

Oxford Area School District
K -12 Chapter 339
Guidance Curriculum

REVISED 9/22/2017, 1/16/2019

2018-2019
339 Planning Committee

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Krista Gioffre (grade span 5 and 6)

Deborah Houseknecht (grade span 1 and 2)

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2018-2019
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2018-2019
339 Planning Administrators

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1. Counselor Responsibilities

Elementary Schools

Counselor A – Jordan Bank Kindergarten Center

Counselor B – Elk Ridge Elementary School, Grades 1 & 2

Counselor C – Nottingham Elementary School, Grades 3 & 4

Counselor D – Hopewell Elementary School, Grades 5 & 6

Penn's Grove Middle School, Grades 7 & 8

Counselor E – A-Le

Counselor F – Li-Z

Oxford Area High School, Grades 9-12

Counselor G – A-Fa

Counselor H – Fe-Kh and Early College Academy Students

Counselor I – Ki-Re

Counselor J - Re-Z

Jordan Bank Kindergarten Center & Elk Ridge School

School Counselor: Counselor A (1 half-time counselor for kindergarten, and half-time Instructional Support)

Student Population: Kindergarten (approx. 250 students)

School Counselor: Counselor B (1 full-time counselor for grades 1st and 2nd)

Student Population: Grades 1 & 2 (approx. 480 students)

Responsibilities of K-2 Guidance:

- Conduct classroom lessons, small group sessions, and individual counseling.
- Collaborate with Data Team (Principal, Counselor, Title 1 Reading Specialists, ESL Teacher) to support students with academic and behavior needs through progress monitoring and intervention plans.
- Consult with and communicate with faculty and staff, parents, administrators and outside agencies regarding academic & personal/social development of students.
- Coordination of 504 plans and case management.
- Assist teachers in the development of behavior management plans for individual students.
- Serve as liaison between community resources and families by providing information on community resources for families based on student needs

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- Coordination and assistance of school-wide guidance related projects (ex: holiday assistance, personal/social and career based assemblies, school-wide fundraising such as: Pennies for Patients and Relay for Life).
- Assist in placing students in appropriate classrooms and facilitate the transfer of files from school to school.
- Collaborate with families to develop Truancy Elimination Plans that will improve attendance in compliance with the PA Compulsory Attendance laws.
- Attend IEP meetings and parent conferences to support both staff and parents.
- Participate on the SAP Team and coordinate services to students and families.
- Implement other duties consistent with the school counseling role as assigned by administration.

Nottingham Elementary School

School Counselor: Counselor C (1 full-time counselor for grades 3rd and 4th)

Student Population: 3rd grade = approx. 255/ 4th grade = approx. 275

Responsibilities:

- Individual, crisis and group counseling
- Social skills instruction
- Guidance lessons
- Manage 504 plan
- Truancy elimination team
- Attend all IEP meetings and parent conferences
- Collaborate with IST to support students with academic and behavior needs
- Coordinate and implement school-wide behavior support program
- Coordinate and implement JDRK Walk Event
- Coordinate and implement Adopt A Family Program
- Coordinate mentor program

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Hopewell Elementary School

School Counselor: Counselor D (1 full-time counselor for the grades 5th and 6th)

Student Population: 5th grade = approx. 280
6th grade = approx. 290

Responsibilities include those below, but are not limited to others not listed.

Academic/Social Responsibilities

- Student placements: Assist the principal with student placement.
- Agenda book meetings: Assist with assemblies involving reviewing the school's operational procedures and expectations.
- Meet with classroom teachers one time per six-day cycle to discuss students' behavioral/social and academic concerns.
- Attend parent/teacher conferences.
- Transition services per building: Gather information from fourth grade teachers to assist in student/class placements for 5th. Meet with feeder school counselors and discuss information about incoming students.
- Administer/coordinate Orleans Hanna screener to all 6th grade students at Hopewell.
- Review and set up any meetings for all 504 plans and disperse all 504 information to school staff. Write new 504 plans and revise/review any new students' plan annually.
- Review all IEP reports for students and try to attend all IEP, ATP, and other meetings.
- Participate in data meetings to review PSSA and Classroom Diagnostic Assessment scores for all students in fall.
- Plan and conduct all transition plans for 6th grade moving to 7th grade and 4th grade moving to 5th grade. (Scheduling/building tour schedule, presentation)
- Assist with planning of PSSA week (building schedules, mandated professional trainings, clerical organization of materials, compliance with students' IEP's)

Career responsibilities

- Organize and execute school-wide career day.
- Organize and execute 5th grade field trip to TCHS- Technical High School of Chester County.
- Manage data collected from all student Career experiences as documentation for the Career Readiness Indicator.

Personal/Social

- Conduct group counseling sessions based on students' needs (i.e. changing lifestyles, anger management, social-skills, making friends, stress and anxiety, organizational skills, etc.).
- Schedule school-wide *Christmas Room* program for the holidays and deliver all gifts to Neighborhood services- Community service.
- Participate with the Nurse/ Health teacher with the *Growing up and Liking it* program.
- Counsel students individually and in small groups through the school year (frequency: ongoing each day as needed).
- Work with outside counselors, behavior specialists, mental health facilities, and schools regarding students who have temporary placement or receive outside counseling.
- Assist/ Support nurse with students (i.e. wellness and general hygiene issues).
- Coordinate Red Ribbon Week, focusing on choices and drug and alcohol awareness, as well as being bully-free. Plan weekly events and school wide assembly.

Penn's Grove Middle School

School Counselor: Counselor E and Counselor F (2 full time counselors for grades 7 & 8)

Student Population: Last Names A-Le = approx. 330 students
Last Names Li-Z = approx. 315 students

Individual Counseling

- Crisis Intervention:* issues such as child abuse, separation/divorce, stress, depression, grief, school anxiety, and behavioral crisis in the classroom
- Student referrals:* issues such as academics, family dynamics, and peer relationships
- Academic review/performance:* issues such as attention deficit disorder, study skills, teacher/student conflicts, organizational skills, grades, school anxiety, and attendance
- Other referrals from administrators, teachers, parents, and/or outside agencies

Group Counseling

Groups are offered based on student needs. Students participate with parental permission.

Developmental Guidance Lessons

Focused topics at each grade level

School Wide Services

- Plan assemblies related to topics in the personal/social, academic, or career domain
- Plan Career Day (hosted at Penn's Grove for 7th grade and at the Technical College High School for 8th grade)
- Assist PRIDE team in planning school wide rewards
- Promote College and Career (Post-Secondary) readiness and options to all students

Referral, Assessments, Administrative, and Record Keeping Services

- Referrals coordinated with appropriate in-school support services
- Liaison contacts for referrals to outside therapists/agencies

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- Member of IEP Team, GIEP Team, PRIDE Team, HIVE Team, Child Resource Team, Student Achievement Team, and Student Assistance Team
- 504 Coordinator
- Assist in Course Selection and scheduling concerns
- Assist in making class placement decisions
- Coordinate and assist in school wide testing such as the CDTs (Classroom Diagnostic Tools) and PSSAs
- Assist in make-up testing for CDTs and PSSAs

Consultative & Counseling Services to School Personnel, Parents, and Community

- Consultative services to administration, staff, and parents regarding concerns such as: discipline problems, low student motivation, academics, learning problems, student teacher conflicts, self-esteem issues, crisis situations, special education referrals, health issues, attendance issues, and student placement
- Consultation occurs with outside agencies and therapists regarding our students

Coordination and Orientation Services

- New student orientation
- 6th grade visitations to middle school
- Administer Orleans Hanna Algebra Readiness test
- 9th Grade Transition Tours of the high school
- Completion of Academic and Career Plan for every 8th grade student

Program and Staff Development

Ongoing professional development through various associations and/or publications

- Attend conferences and workshops to remain current in the field of counseling
- Attend district counselor meetings

High School Counselor Responsibility Breakdown

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| <p>Counselor G: A-Fa:</p> <ul style="list-style-type: none"> • SAP Coordinator • College & Career Planning Event • Post-Secondary Field Trips • SAT/SSD/ACT Coordinator • NCAA • Guidance Budget • Quick Decision Day | <p>Counselor H: Fe-Kh & Early College Academy Students:</p> <ul style="list-style-type: none"> • Dual Enrollment Coordinator • Early College Academy Liaison • Career Fair • 339 Liaison • AP Coordinator • Grade Level Meetings • Career Field trip (<i>GETT, Health Care Careers</i>) • Project Lead the Way |
| <p>Counselor I: Ki-Re:</p> <ul style="list-style-type: none"> • TCHS Coordinator • PSAT Coordinator • Alumni/ College Panel • Summer Programs • Profile Update • Senior Survey/Performance Measures Underclassman Awards | <p>Counselor J: Rh-Z:</p> <ul style="list-style-type: none"> • Scholarship Liaison • Senior Award Coordinator • FAFSA/Financial Aid • Family Connections/ Naviance Liaison • ASVAB Testing • Underclass Programs (<i>Chester County Futures, Student Forum, and Upward Bound</i>) |
| <p>Department Chair- Rotate Monthly to attend meetings <i>September=Counselor G February=Counselor J</i> <i>October=Counselor J March=Counselor H</i> <i>November=Counselor H April=Counselor I</i> <i>December=Counselor I May=Counselor G</i> <i>January=Counselor G</i></p> | |

Shared Responsibilities: Individual, Social, Academic, and Career Counseling. Attend ATP, Truancy Elimination, GIEP, and IEP meetings, manage 504 plans, Career 339 Plan, Freshman transition, Sophomore career lesson, Junior College/Career Planning Meeting, Senior College/Career Planning Meeting, graduation list, participation in FAFSA/Financial Aid Night, College & Career Planning Night, Senior Awards Night, College/University visits, Project Lead the Way, SAP team members, support groups, proctor state and AP testing, Guidance website, Naviance, new enrollments, retentions, scheduling, transcript monitoring.

2. Mission/Vision Statements

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Oxford Area School District Mission Statement

The mission of the Oxford Area School District is to have all students achieve academic excellence in a safe and nurturing environment. In partnership with families and the community, we will prepare each student to be a confident, contributing, productive and responsible citizen.

Oxford Area School District Guidance Mission Statement

In accordance with the Oxford Area School District mission, vision, core beliefs, and commitments, the purpose of the comprehensive school counseling program is to empower all students to reach their ultimate potential in the area of academic, career, personal and social development. As student advocates, the Oxford Area School District Counselors are committed to understanding uniqueness, multicultural diversity, and the maximum development of human potential of each individual. We support the student throughout his/her educational career so that each individual will be equipped with the personal resources necessary to function and contribute in changing society. This is done through the development of a partnership with teachers, administrators, parents and a caring community. The school counselors will help all students achieve their personal best.

3. Program Goals

Program Goals for 2018-2019 School Year - K-2nd grade

Jordan Bank Kindergarten Center & Elk Ridge Elementary School

Academic Domain:

Goal: Collaboration with outside agencies to deliver school-wide lessons to each classroom to better align and meet the needs of students to enhance their school success.

Action Plan: Upon completion of time on task study, data indicated a need for increased school-wide (Tier 1) proactive instruction. Utilization of outside agencies to assist with delivery will be implemented to meet ASCA Standards.

Personal/Social Domain:

Goal: Empower students with knowledge/awareness of resources in the schools to enhance their emotional/social functioning and peer- relationships.

Action Plan: 100% of classrooms have beginning of the year Developmental Guidance Lessons within the first month of school introducing students to the Guidance program. Students will be

able to identify at least one additional safe contact in the school setting in addition to the school counselor.

Career Domain:

Goal: Delivery of career lessons in conjunction with annual career event for each classroom, to introduce the world of work to our K-2 students

Action Plan: 100% of classrooms have pre-event Developmental Guidance lesson to introduce the presenters and their career and will identify a career of interest.

Program Goals for 2018-2019 School Year – 3rd & 4th Grade

Nottingham Elementary School

Academic Domain:

Goal: Complete a time on task analysis to better align and meet the needs of students to enhance their school success.

Action Plan: Complete time on task study one week per marking period and facilitate change that reflects time usage according to ASCA standards.

Personal/Social Domain:

Goal: Enhance students' emotional/social functioning, peer relationships and increase awareness of resources.

Action Plan: Teach developmental guidance lessons in each class twice a year.

Career Domain:

Goal: Increase career awareness through the delivery of a career event.

Action Plan: Develop a school-wide career event for all 3rd and 4th graders.

Program Goals for 2018-2019 School Year - 5 & 6th Grade

Hopewell Elementary School

Academic Domain:

Goal: To improve student academic performance this school year.

Action Plan: Participate in our Data team meetings to identify our students needing assistance, plan with Data team how to help the student improve.

Personal/Social Domain:

Goal: To increase the amount of Guidance group counseling sessions offered each school year.

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Action Plan: Utilize the counselor's time appropriately to make groups available. Also, contact Holcomb Associates about having a therapist come to Hopewell on a weekly basis to offer some alternative group topics.

Career Domain:

Goal: To increase Career Awareness for all students through a variety of activities throughout the year.

Action Plan: Take our 5th grade students to a Career Fair with TCHS, our Technical High school at Pennock's Bridge location, the focus will be on four career clusters. Plan career discussion in our Computer Lab and Stem classroom for all classes. Schedule and conduct our Schoolwide Career Day in May 2018.

Program Goals for 2018-2019 School Year - 7th & 8th Grade

Penn's Grove Middle School

Academic Domain:

Goal: Improve student academic performance

Action Plan: Child Resource Team will utilize at risk profile reports to identify and implement goals and interventions to improve student performance (attendance, grades, discipline, etc...)

Personal/Social Domain:

Goal: Increase the amount of small counseling groups offered from two groups in the previous year to four groups this school year.

Action Plan: Utilize community resources to collaborate running groups that are appropriate for our students.

Career Domain:

Goal: Using a career inventory, each student will identify which careers of interest align with his or her personal and academic goals.

Action Plan: Students will use technology to access a career inventory. Each student will choose a career that is both recommended and of high interest to research and create a Prezi that explores the career specifics (occupational responsibilities, salary, education, etc...) After completing the career projects, 7th grade students will attend a career fair and 8th grade students will tour and interact with students, teachers, and administrators at the Technical College High School.

Program Goals for 2018-2019 School Year 9th -12th grades

Oxford Area High School

Academic Domain:

Goal: In 2018-2019, 100% of 9th, 10th and 11th grade students will have identified an academic goal and created a 4 year academic plan.

Action Plan: During classroom lessons students identify their academic goals and create their four year plan.

Personal/Social Domain:

Goal: Increase self-awareness of healthy living for 50% in 2017-2018 to 75% in 2018-2019.

Action Plan: Partnerships with Holcomb Behavioral Health Systems and COAD; trainings for counselors; OPR Training (Question, Pursued, Refer); Confidence Week; Aevidum

Career Domain:

Goal: 75% of the high school juniors (Class of 2020) will complete eight career artifacts.

Action Plan: Naviance classroom lessons; meeting with teachers on how they can use Naviance in their classrooms, teachers using Naviance for classroom lessons.

4. Stakeholders

A. Students

- The students of Oxford Area School District will receive curriculum focused on academic, career, and personal/social skills in order to make educated and reasonable decisions that will lead to their successful future. Students will also participate in individual student planning to develop goals related to their interests and abilities.
- Students will serve roles in mentoring other students in areas of career choices and opportunities. Students may present their experiences in the school counseling program to other stakeholders. There will be students on the advisory council representing different grades.

B. Parents

- Parents have a pivotal role in helping their children as they move forward through

career exploration to career/college choices. Parents will be informed of opportunities, standards, and options for their children so they can communicate these opportunities and help plan the future with their children, as well as be advocates for their children in the choices they make. Parents will be made aware of ongoing school counseling services throughout the student's school years.

- Parents are stakeholders in their children's academic lives through participating in student decision making choices regarding course selections, career and college exploration, and school efforts to make students aware of opportunities for their futures. Parents will provide input to the school counseling program through their participation in school career programming, as well as serving on the advisory council.

C. Educators

- Teachers, administrators, and school board members will be asked to promote the beliefs and mission of the school counseling program. Educators will accomplish this through classroom instruction, meetings with parents, students, and community members as well as attending and participating in programs developed by the school counseling department. Educators will also be asked to serve on the advisory council.
- Educators will be made aware of the mission and goals through their participation on the advisory council as well as through informational sessions during professional development days, the school counseling website, and counselor driven presentations.

D. Business/Community

- The business community will benefit from the guidance program by having access to employees who have an understanding of the value of positive social interactions, teamwork, goal setting, communication, and the academic skills needed in the workforce.
- As partners, members of the business community will provide opportunities to students to job shadow, they will participate in career fairs, provide support of guidance curriculum in the areas of workplace expectations and serve on the advisory council.

E. Post-Secondary

- Post-secondary partners will assist the Oxford Area School District school counseling program in preparing the students for post-secondary success. They can provide services such as classroom presentations focused on employability, opportunities for students to meet with departments at the university level, participate in career and college fairs. There will be three representatives in the post-secondary realm, one from a four year university, one from a technical school and one from a community college. Their role on the advisory council will be to help guide the program in preparing our students for post-secondary success.
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5. Role of the School Counselor

As a Leader:

The school counselor effectively manages and implements a comprehensive and developmental school counseling program. Through leading a comprehensive program that engages its' stakeholders and by being responsible for delivery and continual evaluation of this program, the school counselor leads its' learning community.

Leading Students to Success

The leader of the school counseling program:

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

As an Advocate:

School counselors advocate for students, for the counseling profession and for change. By removing barriers that prevent student learning and providing strategies for closing the equity achievement gaps among students, school counselors continually advocate for academic, career, and social/personal success of every student. This, in turn, highlights advocacy as a key role of every school counselor serving the individual, group or school in its level of initiation or impact.

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Advocating for Students

The counselor works to:

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

As a Collaborator:

Collaborate with all members of the school community and its stakeholders to create an environment that promotes student achievement and commitment to the school's mission statement.

Collaborator for the Student and the Counseling Program

The school counselor or collaborator:

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

As an Agent of Systemic Change:

Uniquely positioned within the system to access school information for systemic barriers to academic success; school counselors are responsible to help schools change to better meet student needs.

Counselors as Agents of Systemic Change

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The school counselor:

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

6. Advisory Council

- Advisory Council Meeting to be held twice per year to review 339 Plan.
- Advisory Council will consist of District Level Administration: Superintendent, Assistant Superintendent, Building Level Principals, Post-Secondary Schools, Partners in Education, Community Organizations and Members.

See appendix B for Advisory Council members for 2018-2019.

7. Program Calendar

Monthly Counseling Calendar

*Jordan Bank Kindergarten Center
Elk Ridge Elementary School (1st and 2nd grades)*

KEY: GREEN=GUIDANCE CURRICULUM; PURPLE= PREVENTION, INTERVENTION & RESPONSIVE; BLUE= INDIVIDUAL STUDENT PLANNING; MAROON= SYSTEM SUPPORT

| JULY | JANUARY |
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| Academic: N/A | Academic: Conduct 504 meetings and attend IEP meetings; Monitor academic progress in collaboration with data team & implement intervention plans; coordinate TEP meetings as needed;(JB only) attend Early Intervention transition meetings with CCIU; SAP meeting |

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| Career: N/A | Career: Continue planning for career event in May; collaboration with classroom teachers and classroom lesson on respect/kindness of individual differences; consultation with district wide guidance counselors in the implementation, delivery and fidelity of 339 plan. |
| Personal/Social: N/A | Personal/Social: Small groups based on student needs; SAP meeting; consultation with teachers, parents and outside providers; referrals to data/intervention team: (JB only) attend Early Intervention transition meetings with CCIU |
| AUGUST | FEBRUARY |
| Academic: Attend ‘sneak a peek’ event to introduce students to classrooms; Review and distribute 504 plans and individual behavior plans to teachers and specialists. | Academic: Conduct 504 meetings and attend IEP meetings; monitor academic progress in collaboration with data team & implement intervention plans; coordinate TEP meetings as needed; attend parent/teacher conferences; (JB only) attend Early Intervention transition meetings with CCIU;SAP meeting |
| Career: Plan for career event in May | Career: Leadership skills through classroom lessons |

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| <p>Personal/Social: Attend ‘sneak a peek’ event to introduce students to classrooms; assist with school transition; prepare for small groups and classroom guidance lesson instruction</p> | <p>Personal/Social: Small groups- ongoing; classroom guidance lessons in collaboration with Crime Victims Center enhancing self-advocacy skills of personal safety; SAP meeting; consultation with teachers, parents and outside providers; referrals to data/intervention team; (JB only) attend Early Intervention transition meetings with CCIU</p> |
| SEPTEMBER | MARCH |
| <p>Academic: Attend parent/student orientation; Review and modify 504 plans with family and teachers as necessary; attend IEP meetings; monitor baseline academic data for concerns; attend back to school night.</p> | <p>Academic: Conduct 504 meetings and attend IEP meetings; monitor academic progress in collaboration with data team & implement intervention plans; coordinate TEP meetings as needed; Guidance lessons to enhance study skills, motivation, effort, asking for help, working independently/cooperatively</p> |
| <p>Career: Plan career event for May; introduce guidance counselor job/responsibilities to students</p> | <p>Career: Guidance lessons learn/enhance problem solving and time management skills; confirm presenters for career event</p> |
| <p>Personal/Social: Introduce school wide positive behavior/ school expectations through assembly; support peer relationship development by providing classroom, small group and individual counseling; SAP meeting; consultation with outside providers.</p> | <p>Personal/Social: Small groups- ongoing; SAP meeting; consultation with teachers, parents and outside providers; referrals to data/intervention team.</p> |
| OCTOBER | APRIL |

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| <p>Academic: Conduct 504 meetings and attend IEP meetings; monitor academic progress in collaboration with data team & implement intervention plans; coordinate TEP meetings as needed</p> | <p>Academic: Conduct 504 meetings and attend IEP meetings; monitor academic progress in collaboration with data team & implement intervention plans; coordinate TEP meetings as needed; (JB only) Bracken School Readiness assessments and kindergarten registration; (JB only) attend CCIU IEP transition meetings; classroom guidance lesson to introduce transition into next elementary building</p> |
| <p>Career: Classroom guidance lessons; consultation with district wide guidance counselors in the implementation, delivery and fidelity of 339 plan.</p> | <p>Career: Finalization of school-wide Careers on Wheels event</p> |
| <p>Personal/Social: Classroom guidance lessons fostering community relationships & conflict resolution; small groups based on student needs; SAP meeting; consultation with teachers, parents and outside providers; referrals to data/ SAP team intervention team.</p> | <p>Personal/Social: Classroom guidance lesson to introduce transition into next grade level building; small groups based on student needs; SAP meeting; consultation with teachers, parents and outside providers; referrals to data/intervention team</p> |
| <p>NOVEMBER</p> | <p>MAY</p> |
| <p>Academic: Conduct 504 meetings and attend IEP meetings; monitor academic progress in collaboration with data team & implement intervention plans; coordinate TEP meetings as needed; attend parent/teacher/student conferences</p> | <p>Academic: Conduct 504 meetings and attend IEP meetings; monitor academic progress in collaboration with data team & implement intervention plans; coordinate TEP meetings as needed; (JB only) Bracken School Readiness assessments and kindergarten registration;(JB only) attend CCIU IEP transition meetings; assist with classroom placement</p> |

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| <p>Career: Plan career event for May; consultation with district wide guidance counselors in the implementation, delivery and fidelity of 339 plan</p> | <p>Career: Careers on Wheels school-wide event</p> |
| <p>Personal/Social: Small groups-ongoing; Learn about friendship skills/accepting differences through guidance lessons; facilitate school-wide community drive to assist needy families; SAP meeting; consultation with teachers, parents and outside providers; referrals to data/intervention team.</p> | <p>Personal/Social: Small and whole grade group tours to transitioning buildings (JB only) Attend CCIU IEP transition meetings; conclude social skills/friendship groups ; SAP meeting; consultation with teachers, parents and outside providers; referrals to data/intervention team.</p> |
| <p>DECEMBER</p> | <p>JUNE</p> |
| <p>Academic: Conduct 504 meetings and attend IEP meetings; Monitor academic progress in collaboration with data team & implement intervention plans SAP team/ referrals; coordinate TEP meetings as needed</p> | <p>Academic: Conduct 504 meetings and attend IEP meetings; prepare for transitions; meet with counselors about incoming students' needs and transfer files.</p> |
| <p>Career: Continue preparation/contacts for career event; Classroom Guidance lessons to enhance conflict resolution skills</p> | <p>Career: Students setting goals as they transition to next building</p> |
| <p>Personal/Social: Facilitate school-wide community drive to assist needy families; SAP meeting; consultation with teachers, parents and outside providers; referrals to data/intervention team.</p> | <p>Personal/Social: Prepare students for grade level promotion/ whole group and small group transitional tours of next school building</p> |

**Nottingham Elementary School (3rd & 4th grade) and
Hopewell Elementary School (5th & 6th grade)**

**Key: Green=Guidance Curriculum; Purple=Prevention, Intervention and Responsive;
Blue= Individual Student Planning; Maroon=System Support**

| JULY | JANUARY |
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| <p>Academic: -Review new student records and determine placement. -New enrollments, balancing class lists.</p> | <p>Academic: -Weekly (1x per cycle) dyad meetings to speak about student concerns-HW</p> |
| <p>Career:</p> | <p>Career: -Wrapping up career lessons (Hopewell) -Send home Career Day information to all students, asking for Parent volunteers in different career clusters.</p> |
| <p>Personal/Social:</p> | <p>Personal/Social: -Guidance lessons on tolerance and accepting differences (Nottingham) -Crime Victims of Chester county program to both 5th and 6th grade in homerooms.</p> |
| AUGUST | FEBRUARY |
| <p>Academic: -Review new student records and determine placement. -Assist with the distribution of student academic data. -Help/ Participate with Meet the Teacher event before start of school for all new students and 5th graders. - Review 504 plans and make revisions as necessary. -New enrollments, balancing class lists - Distribute all 504 plans to teachers.</p> | <p>Academic: -Attend conferences.</p> |
| <p>Career: -Plan for career awareness lessons and career day date in May/June. -Set date for Career day at TCHS.</p> | <p>Career: -Career Fair for all 5th grade students at TCHS.</p> |
| <p>Personal/Social: -Prepare for guidance groups. -Meet with new students.</p> | <p>Personal/Social: -Guidance lessons on kindness and respect (Nottingham) -National School Counseling Week -Continue small group counseling</p> |
| SEPTEMBER | MARCH |

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| <p>Academic:</p> <ul style="list-style-type: none"> - Back to school night -Weekly (1x per cycle) dyad meetings to speak about student concerns-HW | <p>Academic:</p> <ul style="list-style-type: none"> -Prepare for PSSA's –Faculty training/ Scribe and Para Professional training. |
| <p>Career:</p> <ul style="list-style-type: none"> -Schedule classes for career awareness lessons (Hopewell) | <p>Career:</p> <ul style="list-style-type: none"> -Prepare for Career Day at HW |
| <p>Personal/Social:</p> <ul style="list-style-type: none"> -Green Hornet Program Assembly. -Guidance lessons for all classes introducing “Meet the school counselor” -Meet with the counselors from buildings with the transitioning grade to discuss student concerns. | <p>Personal/Social:</p> <ul style="list-style-type: none"> -Guidance lessons on emotional regulation skills (Nottingham). |
| OCTOBER | APRIL |
| <p>Academic:</p> <ul style="list-style-type: none"> -Red Ribbon & Bullying Prevention week -Schoolwide Assembly on Anti bullying and drug awareness -Weekly (1x per cycle) dyad meetings to speak about student concerns-HW -Data team meetings/attend and discuss interventions for students in need. | <p>Academic:</p> <ul style="list-style-type: none"> -Proctor PSSA's and all make-up sessions(Nottingham) - Set building PSSA schedule with administrator, distribute/organize all PSSA materials to all classroom teachers. |
| <p>Career:</p> <ul style="list-style-type: none"> -Guidance lessons on career awareness (Hopewell) | <p>Career:</p> <ul style="list-style-type: none"> -Prepare for Career Day at HW |
| <p>Personal/Social:</p> <ul style="list-style-type: none"> -Guidance lessons on bullying prevention and pro-social skills (Nottingham). -Screen and select students for small counseling groups -JDRF event/ assembly /walk-HW | <p>Personal/Social:</p> <ul style="list-style-type: none"> -JDRF Walk For A Cure assembly- Nottingham |
| NOVEMBER | MAY |
| <p>Academic:</p> <ul style="list-style-type: none"> - Parent/Teacher conferences -American Education Week -Weekly (1x per cycle) dyad meetings to speak about student concerns-HW | <p>Academic:</p> <ul style="list-style-type: none"> -Meet with guidance counselors from other buildings to discuss incoming students |
| <p>Career:</p> <ul style="list-style-type: none"> -Guidance lessons on career awareness (Hopewell) | <p>Career:</p> <ul style="list-style-type: none"> -Guidance lessons on career exploration -Career Day (Hopewell) |
| <p>Personal/Social:</p> | <p>Personal/Social:</p> |

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| -Continue small group counseling | -Prepare for transitions -Nottingham hosts tour for 2 nd graders -Hopewell hosts tour for incoming 4 th graders Penn's Grove hosts tours for transitioning 6 th graders. -JDRF Walk For A Cure event (Nottingham). -JDRF Spirit Week (Nottingham) |
| DECEMBER | JUNE |
| Academic: -Weekly (1x per cycle) dyad meetings to speak about student concerns-HW | Academic: -Assist with student placement for next year. -Prepare files for transitions |
| Career: -Guidance lessons on career awareness | Career: |
| Personal/Social: -Facilitate holiday assistance program (Adopt A Family Program) | Personal/Social: |

Ongoing activities:

Counselor related-

- Case manager for all 504 plans- writing, monitoring and meetings.
- Parent/teacher consultations.
- Individual counseling as needed.
- Monthly guidance meetings.
- Small group counseling as needed.
- Truancy Prevention Team meetings.
- Coordinate Mentor Program
- Weekly meetings with dyad partners-HW
- Attend IEP/ER/GIEP meetings, as best when not overlapping-HW
- Faculty meetings

Non counselor related-

- AM & PM duty (Nottingham)
- Class coverage/substituting as deemed by administrator.
- Implement school-wide positive behavior program on a weekly basis (Nottingham)
- Lunch duty
- Proctoring for PSSA make ups

Penn's Grove Middle School (7th and 8th grades)

Key: Green=Guidance Curriculum; Purple=Prevention, Intervention and Responsive;
Blue=Individual Student Planning; Maroon=System Support

| JULY | JANUARY |
|--|---|
| <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review new student records and determine placement at Penn's Grove <input type="checkbox"/> New enrollments | <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administer Orleans-Hanna Algebra Readiness test to Hopewell <input type="checkbox"/> Winter Keystone Test <input type="checkbox"/> Diagnostic assessments <input type="checkbox"/> Finalize/make changes to Q3 schedules <input type="checkbox"/> Marking Period Awards Assembly- run Honor Roll report |
| <p>Career:</p> | <p>Career:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Career Café for grade 7 |
| <p>Personal/Social:</p> | <p>Personal/Social:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bereavement counseling group <input type="checkbox"/> GIRLS counseling group <input type="checkbox"/> Recruit for Strengthening Families |
| AUGUST | FEBRUARY |
| <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review new student records and determine placement at Penn's Grove <input type="checkbox"/> Plan and manage 7th Grade/New Student Orientation <input type="checkbox"/> Review 504 plans and make revisions as necessary <input type="checkbox"/> New enrollments | <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> High School Course Selection <input type="checkbox"/> Run Ds & F list and meet with failing or at-risk students <input type="checkbox"/> Prepare for PSSAs (pencils, booklets, bins) <input type="checkbox"/> Parent/Teacher conferences |
| <p>Career:</p> | <p>Career:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Career Development Lessons in Academic Enrichment class <input type="checkbox"/> Career Café for grade 7 |

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| Personal/Social: <input type="checkbox"/> Meet with new students | Personal/Social: <input type="checkbox"/> Think Kindness Assembly <input type="checkbox"/> Strengthening Families Session #2 <input type="checkbox"/> National School Counseling Week |
| SEPTEMBER | MARCH |
| Academic: <input type="checkbox"/> Scheduling changes <input type="checkbox"/> Diagnostic assessments <input type="checkbox"/> Back to School Night | Academic: <input type="checkbox"/> Prepare for PSSAs <input type="checkbox"/> Recruit and organize for Chester County Futures |
| Career: <input type="checkbox"/> Career Development Lessons in Academic Enrichment class <input type="checkbox"/> Recruit parents for Career Day at Back to School Night | Career: <input type="checkbox"/> Recruit and organize for Chester County Futures <input type="checkbox"/> Career Café for grade 7 |
| Personal/Social: <input type="checkbox"/> Survey students for counseling groups <input type="checkbox"/> Recruit for Strengthening Families <input type="checkbox"/> New student group check-ins <input type="checkbox"/> Meet the Counselor lessons in classrooms | Personal/Social: <input type="checkbox"/> Stress Management counseling group <input type="checkbox"/> Strengthening Families Session #2 <input type="checkbox"/> Honor Roll NYC Field Trip |
| OCTOBER | APRIL |
| Academic: <input type="checkbox"/> Run Ds & F list and meet with failing or at-risk students <input type="checkbox"/> Finalize/make changes to Q2 schedules | Academic: <input type="checkbox"/> Administer PSSAs <input type="checkbox"/> Proctor PSSA make-ups <input type="checkbox"/> Run Ds & F list and meet with failing or at-risk students <input type="checkbox"/> Finalize/make changes to Q4 schedules <input type="checkbox"/> Marking Period Awards Assembly- run Honor Roll report |

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| Career: | Career: <input type="checkbox"/> Career Development Lessons in Academic Enrichment class <input type="checkbox"/> Career Café for grade 7 |
| Personal/Social: <input type="checkbox"/> Strengthening Families Session #1 <input type="checkbox"/> Screen students/begin counseling groups <input type="checkbox"/> Red Ribbon Week <input type="checkbox"/> Cruisin' Smart/Bryn Mawr Rehab Assembly <input type="checkbox"/> Trooper Minucci – Cyberbullying presentation <input type="checkbox"/> Bullying Survey to students <input type="checkbox"/> Bullying Prevention Month | Personal/Social: |
| NOVEMBER | MAY |
| Academic: <input type="checkbox"/> Recruit for Oxford Stars <input type="checkbox"/> First Marking Period Awards Assembly- run Honor Roll report <input type="checkbox"/> Parent-Teacher Conferences <input type="checkbox"/> American Education Week | Academic: <input type="checkbox"/> Prepare and Administer Keystone Exams <input type="checkbox"/> Course Selection for incoming 7 th graders <input type="checkbox"/> Update grade level spreadsheet <input type="checkbox"/> Diagnostic assessments <input type="checkbox"/> Hopewell Tours for incoming 7 th graders <input type="checkbox"/> Marking Period Awards Assembly- run Honor Roll report |
| Career: | Career: <input type="checkbox"/> Career Day @ TCHS <input type="checkbox"/> Career Café for grade 7 |
| Personal/Social: <input type="checkbox"/> Continue small group counseling <input type="checkbox"/> Strengthening Families Session #1 | Personal/Social: <input type="checkbox"/> GOLD night at school |
| DECEMBER | JUNE |

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| <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Run Ds & F list and meet with failing or at-risk students <input type="checkbox"/> Prepare for Winter Keystone | <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summer School referrals |
| <p>Career:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Career Development Lessons in Academic Enrichment class | <p>Career:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Career Day for grade 7 <input type="checkbox"/> Naviance training for next year |
| <p>Personal/Social:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Heads Up Assembly (Philadelphia Police Department) | <p>Personal/Social:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PRIDE Field Trip |

Ongoing:

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|-------------------|-----------------------|
| Counselor Related | Non Counselor Related |
|-------------------|-----------------------|

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|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Case manager for all 504s <input type="checkbox"/> Schedule and hold 504 meetings <input type="checkbox"/> Attend IEP meetings <input type="checkbox"/> Attend SAP team meetings and facilitate outside referrals <input type="checkbox"/> Coordinate and consult with OEF mentors/tutoring <input type="checkbox"/> Hold Restorative Conferences <input type="checkbox"/> Maintain Guidance Website <input type="checkbox"/> Faculty Meetings <input type="checkbox"/> PRIDE Meetings <input type="checkbox"/> CORE Team Meetings <input type="checkbox"/> Student Achievement Team <input type="checkbox"/> Academic and Career Plans for all 8th graders <input type="checkbox"/> Classroom guidance lessons* <input type="checkbox"/> Consult with parents and teachers regarding concerns <input type="checkbox"/> Individual counseling with students for academic, career, and personal-social related concerns <input type="checkbox"/> Crisis intervention and referrals <input type="checkbox"/> SAP Team referrals <input type="checkbox"/> Parent phone calls <input type="checkbox"/> Refer students for OEF tutoring/mentoring <input type="checkbox"/> Make schedule changes as needed and finalize individual student schedules <input type="checkbox"/> Create and maintain spreadsheets of data for all students (6th, 7th, & 8th) <input type="checkbox"/> Consult and collaborate with outside agencies <input type="checkbox"/> Consult with behavior specialists, therapeutic support staff, and personal care assistants <input type="checkbox"/> Facilitate sending records to transfer students <input type="checkbox"/> Coordinate records and letters of recommendation for private schools | <ul style="list-style-type: none"> <input type="checkbox"/> RC Duty <input type="checkbox"/> Coordinate and complete make-ups for benchmarking, PSSA, and state testing |
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Monthly High School Counseling Calendar

Key: Green=Guidance Curriculum; Purple=Prevention, Intervention and Responsive;
Blue=Individual Student Planning; Maroon=System Support; Orange=New Ideas

| <u>July</u> | <u>January</u> |
|--|---|
| <p>Academic:</p> <ul style="list-style-type: none"> • Review schedules, make appropriate revisions • Review transcripts and historical grades to verify graduation requirements | <p>Academic:</p> <ul style="list-style-type: none"> • Finalize second semester schedules • Keystone Proctoring • Semester 1 Failure letters to senior parents • Senior Failure Meetings • AP Information Distribution • Junior Family Connection/Naviance & Post-Secondary lesson • Scheduling Prep • 8th Grade Transition Tours |
| <p>Career:</p> <ul style="list-style-type: none"> • Prepare for career day • Naviance/Family Connections Set Up • Naviance Rollover Preparation | <p>Career:</p> <ul style="list-style-type: none"> • ASVAB Sign Ups |
| <p>Personal/Social:</p> | <p>Personal/Social:</p> <ul style="list-style-type: none"> • Parent teacher conferences • Diversity Conference |
| <u>August</u> | <u>February</u> |
| <p>Academic:</p> <ul style="list-style-type: none"> • Review Schedules, Make appropriate revisions • Review transcripts and historical grades to verify graduation requirements • Input summer school grades • New Enrollments • Plan for individual grade level meetings | <p>Academic:</p> <ul style="list-style-type: none"> • AP Information Distribution • Senior Failure Meetings • Freshmen Goals/Planning Meeting • 8th Grade Transition Tours • Scheduling Prep |
| <p>Career:</p> <ul style="list-style-type: none"> • Plan College visits • Promote SAT/ACT and PSAT • Naviance/Family Connection Set Up • Prepare for career day | <p>Career:</p> <ul style="list-style-type: none"> • College and Career night planning • ASVAB Sign Ups • Post-Secondary Field Trip |

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| Personal/Social: <ul style="list-style-type: none"> • New student and freshman orientation day • SAP Planning/Coordinating Services • Recruitment for Aavidum group | Personal/Social: <ul style="list-style-type: none"> • Parent teacher conferences • Mental Health Fair Preparation |
| September | March |
| Academic: <ul style="list-style-type: none"> • College/Post-Secondary Visits • Senior Family Connection/Naviance & Post-Secondary lesson • Post-Secondary Senior Meetings • Back to School Night Parent Info • College App Input | Academic: <ul style="list-style-type: none"> • Senior Failure Letter for Q3 • Sophomore Family Connection/Naviance & Career lesson • Individual Scheduling Meetings • Scheduling data input • Career Scope • Senior Failure Meetings • Dual Enrollment Presentation |
| Career: <ul style="list-style-type: none"> • PSAT Advertisement/Registration • College/Post-Secondary Visits • Back to School Night Parent Info • Career Fair prep | Career: <ul style="list-style-type: none"> • College and Career night planning • GETT field trip • Prepare & send out No Plans letter • Senior 'No Plans' follow up • Post-Secondary Field Trips • ASVAB Sign Ups |
| Personal/Social: <ul style="list-style-type: none"> • Back to school night | Personal/Social: <ul style="list-style-type: none"> • Mental Health Fair |
| October | April |
| Academic: <ul style="list-style-type: none"> • Freshman Goals/Planning Meeting • Post-Secondary Senior Meetings • PSAT Prep • PSAT Proctoring • Upward Bound Recruitment • College/Post-Secondary Visits • College App Input | Academic: <ul style="list-style-type: none"> • AP Exam pre-administration • AP Exams Prep • Quick Decision Day (DCCC) • Senior Awards Night Planning • Senior Q3 Failure letters • Dual Enrollment Assessment • Dual Enrollment Scheduling • 8th Grade Transition Tours • TCHS Application review • Alumni Panel • Freshmen Goals/Planning Meeting |

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| <p>Career:</p> <ul style="list-style-type: none"> ● TCHS Presentation ● Career Fair prep ● Techie Day | <p>Career:</p> <ul style="list-style-type: none"> ● College and Career Night ● ASVAB Sign Ups ● Healthcare Career Showcase ● Senior 'No Plans' follow up |
| <p>Personal/Social:</p> <ul style="list-style-type: none"> ● SAP Presentation/Assembly ● Aevidium Training | <p>Personal/Social:</p> <ul style="list-style-type: none"> ● Confidence Week |
| <u>November</u> | <u>May</u> |
| <p>Academic:</p> <ul style="list-style-type: none"> ● Quarter 1 Failure letters to senior parents ● College App Input ● Post-Secondary Senior Meetings ● FAFSA Workshop planning ● Dual Enrollment Scheduling (DCCC) ● 8th Grade Transition Tours | <p>Academic:</p> <ul style="list-style-type: none"> ● AP Proctoring ● Keystones Exams ● Senior Awards Night ● Underclassmen Awards Night ● Senior Concerns |
| <p>Career:</p> <ul style="list-style-type: none"> ● Career Fair ● Healthcare Career Showcase ● Post-Secondary Field Trip | <p>Career:</p> <ul style="list-style-type: none"> ● Senior Survey ● Senior 'No Plans' follow up ● ASVAB |
| <p>Personal/Social:</p> <ul style="list-style-type: none"> ● Parent teacher conferences | <p>Personal/Social:</p> <ul style="list-style-type: none"> ● SAP data |
| <u>December</u> | <u>June</u> |
| <p>Academic:</p> <ul style="list-style-type: none"> ● Course description guide review ● Post-Secondary Senior Meetings ● Freshman Goals/Planning Meeting ● Scholarship Sponsor Letters Distributed ● FAFSA Completion Workshop ● PSAT Results Distributed ● College/Post-Secondary Visits ● 8th Grade Transition Tours | <p>Academic:</p> <ul style="list-style-type: none"> ● Promotion/ graduation list ● Summer school referrals ● Retentions ● Scholarship data ● Naviance updates ● Final Transcripts – NCAA ● Schedule changes |
| <p>Career:</p> <ul style="list-style-type: none"> ● Post-Secondary Field Trip | <p>Career:</p> <ul style="list-style-type: none"> ● Senior Survey data |
| <p>Personal/Social:</p> | <p>Personal/Social:</p> <ul style="list-style-type: none"> ● SAP data |

Ongoing

SAP Meetings

SAP Groups

Aevidum Meetings

Scholarships

IEP meetings

504 meetings

SAIPs

Parent meetings

Personal/Social Interventions

PowerSchool data/Historical grades

Diversity Club

New Enrollments

Peer Tutors

Administration meetings

Scheduling Committee

Mediations

Summer Enrichment Programs

8th Grade Transition Meetings

8. Program Delivery

COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

*Jordan Bank Kindergarten Center
Elk Ridge Elementary School (1st and 2nd grades)*

| | | | |
|--|---|--|---|
| <p>Guidance Curriculum</p> <p>Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</p> | <p>Prevention, Intervention and Responsive Services</p> <p>Addresses school and student needs.</p> | <p>Individual Student Planning</p> <p>Assists students and parents in development of academic and career plans.</p> | <p>System Support</p> <p>Includes program, staff and school support activities and services.</p> |
| <p>Purpose</p> | <p>Purpose</p> | <p>Purpose</p> | <p>Purpose</p> |

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| <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p> | <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p> | <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p> | <p>Program delivery and support.</p> |
| <p>Academic</p> | <p>Academic</p> | <p>Academic</p> | <p>Academic</p> |
| <p>*Comprehensive Developmental Guidance lessons to introduce transition into next grade level building.</p> <p>-Study skills</p> <p>-Motivation</p> <p>-Effort</p> <p>-Asking for help</p> <p>-Working independently and cooperatively</p> <p>*New student Kindergarten, First and Second grade orientations</p> <p>*School wide behavior/school expectations assemblies</p> | <p>* Attend parent/student orientation</p> <p>*Attend parent/teacher/student conferences</p> | <p>*(JB only) Bracken School Readiness Assessments</p> <p>*Kindergarten registration</p> <p>*Meet with counselors/student (s) about incoming student's needs</p> | <p>*Review and distribute 504 plans and individual behavior plans to teachers and specialists</p> <p>* Review and modify 504 plans with family and teachers as necessary</p> <p>* Attend IEP meetings</p> <p>* Monitor academic progress in collaboration with data team & implement intervention plans</p> <p>*Coordinate TEP meetings as needed</p> <p>*Conduct 504 meetings</p> <p>*(JB only) Attend Early Intervention transition meetings with CCIU</p> <p>*Assist team with student classroom placement.</p> |

| | | | |
|---------------|---------------|---------------|---|
| | | | <p>*Consultation with teachers, parents and outside providers.</p> <p>*Consultation with teachers, parents and outside providers.</p> <p>*Consultation with teachers, parents and outside providers.</p> <p>* Transfer file</p> |
| Career | Career | Career | Career |

| | | | |
|--|---|-------------------------------|---|
| <p>*Introduce Guidance Counselor job/responsibilities to students.</p> <p>*Comprehensive Developmental Guidance lessons</p> <ul style="list-style-type: none"> - conflict resolution skills -respect/kindness of individual differences -leadership skills -problem solving -time management <p>*Co-collaboration with teachers to teach introduction to community helpers in Social Studies instruction.</p> <p>*Careers on Wheels, school-wide event</p> <p>*Students set goals for transitioning into next grade level buildings</p> | <p>*Attend Sneak a Peek event to assist students with school transition</p> | | <p>*Plan for career event in May</p> <p>*Consultation with district wide guidance counselors in the implementation, delivery and fidelity of 339 plan</p> |
| <p>Personal/Social</p> | <p>Personal/Social</p> | <p>Personal/Social</p> | <p>Personal/Social</p> |

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| <p>*Classroom guidance lessons</p> <ul style="list-style-type: none"> - fostering community relationships & conflict resolution -introduce transition into next grade level buildings <p>*Small groups based on student needs</p> <ul style="list-style-type: none"> -friendship skills -social skills -accepting differences -changing families <p>*Peer relationships</p> <p>*Facilitate school-wide community food drive to assist needy families</p> <p>*Collaboration with Crime Victims Center</p> <ul style="list-style-type: none"> -enhancing self-advocacy -personal safety <p>*Whole grade group tours into transitioning buildings</p> <p>*Prepare students for grade level promotion</p> | <p>*Small groups based on student needs</p> <p>*Support peer relationship development by providing small group counseling</p> <p>*Small group tours into transitioning buildings</p> <p>*Conclude small groups</p> | <p>*Consultation with students</p> <p>*Support peer relationship development by providing individual counseling</p> <p>*SAP team meeting</p> <p>*Interventions/SAP plans</p> | <p>*SAP team meetings</p> <p>*Consultation with teachers and outside providers</p> <p>*Consultation with district wide guidance counselors in the implementation, delivery and fidelity of 339 plan</p> <p>*Prepare for small groups and classroom guidance lesson instruction</p> <p>*Referrals to data/intervention team</p> <p>*(JB only) Attend Early Intervention transition meetings with CCIU</p> |
|---|--|--|--|

| | | | |
|---------------------------|---------------------------|---------------------------|---------------------------|
| Counselor Role | Counselor Role | Counselor Role | Counselor Role |
| | | | |
| Percentage of Time | Percentage of Time | Percentage of Time | Percentage of Time |
| | | | |

*Nottingham Elementary School (3rd and 4th grades)
Hopewell Elementary School (5th and 6th grades)*

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|--|--|--|---|
| 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 preK-12. | Addresses school and student needs. | Assists students and parents in development of academic and career plans. | Includes program, staff and school support activities and services. |
| Purpose | 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 | Academic | Academic | Academic |
|--|--|----------|---|
| <p>*Monthly guidance lessons (Nottingham).</p> | <p>*Conduct small group counseling based on student needs.</p> <p>*Truancy Prevention Team meetings.</p> | | <p>*504 writing, monitoring and meetings.</p> <p>*Parent/teacher conferences.</p> <p>*Parent/teacher consultation.</p> <p>*Proctor PSSA's (Nottingham)</p> <p>*Proctor PSSA make-ups.</p> <p>*Organize and coordinate PSSA testing schedule (Hopewell)</p> <p>*Proctor Diagnostic assessment make-ups.</p> <p>*Professional development.</p> <p>*Faculty meetings</p> <p>*District School Counseling meetings to support, assess and revise program.</p> <p>*Class coverage/substituting as needed.</p> <p>*AM & PM duty.</p> |

| Career | Career | Career | Career |
|---|--|-----------------|---|
| <p>* Guidance lessons on career awareness, including skills, interests and related occupations.</p> <p>*School wide Career Fair (Hopewell).</p> | | | |
| Personal/Social | Personal/Social | Personal/Social | Personal/Social |
| <p>*Small and whole grade group tours into transitioning buildings.</p> <p>*Implement school-wide positive behavior program (Nottingham).</p> <p>*Green Hornet Ticket Assembly (Nottingham).</p> <p>*JDRF Assembly (Nottingham).</p> <p>*JDRF Walk Event.</p> | <p>*Individual counseling based on student needs.</p> <p>*Small group counseling based on student needs.</p> | | <p>*Organize and prepare school wide positive behavior plan</p> <p>*Consultation with outside providers.</p> <p>*Consultation with district wide guidance counselors.</p> |
| Counselor Role | Counselor Role | Counselor Role | Counselor Role |

| | | | |
|---|--|---|--|
| <p>Curriculum and PA Standards implementation.</p> <p>Whole classroom instruction or structured groups.</p> | <p>Individual counseling</p> <p>Small group counseling</p> <p>Referrals</p> <p>Consultation with parents and teachers</p> <p>Consultation with outside agencies.</p> | | <p>Develop and manage program.</p> <p>Consultation with Advisory Council, District School Counselors and stakeholders.</p> |
| Percentage of Time | Percentage of Time | Percentage of Time | Percentage of Time |
| <p>Suggested from ASCA 35-45%</p> <p>30%</p> | <p>Suggested from ASCA: 30-40%</p> <p>20%</p> | <p>Suggested from ASCA: 5-10%</p> <p><1%</p> | <p>Suggested from ASCA: 10-15%</p> <p>50%</p> |

Penn's Grove Middle School (7th and 8th grades)

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

| Academic | Academic | Academic | Academic |
|---|---|--|---|
| <ul style="list-style-type: none"> - 6^h Grade Tours from Hopewell - Administer Orleans-Hanna Algebra Readiness test to 6th grade students | <ul style="list-style-type: none"> - SAP Team referrals - Parent Phone Calls - Consult and collaborate with teachers and parents regarding struggling students - Complete make up testing for PSSAs, Keystones, and Diagnostic assessments - Refer students for OEF tutoring and mentoring - Proctor Keystone testing | <ul style="list-style-type: none"> - Individual counseling sessions for at risk/failing students - Attend IEP Meetings - Schedule all 504 Meetings and serve as case manager for 504s - Facilitate High School course Selection for 8th grade students - Transition meetings for incoming 7th and outgoing 8th - Schedule changes as needed, finalize individual student schedules - Choose students for and coordinate with Patti for <i>Chester County Futures</i> | <ul style="list-style-type: none"> - Review new student records and determine placement at Penn's Grove - Attend in-service and faculty meetings - Facilitate sending records to transfer students - Coordinate records and letters of recommendation for private schools - Attend team meetings - Maintain spreadsheets of data for all students (6th, 7th, and 8th grades) - Coordinate PSSA and Keystone testing - Run Honor Roll reports for Marking Period Awards Assemblies - Organize Honor Roll Field Trip - Organize PRIDE Field Trip - Serve as member of |

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| | | | PRIDE team, CORE team, student achievement team, and SAP team |
| Career | Career | Career | Career |
| <ul style="list-style-type: none"> - Career lessons in Academic Enrichment through Computer Class - Each 8th grader finds their Holland Code and completes a research project - Academic and Career Plans for all 8th graders - Career Day (7th @ Penn's Grove, 8th @ TCHS) - Girls Exploring Tomorrow's Technology Day | | <ul style="list-style-type: none"> - Course Selection for incoming 7th/outgoing 8th | <ul style="list-style-type: none"> - Guidance curriculum plan development |
| Personal/Social | Personal/Social | Personal/Social | Personal/Social |

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|--|---|--|---|
| <ul style="list-style-type: none"> - Think Kindness Campaign - Classroom Guidance Lessons - Red Ribbon Week - Cyberbullying presentation with Trooper Minucci - Bullying Survey to all students - Crusin' Smart/Bryn-Mawr Rehab Assembly (7th Grade) - Head's Up Assembly (8th Grade) | <ul style="list-style-type: none"> - Counseling Groups (Stress Management, GIRLS, Grief, etc...) - Individual Counseling - Girls Only Listen and Discuss (GOLD) night - Restorative conferences - Consult with Oxford Education Foundation mentors and tutors - Restorative Center Duty | <ul style="list-style-type: none"> - Individual Counseling Sessions - Consult and collaborate with outside agencies - Consult with behavior specialists, therapeutic support staff, and personal care assistants - Crisis intervention | <ul style="list-style-type: none"> - Recruit for <i>Strengthening Families</i> - Recruit for <i>Oxford Stars</i> - Maintain Guidance Website |
| Counselor Role | Counselor Role | Counselor Role | Counselor Role |
| <ul style="list-style-type: none"> - Manage and teach programs, curriculum, and instruction | <ul style="list-style-type: none"> - Individual Counseling - Small Group Counseling - Outside referrals | <ul style="list-style-type: none"> - Consultation - Outside referrals | <ul style="list-style-type: none"> - Consultation - Development of Program |
| Percentage of Time | Percentage of Time | Percentage of Time | Percentage of Time |
| | | | |

Oxford Area High School (9th – 12th grades)

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|---|--|---|--|
| <p>Guidance Curriculum</p> <p>Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</p> | <p>Prevention, Intervention and Responsive Services</p> <p>Addresses school and student needs.</p> | <p>Individual Student Planning</p> <p>Assists students and parents in development of academic and career plans.</p> | <p>System Support</p> <p>Includes program, staff and school support activities and services.</p> |
| <p>Purpose</p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p> | <p>Purpose</p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p> | <p>Purpose</p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p> | <p>Purpose</p> <p>Program delivery and support.</p> |
| <p style="text-align: center;">Academic</p> <p>*Freshman Goals/Planning Meetings</p> <p>*Sophomore Family Connection/Naviance & Career lesson</p> <p>*Junior Family Connection/Naviance & Post-Secondary lesson</p> <p>*Senior Family Connection/Naviance & Post-Secondary lesson</p> <p>*Alumni Panel</p> | <p style="text-align: center;">Academic</p> <p>*College/Post-Secondary Visits</p> <p>* Upward Bound recruitment</p> <p>*FAFSA Completion Workshop</p> <p>*Quick Decision Day (DCCC)</p> <p>*Summer Enrichment programs</p> <p>*8th Grade Transition Tours</p> <p>*Dual Enrollment Presentation</p> | <p style="text-align: center;">Academic</p> <p>* Individual Post-Secondary Senior meetings</p> <p>*PSAT results distributed</p> <p>*Finalize second semester schedules</p> <p>*Senior Failure Meetings</p> <p>*Senior Concerns</p> <p>*Individual scheduling meetings</p> <p>*IEP meetings with students</p> | <p style="text-align: center;">Academic</p> <p>*Review schedules & make revisions</p> <p>*Review transcripts & historical grades</p> <p>*Input summer school grades</p> <p>*New enrollments</p> <p>*Plan for grade level meetings</p> <p>*Back to School Night Parent info</p> <p>*PSAT preparation</p> <p>*College application</p> |

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|--|--|--|---|
| | <ul style="list-style-type: none"> *Dual Enrollment Assessment (DCCC) *Dual Enrollment Scheduling (DCCC) *Proctoring PSATs *Proctoring Keystone exams *AP Information Distribution *AP Exam Pre-Administration *Proctoring AP Exams *Career Scope *Senior Awards Night *Underclassmen Awards night | <ul style="list-style-type: none"> *SAIP meeting with students *504 meetings with students *New enrollments | <ul style="list-style-type: none"> input *Quarter & Semester academic letters for seniors *FAFSA Workshop planning *Course description guide review *Scholarship sponsor letter distributed *Scheduling prep & data input *TCHS application review *Senior Awards Night planning *Underclassmen Awards Night planning *AP exam preparation *Promotion/graduation list *Summer School referrals *Retentions *Scholarship data *Naviance updates *Final Transcripts *Schedule changes *PowerSchool data/Historical grades *Scheduling Committee *IEP meetings without |
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|--|---|--|--|
| | | | <p>students</p> <p>*SAIP meetings without students</p> |
| <p>Career</p> <p>* Career Fair</p> <p>*College & Career Night</p> <p>*Senior Survey</p> | <p>Career</p> <p>*ASVAB</p> <p>*Summer Enrichment Programs</p> <p>*Post-Secondary Field Trips</p> <p>*College/Post-Secondary Visits</p> <p>*GETT field trip</p> <p>*Healthcare Career Showcase</p> <p>*TCHS Presentation</p> | <p>Career</p> <p>* ASVAB Interpretation</p> <p>*Senior 'No Plans' follow up</p> | <p>Career</p> <p>* Prep for Career Fair</p> <p>*Naviance/Family Connections updates and rollover</p> <p>*Plan college visits</p> <p>*Promote SAT/ACT & PSAT</p> <p>*Advertise Career Fair</p> <p>*Back to School Night Parent info</p> <p>*College & Career Night planning</p> <p>*No Plans letter</p> <p>*Senior Survey data</p> |

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|--|---|---|---|
| <p>Personal/Social</p> <ul style="list-style-type: none"> * New student & freshmen orientation day *SAP Presentation/Assembly *Confidence Week | <p>Personal/Social</p> <ul style="list-style-type: none"> *SAP groups *Interventions *Mediations *Diversity Club *Aevidum Training *Aevidum Meetings | <p>Personal/Social</p> <ul style="list-style-type: none"> * Individual career plans | <p>Personal/Social</p> <ul style="list-style-type: none"> * SAP planning & coordinating services *Back to School Night Parent info *Parent/Teacher Conferences *Mental Health Fair preparation *SAP data *SAP Meetings *Parent Meetings *Administrative Meetings |
| <p>Counselor Role</p> <ul style="list-style-type: none"> * Classroom, group, & individual instruction * Consultation | <p>Counselor Role</p> <ul style="list-style-type: none"> * Individual Counseling * Group Counseling * Consultation | <p>Counselor Role</p> <ul style="list-style-type: none"> * Consultation * Assessment * Planning | <p>Counselor Role</p> <ul style="list-style-type: none"> * SAP team members * Consultation * Coordination * Partnerships |
| <p>Guidance Curriculum</p> <p>Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</p> | <p>Prevention, Intervention and Responsive Services</p> <p>Addresses school and student needs.</p> | <p>Individual Student Planning</p> <p>Assists students and parents in development of academic and career plans.</p> | <p>System Support</p> <p>Includes program, staff and school support activities and services.</p> |

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|---------------------------|---------------------------|---------------------------|---------------------------|
| Percentage of Time | Percentage of Time | Percentage of Time | Percentage of Time |
|---------------------------|---------------------------|---------------------------|---------------------------|

(From ASCA Workbook, page 59.)

9. Curriculum Action Plan

See Appendix 1: Curriculum Action Plan

10. Organizing Career/Post-Secondary Resources

| Resource Types | List Resources |
|-------------------------------|--|
| Organizations/Agencies | CCIU, TCHS, OEF, DCCC, Cecil College, Goldey-Beacom College, Pennsylvania College of Health Services, West Chester University, HACC, Thaddeus Stevens School of Technology |
| Intermediary Organizations | |
| Umbrella Organizations | Chamber of Commerce Chester County Futures |

| | |
|---------------------------------|--|
| Community/State Agencies | <p>COAD/Holcomb</p> <p>Children and Youth Services</p> <p>Chester County Suicide Prevention</p> <p>Oxford Arts Alliance</p> <p>Family Promise of Sothern Chester County</p> <p>Life Changes Here/La Comunidad</p> <p>Neighborhood Services</p> <p>Job Core</p> <p>Hood</p> <p>Upward Bound</p> |
| Networking Opportunities | Career Fair contacts, college fair contacts, and scholarship sponsors |
| Individual Contacts | |
| Community/Business Meetings | Chamber of Commerce, Board Meetings, Rotary Club, PHEAA |
| Community Events | Career Fair, College Visits, College Night, Awards Night, GETT, Career Field trips, local college fairs |
| Online/Onland | Naviance/Family Connection |
| Internet Based Links | <p>www.indeed.com,</p> <p>www.pacareerstandards.org, www.paworkforce.state.pa.us</p> <p>www.bls.gov</p> |
| Media/Advertising | PowerSchool, Power Alert, email, OASD channel, Facebook, WOHS, Naviance/Family Connection, Twitter |

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|------------------------|---|
| Publications/Documents | All our Counseling Office resources: PA Career Guide, class grade level sheets, magazines, and brochures through College Board and Talbots |
|------------------------|---|

Career Resources and Examples

| | |
|-------------------------------|---|
| Intermediary Organizations | Connecting, Collaborating, Convening Organizations Ex: Business/Education Partnerships, Regional Career Ed. Partnerships |
| Umbrella Organizations | Organizations that represent a large group of business organizations with a common mission. Ex: Chamber of Commerce, Builders Association |
| Community State Organizations | Agencies representing community and state initiatives, service to communities. Ex: Career Link, Youth Council, United Way |
| Individual Contacts | Contacts acquired through networking and interaction Ex: Business Partnership, Community College Reps, |
| Community/Business Meetings | Meetings, which bring cross/community members together to promote growth to further a cause. Ex: Chamber of Commerce, Technology Council |
| Community Events | Conferences, Workshops, Grand Openings Ex: Healthcare Career Day, Green Center Opening |
| Internet Based Links | Websites educating others and promoting career development and related topics. Ex: www.pacareerstandards.com , www.onetcenter.org |

| | |
|-----------------------|---|
| Media/Advertising | Marketing Various Methods that provide contacts, career awareness, ideas and workforce information Ex: Billboards, Radio and TV Ads, Social Media, Newspaper Inserts, Community Program Booklets |
| Publication/Documents | Hard Copy Materials that offer contacts and career/workforce information Ex: Pa. Career Guide, Newspaper Inserts, Community Program Booklets |

11. Individual Academic/Career Plan

See Appendix 2: Individual Academic and Career Plan Template

12. Career and Technical Center Strategy

STUDENT AWARENESS:

| Grade | Intervention/ Program/Events | Stakeholder Delivering | Data Used Success Indicator | Begin & End | Contact Organization |
|-----------------------------------|---|---------------------------|--|----------------|-------------------------|
| 5 th | Tour and shadow of TCHS and programs | Educators | Number of HW students that attend TCHS summer programs | February | TCHS |
| 8 th | Tour and shadow of TCHS programs | Educators | | Sept.-June | TCHS |
| 9 th /10 th | Assembly/presentation of TCHS and programs offered | Educators | Number of TCHS applications | Nov.-Feb. | TCHS |
| 11 th | Assembly/presentation of Allied Health & Teacher Academy programs | Educators | Number of TCHS applications | Nov.-Feb. | TCHS |
| 9 th -11 th | Open Houses | Educators | Number of TCHS applications | Sept.-June | TCHS |
| All grades | Community Day | Educators/ Community | Number of TCHS applications | Spring | TCHS |

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PARENT AWARENESS:

| Intervention/ Program/Events | Date | Stakeholder Delivering | Data Used Success Indicator | Contact Organization |
|---|-------------|-----------------------------------|--|-----------------------------|
| Open Houses | Sept.-June | Educators | | TCHS |
| Back to School Night | Fall | Educators | | OAHS/TCHS |
| Community Day | Spring | Educators | | TCHS |

EDUCATOR AWARENESS:

| Intervention/ Program/Events | Date | Stakeholder Delivering | Data Used Success Indicator | Contact Organization |
|---|-------------|-----------------------------------|--|-----------------------------|
| Liaison Meetings | Sept.-June | Educators/Post- Secondary | | TCHS/OAHS TCHS Liaison |
| Community Day | Spring | Educators | | TCHS |

13. Job Description

See Appendix 3: Oxford Area School District Job Description.

Appendix B:

| Name | Role |
|------------------------------|---|
| Addis, Dr. Nicole | Principal, Hopewell |
| Billings-Jones, Dr. Margaret | Assistant Superintendent |
| Berg, Mrs. Jennifer | PTO Treasurer; Parent |
| Brown, Ms. Carla | Program Director, Neighborhood Services |
| Callan, Ms. Nadine | Counselor, Nottingham |
| Canaday, Mr. Jamie | Principal, OAHS |
| Chastain, Mrs. Kristen | Assistant Principal, Penn's Grove |
| Ciuffetti, Mrs. Patti | Student Services Coordinator, Chester Co. Futures |
| Coverly, Officer Chris | Oxford Police Department; Parent |
| Davis, Ms. Rebecca | Counselor, Penn's Grove; Parent |
| Douglas, Ms. Dana | Assistant Principal, OAHS |
| Doherty, Mrs. Kathy | Counselor, Penn's Grove |
| Fasick, Mrs. Mary | Director, Bright Beginnings |
| Gioffre, Mrs. Krista | Counselor, Hopewell |
| Guerin, Mrs. Julie | Parent |
| Hamburg, Dr. David | Principal, Jordan Bank |
| Hayes, Mr. Herbert | Principal, Elk Ridge |
| Hostler, Ms. Donna | Executive Director, Oxford Main Street, Inc. |
| Houseknecht, Mrs. Deborah | Counselor, Elk Ridge |
| Hovanec, Mr. Matthew | Assistant Principal, OAHS |
| Humphreys, Mrs. Mary | Counselor, OAHS |
| Karpas, Aaron | CEO, YMCA |

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|---------------------------|--|
| Kegley, Mrs. Valerie | Board Member, Oxford Education Foundation |
| Lock, Mrs. Stacey | Counselor, OAHS |
| Martinez, Mrs. Lisa | Teacher; Parent |
| McCardell, Mrs. Kim | Counselor, Jordan Bank |
| Millette, Dr. Robert E. | Professor, Lincoln University; grandparent |
| Motes, Ms. Tami | Principal, Penn's Grove |
| Owens, Dr. Eric | Board Member, Oxford Area School District |
| Perkins, Ms. Amy | Oxford Lighthouse |
| Sheikholeslami, Mr. Jahan | Board Member, Oxford Arts Alliance |
| Soule, Mr. Jason | Assistant Principal, Hopewell, Parent |
| Truver, Mr. Keith | Counselor, OAHS |
| Tyson, Mr. Buzz | Oxford Lighthouse |
| Williams, Mrs. Jennifer | Counselor, OAHS |
| Wilson, Mr. Ron | Principal, TCHS Pennock's Bridge |
| Yingst-Pyle, Mrs. Lisa | Principal, Nottingham |