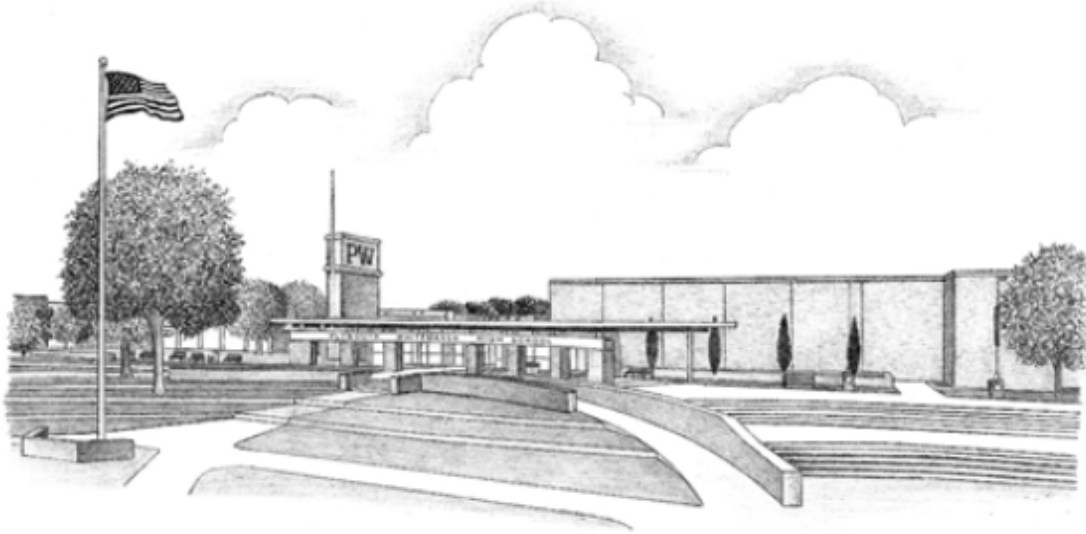


# **Plymouth Whitemarsh High School**

201 E. Germantown Pike, Plymouth Meeting Pa, 19462

## **Colonial School District**



### **EXECUTIVE SUMMARY**

The mission of the Colonial School District counseling department is to provide a comprehensive guidance program that cultivates lifelong learning and empowers all students to maximize their potential to become effective learners, responsible citizens, and productive members of the workforce by addressing the unique academic, career, and personal/social needs of all students.

The purpose of the PWHS portion of the CSD 339 Plan is to ensure that students make a successful and intentional transition following graduation from Plymouth Whitemarsh High School to a post secondary institution of academia or career occupation.

The PWHS 339 Plan documents a comprehensive process of curriculum delivery, instructional strategies and systematic procedures to effectively carry out a career and future ready plan for all students. The Colonial School District maintains an Article of Agreement with Central Montco Technical High School (CMTHS) to provide career and technical education to PWHS students.

## Chapter 339 : 9-12 School-Counseling Plan

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### **SECTION ONE: Plymouth Whitemarsh High School Counselors**

Plymouth Whitemarsh High School's counseling staff works with students grades 9-12. Four Guidance Counselor caseloads are divided alphabetically with the philosophy that consistency in working with students and their families from enrollment to graduation strengthens communication and a feeling of connectedness. Guidance counselors focus on personal, social, academic and career planning. Specific college and post-secondary planning is supported by the building's College Counselor while additional support for social and emotional needs is delivered by two Community Counselors.

- Jeff Blizzard - Counselor A-E (388:1)
- Lisa Genovese - Counselor F-K (382:1)
- MJ Grouke - Counselor S-Z/R (389:1)
- Beth Lynch - College Counselor (1531:1)
- Yakeita Sawyer - Community Counselor A-K (770:1)
- Maddie Wendler- Community Counselor L-Z (768:1)
- Peggy Benn - Counselor L-Q/R (379:1)

### **SECTION TWO: School-Counseling Department Mission Statement**

#### *CSD K-12 Counseling Department Mission*

The mission of the Colonial School District counseling department is to work collaboratively with teachers, administrators, parents, and the community to provide a comprehensive guidance program that cultivates lifelong learning and empowers all students to maximize their potential to become effective learners, responsible citizens, and productive members of the workforce by addressing the unique academic, career, and personal/social needs of all students.

#### *CSD K-12 Counseling Department Core Tenets*

We believe that all students:

- are capable learners and can achieve success
- have the right to be respected and treated with equity and dignity
- can develop skills and behaviors leading to a lifelong quest for learning
- can achieve their own individual potential with support and guidance
- should feel safe, encouraged and supported in the school environment

## Chapter 339 : 9-12 School-Counseling Plan

### **SECTION THREE: Program Goals**

#### **Academic Domain**

**(PW.A)** Big Idea: High school students will enroll in rigorous courses of study that align with their aptitude and future college and/or career plan.

- **PW.A.1** - Students will select elective courses of study at PWHS and/or CMTHS in line with their career pathway.
- **PW.A.2** - PW will increase communication, processes and open forums to convey that students should select rigorous courses of study that support their post secondary plan and career pathway. Specifically, attempt to take course(s) at a higher level than their traditional course load; Honors, Advanced Placement (AP), IB, CMTHS or Dual Enrollment class.

\*The Rigorous Courses of Study Indicator represents the percentage of 12th graders who participated in at least one Rigorous Course of Study, defined as Advanced Placement (AP)/International Baccalaureate (IB)/dual credit, during grades 7-12, or were concentrators in a CTE program of study.

#### **Career Domain**

**(PW.C)** Big Idea: All students will be able to identify and describe a career that aligns with their interests, abilities, aptitude and values, being sure to include job outlook and the financial considerations relative to that career.

- **PW.C.1** - Students will participate in career readiness experiences such as career fair/speakers, the Career and Financial Management class, job shadow, internship, and/or CMTHS.
- **PW.C.2** - All students will complete a comprehensive portfolio in Pathway Manager which outlines career inventories, interest surveys, aptitude assessments and post secondary career plans.

## Chapter 339 : 9-12 School-Counseling Plan

### Personal/Social Domain

**(PW.PS)** Big Idea: Increase all students' exposure to the benefits and advantages of participating in extracurricular school activities (clubs, teams, athletics, volunteering) to build self-confidence, leadership and self-esteem, which directly relate to career readiness.

- **PW.PS.1** - Students will participate in an activities fair, seeking opportunities that foster service learning, leadership and/or personal and career interests.
- **PW.PS.2** - Students will participate in a counselor led advisory on benefits of being involved in the school and community.

## Chapter 339 : 9-12 School-Counseling Plan

### **SECTION FOUR: Stakeholders**

#### **Students:**

Students will gain the knowledge necessary to understand the importance of planning for their futures. They will realize the relationship between their interests and the choices they make in school and how those decisions affect their post-secondary and career options. Students at all levels will receive developmentally appropriate guidance in the three domains of career, academic, and personal/social growth. By exploring and developing a career identity beginning in Kindergarten, they will become more observant and aware of the opportunities within the community in which they live.

Students within this model will be able to provide feedback to counselors regarding program effectiveness. Their input will assist counselors in the design and implementation of programs that are efficient, effective, and utilize methods that are best suited in reaching their peer group.

#### **Parents:**

Parents will benefit from a comprehensive career readiness program by understanding how they can best help their child experience a successful educational experience. Parents will begin to understand the importance of future planning based upon current trends in high priority occupations and will explore with their child and ask key questions to spark an interest in their child. The K-12 comprehensive program will benefit from parent involvement because they have the greatest impact on their child's attitudes and behaviors.

When parents become partners in career development and are given the tools to help their children explore and plan their career future, the impact will be greatly increased when combined with the efforts of the school district.

#### **Educators**

By creating a comprehensive K-12 career readiness program, educators will benefit by expanding their knowledge base in order to help prepare students for future career demands and trends. Teachers will be educated on career standards and methods of delivery consistent with our mission when appropriate. This will be done through collaboration with educators, the school counseling department/advisory council and workforce personnel (educator in the workplace). This partnership will lead to awareness of career options available to students and staff and will guide future instruction.

Educators will contribute to the program by connecting their curriculum to various aspects of career exploration and acquisition, which can enhance their programs by making them meaningful and linked to a tangible future for their students. Educators will be in the position to facilitate personal and educational growth in unique and significant ways for all students.

## Chapter 339 : 9-12 School-Counseling Plan

### *Business/Community*

A robust community is typically surrounded by a strong educational system. Businesses have a keen desire to see that schools are producing students who are ready to meet the demands of an evolving work environment. In order to ensure that students graduate with the knowledge that is needed to enter the world of work, the community often reaches into schools to share experiences and options. A comprehensive K-12 career readiness program will allow for the success of the community's businesses to open their doors to students, creating a healthy relationship between the two.

The business community will significantly contribute to the K-12 program by providing real work experiences for the students of the high school. Through participation in career fairs, job shadow experiences, internship opportunities, and participating in mock interviews, the business community will be providing essential tools students need in order to assist them in targeting and fine-tuning their interests, applying their post-secondary planning skills sets, exploring their career options, and practicing their on-the-job training.

### *Post-Secondary Partnerships*

The higher education community will benefit from a K-12 career readiness program because they will be receiving students who have participated in a comprehensive developmental career readiness program. As a result, the students who will be attending their two-year college, four-year college, technical/trade school, community college, apprentice program and the military will be more focused. Students will be less likely to change their majors, transfer to various colleges, or to discontinue their education because they will make better decisions about their post-secondary plans. The K-12 counseling program will benefit from building partnerships with post-secondary institutions.

These partnerships will assist in proposing rigorous, career focused courses at the high school, while increasing opportunities for dual enrollment. College representatives will also help expand our students' knowledge base of post-secondary options through participation in high school visits, college fair attendance, and mentoring programs such as Drexel Fellows.

## Chapter 339 : 9-12 School-Counseling Plan

### **SECTION FIVE: Role of the School Counselor**

#### **Leader**

Counselors serve as leaders by effectively managing and implementing a comprehensive developmental school counseling program. Counselors work with students and their families, administrators, community groups and post-secondary institutions.

Counselors demonstrate leadership by:

- Leading Student Support / Child Study Teams
- Leading Student Assistance Program
- Using data to identify and remove barriers to student learning
- Promoting student success by participation in efforts to close existing achievement gaps among underrepresented populations
- Serving on school-based leadership/school improvement teams related to the welfare of students and climate to promote a safe and welcoming learning community
- Following ASCA Ethical Standards for School Counselors to demonstrate high standards of integrity, leadership and professionalism

#### **Advocate**

Counselors promote student achievement by advocating for all students' academic, career and personal/social developmental needs. Counselors, as advocates can impact attitudes and practices of staff and students to reduce or eliminate barriers so that students can be successful in meeting their career, personal/social and academic needs.

Counselors demonstrate advocacy by:

- Conducting individual, small group and large group lessons and activities to assist students to achieve school success
- Promoting student success by ensuring that students are provided with supports and resources that best meet their needs
- Responding to students' needs in a prompt and professional manner that addresses situations of crisis.
- Assessing the need for mental/behavioral health referrals for students.

## Chapter 339 : 9-12 School-Counseling Plan

### Collaborator

Counselors work with stakeholders inside and outside of the school in order to develop and enhance their comprehensive school-counseling program. Through collaboration school counselors can access additional resources and can build relationships and a sense of community.

Counselors demonstrate collaboration by:

- Teaming with parents, teachers, administrators, and community agencies to address students' needs.
- Working with CSD Home and School Visitor, CSD Behavioral Health Liaisons, and Community Counselors to support students and families
- Maintaining open communication with key stakeholders to foster a sense of community for the school system
- Serving actively on school leadership teams to network, problem solve and mediate in the educational community
- Identifying community resources and building partnerships that can be utilized to bolster student achievement.

### Agent of Systemic Change

Counselors seek to serve the needs of every student. Counselors have access to school wide achievement, attendance, health and behavioral data that informs the school counseling program but also emphasizes the need to identify and remove barriers that prevent all students from achieving college and career readiness.

Counselors demonstrate systemic change by:

- Increasing access to educational opportunities for all students
- Identifying barriers, through data analysis, to student success and attempting to remove those obstacles.
- Modeling inclusive language
- Creating an environment that encourages any student to feel comfortable to come forward with problems
- Designing comprehensive programs that seek to equitably deliver the program components to all students.
- Identifying the current social issues impacting the safety and well-being of students and work collaboratively to educate key stakeholders

## Chapter 339 : 9-12 School-Counseling Plan

### **SECTION SIX: Advisory Council**

<b>Colonial School District Advisory Council</b>	
DISTRICT OFFICE ADMINISTRATION / SCHOOL BOARD	
<b>Dr. Jason Bacani</b>	<b>Principal, Plymouth Whitemarsh High School</b>
<b>Karen Berk</b>	<b>Director of Pupil Services, CSD</b>
<b>Dr. Michael Christian</b>	<b>Superintendent of Schools, Colonial School District</b>
<b>Dr. Elizabeth McKeaney</b>	<b>Director of Curriculum, Instruction &amp; Assessment, Colonial School District</b>
<b>Denise Marks</b>	<b>Principal, Conshohocken Elementary School</b>
<b>Susan Moore</b>	<b>Board Member, Colonial School District</b>
<b>Stephen Price</b>	<b>Assistant Principal, Plymouth Whitemarsh High School</b>
GUIDANCE COUNSELORS AND DISTRICT PROFESSIONAL STAFF	
<b>Ann Carracappa</b>	<b>Counselor (6-8) Colonial Middle School</b>
<b>Rebecca Duffy</b>	<b>IB Career Programme Coordinator (9-12) Plymouth Whitemarsh High School</b>
<b>Lisa Genovese</b>	<b>Counselor (9-12) Plymouth Whitemarsh High School</b>
<b>Beth Lynch</b>	<b>College Counselor, (9-12) Plymouth Whitemarsh High School</b>
<b>Susan Mayson</b>	<b>Counselor (K-3) Ridge Park Elementary School</b>
<b>Emily Prager</b>	<b>Transition Coordinator / Teacher (9-12) Plymouth Whitemarsh High School</b>
<b>Trish Rocchino</b>	<b>Counselor (4-5) Colonial Elementary School</b>
<b>Yakeita Sawyer</b>	<b>Community Counselor (9-12) Plymouth Whitemarsh HS</b>

## Chapter 339 : 9-12 School-Counseling Plan

COMMUNITY MEMBERS	
<b>Dalfoni Banerjee</b>	<b>Principal Consultant/Founder, 3Sixty Pharma Solutions</b>
<b>Jennifer Butler</b>	<b>Executive Director of MontcoWorks, Montgomery County Workforce Development Board</b>
<b>Penny Brodie Michael Grossman</b>	<b>Colonial Business Association</b>
<b>Vince Console</b>	<b>VP of Workforce Development, ABC Eastern PA Chapter Associated Builders and Contractors</b>
<b>Janet Dizenzo</b>	<b>Consultant, Education &amp; Workforce Development</b>
<b>Ann Fandozzi</b>	<b>Chief Executive Officer/ President, ABRA Auto Body &amp; Glass &amp; Community Member/Parent</b>
<b>Matt Hein</b>	<b>Senior Vice President/Director of Business, Firsttrust Bank</b>
<b>Courtney Klimek</b>	<b>Director of Marketing and Member Services, Montgomery County Chamber of Commerce</b>
<b>Mark Lacy</b>	<b>Detective, Plymouth Township Police Department</b>
<b>Dr. Sharon Larson</b>	<b>Executive Director, Main Line Health Center Lankenau Institute for Medical Research</b>
<b>Fred McCarthy</b>	<b>Coordinator of Special Projects &amp; Marketing, CMTHS</b>
<b>David Sharp</b>	<b>Director of Business Operations, Covanta Energy</b>
<b>Mark Spencer</b>	<b>Regional Sales Manager, AccessIT Group Inc.</b>
<b>Mick Weeks</b>	<b>Senior Account Executive, Apple Education</b>

## Chapter 339 : 9-12 School-Counseling Plan

### **SECTION SEVEN: Program Calendar**

Counseling services are delivered across three domains; Academic, Career and Personal/Social. Additionally some services are considered Systems Support. Many services are provided on an ongoing basis throughout the school year while others occur at specific times of the year. The program calendar is a detailed view of services delivered by the counseling department as a whole.

#### Academic Domain \*(Ongoing monthly/yearly)

Coordinate and attend Parent/Team Conferences

Attend IEP meetings

Assist with MDE referral process and ER feedback

Individual academic counseling

Develop/Manage 504 Plans

Develop Truancy Elimination Plans and coordinate TEP meetings

Compile Data/Serve on CARE Team

Schedule and Orient New Students

Change schedules as student need(s)/career pathway changes

Coordinate Homebound instruction

Monitor academic progress/interventions for academically at risk students

#### Career Domain \*(Ongoing monthly/yearly)

Individual career counseling

College letters of recommendation

Provide IEP input / participate in transition discussions for Special Ed. students

#### Personal Social \*(Ongoing monthly/yearly)

Communication/Meetings with Interagency Facilities (clinics, hospital,etc)

Individual counseling (behavioral/social/emotional)

Group Counseling (Community Counselors)

Collaborate with Community Counselors (risk assessments, outside services, etc)

CARE Team Member

#### Systems Support \*(Ongoing monthly/yearly)

Meet with Administrative Team; Building needs

LEA Representative for IEP and GIEP Meetings

Maintain confidential student records/releases

CMTHS Counselor meetings

Faculty Meetings / Department Head Meetings

Scheduling

Communicate with Physicians/Agencies

ACT 339 Committee

Pupil Services Committee

OCY Referrals

PLT Meetings

Department Meetings

Academic Council Meetings

Perkins Meetings @CMTHS

MCCC Counselor Meetings

Internship Committee

Updated 1.21..2020

## Chapter 339 : 9-12 School-Counseling Plan

### SECTION SEVEN: PWHS Program Calendar \*continued

JULY / AUGUST		
Academic	Career	Personal/Social
<ul style="list-style-type: none"> <li>-Ninth Grade Orientation</li> <li>-Register new students</li> <li>-Schedule changes</li> <li>-Department Goal setting</li> <li>-Conference w/ Alternative School Administration</li> <li>-NCAA eligibility w/ Coaches</li> </ul>		- Ninth Grade Orientation
SEPTEMBER		
Academic	Career	Personal/Social
<ul style="list-style-type: none"> <li>-Senior Check-In Meetings</li> <li>-New registrations</li> </ul>	<ul style="list-style-type: none"> <li>-College Admissions Office Visits</li> <li>-Parent Presentation: College App</li> <li>-Advisory: College Application Assistance</li> </ul>	-Transition groups for new students
OCTOBER		
Academic	Career	Personal/Social
<ul style="list-style-type: none"> <li>-Senior Check-In Meetings</li> <li>-NCAA Eligibility w/ students</li> <li>-Academic Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>-College Admissions Office Visits</li> <li>-Parent Presentation: Understanding Financial Aid for Grades 11 and 12</li> <li>-Advisory: Naviance Overview</li> <li>-Advisory: Testing Information</li> <li>-Advisory: How Colleges Make Decisions</li> </ul>	-Ninth Grade ADL Training

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NOVEMBER		
Academic	Career	Personal/Social
-4yr Plan Meetings (Gr. 9)	-College Admissions Office Visits -Classroom Presentation: Transition to College -Advisory: College Application Assistance -Advisory: Paying for College	
DECEMBER		
Academic	Career	Personal/Social
-4yr Plan Meetings (Gr. 9) -Academic Monitoring -Admissions Open House	-Ninth Grade Visit to CMTHS	-Advisory: Senioritis
JANUARY		
Academic	Career	Personal/Social
-Dual Enrollment Registration -Student Schedule Changes -Credit Recovery Resolutions -NCAA Eligibility w/ Parents -Keystone Exams Administration -Back to School Night	-Advisory: PSATs and Beyond -Parent Presentation: PSAT's & Beyond	-Advisory: Substance Abuse
FEBRUARY		
Academic	Career	Personal/Social
-Electives Presentation to CMS students (Grade 8) -Program Planning Night (Grade 8)	-Career Speaker Series -Parent Presentation: Coffee & Questions -Career Meetings w/Economically Disadvantaged Students	-Parent/Student Presentation: Stress Less -Advisory: Financial Credit

## Chapter 339 : 9-12 School-Counseling Plan

MARCH		
Academic	Career	Personal/Social
<ul style="list-style-type: none"> <li>-Course Selection</li> <li>-Academic Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>-Course Selection</li> <li>-Parent Presentation: Understanding Financial Aid for Grades 11 and 12</li> <li>-Advisory: Insider's Guide to College Admissions</li> <li>-PWHS Career Fair</li> </ul>	<ul style="list-style-type: none"> <li>Advisory: Understanding Student Loans</li> </ul>
APRIL / MAY		
Academic	Career	Personal/Social
<ul style="list-style-type: none"> <li>-Review NCAA courses</li> </ul>	<ul style="list-style-type: none"> <li>-Parent/Student Presentation: Beyond the Scenes in College Admission (Grade 9)</li> <li>-Sophomore Parent Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Advisory: What Does Consent Mean</li> <li>Parent Presentation: The Digital Divide &gt; Cyber Issues</li> </ul>
MAY / JUNE		
Academic	Career	Personal/Social
<ul style="list-style-type: none"> <li>-Transition Meetings w/ CMS</li> <li>-Master Schedule Resolution</li> <li>-Proctor AP Exams</li> <li>-Keystone Exams Administration</li> <li>-Credit Recovery Resolutions</li> </ul>	<ul style="list-style-type: none"> <li>-Parent Presentation: Coffee &amp; Questions</li> <li>-Sophomore Parent Meetings</li> <li>-Advisory: College Application Process Part 2</li> <li>-Naviance Career Assessments</li> </ul>	<ul style="list-style-type: none"> <li>-8th to 9th Special Ed Transition Visit</li> <li>-Advisory: Life After PW</li> <li>-ASVAB Test</li> <li>-PWHS Activities Fair</li> </ul>

## Chapter 339 : 9-12 School-Counseling Plan

### SECTION EIGHT: PWHS Program Delivery

<b>Guidance Curriculum</b>	<b>Prevention, Intervention, and Responsive Services</b>	<b>Individual Student Planning</b>	<b>System Support</b>
Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.	Addresses school and student needs.	Assists students and parents in the development of academic and career plans.	Includes program, staff and school support activities and services.
<b>Purpose</b>	<b>Purpose</b>	<b>Purpose</b>	<b>Purpose</b>
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.
<b>ACADEMIC</b> ▼	<b>ACADEMIC</b> ▼	<b>ACADEMIC</b> ▼	<b>COUNSELOR RELATED</b> ▼
Naviance: Learning Styles  Naviance: Do What You Are  Naviance: Career Interest Profiler  Naviance: MI Advantage NCAA Eligibility Advisory  4 Year Planning Meetings	New Student Meetings 9th Grade Orientation 504 Plans IEP Meetings CARE Team  Student/Teacher Conf 8-9 Spec Ed Transition Visit  8th Grade Pathway/Course Selection Presentation  Individual Student Meeting  Senior Check-in Meetings  Academic Monitoring	Dual Enrollment  Academic Progress Meetings  PWA Meetings  Parent Teacher Conferences  Work with AVID Classes  Sophomore Parent Mtgs Schedule Changes & Irresolvables  Indiv. Course Selection Meetings  Consulting with Home School Visitor  IEP Meetings  PSAT/Pre ACT Testing	Faculty meetings  Scheduling  Communication with Physicians and Outside Agencies  Pupil Services Committee  OCY Referrals  PLT Meetings  Department Meetings/ Department Goal Setting  NCAA Clearinghouse Info Meeting  Department Head Meetings  Academic Council Meetings

## Chapter 339 : 9-12 School-Counseling Plan

	PW Academy Meetings  Course Selection Process  Reinstatement Conferences  Truancy Elimination Plans	Credit Recovery Planning  Coordinate Homebound Instruction	CMTHS Counselor Meetings  Perkins Meetings @CMTHS  MCCC Counselor Meetings  Internship Committee  ACT 339 Committee  Maintain Student Records  Back to School Night  Program Planning Night  Maintain Student Records
<b>CAREER</b> ▼	<b>CAREER</b> ▼	<b>CAREER</b> ▼	<b>COUNSELOR OTHER</b> ▼
Naviance Overview  Naviance: Learning Styles  Naviance: Do What U Are  Naviance: Career Interest Profiler  Naviance: MI Advantage  Career Speakers  9th Grade CMTHS Visit  4 Year Plan Meetings  Career Awareness Night  College Information Parents Nights  College Application Assistance  Advisory: SAT/ACT  Advisory: How Colleges Make Decisions	Career Awareness Night  Senior Check In Meetings  College Admission Officer Visits	Community/College STEM programs  PSAT/Pre ACT Testing  Internships  AVID College Visits  Sophomore Parent Meetings  Letters Of Recommendation  IEP Meetings  College Application Help Advisory	Support Keystone Administration  Proctor AP Exams  LEA in IEP and GIEP Meetings

## Chapter 339 : 9-12 School-Counseling Plan

Advisory: Transition to College  Advisory: Paying for College  Advisory: PSAT's and Beyond  Advisory: Understanding Student Loans  Electives Presentation Job Shadowing Opportunities  Internship Opportunities  ASVAB			
<b>PERSONAL/SOCIAL</b> ▼	<b>PERSONAL/SOCIAL</b> ▼	<b>PERSONAL/SOCIAL</b> ▼	
SAP Schoolwide Programs  ADL-No Place For Hate Lessons  Stress-Less Presentation  Advisory: What Does Consent Mean  Advisory: Senioritis  Advisory: Financial Literacy  Advisory: Importance of Activity Involvement	New Student Transition Groups  CARE TEAM  Parent Session--Cyber Issues  Activities Fair  Advisory: Substance Abuse Awareness	Individual Student Counseling  Consult w/ Home School Visitor  Consult w/ Beh. Health Advisor  Consulting w/ Comm. Counselors	
<b>Percentage of Time</b>  <b>15%</b>	<b>Percentage of Time</b>  <b>30%</b>	<b>Percentage of Time</b>  <b>40%</b>	<b>Percentage of Time</b>  <b>15%</b>

## Chapter 339 : 9-12 School-Counseling Plan

### SECTION NINE: Curriculum Action Plan

The Plymouth Whitemarsh High School curriculum action plan, focused on career and college readiness, is planned and developed primarily by the counseling team (outlined in the following pages) and consists of lessons, advisory / evening presentations, and career focused forums / experiences. Provided with career preparation information, students are directed to make decisions around identified Career Pathways, tied to national Career Clusters.

Audience	Timeline	Lesson Content/Program	Standards: ASCA / CEW	PWHS Big Idea	Curriculum Delivery	Location	Evaluation and Assessment	Stakeholder Responsible
All Students	Monthly; Year long	Career Speaker Series	13.1.11D,A,B	PW.C.1	Power Point, Discussion	Advisory: Bonus Block	Pathway Manager Self Reflection	Counselors, Guest Speakers, Supervisor of Career Readiness
All Students	Ongoing	Job Shadowing and Internship Opportunities	13.1.11 A, B,C, D, E,F 13.2. A. B,C	PW.PS.1	Experiential	Community Based	Participation	Counselors, Internship Faculty
20-40 Students	September	New Student Meetings	3.1.11.H	PW.A.1,2 PW.C.1,2 PW.PS.2	Group	Bonus Block	Attendance	Counselors
ED Students	February	Career Meetings w Economically Disadvantaged Students	13.1.11A-F 13.3.11H	PW.C.1 PW.C.2	Naviance, PowerSchool	Daytime	Meeting with Counselor	College Counselor
All Students	February	Financial Literacy	13.3.11.D	PW.C.1	Power Point	Advisory: Bonus Block	Attendance	EDI: Business Teachers
All Students	February	PWHS Electives Presentation	CEW13.1.D,F	PW.A.2	Video	Advisory: Bonus Block	Course Selection	Assistant Principal, Counselors, Electives Teachers
All Students	February	Program Planning Night	13.1.11 B, C, E,F,G,H	PW.A.1 PW.A.2	Presentation	Evening	Attendance	Admin, Counselors, Teachers
All Students, Parents	February	Parent Presentation: Stress Less		PW.PS.2	Power Point, Handouts	Evening	Post Evaluation	Community Counselors
All Students	Spring	SAP Schoolwide Programs	13.3.11A,C,E, G		Video or Live Presentation	Extended Bonus Block	Attendance	Community Counselors, Admin
All Students and Parents	April	Parent Presentation: The Digital Divide (Cyber Safety)			Power Point	Evening	Post Evaluation	Guest Speaker, Community Counselor, Counselors
All Students, Parents	April	Behind the Scenes in College Admission			Power Point	Evening	Post Evaluation	College Counselor, Guest Speaker(s)

Updated 1.21..2020

## Chapter 339 : 9-12 School-Counseling Plan

Grade 12	September October	Senior Check In Meetings	13.1.11H,D		Naviance, PowerSchool	Daytime	Meeting with Counselor	Counselors
Grade 12, Parents	September	Presentation: College Application Process			Power Point	Evening	Post Evaluation	College Counselor
Grade 12	September- November	College Application Assistance			Naviance, College Websites	Advisory: Bonus Block	Completed Application	College Counselor
Grade 11 & 12	October	Parent Presentation: Financial Aid			Power Point	Evening	Post Evaluation	College Counselor, Speaker
Grade 11 & 12	September- November	College Admissions Office Presentations	13.1.11D,F,H 13.2.11C,A	PW.C2	Power Point, Verbal Presentation	Daytime Counseling Office	Attendance	College Counselor, Admissions Counselor
Grade 12	November	Paying for College	13.3.11D		Power Point	Advisory: Bonus Block	Attendance	College Counselor
Grade 12	November	How Colleges Make Decisions			Power Point	Advisory: Bonus Block	Attendance	College Counselor
Grade 12	November, February, May	Life After High School	13.2.11E	PW.C.1 PW.C.2	Power Point	Classroom	Attendance	College Counselor
Grade 12	December	Senioritis	13.2.11E 13.3.11E	PW.PS.2	Power Point	Advisory: Bonus Block	Attendance	College Counselor
Grade 12	January	Substance Abuse Awareness	13.2.11E	PW.PS.2	Power Point	Advisory: Bonus Block	Attendance	Community Counselors
Grade 12 Parents	February, May	Presentation: Coffee & Questions			Discussion	Morning, Evening	Participation	College Counselor
Grade 11 & 12 Parents	March	Parent Presentation: Financial Aid			Power Point	Evening	Post Evaluation	Guest Speaker, College Counselor
Grade 12	March	Understanding Student Loans	13.3.11D		Power Point	Advisory: Bonus Block		College Counselor
Grade 12	April	What Does Consent Mean?			Video	Advisory: Bonus Block	Viewing Video	Participation
Grade 12	May	Parent Presentation: College Application Process Pt 2			Power Point	Advisory: Bonus Block	Post Evaluation	College Counselor
Grades 9-11	Prior to Grade 12	Career & Financial Management  Senate Bill 723	CEW All	PW.A.1,2	Course Curriculum	CFM, H CFM or Career Exploration	Career Portfolio, Assignments, Pathway Manager	EDI Career & Financial Management Teachers; SPE Career Exploration Teachers
Grade 9-11	TBD: Before Course Selection	Dual Enrollment / AP Informational Meeting	13.11.1.A	PW.A.1	Power Point	Advisory: Bonus Block  Evening	Attendance	Assistant Principal, Counselors, AP Teachers

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Grade 9-11	January	Course Selection Preparation Presentation	13.1.11A,B,D,F,G,H	PW.A.1 PW.A.2	Power Point, Handouts	Advisory: Bonus Block	Correct Course Section	Assistant Principal, Counselors, BB Teachers
Grade 9-11	March - June	Course Selection / Course Selection Meetings	13.1.11A-B,H	PW.A.1	Naviance	Daytime	Completed Course Selection	Counselors, Assistant Principal, Teachers
Grade 11	October	Naviance Overview	13.1.11B 13.1.11CF 13.2.11C	PW.C.2	Naviance, Power Point	Advisory: Bonus Block	Attendance	Counselor
Grade 11	October	Testing Information			Power Point, College Board Website	Advisory: Bonus Block	Attendance	Counselor
Grade 11	March	Insider's Guide to College Admissions	13.1.11H		Power Point	Advisory: Bonus Block	Participation	College Counselor
Grade 10 & 11	December-January	Parent Presentation: PSATs and Beyond			Power Point	Evening	Post Evaluation	College Counselor
Grade 10	October - November	Naviance: Learning Styles	3.1.11A, B	PW.C.2	Naviance	Advisory: Bonus Block	Pathway Manager Self Reflection	Counselors
Grade 10	December - February	Naviance: MI Advantage	3.1.11A,B	PW.C.2	Naviance	Advisory: Bonus Block	Pathway Manager Self Reflection	Counselors
Grade 10 Families	March-July	Sophomore Parent Meetings	13.1.11A,B 13.1.11D,F		Naviance, PowerSchool	Daytime & Evening	Meeting with Counselor	Counselors
Grade 9	August	9th Grade Orientation			Presentation, Tour	Daytime	Participation	Orientation Leaders, Admin, Staff
Grade 9	September	Importance of Being Involved in School Community	13.1.11A 13.3.11A,C,E	PW.PS.1	Presentation	Advisory: Bonus Block	Joining a Club	Counselors
Grade 9	October - February	4 Year Plan Meetings	13.1.11H	PW.A.1,2	Naviance	Daytime Counselor Office	Completed 4yr plan	Counselors
Grade 9	December	Student Exploratory Visit to CMTHS	13.1.11F,E	PW.C.1	CMTHS Programs	Daytime CMTHS	Pathway Manager Self Reflection	CMTHS Teachers, Counselors
Grade 9	May during Keystone Exams	ASVAB Test	CEW 13.1.11 B,C,D	PW.A.1 PW.A.2	ASVAB Test	After School	Completion of ASVAB	Counselors
Grade 9	May - June	Naviance: Do What You Are	3.1.11A,B	PW.C.2	Naviance	Biology Classes	Pathway Manager Self Reflection	Biology Teachers
Grade 9	May - June	Naviance: Career Interest	3.1.11A, B	PW.C.2	Naviance	Biology Classes	Pathway Manager Self Reflection	Biology Teachers
Grade 8	January-March	Course Selection Meetings	13.1.11A-B,H	PW.A.1	Naviance	Daytime	Completed Course Selection	Counselors, Assistant Principal, Teachers

## Chapter 339 : 9-12 School-Counseling Plan

Grade 8	February	Electives Presentation to CMS (Grade 8)	13.1.11.A	PW.A.1	Power Point	Daytime CMS	Course Selection	
Grade 8 IEP Students	May	8th to 9th Special Education Visit		PW.PS.2	Presentation, Tour	Daytime	Participation	Special Ed Department
Grade 9	October-March	ADL - No Place for Hate Lessons	13.3.11A,C		Presentation, Activities	Advisory: Bonus Block	Participation	ADL Peer Trainers
Student Athletes	October	NCAA Eligibility Advisory	13.1.11H		Power Point	Advisory: Bonus Block	Attendance	NCAA Point Person
Student Athletes, Parents	January	NCAA Eligibility Presentation			Power Point	Evening	Attendance	NCAA Point Person

**\*Not yet implemented; Approval process required**

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### **SECTION TEN: Career / Post-Secondary Resources**

<b><u>Intermediary Organizations</u></b>
Montco Works, Drexel Fellows, Discovery Ed, Next Fab Lab, PACAC, NACAC, College Board
<b><u>Umbrella Organizations</u></b>
Montco Chamber of Commerce, Whitemarsh Business Association
<b><u>Community State Organizations</u></b>
Montgomery County Community College(MCCC) MCCC Gateway Program
<b><u>Individual Contacts</u></b>
Michael Harcum, MCCC ♦ Soo @ LTK Engineering Warren @ Thaddeus Stevens ♦ Tariq Flager@Air National Guard Karey Bowen@Harcum College ♦ Cassie Fuenmayor@Babson Nora Bounar@Bentley University ♦ Calvin James@Penn Institute of Tech Adrian Staudenmayer@Masionic Village
<b><u>Community/Business Meetings</u></b>
Rotary Club, Perkins Committee CMTHS Counselor Meetings
<b><u>Community Events</u></b>
William Jeans Library Community Days Fellowship Hall, Community Day at CMTHS

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### Online Resources

#### Career · Exploration and Planning:

- [www.pacareerstandards.com](http://www.pacareerstandards.com) – Main PA website for career development and the Core Standards for Career Education and Work.
- [www.pacareerzone.com](http://www.pacareerzone.com) – PA Department of Education-recommended career exploration site- Free! Includes three major pieces: "Assess Yourself," "Explore Job Families," and "Budget Your Life." See the "Grow" link at the top of the home page where users can create a login and record their progress each time they visit the site and review their previous work (features a resume builder, reference list builder, cover letter builder, and journaling functions; among others).
- [www.educationplanner.org](http://www.educationplanner.org) – PHEAA-sponsored site, with career exploration, college matching; postsecondary exploration- very interactive, with links to O\*NET and numerous other resources; including checklists for what to look for in a postsecondary institution and what to do during postsecondary visits.
- [www.onetonline.org](http://www.onetonline.org) – Links to My Next Move, and My Next Move for Veterans. Updated Bright Outlook Occupations feature is included within the O\*NET site which helps users to more accurately target careers where new job opportunities should be in the future. In addition, the Browse by Industry searches within the O\*NET sites are also updated to reflect more current employment patterns.
- [www.pacareercoach.org](http://www.pacareercoach.org) – Designed to help participants find a good career. Provides the most current local data on wages, employment Job postings and associated education and training. > Personalized results based on education.
- [www.mynextmove.org](http://www.mynextmove.org) – O\*NET-related, user-friendly career exploration site.
- [www.myfuture.com](http://www.myfuture.com) – College and Career Information and Military.
- [www.careertech.org](http://www.careertech.org) – Nationwide, Career Technical Education (CTE) programs are changing, evolving and innovating to better serve the country's needs. CTE is preparing students of all ages to help drive America's success and vitality. Further, it is creating an educational environment that integrates core academics with real-world relevance.
- [www.careertech.org/resources/clusters/interest-survey.html](http://www.careertech.org/resources/clusters/interest-survey.html) – Career Cluster survey.
- [www.roadtripnation.org](http://www.roadtripnation.org) – Video/TV series on people interview others on their career path and spark.
- [www.asvab.com](http://www.asvab.com) – Aptitude and interest inventory for high school students.
- [www.khanacademy.com](http://www.khanacademy.com) - Career Exploration, interview with entrepreneurs, college admissions, test prep and course preparation.

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### Career Information Decision Systems (Site Licenses with a cost)

- [www.careergaame.com](http://www.careergaame.com) – Elementary career interest tools.
- [www.xap.com](http://www.xap.com) – former college and career site from Bridges.
- [www.carcercruising.com](http://www.carcercruising.com) - K-12 career development site.
- [www.coinproducts.com](http://www.coinproducts.com) - K-12 career development site.
- [www.naviance.com](http://www.naviance.com) – K-12 career development site.
- [www.searchinstitute.org](http://www.searchinstitute.org) – Sparks Curriculum K-12.

### Workforce Information:

- [www.bls.gov/k12](http://www.bls.gov/k12) – Bureau of Labor Statistics! Many resources and information for students and educators.
- [www.paworkforce.state.pa.us](http://www.paworkforce.state.pa.us) – PA Workforce (labor market data, high-priority occupations, etc.).
- [www.careeronestop.org](http://www.careeronestop.org) – Sponsored by the US Department of Labor.
- [winwin.workforce3one.org/](http://winwin.workforce3one.org/)– Labor market Information, many resources, sponsored by the US Dept. of Labor, Employment and Training Administration.
- [www.bl.gov/ooh](http://www.bl.gov/ooh) – Occupational Outlook Handbook. Number of new jobs (projected); Growth rate (projected)
- [www.keystonedge.com](http://www.keystonedge.com) – Innovation, technology and entrepreneurship in PA
- [money.usnews.com/careers/best-jobs/rankings](http://money.usnews.com/careers/best-jobs/rankings) – US News Best Jobs (Top 100)
- [www.cwds.state.pa.us](http://www.cwds.state.pa.us) – Commonwealth Workforce Development System, PA CareerLink. Information for job seekers and employers in PA.
- [www.guintcareers.com](http://www.guintcareers.com) – Great site for job seekers of any age. Tips on numerous job search- related topics.
- [www.educationplanner.org](http://www.educationplanner.org) – Free website from PHEAA. Outstanding Pa. site for college and career information.
- [www.collegeboard.com](http://www.collegeboard.com) – College and Career and Testing Information Site. Nationally recognized.
- [www.gettingthemthere.org](http://www.gettingthemthere.org) – Developed by Pa. Bureau of Career and Technical Education for Post-Secondary.
- [www.mymajors.com](http://www.mymajors.com) – College major website.
- [www.myplan.com](http://www.myplan.com) – College Board site. Excellent major finder.
- [www.whatcanidowithismajor.com](http://www.whatcanidowithismajor.com) – Connects majors to careers.
- [www.bls.gov/ooh](http://www.bls.gov/ooh) - Bureau of Labor Statistics - career information on duties, education and training, pay, and outlook for hundreds of occupations.
- <https://www.onetcenter.org/> - O-net resource center

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### College Planning - Costs / Financial Aid

- [www.collegeboard.com](http://www.collegeboard.com) - prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the Advanced Placement Program.
- [www.phcaa.org](http://www.phcaa.org) – PHEAA's home page.
- [www.fafsa.gov](http://www.fafsa.gov) – Free Application for Federal Student Aid.
- [www.finaid.org](http://www.finaid.org) – The SmartStudent™ Guide to Financial Aid.
- [www.fastweb.com](http://www.fastweb.com) – Free scholarship search.
- [www.youcandealwithit.com](http://www.youcandealwithit.com) – Paying back that student loan; budgeting tips.
- [www.federalstudentaid.ed.gov](http://www.federalstudentaid.ed.gov) – General financial aid info.
- [www.dircct.ed.gov](http://www.dircct.ed.gov) – U.S. Department of Education's Direct Loan Program.
- [www.collegenavigator.gov](http://www.collegenavigator.gov) - Find the right college for you!
- [www.finaid.org](http://www.finaid.org) - Find everything from loans and grants to graduate school fellowships and education tax benefits to tuition payment plans.

### Other Resources

- [www.pasca-web.org](http://www.pasca-web.org) – PA. School Counselors site, PA Companion Guide and Tools.
- [www.princetonreview.org](http://www.princetonreview.org) – Information on College Majors and Careers.
- [www.huffingtonpost.org](http://www.huffingtonpost.org) – Information on College Majors and Careers.
- [cew.georgetown.edu](http://cew.georgetown.edu) – Studies between, career, education and the workforce.

### Media/Advertising

Social Media, Digital Billboard,  
Connect-Ed, Musical and Theater Programs

### Publication/Documents

Choosing Your Path Guide Book, Choices: A Guide to PA Career Schools  
Book of Majors, Jobs and Career Planning  
PA Career Guide

## Chapter 339 : 9-12 School-Counseling Plan

### **SECTION ELEVEN: Individualized Academic/Career Plan**

#### **Demographics and Logistics of the Process**

All students deserve a comprehensive career development program that will provide them and their families with resources and developmentally appropriate experiences to guide them through a sound decision making process as they transition through each level and beyond graduation. Students will compile a digital career portfolio to manage and maintain all career exploration, course selection and reflection activities. Each student's digital career portfolio will be housed in PathwayMANAGER.

Full implementation is required for the Class of 2026. Evidence of career exploration and readiness is required and collected per guidelines of the Pennsylvania Future Ready Index.

GRADE	CLASS	EVIDENCE		GRADE	CLASS	EVIDENCE
11th	2020	4		7th	2024	14
10th	2021	8		6th	2025	18
9th	2022	10		5th	2026	20
8th	2023	12				

In the Colonial School District, the process begins in Kindergarten using the Career and Education Work Standards integrated into the content curriculum of reading/language arts, math, science and social studies. The process of collecting evidence to identify students' participation in career readiness exploration begins in the 3rd grade and is in alignment with the requirements identified in the Pennsylvania Future Ready Index. Through self-exploration and teacher supported career exploration in the Colonial School District, students:

- At the Elementary Schools will learn how to identify career interests and complete various reflective inventories about their choices that will be included in their digital career portfolio.
- At the Colonial Middle School, students will explore viable careers related to their interests and aptitudes while developing an individualized academic career plan that will be included in the digital career portfolio.
- At Plymouth Whitemarsh High School, students will continue to explore careers interests, participate in career experiences and finalize decisions regarding their post secondary plans. These additional career exploration related experiences and activities will be included in their digital career portfolio.

## Chapter 339 : 9-12 School-Counseling Plan

### Student Profile - Career Pathways, Careers of Interest, Trade or College (pathwayManager)

**pathwayMANAGER**

PROFILE COURSE REFLECT CAREER EXPERIENCE EVENTS P.O.P

#### Profile

"You are not a name or a height,  
or a weight or a gender,  
you are not an age

and you are not where you are from, you are your  
favorite books  
and the songs stuck in your head,

you are your thoughts  
and what you eat for breakfast  
on Saturday mornings,

you are not where you are from,  
you are where you are going"  
— m.k.

PROFILE YEARLY GOAL View Careers by Pathway

#### Update your profile below.

If you would like to receive updates, please include your email, mobile phone number and mobile phone carrier. Alerts are free, although text message and data rates may apply from your mobile phone company.

First Name Test	Last Name AAA Student	Student ID 514940	Current Grade 10	Graduation Year 2021
Student Email Michael@fognazant.com	Mobile Phone* 8472627271 <small>*Text message and data rates may apply.</small>	Mobile Phone Carrier** Unknown <small>**Will reduce cost for school district.</small>		

#### Update your Career Pathway goals below.

Please record your Career, Pathway, and Post Graduate goals in the form below. Suggested Pathway(s) are denoted as abbreviations in the Career Choice fields below.

Career Choice 1 Accountants -- BF	Pathway Choice Health Sciences	College or Trade School Choice 1 University of Illinois at Urbana-Champaign
Career Choice 2 Plumbers -- MPD, ER	Career Technical Education Choice [Icon]	College or Trade School Choice 2 University of Iowa
Career Choice 3 Business Continuity Planners -- BF	Post-High School Plans 4 Year Degree	College or Trade School Choice 3 Loyola University Chicago

### \*Student Career Portfolio, Experiences and Reflections (pathwayManager)

**pathwayMANAGER**

PROFILE COURSE REFLECT CAREER EXPERIENCE EVENTS P.O.P

#### Student Dashboard

"You can have data without information, but you cannot have information without data."  
- Daniel Keys Moran

DASHBOARD CAREER PLAN & PORTFOLIO CAREER BROWSER OPPORTUNITIES 0

Expand All

+ menu add note

10

+ menu add note

11

+ menu add note

12

add note

COLLEGE

add note

CAREER

## Chapter 339 : 9-12 School-Counseling Plan

### *Parent and Faculty Engagement*

Parents will have access to their child's portfolio on pathwayMANAGER which houses vital career and course planning information. Parents are encouraged to discuss the career portfolio as a family during the year, but especially during course selection and career exploration visits and activities. Parents are a vital part of a student's decision making and must be informed of career opportunities and present at career and course planning forums such as Sophomore Spotlight Meetings and Program Planning Nights.

Teachers and faculty deliver career focused informational sessions (both academic and personal/social) during Bonus Block at the high school. Teachers and faculty provide ongoing recommendations for course placement and post-secondary letters of recommendation through Naviance. Elective and content area teachers will create opportunities in the curriculum to tie skills and interests to high priority occupations that affect a student's decision making process.

The faculty will receive professional development on pathwayManager and will provide input on the scope and sequence of the contents of the digital portfolio. In addition, a district wide Career Readiness Committee will be formed with representations from K-12 to ensure that, as a district, we are providing students with a variety of experiences across the four bands of the Career Education Work Standards to be career ready.

### *Plan/Portfolio Sustainability and Review Process*

The contents of the Academic Career Plan and Portfolio will be reviewed by the 339 Planning Committee and the CSD Career Readiness Committee. Student plans will be revisited yearly as part of planned/required curriculum, ongoing Bonus Block advisories, and with individual student meetings.

A student's digital career portfolio will house all individualized information about a student's course selections and career pathway exploration. As students transition from middle to high school they will be surveyed annually by key staff to monitor progress and plans for their post secondary pathway.

By the end of grade 11, every student will have a career portfolio containing:

- **12** pieces of evidence accumulated in grades K-5 and 6- 8
- **8** additional pieces accumulated in grades 9-11
  - Evidence collected in grades 9-11 must validate all four strands of the CEW standards (2 pieces minimum in each strand)
  - Two pieces of evidence collected in grades 9-11 must demonstrate implementation of the student's individualized plan / pathway

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**Career Development Intervention Chart (Evidence)**

Grade	Career Awareness	Career Acquisition	Career Retention	Entrepreneurship
<b>9</b>	<p>CMTHS Visit (Reflection)</p> <p>4 Year Plan (PM Career Plan)</p> <p>Individualized Career Focused Field Trips - Level 1 (Reflection)</p>	<p>Career &amp; Financial Management <u>OR</u> Career Exploration (Curriculum)</p>	<p>Career &amp; Financial Management <u>OR</u> Career Exploration (Curriculum)</p> <p>Career Fair and/or Career Speakers (Advisory Activity)</p> <p>Individualized Career Focused Field Trips - Level 2 (Reflection)</p>	<p>Open Minds Competition (Collaborative Design, Plan and Presentation)</p>
<b>10</b>	<p>Sophomore Spotlight (PM Career Plan)</p> <p>Individualized Career Focused Field Trips - Level 1 (Reflection)</p> <p>ASVAB (May Exam)</p>	<p>Career &amp; Financial Management <u>OR</u> Career Exploration (Curriculum)</p> <p>Learning Styles Inventory - Naviance (Reflection)</p>	<p>Career &amp; Financial Management <u>OR</u> Career Exploration (Curriculum)</p> <p>Career Fair and/or Career Speakers (Advisory Activity)</p> <p>Individualized Career Focused Field Trips - Level 2 (Reflection)</p>	<p>Open Minds Competition (Collaborative Design, Plan and Presentation)</p>

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<b>11</b>	Individualized Career Focused Field Trips - Level 1 (Reflection)	Career & Financial Management <u>OR</u> Career Exploration (Curriculum)  ASVAB Advisory (Analysis Activity)	Career & Financial Management <u>OR</u> Career Exploration (Curriculum)  Post Secondary Options & College Admissions Overview (Exit Slip)  Career Fair and/or Career Speakers (Advisory Activity)  Individualized Career Focused Field Trips - Level 2 (Reflection)	Open Minds Competition (Collaborative Design, Plan and Presentation)  IB Career Programme
<b>12</b>		Career & Financial Management <u>OR</u> Career Exploration (Curriculum)	Career & Financial Management <u>OR</u> Career Exploration (Curriculum)  Career Fair and/or Career Speakers (Advisory Activity)  Individualized Career Focused Field Trips - Level 2 (Reflection)  Senior Exit Info. (Survey)  College Application Process (Naviance)	Work Study, Internship, Apprenticeships (OTJ Docs/REF)  Open Minds Competition (Collaborative Design, Plan and Presentation)  IB Career Programme

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### **CLASS OF 2021 and BEYOND (PER PA SENATE BILL 723)\*\***

A student who successfully completes a course in personal finance during grades nine through twelve shall be permitted to apply/replace 1 graduation credit in the areas of Mathematics, Social Studies, Business or Family Consumer Science as determined by the governing public High School.

Therefore, PWHS recognizes students may replace one credit in Mathematics-Grade 11 or Social Studies-Grade 11 with the course Career & Financial Management, Honors Career & Financial Management, or Career Exploration.

- **CAREER & FINANCIAL MANAGEMENT = 1 CREDIT TOWARD GRADUATION**
- **H CAREER & FINANCIAL MANAGEMENT = 1 CREDIT TOWARD GRADUATION**
- **CAREER EXPLORATION = 1 CREDIT TOWARD GRADUATION**

Career Awareness	Career Acquisition	Career Retention	Entrepreneurship
<p><b>13.1.11 A</b> Career Decisions Unit Naviance : Do What You Are, Career Interest Profiler, Strengths Explorer</p> <p><b>13.1.11 B</b> Career Decisions Unit Review career options based on self-assessments results in Naviance</p> <p><b>13.1.11 B,C</b> Career Decisions Unit Research 5 careers that match your interests and aptitude using the Career Decisions Grid</p> <p><b>13.1.11 D</b> Job Shadow Day</p> <p><b>13.1.11 E</b> Goals Unit Create a Dream Board</p>	<p><b>13.2.11 A</b> Career Decisions Unit Participate in a Mock Interview</p> <p><b>13.2.11 C</b> Career Decisions Unit Create a resume</p> <p><b>13.2.11 C</b> Career Decisions Unit Complete a Job Application</p> <p><b>13.2.11 C</b> Career Decisions Unit Complete a Cover Letter</p> <p><b>13.2.11 G,H</b> Career Decisions Unit Put together a Career Portfolio</p>	<p><b>13.3.11 B</b> Buying a House Unit Create and evaluate a personal budget that includes buying a house, spouse and children</p> <p><b>13.3.11 C</b> Credit Unit Evaluate credit scores and credit history of sample individuals. Write an approval or decline of loan letter to each</p> <p><b>13.3.11 D</b> Budgets Unit Create a personal Budget based on an amount for a realistic income in a chosen career</p> <p><b>13.3.12 F</b> Career Decisions Unit Evaluate job outlook and how the global workplace affects your chosen career</p>	<p><b>13.4.12 A</b> Stocks Unit Private Companies vs. Public corporations - Compare/contrast the value of working and/or investing in each business structure</p> <p><b>13.4.12 B</b> Goals Unit Determine traits of a millionaire (adaptability, ethical behavior, leadership, positive attitude, risk-taking)</p> <p><b>13.4.11 C</b> Retirement Unit Design a retirement plan including personal and financial goals</p>

## Chapter 339 : 9-12 School-Counseling Plan

## SECTION TWELVE: Career and Technical High School Strategy

Central Montco Technical High School (CMTHS) provides a variety of educational programs that prepare students to enter the workforce, or to continue their education at colleges, universities and technical schools. In addition to occupation specific training, CMTHS promotes the development of civic responsibility, employability skills, leadership and professionalism. All programs are competency based and designed to meet the needs, skills, interests, abilities and preferences of the individual student.

**Plymouth Whitemarsh High School students are exposed to Central Montco Technical High School facilities and programs of study beginning in fifth grade. Students whose Career Pathway aligns to a CMTHS program are strongly encouraged to enroll in the applicable program beginning in grade 10.**

**Student Awareness (CTE-CMTHS)** - Students will explore CMTHS programs of study as an important step in planning for their futures. Students will realize the relationship between their interests and course selection choices made in school and how those decisions affect their post-secondary and career options.

Grade	Program and/or Intervention	Program Delivery (Contact)	Timeline	Evidence Collected
7	CMTHS Tours	CMTHS Staff	December	Survey
7-8	Workforce lesson	CMS Counselors	December	Survey
9	CMTHS Program Specific Experience	CMTHS Staff PWHS Counselors	December	Survey: <a href="#">CMTHS Visit Reflection</a>
9-11	Career Fair	CMTHS Staff PWHS Career Fair Coordinator	March	Survey <a href="#">3-2-1 Exit Survey</a>
9-11	Course Selection / IEP Meetings	PWHS Counselors, CMTHS SpEd Liaison	Ongoing: Sept.-May	pathwayManager : <a href="#">Career Plan</a>
10	Course Selection Advisory	PWHS Bonus Block Home-Base Teachers	Feb. - July	Naviance : <a href="#">4 year plan</a>
	Sophomore Focus	PWHS Counselors		PowerSchool : <a href="#">Course selection request management</a>
9-12	CMTHS Open House Promotion (Website, Print, Social Media)	PWHS Admin PWHS Counselors CSD PR Dept.	December & May	Student Attendance at CMTHS Open House <a href="#">3-2-1 Exit Survey</a>

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***Parent Awareness (CTE-CMTHS)*** - Parents will understand the importance of future career planning based upon current trends in high priority occupations. Together parents and students will explore CMTHS programs aligned to these occupations, with the goal of assessing whether or not such programs are appropriate options.

Grade	Program and/or Intervention	Program Delivery (Contact)	Timeline	Evidence Collected
<b>6-8</b>	Website/Facebook promote CMTHS Open House	CMS Admin CSD PR Dept.	October	Attendance
<b>6-8</b>	CMTHS Open House	CMTHS Staff	December	Attendance
<b>9-12</b>	PWHS Back to School Night	CMTHS Staff	October	Attendance
<b>9-12</b>	PWHS Program Planning Night	CMTHS Staff	February	Attendance - Feedback
<b>9-12</b>	CMTHS Open House Promotion (Website, Print, Social Media)	PWHS Admin PWHS Counselors CSD PR Dept.	December & May	Student Attendance at CMTHS Open House <a href="#">3-2-1 Exit Survey</a>
<b>9-11</b>	Course Selection / IEP Meetings	PWHS Counselors, CMTHS SpEd Liaison	Ongoing: Sept.-May	pathwayManager: <a href="#">Career Plan</a> PowerSchool : <a href="#">Course selection request</a> <a href="#">parent review / sign-off</a>
<b>10</b>	Sophomore Focus Meetings	PWHS Counselors	Ongoing: Feb. - July	pathwayManager : <a href="#">Career Plan</a> Naviance : <a href="#">4 year plan</a>

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**Educator Awareness (CTE-CMTHS)** - Educators will expand their knowledge base of CMTHS programs with the intent of informing students of opportunities that align with future career demands and trends, before and during the course selection process (Bonus Block Advisory, classroom conversations).

Grade	Program and/or Intervention	Program Delivery (Contact)	Timeline	Evidence Collected
<b>7</b>	Chaperones on CMTHS Tour		December	
<b>9-12</b>	Chaperones on CMTHS Program Specific Tours	CMTHS Staff PWHS Admin	December	Visit to CMTHS
<b>9-12</b>	CMTHS Catalog Review	PWHS Staff PWHS Dept. Heads	December- January	Department Meeting Agenda
<b>9-11</b>	Faculty Meeting Course Selection	PWHS Admin	January	PW Google Team Drive <a href="#">Resource Sign-Off</a>
<b>6-12</b>	Best Practices Fair Option to Visit CMTHS	CMTHS Staff CMS Staff PWHS Staff	Spring PD (Biennially)	Best Practices Fair staff registrations

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### **SECTION THIRTEEN: Secondary Counselor Job Description**

**Position Goal:** To assist students to understand themselves, to achieve to their capacity, and to make appropriate decisions through personal, educational and career counseling and guidance services.

**Education Level:** Master's Degree in Guidance and Counseling; Pennsylvania Certification in Elementary or Secondary School Counselor

#### **Essential Duties and Responsibilities:**

- Maintain a cooperative, enthusiastic, constructive attitude toward education and carry out assignments professionally and efficiently using good communication skills with students, staff and parents.
- Provide counseling with students, staff and parents individually and in groups as necessary in the solution of personal problems relating to home and family, health, emotional and educational concerns.
- Maintain sound organization and management of pupil records/data in accordance with district policy guidelines and disseminate accurate student data and records as permitted to approved requesters.
- Assist new students and parents by orienting them to school procedures, available services, academic placement and schedule development as required at each level.
- Assist students and parents/guardians with course selection/scheduling.
- Provide classroom instruction in career awareness / planning (grades 6-12) as directed by building principal.
- Assist students, parents and staff in accessing the network of community services, tutoring, and other appropriate support sources as necessary.
- Work closely with the Special Education staff to ensure compliance with guidelines, completion of documentation and coordination of special education services.
- Serve as a member of the child study, instructional support, multidisciplinary, and student assistance teams as necessary and assist in coordinating services of same.
- Work collaboratively with community counselors.
- Schedule, coordinate, and administer individual and group testing and assessments as required by state and local programs and interpret results for students, parents and staff.
- Assist in orientation of incoming classes to each level as necessary.

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- Provide information and assist students and parents in such areas as: evaluating career interests/choices, financial aid, occupational information, completing school, etc, as required at each grade level.
- Attend and participate in staff development activities, faculty meetings, department/grade level meeting, and serve on building and/or district committees as requested.
- Serve as cooperating professional, mentor, or advisor to students, colleagues, or others as requested and participate in studies, surveys, or research pertinent to the profession.
- Maintain appropriate confidentiality of all student-related information or data as well as building/district specific information.
- Submit accurate, legible, and complete information on forms, requisitions, reports, records, surveys in a timely fashion as requested by administration.
- Assist with coordination, execution and organization of administrative testing (SAT, ACT, KEYSTONE, ADVANCED PLACEMENT, ASVAB, etc.)
- Assist in public relations efforts to promote education, the Colonial School District, individual school activities, and the profession.
- Establish and maintain parental awareness of building level counseling services and supports through various forums and communication.
- Follow applicable laws, policies, procedures, and directives as established by the state, department of education, school board and administration.
- Pursue ongoing professional growth, seek self-improvement opportunities, and keep informed of new developments in the field.
- Perform other duties as assigned by the building principal/assistant principal.

### Position Specifications

**Temperament:** Is sensitive to needs of individuals from diverse ethnic, cultural and economic backgrounds  
Ability to work as a member of a team  
Ability to work effectively with others  
Must be cooperative, congenial and service-oriented

**Cognitive Ability:** Ability to follow-through to complete assigned tasks  
Ability to make decisions independently  
Ability to recognize and safeguard confidential material  
Ability to have excellent control under stressful and emergency circumstances, i.e., irate parent and/or student

**Appendix A :**  
**Career & Education Work Standards (CEW)**

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<b>CEW: GRADE 9-12</b>	
<b>13.1.11</b>  <b>Career Awareness and Preparation</b>	<ul style="list-style-type: none"><li>A. Relate careers to individual interests, abilities, and aptitudes.</li><li>B. B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</li><li>C. C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</li><li>D. D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:<ul style="list-style-type: none"><li>○ Career days</li><li>○ Career portfolio</li><li>○ Community service</li><li>○ Cooperative education</li><li>○ Graduation/senior project</li><li>○ Internship</li><li>○ Job shadowing</li><li>○ Part-time employment</li><li>○ Registered apprenticeship</li><li>○ School-based enterprise</li></ul></li><li>E. Justify the selection of a career.</li><li>F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:<ul style="list-style-type: none"><li>○ Associate degree</li><li>○ Certificate/licensure</li><li>○ Entrepreneurship</li><li>○ Industry training</li><li>○ Military training</li></ul></li><li>G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</li><li>H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</li></ul>

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<b>CEW: GRADE 9-12</b>	
<b>13.2.11</b>  <b>Career Acquisition</b>	<ul style="list-style-type: none"> <li>A. Apply effective speaking and listening skills used in a job interview.</li> <li>B. Apply research skills in searching for a job.               <ul style="list-style-type: none"> <li>○ CareerLinks</li> <li>○ Internet</li> <li>○ Networking</li> <li>○ Newspapers</li> <li>○ Professional associations</li> <li>○ Resource books (<i>Occupational Outlook Handbook, PA Career Guide</i>)</li> </ul> </li> <li>C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:               <ul style="list-style-type: none"> <li>○ Job application</li> <li>○ Letter of appreciation following an interview</li> <li>○ Letter of introduction</li> <li>○ Postsecondary education/training applications</li> <li>○ Request for letter of recommendation</li> <li>○ Resume</li> </ul> </li> <li>D. Analyze, revise, and apply an individualized career portfolio to chosen career path.</li> <li>E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:               <ul style="list-style-type: none"> <li>○ Commitment</li> <li>○ Communication</li> <li>○ Dependability</li> <li>○ Health/safety</li> <li>○ Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)</li> <li>○ Self-advocacy</li> <li>○ Scheduling/time management</li> <li>○ Team building</li> <li>○ Technical literacy</li> </ul> </li> </ul>

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<b>CEW: GRADE 9-12</b>	
<b>13.3.11</b>  <b>Career Retention &amp; Advancement</b>	<ul style="list-style-type: none"><li><b>A.</b> Evaluate personal attitudes and work habits that support career retention and advancement.</li><li><b>B.</b> Evaluate team member roles to describe and illustrate active listening techniques:<ul style="list-style-type: none"><li>○ Clarifying</li><li>○ Encouraging</li><li>○ Reflecting</li><li>○ Restating</li><li>○ Summarizing</li></ul></li><li><b>C.</b> Evaluate conflict resolution skills as they relate to the workplace:<ul style="list-style-type: none"><li>○ Constructive criticism</li><li>○ Group dynamics</li><li>○ Managing/leadership</li><li>○ Mediation</li><li>○ Negotiation</li><li>○ Problem solving</li></ul></li><li><b>D.</b> Develop a personal budget based on career choice, such as, but not limited to:<ul style="list-style-type: none"><li>○ Charitable contributions</li><li>○ Fixed/variable expenses</li><li>○ Gross pay</li><li>○ Net pay</li><li>○ Other income</li><li>○ Savings</li><li>○ Taxes</li></ul></li><li><b>E.</b> Evaluate time management strategies and their application to both personal and work situations.</li><li><b>F.</b> Evaluate strategies for career retention and advancement in response to the changing global workplace.</li><li><b>G.</b> Evaluate the impact of lifelong learning on career retention and advancement.</li></ul>

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<b>CEW: GRADE 9-12</b>	
<b>13.4.11</b> <b>Entrepreneurship</b>	<p><b>A.</b> Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.</p> <p><b>B.</b> Analyze entrepreneurship as it relates to personal character traits.</p> <p><b>C.</b> Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:</p> <ul style="list-style-type: none"><li>○ Community Based Organizations (chambers of commerce, trade/technical associations, Industrial Resource Centers)</li><li>○ Financial institutions</li><li>○ School-based career centers</li><li>○ Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers)</li><li>○ Venture capital</li></ul>

**Appendix B :**  
**PWHS Career Pathways / Career Clusters**

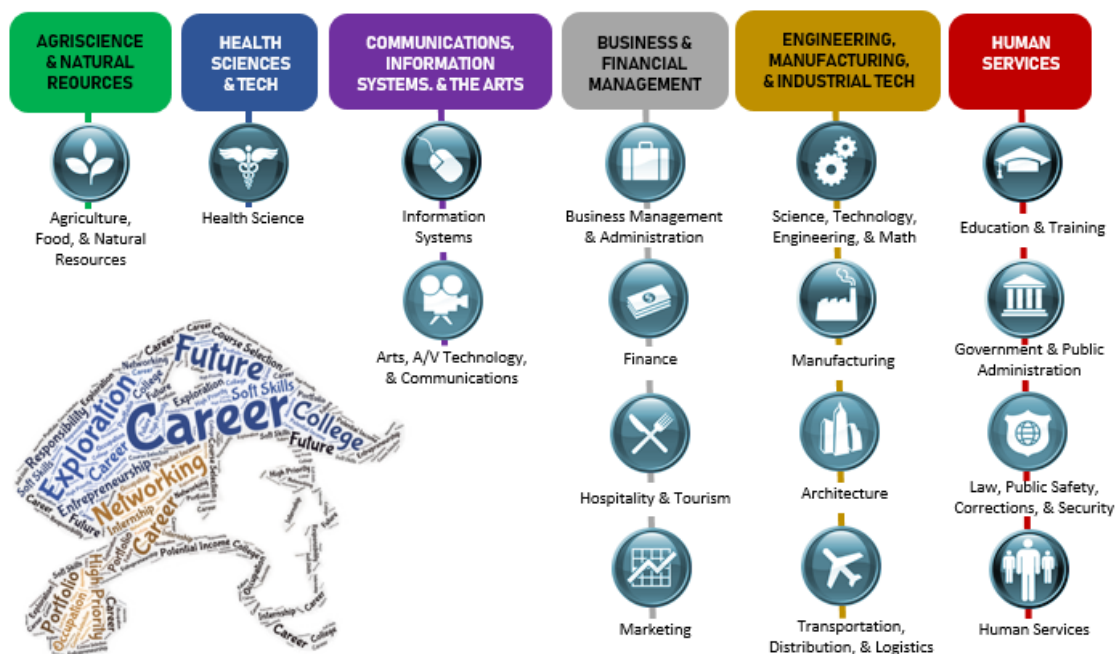
## PWHS CAREER PATHWAYS



### WHAT ARE CAREER FIELDS, CLUSTERS and PATHWAYS?

Career Pathways provide you with a direction for making informed career decisions. You should attempt to identify career pathways based upon interests, experiences, and abilities. Career clusters group specific careers with common features/skills and designate specific occupations and postsecondary majors related to a chosen Career Field. Career Pathways and Career Clusters will assist you in choosing rigorous courses of study at Plymouth Whitmarsh High School with the goal of preparing you for careers and extended studies.

There are 10 Career Pathways at Plymouth Whitmarsh High School tied to the 16 national Career Clusters. To ensure graduation requirements are met, you should use this course-planning guide to determine required core and elective courses for grades 9-12. While this document is a general guide to be used during course selection planning, consultation with teachers and counselors is essential.



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### **AGRISCIENCE & NATURAL RESOURCES**

Are you a nature lover? Are you practical, curious about the physical work, and interested in plants and animals? Do you enjoy the outdoors (hunting, fishing, mowing the lawn, gardening)? Are you interested in protecting the environment?

Careers in this pathway relate to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, forestry, horticulture and wildlife.

### **HEALTH SCIENCES & TECHNOLOGIES**

Do you like to care for people or animals that are sick or help them stay well? Are you interested in diseases and in how the body works? Do you enjoy reading about science and medicine? Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic?

Careers in this pathway relate to the promotion of health and the treatment of disease. These include research, prevention, treatment and related health technologies.

### **COMMUNICATIONS, INFORMATION SYSTEMS, & THE ARTS**

Are you a creative thinker? Are you imaginative, innovative and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos or writing stories?

Careers in this pathway relate to the humanities and performing, visual literacy, and media arts. These include graphic design, writing, film & broadcasting, computer information systems, fine arts, journalism, languages, media & advertising, and public relations.

### **BUSINESS & FINANCIAL MANAGEMENT**

Do you enjoy being a leader, organizing people, and planning activities? Do you like to work with numbers/calculations or ideas? Do you enjoy carrying through with an idea from creation through the end-product? Do you like things neat and orderly? Would you enjoy balancing a checkbook, following the stock market, or holding an office in a club?

Careers in this pathway relate to the business environment. These include entrepreneurship, sales, marketing, finance, accounting, personnel, economics and management.

### **ENGINEERING, MANUFACTURING, & INDUSTRIAL TECHNOLOGIES**

Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing/designing building structures? Are you curious about how things work and enjoy problem solving? Would you enjoy repairing cars & machinery, wiring electrical circuits, or woodworking?

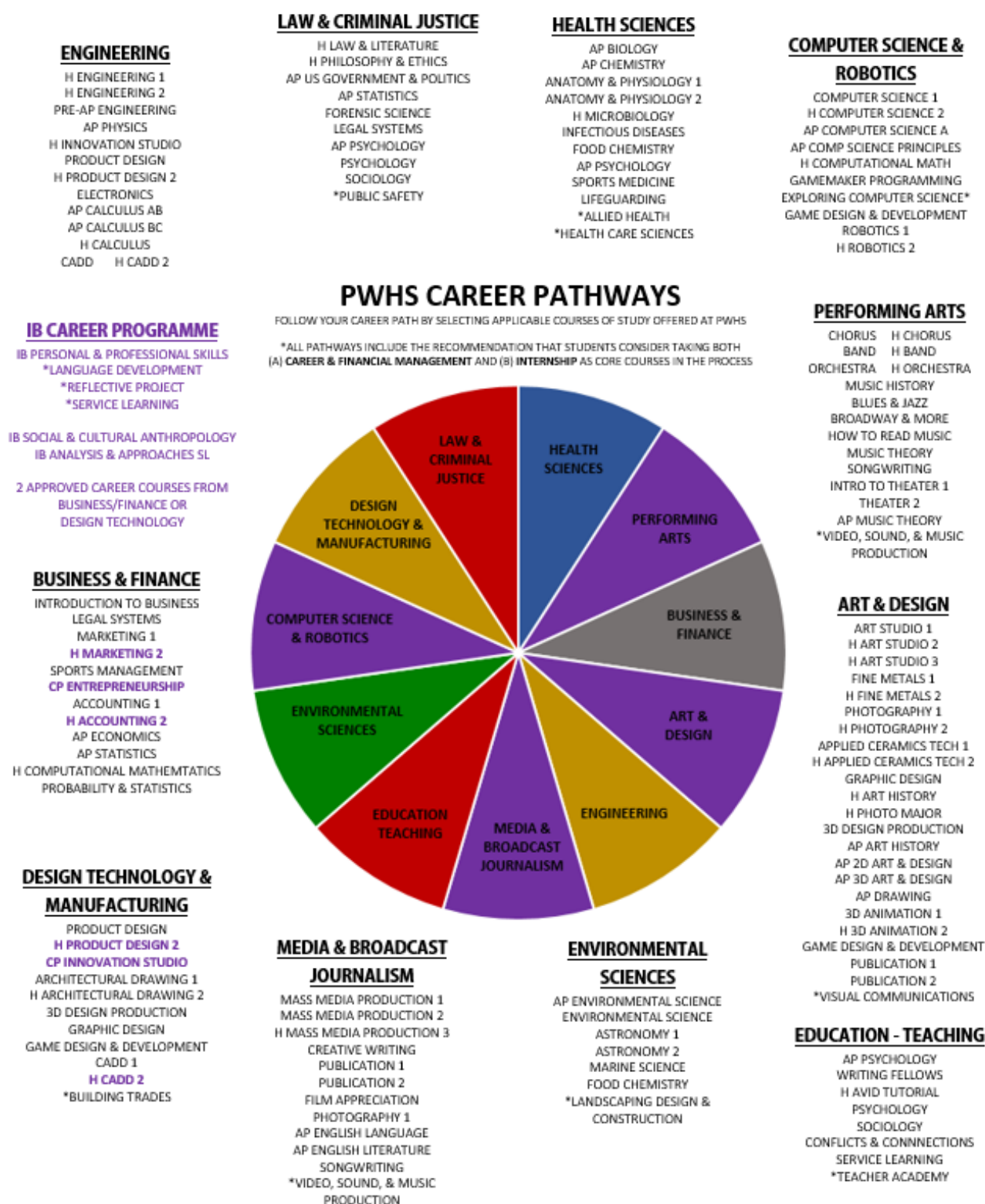
Careers in this pathway relate to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, architecture, electrician, and construction.

### **HUMAN SERVICES**

Are you friendly, open, understanding and cooperative? Do you like to work with people? Is it important for you to do something that makes life better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling, or tutoring young children?

Careers in this pathway relate to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.

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\*Courses denoted with an asterisk reflect courses/programs aligned with a career pathway offered at Central Montco Technical High School

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**Appendix C :**  
**PDE Work-Based Learning Toolkit**

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### PDE WORK-BASED LEARNING STANDARDS

Work-based learning provides an opportunity for students to reinforce their classroom learning, explore future career fields, and demonstrate their skills in a real-world setting. Listed below are the common types of work-based learning activities, along with Pennsylvania Department of Education requirements to qualify for the activities.

ACTIVITY	DESCRIPTION	REQUIREMENTS TO QUALIFY
<b>JOB SHADOW</b> (UNPAID)	A career exploration activity in which students gain exposure to careers that they are interested in pursuing by working with business volunteers. For a short period, up to several days, students spend the work day as a shadow to a competent worker. By visiting a workplace, investigating a career field and industry, and experiencing a typical day on the job, students can determine if the career and industry fits their interests and career aspirations.	<ul style="list-style-type: none"><li>• Must be guided by a teacher advisor.</li><li>• Connected to the school's curriculum/course of study.</li><li>• Follows a learning process that includes student pre, during, and post documentation connecting the shadowing experience to student interest and career planning. (e.g., research the experience, develop questions for experience, interview career mentor, reflect on experience and key learnings)</li><li>• Minimum three hours per experience; minimum of three separate experiences.</li></ul>
<b>INTERNSHIP</b> (UNPAID)	A highly-structured, sustained career preparation work experience in which students are placed at a workplace for a defined period to participate in and observe work within a given industry. Learning objectives are specified, and student performance is assessed. Students earn academic credit, giving the student a broad overview of the career area.	<ul style="list-style-type: none"><li>• Supervised by both an employer and a teacher advisor.</li><li>• Educator and employer evaluate the work experience, with input from student.</li><li>• Connected to the school's curriculum/course of study.</li><li>• Includes a learning plan and a contract that details learning objectives and roles of all parties.</li><li>• Minimum six-week experience and/or 60 hours total.</li></ul>

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<b>CO-OP CTE PROGRAMS</b> (PAID-UNPAID)	A structured method of instruction combining school-based classroom learning with productive work-based learning in an occupation matching the student's academic and career objectives. At the secondary level, cooperative education involves a planned partnership with specified connecting activities and responsibilities among students, parent/guardians, schools, employers, labor organizations, and government.	These specified connecting activities and responsibilities include, but are not limited to, the following: <ul style="list-style-type: none"><li>• Supervision, coordination, monitoring, and evaluation of student progress and performance between the school-based and work-based learning components are performed by appropriately certified professional school personnel because school credit is to be awarded for this experience. A minimum of one on-site visit per month is required.</li><li>• Student enrollment in a PDE-approved career and technical education program that facilitates linkages with postsecondary education, a coherent multi-year sequence of instruction and the opportunity for full-time paid employment following graduation.</li><li>• Cooperative education teacher-coordinators shall complete a written training agreement and training plan, collect the student's employment certificate or work permit and proof of workers' compensation before being placed at the work site.</li><li>• An employer/employee relationship exists; therefore, all state and federal laws regarding employer/employee relationships are enforced. Attention shall be given to the Child Labor Act regarding work permits, working hours, insurance, workers' compensation, and knowledge of OSHA standards.</li></ul>
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<p><b>CAREER MENTORSHIP</b> (PAID-UNPAID)</p> <p><b>EXTERNSHIP</b> (UNPAID)</p>	<p>Occurs when a student is matched one-to-one with an adult professional in a chosen field of interest to explore a career, career interests, and related workplace and career development issues. The career mentor serves as a resource for the student by sharing insights and providing encouragement and guidance about the workplace, work ethics, careers, and educational requirements.</p> <p>The one-to-one career mentoring relationship goes beyond the formal obligations of a teaching or supervisory role.</p> <p>Career mentoring experiences promote exploration of a field of interest and increase students' exposure to jobs, careers, and adult role models in the workplace.</p> <p>Students can develop pre-employment and work maturity skills while building professional knowledge. Building relationships with adults assists students in expanding their ability to develop positive relationships.</p>	<p>This program shall incorporate the following:</p> <ul style="list-style-type: none"> <li>• Develop clear, written policy and procedures materials for all parties.</li> <li>• Match students with career mentors based on career interest and personality.</li> <li>• Allow the mentor and mentee to interview and select each other.</li> <li>• Have the student and career mentor set and communicate learning expectations that are assessed on a regular basis.</li> <li>• Provide ongoing support and training for career mentor.</li> <li>• Monitored by teacher or other school personnel.</li> <li>• Mentorships can occur through many forums, such as e-mentoring, inside and outside of the classroom and after school.</li> <li>• Required hours: As a very individualized experience, the time commitment is dependent on what is required for the student to develop a clear understanding of the career cluster and expectations, at a minimum of six hours.</li> </ul>
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<b>APPRENTICESHIP (PAID)</b>	<p>A career preparation activity designed to prepare an individual for careers in the skilled crafts and trades. There are some apprenticeship programs that accept high school students between the ages of 16 and 18 to begin their apprenticeships. Apprenticeship training usually requires one to five years to complete, depending on which occupation is chosen.</p> <p>State and federal registered apprenticeship programs are work-based education partnerships between industry, labor, education, and government. Apprenticeship is industry-driven and provides an effective balance between paid on-the-job training and required classroom and laboratory instruction. There is a broad span of occupations from low tech to high tech in fields including medical, trades, crafts, and technology.</p>	<p>Apprenticeship programs have five components (U.S. Department of Labor, n.d.).</p> <ul style="list-style-type: none"><li>● <b>Business Involvement:</b> Employers are the foundation of every apprenticeship program</li><li>● <b>Structured On-the-Job Training:</b> Apprenticeships always include an on-the-job training (OJT) component. A written training plan is developed between the business, the student, and the school entity</li><li>● <b>Related Instruction:</b> Education partners collaborate with business to develop the curriculum, which often incorporates established national-level skill standards</li><li>● <b>Rewards for Skill Gains:</b> Apprentices receive wages when they begin working and receive pay increases as they meet benchmarks for skill attainment. (PA Child Labor Laws should be followed)</li><li>● <b>Nationally-recognized Credential:</b> Every graduate of a registered apprenticeship program receives a nationally-recognized credential. This is a portable credential that signifies to employers that apprentices are fully-qualified for the job (U.S. Department of Labor, n.d.)</li></ul>
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<b>CO-OP TRANSITION PROGRAM</b> (IEP SPECIFIC)	Community-based work programs are a method of instruction that enables students with IEPs to combine academic classroom instruction (school-based learning component) with occupational instruction through learning on the job (work-based learning component) in a career area of choice. Emphasis is placed on the students' education and employability skills.	<ul style="list-style-type: none"> <li>• As directed by the IEP with transition goals (as per Chapter 14 Regulations).</li> <li>• Must be guided by a transition coordinator in cooperation with the employer.</li> </ul>
<b>SERVICE LEARNING</b> (UNPAID)	A teaching and learning opportunity that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Through these experiences, students gain skills and knowledge to prepare for future work relationships and experiences.	<ul style="list-style-type: none"> <li>• Supervised by both an agency representative and an assigned teacher advisor.</li> <li>• Evaluated by the educator and the agency representative, with input from the student.</li> <li>• Connected to the school's curriculum/course of study.</li> <li>• Includes a learning plan and a contract that details learning objectives and roles of all parties.</li> <li>• Required hours: minimum of a six-week experience, and/or 60 hours total.</li> </ul>

**Appendix D :**  
**CSD Interdisciplinary - Life and Career Skills**

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