 3	
Science, Technology, Engineering & Mathematics Academy				
Science Core ___ 4 th Required Science ___ Additional Science ___ Additional Science	Computer Programming ___ Introduction to Web Page Design/Computer Programming ___ Advanced Web Page Design ___ AP JAVA		Mathematics Core ___ 4 th Required Math ___ Additional Math ___ Additional Math	
Design ___ Drafting & CAD ___ PLTW Hon Intro Engrng ___ EngrngDsn OR ArchDsn	PLTW ___ PLTW Hon Intro Engrng ___ PLTW Hon Princ Engrng ___ PLTW Hon Civil Engrng	Electronics ___ Electronics 1 ___ Electronics 2 ___ PLTW Hon Princ Engrng	Production ___ Process Engineering 1 ___ Process Engineering 2 ___ Process Engineering 3	

2016/2017 PROFILE OF CENTRAL YORK HIGH SCHOOL

601 Mundis Mill Road
York, Pennsylvania 17406

COLLEGE BOARD CODE 395430

COMMUNITY

Situated in a suburban community to the north and east of the city of York, PA, the school district has a growing population and can best be described as being in the average to above average socio-economic level. There are numerous two income families with the majority of persons engaged in skilled labor, managerial or professional occupations.

SCHOOL

Central York High School is a public, four-year comprehensive high school, accredited by the State of Pennsylvania. In the school year 2015-2016, the student population in grades nine through twelve was 1,781 students. The calendar year consists of four 9 week grading periods. There are 4 class periods which meet daily for approximately 80 minutes each on a six day cycle. All grade levels are involved in an intensive block schedule utilizing an integrated team approach. There is also a complete offering of co-curricular activities.

GRADUATION REQUIREMENTS

Central York High School offers programs of study in four Academies: Arts/Humanities, Business/Finance, Health Sciences/Human Services, and Science/Technology/Engineering/Math. In order to graduate from Central York High School, a student must complete a minimum of 28 course credits. Students must complete 4 credits of English, social studies, math, and science, 2 credits of Health/Physical Education/Driver Education, and 1 credit of 21st Century Literacy.

ADVANCED COURSES

Honors Level courses are available in the four major academic disciplines, technology education, and world languages. All have a weighted value of 1.1. Advanced Placement (AP) courses are offered in Art (Graphic Design, History & Studio), Biology, Chemistry, Computer Science, English, U.S. Government & Politics, Calculus, Physics, Statistics, U.S. History, and World History and have a weighted value of 1.2. Distance learning courses are offered in Chinese and Japanese. Dual enrollment and College in the High School courses are weighted the same as AP courses. Build your own courses (BYOC) are also offered to 11th and 12th grade students.

GRADING SYSTEM

A	90% -100%	Students receive a percentage grade as the final course grade and must earn at least 65% to pass the course. Final percentage grades are converted to the 4.0 grading scale to determine the cumulative weighted and unweighted grade point averages. Percentage to Quality Point Conversion Chart is located on the reverse side.
B	80% - 89.9%	
C	70% - 79.9%	
D	65% - 69%	
Failing	Less than 65%	

CLASS RANK

All graded subjects are used in determining class rank and all students in the class are included in the rank. The first official cumulative class rank is computed at the end of Grade 11.

SAT - MEAN SCORES	2014	2015	2016
Critical Reading	497	502	510
Math	515	515	508
Writing	483	477	480

77% of the Class of 2016 took SAT exams

RECENT GRADUATION CLASSES (%)

	2014	2015	2016
Four Year College	76.0	70.0	72.0
Assoc. Degree Prog.	12.0	16.0	17.0
Certificate Prog.	3.0	3.0	1.0
Employed	2.0	5.0	5.0
Armed Forces	4.0	4.0	4.0
Other	3.0	2.0	1.0

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GRADING SYSTEM

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B	80% - 89.9%	
C	70% - 79.9%	
D	65% - 69%	
Failing	Less than 65%	

CLASS RANK

All graded subjects are used in determining class rank and all students in the class are included in the rank. The first official cumulative class rank is computed at the end of Grade 11.

SAT - MEAN SCORES

	<u>2013</u>	<u>2014</u>	<u>2015</u>
Critical Reading	498	497	502
Math	516	515	515
Writing	482	483	477

78% of the Class of 2015 took SAT exams

RECENT GRADUATION CLASSES (%)

	<u>2013</u>	<u>2014</u>	<u>2015</u>
Four Year College	68.0	76.0	70.0
Assoc. Degree Prog.	18.0	12.0	16.0
Certificate Prog.	1.0	3.0	3.0
Employed	7.0	2.0	5.0
Armed Forces	2.0	4.0	4.0
Other	4.0	3.0	2.0

2014/2015 PROFILE OF CENTRAL YORK HIGH SCHOOL
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SCHOOL

Central York High School is a public, four-year comprehensive high school, accredited by the State of Pennsylvania. In the school year 2013-2014, the student population in grades nine through twelve was 1,678 students. The calendar year consists of four 9 week grading periods. There are 4 class periods which meet daily for approximately 80 minutes each on a six day cycle. All grade levels are involved in an intensive block schedule utilizing an integrated team approach. There is also a complete offering of co-curricular activities.

GRADUATION REQUIREMENTS

Central York High School offers programs of study in four Academies: Arts/Humanities, Business / Finance, Health Sciences/Human Services, and Science/Technology/Engineering/Math. In order to graduate from Central York High School, a student must complete a minimum of 28 course credits. Students must complete 4 credits of English, Social Studies, Math, and Science, 2 credits of Health/Physical Education/Driver Education, 1 credit of 21st Century Literacy, and .5 credit of Graduate Exit Project.

ADVANCED COURSES

Honors Level courses are available in the four major academic disciplines, technology education, and world languages. All have a weighted value of 1.1. Advanced Placement (AP) courses are offered in Art (Graphic Design, History & Studio), Biology, Chemistry, Computer Programming, English, Government & Politics, Math, Physics, Statistics, U.S. History, and World History and have a weighted value of 1.2. Distance learning courses are offered in Chinese and Japanese. Dual enrollment and College in the High School courses are weighted the same as AP courses.

GRADING SYSTEM

A	90% -100%	Students receive a percentage grade as the final course
B	80% - 89.9%	grade and must earn at least 65% to pass the course.
C	70% - 79.9%	Final percentage grades are converted to the 4.0
D	65% - 69%	grading scale to determine the cumulative weighted
Failing	Less than 65%	and unweighted grade point averages.

CLASS RANK

All graded subjects are used in determining class rank and all students in the class are included in the rank. The first official cumulative class rank is computed at the end of Grade 11.

SAT – MEAN SCORES	2012	2013	2014
Critical Reading	499	498	497
Math	509	516	515
Writing	491	482	483

83% of the Class of 2014 took SAT exams

RECENT GRADUATION CLASSES (%)			
	2012	2013	2014
Four Year College	67.0	68.0	76.0
Assoc. Degree Prog.	18.0	18.0	12.0
Certificate Prog.	1.0	1.0	3.0
Employed	6.0	7.0	2.0
Armed Forces	6.0	2.0	4.0
Other	2.0	4.0	3.0

2013 PROFILE OF CENTRAL YORK HIGH SCHOOL
601 Mundis Mill Road
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Central York High School offers programs of study in four Academies: Arts/Humanities, Business / Finance, Health Sciences/Human Services, and Science/Technology/Engineering/Math. In order to graduate from Central York High School, a student must complete a minimum of 28 course credits. Students must complete 4 credits of English, Social Studies, Math, and Science, 2 credits of Health/Physical Education/Driver Education, 1 credit of 21st Century Literacy, and .5 credit of Graduate Exit Project.

ADVANCED COURSES

Honors Level courses are available in the four major academic disciplines and world languages. All have a weighted value of 1.1. Advanced Placement (AP) courses are offered in Art (Graphic Design, History & Studio), Biology, Chemistry, Computer Programming, English, Government & Politics, Math, Physics, Statistics, U.S. History, and World History and have a weighted value of 1.2. Distance learning courses are offered in Chinese and Japanese. College dual enrollment courses are weighted the same as AP courses.

GRADING SYSTEM

A	90% -100%	Students receive a percentage grade as the final course
B	80% - 89.9%	grade and must earn at least 65% to pass the course.
C	70% - 79.9%	Final percentage grades are converted to the 4.0
D	65% - 69%	grading scale to determine the cumulative weighted
Failing	Less than 65%	and unweighted grade point averages.

CLASS RANK

All graded subjects are used in determining class rank and all students in the class are included in the rank. The first official cumulative class rank is computed at the end of Grade 11.

SAT--MEAN SCORES	2011	2012	2013
Critical Reading	504	499	498
Math	517	509	516
Writing	487	491	482

77% of the Class of 2013 took SAT exams

RECENT GRADUATION CLASSES			
	2011	2012	2013
Four Year College	67.0	67.0	68.0
Assoc. Degree Prog.	17.0	18.0	18.0
Certificate Prog.	1.0	1.9	1.0
Employed	7.0	6.0	7.0
Armed Forces	5.0	6.0	2.0
Other	3.0	2.0	4.0

Career Center End of Year Report for 2015-2016

Submitted 6/9/16

	Marking Pd 1	Marking Pd 2	Marking Pd 3	Marking Pd 4	TOTAL:
Internships	87	87	119	120	413
Summer Int.	2				2
Job Shadows	1	5	20	22	48
J.S. (CD)	2		5	4	11
YCAL: (apps)					
Acctng.				1	
ACE Design	8	6	6	6	
ACE Trades	2	2	2	2	
Agr.				2	**Cancelled
Culinary			4		**Cancelled
Entre.			1	1	
Fin. Services			3	3	**Cancelled
Health Care				4	
Hosp. & Bus.			1		
Human Serv.	4	4	4	4	
I.T.	3	3	3		
Insurance		1	1	1	
Ins. Careers				2	
Law	5	3	3	3	
Marketing				3	
Med. Asst.	9	9	9	9	
Music				5	
Resp. Care			3		
**Cancelled by YCAL					
Boys/Girls Mentoring					
Flex & After School	48	48	48	48	
YCST Flex	14	11	11	11	
YCST FT-(monitored by Charlotte Utter)					
Grade 9				25	
Grade 10				23	
Grade 11				12	
Grade 12				21	81
COPs	30	30	25	25	
JA Programs (led by Academy Leader)					
*STEM	entire 9th grade				
*Real Life	entire 11th grade				
*Girls Symposium				20	
(led by Career Counselor; various other counselors attend)					

Career Center End of Year Report for 2015-2016

Submitted 6/9/16

MSSC	3	2	2	2	
PeoplsBank App.	5	3	3	3	
White Rose App.			2	2	
Chem. Eng.				2	
Career Expo	entire school was invited		X		
Penn Waste	450	500	500		
(entire 3rd grade, 7th grade and 9th grade received recycling training)					
York College	4	4	4	4	
Optimist Club					
Board Meeting	20	20	20	20	
Memb. Mtngs.	75	75	75	75	
Olympics				34	
Grad for Mas	(entire school career opportunity led by Optimist Club)				
Earned regional award and 30% of school award- \$500 given to minithon and \$1000 to Optimist Olympics for Sight and Hearing-Impaired Children in York, Adams, Dauphin and Lancaster Counties)					
Military Caf.)	7	8	4	1	
Guest Speaker (CLC)	0	1	2	1	
Business (Caf.)	3	0	0	4	
Day Appts.	60	165	134	174	533
Evening Appts.	11	7	4	4	26
York College Radio Stat.					
MSSC					
Law					
YCAL					
Smoothie/	3	3	9	9	
Milkshake Bar	(This is the core team; many others helped to make the business successful)				
Youth Summit (WIB)	2				

Career Center End of Year Report for 2014-2015

Submitted 6/19/15

	Marking Pd 1	Marking Pd 2	Marking Pd 3	Marking Pd 4	TOTAL:
Internships	83	88	104	107	382
Job Shadows	67	0	41	19	127
Career Exploration-YCAL					
Acctng.	not available	not available	2	1	
ACE Design	6	6	6	6	
ACE Trades	1	1	1	1	
Agr.	1	1	1	1	
Arts	4	4	completed	completed	
Creative Arts	not available	5	completed	completed	
Culinary	not available	not available	3	completed	
Entrepre.	2	1	1	1	
Fin. Services	not available	2	2	2	
Health Care	3	3	3	3	
Hosp. & Bus.	not available	not available	4	not available	
Human Ser.	3	3	3	3	
I.T.	2	1	1	1	
Law	5	5	5	5	
Manufact.	2	0	0	0	
Med. Asst.	2	2	2	2	
Totals:					47
Boys/Girls Mentoring					
Flex & After	30	30	33	33	
YCST Flex	14	12	12	12	
YCST FT					
Grade 9	29	29	29	29	
Grade 10	17	17	17	17	
Grade 11	23	23	23	23	
Grade 12	21	21	21	21	
Total:	90	90	90	90	
GEP's	39	9	32	3	
COPs	30	30	39	39	
COMPASS	not offered	8	not offered	not offered	
JA Programs	(led by Academy Leader)				
*STEM	entire 9th grade				
*Real Life	entire 11th grade				
Entrepreneur.	10	5	5		
Young Women Career				16	

Career Center End of Year Report for 2014-2015

Submitted 6/19/15

[illegible]

Career Center End of Year Report for 2013-2014

Submitted 6/12/14

	Marking Pd 1	Marking Pd 2	Marking Pd 3	Marking Pd 4	Total
Internships	94	100	138	120	451
Job Shadows	48	53	96	59	256
Mentoring Programs(YCAL)					
Accounting	2	2	2	2	
ACE Design	10	9	8	completed	
ACE Trades	5	5	5	completed	
Arts	4	4	completed	completed	
** Creative Arts	4	4	3	3	
Culinary	2	2	2	2	
**Entrepreneurship	1	1	0	0	
**Financial Services	2	2	2	2	
Health Care	5	5	5	5	
Hospitality & Business	6	5	4	4	
Human Services	8	8	8	8	
Information Technology	7	7	7	7	
**Insurance	2	2	0	0	
Law	2	2	2	2	
Manufacturing	7	6	6	6	
TOTALS	67	64	54	41	
**dropped out of program, completed app but didn't attend, spring start, date changed and student(s) couldn't attend due to other commitments					
Boys/Girls Mentoring	16	22	24	24	
(ACP & After-school program)					
YCST (Flex)	22	18	16	14	
YCST (Full-time)					
Grade 9	18	19	20	19	
Grade 10	27	7	27	27	
Grade 11	22	21	21	22	
Grade 12	21	21	20	20	
TOTALS	88	88	88	88	
Manufacturing App.	4	4	4	4	
S1-Mondays & Fridays					
S2-Tuesdays & Thursdays					
MSSC	5	5	5	5	
2-completed all 7 modules to date					

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12. Career and Technical Center Strategy

All 8th grade learners are apprised of the opportunities in a variety of technical fields. Each child is made aware of the available programs at the York County School of Technology through classroom and/or large group presentations. In addition, all of the interested 8th graders have the chance to interview for their chosen academies. Finally, these learners have the option to tour the facilities at the York County School of Technology in order to explore an array of technical programs.

Full time YCST learners - While in 8th or 9th grade, learners may apply to attend YCST full time for the remainder of their high school career. Applications are typically available in early October and initially due in late November, although late applications can be accepted until late in the school year. Learners and their families are encouraged to attend the annual YCST Open House, which occurs on an evening in November and is advertised through e-news and posters in the middle and high schools. Students who apply to YCST are taken on a field trip to YCST in December / January, where they are given a tour, career interest inventory, and reading / math placement exams. York County School of Technology assesses applicants based upon their grades, discipline, attendance, essay, and interview. Learners are informed about their acceptance status by the middle of March and must return written indication of their decision to attend YCST or decline acceptance. Once the learner commits to attending YCST, they are expected to attend for a full school year. Information about the programs offered at YCST is available at www.ytech.edu.

Flex Students- 11th and 12th grade- Learners may select to attend YCST during fourth block. A bus is provided by Central to transport the students and then the students ride the YCST bus to their home. Announcements are made and student career inventories are reviewed for potential applicants. Learners are called to the career center and given the hand out of the various opportunities. Each opportunity is reviewed and then the learner is ask if he/she would like an application. Learners then take applications and complete it and have their parent/guardian sign it. It is then returned to the career center. Additional school information is placed on the application and then copies are made for their career file. Original application and a copy of their IEP, if applicable, is given to the coordinator at YCST.

13. Job Descriptions

CENTRAL YORK SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: School Guidance Counselor – K-3

REPORTS TO: Principal

DATE: June 2015

JOB SUMMARY: Provide direct services to students through a delivery and management system as well as content and performance standards as defined by the American School Counseling Association (ASCA) Model.

PRIMARY DUTIES AND RESPONSIBILITIES:

1. Provide individual counseling services to students whose needs are identified by an established referral system.
2. Provide for crisis counseling for both students and parents and establish and maintain a referral system to address needs beyond the scope of the school's capability.
3. Serve as a resource to the professional staff in helping to access special needs, facilitate referrals, and design the delivery of school and agency help and accommodation.
4. Serve as a resource person and student advocate in meetings, conferences, and curriculum development.
5. Serve as a resource to the professional staff and parents to understand and deal with the behavior of elementary age children.
6. Maintain confidentiality in communication with students as defined by the counseling profession's code of ethics and Pennsylvania School Code.
7. Provide for classroom counseling as appropriate to orient students to the availability of services.
8. Assist the administrative staff with intervention, the identification of "at-risk" and/or special needs children, and home/school communication.
9. Provide a program of orientation and transition to the 4-6 School.
10. Provide information for parents to ensure understanding of the critical nature of home/school relationship and the availability of educational support services to strengthen that relationship.
11. Represent the needs of students in meetings where curriculum development and delivery are discussed.
12. Establish and maintain close communication and coordination with other agencies providing services to the same population.
13. Participate in the Crisis team and IST/SAP.
14. Provide developmentally appropriate classroom guidance lessons based on the CYSD Guidance curriculum.
15. Provide a guidance program that meets students' needs to close the social/emotional and academic gaps.
16. Perform special tasks reasonably related to the guidance area as assigned by the Principal.

QUALIFICATIONS: Pennsylvania Level II certification which includes guidance at the elementary level
Masters degree in School Guidance preferred
A combination of background and experience, which would prepare a professional for this role

A combination of human relations and communication skills, which enable a person to deal effectively with parents, students, and staff

PHYSICAL DEMANDS:	Ability to reach above and below the waist Ability to use fingers to pick, feel and grasp objects Ability to use both hands for repetitive motion Some bending and twisting of the body required Ability to lift and/or carry supplies and/or papers weighing no more than 20 lbs. Ability to mostly sit with some standing and walking
SENSORY ABILITIES:	Visual acuity Auditory acuity
WORK ENVIRONMENT:	Typical office environment Subject to inside environmental conditions
TEMPERAMENT:	Must possess excellent interpersonal skills Must be cooperative, congenial, and service-oriented, able to deal with upset/angry individuals Must be able to work in an environment with frequent interruptions Must be patient Must be accurate and detail-oriented
COGNITIVE ABILITY:	Ability to follow written and verbal directions Ability to read and write Ability to communicate effectively Ability to organize tasks Ability to handle multiple tasks Ability to exercise good judgment and handle confidential information Ability to follow ethical codes of confidentiality
SPECIFIC SKILLS:	Must possess computer skills – specifically Word, Excel, Intranet, e-mail and database applications Must possess general office/secretarial skills Ability to operate office equipment

(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.)

CENTRAL YORK SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: School Guidance Counselor – 4-6

REPORTS TO: Principal

DATE: July 2014

JOB SUMMARY: Provide direct services to students through a delivery and management system as well as content and performance standards as defined by the American School Counseling Association (ASCA) Model.

PRIMARY DUTIES AND RESPONSIBILITIES:

1. Provide individual counseling services to students whose needs are identified by an established referral system.
2. Provide for crisis counseling for both students and parents and establish and maintain a referral system to address needs beyond the scope of the school's capability.
3. Serve as a resource to the professional staff in helping to access special needs, facilitate referrals, and design the delivery of school and agency help and accommodation.
4. Serve as a resource person and student advocate in meetings, conferences, and curriculum development.
5. Serve as a resource to the professional staff and parents to understand and deal with the behavior of elementary age children.
6. Maintain confidentiality in communication with students as defined by the counseling profession's code of ethics and Pennsylvania School Code.
7. Work with K-3 counselors and appropriate administrators to coordinate and facilitate an orientation and transition program to the 4-6 School.
8. Work with the Middle School counselors to provide a program of orientation and transition to the Middle School.
9. Provide information for parents to ensure understanding of the critical nature of home/school relationship and the availability of educational support services to strengthen that relationship.
10. Have awareness and understanding of the particular educational, social, and emotional needs of the upper elementary grades and develop programs and services, which help parents and teachers to understand and capitalize on strengths.
11. Represent the needs of students in meetings where curriculum development and delivery are discussed.
12. Begin a program of career exploration with a focus on self-awareness of strengths and interests.
13. Participate in the Crisis team and IST/SAP.
14. Provide developmentally appropriate classroom guidance lessons based on the CYSD Guidance curriculum.
15. Provide a guidance program that meets students' needs to close the social/emotional and academic gaps.
16. Perform special tasks reasonably related to the guidance area as assigned by the Principal.

QUALIFICATIONS: Pennsylvania Level II certification which includes guidance at the elementary level
Masters degree in School Guidance preferred

	<p>A combination of background and experience, which would prepare a professional for this role</p> <p>A combination of human relations and communication skills, which enable a person to deal effectively with parents, students, and staff</p>
PHYSICAL DEMANDS:	<p>Ability to reach above and below the waist</p> <p>Ability to use fingers to pick, feel and grasp objects</p> <p>Ability to use both hands for repetitive motion</p> <p>Some bending and twisting of the body required</p> <p>Ability to lift and/or carry supplies and/or papers weighing no more than 20 lbs.</p> <p>Ability to mostly sit with some standing and walking</p>
SENSORY ABILITIES:	<p>Visual acuity</p> <p>Auditory acuity</p>
WORK ENVIRONMENT:	<p>Typical office environment</p> <p>Subject to inside environmental conditions</p>
TEMPERAMENT:	<p>Must possess excellent interpersonal skills</p> <p>Must be cooperative, congenial, and service-oriented, able to deal with upset/angry individuals</p> <p>Must be able to work in an environment with frequent interruptions</p> <p>Must be patient</p> <p>Must be accurate and detail-oriented</p>
COGNITIVE ABILITY:	<p>Ability to follow written and verbal directions</p> <p>Ability to read and write</p> <p>Ability to communicate effectively</p> <p>Ability to organize tasks</p> <p>Ability to handle multiple tasks</p> <p>Ability to exercise good judgment and handle confidential information</p> <p>Ability to follow ethical codes of confidentiality</p>
SPECIFIC SKILLS:	<p>Must possess computer skills – specifically Word, Excel, Intranet, e-mail and database applications</p> <p>Must possess general office/secretarial skills</p> <p>Ability to operate office equipment</p>

(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.)

CENTRAL YORK SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: School Guidance Counselor – Middle School

REPORTS TO: Principal

DATE: June 2015

JOB SUMMARY: Provide direct services to students through a delivery and management system as well as content and performance standards as defined by the American School Counseling Association (ASCA) Model.

PRIMARY DUTIES AND RESPONSIBILITIES:

1. Provide individual counseling services to students whose needs are identified by an established referral system.
2. Provide for crisis counseling for both students and parents and establish and maintain a referral system to address needs beyond the scope of the school's capability.
3. Serve as a resource to the professional staff in helping to access special needs, facilitate referrals, and design the delivery of school and agency help and accommodation.
4. Serve as a resource person and student advocate in meetings, conferences, and curriculum development.
5. Serve as a resource to the professional staff and parents to understand and deal with adolescent behavior.
6. Maintain confidentiality in communication with students as defined by the counseling profession's code of ethics and Pennsylvania School Code.
7. Work with 4-6 counselors and appropriate administrators to coordinate and facilitate an orientation and transition program to the Middle School.
8. Work with the High School counselors to provide a program of orientation and transition to the High School.
9. Provide information for parents to ensure understanding of the critical nature of home/school relationship and the availability of educational support services to strengthen that relationship.
10. Represent the needs of students in meetings where curriculum development and delivery are discussed.
11. Develop a career information and exploration program and develop a career portfolio for each student in Grade 7.
12. Assist with the testing and assessment program at the Middle School level, as assigned by building administration.
13. Participate in the Crisis team and SAP.
14. Provide developmentally appropriate classroom guidance lessons based on the CYSD Guidance curriculum.
15. Provide a guidance program that meets students' needs to close the social/emotional and academic gaps.
16. Perform special tasks reasonably related to the guidance area as assigned by the Principal.

QUALIFICATIONS: Pennsylvania Level II certification which includes guidance at the secondary level
Masters degree in School Guidance preferred

	<p>A combination of background and experience, which would prepare a professional for this role</p> <p>A combination of human relations and communication skills, which enable a person to deal effectively with parents, students, and staff</p>
PHYSICAL DEMANDS:	<p>Ability to reach above and below the waist</p> <p>Ability to use fingers to pick, feel and grasp objects</p> <p>Ability to use both hands for repetitive motion</p> <p>Some bending and twisting of the body required</p> <p>Ability to lift and/or carry supplies and/or papers weighing no more than 20 lbs.</p> <p>Ability to mostly sit with some standing and walking</p>
SENSORY ABILITIES:	<p>Visual acuity</p> <p>Auditory acuity</p>
WORK ENVIRONMENT:	<p>Typical office environment</p> <p>Subject to inside environmental conditions</p>
TEMPERAMENT:	<p>Must possess excellent interpersonal skills</p> <p>Must be cooperative, congenial, and service-oriented, able to deal with upset/angry individuals</p> <p>Must be able to work in an environment with frequent interruptions</p> <p>Must be patient</p> <p>Must be accurate and detail-oriented</p>
COGNITIVE ABILITY:	<p>Ability to follow written and verbal directions</p> <p>Ability to read and write</p> <p>Ability to communicate effectively</p> <p>Ability to organize tasks</p> <p>Ability to handle multiple tasks</p> <p>Ability to exercise good judgment and handle confidential information</p> <p>Ability to follow ethical codes of confidentiality</p>
SPECIFIC SKILLS:	<p>Must possess computer skills – specifically Word, Excel, Intranet, e-mail and database applications</p> <p>Must possess general office/secretarial skills</p> <p>Ability to operate office equipment</p>

(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.)

CENTRAL YORK SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: School Guidance Counselor – High School

REPORTS TO: Principal

DATE: June 2015

JOB SUMMARY: Provide direct services to students through a delivery and management system as well as content and performance standards as defined by the American School Counseling Association (ASCA) Model.

PRIMARY DUTIES AND RESPONSIBILITIES:

1. Provide individual counseling services to students whose needs are identified by an established referral system.
2. Provide direct counseling services to students to provide them with information necessary to make sound decisions about their present and future educational and career plan.
3. Provide for crisis counseling for both students and parents and establish and maintain a referral system to address needs beyond the scope of the school's capability.
4. Serve as a resource to the professional staff in helping to access special needs, facilitate referrals, and design the delivery of school and agency help and accommodation.
5. Serve as a resource person and student advocate in meetings, conferences, and curriculum development.
6. Serve as a resource to the professional staff and parents to understand and deal with adolescent behavior.
7. Maintain confidentiality in communication with students as defined by the counseling profession's code of ethics and Pennsylvania School Code.
8. Provide information for parents to ensure understanding of the critical nature of home/school relationship and the availability of educational support services to strengthen that relationship.
9. Work with the Middle School counselors and appropriate administrators to coordinate and facilitate an orientation and transition program to the High School.
10. Establish and maintain close communication and coordination with other agencies providing services to students.
11. Coordinate the testing and assessment program at the High School level.
12. Participate in the Crisis team and SAP.
13. Provide a guidance program that meets students' needs to close the social/emotional and academic gaps.
14. Perform special tasks reasonably related to the guidance area as assigned by the Principal.

QUALIFICATIONS: Pennsylvania Level II certification which includes guidance at the secondary level
Masters degree in School Guidance preferred
A combination of background and experience, which would prepare a professional for this role
A combination of human relations and communication skills, which enable a person to deal effectively with parents, students, and staff

PHYSICAL DEMANDS: Ability to reach above and below the waist

	<p>Ability to use fingers to pick, feel and grasp objects</p> <p>Ability to use both hands for repetitive motion</p> <p>Some bending and twisting of the body required</p> <p>Ability to lift and/or carry supplies and/or papers weighing no more than 20 lbs.</p> <p>Ability to mostly sit with some standing and walking</p>
SENSORY ABILITIES:	<p>Visual acuity</p> <p>Auditory acuity</p>
WORK ENVIRONMENT:	<p>Typical office environment</p> <p>Subject to inside environmental conditions</p>
TEMPERAMENT:	<p>Must possess excellent interpersonal skills</p> <p>Must be cooperative, congenial, and service-oriented, able to deal with upset/angry individuals</p> <p>Must be able to work in an environment with frequent interruptions</p> <p>Must be patient</p> <p>Must be accurate and detail-oriented</p>
COGNITIVE ABILITY:	<p>Ability to follow written and verbal directions</p> <p>Ability to read and write</p> <p>Ability to communicate effectively</p> <p>Ability to organize tasks</p> <p>Ability to handle multiple tasks</p> <p>Ability to exercise good judgment and handle confidential information</p> <p>Ability to follow ethical codes of confidentiality</p>
SPECIFIC SKILLS:	<p>Must possess computer skills – specifically Word, Excel, Intranet, e-mail and database applications</p> <p>Must possess general office/secretarial skills</p> <p>Ability to operate office equipment</p>

(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.)

CENTRAL YORK SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: Career Counselor – High School

REPORTS TO: High School Principal

DATE: June 2015

JOB SUMMARY: Provide direct services to students through a delivery and management system as well as content and performance standards as defined by the American School Counseling Association (ASCA) Model.

PRIMARY DUTIES AND RESPONSIBILITIES:

1. Supplement the individual and group counseling activities of the Guidance Counselors to address specific life and career goals.
2. Coordinate the Career Development Program grades K-12.
3. Develop and manage all aspects of the Career Resource Center at the High School.
4. Develop and coordinate workplace-learning partnerships.
5. Serve as a liaison between providers of school-based and work-based learning opportunities.
6. Design and develop a school-to-career program for students.
7. Develop and utilize career planning and occupational information systems to help students better understand the world of work.
8. Assist students to make the connection between school and work and other life roles.
9. Work directly with the High School Principal to develop and implement the Career Academy program.
10. Assist other counselors and teachers to understand the changes occurring in the workplace and the impact of those changes on the program and instructional strategies.
11. Perform special tasks reasonably related to the Career Counseling function and the Career Academy program as assigned by the Principal.

QUALIFICATIONS: Pennsylvania Level II certification which includes guidance at the elementary level
Masters degree in School Guidance
A combination of background and experience, which would prepare a professional for this role
A combination of human relations and communication skills necessary to provide quality services to students, parents, staff, employers, and service providers.

PHYSICAL DEMANDS: Ability to reach above and below the waist
Ability to use fingers to pick, feel and grasp objects
Ability to use both hands for repetitive motion
Some bending and twisting of the body required
Ability to lift and/or carry supplies and/or papers weighing no more than 20 lbs.
Ability to mostly sit with some standing and walking

SENSORY ABILITIES: Visual acuity

Auditory acuity

WORK ENVIRONMENT: Typical office environment
Subject to inside environmental conditions

TEMPERAMENT: Must possess excellent interpersonal skills
Must be cooperative, congenial, and service-oriented, able to deal with upset/angry individuals
Must be able to work in an environment with frequent interruptions
Must be patient
Must be accurate and detail-oriented

COGNITIVE ABILITY: Ability to follow written and verbal directions
Ability to read and write
Ability to communicate effectively
Ability to organize tasks
Ability to handle multiple tasks
Ability to exercise good judgment and handle confidential information
Ability to follow ethical codes of confidentiality

SPECIFIC SKILLS: Must possess computer skills – specifically Word, Excel, Intranet, e-mail and database applications
Must possess general office/secretarial skills
Ability to operate office equipment

(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.)

CENTRAL YORK SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: Workforce Readiness Coordinator – High School

REPORTS TO: High School Principal

DATE: June 2016

JOB SUMMARY: Develop partnerships with employers in our community in an effort to connect careers to the classroom, so that learners can engage in real-life workforce readiness learning opportunities.

PRIMARY DUTIES AND RESPONSIBILITIES:

1. Provide individual and group workforce readiness activities to address specific life and career goals.
2. Coordinate the Career Development Program grades K-12.
3. Develop and manage all aspects of the Career Resource Center at the High School.
4. Develop and coordinate workplace-learning partnerships.
5. Serve as a liaison between providers of school-based and work-based learning opportunities.
6. Design and develop a school-to-career program for students.
7. Develop and utilize career planning and occupational information systems to help students better understand the world of work.
8. Assist students to make the connection between school and work and other life roles.
9. Assist other counselors and teachers to understand the changes occurring in the workplace and the impact of those changes on the program and instructional strategies.
10. Perform special tasks reasonably related to the Workforce Readiness Coordinator function as assigned by the Principal.

QUALIFICATIONS: A combination of background and experience, which would prepare a professional for this role
A degree in public administration, business administration, or workforce readiness/development is preferred
A combination of human relations and communication skills necessary to provide quality services to students, parents, staff, employers, and service providers.

PHYSICAL DEMANDS: Ability to reach above and below the waist
Ability to use fingers to pick, feel and grasp objects
Ability to use both hands for repetitive motion
Some bending and twisting of the body required
Ability to lift and/or carry supplies and/or papers weighing no more than 20 lbs.
Ability to mostly sit with some standing and walking

SENSORY ABILITIES: Visual acuity
Auditory acuity

WORK ENVIRONMENT: Typical office environment
Subject to inside environmental conditions

- TEMPERAMENT:**
- Must possess excellent interpersonal skills
 - Must be cooperative, congenial, and service-oriented, able to deal with upset/angry individuals
 - Must be able to work in an environment with frequent interruptions
 - Must be patient
 - Must be accurate and detail-oriented
- COGNITIVE ABILITY:**
- Ability to follow written and verbal directions
 - Ability to read and write
 - Ability to communicate effectively
 - Ability to organize tasks
 - Ability to handle multiple tasks
 - Ability to exercise good judgment and handle confidential information
 - Ability to follow ethical codes of confidentiality
- SPECIFIC SKILLS:**
- Must possess computer skills – specifically Word, Excel, Intranet, e-mail and database applications
 - Must possess general office/secretarial skills
 - Ability to operate office equipment

(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.)

Central York School District Mission Statement:

The Central York School District is committed to
providing educational opportunities
through which **ALL** learners
strive to achieve their full potential.

