

**House Bill 724 (Chapter 676): State Department of Education-  
School Guidance Counselors and Pupil Personnel Workers-  
Reporting**

**--A Career and College Readiness Study--**



Submitted to:

**Governor Martin O'Malley  
And  
The Maryland General Assembly**

Submitted by:

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## **School Guidance Counselors and Pupil Personnel Workers-Reporting —A Career and College Readiness Study—**

House Bill 724 (Chapter 676) *State Department of Education – School Guidance Counselors and Pupil Personnel Workers – Reporting* was passed by the 2012 Maryland General Assembly and signed into law by Governor O'Malley on May 22, 2012. This law seeks information regarding the roles and responsibilities of school counselors and pupil personnel workers (PPWs), the present data on student caseloads for school counselors and PPWs, and the activities each design to promote the college readiness of students in grades 6 through 12. Each school district was mandated to answer the questions above in a report submitted to the Maryland State Department of Education (MSDE). MSDE was directed to compile the reports and submit them to the General Assembly no later than December 31, 2013.

This report directly addresses the content requested and, in the spirit of exploring how school counselors and pupil personnel workers can better serve Maryland's youth to attain both career and college readiness, it goes even further. The outlines from local school districts were most often collaborative efforts of school counseling coordinators and school counseling practitioners. This collaboration has spawned untold numbers of conversations at the local level regarding the activities presently being offered, whether these activities are systemically practiced by all secondary schools within a district, and what barriers are standing in the way of offering an even more enhanced program. Composing the report has brought a laser-like focus on these readiness issues. This process of self reflection has been particularly important for Pupil Personnel Workers as their primary roles and responsibilities are not always consistent from one school system to another. Reframing PPW activities with career and college readiness at the center has created a new way of looking at how the PPW can and does direct their efforts to assist students to gain these valuable skills and experiences as they help to create a college going culture within a schoolhouse.

This first section of the report will address School Counselors and will provide:

- An overview of the legal authority that mandates school counseling in every Maryland public school;
- A description of specific school counseling goals mandated by the Code of Maryland Regulations (COMAR);
- A crosswalk between what COMAR mandates and what the American School Counseling Association purports as best practices in school counseling programs;
- Local School System reports compiled; and
- A summary of strengths, barriers, and needs when it comes to career and college readiness programs reaching ALL children in grades 6 through 12.

## School Counseling Overview

A committee of school counseling supervisors and MSDE specialists collaborated to draft a document entitled Practical Strategies for School Counseling. The document has been used to inform the work of school counselors as they craft comprehensive school counseling programs at both the elementary and secondary school level. The following is the product of their expertise, research, and hard work.

Professional school counselors in the state of Maryland are privileged to have numerous resources at their disposal to use as they seek to effectively implement comprehensive counseling programs in their schools. Both Maryland State Law, through the Pupil Services Regulation of 1988, COMAR. 13A.05.05.02, and the American School Counselors' Association's (ASCA) National Model direct school counselors in their efforts. Additionally counselors' actions are guided by the policies and procedures adopted by their own local school systems.

## The Need for School Counseling

As students develop from childhood through adolescence, they face unique sets of challenges. Mastery of these academic, cognitive, social, emotional, and cultural challenges will, in turn, prepare students for success in the next phase of their development. School counselors play a key role within schools' support services by facilitating the proactive development of many competencies needed by students in the areas of school success, personal decision making, career exploration, goal setting, self esteem, and interpersonal relationship skills. Additionally, during the course of their development, a number of students experience problems which call for the remediating interventions of school counselors to prevent negative perceptions and inappropriate coping behaviors from becoming patterns which affect future growth. School counseling is an integral aspect of the total school plan. It is planned, sequential, developmental, and designed for delivery to *all* students at *all* levels of education as a regular component of their school experience. The professional school counselor has a critical role within the school: that of student advocate. It falls to the school counselor to be a voice for student needs and an agent for change as well as a creator of services to meet these needs. The role of the counselor as change agent includes conducting student needs assessments, collaborating in site-based improvement teams, monitoring changing demographics, transiency concerns, community issues, addressing parental concerns, meeting school system goals for student achievement and safe and orderly school environments, and coordinating the development of a school counseling program plan which organizes and assesses these services.

School counselors have demonstrated through the impact of their programs that they are a positive force in the lives of students and in the climate of schools. Recent research into the effectiveness of school counseling programs has generated two significant findings:

- School counselors' interventions have a substantive impact on student achievement and personal development
- Specific counselor initiated interventions such as individual and small group counseling, classroom guidance, and professional consultations contribute directly to student success in the classroom. (Border & Drury, 1992)

It is apparent that school counseling programs support the school system's mission and enhance student learning.

## 21<sup>st</sup> Century Roles of School Counselors

- **Facilitator of Cooperative Interpersonal Relationships**
  - Coordinating school counseling advisory councils
  - Working on school committees
  - Serving on Strategic Planning teams
  - Consulting as an instructional team member
  
- **Facilitator of an Invitational School Climate**
  - Promoting community cohesiveness
  - Monitoring the quality of messages to parents/students
  - Creating schoolwide climate initiatives
  - Modeling effective communication skills
  - Advocating for multicultural sensitivity
  
- **Promoter of Positive Student Outcomes**
  - Working on behalf of student achievement
  - Using guidance to promote successful school behaviors
  - Consulting on effective classroom management
  - Sharing information and data related to positive student outcomes
  
- **Resource Broker of Services**
  - Referring to private and community agency resources
  - Collaborating in transition programs (e.g., school-to-work).
  - Providing access to career and post secondary education
  - Advising parents/students of career and financial aid opportunities
  
- **Change Agent**
  - Advocating for students
  - Advising on issues of equity
  - Participating as school improvement team member
  - Developing the school counseling program plan
  - Consulting with parents/guardians and teachers
  
- **Specialist in Human Behavior and Relationships**
  - Identifying the developmental needs of students
  - Consulting about the social and personal needs of students
  - Recommending conflict resolution strategies (e.g., peer mediation program development)
  - Modeling effective human relations and problem solving skills
  - Coordinating services to address a variety of personal and interpersonal student needs

**School Counseling Demographics**  
**(As of 06/27/2012)**

**Maryland State Department of Education**

Local School System	Number of Counselors							Total	Ratio of Counselors per Capita							Support
	Elem	Middle	High	Special	Alt	Career	Other		Elem	Middle	High	Special	Alt	Career	Other	
Allegany County	14	6	6	0	1	1	0	28	1 to 308	1 to 325	1 to 386	N/A	1 to 61	1 to 329	N/A	
Anne Arundel County	75	58	66	.5	2	3	3	207.5	1 to 481	1 to 280	1 to 335	1 to 60	1 to 41.5	1 to 400	1 to 258	
Baltimore City	7	64	88		11		170	340	1 to 618	1 to 261	1 to 277	N/A	N/A	N/A		
Baltimore County	107.3	68.5	92	2.4	22			292.7	1 to 490	1 to 330	1 to 338	1 to 161	1 to 40			
Calvert County	13	12	16	.2	1	.8		43	1 to 561	1 to 315	1 to 339	.2 to 61	1 to 20	.8 to 453		
Caroline County	5	5	6	0	0	1		17	1 to 560	1 to 225	1 to 265					
Carroll County	24	18.5	30.6	0	1	2	14	90.1	1 to 481	1 to 332	1 to 266		1 to 50			
Cecil County	18	12	19		0	1		50	1 to 371	1 to 299	1 to 248			1 to 275		
Charles County	25	23	28					76	1 to 471	1 to 263	1 to 325					
Dorchester County	6	3	6		1		1	17	1 to 398	1 to 298	1 to 221		1 to 15		1 to 193	
Frederick County-	37	36	37	1	1	1	1	114	1 to 509	1 to 248	1 to 348	1 to 96	1 to 44	1 to 711	1 to 88	
Garrett County	3.5	3	5				1	12.5	1 to 487	1 to 300	1 to 274				1 to 212	
Harford County	37	25	38		2	0	1	103	1 to 497	1 to 347	1 to 333	1 to 145	1 to 65	0		
Howard County	42	40	65		2	1	1	151	1 to 527	1 to 289	1 to 255	1 to 91	1 to 75			
Kent County	5	2	3	0	0	0	0	10	1 to 216	1 to 230	1 to 215	0	0	0	0	
Montgomery County	125.5	138	175	0	1	1	7	448.5	1 to 557	1 to 224	1 to 256	1 to 494	1 to 314	0		
Prince Georges Co.	118	71	117	7	3	2	32	350	1 to 481	1 to 243	1 to 314	1 to 168	1 to 120	1 to 97	1 to 282	
Queen Anne's Co.	8	4	8	Included	0	Included	Included	20	1 to 461	1 to 421	1 to 300	Included	Included	Included	Included	
Somerset County	4	1	3					8	1 to 388	1 to 378	1 to 338					
St. Mary's County-	17.5	10.5	14		1			43	1 to 481	1 to 365.3	1 to 381		1 to 132			
Talbot County	6.5	3	4	0	0	0	2	15.5	1 to 351	1 to 246	1 to 275	0	0	0	1 to 194	
Washington County	18.1	14.5	19.5	0		1	1.5	55.1	1 to 583	1 to 349	1 to 298			1 to 460	1 to 219	
Wicomico County	18	8	12	1	0	1	0	40	1 to 413	1 to 338	1 to 327	1 to 188	0	1 to 814	0	
Worcester County	6	7	8		0	2		23	1 to 373	1 to 334	1 to 260			1 to 200		
<b>Total</b>	<b>740.4</b>	<b>625</b>	<b>886.1</b>	<b>12.1</b>	<b>49</b>	<b>17.8</b>	<b>253.8</b>	<b>2,554.9</b>	<b>1 to 461</b>	<b>1 to 302</b>	<b>1 to 299</b>	<b>1 to 163</b>	<b>1 to 75</b>	<b>1 to 415</b>	<b>1 to 207</b>	
Average Ratio																

## **The Foundations for the School Counselor's Program in Maryland**

All professional organizations develop a set of standards that define the purpose of the professional services provided by their members and the benefits derived by the consumers of these services.

In Maryland, the goals and subgoals for school counseling are outlined in the Code of Maryland Regulations (COMAR) 13A.05.05.02 (B). COMAR 13A.05.05.02 (A) defines the School Counseling (Guidance) Program as a planned, systematic program of counseling, consulting, appraisal, information, and placement services for student in kindergarten through 12<sup>th</sup> grade. The services provided are intended to help students:

- Demonstrate personal and academic growth;
- Make appropriate educational and career decisions; and
- Have productive interactions with others.

In 1997, the American School Counselors Association articulated the history of the standards of practice for school counselors. These standards were formal expressions of what has been accepted practice in school counseling programs for decades. These clearly stated national standards provide a consensus on both the focus of the services in school counseling programs and the competencies and skills that school counselors help students develop through their services.

School systems in Maryland use the goals (or domains) for school counseling stated in COMAR as the basis of the design of their K-12 school counseling programs. The ASCA National Standards provide school counselors with additional insights into the three domains of school counseling by identifying three standards supporting each domain and student competencies that can be developed through these standards as a template to design needs-based programs in their own schools.

With COMAR serving as the foundation of school counseling programs in the State of Maryland, the ASCA National Standards provide additional language for the development of school counseling program plans. The National Standards take each of the three goals (or domains) for school counseling programs and attach to them measurable student competencies aligned under each standard.

## 1. Comparison Between COMAR Goals and ASCA National Standards

PUPIL SERVICES REGULATION 1988 COMAR. 13A. 05. 05. 02	ASCA NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS 1998
<p>1) Facilitate personal and academic growth so that the student will:</p> <ul style="list-style-type: none"> <li>a. Understand all facets of the school environment;</li> <li>b. Understand individual rights and responsibilities;</li> <li>c. Demonstrate effective student skills; and</li> <li>d. Engage in appropriate classroom behavior.</li> </ul> <p>2) Encourage the development of educational and career decision-making skills so that the student will:</p> <ul style="list-style-type: none"> <li>a. Comprehend aptitudes, interests, and experiences as they relate to individual career development;</li> <li>b. Apply the steps of decision making to any situation;</li> <li>c. Develop an approved 4-year high school plan of study;</li> <li>d. Analyze various careers that are appropriate to an individual's aptitudes, interests, and experiences,</li> <li>e. Identify appropriate career opportunities;</li> <li>f. Select the most relevant educational or vocational training programs,</li> <li>g. Formulate and appropriately modify a personal career development plan; and</li> <li>h. Demonstrate useful employment keeping skills.</li> </ul> <p>3) Promote the development of interpersonal skills so the student will:</p> <ul style="list-style-type: none"> <li>a. Understand the effect of one's behavior on</li> </ul>	<p>1) Academic development -</p> <ul style="list-style-type: none"> <li>a. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</li> <li>b. Students will complete school with the academic preparation to choose from a wide range of substantial postsecondary options, including college.</li> <li>c. Students will understand the relationship of academics to the world of work, and to life at home and in the community.</li> </ul> <p>2) Career Development</p> <ul style="list-style-type: none"> <li>a. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.</li> <li>b. Students will employ strategies to achieve future career success and satisfaction.</li> <li>c. Students will understand the relationship among personal qualities, education and training, and the world of work.</li> </ul> <p>3) Personal/Social Development</p> <ul style="list-style-type: none"> <li>a. Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and</li> </ul>

<p>others;</p> <p>b. Demonstrate effective interpersonal communication skills; and</p> <p>c. Possess the knowledge and skill for resolving interpersonal conflicts.</p>	<p>respect self and others.</p> <p>b. Students will make decisions, set goals, and take necessary action to achieve goals.</p> <p>c. Students will understand safety and survival skills.</p>
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## 2. National Standards – Student Competencies

### I. Academic Development

Standards in this area guide the school counselor to implement strategies and activities to support and enable the student to experience academic success, maximize learning through commitment, produce high quality work, and prepare for a full range of options and opportunities after high school.

The academic development area includes the acquisition of skills in decision-making, problem solving and goal setting, critical thinking, logical reasoning, and interpersonal communication and the application of these skills to academic achievement.

#### Academic Development: Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Student Competencies:

#### *Improve Academic Self-Concept*

Students will:

- articulate feelings of competence and confidence as a learner
- display a positive interest in learning
- take pride in work and in achievement
- accept mistakes as essential to the learning process
- identify attitudes and behaviors which lead to successful learning

#### *Acquire Skills for Improving Learning*

Students will:

- apply time management and task management skills
- demonstrate how effort and persistence positively affect learning
- use communication skills to know when and how to ask for help
- apply knowledge of learning styles to positively influence school performance when needed.

### *Achieve School Success*

Students will:

- take responsibility for their actions
- demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- demonstrate dependability, productivity, and initiative
- share knowledge

### Academic Development: Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Student Competencies:

#### *Improve Learning*

Students will:

- demonstrate the motivation to achieve individual potential;
- learn and apply critical thinking skills;
- apply the study skills necessary for academic success at each level;
- seek information and support from faculty, staff, family, and peers;
- organize and apply academic information from a variety of sources;
- use knowledge of learning styles to positively influence school performance; and
- become self-directed and independent learners

#### *Plan to Achieve Goals*

Students will:

- establish challenging academic goals in elementary, middle/junior high, and high school;
- use assessment results in educational planning;
- develop and implement an annual plan of study to maximize academic ability and achievement;
- apply knowledge of aptitudes and interests to goal setting use problem-solving and decision-making skills to assess progress toward educational goals;
- understand the relationship between classroom performance and success in school achievement; and
- identify post-secondary options consistent with interests, aptitude, and abilities.

### Academic Development: Standard C

**Students will understand the relationship of academics to the world of work, and to life at home and in the community.**

Student Competencies:

#### *Relate School to Life Experiences*

Students will:

- demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life;
- seek co-curricular and community experiences to enhance the school experience;
- understand the relationship between learning and work;
- demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals;
- understand that school success is the preparation to make the transition from student to community member; and
- understand how school success and academic achievement enhance future career and vocational opportunities

## II. Career Development

Standards in this area guide the school counseling program to implement strategies and activities to support and enable the student to develop a positive attitude toward work, and to develop the necessary skills to make a successful transition from school to the world of work, and from job to job across the life career span. Also, standards in this area help students to understand the relationship between success in school and future success in the world of work. The career development standards reflect the recommendations of the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) and the content of the *National Career Development Guidelines* (NOICC, 1989).

### Career Development: Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

## Student Competencies:

### *Develop Career Awareness*

Students will:

- develop skills to locate, evaluate, and interpret career information;
- learn about traditional & non-traditional occupations;
- develop an awareness of personal abilities, skills, interests, and motivations;
- learn how to interact and work cooperatively in teams;
- learn to make decisions;
- learn how to set goals;
- understand the importance of planning;
- pursue and develop competency in areas of interest;
- develop hobbies and avocational interests; and
- learn to balance work and leisure time.

### *Develop Employment Readiness*

Students will:

- acquire employability skills such as working on a team, problem-solving and organizational skills;
- apply job readiness skills to seek employment opportunities;
- demonstrate knowledge about the changing workplace;
- learn about the rights & responsibilities of employers & employees;
- learn to respect individual uniqueness in the workplace;
- learn how to write a resume;
- develop a positive attitude toward work and learning;
- understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace; and
- utilize time- and task-management skills.

## Career Development: Standard B

Students will employ strategies to achieve future career goals with success and satisfaction.

Student Competencies:

### *Acquire Career Information*

Students will:

- apply decision-making skills to career planning, course selection, and career transitions;
- identify personal skills, interests, and abilities and relate them to current career choices;

- demonstrate knowledge of the career planning process;
- know the various ways which occupations can be classified;
- use research & information resources to obtain career information;
- learn to use the Internet to access career planning information;
- describe traditional and non-traditional occupations and how these relate to career choice; and
- understand how changing economic and societal needs influence employment trends and future training.

*Identify Career Goals*

Students will:

- demonstrate awareness of the education and training needed to achieve career goals;
- assess and modify their educational plan to support career goals;
- use employability & job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences; and
- select course work that is related to career interests; and
- maintain a career planning portfolio.

Career Development: Standard C

Students will understand the relationship between personal qualities, education, training, and the world of work.

Student Competencies:

*Acquire Knowledge to Achieve Career Goals*

Students will:

- understand the relationship between educational achievement and career success;
- explain how work can help to achieve personal success and satisfaction;
- identify personal preferences and interests which influence career choices and success;
- understand that the changing workplace requires lifelong learning and acquiring new skills;
- describe the effect of work on lifestyles;
- understand the importance of equity and access in career choice;
- and understand that work is an important and satisfying means of personal expression.

### *Apply Skills to Achieve Career Goals*

Students will:

- demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals;
- learn how to use conflict management skills with peers and adults;
- learn to work cooperatively with others as a team member; and
- apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.

### III. Personal/Social Development

Standards in the personal/social area guide the school counseling program to implement strategies and activities to support and maximize each student's personal growth and enhance the educational and career development of the student.

#### Personal/Social Development: Standard A

Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Student Competencies:

#### *Acquire Self-Knowledge*

Students will:

- develop a positive attitude toward self as unique and worthy;
- identify values, attitudes, and beliefs;
- learn the goal setting process;
- understand change as a part of growth;
- identify and express feelings;
- distinguish between appropriate and inappropriate behaviors;
- recognize personal boundaries, rights, and privacy needs;
- understand the need for self-control and how to practice it;
- demonstrate cooperative behavior in groups;
- identify personal strengths and assets;
- identify and discuss changing personal and social roles; and
- identify and recognize changing family roles.

#### *Acquire Interpersonal Skills*

Students will:

- recognize that everyone has rights and responsibilities;
- respect alternative points of view;
- recognize, accept, respect, and appreciate individual differences;
- recognize, accept, and appreciate ethnic and cultural diversity;
- recognize and respect differences in various family configurations
- use effective communication skills;

- know that communication involves speaking, listening, and nonverbal behavior; and
- learn how to make and keep friends.

Personal/Social Development: Standard B

Students will make decisions, set goals, and take necessary action to achieve goals.

Student Competencies:

*Self-Knowledge Applications*

Students will:

- use a decision-making and problem-solving model;
- understand consequences of decisions and choices;
- identify alternative solutions to a problem;
- develop effective coping skills for dealing with problems;
- demonstrate when, where, and how to seek help for solving problems and making decisions;
- know how to apply conflict resolution skills;
- demonstrate a respect and appreciation for individual and cultural differences;
- know when peer pressure is influencing a decision;
- identify long- and short-term goals;
- identify alternative ways of achieving goals;
- use persistence and perseverance in acquiring knowledge & skills;
- and develop an action plan to set and achieve realistic goals

Personal/Social Development: Standard C

Students will understand safety and survival skills.

Student Competencies:

*Acquire Personal Safety Skills*

Students will:

- demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- learn about the relationship between rules, laws, safety, and the protection of an individual's rights
- learn the difference between appropriate and inappropriate physical contact
- demonstrate the ability to assert boundaries, rights, and personal

has gained privacy

- differentiate between situations requiring peer support and situations requiring adult professional help
- identify resource people in the school and community, and know how to seek their help
- apply effective problem-solving and decision-making skills to make safe and healthy choices
- learn about the emotional and physical dangers of substance use and abuse
- learn how to cope with peer pressure
- learn techniques for managing stress and conflict
- learn coping skills for managing life

## College and Career Readiness Challenges and Resources

Although the legislation did not specifically request the following information, it was deemed that the following three questions addressed to the local Supervisors of School Counseling across the State captured the spirit of the data and information gathering. The supervisors were asked:

- To name **4 barriers** that impede school counselors in their efforts to deliver a comprehensive and personally tailored college readiness program in grades 6-12.
- To name **4 resources** that would enhance their system's college readiness program.
- To name **2 college readiness resources** that are crucial to delivering your college readiness program.

Their responses were candid and they go to the heart of what the leadership perceives as their biggest obstacles to delivering a comprehensive, developmental, and personalized program. The following barriers are listed in the order of frequency that they were listed:

- Given that the ASCA recommended staffing ratio is 1 counselor for every 250 students, the present student to counselor ratio is such that delivering an individual and unique program for each student is impossible;
- Funding for School Counseling Comprehensive Programs, curricula, and professional development never comes close to the funding for academic programs such as English, Math, or Science. In many cases the funding for counseling programs have been frozen at low levels for over a decade;
- Access to student groups for classroom guidance lessons to impart information about colleges or careers which would benefit the group as a whole and best utilize the counselor's valuable time has been severely restricted either by administrators or the teachers themselves because of the high pressure to guarantee success on high stakes academic measures like the HSAs, and AP exams;
- Because counselors are seen as school leaders who can be depended on by administrators to organize and implement schoolwide programs, they have been delegated responsibilities that would normally have gone to assistant principals. It is flattering to know you are thought of highly but wearing many hats also means that the true counselor hat gets that much less wear;
- The increased demand for personal/social counseling and consulting for students and their families has grown. Bullying, conflict management, military transition issues, study skills, dealing with loss, anger management, drug and alcohol referrals, divorce groups and now all of the incumbent problems as typical middle class families fall into poverty due to the recession all cry for the school counselor to attend to these basic needs so that the child has a chance at succeeding academically; and
- Access to the school's computer labs, administrator support to clear clerical tasks, and the lack of vocational training programs and career and technology programs closed out the list of grave concerns.

**4 resources** that would enhance college readiness programs across the State can easily be extrapolated by reviewing the major barriers listed above. The following were some resources that were mentioned that were not quite described as mirror images of the barriers. They are listed in the order of importance:

- The antidotes to the barriers bulleted above are obviously critical;
- Resources for college visits and business fieldtrips where counselors, students, and even parents could explore these avenues for post secondary career and college decision making;
- College informational systems that support college awareness, selection, and financial aid. These interactive systems should allow the student and the parents to gain access to knowledge about the students skills, interests, and aptitudes and how they might influence career choice and college major choice. This knowledge then leads to which colleges or vocational schools offer these majors or certification programs and particulars about the admission standards and the cost of the post secondary education;
- Computer hardware to set up a college center in every school and staffing to best deliver the personal attention that each student requires;
- A one stop resource center for families undergoing a variety of financial and emotional crises. This would especially help those schools in the midst in high poverty areas which serve highly transitory populations often with immigrant populations and homelessness; and
- The need for smaller districts to join resources so that a strong Regional Vocational Development Center might be built and so that every child who wants to take a rigorous course can take such a course regardless of the number of students registered for the course.

When asked to name **2 college readiness resources** that presently are crucial to delivering their program they answered:

- College Information Systems such as Career Cruising, Bridges, Naviance, PAWS and MyRoad. Unfortunately many school systems find these delivery systems to be too expensive;
- The College Board Resources;
- The Southern Maryland College Access Network ( 1 county) ;
- Full time Career and College Readiness Liaison ( 1 county) ;
- Get2College Handbook (1 county) ;
- Holland's Self-Directed Search(Aptitude, Skills, Interests Inventory) ( 1 county) ; and
- The National Student Clearinghouse Student Tracker (1 county)

It is the fervent hope of the school counseling leaders who have developed this report that it leads to meaningful communication that enriches the college and career readiness programs that are tailored to the personal needs of each and every student in the State of Maryland. Career and College readiness must be seen as a "We" thing that all faculty and staff point toward and not simply the sole responsibility of the school counselor. The importance of crafting the best plan for each individual child is well known to each and every parent who wants his/her child to be a happy, independent, and purposeful citizen. Aligning the student's educational plan both in secondary school and in college with an appropriate career plan should be a cornerstone of every counseling program. Enhancing the school counseling programs to guarantee that all children have a personalized and unique plan should be the goal of every school system and will benefit the State as a whole as these students become the citizenry of the future.

## Introduction and Overview of Pupil Personnel

### Pupil Personnel Involvement In Career and College Readiness

House Bill 724 (Chapter 676) *State Department of Education – School Guidance Counselors and Pupil Personnel Workers – Reporting* was passed by the 2012 Maryland General Assembly and signed into law by Governor Martin O'Malley on May 22, 2012. This law seeks information regarding the roles and responsibilities of school counselors and pupil personnel workers (PPWs), the present data on student caseloads for school counselors and PPWs, and the activities each design to promote the college readiness of students in grades 6 through 12. Each school district was mandated to answer the questions above in a report submitted to the Maryland State Department of Education (MSDE).

The process of composing this report has brought a focus on elements that contribute to career and college readiness as the pupil personnel worker concentrates in working with the family, school, and community. This process of self reflection has been particularly important for Pupil Personnel Workers as their primary roles and responsibilities are not always consistent from one school system to another. Reframing PPW activities with college and career readiness at the center has created a new way of looking at how the PPW can and do direct their efforts to assist students to gain these valuable skills and experiences as they help to create a college going culture within a schoolhouse.

This report will address Pupil Personnel Workers and will provide:

- Overview of Pupil Personnel Workers;
- The Legal Authority;
- Family Services-Personal and Interpersonal Development;
- Academic Success;
- Career Development;
- Administrative Functions;
- Comparison of COMAR and Professional Standards;
- Local Education Agencies reports of role and function; and
- A summary of strengths, barriers, and needs to assist the family, student, and school.

#### ***Pupil Personnel Overview***

The Pupil Personnel Workers are specialists trained to assess student needs, serve as student advocates, and act as a motivating force in removing barriers to student achievement. As such, PPWs are links between the school, the community, and the family. The legal authority for PPWs is included in (COMAR) 13A.05.05.01, the coordinated program of pupil services for all students. The PPW is an advocate for all students: a consultant to school staff and parents; the school system liaison to the community and family; and a referral source to outside agencies. In most Local Educational Agencies (LEA), there are four major job functions on which the PPW concentrates which include academic success, career development, family services, and administrative functions.

### ***Legal Authority***

The Code of Maryland Regulations, COMAR 13A.05.05.01 directs each LEA to provide a coordinated program of pupil services for all students which includes the pupil personnel worker. The general certification requirements are established by this COMAR citation.

### ***Academic Success***

As a means to ensure student academic success, the PPW incorporates many activities. Some of the strategies include:

- Individual and family consultation for students with chronic attendance/discipline problems;
- Counseling/conferencing with individuals and groups;
- Serving as members of the school student support team;
- Conducting home visits to promote family involvement;
- Responding to emergency situations for students and families. Provide individual and family consultation for students with chronic attendance/discipline problems;
- Acting as student/family advocates with the school system and community agencies;
- Responding to emergency welfare situations for students and families;
- Providing crisis support for schools;
- Facilitating student placements in alternative education programs;
- Assisting in Federal Law 504 implementation;
- Participating in Individual Education Program committee meetings;
- Case-managing homeless students;
- Providing tutorial services for homeless students;
- Arranging transportation services for homeless students; and
- Conducting training workshops on the educational rights of homeless students.

Often academic success depends on student attendance and participation in school and classes. To do this, the PPW may:

- Counseling with students and families;
- Acting as student/family advocates with the school system and community agencies;
- Conducting attendance hearings for students with attendance problems; and
- Petitioning cases to District Court when families violate the Compulsory Education Law.

## ***Career Development***

As a means to enhance a student's career development, the pupil personnel worker may:

- Attend meetings, educational conferences, and training workshops and serve on committees;
- Confer with parents or guardians, teachers, administrators, and other professionals to discuss children's progress, resolve behavioral issues, academic achievement, and other problems, and to determine priorities for students and their resource needs;
- Prepare students for later educational experiences by encouraging them to explore learning opportunities and to persevere with challenging tasks;
- Counsel individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations;
- Evaluate students' or individuals' abilities, interests, and personality characteristics using tests, records, interviews, or professional sources;
- Address families, community groups, faculty, and staff members to explain available counseling services;
- Teach classes and present self-help or information sessions on subjects related to education and career planning;
- Counsel students regarding educational issues, such as course and program selection, class scheduling and registration, school adjustment, truancy, study habits, and career planning;
- Plan and conduct orientation programs and group conferences to promote the adjustment of individuals to new life experiences such as starting college;
- Assess needs for assistance such as rehabilitation, financial aid, or additional vocational training, and refer clients to the appropriate services;
- Instruct individuals in career development techniques such as job search and application strategies, resume writing, and interview skills;
- Plan and promote career and employment-related programs and events, such as career planning presentations, work-experience programs, job fairs, and career workshops;
- Establish contacts with employers to create internship and employment opportunities for students;
- Plan, direct, and participate in recruitment and enrollment activities;
- Compile and study occupational, educational, and economic information to assist counselees in determining and carrying out vocational and educational objectives;
- Sponsor extracurricular activities such as clubs, student organizations, and academic contests;
- Provide students with information on such topics as college degree programs and admission requirements, financial aid opportunities, trade and technical schools, and apprenticeship programs;
- Refer students to degree programs based on interests, aptitudes, or educational assessments;
- Provide information for teachers and staff members involved in helping students or graduates identify and pursue employment opportunities; and
- Refer qualified counselees to employers or employment services for job placement.

### ***Family Services***

This area covers a variety of efforts to assist students and families especially for families going through transitions. Some areas of concentration include:

- Assisting families in obtaining adequate clothing, school supplies, medical services and other life necessities;
- Participating on school crisis and counseling teams and provide access to family services or resources necessary for interventions to be successful;
- Securing funds and medical resources for emergency medical, dental, vision and hearing, and prescription assistance;
- Ensuring that many families in need receive food and clothing packages at holiday time;
- Case-managing homeless students;
- Providing tutorial services for homeless students;
- Arranging transportation services for homeless students;
- Conducting training workshops on the educational rights of homeless students; and
- Performing other administrative duties as needed on behalf of homeless students and families.

### ***Administrative Functions***

The Pupil Personnel Worker provides administrative duties at the school and central office level which include:

- Interpreting student related school policies, county policies, and procedures;
- Conducting training for staff members on Child Abuse and Neglect;
- Collecting data to determine bona fide residency;
- Resolving custody/guardianship issues;
- Facilitating foster placement;
- Determining enrollment eligibility of hardship cases through Informal Kinship Care or Rights and Responsibilities for Caregiver Status;
- Monitoring attendance and participate in enforcing the compulsory attendance law;
- Supporting students and their families in need of services from community agencies; and
- Supporting school personnel to promote academic success of students experiencing social, emotional, and behavioral problems.

In 1988, the Pupil Services Regulation, COMAR 13A05.05.01 mandated each LEA to provide a coordinated program of pupil services for all students. This regulation includes school counseling, pupil personnel, school psychology, and health services. To accomplish this objective, the Pupil Personnel Program, the Maryland Association of Pupil Personnel (MAPP) and the International Association for Truancy and Dropout Prevention (IATDP) address the coordinated program through the following Goals and Standards of Professional Competence and Practice.

Comparison of COMAR with MAPP and IATDP Standards

<p><b>Pupil Personnel Goals COMAR 13A.05.05.03</b></p>	<p><b>MAPP and IATDP Standards</b></p>
<p>1. Interventions to meet a student's needs:</p> <ul style="list-style-type: none"> <li>a) Consultation with school staff and parents;</li> <li>b) Assumption of a liaison role between home, school and community;</li> <li>c) Home visiting;</li> <li>d) Evaluation of social and educational adjustment;</li> <li>e) Assistance with the implementation of laws and regulations pertaining to rights and responsibilities of students;</li> <li>f) Participate in Coordinated Pupil Services Teams (SST); and</li> <li>g) Participate in Crisis Intervention Teams working with students, families, school staff and community agencies.</li> </ul>	<p>1. Interventions to meet student needs:</p> <ul style="list-style-type: none"> <li>a) Identifying individual children and target populations in need of services;</li> <li>b) Determining the many factors (in school, at home, and in the community) that interfere with a child's adjustment to and performance in school;</li> <li>c) Developing and implementing a plan of intervention to mitigate the factors that interfere with the child's adjustment;</li> <li>d) Coordinating efforts to execute needed transitions for students going to and returning from residential facilities</li> <li>e) Demonstrating knowledge of cultural, racial and ethnic diversity;</li> <li>f) Ensuring due process rights for all students;</li> <li>g) Participation on interdisciplinary teams;</li> <li>h) Provide consultation to administrators, and other educators, other professionals and the community;</li> <li>i) Involvement in training programs in the schools and community; and</li> <li>j) Conduct parent education courses in order to provide support to parents individually and in groups.</li> </ul>
<p>2. Assist in optimal personal development:</p> <ul style="list-style-type: none"> <li>a) Develop the ability to recognize and solve problems in the home, school and community;</li> <li>b) Articulate personal feelings and attitudes on the values and beliefs that are characteristic of a democratic society;</li> <li>c) Understand an individual's rights and responsibilities in the home, school, and community;</li> <li>d) Identify unique talents, interests, academic skills, and personality traits that lead to a more positive contributions in the home, school, and community; and</li> <li>e) Be aware of appropriate community agencies and organizations that assist in developing coping skills and improving self-esteem.</li> </ul>	<p>2. Assist in optimal personal and family development:</p> <ul style="list-style-type: none"> <li>a) Coordinating the delivery of services to students and families within their schools through an inter-agency approach;</li> <li>b) Organize the delivery of services, so that the students and families receive assistance in a timely manner;</li> <li>c) Assessing the need for services for students and families through review of records, observation, home visits, and student and parent conferences; and</li> <li>d) Identifying and breaking down barriers which prevent children from succeeding in school.</li> </ul>

## Comparison of COMAR with MAPP and IATDP Standards

<p>3. Assist in optimal interpersonal development</p> <ul style="list-style-type: none"> <li>a) Assume responsibility and accountability for behavior in relation to others in the home, school, and community;</li> <li>b) Be aware of school and community resources and services that help remediate behavioral adjustment problems;</li> <li>c) Demonstrate effective communication skills in the home, school, and community;</li> <li>d) Understand the student's rights and responsibilities in relation to the home, school, and community;</li> <li>e) Demonstrate effective group participation and leadership skills, and</li> <li>f) Participate as needed in educational programs that improve behavior and reduce truancy and substance abuse.</li> </ul>	<p>3. Optimal Interpersonal Development</p> <ul style="list-style-type: none"> <li>a) Providing strategies to empower them to effectively access community resources;</li> <li>b) Assisting families to understand and negotiate through complex service delivery systems;</li> <li>c) Using strategies of conflict resolution and mediation by establishing collaborative relationships between school and home; and</li> <li>d) Maintaining confidentiality of information and informing families of the limitations and requirements of confidentiality.</li> </ul>
<p>4. Assist in optimal academic development</p> <ul style="list-style-type: none"> <li>a) Develop a greater understanding and awareness of academic strengths and weaknesses;</li> <li>b) Attend school and all classes regularly;</li> <li>c) Understand the right to a free and appropriate education as well as responsibilities as prescribed in school policy and procedure;</li> <li>d) Be provided appropriate services and resources in the school and community to ensure a more positive educational adjustment;</li> <li>e) Demonstrate effective study skills;</li> <li>f) Demonstrate appropriate behavior in the school, and</li> <li>g) Demonstrate academic decision-making skills that enhance current and future contributions of the student to the home, school and community.</li> </ul>	<p>4. Academic Development</p> <ul style="list-style-type: none"> <li>a) Assist in developing comprehensive programs that support educational opportunities for all children;</li> <li>b) Assisting in collecting data to demonstrate program accountability to the population served; and</li> <li>c) Evaluating pupil personnel programs on an ongoing basis to improve the setting of objectives related to children's programs.</li> </ul>
<p>5. Assist in optimal career development</p> <ul style="list-style-type: none"> <li>a) Understand aptitudes, interests, and talents as they apply to future career decision making;</li> <li>b) Have access as needed to appropriate educational and vocational training programs;</li> <li>c) Be aware of appropriate public and private agencies and organizations that provide resources, services, or training for career development and employment skills; and</li> <li>d) Be aware of the consequences of, and alternatives to, leaving the educational system before graduation.</li> </ul>	<p>5. Career Development</p> <ul style="list-style-type: none"> <li>a) Having the knowledge of and making effective use of a variety of behavioral assessments and intervention strategies;</li> <li>b) Providing effective consultation with students, families, and other agencies;</li> <li>c) Making appropriate referrals for resources in and out of the school system; and</li> <li>d) Advocating for the needs of all children.</li> </ul>

## **Pupil Personnel Workers Challenges and Resources**

The first part of this report addressed the support the pupil personnel worker contributes to serve Maryland's youth to attain both career and college readiness. We had seen how the pupil personnel worker contributes family services, academic success for the student, career development, and administrative functions performed for the betterment of the student and family.

Although not specifically asked for in the legislation, Coordinators of Pupil Personnel were asked to address the following questions regarding Pupil Personnel challenges and needs.

Name the **4 major challenges** your pupil personnel workers face in their efforts to deliver interventions to ensure students are college and/or career ready; and

Name **4 resources** that would enhance intervention activities for your students.

The responses from the Coordinators were very candid in addressing their school systems challenges and what resources would assist in providing to the educational success of students. The following challenges are ranked in order of frequency:

### **Challenges**

- High Student/Pupil Personnel Worker ratio-staffing;
- Limited consulting time with colleagues and other agencies;
- Lack of a full continuum of dropout prevention/alternative programs for students;
- Increased school administrative responsibilities as the result of limited school system resources;
- Limited transportation in both rural and urban areas to connect to family resources;
- Increased complexity of student/families in their economic, social, and family challenges;
- Lack of parent involvement;
- Increase in children experiencing homeless and families and school transportation;
- Residence and enrollment issues;
- School transfers for students;
- Truancy issues;
- Chronic family poverty issues;
- Alcohol and drug abuse issues for students and in the family;
- Limited availability of mental health assistance;
- Lack of summer educational opportunities;
- Limited community transportation for families to access professional assistance;
- Need for greater access to technology for families experiencing poverty; and
- Need for increased technology to provide through evaluation of student and family needs.

**Resources to enhance interventions**

- Increased mentorships for students and families;
- Professional and community resources for parents;
- Increased collaboration with outside agencies to provide services to families and children;
- Professional development for pupil personnel workers;
- Decrease the pupil personnel worker and student ratio as defined in COMAR13A.02.03.01(3);
- Vocational and technical programs for students not college bound;
- Increased and regular availability to colleagues and supervisors who can collaborate and assist accurate information to the student population;
- Additional funding for homeless students;
- On-line credit recovery programs;
- Translation services for growing international students;
- Alternative school opportunities for students experience behavior and academy challenges; and
- Increase in career/technical programs available to all students.

# **ALLEGANY COUNTY**

## Description of School Counseling and Pupil Personnel Programs for Allegany County Public Schools.

School Counseling in Allegany County is a function of every member of the educational team, but the responsibility for leadership is one of the primary functions of the School Counselor. Counselors assist students with positive developing decision-making and in formulating future plans. The School Counselor is the person on the staff who has special training for assessing the specific needs of each student and for planning an appropriate guidance program in the educational, vocational, and personal-social domains. The School Counselors have developed and follow a monthly guidance calendar for each grade level to inform the students of necessary information for their progression. The school counseling program offers various services to students, teachers, and parents. School Counselors offer individual counseling, small group counseling, classroom guidance, teacher in-service, parent consultation and workshops, implementation of intervention strategies for students, and curriculum development. Students are referred to counselors for problems concerning personal development, academic growth, peer relationships, changes in the family, self-concept, disabilities or serious illnesses, and grief counseling. Counselors often work together in a team approach with parents and school staff to develop and implement individual intervention plans. These plans, developed by the team, are written with positive individual goals and strategies to help students achieve success. In some instances, large group or classroom guidance and counseling sessions are conducted to meet the needs of larger numbers of students. Activities presented to large groups include decision-making, problem-solving, appropriate social skills, organization, test-taking, study skills, and understanding differences between one another. Teacher in-service topics include classroom management techniques, youth suicide prevention, and effective classroom communication. Community outreach programs through outside agencies are also coordinated by School Counselors. These coordinated services provide additional supports and resources to students and families in an effort to increase overall school success.

In addition to the duties directly related to the overall school counseling program, School Counselors perform such administrative duties as scheduling, test coordination and mentor program coordination. Furthermore, School Counselors serve as active members of their school's Pupil Service Team, Student Assistant Team, IEP Team and School Improvement Team.

In an effort to promote college readiness, School Counselors address developmental issues such as organizational skills, study skills and long term project preparation. They meet individually with students to discuss progress of the current year and how that relates to success in the following years. At the middle school level, School Counselors discuss career options and the skills necessary for success

## Description of School Counseling and Pupil Personnel Programs for Allegany County Public Schools.

in high school. Also at the middle school level, School Counselors facilitate our Seventh Grade "Focus on the Future", which is a day-long career fair. At the eighth grade and high school level, School Counselors coordinate field trips to the Center for Career and Technology, as well as to local colleges and universities. Post secondary planning begins in the eighth grade with the creation of a Four Year High School Plan, which involves choosing a post high school educational plan.

At the high school level, School Counselors work to promote a rigorous course of study for all students. Counselors use data such as HSA, PSAT, SAT and ACT scores to provide an individualized approach for all students, encouraging students to challenge themselves from academic courses to honors level courses, and from honors level courses to AP and dual enrollment –early college courses. School Counselors at the high school level work with local colleges and universities to coordinate the annual Tri-State College Night at Allegany College of Maryland. This event brings representatives from across the region to one location so that high school students can begin to network and gather information about institutions and programs they may be interested in. Finally, School Counselors at the high school level schedule individual college recruitment meetings at their respective schools and also hold student and parent workshops on topics ranging from FAFSA application completion, scholarship opportunities and transitioning into the freshman year.

Allegany County Public Schools employs twenty-eight School Counselors. The number of students each counselor is responsible for varies from between 100 to 400, based upon location and grade level. Traditionally, high School Counselors have the largest case load. Additionally, ACPS employs five pupil personnel workers. Three PPWs are assigned to each of the three respective secondary feeders systems (Allegany-Braddock, Fort Hill – Washington, Mountain Ridge – Mount Savage). Each secondary PPW has a case load of approximately 1500 students. Two PPWs are then assigned to the elementary ranks and each carry a case load of approximately 2200 students.

PPWs serve the system and its students in the following manner. The PPW identifies and assists children and families in accessing services to address unmet needs (home, school, community). The PPW also acts as case manager for student services through record review, observations, home visits, parent conferences and the development of social histories. Coordination of services to students and families through an inter/intra agency approach, is also an essential duty of the PPW. Furthermore, the

PPW assists with pupil accounting related to attendance measures and suspension rates, coordinates home and hospital teaching, and assists in transitioning students to and from residential facilities. The PPW works with school administrators to investigate custody, residency and out-of-district issues as well as coordinate hearings for students suspended from school and ensures due process. Together with the School Counselor, the PPW identifies physical, emotional, social, and financial barriers preventing students from succeeding in school. This process is often coordinated through the PPW's participation on interdisciplinary teams such as Crisis Team, Pupil Services Team and IEP Team. Finally, the PPW assists all stakeholders in interpreting policies, procedures and laws relating to discipline, attendance, residency and enrollment.

**Pupil Personnel Worker Demographics**

**Maryland State Department of Education**

Local School System	Total Number of Pupil Personnel Workers	Total Number of Schools	Ratio of Schools per PPW	Total Number of Students	Ratio of Students per PPW
Allegany Co.	5	22	5-1	8958	1800-1
Anne Arundel Co.					
Baltimore City					
Baltimore Co.					
Calvert Co.					
Caroline Co.					
Carroll Co.					
Cecil Co.					
Charles Co.					
Dorchester Co.					
Frederick Co.					
Garrett Co.					
Harford Co.					
Howard Co.					
Kent Co.					
Montgomery Co.					
Prince Georges Co.					
Queen Anne's Co.					
Somerset Co.					
St. Mary's Co.					
Talbot Co.					
Washington Co.					
Wicomico Co.					
Worcester Co.					
<b>Total</b>					
<b>Average Ratio</b>					

## **Description of the Pupil Personnel Programs for Allegany County Public Schools**

Allegany County Public Schools employs five pupil personnel workers. Three PPWs are assigned to each of the three respective secondary feeders systems (Allegany-Braddock, Fort Hill – Washington, Mountain Ridge – Mount Savage). Each secondary PPW has a case load of approximately 1500 students. Two PPWs are then assigned to the elementary ranks and each carry a case load of approximately 2200 students.

PPWs serve the system and its students in the following manner. The PPW identifies and assists children and families in accessing services to address unmet needs (home, school, community). The PPW also acts as case manager for student services through record review, observations, home visits, parent conferences and the development of social histories. Coordination of services to students and families through an inter/intra agency approach, is also an essential duty of the PPW. Furthermore, the PPW assists with pupil accounting related to attendance measures and suspension rates, coordinates home and hospital teaching, and assists in transitioning students to and from residential facilities. The PPW works with school administrators to investigate custody, residency and out-of-district issues as well as coordinate hearings for students suspended from school and ensures due process. Together with the School Counselor, the PPW identifies physical, emotional, social, and financial barriers preventing students from succeeding in school. This process is often coordinated through the PPW's participation on interdisciplinary teams such as Crisis Team, Pupil Services Team and IEP Team. Finally, the PPW assists all stakeholders in interpreting policies, procedures and laws relating to discipline, attendance, residency and enrollment.

# **ANNE ARUNDEL COUNTY**

The Anne Arundel County Public School Counseling Program incorporates the American School Counselor Association (ASCA) National Model for School Counseling Programs to deliver a program that is comprehensive in scope, preventive in design, data-driven and developmental in nature. School counselors are committed to assisting all students to acquire the knowledge attitudes and skills necessary to make appropriate educational, career, and personal decisions. Specifically, the school counselor delivers a comprehensive program, devoting 80% of work time to delivering direct and indirect services to students, staff, and parents to ensure academic success for all students. As an assertive school advocate, educational leader and effective team member, the school counselor promotes conditions and creates opportunities that **ensure educational equity, access, and post-secondary opportunities for all students.**

The program is data-driven, planned sequential, and developmental. As a preventive component of the program, school counselors deliver the Essential Curriculum through classroom lessons which they present or which are presented through a team teaching/advisory approach. This curriculum is outlined in the **AACPS Essential Curriculum for School Counselors** and is designed to support the school system strategic plan and the developmental needs of the students in the school. This Essential Curriculum was developed by a team of practicing school counselors and is designed to address ASCA student standards in an articulated, vertical manner. Additionally, specific school challenges or community issues are addressed through core curriculum. If students appear to need further support in areas addressed in the classroom curriculum, school counselors provide individual or small group follow-up.

The Essential Curriculum is supported by **school wide initiatives**, which are planned collaboratively by school counselors, administrators, teachers and other educators, and parents and other community members. These school wide efforts might revolve around areas such as building resiliency to address issues related to suicide prevention, bullying prevention and intervention, character development, **college and career awareness/readiness**, for example. Activities to support school wide initiatives could include student planning of a yearlong calendar of activities, assemblies, clubs, incentive programs, **career days, guest speakers**, etc. School counselors are involved in the delivery of these initiatives, as well as with follow up with students who need more intensive support for the areas addressed in the school wide effort.

School counselors collaborate on and coordinate **college and career readiness activities** outside of the classroom such as **college and career days/evenings, On-the-Spot Admissions events** in partnership with HBCU (Historically Black Colleges and Universities), **college fairs, vertical team events for students and parents, Leadership Institutes and camps**. Personal/social development is supported through whole school activities such as character development PSAs, Mix-It Up Day and coordination of school wide initiatives such as Second Step, a violence prevention program implemented by classroom teachers.

School counselors in Anne Arundel County Public Schools deliver **individual student academic planning beginning in grade 4 and revisited on a yearly basis through grade 12.**

- Elementary school counselors lay the groundwork for this planning with **classroom lessons beginning in Prekindergarten focusing on career awareness and delivered developmentally each year, culminating in 4<sup>th</sup> grade with the development of the individual Academic Plan, in which students self-evaluate their academic strengths and challenges and identify SMART goals that will help them achieve their future hopes and dreams.** These plans are revisited and redeveloped yearly.
- **Middle school counselors continue this process with lessons focused on high school language and college and career planning, helping each student to develop an academic plan that provides a road map for high school success and attainment of post-secondary goals. A culminating activity for these lessons is the retooling of the Academic Plan, which includes reflection and self-assessment related to personal goals and course choices.**
  - Middle school counselors monitor academic progress and communicate regularly with the parents of students in danger of failing.
  - Counselors work with parents and teachers to develop interventions and supports for these students.
- **High school counselors use Naviance, a web-based tool for post-secondary planning, communication, and tracking, with students in grades 9 – 12. Academic planning is delivered through Naviance, in conjunction with individual academic advisement.**
  - **High school counselors monitor progress toward graduation in academic advisement sessions and communicate that progress for each student on their caseloads to school staff and parents.** They inform parents on a regular schedule of students in danger of failing and meet with parents and teachers to develop and implement plans to support these students.
  - **Additionally, counselors meet with students to discuss post-secondary plans and to provide a structure for achieving those plans.**
  - As students new to Anne Arundel County Public Schools enter, high school counselors evaluate transcripts and advise students regarding Anne Arundel County Public Schools' graduation requirements and what they must do in order to meet those requirements.
  - **High school counselors work individually and in small groups with students to support them in the college application process, to provide access to scholarships and other financial supports and to help parents and students alike navigate the college and career planning process. They individually identify students who “match” scholarships that are appropriate for them and assist students in completing and submitting applications for those scholarship awards.**

In recent years, school counselors at each level have also been assisting students and parents to **navigate decisions regarding special programs**, such as IB, Stem, CTE, and other specialized or magnet programs. These programs have an application process that can be challenging, particularly for immigrant and first generation college-bound families. School counselors help them access the information evenings, complete the applications, rehearse interviews and provide guidance regarding the benefits or drawbacks of a particular program for an individual student, given his/her future goals.

There is a **strong focus across levels on post-secondary planning and on helping students access and be successful in a rigorous academic course of study.** All school counselors use data to develop and deliver **Targeted Intervention Plans (TIPs) which are directly focused on supporting success in higher level courses for historically underrepresented students.** Each counselor identifies a cohort of 15 – 20 students to whom he or she will provide interventions addressing underlying challenges that prevent access to or success in a rigorous course of study. These interventions may begin with strategic scheduling of the students and include small group instruction in study and organization skills, support from a mentor or tutor, collaboration with the PPW to remediate problems with attendance or to assist with access to community resources, student tracking of their own progress, individual or small group counseling to address personal/social or behavioral concerns that interfere with academic success, and/or parent/guardian conferences, to name a few. Progress toward achievement of the goals set in these TIPs is reviewed monthly and reported to the Office of School Counseling on a quarterly basis.

School counselors **assist with key transitions** – from Kindergarten to 1<sup>st</sup> grade, 5<sup>th</sup> to 6<sup>th</sup> grade, 8<sup>th</sup> to 9<sup>th</sup> grade, and 12<sup>th</sup> grade to post-secondary. This is accomplished through orientation activities, individual, small group and classroom curricular activities, based on the needs of the individual student, as well as the specific school populations. Often orientations are held over the summer for students transitioning to the next level and their parents. **High school counselors assist with the transition to post-secondary settings by arranging college visits, assisting with applications for internships, providing small group and classroom supports for the transition to college or the world of work.**

- Other transitions for which school counselors provide support include programs to welcome students new to Anne Arundel County Public Schools, such as Ambassadors, Student2Student, and new student orientations, to make students feel included and comfortable in the school.
- School counselors assist students returning from alternative placements to make a successful adjustment to the comprehensive school, collaborating with administrators, teaching staff, and other student services team members to develop and implement transition plans.
- International students are often partnered with other students to help with the transition to Anne Arundel County Public Schools, as our schools are often very different than schools they have previously attended, if at all. School counselors collaborate with the International Student Office counselor, as well as with bilingual facilitators, to help with a smooth adjustment for these students.

School counselors across levels provide responsive services to students who are referred or who self-refer for issues related to personal/social or academic concerns. These services can take the form of planned individual counseling or small group support and are focused on assisting students to develop the social/emotional skills that reduce negative behaviors and increase productive and positive behaviors between and among students. Issues that school counselors provide responsive services for include social skills development, bullying intervention, interpersonal conflict, anger management, distress related to changing families or grief and loss, homelessness, gender identity, relational issues, to name a few. The type of intervention delivered is based on the developmental and individual needs of the student.

If it appears that there is a need for more long-term or intensive therapeutic service than is appropriate for the school counselor to provide, or if there is not a school impact from the presenting problem, school counselors refer parents and students to outside providers, sharing resources and obtaining permission to consult with the outside provider. This ensures that the treatment plan developed by the outside provider is supported in the school and that school staff know about recommendations for supports for the student in the school.

School counselors talk with students about critical incidents, such as suicidal thoughts and gestures, self-injurious behaviors, incidents of child abuse and neglect, concerns about substance use, pregnancy, etc. In these cases, school counselors consult with other student services professionals, such as school psychologists, school social workers, school nurses, to assess the seriousness of the incident. They then report and refer these incidents as defined by law, administrative regulations, and ethical standards.

School counselors **work closely with parents**, promoting parent involvement and parent education through a variety of modalities, including conferences, workshops, parent training programs, newsletters, and/or web pages, to name a few. Topics that might be addressed in these supports can include **post-secondary planning**, monitoring your student's academic progress, how to talk to your child, how to address tough issues with your child, how to address bullying, how to access resources, etc. School counselors often partner in vertical and/or cluster teams to plan and deliver parent activities, to ensure that parents understand how to support their children developmentally across levels. **At the high school level, communication of financial aid and scholarship information to parents is a focus and includes access to Naviance, our web-based advising tool. Information about financial resources for college is provided to parents by counselors beginning in elementary school.** Another support that school counselors provide to parents across levels relates to referrals and resource lists for community resources. School counselors team with pupil personnel workers (PPWs) and community agencies to assist parents and students in accessing basic needs, physical and mental health supports, tutoring, recreational services, etc. School counselors often participate as a member of parent-teacher conferences.

School counselors are members of the school-based trauma team, often taking the lead on that team. These teams provide trauma debriefing to students and staff in the case of traumatic events such as the death of a student or staff member. School counselors participate in the special education process as team members, when appropriate, and are members of 504 committees, providing monitoring and support to students with 504 plans. As integral members of the school staff, school counselors participate on school improvement teams, human relations committees, and the PBIS team (or other school teams focused on managing student behavior). Additionally, school counselors often provide **professional development for teachers**, particularly in areas related to issues such as suicide prevention/intervention, child abuse and neglect reporting, managing student behaviors, equity issues – including cultural competence, and **supporting typically non-traditional advanced learners to ensure success in rigorous courses for all students**, working with difficult parents, etc.

School counselors reach out to community partners, other agencies serving children, and businesses to create, enhance, and extend educational and career options for students.

School counselors collect and use relevant data to plan programs and ensure that their programs are effective and have a positive impact on the school as a whole and on individual students who are receiving intervention services. In this way school counselors ensure that what they are doing is working and that all students are benefitting from their services. Additionally, this use of data allows school counselors to collaborate with other educators so that school counseling services are integrated and do not stand alone.



According to the strategic plan for Student Support Services, the primary responsibilities of the pupil personnel worker (ppw) must be focused in the following areas:

- Attendance;
- Reduced dropout rates;
- Increased graduation rates;
- Residency and custody investigations;
- Referral to appropriate county services;
- Enrollment of homeless and kinship care students;
- Home visit and record reviews for out-of-area requests.

All field ppws provide support to one school, a group of schools, or to an entire feeder system. They are assigned to one of the three satellite sites and to specific schools within a cluster. Three of the resource ppws will work out of a satellite location. The four resource ppws are responsible for a specialty area. As resource ppws, they are a part of the Central Office leadership team.

Pupil personnel workers must maintain the focus of their assigned responsibilities, as student attendance and graduation are critical to academic achievement. Pupil personnel workers meet with students and families, assist with enrolling homeless and kinship students, and monitor students who are designated as homeless, kinship, hardship, or in state supervised care. They make home visits and establish community partnerships and collaborations with outside resources. Pupil personnel workers should not be enmeshed in school-based activities such as testing, regular participation on school teams with the exception of the attendance committee meeting, nor should they have assigned school duties. Due to the unique nature of this position, ppw work hours are flexible and may vary, including early morning, late evening, and weekend residency investigations, as well as late evening court or Board of Education hearings.

It is our expectation that ppws provide outreach to the community, facilitating school, home, and community connections. The goal of all ppws is to do what is in the best interest of the student to support the goals of the system. Our new regional organization is designed to provide timely, increased support to principals and regional assistant superintendents.

# **BALTIMORE CITY**

# BALTIMORE CITY PUBLIC SCHOOLS

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Neil E. Duke, Esq.

*Chair, Baltimore City Board of  
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Andrés A. Alonso, Ed.D.

*Chief Executive Officer*

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## *Description of School Counseling Program*

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The Office of School Counseling and Guidance is aligned with the school district standards, ASCA National Model, school improvement plan, and the state standards. It is our mission to enhance learning by assisting students to acquire the necessary critical skills within the domains of the academic, college/career readiness and personal/social aspects of student development. School counselors use a variety of prevention and intervention models and programs to assist students in overcoming barriers to learning, to make strong connections with educational opportunities in their schools, and to ensure that every child learns in a safe, healthy, and supportive environment.

The School Counseling Program provides an updated focus on key student competencies based on the American School Counselor Association (ASCA) national standards. The counseling program model defines what students “will know and be able to do” as a result of participating in the comprehensive program. School counselors use their skills in the areas of leadership, data analysis, advocacy and collaboration to support the school district and schools in their mission to prepare each student to meet high academic standards and to fully prepare students to choose from an array of substantial post-secondary options.

The Comprehensive Developmental Counseling and Guidance Program is a planned, systematic program of counseling, consulting, appraising information, and placement services for all students in grades K-12. To this end, the mission of the Comprehensive Developmental Counseling and Guidance Program in Baltimore City is to help students:

- Demonstrate personal and academic growth
- Make appropriate educational and career decisions
- Experience positive and productive interpersonal relations

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## Scope and Sequence of the Counseling and Guidance Program

The office of School Counseling and Guidance Program has adopted the scope and sequence to be followed by all Baltimore City Public Schools. The themes should guide the school-wide activities, events and lessons sponsored by the counselor or counseling department. These themes are to be used at all levels-elementary through secondary.

### ***September-Beginnings***

- Back to School Night
- New Student Meetings
- Guidance Lesson: class/school expectations, work quality, time management
- Professional Development Topic: counseling and guidance program

### ***October-Safe Schools***

- Red Ribbon Week
- Guidance Lessons: personal safety topics, community issues, school climate issues
- Professional Development Topic: Suicide Information

### ***November-Career Development***

- Career Day (elementary school), High School Fair (middle school), and College Fair (high school)
- School-Employee Job Shadow Day
- Guidance Lessons: career possibilities, interests, etc.
- Professional Development Topic: Supporting students in career development

### ***December-Human Rights***

- Student Bill of Rights
- Diversity Assembly

- Guidance Lessons: accepting others' cultures, identifying cultural differences, etc.
- Professional Development Topic: Working with diverse student populations

#### ***January-Parent and Family Involvement***

- Parent Workshop Series
- Bring Your Parent To School Day
- Guidance Lessons: Accepting different family types, family history, etc.
- Professional Development Topic: Working with diverse parents and families

#### ***February-Character Education/School Counseling Week***

- Good Character Bulletin Boards or Awards
- School Counselor Appreciation Activities
- Guidance Lessons: Role of the school counselor
- Professional Development Topic: Proper use of a school counselor

#### ***March-Government Relations***

- Invite a public official to speak to the student body
- Write letters to national public officials
- Guidance Lessons: community activism, self-advocacy, etc
- Professional Development Topic: Roundtable discussion with elected officials invited to speak to students

#### ***April-Partnerships and Collaboration***

- Invite school partners to sponsor weekly events advertising their businesses to families and interested students
- Guidance Lesson: teamwork, collaboration, and professional behavior
- Professional Development Topic: Creating partnerships with colleagues and parents

#### ***May-Transitions***

- Mentoring program linking students with upcoming seniors or older students with incoming freshman or newer students
- Guidance Lessons: looking back, looking ahead, taking pride in today, etc.
- Professional Development Topic: Reflecting on the years of successes and struggles

#### ***June- Personal and Professional Renewal***

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## **Role Description**

**JOB TITLE:** School Counselor

**DIVISION:** Office of Teaching and Learning

**DEPARTMENT:** School Counseling and Guidance

**REVISION DATE:** 7/10/2012

**Reports To:** Principal

**Supervisor's Superior:** Director of School Counseling and Guidance

## ***Job Summary***

Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, college/career readiness, and personal/social development for all students.

## ***Education, Experience, Knowledge, Skills and Abilities***

- Meet requirements for Guidance Counselor certification as outlined in COMAR 12a.12.03.02.

## **Duties and Responsibilities:**

### ***Major Function: Development, Delivery and Management of a Comprehensive School Counseling Program***

- Develop and maintains a written plan for effective delivery of the school counseling program based on the ASCA National Model and current individual school data.
- Initiate and engage in individual and group counseling to assist students in planning and evaluating educational plans, needs, and aspirations.
- Accurately and appropriately interprets and utilizes student data
- Develop and deliver a developmental classroom guidance curriculum following the scope and sequence designed by BCPSS.
- Implement developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.
- Facilitate student development in the areas of academic, personal/social and career planning.
- Utilize individual counseling, crisis counseling and other techniques to assist students, staff, and family members in dealing with immediate needs and crises.
- Consult with teachers and staff to provide possible interventions for classroom academics or behavior modifications

- Collaborates with parents/guardians and educators to assist students with educational and career planning.
- Monitor student academic performance, behavior and attendance and assist with appropriate interventions.
- Maintain a monthly and yearly calendar to organize program priorities and activities.
- Conduct professional development activities to inform and assist staff in areas of expertise of the school counselor as part of the comprehensive developmental counseling and guidance program.
- Assist parents by effectively communicating with and involving parents in improving student academic performance. Includes individual conference and group meetings with parents centered on academic, career, and personal growth of their children. This also includes the referral of students and parents to appropriate specialists in keeping with District guidelines.
- Participate as a contributing member of the integrated Student Support Team and an extended team member of the IEP team, providing knowledge and expertise in the area of career and academic development.
- Maintain continuous professional growth. Includes participation in in-services, workshops and conferences that will enhance the knowledge and skills of the school counselor. Maintains professional standards as outlined by the American School Counselor Association. Stays up-dated on student/school legal issues and follows procedures as outlined by District Policy.
- Advocate for student experiences and activities that will improve school achievement and broaden career opportunities for all students.
- Consult and collaborate with teachers, administrators, parents, community organizations and agencies.
- Contribute to the effective operation of the school. Includes involvement with the life of the school beyond the walls of the counselor's office.
- Use effective, appropriate, positive interpersonal communication skills.

#### ***PERFORMANCE RESPONSIBILITIES: OTHER DUTIES AND RESPONSIBILITIES***

- The maintenance of school attendance records
- Prepare school master schedules, complete entries and withdrawals and schedule conferences between classroom teachers and parents
- Cafeteria lunch/bus duty
- Administrative duties
- Facilitating state-wide achievement testing
- Substituting for absent teachers

#### ***PHYSICAL DEMANDS***

- Medium work: Exerting up to 50 pounds of force occasionally, and or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

#### ***WORK ENVIRONMENT***

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

#### ***EVALUATION***

- Performance of this position will be evaluated in accordance with the provisions of Board policy on evaluation of personnel.

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## College Advising Activities

	Fall	Spring
<b>Grade 9</b>	<ul style="list-style-type: none"> <li>• Review students schedule to ensure proper academic course selection</li> <li>• Orientation to High School (Rigor, Graduation Requirements, Course Selection, Clubs and Activities).</li> </ul>	<ul style="list-style-type: none"> <li>• Course selection: College Requirements for Admission</li> <li>• Start college search process</li> <li>• Distribute summer programs, internships, work experiences information and applications.</li> </ul>
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>• Review students schedule to ensure proper academic course selection</li> <li>• PSAT- October</li> <li>• Create resume for portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Hold parent conferences to discuss grades, admission process, and junior/senior testing.</li> <li>• Distribute summer programs, internships, work experiences information and applications.</li> </ul>
<b>Grade 11</b>	<ul style="list-style-type: none"> <li>• Review students schedule to ensure proper academic course selection</li> <li>• PSAT- October</li> <li>• College Fairs</li> <li>• Financial aid workshop</li> </ul>	<ul style="list-style-type: none"> <li>• SAT- May</li> <li>• Parent Engagement Night (Prep for Senior Year)</li> <li>• Resume</li> <li>• Finalize list of potential colleges</li> <li>• College Essay</li> <li>• College tours</li> <li>• Distribute summer programs, internships, work experiences information and applications.</li> </ul>
<b>Grade 12</b>	<ul style="list-style-type: none"> <li>• Review students transcript and graduation credit check.</li> <li>• Have seniors complete college portfolio</li> <li>• Parent night: College Application Procedure</li> <li>• Parent night: Financial Aid</li> <li>• College Fairs</li> <li>• SAT- October</li> <li>• Essay Writing</li> <li>• College Applications submitted</li> </ul>	<ul style="list-style-type: none"> <li>• Parent night: FAFSA Help Session</li> <li>• Publicize scholarship opportunities</li> <li>• Hold faculty workshop on recommendation letter guidelines.</li> <li>• Remind students to send their letter of intent to register to one and only one college by May 1</li> <li>• Hold transition workshop for seniors.</li> <li>• Send final transcript to colleges</li> <li>• Survey seniors to gather postsecondary plans.</li> </ul>

	by Nov 30 • Recommendation letters	
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# BALTIMORE CITY PUBLIC SCHOOLS

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## College Advising Calendar SY 12-13

### AUGUST 2012

- Aug. 3: Registration Deadline for September 8th ACT
- Aug. TBD: School Counselors PD – Bring the following:
- College access calendar for 2012-2013
    - Scheduled College Representative Visits
    - Scheduled Financial Aid Activities
    - College Fairs
    - College Visits
  - The date for School's Freshman Orientation
  - Updated High School Profile
- Aug. 27: Baltimore City Public Schools Open
- Aug. 29: Classes Start – University System of Maryland

### SEPTEMBER 2012

- Sept. 3: Holiday-Labor Day (City Schools closed)
- Sept. 7: Registration Deadline for October 6<sup>th</sup> SAT
- Sept. 8: ACT Test Date
- Sept. 16: Rosh Hashanah
- Sept. 21: Registration Deadline for October 27th ACT
- Sept. 24: Fall College Board Counselor Workshop @ Hood College
- Sept. 25: Yom Kippur
- Sept. 28: First Quarter Progress Reports Ends  
Deadline to increase PSAT Test Book orders
- NSFNSS College Fair, 10:00am-1:00pm., TBD
- Commended Students to Receive National Merit Letters of Commendation
- Select Students Qualify as National Merit Semi-finalists

### OCTOBER 2012

- Oct. 1: Fall College Board Counselor Workshop @ Washington College
- Oct. 1-4: High School Assessments (HSAs) Administered
- Oct. 3: Fall College Board Counselor Workshop @ Bowie State University
- Oct. 4: Registration Deadline for November 3rd SAT
- Oct. 5: Late Registration Deadline for October 27th ACT
- Oct. 6: SAT Test Date**
- Oct. 8: Columbus Day
- Oct 10: PSAT/NMSQT test materials delivered to U.S. schools by this date

Oct. 15: Fall College Board Counselor Workshop @ Stevenson University  
Oct. 17: **PSAT/NMSQT administration date for all 10<sup>th</sup> and 11<sup>th</sup> graders**  
Oct. 19: QUEST Conference - Professional Development Day (Schools Closed for Students)  
Oct. 26: End of First Quarter

Oct. 27: ACT Test Date  
Oct. 28: NACAC Performing and Visual Arts College Fair, Walter E. Washington Convention Center, Washington, DC, 1:00pm – 3:30pm  
Oct. 29: NACAC Baltimore College Fair, Convention Center, 10:00 am – 1:00 pm & 5:00 – 8:00 pm  
Oct. 30: NACAC Baltimore College Fair, Convention Center, 10:00 am – 1:00 pm  
Oct. 29: First Report Card Issue Window

College Awareness Baltimore Aquarium, 9 AM

### **NOVEMBER 2012- College Awareness Month**

Nov 1: Registration Deadline for December 1<sup>st</sup> SAT  
Nov. 2: Registration Deadline for December 8<sup>th</sup> ACT  
Nov. 3: SAT Test Date (BCPS Initiative)  
Nov. 6: General Election Day – Schools Closed  
Nov. 7: NACAC National College Fair, Washington D.C, 9:00 am – 12:00 pm & 6:00 – 8:00 pm  
Nov. 10: City Schools Middle and High School Choice Fair, Camden Yards  
Nov. 12: Veteran’s Day  
Nov. 12-16: American Education Week  
CBF Fall Site-based College Fairs  
Nov. 16: Late Registration Deadline for December 8th ACT  
Nov. 19: Conduct 9th & 10th Grade Presentations  
Nov. 21: Priority deadline for submitting college applications  
Nov. 22-23: Thanksgiving Holiday (BCPS/CBF office closed)

### **DECEMBER 2012**

Dec. 1: SAT Test Date  
Dec. 3-7: Second Quarter Report Card Window  
Dec. 8: ACT Test Date  
Dec. 10-19: Window for school-based Scholarship/Financial Aid Workshops  
Dec. 11: University System of Maryland – Last day of classes for spring term  
Dec. 13-19: University System of Maryland – Final Exams  
Dec. 14: First Early Release Day for Parent/Teacher Conferences and Records Management  
Dec. 24- Winter Holiday (BCPS closed -- re-open Jan 2, 2013)  
Dec 28: Registration Deadline for January 26th SAT

TBD: Web release of AP Potential, available at [www.collegeboard.org/reports](http://www.collegeboard.org/reports)

### **JANUARY 2013**

Jan. 2: BCPS/CBF Office re-opens for students and staff  
Begin FAFSA completion for students with special situations  
Jan. 2-22: University System of Maryland Winter Term  
Jan. 7-9: High School Assessments (HSAs) Administered

- Jan. 7-31: Window for site-based Scholarship/Financial Aid Workshops  
 Jan. 11: Registration Deadline for February 9th ACT  
 Jan. 15: End of Second Quarter/End of First Semester  
 Jan. 15-17: High School Assessments (HSAs) Administered (Make-up)  
 First Semester High School Examination Dates  
 Early Release for High Schools only  
 Jan. 16: Third Quarter Begins  
 Jan. 16-25: Second Quarter Report Card Window  
 Jan. 21: MLK Birthday (City Schools closed)  
 Jan. 22-23: Professional Development Day (City Schools Closed for Students)  
 Jan. 23: University System of Maryland Spring Term begins  
 Jan. 25: Late Registration Deadline for February 9th ACT  
 Jan. 26: SAT Tests Date
- TBD: Web release of Summary of Answers and Skills (SOAS) report, available at  
[www.collegeboard.org/reports](http://www.collegeboard.org/reports)  
 TOEFL Exams

### **FEBRUARY 2013**

- Feb 8: Registration Deadline for March 9th SAT  
 Feb. 9: ACT Test Date  
 Feb. 15: Priority deadline for submitting FAFSAs for select colleges  
 Feb. 18: Presidents' Day Observed (City Schools closed)  
 Feb. 21-27: Window for school-based evening conferences for parents and teachers  
 TBD: TOEFL Exams

### **MARCH 2013**

- Mar. 1: MHEC deadline for state scholarship applications  
 Collegebound's LDG/Competitive Scholarship Application deadline  
 Mar. 8: Registration Deadline for April 13th ACT  
 Mar. 9: SAT Test Date  
 Mar. 11: Start Registering Juniors for May 2013 SAT  
 Mar. 11-20: MSA Reading and Mathematics Assessments Administered  
 Mar. 17-24: University System of Maryland – Spring Break  
 Mar. 21-28: MSA Reading and Mathematics Assessments Administered (Make-up)  
 Mar. 22: End of Third Quarter  
 Late Registration Deadline for April 13th ACT  
 Mar. 25 –Apr. 1 Spring Break  
 TBD: Maryland Day Observed  
 TOEFL Exams  
 National Merit Special Scholarship Recipients Notified

### **APRIL 2013**

- Apr. 1: Baltimore Community Foundation Scholarship Application deadline  
 Central Scholarship Bureau Scholarship Application deadline  
 Apr. 2: Professional Development – (Schools Closed for Students)  
 Apr. 5: Registration Deadline for May 5th SAT

Apr. 3-9: Third Quarter Report Cards Issued  
Apr. 13: ACT Test Date  
Apr. 15-18: High School Assessments (HSAs) Administered (Seniors Only)  
Apr. 15-19: Stanford 10 Assessments Administered  
TBD: TOEFL Exams

### **MAY 2013**

May 1: Priority Deadline for Seniors to Make Decisions to Attend College  
May 2: Registration Deadline for June 1<sup>st</sup> SAT  
May 6-10: Advanced Placement (AP) Examinations  
May 13-17: Advanced Placement (AP) Examinations  
May 1-27: Window for Accuplacer Testing and Academic Advising @ BCCC & CCBC  
May 3: Registration Deadline for June 8th ACT  
**May 4: SAT Test Date (City Schools Initiative for Juniors)**  
May 6-10: Progress Report Distribution Window  
May 6-17: School-based Transition to College Workshops  
May 9: University System of Maryland – Last day of classes for spring term  
May 11-17: University System of Maryland – Final Exams  
May 17: Second Early Release Day – Parent/Teacher Conferences  
May 20-22: High School Assessments (HSA) Administered  
May 27: Memorial Day observed (City Schools closed)  
May 31 –June 2 High School Graduation Window  
TBD: TOEFL Exams

### **JUNE 2013**

June 1: SAT Tests Date  
June 1-2: High School Graduations  
June 3-5: High School Assessments (HSA) Administered  
Final examinations for high school students  
Early Release for High Schools only  
June 6: Last day of school if there is NO inclement weather  
End of Fourth Quarter/Second Semester  
June 6-14: Report cards issued/mailed to students  
June 8: ACT Test Date  
June 11: Last day for teachers/10 month employees  
June 13: Last day of school (including five inclement we  
June 15: Order 2013 PSAT/NMSQT test materials

# **BALTIMORE COUNTY**

# Baltimore County Public Schools

## MSDE House Bill 724 Report



Prepared by Mr. Timothy Patrick Hayden  
Coordinator, Office of School Counseling

THE  
BALTIMORE  
COUNTY  
PUBLIC  
SCHOOLS

The Baltimore County Public Schools, (BCPS) Office of School Counseling facilitates a comprehensive developmental counseling program in all schools for all students to promote students' school success, career decision making skills, and competencies for understanding self and others. The School Counseling Program is aligned with National Standards identified in the American School Counselor Association's National Model and with the guidelines found in Code of Maryland Regulations (COMAR), which address areas of academic, career, and personal/social development allow these standards and guidelines school counselors the opportunity to promote academic achievement while meeting the developmental and emotional needs of all students.

The Office of School Counseling has the responsibility of providing leadership, ongoing staff development, and clinical supervision for about 290 school counselors including the coordination of systemwide initiatives to enhance student achievement and daily clinical and instructional support of site-based school counselors. The office and its school counselors consult with school teams, teachers, families, agencies, curricular offices, and other help-givers about the academic, social-emotional, and behavioral needs of students to remove barriers to student success and create safe learning environments.

The Comprehensive School Counseling Program is aligned with National and State Standards for school counseling and guided by BCPS' Blueprint for Progress 2.0. Its mission is to help every student acquire the skills, knowledge and attitudes, to be college, career and life ready.

The Office of School Counseling provides regular staff development and in-service training for school counselors. Additionally, the office encourages membership in local, state, and national counseling organizations.

## **School Counseling Program Goals and Objectives**

The students of BCPS are served by professional school counselors at every K-12 school and center. The counselor's role is considered an essential component in students' academic, career and personal/social development. Every school counselor is expected to develop a comprehensive needs-based school counseling program that is data driven and addresses the three ASCA and State domains. BCPS' comprehensive school counseling program enables students to achieve success in school and develop into contributing members of our society. School counselors are required to assist all students in each of the following three ASCA National Standards while addressing the nine students' standards:

### **1) Academic Development**

Standards in this area guide the school counseling program to implement strategies and activities to support and enable students to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for a full range of options and opportunities after high school.

- a. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- b. Students will complete school with the academic preparation to choose from a wide range of substantial postsecondary options, including college.
- c. Students will understand the relationship of academics to the world of work and to life at home : and in the community.

### **2) Career Development**

Standards in this area guide the school counseling program to implement strategies and activities to support and enable the student to develop a positive attitude toward work, and to develop the necessary skills to make a successful transition from school to the world of work, and from job to job across the life career span.

- a. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.
- b. Students will employ strategies to achieve future career success and satisfaction.
- c. Students will understand the relationship among personal qualities, education and training, and the world of work.

### 3) Personal/Social Development

Standards in the personal/social area guide the school-counseling program to implement strategies and activities to support and maximize each student's personal growth and enhance the educational and career development of the student.

- a. Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
- b. Students will make decisions, set goals, and take necessary action to achieve goals.
- c. Students will understand safety and survival skills.

BCPS school counselors use their skills in the areas of leadership, advocacy, and collaboration to bring about systemic changes and to support the district's mission to prepare all students to meet high academic standards and to complete school fully prepared to choose from an array of substantial postsecondary options. Counselors also focus on student development to prepare students with 21st century skills such as critical thinking, creativity, self-direction and leadership; as well as teaching and modeling essential professional skills such as teamwork, time management, interpersonal skills and cultural awareness. Every BCPS school counselor designs, deliver and evaluates their programs through ASCA four general areas:

- I. Foundation
  - A. Program Focus
  - B. Student Competencies
  - C. Professional Competencies
- II. Management
  - A. Program Audit
  - B. Use of Time
  - C. Partnership Agreement
  - D. Advisory Councils
  - E. Use of Data
  - F. Curriculum, Small Groups, and Closing the Gap action plans
  - G. Calendars (annual and weekly)
- III. Delivery
  - A. Direct Student Services
    1. Counseling Curriculum
    2. Individual Student Planning
    3. Responsive Services
  - B. Indirect Student Services
- IV. Accountability
  - A. Data analyses
  - B. Reporting results to stakeholders

## School Counselors and the Common Core

The BCPS school counseling program is aligned with the Blueprint for Progress 2.0 and the National Common Core Standards. The services provided are needs based, sequential, developmental, comprehensive, assessed, and for all students. BCPS school counselors play an integral role in preparing our students to be college, career and life ready. Academic development is paramount to student success; school counselor address areas that include the acquisition of skills in decision making, problem solving, goal setting, critical thinking, logical reasoning, and interpersonal communication and the application of these skills to academic achievement. Using the *Essential School Counseling Curriculum*; available electronically on the BCPS school counselors' Wiki, school counselors are expected to assess students' needs, develop and deliver an organized program of services, and assess the impact of their program of services on student competencies. School counselors play key roles in school wide initiatives including developing peer helper and peer mediation programs, providing referrals to outside resources, and collaborating with others on student programs such as scholarships, financial aid information, college nights, career fairs, character education program, student recognition, child abuse prevention, staff development on conflict resolution/bully prevention, and career exploration to name just a few. Below are curriculum maps for K-12 in the form of a calendar; the Wiki houses several lesson plans for each of the counseling curriculum themes listed on the curriculum calendars.

## High School Counseling Curriculum Calendar

Grade	9	10	11	12
<b>August</b>	New student orientation, New Enrollments	Corrections, Credit Checks, New Enrollments	Corrections, Credit Checks, New Enrollments	Corrections, Credit Checks, New Enrollments
<b>September</b>	Schedule Corrections, PSAT Prep, EHS forms	Schedule Corrections, PSAT Prep, EHS forms	Schedule Corrections, PSAT Prep, EHS forms	College Application Process, College Planning, Connect EDU
<b>October</b>	PSAT testing, Guidance orientation, Connect EDU, counseling	PSAT testing, individual and group counseling	PSAT testing, individual and group counseling	National Merit Appl., College Applications, SAT/ACT testing
<b>November</b>	Failure Letters, Academic Interventions, counseling	Failure Letters, Academic Interventions, counseling	Failure Letters, Academic Interventions, counseling	College app follow-up, SAT/ACT testing
<b>December</b>	PSAT scores, counseling	CCBC College Readiness, PSAT scores, counseling	PSAT scores, counseling	College app follow-up, financial aid presentations, CCBC College Connection
<b>January</b>	Registration, Course Advising, failure letters, counseling	Registration, Course Advising, failure letters, counseling	Registration, Course Advising, failure letters, counseling	Scholarship Search, CCBC instant admissions
<b>February</b>	Course Advising, AP exam registration	Course Advising, AP exam registration, Connect EDU/career inventory	Course Advising, AP exam registration	Scholarships, AP exam registration
<b>March</b>	Academic Intervention	Academic Intervention	Junior presentations and conferences, Connect EDU/College Research, ½ day paperwork due	Academic Intervention
<b>April</b>	Failure letters, Academic Intervention	Failure letters, Academic Intervention	CCBC PEP Day, Failure letters, Academic Interventions	Potential non-grad conferences
<b>May</b>	3-E conferences, Summer School forms, AP & HSA testing, magnet enrollments	3-E conferences, Summer School forms, AP & HSA testing	3-E conferences, Summer School forms, AP & HSA testing	AP Testing, Graduation planning
<b>June</b>	Failure letters, revise retained listing, summer forms, magnet enrollments	Failure letters, revise retained listing, summer forms	Failure letters, revise retained listing, summer forms, senior year planning	Failure letters, Non-grad summer forms, graduation

## Middle School Counseling Curriculum Calendar

	6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
September – October	Counselor Orientation	Counselor Orientation/Student Self-Awareness	Orientation & Magnet School Information
October – November	Relationship skills (Developing Empathy)	Magnet School Information	Healthy Relationships
November – December	Academic Goal Setting (Developing work ethic)	Study Skills (Organization & Personal Study Space)	Bullying Prevention (Self advocacy and assertiveness)
December – January	Bullying Prevention (Defining bullying/ harassment/ inappropriate interactions)	Bullying Prevention (Role of the bystander)	High School Registration
February – March	Resolving Conflict (Changing friendships/ classroom relationships)	Peer Pressure & Boundaries	Study skills (Becoming a responsible learner)
March – April	Study skills (Organization & Time Management)	Communication Skills (Active listening & communication styles)	Conflict Resolution (Letting go and getting closure)
April – May	Career Clusters (What is a cluster & connection to interests)	Career Development (Identifying your Holland Code)	Career Development (Exploring careers)
May – June	Internet Safety and Boundaries	Emotional Management (Anger and stress)	Emotional Management (Anxiety and depression)

## Elementary School Counseling Curriculum Calendar

	PreK –K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Quarter 1</b>	*Social Skills/ Being a Responsible and Respectful Learner *Getting Along With Others *Making Good Decisions/ Red Ribbon Week	*Social Skills/ Being a Responsible and Respectful Learner * Making Good Decisions/ Red Ribbon Week	*Social Skills/ Being a Responsible and Respectful Learner * Making Good Decisions/ Red Ribbon Week	*Bullying Prevention *Social Skills/ Being a Responsible and Respectful Learner * Making Good Decisions/ Red Ribbon Week *Conflict Resolution	*Bullying Prevention * Making Good Decisions/ Red Ribbon Week *Conflict Resolution	* Bullying Prevention * Making Good Decisions/ Red Ribbon Week * Conflict Resolution
<b>Quarter 2</b>	*Character Values *Social Skills/ Being a Responsible and Respectful Learner	*Getting Along With Others *Character Values	* Social Skills/ Being a Responsible and Respectful Learner *Bullying Prevention *Conflict Resolution	* Academic Success * Test Taking Skills/Reducing Test Anxiety	*Academic Success * Test Taking Skills/Reducing Test Anxiety	*Academic Success * Test Taking Skills/Reducing Test Anxiety
<b>Quarter 3</b>	Personal Safety Unit	Personal Safety Unit	Personal Safety Unit	Personal Safety Unit	Personal Safety Unit	Personal Safety Unit
<b>Quarter 4</b>	*Career Awareness *Summer Safety	*Career Awareness * Summer Safety	*Career Exploration * Conflict Resolution	* Career Exploration * Bullying Prevention	*Career Exploration * Bullying Prevention	*Career Exploration * Transition to Middle School

## College Counseling - Coordination of Services

	Middle School	Grade 9	Grade 10	Grade 11	Grade 12
GOAL	AWARENESS	PREPARATION	PREPARATION	READINESS	PERFORMANCE
<b>College Board</b>	College Ed	PSAT  AP Courses* D2B SAT on-line My Road	PSAT AP Courses* AP Potential SAT on-line My Road D2B	PSAT SAT Accuplacer AP courses SAT on-line My Road	SAT AP courses SAT on-line My Road PEP D2B
<b>BCPS</b>	Rigorous courses COIN Career Search ConnectEDU  Magnet School Programs   Advisory*	Rigorous courses PSAT ConnectEDU  Magnet School Programs Career & Technology Programs  AVID* Small Learning Communities* JROTC* Advisory*	Rigorous courses PSAT PSAT/SAT Prep courses Alternative Ed. (SAT Prep) Magnet School Programs Career & Technology Programs AVID* Small Learning Communities* JROTC* Advisory* D2B	Rigorous courses SAT Preparation courses Alternative Ed. (SAT Prep) Parallel enrollment Dual Enrollment* Career & Technology Programs Articulated Credits AVID* Small Learning Communities* JROTC* Advisory*	Rigorous courses Post-Secondary Selection Senior Interviews Parallel enrollment Dual Enrollment* Career & Technology Programs Articulated Credits AVID* Small Learning Communities* JROTC* Advisory*
<b>Counseling Strategies and Partnerships</b>	Individual/Group Counseling Classroom Guidance Assessment Learning styles Early College Awareness Career/College Resources Career Days/Speakers College Days Job Shadowing College Visits CCBC College Fairs 4 year plans  Parent Night Newsletters Electronic Reminders Counseling Websites  Educational Talent Search* Center for Talented Youth* Gear-Up*	Individual/Group Counseling Classroom Guidance PSAT Orientation/Interpretation Career/College Seminar*  4 Year plans Career/College Resources Career/College Days/Speakers College Visits CCBC College Fairs  Parent Night Newsletters Electronic Reminders Counseling Websites  Maryland's Tomorrow* Educational Talent Search* Center for Talented Youth Upward Bound*	Individual/Group Counseling Classroom Guidance PSAT/SAT interpretation AP Potential  4 Year plans Career/College Resources College Readiness Program Career/College Days/Speakers College Visits CCBC College Fairs Career/College speakers College planning  Parent Nights Newsletters Electronic Reminders Counseling Websites  Maryland's Tomorrow* Educational Talent Search* Center for Talented Youth Upward Bound* ASVAB	Individual/Group Counseling Classroom Guidance PSAT/SAT interpretation AP Potential ACT/TOEFL Post-Secondary Planning Career/College Resources College Readiness Program College Readiness Courses (Reading/Writing/Math) Career/College Days/Speakers College Visits CCBC College Fairs Career/College speakers College application  Parent Nights - post-secondary planning and financial aid Newsletters Electronic Reminders Counseling Websites Division of Rehabilitative Services Maryland's Tomorrow* Educational Talent Search* Center for Talented Youth Upward Bound* ASVAB	Individual/Group Counseling Classroom Guidance SAT interpretation ACT/TOEFL Post-Secondary Decision Making and Application Process Internships Financial Aid/Scholarships Career/College Resources College Readiness Program College Readiness Courses (Reading/Writing/Math) Career/College Days/Speakers College Visits CCBC College Fairs CCBC Instant Admissions College/Career speakers Parent Nights - post-secondary planning & financial aid Newsletters Electronic Reminders Counseling Websites Division of Rehabilitative Services Maryland's Tomorrow* Educational Talent Search* Center for Talented Youth Upward Bound*  ASVAB

\* offered at some BCPS high schools

## Duties of the School Counselor

The professional school counselor is responsible for implementing a comprehensive school counseling programs that address the academic, career, personal, and social development of all students. School counselors provide various guidance and counseling services to students and their families. They provide advice and guidance to students, school administrators, staff, parents, and community members while removing barriers that prevent students from learning.

### EXAMPLES OF DUTIES:

- Promotes student success, provides preventive services, and responds to identified student needs by conducting a comprehensive school counseling program that addresses the academic, career, and personal/social development of students.
- Assists students, individually or in groups, with developing academic, career and personal/social skills, goals and plans. Provides individual and group counseling to students with identified concerns and needs.
- Encourages students to use the counselor and the counseling office resources to resolve personal and social problems, which have an effect on their learning, motivation, and personal development.
- Assists students in developing decision making skills. Counsels students regarding the world of work and their employment options so students are college, career and life ready upon graduation.
- Collaborates with school administrators and staff regarding comprehensive school counseling programs.
- Develops and implements school counseling initiatives.
- Communicates the goals of the comprehensive school counseling program to education stakeholders.
- Provides college and vocational school information to students, including information regarding college applications, transcripts.
- Participates in on-going professional development designed to enhance personal skills as a professional school counselor.
- Accurately and appropriately interprets student data to create a data driven program. Prepares and presents reports.
- Uses group and responsive counseling strategies to assist students in knowing their own learning pattern, and to develop and plan their personal educational experiences.
- Maintains accurate records of counseling program which addresses each domain of school counseling. School counselors evaluate the effectiveness of their program and interventions through the use of assessments, surveys, and other forms of data collection and analysis. They set professional goals and create a Closing the Gap Action plan and conduct a year end evaluation of the comprehensive school counseling program.

## BCPS College and Career Opportunities

Each of these programs listed below are managed by school counselors to some degree and all prepare students for a full range of options and opportunities after high school and they help:

- Improve college readiness
- Increase academic rigor
- Increase awareness of self and others
- Increase college attendance and completion rate

### **Career Explorer**

This interactive program is designed for fifth grade students to explore career interest and feeling associated with different careers.

### **4/5 Year Plans**

Counselors work with middle and high school students to develop appropriate goals for their future. The plans are designed to allow students to see the necessary steps it will take to achieve success. Students set goals and plan courses needed to graduate while learning about various career paths in Career Technology Education (CTE).

### **College Ed**

School Counselors work with other curriculum areas to deliver the college readiness curriculum to middle school students to create an awareness of the expectations necessary to attend college.

### **Early College Awareness Program**

The Early College Awareness Program is a workshop designed to raise awareness for First Generation College bound 8th graders and their parents. The workshop includes information on financial aid for college, preparing for college while in high school, hearing from current college students, and enjoying dinner on a college campus. The Early College Awareness program is a program created in partnership with the Harvard Alumni Association, Goucher College, Community College of Baltimore County, and Stevenson University. This opportunity is available to all BCPS middle schools.

### **College Gateway Program**

This program is offered at nine identified middle schools. Through a partnership with CCBC and Morgan State University every seventh grade students are bussed throughout the year to participate in a college lesson culminating with a day spent on the college campus.

### **Diploma to Degree (D2D)**

The Diploma to Degree program is designed for students who want to graduate from BCPS while simultaneously earning an Associate of Arts Degree in General Studies from the Community College of Baltimore County (CCBC) and a high school diploma from BCPS. Focused on academic rigor and preparation for the twenty-first century work force, this program allows students to earn college credit, which they can easily transfer to Maryland colleges and universities in pursuit of advanced degrees.

### **College Pathway Program**

The College Pathway Program provides meaningful college awareness activities that engage tenth grade high school students with a 2.0 grade point average to examine the advantages of choosing college as a pathway to their future. Students will participate in "college readiness" activities that will demonstrate how college programs enable individuals to reach their career goals and to provide students with the necessary skills and abilities to be successful in college.

### **College Connection**

College Connection provides exploration sessions for students to examine career options, choosing a major, short and long term educational goals, financial planning, and special decisions related to the college admissions process.

### **Parallel Enrollment Program (PEP)**

Prospective students can learn how to get a jump start on college through the Parallel Enrollment Programs (PEP) offered at several area colleges. Students will learn about the advantages of PEP, support services, college activities, and the enrollment processes. Admissions Counselors will conduct the PEP presentations at the high schools.

### **Instant Admissions**

Instant Admissions is an opportunity for seniors interested in attending CCBC to apply and be admitted instantly at the high school. Students will meet with an Admissions Counselor to complete an Application for Admission, schedule placement testing, and receive information for Financial Aid, academic advising, orientation, and registration.

### **FAFSA Competition Project**

BCPS has been selected to participate in the national project to increase the number of students to complete the Free Application for Federal Student Aid.

### **Kuder**

Kuder is a web based program offered through CCBC which allows students to explore colleges and careers. The program includes interactive and engaging activities relevant for today's high school students. Using Kuder's research-based assessments, students learn about themselves and careers they want to pursue while building an education plan.

### **Internships**

This program is designed to provide students with opportunities to extend and apply their classroom learning in a career area under the supervision of a professional in the field.

### **Career Technology Education (CTE)**

CTE is a program that enables students to prepare for their roles as individuals, family members, and citizens. First and foremost, CTE is about education in middle school, high school, and college that provides students with:

- Academic subject matter taught with relevance to the real world, often called “contextual learning.”
- Personal and employability skills, from task and skill expertise to workplace ethics.
- Educational pathways that help them explore interests and careers while progressing through school.
- Postsecondary career pathways that include registered apprenticeship, industry certification, community college certificate/associate degree programs, and four-year college degree programs.

### **ConnectEDU**

College and Career computer program designed to manage and explore college and career options for middle and high school students.

### **College Fair**

Every March, two college fairs are held on each side of the county in partnership with Baltimore County Community College to increase awareness for students and parents about post-secondary educational options. Counselors help to publicize and supervise the event.

### **ReadiStep, SAT, ACT, PSAT, and Advanced Placement Exams**

School counselors typically organize and administer these college preparatory examinations.

Academic  
Development



Career  
Development



Personal/Social  
Development



- Advisement—rigor, relevance, and relationships
- College Ed
- College Gateway
- Early College Awareness
- College Pathways
- D2D and PEP
- AP testing
- 21st Century Skills

- Career Explorer
- Coin
- Kuder
- ConnectEDU
- Career Folders (4-5 year plans)
- Career Technology Education (CTE)
- Completers/Internships
- 21st century skills

- Closing the Gap Action Plans
- 21st century skills such as collaboration, critical thinking, problem solving, creativity, innovation, global awareness, financial literacy, environmental literacy, and information, media and technology literacy's delivered through individual, group and classroom guidance lessons

Preparing Students for College and Career

## MSDE Report House Bill 724

Baltimore County Public Schools Office of Pupil Personnel Services is made up of a coordinator, a supervisor of school social work services, forty pupil personnel workers (including five liaison positions), fifty school social workers, and five residency investigators. The pupil personnel workers provide support to students, families, and schools to promote student success in a variety of ways.

The pupil personnel worker provides direct and indirect services to school personnel, students, and families of students who are experiencing academic, behavioral, emotional, physical, or social difficulties. The pupil personnel worker acts as the liaison between the home, school, and community by providing a coordinated approach to address the needs of students and families through networking with agencies, connecting services, and collaborating with other human service providers to support students and families. With connections to home, school, and community, the pupil personnel worker is able to implement proactive strategies that may prevent or resolve problems. Pupil personnel workers are often assigned to high school feeder systems in order to provide an area focus for the intervention of pupil personnel services. The pupil personnel worker mobilizes other human service providers (community agencies, churches, school personnel, etc.) in an effort to collaborate in providing services and effecting change in the lives of students and their families. Interventions of pupil personnel workers promote student achievement and provide an opportunity to achieve the maximum benefits of the educational experience.

The multi-faceted responsibilities of the pupil personnel worker are as follows:

- Consult individually and network collaboratively with parents, teachers, administrators, school social workers, psychologists, school counselors, and other human service providers to address the needs of individual students
- Assist in the educational and behavioral development of students through student and parent conferences
- Obtain background information to help in program planning and behavioral management of students by conducting in-depth interviews and social histories
- Utilize casework techniques in working closely with parents or guardians of those students who need special understanding and assistance in order to derive the most benefit from the school program
- Facilitate meaningful relationships for school personnel with parents through home visits
- Participate in Student Support Services Team conferences to provide a multi-disciplinary approach to student problems
- Participate as a member of the local school IEP Team and Central IEP Committee to determine special education programs for the disabled child
- Promote and participate in programs to develop a positive mental health atmosphere within the school
- Interpret school laws and policies for school personnel, community, and private and public agencies, regarding their application to the school system
- Contribute to case conferences, faculty meetings, parent groups, and community agency meetings

- Assist schools with matters related to residency including fraudulent enrollment investigations
- Process shared domicile applications
- Process applications for students in state supervised care, kinship situations, hardship situations, and interstate compacts for possible enrollment in county schools
- Arrange intake conferences for the enrollment of students discharged from public and private psychiatric facilities
- Arrange an intake conference for the enrollment of students discharged from Department of Juvenile Services facilities
- Contribute to the Maryland School Assessment (MSA) by assisting school personnel in implementing school improvement plans
- Assist the I.E.P. Team in identifying and processing the potential special education student by studying patterns of low attendance and disruptive behavior in relationship to learning
- Initiate, plan, and chair interagency case conferences on individual students at the local school
- Refer cases of abuse and chronic neglect to Department of Social Services when all interventions have been exhausted
- Refer chronic low attending students to the Department of Juvenile Justice if in-depth casework has not been successful in remedying the problem
- Establish and chair Attendance Committees in assigned schools
- Intervene with parents and students to improve poor attendance
- Refer chronic attendance cases to the State's Attorney
- Petition cases to District Court when parents violate the Compulsory Education Law after all other school and community services have not been successful
- Assist high schools in the improvement of graduation and dropout rates
- Provide consultation to committees regarding instructional curriculum, school policy, and multi-cultural education
- Serve on interagency committees such as the Multi-disciplinary Team and Local Coordinating Committee to design methodologies of effectively coordinating services
- Assist adults and teenage dropouts who desire to continue in alternative educational programs
- Process requests of students seeking re-entry to regular day school programs if they have been placed in an alternative program, expelled, or have voluntarily withdrawn
- Involve business and community resources in assisting families in need of food, clothing, or emergency assistance
- Process applications of resident agency-placed students for enrollment
- Participate in the Out-of-County Project in reference to the enrollment of agency-placed students, the collection of data, and the completion of the final report for the state
- Assist with the enrollment of a child when non-custodial/custodial arrangements need clarification and documentation
- Assist the home schooling liaison with noncompliant parents and students
- Facilitate the enrollment of homeless students in the school of origin or geographic school including determination of school placement, setting up free lunch, applying for clothing vouchers, and requesting transportation
- Provide school staffs with training, information, and interpretation of the McKinney Vento Homeless Education Assistance Improvement Act of 2001
- Provide consultation to families for general parenting skills, student behavior management, special cases involving attention deficit/hyperactivity, and other at-risk students
- Provide homeless families with necessary assistance and resources
- Maintain relationship with homeless and transitional shelters throughout the county

- Serve as liaison for Baltimore County Public Schools with the judicial system and law enforcement agencies
- Conduct required parent conferences (RPC), suspension conferences, and individual student conferences
- Refer students and families to community resources for assistance in areas such as: domestic violence, individual and family counseling, emergency financial assistance, housing, immunizations, and other health services, Alateen, Narcotics Anonymous, and Alcoholic Anonymous
- Provide case management for all students who have been processed by the Superintendent's Designee through program reviews, suspensions, administrative transfers, and expulsions
- Accompany students or staff members transported from a school, office or school activity by an emergency medical responder
- Deploy to hospitals and collaborate with hospital staff to accompany and assist with discharge of students to parents in emergency situations
- Deploy to schools in emergency situations as requested by the Critical Incident Response Team (CIRT) to assist with evacuation, transportation, and pick up of students
- Serve on Traumatic Loss Teams.

In addition to their school assignments, five pupil personnel workers have additional liaison responsibilities as follows:

- The institution liaison processes the enrollment, placement, and maintenance of records for all students assigned to three specific institutions, The Board of Child Care, St. Vincent's Center, and Villa Maria, sits on the Multi Disciplinary Team, and processes cases of employee child abuse.
- The homeless liaison hears appeals related to school choice and services to homeless students, coordinates services to homeless shelters, interprets federal law for school staff, provides system-wide and community training on homelessness, and oversees special programs for homeless students.
- The residency liaison hears appeals and renders decisions regarding residency cases and special permission transfers on behalf of the Executive Director of Student Support Services, works collaboratively with the Office of Student Data on the Out of County Project for institutional and students in state supervised care, and works with the Office of Law on appeals to the Board of Education.
- The ESOL liaison facilitates access to the appropriate educational and community resources for immigrant families, including school placement, processing shared domicile applications, and parent orientation.
- The liaison to the Northwest/Southwest Regional IEP Team assists in the processing of the high number of complex special-needs students placed in state supervised care in the review of records, contacting schools, completing social histories, attending IEP meetings, and making referrals to outside resources.
- The court liaison works closely with the Department of Juvenile Services (DJS) to arrange and facilitate intake conferences for students released from DJS facilities; collaborates with the court system; completes annual court reports to DJS, Family Services Division, and the State's Attorney's Office; process and secure drug analysis reports for the Superintendent's Designees; acquire court ordered custodial documents; appear and observe juvenile court cases on behalf of the school system; and collaborate with the State's Attorney on attendance referrals.

# **CALVERT COUNTY**

## LEGISLATIVE RESPONSE DOCUMENT FROM CALVERT COUNTY PUBLIC SCHOOLS

### School Counseling Program

The Calvert County Public School (CCPS) counseling program is an integral part of every student's educational experience. It is a developmentally appropriate and sequentially planned program for all students K-12. This program is directed toward assisting the students in understanding themselves as unique individuals and productive members of society who are cognizant of their rights and responsibilities. Furthermore, it assists students in making decisions and career choices appropriate to their developmental needs. The school counseling program is concerned with the educational, career, personal, and social needs of the student. This program is designed to encourage the maximum growth and development of each student. The CCPS counseling program aligns with the Maryland State Department of Education school counseling plan and follows national standards as set forth in the American School Counselors Association National Standards. School counselors are responsible for planning, implementing, and evaluating the counseling program unique to their school's student population, staff, and school community. CCPS employs 43 school counselors within 25 schools in the county, specifically thirteen elementary, six middle, four high, one alternative, and one career/technology school.

CCPS school counselors develop programs in all three areas of the national standards (academic, career and college readiness, and personal/social development). To assist in the academic development of all students, school counselors provide direct and indirect services at the school level. Direct services include individual counseling, group counseling, and classroom lessons that focus on student achievement, self-discipline, knowledge of course offerings, placement, and advancement. CCPS is invested in developing the potential of all students by using data and vertical articulation to increase the number of students taking rigorous courses and ultimately experiencing at least one advanced placement (AP) course in their high school tenure. In fact, data from the past several years indicates a steady rise in the number of students taking AP courses (1358 in 2006 to 1837 in 2012) even though the student population has decreased in that time. Additionally there has been no decline in the number of students scoring in the 3-5 range with the increased number taking the courses. Students are also encouraged to learn about the various career and technology pathways offered in the county either at the home high school or at our Career and Technology Academy.

Indirect services include review and analysis of student and school data; consultation with parents/guardians, and collaboration with teachers, administrators, and the community. The standards set forth in ASCA for academic development are:

**Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.**

**Student Competency:** Improve Academic Self-Concept

**Students learn to:**

- articulate feelings of competence and confidence as a learner
- display a positive interest in learning
- take pride in work and in achievement
- accept mistakes as essential to the learning process
- identify attitudes and behaviors which lead to successful learning

**Student Competency:** Acquire Skills for Improving Learning

**Students learn to:**

- apply time management and task management skills
- use communication skills for self-advocacy
- apply knowledge of learning styles to positively influence school performance

**Student Competency:** Achieve School Success

**Students learn to:**

- demonstrate the ability to work independently of, and cooperatively with other students
- demonstrate dependability, productivity, and initiative

**Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.**

**Student Competency:** Plan to Achieve Goals

**Students learn to:**

- establish challenging academic goals in elementary, middle, and high school
- use assessment results in educational planning
- apply knowledge of aptitudes and interests to goal setting
- identify post-secondary options consistent with interests, achievement, aptitude, and abilities

**Standard C: Students will understand the relationship of academics to the world of work and life in the community.**

**Student Competency:** Relate School to Life Experiences

**Students learn to:**

- seek co-curricular and community experiences to enhance the school experience
- understand the relationship between learning and work
- demonstrate an understanding of the value of lifelong learning

To assist in the career and college readiness, CCPS school counselors employ counseling programs to provide the foundation for the acquisition of skills, attitudes, and knowledge that enable students to make a successful transition from school to college and the world of work, and from job to job across the life span. The ASCA standards are the backbone of the implementation and are as follows:

**Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

**Student Competency:** Develop Career Awareness

**Students learn to:**

- Develop skills to locate, evaluate, and interpret career information
- Learn about the variety of traditional and nontraditional occupations

- Develop an awareness of personal abilities, skills, interests and motivations
- Learn how to interact and work cooperatively in teams
- Learn to make decisions
- Learn how to set goals
- Understand the importance of planning
- Pursue and develop competency in areas of interest
- Develop hobbies and vocational interests
- Balance between work and leisure time

**Student Competency:** Develop Employment Readiness

**Students learn to:**

- Acquire employability skills such as working on a team, problem-solving and organizational skills.
- Apply job readiness skills to seek employment opportunities
- Demonstrate knowledge about the changing work place
- Learn about the rights and responsibilities of employers and employees
- Learn to respect individual uniqueness in the workplace
- Learn how to write a resume
- Develop a positive attitude toward work and learning
- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
- Utilize time and task management skills

**Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.**

**Student Competency:** Acquire Career Information

**Students learn to:**

- Apply decision-making skills to career planning, course selection and career transition
- Identify personal skills, interests, and abilities and relate them to current career choice
- Demonstrate knowledge of the career-planning process
- Know the various ways in which occupations can be classified
- Use research and information resources to obtain career information
- Learn to use the Internet to access career-planning information
- Describe traditional and nontraditional career choices and how they relate to career choice
- Understand how changing economic and societal needs influence employment trends and future training

**Student Competency:** Identify Career Goals

**Students learn to:**

- Demonstrate awareness of the education and training needed to achieve career goals
- Assess and modify their educational plan to support career
- Use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience
- Select course work that is related to career interests
- Maintain a career-planning portfolio

**Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.**

**Student Competency:** Acquire Knowledge to Achieve Career Goals

**Students learn to:**

- Understand the relationship between educational achievement and career success
- Explain how work can help to achieve personal success and satisfaction
- Identify personal preferences and interests influencing career choice and success

- Understand that the changing workplace requires lifelong learning and acquiring new skills
- Describe the effect of work on lifestyle
- Understand the importance of equity and access in career choice
- Understand that work is an important and satisfying means of personal expression

**Student Competency:** Apply Skills to Achieve Career Goals

**Students learn to:**

- Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals
- Learn how to use conflict management skills with peers and adults
- Learn to work cooperatively with others as a team member
- Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences.

The CCPS School Counseling Program implements strategies and activities to address personal/social development using a variety of activities and supports for students. In addition to individual counseling, group counseling, and classroom guidance lessons; counselors play a large role in the countywide Character Education initiative and the Positive Behavior Interventions and Supports (PBIS) program. The PBIS program provides incentives for students and teachers who follow the prescribed expectations at the school and promote positive reinforcement thus reducing discipline incidents and increasing attendance. Counselors also have close working relationships with student services staff members to coordinate other services for students and families such as homelessness, crisis intervention, and referrals to other agencies.

The following ASCA standards are used as a guide for the implementation of these activities and supports:

**Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.**

**Student Competency:** Acquire Self-Knowledge

**Students learn to:**

- develop a positive attitude toward self as a unique and worthy person
- identify values, attitudes, and beliefs
- learn the goal setting process
- identify and express feelings
- distinguish between appropriate and inappropriate behaviors
- recognize personal boundaries, rights, and privacy needs
- understand the need for self-control and how to practice it
- demonstrate cooperative behavior in groups
- identify personal strengths and assets
- identify and recognize changing family roles

**Student Competency:** Acquire Interpersonal Skills

**Students learn to:**

- recognize that everyone has rights and responsibilities
- recognize, accept, respect, and appreciate individual differences
- recognize, accept, and appreciate ethnic and cultural diversity

- know that communication involves speaking, listening, and nonverbal behavior
- learn how to make and keep friends

**Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.**

**Student Competency:** Self-Knowledge Applications

**Students learn to:**

- use a decision-making and problem-solving model
- understand consequences of decisions and choices
- identify alternative solutions to a problem
- develop effective coping skills for dealing with problems
- demonstrate when, where, and how to seek help for solving problems and making decisions
- know how to apply conflict resolution skills
- know when peer pressure is influencing a decision
- identify long- and short-term goals
- use persistence and perseverance in acquiring knowledge and skills

**Standard C: Students will understand safety and survival skills.**

**Student Competency:** Acquire Personal Safety Skills

**Students learn to:**

- demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- learn about the relationship between rules, laws, safety, and the protection of an individual's rights
- learn the difference between appropriate and inappropriate physical contact
- demonstrate the ability to assert boundaries, rights, and personal privacy
- differentiate between situations requiring peer support and situations requiring adult help
- identify resource people in the school and community and know how to seek their help
- apply effective problem-solving and decision-making skills to make safe and healthy choices
- learn about the emotional and physical dangers of substance use and abuse
- learn how to cope with peer pressure
- learn techniques for managing stress and conflict

**Duties and Responsibilities of the School Counselor**

1. Implements a school counseling program that is data-driven, planned, sequential, and developmentally appropriate.
2. Plans and delivers structured lessons, presentations, and services designed to meet the identified guidance and counseling competencies in areas of academic achievement, career and educational development, and personal/social development through a variety of modalities, including individual advising, large group guidance, and small group counseling.
3. Initiates individual and group sessions to address students' personal, social and academic needs.
4. Assists students in developing decision-making skills and provides related experiences to help them attain understanding of their abilities, interests and values.

5. Utilizes student and school data to monitor the student's academic progress.
6. Collaborates with administrators, teachers, and parents to promote rigorous educational and career planning for all students that includes structured academic and career plans leading toward graduation and beyond.
7. Consults with parents and staff to appraise individual and collective student needs and interests and discuss appropriate recommendations for student educational, personal and social growth.
8. Plans programs and services through which parents of all students will acquire an understanding of expectations, roles, and procedures for monitoring students' academic and career planning processes and progress during critical transition periods.
9. Assists with the development of the school's master schedule.
10. Assists in the articulation and orientation of students.
11. Reports and refers critical incidents that jeopardize the well-being of the student as obligated by law, Calvert County Public Schools policies and procedures, and ethical standards.
12. Collaborates in the development and implementation of programs targeting social/emotional skills that reduce negative behaviors and increase productive and positive behaviors between and among students.

### **College and Career readiness activities**

CCPS provides a comprehensive K-12 delivery of college and career readiness activities. Elementary level activities create early awareness, knowledge and skills that lay the foundation for academic rigor and social development necessary for college and career readiness. Middle school activities create opportunities to explore and deepen college and career knowledge and skill necessary for academic planning and goal setting; and high school activities create college and career pathways that promote full implementation of personal goals that ensure the widest range of future life options.

At the elementary school level programs and activities include:

**Try College For A Day** – All fifth graders from four of our elementary schools attend the College of Southern Maryland for a day. This day provides exposure to the college professors and coursework through three classroom/lab experiences in STEM related disciplines. Students receive a certificate declaring that they are “accepted” upon graduation.

**Career Day (K-5):** Parents and community members come into the school and present their career to students.

**Career/College Success Days (K-5):** Before career day school counselors have two days focused on how to get a career. In grade level assemblies before Career Week, they talk about why it is important to go to college/training schools. They discuss interviewing protocols including professional dress and verbal and non-verbal skills necessary during an interview. The first day is college day. Students and staff wear collegiate apparel to school. The second day is dress for success day. Students and staff wear professional attire to school.

**Career Lessons: (K-1) Career Centers-** Two 30 minute lessons: Students are split into four groups and attend two centers each lessons. There are four career centers for students to participate in. 1. Listening center-students listen to a book on cd with songs about different jobs in the community 2. Silent Reading center- students look at picture books about different types of careers. 3. Writing center- students draw a picture of themselves in the career of their choice and then fill in the sentence starter at the bottom. "When I grow up I want to be \_\_\_\_\_". 4. Read aloud center- students listen to an adult read the story "How Santa Got His Job." Students spend 15 minutes at each center.

(4-5) Career Discovery- Two 30 minute lessons: Students learn how their talents and hobbies can help them to discover a new career path. They each fill in a packet asking questions about what they like to do and who they admire and why. At the end of the packet is a survey about different hobbies they may like to do. Students check what they enjoy doing in their packet. In the second lesson, students count up the number of each color coded hobby. They list their colors from highest to lowest in 6 categories. Then as a class they review each color and what careers would use those hobbies/talents.

(3) Career Family Tree- Two 30 minute lessons: Students discuss how their relatives may influence what their future career may be. Students are given two worksheets to fill out. 1. A career family tree where students draw a picture of family members in their career. They also include themselves in their future career as well as answer a few questions about themselves. 2. A career family tree interview. Students interview two family members about their career. They ask and record *What is your career? How long have you had this job? What training did you need and where did you get it?* Finally they ask if that person has any personal advice about careers that they record on their interview graphic organizer. Students bring their projects back into school and are displayed for everyone to see.

**Career Corridor and College Wall:** The elementary counselors create a career corridor to display the 16 career clusters. The clusters are discussed with all grade levels (K-5) during grade level assemblies. Students bring in different pictures or articles about careers in that cluster to be displayed. Some schools create a college wall. Colleges send pennants and other items from their school to display. The counselor creates a college wall display to expose students to many different colleges. The college wall

has a pennant from the elementary school and a road banner that says "Where are you headed?" with different career choices. Underneath the banner are all the hanging pennants donated. The school counseling program's motto is "It's not IF you go to college but WHERE you go to college."

At the middle and high school level the primary delivery system for college and career readiness is provided through Career Cruising. Career Cruising is an Internet-based career exploration and planning tool available to students in grades 6 to 12 to explore career and college options and develop a career plan. Career Cruising can be accessed from school, from home, or wherever Internet access is available.

**Features of the program include:**

- Interest and Skills Assessment - a world-renowned career assessment tool to help people identify suitable career options based on their interests and skills
- Career Profiles - thorough and up-to-date information about hundreds of different occupations, including direct links between careers and related college programs
- Multimedia Interviews - interviews with real people in each occupation, which add depth and realism to career profiles
- College and Financial Aid Information - comprehensive college and financial aid information, with a number of useful search tools to help students find the right college and the right scholarships
- Electronic Career Portfolio - available online, so students can develop their education and career plans from wherever they access Career Cruising
- Resume Builder - integrated with the portfolio to help students format and print professional-looking resumes quickly and easily

This year CCPS will also be implementing online registration through the Career Cruising software. The Course Planner module helps students in grades 8 through 12 plan courses that reflect their career aspirations and graduation requirements. It brings together critical information including credit history, course descriptions, diploma tracking, pre-requisite requirements and suggested courses.

- **Online Course Information**  
An organized, intuitive way to learn about different courses that are available at your school
- **Online Course Planning**  
Students can plan courses for their future based on the careers or post-secondary education

institutions they have researched in Career Cruising. Course Planner will also show past courses and grades

- **Graduation Requirements**

Course Planner will track a student plan to determine if the student is meeting graduation requirements.

- **Career Cluster Tracking**

Students can plan courses based on specific Career Clusters (i.e. Arts & A/V Technology, Information Technology, Hospitality and Tourism, Business Management etc.).

- **Course Recommendations**

Students can view course recommendations from teachers or guidance staff.

CCPS also has purchased and uses the National Student Clearinghouse *Student Tracker* database- This database offers FERPA-compliant access to a nationwide coverage of postsecondary enrollment and degree records. Through this service, the Clearinghouse enables educational institutions to study postsecondary enrollment and success. The National Student Clearinghouse Research Center supports and enables the nationwide effort to use accurate longitudinal data outcomes reporting to make better informed educational policy decisions leading to improved student outcomes.

Additionally, middle and high schools provide additional activities and programs to meet the needs of the students in their building. Some of these include:

- Career Fairs/Speakers
- Southern Maryland College Fair – The Southern Maryland College Fair represents the combined efforts of two southern Maryland public school systems (Calvert and St. Mary's) along with a private school, the College of Southern Maryland, and the St. Mary's County Library. Approximately 120 colleges are represented at the fair and financial aid seminars and scholarship information is provided during the day and evening sessions.
- SoMdCan- Southern Maryland College Access Network – The Southern Maryland College Access Network (SoMD CAN) is a nonprofit organization whose mission is to increase the college-going rate among the region's high school students with specific focus on those students who are first generation college-bound, underserved populations and who are academically talented. Their goals are to offer opportunities through our curriculum-based program to build awareness of and preparedness for the college admissions and financial aid process with the intent to build a local workforce.

# Calvert County Public Schools

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## Legislative Response Document from Calvert County Public Schools Pupil Personnel Workers

### Pupil Personnel Program

The pupil personnel program in Calvert County Public Schools is an integration of services between the schools, community, and families. The PPW serves as a member of a team of professionals charged with the responsibility of assisting school age children to develop and grow into productive and independent citizens in the community.

This team, consisting of pupil personnel workers, school counselors, school psychologists, school health professionals and other professional personnel, provides integrated services to benefit all students. By utilizing this team approach, our pupil personnel workers strive to maximize and enhance the mental, physical, and emotional well-being of our students and families.

Our interdisciplinary team approach allows the PPW to serve as an advocate for students and a consultant to school staff and parents/guardians on a variety of issues. In an ongoing effort to strengthen home/school/community partnerships, the CCPS Pupil Personnel Worker serves as a liaison between many departments within our school structure, and as a referral source to numerous outside agency and community resources. The PPW demonstrates a basic knowledge of cultural, racial and ethnic diversity and ensures the due process rights of students. PPWs identify students and target populations in need of services and assist in developing and implementing plans to mitigate the factors that are hindering a student's educational progress.

### Duties and Responsibilities of the Pupil Personnel Worker

1. Participates in the multidisciplinary team approach to assist with the identification of students' needs and provide services/supports as needed.
2. Conducts home visits to gain a deeper understanding of the family and to promote family involvement.
3. Interprets and assists in the development and implementation of local and state policies/procedures/practices.

4. Consults with and refers to various public and private agencies, medical personnel and others to develop and improve health, education, and welfare services to meet the special needs of children.
5. Collaborates with agencies and school personnel to facilitate placement and adjustment from special schools and/or institutions.
6. Petitions cases to the courts for violations of the Maryland Compulsory Attendance Law.
7. Provides group and individual counseling/conferencing to students and parents; assists counselors and school personnel concerning student behavior and attendance issues.
8. Assists with decision-making on special issues involving school admission, withdrawal, transfer, residency, and non-entrant cases.
9. Provides crisis support for schools.
10. Investigates out-of-county and out-of-district residency issues.
11. Responds to emergency welfare and homeless situations for students and families.

#### **Areas/Issues Handled by PPW**

1. Homelessness: an increasing number of students living in shelters and doubling up of families in the household. We have seen a 62% increase over the past several years (2007-08 = 106 and 2011-12 = 169).
2. Residency issues.
3. Transfer requests for middle and elementary schools. (Total number of approved transfers for 2011-12 = 822, up from 194 in 1991-92.)
4. Transportation arrangements.
5. No shows.
6. Truancy Court.
7. County Multidisciplinary team.
8. Code of Conduct assemblies.
9. Student Services Teams
10. Pre-K and K Registration.

11. Home visits for various reasons.
12. Dropouts.
13. Transition Team (students returning to school system from placement).
14. MSAP – Maryland School Assistance Program (students drug/alcohol involved).
15. Bullying issues.
16. PBIS.
17. Suicide prevention.
18. Teen pregnancy.
19. Alternative education.
20. Attendance (student attendance total 95.11% in 2010-11; 95.33% in 2011-12).
21. Home/Hospital and CHIPS (363 in 2010-11; 389 in 2011-12).
22. Parental instruction (356 in 2010-11; 364 in 2011-12).
23. Tuition contracts.

# **CAROLINE COUNTY**

Caroline County's school counseling program addresses three basic domains. They are academic development, career development, and personal/social development.

Counselors must complete an approved master's degree in school counseling in a regionally accredited college or university in order to be a licensed school counselor. Along with clinical counseling skill development the counselor program also addresses cultural diversity, human growth and development, career awareness and development, fostering helping relationships, group and individual counseling, assessment analysis, and research.

Primarily counselors are expected to apply their professional training in schools in order to support student academic success. Through comprehensive school counseling programs of developmental, preventive, remedial, and responsive services, school counselors address academic development, career development, and the personal/social development of students.

In Caroline County we see the role and responsibility of counselors as advising students and their parents with college/career/personal/social issues. They assist these individuals in large group settings, groups of 10 or fewer participants, and in private one on one counseling sessions. The collection and analysis of data is an important aspect of a counselor's role so that appropriate goals can be set and progress assessed.

Because of their competence and ability to implement schoolwide programs counselors have often been tapped to perform duties that are more administrative in nature which has taken them away from their primary role. As a county we are trying to realign these responsibilities to allow the school counselors to deliver a more personalized college and career readiness program.

This year Caroline County created a new position, Supervisor of College and Career Readiness. This position has afforded us the opportunity to redesign the counseling program in Caroline County to follow the ASCA Model. This year we are focusing on changing the conversation for post-secondary education for all. We have provided training in the NOSCA workshop series, worked with Dr. Vivian Lee from University of Maryland College Park, a parent college readiness outreach program with Nora Cortland of Mid Atlantic Equity Consortium has been implemented, and we have worked closely with Dr. Wall from a grant with MHEC to work with counselors on assisting students in planning and paying for college. Counselors are embracing the change by writing goals based on data and aligning them with school improvement plans that are designed to improve student achievement. Counselors are looking at the FASFA completion rate which is something that needs to be completed if a student is serious about attending college. As a supervisor I am excited about the new direction we are moving.

## **College and Career Preparation Activities**

All juniors complete the PSAT

Financial Aid Nights

2011-2012 SAT School Day

SAT Night with tutoring four weeks before SAT

Accuplacer testing on sight at both high schools

FASFA Nights

SAT Saturdays

Attend 3-4 College Fairs/Expos

College Visits

All juniors take ASVAB

2012-2013 every school will take underrepresented students and parents to a college visits to include FARMS and first generation college students. This includes elementary through high school. This will also include visits to the college classrooms. Counselors are encouraged to take parents. It is important for parents to be excited about post-secondary education. College visits must include 2 year and 4 year institutions.

All students complete a 6 year plan beginning in the 8<sup>th</sup> grade.

Challenge for these activities is funding. To change the mindset we must move activities from the school house to the community.



# Caroline County Public Schools

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## Caroline County Public Schools Office of Pupil Services

Many changes have evolved with Caroline County Public Schools' Office of Pupil Services over the years. In the year 2000, the office had a Director of Pupil Services, a Coordinator of Pupil Services, and two (2) fulltime Pupil Personnel Workers. In 2004, a restructuring brought change resulting in the loss of the Director position and having a Supervisor to oversee the two (2) Pupil Personnel Workers. In 2008, the office lost one Pupil Personnel Worker due to retirement, who was never replaced, leaving only one Pupil Personnel Worker to serve a county of 5,200 students. In 2012 the Supervisor of Pupil Services retired. School-Year 2012/2013 brought further change by adding a second Pupil Personnel Worker. It was thought that the two (2) Pupil Personnel Workers should be made full time 12-month positions and due to the administrative type duties as well as it being a 12 month job. Therefore the two Pupil Personnel Workers were made Co-Coordiators of Pupil Services. With the help of a fulltime secretary devoted to the Office of Pupil Services, the two Coordinators solely serve the 5,600 students now enrolled in Caroline County Public Schools.

The following is a description of the duties:

**Homeless Coordinator** – Central Office contact regarding Homeless issues. Provides annual training to the nine (9) enrollment secretaries who also serve as school based homeless liaisons. Serves as CCPS contact for MSDE Homeless Coordinator. Develops Memorandums of Understanding with county agencies as needed. Collects homeless paperwork from all nine (9) schools. Continually provides technical assistance to the school based homeless liaisons.

**Juvenile Drug Court Liaison** – serves as CCPS representative to the Caroline County Juvenile Drug Court Program; ensures that proper releases have been signed in order that academic information can be shared with the drug court process and so FERPA is supported; provides student/drug court participant's academic progress, attendance and disciplinary information to the Drug Court Program every two (2) weeks for Drug Court hearings during the school year.

**Multi Disciplinary Team** – CCPS representative to the Caroline County Department of Social Services Multi Disciplinary team. Collects Child Abuse Neglect/Abuse Referrals that are made by CCPS employees and inquires on the status of these referrals with DSS personnel during these monthly meetings.

**Suicide Prevention** – CCPS point of contact for the Garret Lee Smith Suicide Prevention Grant through Johns Hopkins University. Oversees training of staff for suicide awareness and prevention; point of contact for the four (4) school based liaisons in Caroline County's four (4) secondary schools. Oversees the purchasing of suicide prevention materials. *Note: This is the third and final year of this grant. However, because COMAR dictates that Pupil Services*

*provides a Suicide Prevention Program, we will continually provide training and distribute awareness/prevention materials that educate and promote the State Suicide Prevention HotLine.*

**Caroline Drug Free Coalition** – CCPS representative to the CDFC monthly meetings; point of contact for any surveys that the coalition may administer to Caroline County students; coordinates student representation to the CDFC as needed

**Department of Juvenile Services Transition Team** – CCPS point of contact for Caroline DJS placements and chairperson of transition team meetings when students are leaving a DJS placement and returning to the Caroline County Community and school.

**Internal Review of Student Records** – annually coordinates and conducts internal review of student records with all nine (9) schools. This is a means of accessing records in order to provide direct training to enrollment secretaries. As a result, twenty plus (20+) hours of training are conducted with the enrollment secretaries annually.

**Informal Kinship Care** – access hardships as defined by the law that would qualify a child for enrollment by an individual within the 5<sup>th</sup> degree of kinship by virtue of blood; CCPS point of contact for approval

**C-Safe** – CCPS representative to the Federalsburg C-Safe committee

**CCPS Representative to the Caroline Mental Health Advisory Committee**

**CCPS Representative to the Caroline Child Fatality Review Team**

**Custody Issues / Temporary Enrollment** – approval of temporary enrollment pending an applicants Complaint for Custody of a child that is entering a Caroline County Public School; works with the family, monitors case, offers technical assistance, acquires custody order so that it can be placed in student record

**Home Hospital Instruction**

**Positive Behavioral Instructional Supports - Central office support/Liaison  
SWIS (School Wide Information Systems Facilitator)**

**Student Discipline/Suspension Data**

**Board of Child Care/ Children in State Supervised Care**

**Disruptive Youth Committee/Alternative School Placements**

**As Coordinators of Pupil Services, student referrals are received on an ongoing basis from all nine (9) home schools pertaining to:**

Attendance

Behavior

Residency

Health

Family Issues

Drop Out Prevention

## School Counseling Program Report

Carroll County Public Schools

House Bill 724

### **Describe the School Counseling Program**

Carroll County Public School Counselors facilitate the academic, career, and personal/social development of all students. School Counselors are integral members of the instructional team. They directly impact student achievement by delivering comprehensive services that meet the needs of the 21<sup>st</sup> century school community.

Carroll County Public School Counselors are uniquely trained leaders who promote success for all students. They collaborate with school stakeholders using data-driven decisions to facilitate the success of the 21<sup>st</sup> century learner in an ever-changing society. Each school counselor is responsible for a comprehensive school counseling plan that is data driven and insures the implementation of student standards to develop skills for ***academic, career and personal/social*** success. The student standards in the three areas of ***academic, career and personal/social*** development are aligned with the national standards of the American School Counseling Association (ASCA) model.

## **Describe the Duties and Responsibilities**

The Carroll County Public Schools have counseling services available to students in all elementary, middle, and high schools. The role of the counselor is to guide, advise, recommend, consult, and assist with the nearly limitless variety of concerns that students, parents, teachers, administrators, and the school community may have. School counselors are vital members of the education team.

School Counselors must demonstrate knowledge of counseling theory and techniques appropriate to the developmental stages. Specific goals relevant to each school are established and carried out through the school counseling plan. School Counselors are responsible for creating an environment of respect and rapport and establishing a culture for productive communication and learning. They must manage routines and procedures in the classroom and counseling setting. It is pertinent that they be highly organized, flexible and balance the needs of students each and every day. School Counselors are required to assess the needs of students both formally and informally. They are responsible for collaborating with instructional staff and administration. Serving as a broker of resources by being familiar with school based and community based programs is essential. It is imperative that they be knowledgeable of accessing data to evaluate their effectiveness and evaluate their program. They maintain student data and records. School Counselors must communicate with parents and families regularly. It is expected that School Counselors participate in ongoing professional development to stay current with the current trends and topics relative to school counseling. School Counselors are also expected to take a leadership role within their school and school community.

The school counseling program in Carroll County is aligned with the ASCA (American School Counselor Association) national model. Each school counselor addresses the three domains of school counseling:

### **Academic Development**

- Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- Students will understand the relationship of academics to the world of work, and to life at home and in the community.

### **Career Development**

- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.
- Students will employ strategies to achieve future career goals with success and satisfaction.
- Students will understand the relationship between personal qualities, education, training, and the world of work.

### **Personal/Social Development**

- Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

- Students will make decisions, set goals, and take necessary action to achieve goals.
- Students will understand safety and survival skills.

Counselors address these goals through the delivery of school counseling components.

School Counselors are responsible for implementing a program described in these components:

**Guidance Curriculum**-- Provides developmental, comprehensive guidance program content in a systematic way to all students K-12 via classroom lessons.

**Responsive Services**-- Addresses students' immediate concerns regarding academic, career or personal issues including but not limited to behavior, attendance, family, abuse, grief, stress, etc. via individual, and small group counseling.

**Individual Student Planning**-- Assists students and parents in the development of academic and career plans, via individual student academic and career planning ( educational career plans), decision making, goal setting and preparing for academic transitions including post-secondary options and financial/scholarship opportunities.

**System Support** -- Includes program, staff, and school support activities and services via advocacy, professional development, crisis response, school improvement, character education, PBIS, ETM, Special Education, as well as other facets of the school community.

Counseling offers a means for the student to grow in knowledge of self and others, thus enabling the student to develop a sense of responsibility needed to live effectively in the 21<sup>st</sup> Century. The counselors' functions are varied as they help students better understand themselves and the world around them and to be more receptive to learning in the classroom.

Although most counselors provide similar services, some counselors are given the responsibility for specific tasks such as coordinating the testing program, overseeing the peer facilitator program, or serving as the liaison to the Carroll County Career and Technology Center.

## Describe the College Readiness Activities

College Readiness Activities begin long before students reach high school. Carroll County Public School Counselors are assessing the following components set forth by the Collegeboard to be considered in their school counseling plans to address college and career readiness:

**College Aspirations**--To build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital and conveying the conviction that all students can succeed in college.

- Elementary school students visiting nearby colleges
- Elementary resource: Career Connection ( Career related lessons gr 3-5)
- Middle school students visiting nearby college
- Parent programs for elementary and middle school parents
- College student mentoring in elementary and middle schools
- Special college speakers from Carroll Community, Morgan State University to speak to diverse communities
- Special counseling initiatives to address at risk and low income high school students and expose them to college and other post-secondary opportunities

**Academic Planning for College and Career Readiness**--To advance students' planning preparation, participation and performance in a rigorous academic program that connects to their college and career aspirations and goals.

- Specific middle school career curriculum that addresses the "language" of high school and transition
- Specific tour of the Carroll County Career and Technology Center
- Pre high school educational career plan ( 8<sup>th</sup> grade)
- Encouragement of rigorous placements in middle school
- Parent information night for middle school parents regarding the high school transition
- Spring 8<sup>th</sup> grade tours of high school
- Educational Career Planning in 9<sup>th</sup> grade
- AP course enrollment advising throughout high school
- AP exam encouragement
- 10<sup>th</sup> grade PSAT for academic and preparedness diagnostic
- ASVAB assessment

**Enrichment and Extracurricular Engagement**-- To ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.

- Encourage service learning activities
- Club and Activity Fairs for middle school students
- Newsletters and announcements of summer enrichment programs for all grade level student
- Summer programs for rising juniors and seniors: "College Jumpstart" and "College Bootcamp"

- Support to advisory programs in both middle and high schools by teaching lessons and giving presentations

**College and Career Exploration and Selection Processes**—To provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.

- Early college tours and visits for elementary and middle school students
- Exploration opportunities for students at the Carroll County Career and Technology Center
- Middle School “camp” for Carroll County Career and Technology Center
- “Bridges” ( Career Exploration Program/Licensed website) for middle and high school students
- College search via “Bridges” for high school students
- Use of “Naviance” ( a premier college and career program) implemented at one high school
- Evening events including “College 101” and “ College and Career Informational Nights” at area high schools that include over 50 guest speakers on various topics related to college and the admission process
- Annual Continuing Education Fair sponsored by high school counselors, over 130 representatives ( approximately 2000 students and parents attend)

**College and Career Assessments**—To promote preparation, participation and performance in college and career assessments by all students.

- PSAT participation grades 10 and 11
- Encourage SAT/ACT participation
- Availability of exam waivers
- Counselor SAT registration tool
- ASVAB participation
- AP Exam participation
- Use of Bridges, Naviance
- Accuplacer
- Concurrent Enrollment at Carroll Community College

**College Affordability Planning**— To provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.

- Maryland College Savings Plan presentations to elementary and middle school parents
- Financial Aid evening events and presentations at the high school level
- FAFSA informational events including “College Goal Sunday”
- Scholarship newsletters in each high school of local, regional and national scholarship opportunities
- Presentations on scholarship data bases
- Presentations on Maryland Higher Education Commission and state based funding

**College and Career Admission Processes** -- To ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can find the postsecondary options that are the best fit with their aspirations and interests.

- Pre high school educational career plans
- High school educational career plans
- College information events ( as stated in College and Career Exploration)

- College Representative visits at each high school
- Career Fairs at elementary, middle and high school levels
- Guest speakers representing various career options
- Summer programs for rising juniors and seniors: “College Jumpstart” and “College Bootcamp”

**Transition from High School Graduation to College Enrollment** –To connect students to school and community resources to help the students overcome barriers and ensure the successful transition from high school to college.

- Grade level ( high school) meetings to assess academic progress and goals
- College/campus visits encouraged beginning as early as 10<sup>th</sup> grade
- Presentations to students and parents regarding living on campus, avoiding distractions, managing stress, managing the academic workload
- Emphasis on the importance of supports and college freshmen activities

Please see attached sample of “College Night” event.

# College 101

*December 12, 2011*  
*6:00-8:30*

**6:00-6:15**     **Welcome, Auditorium, Andrew Cockley, Principal, Century High School,  
Carolyn Hunsicker, School Counselor, Century High School**

## Workshop Session #1 6:20-6:50

- **Study Skills for High School:** Vital skills to becoming a successful high school student (8, 9, 10), Room A116, Sharon Adedeji, Academic Facilitator, Century High School
- **AP & College Readiness:** Learn about the correlation between AP courses, rigor and college success (8, 9, 10, 11), Room F105, Jason Arnold, Academic Facilitator, South Carroll High School
- **High School Internship Opportunities:** How to prepare for and secure a high school internship (8, 9, 10, 11), Room B118, Sarah Slivosky, Career Connections Coordinator, Century High School, Tim Karr, Career Connections Coordinator, South Carroll High School, Clare Linfield, Career Connections Coordinator, Liberty High School
- **Preparing for the College Years:** An elementary to high school timeline for parents (8, 9), Room F107, Carolyn Hunsicker, School Counselor, Century High School
- **Completer Programs:** Opportunities available at your high school (8, 9, 10), Room G105, Valerie Bortz, Coordinator of Career Development, Carroll County Public Schools, Marjorie Lohnes, Supervisor of Career and Technology Education, Carroll County Public Schools
- **The Armed Forces' ASVAB:** An excellent tool for vocational exploration and career planning (8, 9, 10, 11, 12), Room G103, Joseph Schultz, SSG, USA, Station Commander, Westminster Recruiting Station
- **Career Searches:** Using websites to better explore and understand career pathways (9, 10, 11, 12), Media Center Computer Lab, Kelly Hamilton, School Counselor, Liberty High School
- **PSAT Interpretation:** Learn how to interpret the PSAT Score Report and how to use associated College Board resources (10, 11), Auditorium, Jessica Quinn, School Counselor, Liberty High School, Lea Nappier, School Counselor, Liberty High School
- **College Admission/College Visit:** Understanding the application process and making the most of a college visit (10, 11), Media Center, Elizabeth Fitzgerald, Assistant Director of Admissions, Stevenson University
- **Financial Aid:** General information about the sources and types of post-secondary financial aid (10, 11, 12), Cafeteria, Ellie Geiman, Associate Director of Financial Aid, McDaniel College
- **The Cyber College Search:** Utilizing online tools to find the perfect school (10, 11, 12), Room A122, Stephany Seargeant, School Counselor, South Carroll High School
- **Helicopter Parents:** How to foster independence in your child (11, 12), Room A120, Judy Klinger, Supervisor of School Counseling, Carroll County Public Schools

## Workshop Session #2 6:55-7:25

- **AP & College Readiness:** Learn about the correlation between AP courses, rigor and college success (8, 9, 10, 11), Room F105, Jason Arnold, Academic Facilitator, South Carroll High School
- **High School Internship Opportunities:** How to prepare for and secure a high school internship (8, 9, 10, 11), Room B118, Sarah Slivosky, Career Connections Coordinator, Century High School, Tim Karr, Career Connections Coordinator, South Carroll High School, Clare Linfield, Career Connections Coordinator, Liberty High School
- **Financial Planning for College:** How to prepare for the expense of college (8, 9, 10, 11, 12), Room B121, Barry D. Green, LUTCF-Investment Adviser Representative, Genworth Financial Advisers Corporation
- **High School Planning for College Success:** How to build a competitive high school transcript (8, 9), Room F106, Bev Jordan, School Counselor, Century High School, Shaunti Taylor, School Counselor, Liberty High School
- **Preparing for the College Years:** An elementary to high school timeline for parents (8, 9), Room F107, Carolyn Hunsicker, School Counselor, Century High School
- **Completer Programs:** Opportunities available at your high school (8, 9, 10), Room G105, Valerie Bortz, Coordinator of Career Development, Carroll County Public Schools, Marjorie Lohnes, Supervisor of Career and Technology Education, Carroll County Public Schools
- **Military/College Connection:** ROTC programs in college (8, 9, 10, 11, 12), Room G103, Joseph Schultz, SSG, USA, Station Commander, Westminster Recruiting Station
- **Career Searches:** Using websites to better explore and understand career pathways (9, 10, 11, 12), Media Center Computer Lab, Kelly Hamilton, School Counselor, Liberty High School
- **First Year College Success:** Keys to having a meaningful freshman year in college (9, 10, 11, 12), Room A114, Dr. Mark Marten, Professor, UMBC
- **PSAT Interpretation:** Learn how to interpret the PSAT Score Report and how to use associated College Board resources (10, 11), Auditorium, Jessica Quinn, School Counselor, Liberty High School, Lea Nappier, School Counselor, Liberty High School
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- **Starting at a 2-Year College:** Benefits of beginning at a two-year college and the transfer process (10, 11, 12), Room A118, Candace Edwards, Director of Admission, Carroll Community College
- **The Cyber College Search:** Utilizing online tools to find the perfect school (10, 11, 12), Room A122, Stephany Seargeant, School Counselor, South Carroll High School
- **Helicopter Parents:** How to foster independence in your child (11, 12), Room A120, Judy Klinger, Supervisor of School Counseling, Carroll County Public Schools
- **Nominations to Service Academies:** Learn about the opportunities available and understand the application process (9, 10), Room A113, Anne Irby, Representative from Senator Ben Cardin's Office

### Workshop Session #3 7:30-8:00

- **AP & College Readiness:** Learn about the correlation between AP courses, rigor and college success (8, 9, 10, 11), Room F105, Jason Arnold, Academic Facilitator, South Carroll High School
- **The College Bound Student:** Connecting students with disabilities to resources (8, 9, 10, 11, 12), Room A124, Dona Foster, Supervisor of Research and Accountability, Carroll County Public Schools
- **SAT vs. ACT:** Learn more about two important standardized tests used in college admissions (8, 9, 10, 11), Auditorium, Greg Schrader, Program Director, Kaplan
- **Financial Planning for College:** How to prepare for the expense of college (8, 9, 10, 11, 12), Room B121, Barry D. Green, LUTCF-Investment Adviser Representative, Genworth Financial Advisers Corporation
- **High School Planning for College Success:** How to build a competitive high school transcript (8, 9), Room F106, Bev Jordan, School Counselor, Century High School, Shaunti Taylor, School Counselor, Liberty High School
- **Career and Technology Center:** Preparing students for college (8, 9, 10), Room G107, Bob Dean, School Counselor, Career and Technology Center, Henry Adami, School Counselor, Career and Technology Center
- **Completer Programs:** Opportunities available at your high school (8, 9, 10), Room G105, Valerie Bortz, Coordinator of Career Development, Carroll County Public Schools, Marjorie Lohnes, Supervisor of Career and Technology Education, Carroll County Public Schools
- **The Armed Forces' ASVAB:** An excellent tool for vocational exploration and career planning (8, 9, 10, 11, 12), Room G103, Joseph Schultz, SSG, USA, Station Commander, Westminster Recruiting Station
- **NCAA Clearinghouse:** Eligibility and the recruiting process for aspiring college athletes (9, 10, 11, 12), Room A112, Rose Pentz, Coordinator of Support Services, Century High School, Ed Wharton, School Counselor, South Carroll High School
- **First Year College Success:** Keys to having a meaningful freshman year in college (9, 10, 11, 12), Room A114, Dr. Mark Marten, Professor, UMBC
- **College Admission/College Visit:** Understanding the application process and making the most of a college visit (10, 11), Media Center, Elizabeth Fitzgerald, Assistant Director of Admissions, Stevenson University
- **FAFSA Line-by-Line:** Detailed information on how to complete the *Free Application for Federal Student Aid* (12), Cafeteria-60 Minutes Session, Ellie Geiman, Associate Director of Financial Aid, McDaniel College
- **Starting at a 2-Year College:** Benefits of beginning at a two-year college and the transfer process (10, 11, 12), Room A118, Candace Edwards, Director of Admission, Carroll Community College
- **The College Interview:** How to impress highly selective schools (11, 12), Room A117, Dawn O'Croinin, Alumni Representative, University of Pennsylvania
- **Nominations to Service Academies:** Learn about the opportunities available and understand the application process (9, 10), Room A113, Anne Irby, Representative from Senator Ben Cardin's Office

#### Workshop Session #4 8:05-8:35

- **Study Skills for High School:** Vital skills to becoming a successful high school student (8, 9, 10), Room A116, Sharon Adedeji, Academic Facilitator, Century High School
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# Carroll County Public Schools

125 N. Court Street • Westminster, MD 21157

410-751-3000  
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Stephen H. Guthrie  
*Superintendent*

Carroll County Pupil Personnel Workers (PPW) are specialists trained to assess student needs, to serve as student advocates, and to facilitate or provide appropriate services to students. We believe that:

- Each student is unique and valuable and therefore is worthy of individual and special consideration,
- Students look to school professionals for strength, approval, and guidance,
- Good mental, emotional, and physical health are necessary for students to experience success in school, and
- Students have a right to a meaningful education regardless of their needs.

The role of the PPW has been and continues to be one that serves the needs of students. In exploring the role in Carroll County we will be examining the students' academic, personal and physical needs and the professional development needs of those who work with our students. The role of the PPW involves many services, which often overlap, in addressing students' overall needs. They are included in the following domains: academic, personal, and physical.

When examining a student's **academic needs**, the role of the PPW encompasses the following areas of supportive services:

- Enrollment
  - Residency – Investigate and process requests for nonresidents to attend the school system; investigate cases of fraud in residency matters
  - Kinship care – Investigate and process applications from relatives providing Kinship Care to a child
  - Out of district – Investigate and process requests to transfer schools **within the county**
  - Guardianship/custody – Provide consultation on custody/guardianship policies to school based staff and parents and determine who is eligible to enroll a student in school
  - Review student records and documentation for enrollment – proof of age, immunizations, and residency; student transcripts, court orders for custody and guardianship, etc.
- Attendance/ Truancy
  - Conference with student, parent, school based staff, and community agencies to address student attendance concerns and develop a plan to improve a student's attendance
  - Make home visits to assess student/family needs and develop a plan for the student to return to school
  - Refer students to school based and community resources to improve attendance
  - Document school system attempts to address student absenteeism
  - Place students on medical verification and attendance contracts and monitor student performance
  - Provide transportation to a student who misses the bus or refuses to attend school
  - Refer students to Juvenile Services and the States Attorneys Office for prosecution under the Attendance Law
- Court
  - Consult with the States Attorneys Office
  - Conduct pre court meetings to try to avoid legal proceedings
  - Prepare legal documents for court
  - Testify in court
  - Case manage students placed on probation for truancy
- Dropout prevention
  - Review student data including attendance, high school credits earned, discipline concerns, and academic ability
  - Conduct student and parent conferences to develop a plan to keep a student from dropping out of school

- Collaborate with school based staff to provide resources for students to remain in school including a course schedule adjustment, counseling services, etc.
- Explore alternative education program options for students
- Refer students and families to community agencies for assistance
- Transportation
  - Provide transportation to parents to attend school based meetings – enrollment, conferences, special education meetings, school wide events, etc.
  - Provide transportation to students and parents to medical appointments, if needed
  - Transport a student to or from school in an emergency situation
  - Coordinate community based transportation for students and parents
- Advocacy
  - Consult with school based staff to modify a student's school plan to meet the student's needs
  - Refer a student to alternative programs to meet the students' educational needs
  - Offer credit recovery opportunities thru alternative education programs
  - Inform parents of educational support options (screening requests for 504 and special education services, alternative educational programs, etc.)
  - Attend Student Support Teaming meetings to discuss student concerns and develop a plan to improve student performance
  - Refer students/families to community based agencies, coordinate services with agencies
  - Serve as the connection between school, community, and the home
  - Refer students/families to county level/agency based teams including the Multi-Disciplinary Team and the Local Care Team
- Career and college readiness
  - Refer students to the Carroll County's Business Education Resource Center – BEREC to learn career skills
  - Advocate for referral/acceptance into the Carroll County's Career and Technology Center Program
  - Identify and remediate barriers to learning
  - Conduct mock interviews with students to prepare for a job
- Home visits to address the following issues:
  - Residency verification
  - Truancy and Drop Out Prevention
  - Student welfare concerns
- Alternative Programs - Coordinate Services for students
  - Collaborate with school counselors, parents, etc. on student academic intervention needs
  - Collect and analyze student data
  - Compile, complete and submit a referral packet to an alternative program
  - Provide case management services to students and families
- Transition students to and from Institutions including juvenile detention, psychiatric hospitalization, substance abuse treatment centers, residential treatment, etc. This includes collaborating with institutional staff to develop an academic plan for a student while institutionalized and by holding a transition meeting and collaborating with school based staff to develop a plan for the student to return to school
- Homeless Student Liaison
  - Verify the family's homeless status for the school system
  - Coordinate services with homeless shelter staff
  - Coordinate transportation and school based services for homeless students
  - Access Title I funds for students to receive tutoring services and address other needs
  - Address student welfare concerns

When examining a student's **personal needs**, the role of the PPW encompasses the following areas of supportive services:

- Basic needs
  - Food – coordinate services with community and school based food banks
  - Clothing – provide vouchers to the local Good Will store and other community based agencies
  - Furniture – provide Good Will vouchers and refer families to other community based agencies
  - Shelter – Refer families to homeless shelter programs and coordinate with shelter staff to address student needs

- Provide school supplies to students
- Emergency welfare needs
  - Coordinate linkages to community agencies and grant funds to help families with utilities, automobile gas, rental assistance, and other basic needs
  - Refer families to the Department of Social Services and other community agencies
- Advocate for students with community and school based staff
- Provide consultation and crisis management to families
- Provide transportation for families to:
  - Parent meetings
  - Emergency transportation to school
  - Medical appointments
- Advise/consult with staff and parents on custody matters
- Conduct home visits to assess family needs
- Assist families by providing case management services

When examining a student's physical needs, the role of the PPW encompasses the following areas of supportive services:

- Transportation
- Advocacy to obtain school based and community resources for families
- Refer students for Home and Hospital teaching services when eligible
- Assist with basic needs including food, clothing, shelter, medical care, etc.
- Case management

In addition to working with students and families, the PPW also collaborates with and provides guidance to other school and community based professionals. This role encompasses the following areas of supportive services:

- Implementing administrative procedures that are consistent with federal law, state school law, the Maryland State Department of Education, and local school board policy
- Professional development/in-service trainings for staff
- Staff consultation
- Community liaison
- Case management

Although the above services listed are numerous, it is not exhaustive. The Carroll County PPW regularly investigates factors that interfere with students' success in school. We help students overcome obstacles that prevent their educational and personal success; assist students in assuming responsibility for their actions, and serve as the students' advocate when dealing with school staff and outside agency personnel.

# **CECIL COUNTY**

# **HB 724 School Guidance Counselors and Pupil Personnel Workers-Reporting**

## **Cecil County Public Schools – School Counselor Response**

### ***Describe the school counseling program in CCPS:***

A Pre-K – 12 developmental guidance program is a part of the Cecil County Public School Systems comprehensive plan. This program is based on ASCA National Standards for personal/social, academic, and career competencies. School counselors in CCPS design and deliver a comprehensive school counseling programs that promotes student achievement. The focus for these identified outcomes is based on the needs of all students. At all levels, school counselors identify a vision and mission that will address how all students will benefit from the school counseling program. They then build on these outcomes and develop tools to monitor and measure student achievement and success.

### ***Describe the duties and responsibilities of school counselors:***

CCPS school counselors' duties and responsibilities are extensive and include the following:

- Development and implementation of a standards based guidance and counseling program for all assigned students that will include career development activities, academic concerns and social/emotional adjustments
- Organization and implementation of individual, small group and classroom sessions to address program objectives
- Individual counseling sessions for students identified by staff and/or self-referred regarding academic, career, and personal or social concerns
- Organization and implementation of small group or individual counseling sessions with students encountering adjustment problems, attendance, academic failure and emotional difficulties, etc...
- Consultation with parents, staff and other agencies concerning individual student needs
- Arrangement for orientation of students new to the school and collaboration with feeder schools for students transitioning to the next level of education
- Maintaining complete records
- Collaborating with various school officials to interpret results of assessments for students and parents
- Consultation with staff regarding behavior modification techniques for individual students
- Assisting students in college and career ready activities and strategies
- Participating on the Student Services Teams (SST) and IEP teams to develop and implement behavior intervention plans and counseling services for students with behavioral and/or emotional needs
- Participate on the SST Crisis Emergency Response Team (CERT) and the School Improvement Team (SIT) as necessary
- Facilitate the development of a six-year academic plan for all students
- Serve as a liaison to community resources and outreach programs
- Manage 504/SSP accommodations and plans
- Coordinate school mentoring programs

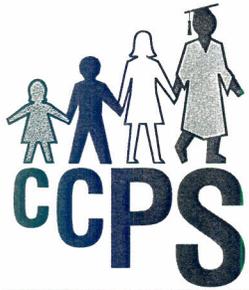
***Describe the college and career readiness activities that are conducted in CCPS:***

Cecil County Public Schools provides an array of college and career readiness activities to students. All students enrolled in grades 6-12 have been registered with the on-line Career Cruising guidance program. Career Cruising helps students plan their futures with assessment tools, detailed occupation profiles, and access to comprehensive post-secondary education information. School counselors at all secondary schools routinely meet with students in both classroom guidance settings as well as individually to assist in the career and college planning process using the Career Cruising tools.

Beginning in grade 8, students develop a "Graduation Plan" that structures and tracks their progress in meeting the 26 credit graduation requirement for CCPS. Individual counseling sessions occur with students and/or parents to allow for students to continually map progress and dialog with their school counselor regarding current educational plans as well as future career and college opportunities. Various courses are offered to support and prepare students with the knowledge needed to enhance their future career and/or educational quest. These courses include but are not limited to Freshmen Seminar and SAT Preparation. Cecil County also provides the forum for students to take both the PSAT and ASVAB assessments.

CCPS hosts both an annual College Fair and Career Fair. Each of these events invites over 200 representatives from their respective fields to showcase their institution and provide firsthand knowledge and information to students and parents. Workshops are offered to both parents and students that cover topics such as NCAA Eligibility, Financial Aid, and Junior and Senior College Information. Schools also provide an array of additional evening workshops such as application and resume writing skills.

High schools throughout Cecil County have historically hosted many college and military representative visits throughout the school year. Students have an opportunity to meet one on one or in a small group with representatives to learn more about what they have to offer and how they may fit into the respective programs. When funding is available, we have also provided opportunities for students to visit schools within the local region (Wyotech, Towson, Delaware and Cecil College).



*“Building a  
Foundation for  
Lifelong  
Learning”*

**CECIL COUNTY PUBLIC SCHOOLS**  
**DEPARTMENT OF STUDENT SERVICES**  
GEORGE WASHINGTON CARVER EDUCATION LEADERSHIP CENTER  
201 BOOTH STREET • ELKTON, MD 21921

phone: 410.996.5490 • fax: 410.996.1062 • [www.ccps.org](http://www.ccps.org)

D’Ette W. Devine, Ed.D.  
*Superintendent of Schools*

Lauren C. Camphausen  
*President, Board of Education*

## **HB 724 School Guidance Counselors and Pupil Personnel Workers-Reporting**

### **Cecil County Public Schools - Pupil Personnel Workers Response**

#### ***Pupil Personnel Worker Program:***

In the quest to remove barriers to learning and provide programs to address and intervene upon the multiplicity of needs of students, pupil personnel workers are critical. Behavioral, social, educational, and psychological research has demonstrated that academic success is not simply a function of school environment and curriculum. Home and community environmental factors impact school performance in varied and integrated ways. Pupil personnel workers are critical in helping to bring together the people and services that can address the needs of the whole child. Pupil personnel workers support instruction in schools by providing community linkages, case management, and problem solving skills to ensure that all children have the supports necessary to be successful in school.

#### ***Duties and Responsibilities of a Pupil Personnel Worker:***

- Student Service Team Facilitators
  - ✓ Participate in all assigned school meetings
  - ✓ Home visits as a result of the meetings
  - ✓ Assist in formation of Student Success Plan
  
- 504 Coordinators
  - ✓ Building Liaisons
  - ✓ Ensure compliance
  - ✓ Responsible for creation, implementation and annual review of the 504 process
  - ✓ Trainers of the 504 process
  
- Crisis Counseling Team Coordinator
  
- Community Connections
  - ✓ Connect parents and students to outside agencies
  - ✓ County Multi-Disciplinary team members

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**Our Mission:** to provide an excellent pre-kindergarten through graduation learning experience that enables ALL students to demonstrate the skills, knowledge, and attitudes required for lifelong learning and productive citizenship in an ever-changing global society.

- Homeless Students
  - ✓ Facilitate transportation to school of origin
  - ✓ Coordination of services for homeless students
  
- Certified Hearing Officers
  
- Attendance Policy Monitoring and Enforcement
  - ✓ Track and monitor student attendance
  - ✓ Enforce –Maryland By-Law- 7-301 Compulsory Attendance
  - ✓ Send Warning and Failure letters for absences
  - ✓ Home visits
  
- Student conferences
  - ✓ Phone conferences with parents
  - ✓ Collaborate with office and guidance staff for attendance concerns
  
- Drop-Out Prevention and Intervention
  - ✓ Twilight School
  - ✓ Conduct Exit Interviews
  - ✓ Grade Reinstatement Policies
  - ✓ Student and Parent Conferences
  - ✓ Facilitate referral process to Alternative Education programs
    - Home Hospital
    - Upper Bay Day Treatment Program
    - Cecil Alternative Program
  
- Staff Development
  
- Alternative Education
  - ✓ Counseling students attending
  - ✓ Administrative responsibilities
  - ✓ Monitor student attendance
  
- Form Verification
  - ✓ Documentation of Residency
  - ✓ Out of District Daycare
  - ✓ Kinship Care
  - ✓ Unaccompanied Youth
  - ✓ Maturity Waivers
  - ✓ Out of District placements-approve or deny
  - ✓ Custody and guardianship orders and issues
  - ✓ Contracts for Out of District approvals

- Transportation
  - ✓ Health related reasons-lice, illness, etc.
  - ✓ Special Education paperwork
  - ✓ Parent/Student conferences, IEP
  - ✓ Students who have missed the bus AM and PM
  - ✓ School of Technology
  - ✓ Suspensions
  - ✓ Hearings
  - ✓ Dress Code Violations
  
- Court Related Obligations
  - ✓ File Charging Documents for Truancy issues
  - ✓ Appear for subpoena's representing the county
  - ✓ Track court activity via Maryland Judicial Search
  
- CINS Referrals-according to House Bill 1190
  
- Update Community Resource Booklet
  
- Review and revise Student Service Team forms
  
- Teach Parenting Course for parents of habitual truants

# **CHARLES COUNTY**

## **Charles County Public Schools Counseling Department**

School counselors are available in every Charles County public elementary, middle and high school. Counselors work with students, parents and school staff to insure that all students become effective learners, achieve success in school and become contributing members of society.

School counseling programs are guided by the Maryland State Department of Education and follow standards set by the American School Counseling Association. The school-counseling program integrates academic achievement, college and career readiness and personal responsibility.

**Elementary school counselors** provide classroom lessons on a variety of skills, from decision-making to communication and friendship skills. They also work with small groups of students and individuals on particular topics, as needed. Elementary school counselors can provide a wealth of information to teachers and parents on behavior management and child development issues and can provide referrals to community-based resources.

**Middle school counselors** assist with registering and transitioning new students, as well as advising parents and students on course scheduling. They provide classroom lessons and small group sessions on particular skills like conflict resolution and they meet individually with students in need of additional assistance with personal-social issues. They track students who are failing subjects and offer organization, study skills and goal-setting lessons. In the later years of middle school, there is a focus on college and career exploration to assist students in preparing for high school programming.

**High school counselors** advise all students on course scheduling, assisting them in making appropriate choices to achieve their future goals. They provide information on programming available in career technology areas, as well as the various levels of academic coursework. They assist with the organization of PSAT/SAT/ACT testing, college/military/business recruitment efforts, scholarship and financial aid opportunities and more. And, as at all levels, they offer counseling services to students who are experiencing problems in any of these areas.

**College and career advisors** are part of the counseling program in each high school's career center. The main focus of these staff members is to provide information to students and their parents on post-high school opportunities. They assist students in the application process for college, arrange opportunities for college, military and business representatives to meet students during the school day, organize the annual college fair, and disseminate information through a monthly newsletter and website.

**College and career readiness activities** are part of the counseling program at every level. Elementary school counselors provide students' career exploration and college awareness through computer based career awareness programs, career fairs and college weeks. Middle school counselors provide college and career awareness using a computer based career exploration program, career fairs and College Knowledge lessons. High school counselors provide college and career readiness through a computer based college and career program that focuses on investigating occupations and planning their future and making decisions about training, post-secondary study, and work.



# CHARLES COUNTY PUBLIC SCHOOLS

JAMES E. RICHMOND  
*Superintendent of Schools*

*Division of*  
*School Administration & Operations*  
Patty L. Dorsey      James H. Cornette

The Pupil Personnel Workers for Charles County serve as the liaison between the home, the school, and the community. The eclectic group of twenty-one ladies and gentlemen from Charles County represent the most professional hard working PPWs found anywhere in the state of Maryland. They are flexible problem solvers who can go from transporting a homeless student to serving on a Student Support Team in a matter of minutes. At 7:30 a.m. you may find one on the front steps of a home attempting to deliver special education paperwork, and at 7:00 p.m. the same PPW may be observed attending an open house at a school. It could be an emergency situation which dictates their presence at the local hospital. Maybe it is a soccer game in which a student who has no support needs someone on the sidelines cheering for him/her. Charles County PPWs will be in those locations lending encouragement and advocating on behalf of one of the 27,000 plus students enrolled in the school system.

Rather than sending the Maryland State Department of Education a very long list which might cover only a portion of all the activities Charles County PPWs perform, I've chosen to discuss in detail three such topics.

The homeless population continues to grow rapidly in Charles County. As of today's date, Charles County Public Schools has 700 homeless students. The PPWs, along with the Homeless Liaison assist with the enrollment, early transportation, and tracking of these students. They deliver clothing and school supplies. They refer the family to agencies which can lend financial and emotional support. They deliver holiday food baskets to the families. In the winter of each school year they complete a lengthy Point-In-Time Survey by visiting or talking on the phone with the parent of each child. Graduation and prom haircuts and clothing are furnished for some homeless young men and women, the cost of which is covered personally by PPWs. Last year one of the PPWs was late getting to Project Graduation because he transported a family to and from the Show Place Arena in Upper Marlboro so they could see their brother and son graduate from high school. Another PPW took a graduate and his family to a nice local restaurant in celebration of his achievement. She paid for the entire event.

There are so many stories like the two examples I've given, but due to the limited space, let me just say, Charles County's PPWs do all they can and more to make each homeless child's educational experience a pleasant and rewarding one.

PATRICIA VAIRA, Ph.D., NCSP  
*Director of Student Services*

CYNTHIA D. BAKER  
*Director - Hearing Officer/Court Liaison*

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The Pupil Personnel Workers spend a large portion of their time dealing with attendance issues. Severe, chronic issues of absences are referred to the Central Office for an Attendance Review. If the review does not eliminate or curtail the number of days a student is missing school, the case is referred the State's Attorney for Charles County. The Judges and Masters are not quick in resolving these cases; many go on for months and years. The PPWs spend long hours monitoring these cases, preparing for court and home visiting the non-compliant parents and students.

The last area which has taken on a life of its own is residency. An uncalculated number of days, weeks, and hours have been spent investigating students who may live out of a given zone or outside the county. Due to overcrowding in our newest and largest high school, the Superintendent has launched a much advertised audit which is about to spread to other schools. As anyone who has been involved in investigating residency knows, most of the work is done in the dark hours and on weekends. These investigations mean long hours on a computer doing research and work hours at abnormal PPW scheduled work times. As a person who feels responsible for my employees and their safety, investigations bring a whole new dynamic into the world of work. How do you encourage someone to do something on their own time that ultimately could lead to severe consequences? Another lingering question is how do you balance the role of investigator which leads to unfavorable reactions from families with being a student advocate?

Homelessness, attendance problems and residency are not going to cease to exist any time soon. The State of Maryland needs to seriously consider some form of legislation to address the last issue. We have met with our local legislators who have a firm desire to help with the dilemma, but more needs to be done on the state level. Charles County is not the only county in the State of Maryland that has students crossing boundaries to attend a school not in their jurisdiction. Despite long work hours and less than truthful clientele, the PPWs of Charles County Public Schools are dedicated to their schools, families and students. They do whatever is necessary to ensure that the students are in attendance every day and have the support and tools that will enable them to receive an academically challenging, quality education that will build character, equips them for leadership and prepares them for life.

The four challenges that the PPWs of Charles County face in their efforts to deliver interventions to their students are residency, homelessness, attendance and mental health services. Some suggested resources are offered in the following:

- Residency as I mentioned earlier is a time-absorbing process. It would be helpful to have trained personnel to assist in the investigations, especially in the late hours of the night and the extremely early hours of the morning. Local or state legislation would be appreciated, such as, fines for those found to be giving false information on school registration forms and documents. It would also be helpful if MSDE would develop a list of approved proofs of residency.

- Fully funding homeless grants would greatly add to the services and supplies we extend to our ever growing homeless population.

-It has taken many years for the CCPS staff to become engaged in a good relationship with the local court. This relationship needs to be cultivated by those working with the personnel in the State's Attorney's Office in order to bring closure to the referred cases in a more timely fashion. Politically, it is not in the best interest of those seeking election to put a parent in confinement because an undisciplined child will not go to school on a regular basis. Perhaps changing the law whereby the student is given community service or some other form of consequence for non-compliance with the state attendance law would work. Maybe a court-like situation run similarly to Teen Court would be possible.

-Mental Health Services are lacking in Charles County, especially for those who do not have the funds to pay for counseling and other forms of needed services. Just taking the homeless children in the county and multiplying that number to cover the parents and others in the household being affected by the trauma of homelessness is one example of individuals' needs not being addressed. Every month there are cases being referred to the Interagency Team in which children need help in dealing with various kinds of abuse. Lack of insurance means no service. Again, this problem is not unique to Charles County, but we all know that for learning to take place basic needs must be met. Parents are not available to children, to feed, shelter and love them if their necessities are left unsatisfied.

# **DORCHESTER COUNTY**

# *“Every Child A Success”*



## **Dorchester County Public Schools**

Henry Wagner, Jr., Ed.D.

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Submitted by Barbara W. Woolford, Ph.D.  
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September 28, 2012

## I. Describe the School Counseling Program

The school counseling program in Dorchester County serves 5000 students in 13 schools. There are six elementary schools; three middle schools; six high schools; one alternative school; and one career and technology center. The ratio of counselor to students is 1:398 at the elementary level; 1:298 at the middle school level; 1:221 at the high school level; 1:15 at the alternative school; and 1/3 :193 at the career and technology center.

School Counselors interact with teachers, administrators, students and their families each day, coordinating resources from across the school, the district and the community. Our school counselors are leaders and advocates who profoundly influence students' academic achievement, aspirations, decisions and future plans. School Counseling services provide a comprehensive set of services that aim to promote and support the academic, career, and personal/social growth and development of students. The school counselors provide guidance and counseling services for all students; collaborate and consult with students, parents, representatives of the local school district, the administration, faculty, and staff; and are active in the promotion and use of outreach programs. The counselors' primary responsibility is to support the school districts' objective: "to communicate to all students their worth and potential so clearly that they come to see it in themselves".

## II. Describe the duties and responsibilities

"Dorchester County Public Schools is seeking a dynamic candidate who, under the direction of the school principal and school counselor supervisor, provides a comprehensive developmental program of guidance and counseling to assist students in the area of academic achievement, career/educational decision making, and personal and social development" (the opening paragraph of a vacancy announcement) .

### Duties:

- Interprets the school's objectives to students, parents, and the community;
- Interprets test and research data to students, teachers and parents and encourages proper application of this information;
- Assists parents and staff in finding ways to help students develop a positive sense of identity;
- Collaborates with students, parents, staff, student service and special education personnel, to share information for assessing student needs, interests, and learning level and for discussing appropriate educational alternatives or program options;
- Uses information from health records, cumulative records and other sources to facilitate appropriate program or instructional recommendations;
- Utilizes resources to help students explore career interest and provides information to help them make decisions;

- Processes necessary referrals to appropriate school and community resource personnel for diagnostic assistance;
- Schedules and conducts conferences with parents, teachers, students and agencies;
- Registers, schedules, and orients new students to school procedures and to the many opportunities for learning;
- Serves on school and community committees;
- Conducts individual and group counseling sessions as necessary;
- Participates in job related training classes, workshops or courses;
- Attends school related functions and provides support to the total school operation;
- Conducts classroom guidance activities which are in accordance with the developmental needs of students;
- Serves as an advocate for students in any reasonable cause and represents them in working toward resolving conflicts;
- Performs other duties as assigned.

**Responsibilities:**

- Master's degree from an accredited college or university in school counseling. Three (3) years' experience as a teacher and/or counselor preferred.
- Meets Maryland state certification requirements for school counseling.
- An awareness of the DCPS Policies and Procedures; Comprehensive School Counseling Program; and Program of Study (middle and high school).
- Knowledge of growth and developmental stages of children.
- Knowledge and experience in behavior and academic interventions.
- Knowledge with data collection and analysis.
- Ability to work effectively as part of a team or independently with staff, students, and parents.
- Ability to use a computer and other technology.
- Excellent oral and written communication skills; ability to speak effectively to large and small groups.
- Excellent human relations skills; ability to establish relationships with all groups.

**III. Describe the College Readiness Activities**

College Readiness activities are being guided by the Eight Components of College and Career Readiness Counseling developed through the College Board National Office for School Counselor Advocacy. At the secondary level we have:

1. Nurture college aspirations - worked with Pat Martin (NOSCA) with counselors/attending NOSCA conference; attending the UMES College Fair in November, attending the Black College Expo in December (with sponsorship from the local NAACP); all sophomores and juniors take the PSAT, which is funded by DCPS; "Just for Juniors Night" at both high schools; AP potential nights at both high schools; AP student conference held at UMES on March 19, 2012; pre-AP summer academy this summer through APIP grant; dual enrollment at UMES this summer through CPIP grant; implementation of Spring Board at both middle schools and in grade 9 at both high schools; The Gentlemen's Club attended the College Board Regional

Forum in Baltimore in January and met Wes Moore; held African American Male and Female Summits; partnership with Maryland Business Roundtable (MBRT) and the speakers' bureau.

2. Advance academic planning – five year plans from counselors; AP Potential; data profile sheets
3. Ensure enrichment and extracurricular engagement - – after school interventions
4. Enable college and career exploration and selection processes - college visits; the on-line college program students use; UMES College Day
5. Promote college and career assessments - PSAT for sophomores and juniors
6. Provide college affordability planning - work with Delmarva Education Foundation through the CPIP grant
7. Increase understanding about college and career admission processes – CPIP grant, school counselors, “My Roads” through the College Board; African American Male and Female Summits
8. Make the transition from high school graduation to college enrollment - above lists

### **Elementary**

**Individual:** Check in Check out, complete career interest survey, utilize and set up college board account, introduction to various interest inventories, set personal goals

**Group:** Small Group social skills to build on students attributes and help them work cooperatively with others; study skills

**Classroom:** In class learning styles inventories, college and career discussions, and 5th grade plan for middle school subjects, collegeboard.com activities, link interest surveys and career interests to real word careers, research various careers and the education needed to achieve it; study skills lessons; PAWS for elementary and Career Cruisin' for middle and high school.

**Grade Level:** college visits, career day guests, collaborate with grade level teachers on specific needs of students, DCTC visits, field trips

**School Wide:** College Week display in cafeteria, Career Days, Careers on bulletin board, Attendance data, National Elementary Honor Society, SGA, Character Counts volunteers, mission recited daily to have all students college and career ready, At SDS we have a business partner for each class that works with that particular group of kids; National Junior Honor Society college trip

**District:** monthly counselor meetings, transition meetings with middle school counselors; partnership with neighboring colleges, universities and businesses

**Parents/Families:** Assist parents in locating resources, home visits, parents' as chaperones on field trips (College field trips) Provide parents with information about how to begin planning for college and careers; scholarships

09/28/12

**Community:** Character counts, career day speakers, work on developing community partnerships; a local university admissions counselor visited our school and addressed the whole student body



# THE BOARD OF EDUCATION OF DORCHESTER COUNTY

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## P.P.W. Duties and Responsibilities

- Interpret school policies, county policies and procedures for students and families
- Interpret state and federal laws concerning education for students and families
- Serve as a member of the school-based problem solving team
- Counsel students on such issues as attendance, academic performance, behavior, peer relationships, family situations
- Counsel students who are considering dropping out of school (along with the Graduation Success Coordinator)
- Participate in re-entry conferences for students applying for readmission after having dropped out of school
- Conduct investigations involving alleged bullying, harassment and/or intimidation
- Participate in regular suspension conferences when requested by an administrator
- Participate in 3<sup>rd</sup> suspension conferences
- Conduct investigations on students recommended for expulsion, gather and organize pertinent information and reports, participate in the expulsion conference on the superintendent's behalf, meet with the superintendent concerning the case, contact parents concerning the superintendent's decision, make necessary referrals and follow-up with students, parents, appropriate school personnel and outside agencies
- Conduct re-entry conferences for students returning to school from an extended suspension or expulsion.
- Participate in transition conferences for students entering or returning to school from residential programs due to behavior (DJS facilities), substance addiction, or emotional issues
- Conduct discreet and confidential investigations on students and any school personnel at the superintendent's request and deliver the requested information

- Participate in and support behavior programs such as Character Counts, Second Steps, PBIS, where they exist
- Confer with and make referrals to agencies such as DSS, DJS, Drug and Alcohol Addictions (Dorchester County Health Department), a variety of mental health providers, Wellness Centers, after-school tutoring programs
- Conduct home visits for attendance and behavior issues as well as to students out of school for extended illnesses
- Attend and participate in Student Services Team meetings, Some I.E.P. and 504 plan meetings
- Attempt to promote parent and family involvement in their child's school issues
- Meet monthly with Drug and Alcohol counselors from the health department, D.J.S. and P.P.W.s
- Deal with attendance issues including: taking children to school if necessary, making phone calls to parents, writing letters, making home visits, and filing truancy charges in the District Court of Maryland and the Truancy Reduction Pilot Program after attempts made by school staff to rectify the issue have been unsuccessful
- Assist school nurses in dealing with chronic head lice situations as well as with transporting students who are ill home if there are no other transportation options
- Investigate non-resident and out of district cases
- Review questionable custody documents and assist adults seeking custody of child on how to file for custody
- Respond to emergency situations for students
- Respond to any crisis situations in schools such as bomb threats, evacuations
- Collaborate with administrators and teachers to facilitate the adjustment of student schedules
- Assist with home/hospital and External Educational Services (EES)
- Monitor home schooling progress
- Perform or assist any other duties as assigned by the Supervisor of Student Services

# **FREDERICK COUNTY**

### **FCPS Vision Statement and Goals**

The PreK-12 Essential School Counseling Curriculum supports the mission and vision of Frederick County Public Schools. The connections are visible through the Character Counts! program and support of academic, career and interpersonal development. The goals of school counseling programs include demonstrating personal and academic growth; making appropriate educational and career decisions; and having productive interactions with others. These goals are inextricably linked to students reaching their full academic potential. Helping students gain the academic and social competence they need to be successful is a direct fit with academic and personal/social standards identified by ASCA. School counselors provide information, tools and perspectives to parents, students, school staff and their communities that build college and career readiness for all students. It must be the mission of every person in the school community to help open doors to a productive future for all students, especially those most underserved.

Teachers help students learn the course content, while counselors help students address factors that could present obstacles to learning. School staff understands the need for all students to attend safe, orderly and caring schools. With the support of their teachers, administrators, parents and the community, students are empowered and encouraged to take responsibility for their behavior and for the climate of their school and community. School counseling programs foster a positive school climate through their participation in and support of the *Character Counts!* program, the Positive Behavioral Interventions and Supports (PBIS) program, the Olweus program, and proactive and educational interventions about bullying and harassment, crisis intervention, conflict resolution and peer mediation.

School counselors at all levels play a critical role in assisting students in the development of knowledge about educational and career options and encourage them to explore post-secondary opportunities. Students are provided multiple opportunities to identify careers associated with the FCPS Career Pathways. Participation in career days, completing and evaluating personal interest inventories, creating a career plan and aligning it with high school coursework help students make connections between personal, educational and career goals and current and future course work. Annual meetings with their counselor provides high school students the chance to review their educational journey through the discussion of their test scores, credits earned, credits needed, and future goals. Together, the counselor, student and parents can create a road map toward graduation and a successful future in college and/or the workplace.

Children in our schools face poverty, abuse, homelessness, learning difficulties and family issues. The stress of these situations is in addition to the stereotypical peer pressure to become involved with drugs, alcohol and gang activity. School counselors work with students, their families, school staff and community members to remove barriers so that students can learn. Being knowledgeable about community resources available to families and working in collaboration with parents and community stakeholders promotes academic success for students. School counselors play an active role in helping families access programs and services and frequently engage community members to participate in and support the education of our students.

### **Key Program Components**

#### **A. Development of Interpersonal Skills**

Students throughout Frederick County Public Schools have ready access to individual school counseling services. Staff and parents are annually apprised of how to refer students for counseling services and schools design and inform students of avenues for accessing their counselor. Counselors meet with students in small groups, classes or individually. Academic and career focused discussions may be documented on the Individual Counseling Record. The Essential School Counseling Curriculum includes standards and indicators which identify what students should know and be able to accomplish in the school setting. Curriculum is delivered through classroom instruction, small-group discussion, individual educational activities, presentations to parents and/or guardians, assemblies, and collaborative

activities with teachers. The standards for personal/social development guide counselors in providing the foundation for personal and social growth as students progress through childhood, adolescence and into adulthood.

Personal/social development includes counselors supporting students as they acquire and practice skills, attitudes and knowledge that help them understand and respect self and others, utilize effective interpersonal skills and understand safety and survival skills. The counseling curriculum serves as a road-map to ensure that all students are provided the knowledge and skills at the appropriate level. Counselors provide classroom instruction that promotes personal/social skills. Lessons begin as an introduction to identifying self-knowledge and interpersonal skills. As the students progress through the grades, the lessons focus on the application of knowledge and skills. Counselors also work with students in small groups. The students are identified for groups focused on personal/social skills by teachers, parents or through individual discussions with counselors. Individual or responsive services are provided to meet individual student needs. These needs may require counseling, consultation, recommendations to parents for additional therapy, a Behavior Intervention Plan (BIP) or an intervention/mediation with peers. Counselors also provide educational activities that align with disciplinary infractions to support students in changing their behavior.

### **B. Educational and Career Decision Making**

Career development focuses on assisting students in acquiring the skills necessary to investigate the world of work and to make informed career decisions. Elementary school counselors create an early awareness and lay the foundation for the work of counselors in middle and high schools. Middle school counselors create opportunities for student exploration of college and career goals and impart the skills necessary for academic planning and goal setting. High school counselors help students create college and career plans, provide a plethora of information about the college application process to parents and students and promote the implementation of personal goals. The efforts of school counselors at all levels build on each other throughout each students' school career.

School counselors work with the school community to ensure that students develop foundational thinking skills, content knowledge and learning strategies necessary to succeed in chosen careers and as productive members of society. In addition to guiding students toward completing both general education courses and those specific to an occupational content, counselors also work with classroom teachers to provide opportunities for students to understand and demonstrate ethical conduct, initiative, resilience, collaborative teamwork, motivation and self-regulation skills. As they plan for and embark on college or career goals, student must have the knowledge, skills, strategies and techniques necessary to succeed. It is the role of the school counselor to help students become good citizens, access financial resources, gain parental support and develop positive and supporting networks.

Students from PreK-12 are engaged in classroom activities that promote career awareness and development. Activities include career days, field trips and specifically designed courses. Career-interest inventories are administered from grades five through ten. Students complete a career planning tool during their eighth grade year to outline a tentative plan for their high school coursework. High school students meet with counselors annually, either individually or in small groups, to discuss academic progress, college and career plans, graduation requirements, credit reviews and participation in ACT, SAT and AP testing. Students from the FCPS Career and Technology Center (CTC) frequently participate in career days at the elementary and middle school levels. Students at the high school level are provided the opportunity to shadow educational programs offered at CTC. In partnership with the Maryland Business Roundtable, ninth grade students participate in career focused discussions with volunteers from a variety of professions. School counselors are committed to providing students and families opportunities, information and resources to promote the application of knowledge and skills to achieve career goals.

### **C. Personal and Academic Growth**

Academic development focuses on providing students guidance in acquiring the knowledge, skills and attitudes to improve learning, achieve personal goals and academic success. It also allows students to better understand the relationship of academics to the world of work, life at home and their future in the community. School counselors assist students making a smooth transition from elementary to middle and middle to high school. Counselors are responsible for more than helping students develop their class schedules. They have access to data, such as assessment results, grades, and attendance rates. School counselors are charged with analyzing demographic and performance data to identify and rectify issues that impede student achievement.

The lesson plans created to reinforce the essential curriculum illustrate the scope of classroom and group counseling programs in Frederick County schools. Elementary counselors are routinely scheduled into classrooms, spending the majority of their time in this endeavor. Strong counseling programs are instrumental in the personal and academic skill development of students as they progress through elementary school and transition to middle school. Personal and academic development continues in middle school as counselors address issues of decision-making, academic planning and becoming a self-directed and independent learner. The high school program revolves around orientation, study skills, academic planning, career development and post secondary goals. Areas of focus for high school counselors when meeting with students and/or parents include test score review and score implications, promotion and graduation information, annual course selection, financial aid, academic planning, credit reviews, college selection, internship options and senior interviews and surveys.

Student progress is evaluated frequently and counselors are instrumental in providing information about test administration and the interpretation of scores. Counselors monitor and support progress of students in the Maryland High School Assessment program required for graduation. Student participation is encouraged in the PSAT, SAT, ACT, ASVAB, and Career Interest Inventories through classroom lessons, announcements and newsletters. As counselors review course selections with students, they encourage them to enroll in Advanced Placement (AP) courses and take the AP tests which may result in college credit. When available, test results are reviewed with students during individual counseling sessions and are recorded for student/parent planning purposes on the Individual Counseling Record. Evening programs for students and/or parents are offered and provide general information on testing programs and results in conjunction with the college admission process. Counselors advertise preparation programs and test dates for the SAT and ACT. Frederick County continues to have a high participation rate in the AP testing program which has increased annually the past five years. A partnership with the College Board provides counselors, staff members, parents and students additional resources that enhance educational programs available to students.

### **Counselors in the Community**

Although students are the primary focus, positive family, staff and community relationships are essential elements of a school counseling program. Their vast awareness of community resources allows counselors to serve as consultants and empower families to act on behalf of their children to identify student needs and interests and access available resources. Many counselors coordinate school community resources for students and families to provide necessary support that may result in improved academic achievement.

In addition to their daily roles within the school, many counselors are actively involved in various community activities. Some counselors write articles for *Frederick's Child Magazine* to increase awareness about current issues that students face and provide strategies for helping them. A number of the programs for parents and students offered by Families Plus! are led by school counselors. Topics for Families Plus! presentations include bullying, parenting and dealing with school related issues. Some counselors use their skills to serve as volunteers at Hospice's Camp Jamie. This is a weekend camp for children who are struggling with grief associated with the death of a loved one.

The Coordinator of Counseling has worked closely with multiple community agencies to increase bullying awareness and provide educational opportunities for parents. Through the collaboration with representatives from the United Way, Heartly House, CALM, the PTA Council of Frederick County, the

Mental Health Association and FCPS, a resource brochure was created and made available in schools and can be accessed through each agency's website. The group also organized a parent workshop which included a keynote speaker and break-out sessions on various topics. Presenters for the break-out sessions included FCPS school counselors, teachers and students.

FCPS is represented on and active participants of multiple community committees and boards. The Coordinator of Counseling is a member of a Bullying Task Force created by the Maryland State Department of Education, the Career and Technology Advisory Committee, the Child Advocacy Center, the Child Fatality Review Committee, the Frederick County Mental Health Advisory Council and the Frederick County Sexual Assault Response Team. Participation on community committees and boards provides the opportunity for strengthening and sustaining community relationships.

### **Progress, Challenges and Action Plan**

The Coordinator of Counseling and Student Support provides leadership for School Counseling, Character Education, Bullying/Harassment and intimidation and crisis teams. The Counseling office is also the point of contact for the FCPS/College Board Partnership. The Frederick County public school system employs 114 school counselors in sixty three schools and 27 student support teachers. Based on overall averages, current student/counselor ratios are 509:1 in elementary schools, 248:1 for middle schools and 346:1 in high schools. High school ratios are projected to increase in some schools next year. (Appendix B) The Middle School Initiative improved the student: counselor ratios in middle schools. However, elementary and high schools are in dire need of additional supports. Based on projected staffing for the 2012-2013 school year, high school ratios range from 299:1 to 491:1. Enrollment projections for elementary schools create a range of 191:1 to 762:1. Although school counselors continue to do their best to provide all supports necessary, students who attend schools with high student:counselor ratios may not receive the same benefits and opportunities as their peers who are enrolled in schools with manageable student: counselor ratios.

### **Monitoring of Progress**

The FCPS 2011 Annual Update to the Bridge to Excellence Master Plan reveals an increase in student participation in Advanced Placement (AP) coursework and testing, FCPS seniors exceeding state and national averages on SAT subtests and the percentage of juniors and seniors enrolled in at least one AP, International Baccalaureate (IB) or college course continues to increase. School counselors, through collaboration with administrators and teachers, will continue to identify achievement gaps for specific subgroups and work to provide appropriate interventions to meet students' needs and increase student achievement. Additional professional learning in the area of data collection and using data to identify program goals will strengthen the counselor's capabilities to serve as a change agent in their schools.

Bullying continues to draw state and national attention. The Master Plan identifies a fifteen percent reduction in bullying, harassment, intimidation reports between 2009–2010 and 2010–2011. FCPS continues to work to educate staff, students and the community about bullying, how to deal with bullies and how to be proactive when witnessing bullying. The Coordinator of Counseling and Student Support has participated in the MSDE task force on bullying, the community workgroup focused on increasing education and community awareness about bullying and was trained to be an Olweus trainer. As a system, FCPS provides opportunities for parents, students and staff members to gain knowledge and resources to be proactive and help prevent bullying. School counselors continue to present students with curricular lessons that help them identify bullying behaviors and strategies for bullies, targets and bystanders.

The FCPS Senior Survey provides valuable information for school counselors in regard to student perceptions as they pertain to academics, careers and personal/social attributes. As they reflect on their educational experiences, student responses reflect a clear understanding of their role as a student and the academic skills they possess. The only response related to academic performance that did not reflect the response of "completely agree" was to the statement, "I pay attention to my teachers while in class." Although the overall response identified the statement as "mostly true", it requires further investigation

into the issue of student engagement. All responses to statements about college and career readiness earned rankings of “completely true.” Statements that require a response about behavior, communication and interpersonal skills also earned the highest scores. The results of the 2010-2011 Senior Survey can be interpreted as positive feedback for counselors, teachers and administrators. It appears that our students are students are graduating from FCPS schools as well-educated and informed young people who feel prepared to enter college, technical schools and the work force.

### **Progress**

1. Implementation of the Olweus Bullying Prevention program in all middle schools and one elementary school.
2. Creation of a training video for staff. FCPS students and staff participated in the making of an impact video, “Bullying: Stop It” used to promote the understanding of bullying amongst all FCPS staff members.
3. Positive working relationships with community agencies. Projects include the creation of a bullying resource brochure for all community members, the planning of a workshop about bullying for parents and a suicide brochure for parents of children referred to Frederick Memorial Hospital for evaluation.
4. Continuation of Positive Behavioral Interventions and Supports (PBIS) at middle and elementary schools. Many elementary and middle school counselors and student support teachers are integral members of PBIS teams.
5. Creation of a workgroup consisting of school counselors and representatives from Hospice to create presentations for administrators and school staff in an effort to educate them about working with students struggling with grief.
6. Addition of a school counselor for the ELL program. Funded by Title II money, the counselor is responsible for all enrollments, serves as a liaison for parents and all schools and monitors the academic success of all ELL students.
7. Addition of a school counselor position for Flexible Evening High, Virtual and Summer School programs for the 2012-2013 school year. The counselor will work with students and parents and serve as a liaison to school counselors at FCPS secondary schools.
8. Continued partnership with FCC to provide the “Life After Middle School” information night for parents and students. Open campus continues to be an option for FCPS high school students.
9. Providing professional learning opportunities for all counselors and student support teachers throughout the year to support, strengthen and sustain student-centered programs.
10. An electronic version of a Counselor Handbook for FCPS School Counselors is now available. The handbook replaced paper copies of guidelines, previously copied and issued to each counselor.
11. Valley Elementary School and Ballenger Creek Elementary School were recognized and honored as State Schools of Character.
12. Student participation in Advanced Placement (AP) courses and testing continues to increase.

### **Challenges**

Program challenges include the following:

1. Maintaining and strengthening counseling programs in schools with large student:counselor ratios. This is primarily a concern at the elementary and high school levels.
2. Ensuring adequate and accurate reports for schools in eSchoolPlus. Data collection is imperative for determining program goals so the counselors must have accurate information.
3. Scheduling annual parent involvement in academic, college and career planning meetings with students is becoming increasingly difficult. Due to high student:counselor ratios and an increase in students’ needs for personal support, schedules do not always permit parent involvement in individual meetings.

4. Counselors must respond to the intense and complex personal/social issues such as bullying, changing family situations or mental health issues in addition to meeting the academic needs of all students. Caseloads increase, student:counselor ratios increase and student issues increase. Counselors are challenged to remove the barriers to learning for multiple students on their caseload.
5. Providing necessary interventions and supports to improve representation of low socio-economic status and minority students in challenging academic programs.
6. Continuing efforts to reduce student dropouts
7. Responding to family needs without the full resources of the CASS program at the elementary and high school levels.
8. Working with school teams to create alternatives to suspension and provide interventions and educational activities to support students in changing their behavior.
9. Strengthening student support programs at all levels to ensure that behavior intervention strategies are being implemented, documented and evaluated.

#### **Action Plan**

1. Continue to align FCPS school counseling programs with the ASCA model and ensuring that the mission of counseling programs aligns with and supports the mission and vision of the school and the system.
2. Provide professional learning for school staff to improve relationships with students, teachers and parents.
3. Continue to provide training for school staff on bullying, suicide, and reporting suspected child abuse to Child Protective Services.
4. Realigning the Career Pathways outlined by FCPS to meet college and career readiness components and the Career Clusters identified by the Maryland State Department of Education.
5. Increase technological capabilities to provide electronic transcripts to colleges and universities and to maintain electronic files that meet the Maryland Career Framework expectations.
6. Strengthen positive behavioral and character education programs in secondary schools.
7. Increase student and parent awareness of educational options such as dual enrollment, open campus and virtual coursework.
8. Reinforce intervention roles and strategies to help students and teachers strengthen relationships and improve behaviors.
9. Strengthen counselor understanding of and increase the use of data to determine the direction of the school counseling program as it pertains to individual schools.
10. Provide professional learning for student support teachers to strengthen their programs. Focus areas will include behavior intervention, data collection, and staff training modules.
11. Adopt and apply the College Board National Office for School Counselor Advocacy's eight components of College and Career Readiness counseling.

## Secondary Counselor:Student Ratios Current and Projected

High School	Year	Enrollment	Ratio	# Counselors
Brunswick	2011-12	740	1:370	2
Projected	2012-13	729	1:365	2
Career Tech	2011-12	712	1:712	1
Projected	2012-13			1
Catoctin	2011-12	955	1:318	3
Projected	2012-13	980	1:327	3
Frederick	2011-12	1376	1:344	4
Projected	2012-13	1343	1:336	4
Gov TJ	2011-12	1506	1:301	5
Projected	2012-13	1439	1:360	4
Linganore	2011-12	1577	1:389	4
Projected	2012-13	1474	1:491	3
Middletown	2011-12	1222	1:306	4
Projected	2012-13	1199	1:400	3
Oakdale	2011-12	873	1:437	2
Projected	2012-13	1152	1:384	3
Tuscarora	2011-12	1476	1:369	4
Projected	2012-13	1491	1:373	4
Urbana	2011-12	1589	1:318	5
Projected	2012-13	1496	1:299	5
Walkersville	2011-12	1182	1:394	3
Projected	2012-13	1160	1:387	3

Middle School	Year	Enrollment	Ratio	# Counselors
Ballenger Creek	2011-12	684	1:228	3
Projected	2012-13	692	1:231	3
Brunswick	2011-12	521	1:174	3
Projected	2012-13	529	1:176	3
Crestwood	2011-12	523	1:174	3
Projected	2012-13	501	1:167	3
Gov TJ	2011-12	515	1:172	3
Projected	2012-13	544	1:181	3
Middletown	2011-12	829	1:276	3
Projected	2012-13	813	1:271	3
Monocacy	2011-12	749	1:250	3
Projected	2012-13	735	1:245	3
New Market	2011-12	476	1:238	2
Projected	2012-13	492	1:246	2
Oakdale	2011-12	624	1:312	2
Projected	2012-13	607	1:304	2
Thurmont	2011-12	637	1:212	3
Projected	2012-13	590	1:197	3
Urbana	2011-12	689	1:345	2
Projected	2012-13	734	1:367	2
Walkersville	2011-12	795	1:265	3
Projected	2012-13	779	1:278	3
West Frederick	2011-12	804	1:268	3
Projected	2012-13	835	1:278	3
Windsor Knolls	2011-12	949	1:316	3
Projected	2012-13	863	1:288	3

## Elementary Counselor:Student Ratios

Elementary School	Year	Enrollment	Ratio	# Counselors
Ballenger Creek	2011-12	632	1:632	1
Projected	2012-13	562	1:562	1
Brunswick	2011-12	569	1:569	1
Projected	2012-13	491	1:491	1
Carroll Manor	2011-12	591	1:591	1
Projected	2012-13	482	1:482	1
Centerville	2011-12	994	1:994	1
Projected	2012-13	762	1:762	1
Deer Crossing	2011-12	641	1:641	1
Projected	2012-13	561	1:561	1
Emmitsburg	2011-12	297	1:297	1
Projected	2012-13	255	1:255	1
Glade	2011-12	652	1:652	1
Projected	2012-13	567	1:567	1
Green Valley	2011-12	430	1:430	1
Projected	2012-13	375	1:375	1
Hillcrest	2011-12	795	1:795	1
Projected	2012-13	719	1:719	1
Kempton	2011-12	408	1:408	1
Projected	2012-13	331	1:331	1
Lewistown	2011-12	230	1:230	1
Projected	2012-13	191	1:191	1
Liberty	2011-12	292	1:292	1
Projected	2012-13	249	1:249	1
Lincoln	2011-12	452	1:452	1
Projected	2012-13	382	1:382	1
Middletown	2011-12	474	1:474	1
Projected	2012-13	324	1:324	1
Middletown Primary	2011-12	504	1:504	1
Projected	2012-13	487	1:487	1
Monocacy	2011-12	617	1:617	1
Projected	2012-13	525	1:525	1
Monocacy Valley	2011-12	297	.5:297	0.5
Projected	2012-13	276	.5:276	0.5
Myersville	2011-12	375	1:375	1
Projected	2012-13	321	1:321	1

Elementary School	Year	Enrollment	Ratio	Counselors
New Market	2011-12	745	1:745	1
Projected	2012-13	577	1:577	1
New Midway/Woodsboro	2011-12	332	1:332	1
Projected	2012-13	289	1:289	1
North Frederick	2011-12	622	1:622	1
Projected	2012-13	495	1:495	1
Oakdale	2011-12	536	1:536	1
Projected	2012-13	525	1:525	1
Orchard Grove	2011-12	632	1:632	1
Projected	2012-13	551	1:551	1
Parkway	2011-12	236	1:236	1
Projected	2012-13	214	1:214	1
Sabillasville	2011-12	133	.5:133	0.5
Projected	2012-13	135	.5:135	0.5
Spring Ridge	2011-12	503	1:503	1
Projected	2012-13	406	1:406	1
Thurmont	2011-12	362	1:362	1
Projected	2012-13	252	1:252	1
Thurmont Primary	2011-12	388	1:388	1
Projected	2012-13	406	1:406	1
Tuscarora	2011-12	725	1:725	1
Projected	2012-13	596	1:596	1
Twin Ridge	2011-12	554	1:554	1
Projected	2012-13	459	1:459	1
Urbanan	2011-12	751	1:751	1
Projected	2012-13	585	1:585	1
Valley	2011-12	437	1:437	1
Projected	2012-13	351	1:351	1
Walkersville	2011-12	709	1:709	1
Projected	2012-13	577	1:577	1
Waverly	2011-12	542	1:542	1
Projected	2012-13	507	1:507	1
Whittier	2011-12	797	1:797	1
Projected	2012-13	660	1:660	1
Wolfsville	2011-12	181	1:181	1
Projected	2012-13	148	1:148	1
Yellow Springs	2011-12	445	1:445	1
Projected	2012-13	383	1:383	1

**FREDERICK COUNTY PUBLIC SCHOOLS  
SCHOOL COUNSELING PROGRAM ALIGNMENT WITH ASCA**

FCPS SCHOOL COUNSELOR RESPONSIBILITIES	SCHOOL LEVEL			DOMAIN	*ASCA Counseling Standards
	ES	MS	HS		
Comprehensive School counseling curriculum	✓	✓	✓	<b>ACADEMIC</b>	<b>Standard 1:</b> Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.
Small group counseling – academic focus	✓	✓	✓		
Individual counseling /parent conferences – academic	✓	✓	✓		
Completion of Individual Counseling and Career Plans		✓	✓		
504 Plans – development, monitor, case manager	✓	✓	✓		
Academic advisement and course selection		✓	✓		
Monitor grades and academic progress of caseload	✓	✓	✓		
Meet with students earning Ds/ Fs, provide interventions and monitor progress	✓	✓	✓		<b>Standard 2:</b> Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
Senior Notification – Graduation plan, credit audit and jeopardy letters			✓		
Inform parents students of status of need to attend summer school and retention		✓	✓		
Annual credit checks, reviews for all students			✓		
Matriculation to middle school/ high school/ college	✓	✓	✓		
Coordination of transitional orientations		✓	✓		
Bolster academic skills – study, test, note taking, organization, time management	✓	✓	✓		
Counseling students with Individual Education Plans (IEP)	✓	✓	✓		<b>Standard 3:</b> Students will understand the relationship of academics to the world of work and to life at home and the community.
Monitor student attendance	✓	✓	✓		
Implement attendance strategies with targeted students	✓	✓	✓		
Provide information about alternatives to four years of high school			✓		
Provide score analysis and test score implications with students and parents			✓		
Encourage enrollment in AP, IB, CTC and academies		✓	✓		
Schedule visits, shadowing opportunities at CTC or visits by CTC	✓	✓	✓		
Educational activities surrounding learning styles	✓	✓	✓		
Monitor academic performance of targeted subgroups	✓	✓	✓		

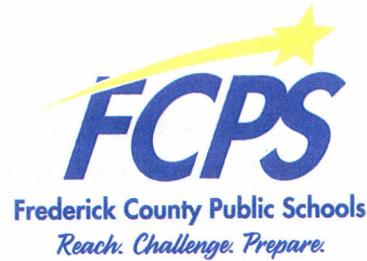
**FREDERICK COUNTY PUBLIC SCHOOLS  
SCHOOL COUNSELING PROGRAM ALIGNMENT WITH ASCA**

FCPS SCHOOL COUNSELOR RESPONSIBILITIES	SCHOOL LEVEL			DOMAIN	*ASCA Counseling Standards
	ES	MS	HS		
Senior Survey			✓	<b>COLLEGE/CAREER</b>	<b>Standard 4:</b> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Conduct Career Interest Inventory - elementary schools: Paws, middle schools: Bridges & Herrington O'Shea, high schools: MyRoad	✓	✓	✓		
College & Career Awareness, Exploration and selection (classroom, small groups)	✓	✓	✓		
College and Career Readiness presentation for parents		✓	✓		
Testing and Interpretation (ASVAB, SAT, ACT, PSAT, AP)			✓		<b>Standard 5:</b> Students will employ strategies to achieve future career goals with success and satisfaction
College affordability planning (scholarships, financial aid, college savings plans)	✓	✓	✓		
Achievement Counts: help organize and facilitates presentations with representatives from the Maryland Business Roundtable			✓		
College admissions requirements: reviewing and assisting students with applications, printing and reviewing transcripts, writing letters of recommendation			✓		
Inform students of options for acceleration and diversified learning (FLEX, virtual coursework, early graduation, open campus, dual enrollment)		✓	✓		<b>Standard 6:</b> Students will understand the relationship between personal qualities, education and training and the world of work.
Inform and connect students with community programs, mentoring, tutoring, enrichment activities and summer programs	✓	✓	✓		
Introduce students to concepts associated with the world of work	✓	✓	✓		
Assist students in defining investigating, and identifying Career Pathways	✓	✓	✓		
Assist students in making connections between academic performance and its impact on placement in current academic programs, scholarships, college and technical school admission and job and military opportunities.	✓	✓	✓		
Identify career opportunities in the community	✓	✓	✓		
Organize and offer career days, guest speakers and field trips to increase student awareness of various careers	✓	✓	✓		

**FREDERICK COUNTY PUBLIC SCHOOLS  
SCHOOL COUNSELING PROGRAM ALIGNMENT WITH ASCA**

FCPS SCHOOL COUNSELOR RESPONSIBILITIES	SCHOOL LEVEL			DOMAIN	*ASCA Counseling Standards		
	ES	MS	HS				
Individual counseling	✓	✓	✓	<b>PERSONAL/SOCIAL</b>	<b>Standard 7:</b> Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.		
Mandated reporting of child abuse/neglect	✓	✓	✓				
Suicidal ideation, self-injurious behavior, identity	✓	✓	✓				
Support registration of homeless student	✓	✓	✓				
Work closely with Pupil Personnel Workers	✓	✓	✓		<b>PERSONAL/SOCIAL</b>	<b>Standard 8:</b> Students will make decisions, set goals and take necessary action to achieve goals.	
Member of the school crisis team to support staff and neighboring schools	✓	✓	✓				
Staff presentations: bullying, mandated reporting and suicide	✓	✓	✓				
Consultations with teachers of students with academic and behavioral needs	✓	✓	✓				
Provide small group counseling bases on needs assessments completed by staff, students and parents and referrals to the counselors	✓	✓	✓				
Provide families with community resources to support them as they struggle with mental health issues	✓	✓	✓				
Promote and coordinate CC! lessons and activities	✓	✓	✓			<b>PERSONAL/SOCIAL</b>	<b>Standard 9:</b> Students will understand safety and survival skills.
Provide classroom, small group and individual instruction on bullying, harassment and intimidation, sexual harassment, internet safety and respecting differences	✓	✓	✓				
Provide educational activities for students who require individual interventions for disciplinary infractions	✓	✓	✓				
Help students identify personal goals as they relate to academics, social interactions and college/career goals	✓	✓	✓				
Work with (health) teachers to appropriately educate students about personal safety, mental health and healthy relationships	✓	✓	✓				
Create and advertise clear processes for accessing school counselors	✓	✓	✓				
Help students identify and access school, family and community support services for personal health and safety	✓	✓	✓				
Promote positive self-image/self-esteem	✓	✓	✓				
Behavior Intervention Plans – collect and analyze data, Functional Behavior Assessments (FBA), create BIP, re-evaluate regularly	✓	✓	✓				

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## House Bill 724 Frederick County Public Schools Pupil Personnel Workers

### Description of Frederick County's Pupil Personnel Worker Program

**Role:** The Pupil Personnel Worker in Frederick County works with school staff, students, parents and community members in the identification and prevention of problems that adversely impact educational services.

**Pupil Personnel Staffing:** Frederick County Public Schools currently employs nine (9) Pupil Personnel Workers to assist 65 schools. Frederick County Public Schools' enrollment is approximately 41,000 students. The ratio for each Pupil Personnel Worker is 1: 4500 youngsters.

### **General Duties and Responsibilities:**

- Works with children who are chronically absent from school
- Participates as a regular member of a school's student services team
- Serves to ensure the equitable and consistent implementation of student related laws, regulations and policies
- Visits homes to observe and evaluate the home environment of children as needed
- Assesses the child's challenges after collecting data from available sources, and seeks the assistance of other specialists as needed
- Consults with community agents, such as doctors, clergy, juvenile court personnel, regarding treatment of children with serious problems
- Investigates complaints made to the Superintendent and officially represents the Superintendent when called upon to do so
- Presents testimony and recommendations at formal and informal hearings
- Assists school administrators in working with students placed on temporary suspension
- Acting as the Superintendent's designated representative, investigates and evaluates requests for extended suspensions and expulsions, and makes recommendations for action to the Director of Student Services

**House Bill 724**  
**Frederick County Public Schools**  
**Pupil Personnel Workers**  
(CONTINUED)

- Evaluates school transfer requests and authorizes them if appropriate
- Processes requests from physicians, psychiatrists and/or psychologists recommending a home or hospital teaching program for individual pupils who are unable to attend school
- Assists in determining public school placements, or offers appropriate alternatives for children released from DJS placements
- Investigates requests for admission of non-resident students
- Works collaboratively with schools to prevent dropouts
- Interviews parents regarding their child's personal history
- Holds conferences with students as needed
- Helps students achieve self-direction and take responsibility for their actions

# **GARRETT COUNTY**



# BOARD OF EDUCATION OF GARRETT COUNTY

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*Dr. Janet S. Wilson., Superintendent*

**Garrett County Board of Education-Department of Pupil Services**

**September 25, 2012**

**Report to MSDE, Student Services**

**Re: Role and Responsibilities of the School Counselor**

## Overview:

The school counselor assists students, parents-guardians, and school staff by providing services that contribute to the personal and academic growth of students, assists with their educational and career decisions, and fosters the learning and subsequent application of positive interpersonal relationships and social skills with peers, school staff, and their family and community. School counselors provide a variety of services to meet the above goals. School counselors assess student and school needs, coordinate services, consult and conference with students, parent-guardians, school staff, and community agencies and organizations, provide classroom lessons and instruction, class meetings, and individual and group counseling.

1. Students will demonstrate personal and academic growth:
  - a. The school counselors participates with various school committees to assist students in meeting personal and academic goals, including the School Improvement Teams, the Pupil Services Teams, grade level and department committees, Maryland Student Assistance Program committee, PBIS committees, Character Education committees, Behavior Support Teams, IEP/504 committees, and Crisis Prevention Teams.,
  - b. The school counselor participates with individual student conferences that involve parents-guardians, agencies, school staff and others to address a variety of individual student needs such as scheduling and advising, post-secondary planning, attendance, discipline and conflict, and academic concerns.
  - c. School counselors provide individual counseling to address a variety of student needs, concerns and goals, including personal and family issues that impact school adjustment.
  - d. School counselors develop and coordinate school programs to address the prevention of drugs and alcohol abuse (Red Ribbon Week), bullying and harassment, teen pregnancy, dating violence, suicide, and positive mental health.
  - e. School counselors coordinate school level crisis prevention and intervention response to address suicide, grief and threat intervention.
  - f. School counselors are responsible for intervention and annual reports for suicide, child abuse and neglect, teen pregnancy and drug and alcohol addictions.
  - g. School counselors refer to and consult with various agencies to provide resources for students, including mental health, health department, social services, juvenile services, domestic violence, law enforcement, and private agencies and professionals.
  - h. School counselors coordinate and apply for grants to address school issues that impact the academic and personal development of students.
  - i. School counselors provide classroom lessons to orient students to the services provided by the school counselor, and to address bullying, diversity, coping strategies, stress reduction, study and test-taking skills, conflict resolution, anger management, drug , tobacco, suicide, and pregnancy prevention, physical and sexual abuse, self-control, citizenship skills, and school and classroom behavior.

- j. School counselors assist with the orientation and transitioning of students from elementary, to middle, to high school, and with individual students who enter their schools as new students.
- k. School counselors monitor academic progress, and coordinate tutoring services for students who are experiencing academic difficulty.
- l. School counselors mentor and confirm that graduation requirements are met, to assure achievement of high school credits, attendance, and services learning requirements.
- m. School counselors provide interpretations of tests and assessments to students and parents and guardians, as well as to students in a classroom setting, providing additional follow-up as needed.
- n. School counselors assist with the selection and/or development of student, staff, parent-guardian, and/or community surveys to assess the needs and progress of school services and programs.
- o. School counselors provide intervention with at-risk students to prevent school drop-out, and provide the "Back to School" school program for re-enrolling students.
- p. School counselors confer with students and parents to assist in identifying and accessing programs and services that enhance student growth, such as the John's Hopkins Talent Search, Congressional Page, distinguished, and other scholarship opportunities.
- q. School counselors assist with school assessment programs to meet testing requirements and to meet the needs of individual students.
- r. School counselors will assist 8<sup>th</sup> and 9<sup>th</sup> grade health teachers in providing the Signs of Suicide curriculum to students.
- s. School counselors utilize the school website to provide students, parents, and the community with information that encourages personal and academic growth, including access to the parent portal of the student information management system.

2. Students will make appropriate educational and career decisions:

- a. School counselors utilize a variety of career development programs and resources to teach educational and career decision-making skills, with each student developing a career portfolio.
- b. School counselors assist students at the elementary level in identifying career clusters and interests, and to recognize common careers associated with each cluster, and to identify their own career interests.
- c. School counselors utilize the fourth grade "College and Me" experience to assist students in gaining an understanding of college opportunities and accessibility.
- d. School counselors assist fifth grade elementary students to apply their knowledge of their career interests to selecting speakers and activities for the career day fair.
- e. School counselors at both the elementary and middle school level orient fifth grade students to middle school through the use of lessons, surveys, discussion, and visitation.
- f. School counselors at both the middle and high school orient 8<sup>th</sup> grade students to the high school through the use of lessons, surveys, discussion and visitation.
- g. Middle school counselors provide a career development curriculum for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students, utilizing their career portfolio and assessments to understand and identify career interest and aptitudes.
- h. School counselors assist students in understanding and setting educational and career goals to meet the necessary academic skills and performance levels that are associated with career goals.
- i. School counselors coordinate high school tours prior to scheduling to introduce students to the various career pathways available and the content and requirements for those pathways.

- j. School counselors meet with 8<sup>th</sup> grade students to advise and schedule high school classes consistent with their career goals, academic performance, and the associated career pathway.
  - k. Eight grade students are visited by JROTC students to explain the requirements and activities of the JROTC program.
  - l. School counselors coordinate the Real Deal program for 8<sup>th</sup> and 11<sup>th</sup> graders to provide students with the choices, decisions, and requirements of maintaining a budget, meeting life expectations, and benefitting from educational achievements.
  - m. School counselors maintain student records that indicate attendance, academic performance, service learning, test performance, high school credits, and other required student information.
  - n. School counselors meet with individual students and their parents-guardians, to review and update schedules, career pathway choices, and related decisions that contribute to high school success.
  - o. School counselors coordinate and assist in the registration and scheduling of students for the ASVAB, PSAT, and SAT assessments, and provide test interpretation related to educational and career decisions.
  - p. School counselors meet with students and parents to discuss and plan for AP class scheduling, dual credit college classes, early college admission, and school-to-career placements.
  - q. School counselors coordinate and schedule visits of college representatives and military recruiters for students.
  - r. School counselors meet with students and parents to discuss and advise on post-secondary goals and planning.
  - s. School counselors participate with Garrett College in hosting a College Expo for high school students for the opportunity to meet with numerous college and military representatives.
  - t. School counselor provide financial aid and scholarship information to parents by holding evening workshops and information sessions
  - u. School counselors process transcript requests and coordinate letters of recommendations, and counselor evaluations for college applications and post-secondary planning.
  - v. School counselors track progress of students, advising rising seniors of their credit status, and tracking graduation progress of seniors with credits and service learning requirements. School counselors calculate weighted and unweighted GPA's, and assist in determining the senior academic awards, and the senior class salutatorian and valedictorian.
  - w. School counselors serve on school attendance committees, advise and encourage students of their attendance progress, and assist students who are experiencing attendance difficulties in resolving issues that interfere with meeting the required attendance policy,
  - x. School counselors develop the annual scholarship booklet that provides a resource for students in locating and applying for various college and post-secondary scholarships, provide scholarship updates and reminders in monthly scholarship bulletins, and assist students with scholarship applications
  - y. School counselors provide information on their school's website to inform students and parents of career counseling activities.
3. Students will have productive interactions with others (promote the development of interpersonal skills).
- a. School counselors chair the character education committee and PBIS committee for their respective school(s).
  - b. School counselors coordinate their schools character education program utilizing media for morning announcements, assemblies, bulletin boards, and coordinate and provide classroom and school wide resources and activities to address monthly county-wide character education themes.

- c. School counselors participate with the School Improvement Teams and assist in implementing school improvement goals that address the development of interpersonal and social skills of students.
- d. School counselors assist teachers in grades Pre-K through 8<sup>th</sup> in implementing the Second Step curriculum, and provide lessons and resources to enhance the curriculum.
- e. School counselors at the middle school level are involved in piloting the Steps to Respect curriculum to address bullying and harassment.
- f. School counselors at all levels provide classroom lessons, individual and school interventions, and school wide strategies to prevent bullying and harassment.
- g. School counselors will assist health teachers in piloting the "Safe Dates" curriculum to teach healthy relationship skills.
- h. School counselors will utilize peer helpers, peer buddies and mentors, and coordinate services from the Garrett Mentors program to promote positive interpersonal and social skills.
- i. School counselors will support and assist the Garrett County Health Department to provide the Students Against Destructive Decisions group.
- j. School counselors will provide conflict resolution and mediation to assist students in resolving interpersonal conflict in a positive manner.
- k. School counselors will assist with the crisis de-escalation (CPI) intervention to provide a safe school environment.
- l. School counselors will consult, confer and collaborate with students, parents-guardians, school staff and agency representative to assist students in the development of positive interpersonal and social skills.
- m. School counselors will assist in providing recognition and incentive activities for those students who develop and display positive interpersonal and social skills.
- n. School counselors will provide individual and small group counseling to assist students in developing positive interpersonal and social skills.
- o. School counselors will provide classroom lessons, class meetings and individual and group counseling to address bullying and harassment, understanding diversity and discrimination, coping skills, stress reduction, conflict resolution, anger management, good touch-bad touch, drug, alcohol and tobacco education and prevention, self-control, classroom listening and behavior skills, divorce, ADHD, grief and loss, self-esteem, friendship and other citizenship skills.
- p. School counselors will participate with various team meetings and conferences that develop interventions and strategies to assist students to learn and demonstrate positive interpersonal, social and behavioral skills.
- q. School counselors coordinate special projects to provide opportunities for community services and service learning for students.
- r. School counselors assist students to gain work related interpersonal and social skills by developing opportunities for school-to-careers placements, college and career interviews, and student ambassador programs, and by addressing concerns and successes that are experienced by the student.

## Garrett County School Counseling Program-College Readiness:

### College Readiness Activities:

- a. School counselors utilize a variety of career development programs and resources to teach educational and career decision-making skills, with each student developing a career portfolio.
- b. School counselors assist students at the elementary level in identifying career clusters and interests, and to recognize common careers associated with each cluster, and to identify their own career interests, and understanding the educational and training requirements for each career.
- c. School counselors utilize the fourth grade "College and Me" experience to assist students in gaining an understanding of college opportunities and accessibility.
- d. School counselors assist fifth grade elementary students to apply their knowledge of their career interests to selecting speakers and activities for the career day fair which is held in a college setting.
- e. Middle school counselors provide a career development curriculum for 6th, 7th and 8th grade students, utilizing their career portfolio and assessments to understand and identify career interest and aptitudes, career requirements, and benefits of college and post-secondary career training.
- h. School counselors assist students in understanding and setting educational and career goals to meet the necessary academic skills and performance levels that are associated with career goals and college readiness.
- i. School counselors coordinate high school tours prior to scheduling to introduce students to the various career pathways available and the content and requirements for those pathways, including preparation for college and post-secondary training.
- j. School counselors meet with 8th grade students to advise and schedule high school classes consistent with their career goals, academic performance, and the associated career pathway, including preparation for college and post-secondary training.
- k. Eight grade students are visited by JROTC students to explain the requirements and activities of the JROTC program, and preparation for post-secondary military and college entrance.
- l. School counselors coordinate the Real Deal program for 8th and 11th graders to provide students with the choices, decisions, and requirements of maintaining a budget, meeting life expectations, and benefitting from educational achievements and college and post-secondary training.
- m. School counselors maintain student records that indicate attendance, academic performance, service learning, test performance, high school credits, and other required student information necessary for college and post-secondary training applications and acceptance.

- n. School counselors meet with individual students and their parents-guardians, to review and update schedules, career pathway choices, and related decisions that contribute to high school success and prepare students for college and post-secondary training readiness.
- o. School counselors coordinate and assist in the registration and scheduling of students for the ASVAB, PSAT, and SAT assessments, and provide test interpretation related to educational and career decisions, including college and post-secondary training application and entry.
- p. School counselors meet with students and parents to discuss and plan for AP class scheduling, dual credit college classes, early college admission, and school-to-career placements associated with entry into college and post-secondary training.
- q. School counselors coordinate and schedule visits of college representatives and military recruiters for students to prepare for college and post-secondary training entry.
- r. School counselors meet with students and parents to discuss postsecondary goals, and to provide post-secondary and college planning.
- s. School counselors participate with Garrett College in hosting a College Expo for high school students for the opportunity to meet with numerous college and military representatives.
- t. School counselor provide financial aid and scholarship information to parents by holding evening workshops and information sessions
- u. School counselors process transcript requests and coordinate letters of recommendations, counselor evaluations and applications for college and post-secondary training.
- v. School counselors track progress of students, advising rising seniors of their status with credits, service learning requirements and other graduation requirements. School counselors calculate final weighted and unweighted GPA's, and assist in determining the senior academic awards, and the senior class salutatorian and valedictorian.
- w. School counselors serve on school attendance committees, advise and encourage students of their attendance progress, and assist students who are experiencing attendance difficulties in resolving issues that interfere with meeting the required attendance policy and impact future success with college and post-secondary training,
- x. School counselors develop the annual scholarship booklet that provides a resource for students in locating and applying for various college and post-secondary scholarships to assist with college selection and access, provide scholarship updates and reminders in monthly scholarship bulletins, and assist students with scholarship applications.
- y. School counselors assist in providing current college, post-secondary and scholarship information on the school website.

z. School counselors utilize the College Board website, and "My Roads" program to encourage college exploration and readiness.



## BOARD OF EDUCATION OF GARRETT COUNTY

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*Dr. Janet S. Wilson., Superintendent*

Garrett County Board of Education-Department of Pupil Services

September 20, 2012

Report to MSDE, Student Services

RE: Role and Responsibilities of the Pupil Personnel Worker

### Overview:

Under the direction of the Supervisor of Pupil Services, the Pupil Personnel Worker implements the Pupil Services Program in their assigned schools, and provides pupil personnel services to students and staff members in conjunction with the school psychologist, school counselor, school nurse and school administrator. The Pupil Personnel Worker assists students to adjust to school situations, links the student, parents-guardians, and /or family with community resources, and acts as a liaison with the home and community. The Pupil Personnel Worker chairs Individualized Education Program (IEP) and 504 meetings for students receiving special education services, and reports to the Supervisor of Special Education in this regard. As many of the high risk students are students with disabilities, the involvement with these students through the IEP and 504 process enhances the case management services for these students.

### Major Role and Responsibilities:

1. The Pupil Personnel Worker functions as an Advocate for student needs to assist the student in achieving the requirements of their school program, and to assist the student in identifying and meeting the goals and expectations necessary for school success. The PPW provides case management services for students who are experiencing significant difficulties in the areas of attendance, discipline, and/or academic achievement, assisting in identifying barriers and linking the student with services and programs, and coordinating those services to help the student achieve success.
  - a. The PPW chairs the Pupil Services Teamings at each of their assigned schools, which provides multi-agency input and collaboration for individual student needs. The PPW facilitates in the development and coordination of Interventions for these students.
  - b. The PPW specifically address attendance concerns of students, tracking the absences of students, notifying students and parents of attendance concerns, conferring with parents to address attendance concerns, making home visits as needed, and representing the school concerns in court when referrals are made for truancy.
  - c. The PPW, along with other Pupil Services staff participates with the middle and high school Maryland Student Assistance Program teamings to review referrals for students who are at risk for or have drug and/or alcohol addictions.
  - d. The PPW is a member of the schools School Action Plan Team to assist with developing the School Action Plan goals, objectives, and strategies.
  - e. PPW's are the liaison with local and state agencies, and coordinate with them to obtain resources and services for all students, including students with disabilities. This includes agencies such as Mental Health, Health Department, Social Services, Juvenile Services, Law Enforcement and Courts, and Domestic Violence.

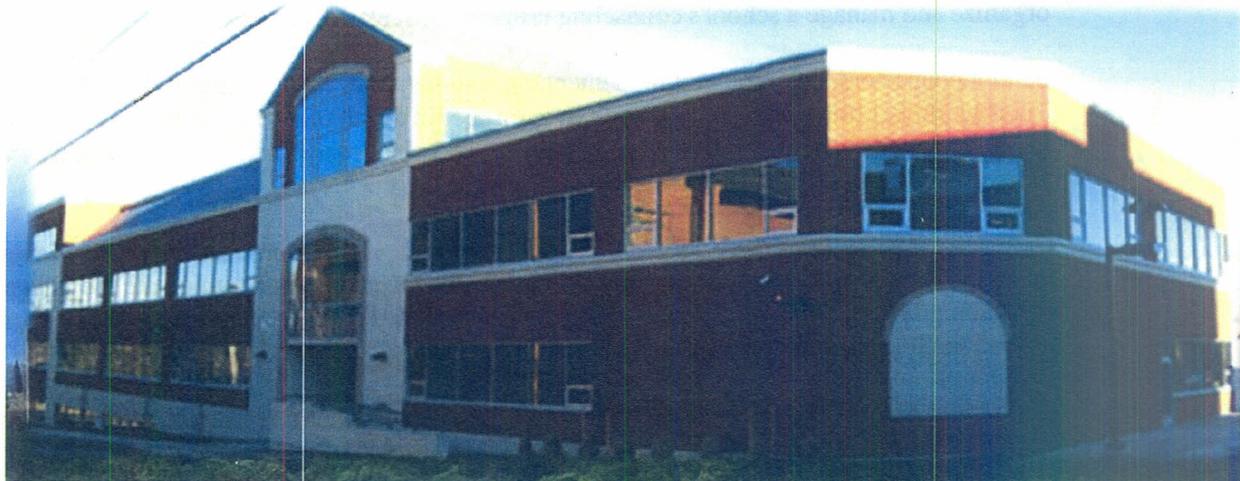
- f. PPW's chair the Crisis Management Team for their assigned schools for suicide, grief and threat intervention.
  - g. The PPW works with the CTE Case Manager to identify students at risk of school failure and dropping out, and to develop alternatives and interventions for these students.
  - h. PPW's insure the students' due process rights in regards to FERPA, HIPPA, and NCLB.
2. The Pupil Personnel Worker is responsible for implementing the Garrett County Board of Education policies and procedures for Pupil Services
- a. PPW's coordinate student referrals for Pupil Services
  - b. PPW's assist parents and schools with the registration and enrollment of Pre-kindergarten and kindergarten students, and those students for whom the school needs assistance with registration, obtaining records, and/or with student scheduling.
  - c. PPW's assist with determining admission to schools out of the student's attendance area.
  - d. PPW's assist in identifying and coordinating enrollment and services for homeless students and those in kinship care, foster placement, and out-of-county-living-arrangements.
  - e. PPW's assist in verifying residency and in identifying non-resident students.
  - f. PPW's assist in the enrollment of students returning from a home instruction or private school program,
  - g. PPW's coordinate services for students who need home and hospital services.
  - h. PPW's assist in seeing interventions, support and services for students involved in the disciplinary process, are aware of the Garrett County policies and procedures for discipline, and work to prevent suspensions and requests for expulsions, being involved with student conferences in this process, and assisting with the readmission of expelled students.
  - i. PPW's assist the schools and work with students to prevent drop-outs in implementing a variety of interventions, and assist with students participating with "Back to School" school.
  - j. PPW's assist the schools in preventing and intervening for gangs, bullying, harassment and intimidation, and sexual harassment, and provide training for these policies and procedures to school staff.
  - k. PPW's monitor and maintain the confidentiality of student records and information, and are particularly knowledgeable of FERPA, HIPPA, and NCLB requirements for confidentiality, and provide training for school staff in this area.
  - l. PPW's are aware of the policies and procedures in regards to student rights and responsibilities, including student questioning, arrests, search and seizure, reporting of crimes, and reportable offenses.
  - m. PPW's are aware of requirements for reporting of child abuse and neglect, coordinate reports and follow-up with the Department of Social Services, and assist in providing training to school staff on child abuse and neglect.
  - n. PPW's assist with addressing incidents of drug, alcohol and tobacco, and obtaining services for students with these concerns.

3. The PPW is responsible for coordinating the Special Education and 504 processes for students in their assigned schools, and implementing those policies and procedures. The Pupil Personnel Workers report to the Supervisor of Special Education for these responsibilities.
  - a. The PPW is responsible for responsible for coordinating the Special Education and Individual Education/504 plan process, including the scheduling of meetings, notifying participants, chairing the meetings, developing the IEP/504 plan, providing case management and follow-up for the students, and insuring that all special education/504 records and procedures are completed and maintained to meet all special education/504 compliance regulations.
  - b. Pupil Personnel Workers assist in preparing for special education audits.
  - c. PPW's assist with preparing for special education due process hearings.
  - d. PPW's assist with the non-public placement of special education students, including participating in the IEP meetings and determination of services.

# **HARFORD COUNTY**

2012

HCPS School Counseling Report to  
MSDE



Prepared by: Dr. Kevin L. Ensor, Ph.D.

Supervisor of School Counseling

Participation in a developmental and comprehensive school counseling program is an important component of the overall educational process for all students attending Harford County Public Schools. Intentional, developmentally appropriate assistance with educational, personal/social, and career planning by professional school counselors grounded in the principles of human growth and development is a necessary part of each student's experience. In addition, school counselors provide special assistance to students with developmental concerns and provide knowledgeable support during a crisis.

Inherent in the school counseling program is the promotion of the worth and dignity of all students and the belief that they have unique interests, needs, abilities, and aptitudes, as well as the capacity for growth. It is the function of school counseling to provide students with maximum opportunity for the development of their personal and academic potential through a comprehensive and continuous program of services from pre-kindergarten through high school, as well as planning for education and employment beyond high school. Implementation of the school counseling program is a shared responsibility of teachers, administrators, other educational team members, parents, and community stakeholders. Maximum effectiveness of the school counseling program is achieved only through the support, cooperation and collaboration of these groups.

### **The School Counselor**

The school counselor is a certified professional educator who assists students, teachers, parents, and administrators. Three generally recognized helping processes used by the counselor are 1) counseling, 2) consulting, and 3) coordinating. **Counseling** is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making, and discovering personal meaning related to learning and development. **Consultation** is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students. **Coordination** is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.

School counselors are employed in elementary, middle/junior high, senior high, and post-secondary schools. Their work is differentiated by attention to age-specific developmental stages of growth and related interests, tasks, and challenges. School counselors are human behavior and relationship specialists who organize their work around fundamental interventions.

Counselor interventions have sometimes been referred to as functions, services, approaches, tasks, activities, or jobs. They have, at times, been viewed as roles themselves, helping to create the image of the counselor. In a comprehensive developmental counseling program, school counselors organize their work schedules around the following basic interventions:

**Individual Counseling:** Individual counseling is a personal and private interaction between a counselor and a student in which they work together on a problem or topic of interest. A face-to-face, one-to-one meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors. School counselors establish trust and build a helping relationship. They respect the privacy of information, always considering actions in terms of the rights, integrity, and the welfare of students. Counselors are obligated by law and ethical standards to report a case to the appropriate agency when a person's welfare is in jeopardy. It is a counselor's duty to inform individuals of the conditions and limitations under which assistance may be provided.

**Small Group Counseling:** Small group counseling involves a counselor working with two or more students together. Group size generally ranges from five to eight members. Group discussions may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems, or discussions may be growth-centered, where general topics are related to personal and academic development.

**Large Group/Classroom Instruction:** Large group and classroom instruction offer the best opportunity to provide services to the largest number of students in a school. Counselors first work with students in large groups wherever appropriate because it is the most efficient use of time. Large group work involves cooperative learning methods, in which the larger group is divided into smaller working groups under the supervision of a counselor and/or teacher. The school counseling curriculum, composed of organized objectives and activities, is delivered by teachers and/or counselors in classrooms or advisory groups. School counselors and teachers may co-lead some activities. Counselors develop and present special lesson plans and units which give attention to particular developmental issues or areas of concern in the respective schools. They also help prepare teachers to deliver part of the school counseling curriculum.

**Coordination:** Coordination as a counselor intervention is the process of managing various indirect services which benefit students and being a liaison between school and community agencies. It may include organizing special events which involve parents or resource people in the community in guidance projects. It often entails collecting data and disseminating information. Counselors might coordinate a student needs assessment, the interpretation of standardized tests, a child study team, a school-wide event or program related to one of the school counseling domains, or a counseling related teacher or parent education program.

**Consultation:** The counselor as a consultant helps people to be more effective in working with others. Consultation helps individuals think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident. This intervention can take place in individual or group conferences or through staff development activities. Some examples of consultative activities are:

- Assisting in development of individual student management plans
- Assisting in development of intervention strategies such as contracts, attendance profiles, behavior management programs, etc.
- Assisting with providing an overview of school demographics
- Assisting professional staff with behavior management techniques
- Working cooperatively with professional staff to provide counseling-related resources for classroom use
- Assisting the administration to determine correct academic grouping of students
- Providing and interpreting data as requested
- Serving as advisor to Peer Helper Programs
- Serving as a liaison to provide information about tutorial resources, home/hospital teaching programs and alternative education programs
- Participating as a contributing member of Student Services Team conferences
- Serving as a resource to parent groups
- Serving as a resource to various school committees
- Cooperating with community agencies and mental health facilities

## SCHOOL COUNSELING GOALS AND OBJECTIVES



All professional organizations develop a set of standards that define the purpose of the professional services provided by their members and the benefits derived by the consumers of these services.

The ASCA National Standards provide school counselors with additional insights into the three domains of school counseling by identifying three standards supporting each domain and student competencies that can be developed through these standards as a template to design needs-based programs in their own schools.

1) Academic Development -

- a. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- b. Students will complete school with the academic preparation to choose from a wide range of substantial postsecondary options, including college.
- c. Students will understand the relationship of academics to the world of work and to life at home and in the community.

2) Career Development

- a. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.
- b. Students will employ strategies to achieve future career success and satisfaction.
- c. Students will understand the relationship among personal qualities, education and training, and the world of work.

3) Personal/Social Development

- a. Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
- b. Students will make decisions, set goals, and take necessary action to achieve goals.
- c. Students will understand safety and survival skills.

### Elementary School Yearly Sample

Classroom Guidance	School-wide Activities	Department Planning	Other (* indicates ongoing activities)
Introductory lesson to classes  Personal Body Safety lessons  4 <sup>th</sup> grade E-WOW (career interest inventory)  <b>Educational and Career Decision Making</b>	Open House  Back-To-School Night  Parent-Teacher conferences  American Education Week  National School Counseling Week  Presidential Awards  5 <sup>th</sup> grade awards  5 <sup>th</sup> grade middle school visits	Child Abuse presentation to staff  Suicide presentation to staff  Meet with individuals with academic concerns  Carson Scholarship  Transition activities for 5 <sup>th</sup> graders  Articulation with Middle Schools	Interpersonal Skills (a), (b), & (c)  Organize materials and set up office  Introduction to new staff members  Consultation with teachers to set up schedule for classroom guidance lessons  Grade-level team meetings  Student Service Team meetings  504 meetings/*IEP meetings  Committee meetings  Student observations  Cognitive Abilities Test (or other academic assessment) with 2 <sup>nd</sup> grade  MSA Testing (3 <sup>rd</sup> -5 <sup>th</sup> Grade)  Administer needs assessment
<b>Middle School Yearly Sample</b>			
<b>Educational and Career Decision Making</b>  Introductory lesson to classes  Conflict Resolution lessons  Personal Body Safety lesson with 7 <sup>th</sup> graders	Enroll new students  Schedule changes  Open House  Back-To-School Night  Parent-Teacher conferences  Student application process for post-middle school options	Crisis Intervention presentation to staff  Child Abuse presentation to staff  Suicide presentation to staff Organize a parent information center  Meet with individuals with academic concerns  Hopkins Talent Search	Interpersonal Skills (a), (b), & (c)  Peer Helper orientation meeting  Organize materials and set up office  Introduction to new staff members  Update Edline  Consultation with teachers to set up schedule for classroom guidance lessons

<p>Disseminate information about post-middle school options</p> <p>6<sup>th</sup> and 8<sup>th</sup> grade Career Lesson</p>	<p>American Education Week</p> <p>Honors assembly</p> <p>Present 6-year career plan to 8<sup>th</sup> graders</p> <p>National School Counseling Week</p> <p>Honors assembly &amp; 8<sup>th</sup> grade awards</p> <p>High school comes to schedule 8<sup>th</sup> graders</p> <p>Students work 6-Year Plans</p> <p>Students select classes for the following year</p> <p>Student interview process for post-middle school options</p> <p>High school scheduling presentation to 8<sup>th</sup> graders</p> <p>Presidential Awards</p> <p>Student enrollment process for post-middle school options</p>	<p>Peer Helpers Training</p> <p>Peer Mediation Training</p> <p>Maryland Scholars Program.</p> <p>Carson Scholarship</p> <p>Middle School Professional Development.</p> <p>Deadlines for post-middle school options.</p> <p>Transition activities for 5<sup>th</sup> &amp; 8<sup>th</sup></p> <p>Meet with individual academic concerns</p> <p>Articulation with elementary and high schools</p> <p>Provide students with information on summer work opportunities</p>	<p>Schedule and conducts Student Service Team meetings</p> <p>Schedule and conduct MD Student assistance Program meetings</p> <p>Department meetings</p> <p>IEP meetings</p> <p>504 meetings</p> <p>Monthly newsletter</p> <p>Student observations</p> <p>MSA Testing</p> <p>HSA Testing</p> <p>Scheduling for following school year</p> <p>Assess program success</p> <p>Plan for the following school year</p>
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## High School Yearly Sample

<p>Educational and Career Decision Making (a), (b), (c), &amp; (f)</p>	<p>Enroll new students Schedule changes</p>	<p>Crisis Intervention presentation to staff Child Abuse presentation to staff</p>	<p>Interpersonal Skills (a), (b), &amp; (c) College applications and scholarships</p>
<p>Introductory lesson to classes</p>	<p>Open House/Back-To-School Night</p>	<p>Suicide presentation to staff</p>	<p>Peer Helper orientation meeting</p>
<p>Classroom lessons as needed</p>	<p>Parent-Teacher conferences</p>	<p>Meet with individuals with academic concerns</p>	<p>Organize materials and set up office</p>
<p>Career Lessons</p>	<p>PSAT Testing</p>	<p>Peer Helpers Training</p>	<p>Introduction to new staff members</p>
<p>Course selection and registration</p>	<p>American Education Week</p>	<p>Advertising for college fair held at HCC</p>	<p>Update Edline</p>
	<p>HSA testing</p>	<p>Review senior credit requirements</p>	<p>Consultation with teachers to set up schedule for classroom guidance lessons</p>
	<p>Financial Aid Night</p>	<p>College representatives visit to speak with students</p>	<p>Schedule and conduct Student Service Team meetings</p>
	<p>National School Counseling Week</p>	<p>Transition activities for 8<sup>th</sup> graders</p>	<p>Schedule and conduct MD Student Assistance Program meetings</p>
	<p>Maryland Distinguished scholars</p>	<p>Articulation with middle schools</p>	<p>Department meetings/Faculty meetings/ Team meetings</p>
	<p>Review of students' 6-year plans</p>	<p>Provide students with information on summer work opportunities</p>	<p>IEP meetings/504 meetings</p>
	<p>Students register for next year</p>		<p>Monthly newsletter</p>
	<p>ASVAB</p>		<p>Student observations</p>
	<p>Senior Awards/Honors Assembly</p>		<p>Scheduling for following school year</p>
	<p>8<sup>th</sup> grade parent night</p>		<p>Assess program success</p>
	<p>8<sup>th</sup> grade articulation</p>		<p>Plan for the following school year</p>
	<p>AP exams</p>		
	<p>Senior surveys</p>		
	<p>Graduation</p>		

## **Position Summary and Duties of the School Counselor**

The school counselor is responsible for duties related to designing and implementing a comprehensive and developmental school counseling program. The primary goals and objectives of the position are to implement strategies and activities to support and maximize each student's ability to learn; to provide the foundation for the acquisition of skills, attitudes, and knowledge that enable students to make a successful transition to the work force; to provide the foundation for personal and social growth into adulthood.

### **ESSENTIAL FUNCTIONS**

1. Establishes developmental, sequential, and systematic guidance lessons in order to provide skills and knowledge to all students in the areas of academic, career, and personal/social development. Assesses student knowledge prior to and concluding guidance lessons to measure growth.
2. Conducts individual and small group counseling sessions with students.
3. Coordinates student intervention programs tailored to meet the needs of the school population. Assists with accommodations, behavior modification, and classroom observations of students.
4. Supports student advancement from grade to grade, plans for successful transitioning between school levels, advises on academic placement and course selection, and reviews course schedules to assure progress toward graduation. Distributes information concerning curriculum offerings, school activities, programs, and scholarship opportunities to students and parents.
5. Assists students with self-assessment strategies which identify skills, interests, aptitudes, and attitudes as they relate to academic and career goals.
6. Understands and applies knowledge of diversity issues, human growth and development, and counseling theories and techniques.
7. Adheres to confidentiality guidelines and ethical standards governed by state and national counseling associations.
8. Maintains a record of program activities that address each domain of school counseling. Evaluates the effectiveness of programs and interventions through the use of assessments, surveys, and other forms of data collection and analysis. Sets professional goals and conducts an evaluation of the comprehensive school counseling program at the end of the school year.
9. Organizes and interprets data for use in counseling and decision making as it relates to academic placement or referral options, monitors student progress through data analysis, and shares data findings with administrators, teachers, parents, and students.
10. Maintains an up-to-date collection of resource materials and books related to academic, career, and personal/social development for students, staff, and parents.

11. Fosters a positive and respectful climate within the school community. Uses communication and conflict resolution skills effectively with staff members, students, and parents.
12. Serves as liaison between parents, teachers, administrators, support staff, and community resources in order to facilitate successful student development. Effectively utilizes the services of school psychologists, pupil personnel workers, school nurses, special education staff, community professionals, and agencies.
13. Reports cases to appropriate central office staff, school teams, or community agencies when a person's health or safety may be in jeopardy.
14. Participates in on-going professional development designed to enhance and increase personal skills as a professional school counselor.
15. Promotes the school counseling program and aligns counseling goals with the visions and improvement plans of the school and county.
16. Serves as a member of the Trauma Response Team.



## HCPS College Readiness Activities and Programs:

**Six-year Plans:** One of the most beneficial services counselors provide to students in grades 6-12 is a framework to help them visualize their path to success. A six-year plan can present the student with a basic structure that includes all graduation requirements along with a suggested sequence of academic courses based on ability scores, grade reports and teacher recommendations. Meeting with students early in their middle school career not only helps to identify their strengths and weaknesses, but allows an opportunity to find out what their interests are and to discuss the importance of how they relate to course selection and ultimately, choice of college major and occupation. It is important to include parents in this phase of the college planning process and have them monitor their student's progress, stress levels, etc.

**College Counseling 101 (grade 9):** It can be surprising to find the number of seniors who are unaware of how grade point averages are calculated, differences between unweighted and weighted GPA and class ranks, etc. In addition, there seems to be a complete lack of awareness of the many factors that are utilized by college admission counselors. During one of the early tutorial sessions, it can be helpful to present a classroom guidance lesson that details the basic terminology, transcript information and examples of how to calculate weighted and unweighted GPAs. A sample of a senior transcript is shown to the class so the students can see all the information displayed on a final transcript.

**Mock Admission Committee (Grades 9-12):** During a classroom guidance session students are given mock transcripts of three very different student profiles. They divide into groups of three-to-four students to discuss the applicants and provide a rationale for accepting, waitlisting and denying one student from the group. At the end of class, one of the students is appointed the "Director of Admission" and reports to the class the reasons for their decisions and how difficult it was to make those final choices. It is always interesting to hear discussions amongst the groups regarding their priorities in choosing students and how accurately it reflects "real world" decision making at the collegiate level.

**College and Career Preparation (grades 10 and 11):** The primary focus in the sophomore and junior years is to expose the students to college and career awareness programs. All the students take the PSAT in the fall, and when the results are returned, a classroom guidance session is planned to interpret the test results and to emphasize the importance of interests, aptitudes and values and how all three components relate closely to career and life satisfaction.

**Revision of Six-year Plans and registration for classes (grads 9-12)-** Early in the second semester, students begin to plan their schedule for the following year. Individual advising sessions are conducted with each student to discuss college and career plans, and continuing the sequence of all academic courses. Students are encouraged to schedule more rigorous courses each year. Parents are invited to attend these individual sessions to provide important input regarding the student's adjustment to the more rigorous courses for the current year, and

to prepare students and parents for the increased time commitment for the more challenging junior year coursework.

**Classroom Guidance:** In addition to encouraging students to increase academic rigor, students are also exposed to a variety of college admission preparation activities during scheduled classroom sessions. Classroom guidance presentations are conducted on the application process, searching for colleges and preparing for college interviews, essay writing, etc.

**Individual counseling sessions (grades 9-12):**

Students arrange individual counseling sessions to meet to discuss potential colleges, standardized testing timetables and application options. This is an excellent counseling opportunity to gather data from each student regarding college visits, community service participation and other types of extracurricular activities).

**Applying to Colleges:** Early in the senior year, students are encouraged to arrange conferences with their counselors to discuss their list of schools to which they plan to apply and to plan the application timelines. .

**Evening Seminars for Parents:** A “College Planning for High School Seniors” seminar is presented early in the fall, which provides parents with an extensive overview of the college planning process. In October, the college planning seminar is followed by a financial aid awareness presentation that details all the information about federal, state, and local sources of funding. In December, a FAFSA workshop is conducted for all who need help completing the federal financial aid worksheets.

**Naviance and Bridges Career Programs (grads 6-12)-** School Counselors utilize these college and career programs to work with students to identify interests, aptitudes, and values to help them pursue career and educational options that will allow them to pursue their personal goals

**Junior/Senior Waiver Options Programs (Early Admission, Part-time, dual enrollment)-**

Students are able to enroll in a college to take courses that count for high school and/or college credit. Counselors work with students and parents to meet the individual needs of the student.

**ASVAB-** The ASVAB assessment is offered voluntarily to students to help them identify their aptitudes, skills, and values, and relate the results to post-secondary options.

**Greater Excellence in Education Foundation (GEEF) Career and College Expo-** Counselors participate in this community service event to help parents and students become aware of the college admissions process.

**Education after High School College Fair-** Every October a college fair is held to increase awareness for students and parents about the many post-secondary educational options. Counselors help to publicize and supervise the event.

**SAT, ACT, PSAT, or Advanced Placement exams-** School counselors typically organize and administer these college preparatory examinations.

**Futures 11 (grade 11)**- This career and college awareness program is designed to allow students an opportunity to listen to presentations from people who are currently working in the field. Some high school counselors are chosen each year to present information regarding the college admissions process.

## Pupil Personnel Services Program Description

### Legislation:

The Code of Maryland Annotated Regulation (COMAR) 13A.05.05, requires each local school system to provide a coordinated program of pupil services for all students which shall include but not be limited to:

- (1) School counseling;
- (2) Pupil personnel;
- (3) Schoolpsychology; and
- (4) Health services.

### Certification:

Requirements for Pupil Personnel Worker (PPW) certification are described in COMAR 13A.12.03.04 and include:

- (1) A master's degree in pupil personnel or a related field;
- (2) Graduate coursework in at least seven of eight specialized areas; and
- (3) Three years of satisfactory teaching experience

### Professional Standards:

The Maryland Association of Pupil Personnel (MAPP) developed professional standards for practice in 1999 for certified pupil personnel workers in Maryland. In support of the work of the PPW, and to facilitate best practices, local school systems were encouraged to promote and implement a maximum PPW/student staffing ratio of 1:2000.

### Mission:

The Office of Pupil Personnel Services is a division of Harford County Public Schools' (HCPS') Student Services Branch. The Division's mission is to ensure that all students are able to access and receive benefit from the necessary supports, services, and resources so that they can be successful in school and beyond. Pupil Personnel Workers (PPWs) are specialists trained to assess student needs, serve as student advocates, and facilitate or provide appropriate services and supports to students and their families who are at-risk. PPWs provide the essential link between home, school, and community in order that students may receive the maximal benefit from their educational experience.

## Program Overview:

The primary role of the Pupil Services Program is to provide assistance to students, parents, and schools in the areas of enrollment/residency, special admissions, student attendance, school records, behavior/discipline, child welfare, crisis/trauma response, school safety, home and hospital teaching, home instruction, interpretation of policy and procedures, and homeless education/advocacy.

Currently, HCPS employs nine (9) PPWs across the nine designated pupil services regions of Harford County. Each PPW carries a caseload of 4-8 schools (avg. =6) and serves an average student population of 4247 students. This ratio is 2 ½ times the ratio recommended by MAPP.

## Role/Function:

The role of the PPW is multi-faceted. PPWs provide assistance to schools and families for a variety of concerns. Some of the most common functions include:

- Responding to emergency welfare situations for students and families,
- Making referrals to community agencies,
- Resolving guardianship/custody issues,
- Verifying residency/enrollment circumstances,
- Facilitating boundary transfers and all special admissions cases,
- Conducting home visitations to promote family involvement,
- Resolving student attendance/discipline concerns,
- Making referrals to District and Truancy court,
- Explaining school policies as well as federal, state, and local regulations for students and families,
- Assisting schools during crisis events,
- Participating on school-based Student Services (SST), Individualized Education Plan (IEP), and 504 Teams,
- Facilitating student placement/transfer of records in and out of alternative programs,
- Conducting in-service trainings for school staff,
- Providing emergency transportation services

In addition to these duties, PPWs in Harford County assume other roles and functions that are more typically assigned to other disciplines/offices in other school districts. Some examples include:

- **Home and Hospital Teaching** – (COMAR 13A.03.05) - this program is designed to provide short-term instruction at home or in a hospital setting to students who are unable to attend school due to medical illness/injury, physical disability, pregnancy, or emotional impairment. PPWs oversee the administration of home and hospital teaching in their assigned geographic area. During SY2012, instruction was provided to 365 HCPS students – (avg. student/PPW ratio = 41 students/PPW).
- **Home Instruction** – (13A.10.01) - home schooling is an option a parent may choose to comply with Maryland's Compulsory Attendance regulation. During SY2012, 922 families and 1580 students received home schooling in Harford County. PPWs are responsible

for properly registering all home schooling families in their assigned area and conducting portfolio reviews on all supervised cases. During SY 2012, 353 students were supervised (39 students/PPW) and 584 separate portfolio reviews conducted (avg. = 65 reviews/PPW). PPWs also assist their schools in determining grade/course placement and awarding transfer credit for students returning to school from home instruction.

- **Homeless Services** – (COMAR 13A.05.09) – PPWs facilitate the enrollment of homeless students in the school of origin or school of current residence utilizing a best interest determination process. They provide homeless students and their families access to transportation services, free and reduced meals, school supplies and materials, and other necessary assistance and resources. PPWs also provide school staff with information and training on COMAR/McKinney-Vento requirements. During SY 2012, 326 homeless students were identified as homeless in HCPS (avg. = 36 students /PPW).
- **Truancy Court Program** – Harford County’s Truancy Reduction Program has been operational since 2007. PPWs file petitions with the court and play an active role in case presentation and follow-up. Separate filings may also be made in tandem with District Court. Beginning in SY2013, Harford County will be adding a parent training component to its’ Truancy Court – *Making a Difference: Truancy Education Program*. This will be a monthly 2-hour evening course delivered to parents per court requirement. Two HCPS PPWs will be teaching this course.
- **Enrollment/Residency Verification/Disputes** – According to HCPS’ Admissions Policy, only those students living in Harford County with their parent or court-appointed legal guardian on a full-time basis are eligible to attend school. All other circumstances must be referred to the PPW for proper investigation. During SY2012, over 5,000 special enrollment applications were investigated and processed by PPWs (avg. = 556/PPW). Examples of enrollment/special admissions cases involving the PPW include:
  - Custody/Residency verifications
  - Boundary Exceptions/School Transfers
  - Informal Kinship Care Arrangements
  - Caretaker Arrangements
  - Agency Placements/Children in State Supervised Care
  - Multi-Family Living Arrangements
  - Foreign Exchange Students
  - Homeless Students
  - Nonresident/Tuition Cases
- **Superintendent’s Designee for disciplinary hearings** – all of HCPS’ PPWs have been trained as hearing officers and serve a backup role to the Superintendent’s Designee during peak demand periods. They also facilitate transitions in and out of our alternative education program and conduct school re-entry conferences at the home school.

# HOWARD COUNTY



## Office of School Counseling Howard County Public Schools

### **Overview of Program**

The Howard County Public School System's school counseling program is a collaborative effort benefiting students, parents, teachers, administrators and the overall community. The school counseling program is an integral part of students' daily educational environment, and school counselors are partners in student achievement.

School counselors provide services to students, parents, school staff and the community in the following areas:

#### ***Direct Student Services***

Direct services are in-person interactions between school counselors and students and include the following:

- √ School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- √ Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- √ Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

#### ***Indirect Student Services***

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

Currently, school counselor staffing is:

Elementary Schools- 1 counselor per school, 1.5 counselors in schools with over 750 students

Middle Schools- 2 counselors per school, 3 counselors in schools with over 750 students  
High Schools- 5 counselors per school, 6 counselors in schools with over 1500 students

### **Key Successes/Current Activity Highlights**

- ✓ State Recognition- Elementary school counselor, Debbie Wolf, named Maryland School Counselor Association Counselor of the Year.
- ✓ Mix It Up Day- Many schools participated in a nationwide, designated day where students move outside their comfort zones and sit with different people at lunch. Counselors provide icebreaker and follow-up activities for students.
- ✓ Anti-Bullying Programs - Counselors coordinate many school-wide programs to teach students strategies to eliminate bullying.
- ✓ Peer Leadership - Elementary and middle school counselors coordinate leadership activities with students throughout the school year which culminates in an annual leadership conference with students from all elementary and middle schools participating.
- ✓ Strong Professional Development Program - Counselors at all levels meet for a half day per month to receive professional development on critical issues impacting students and schools. Topics have included: Bullying, Impact of Poverty on the Brain, Supporting Lesbian, Gay, Bisexual, and Transgender Youth to name a few.
- ✓ Counselor Alignment with School Improvement Efforts - All counselors/departments document what they do to support school improvement. Each year, they receive written feedback on the quality and alignment of their objectives.
- ✓ College Admission Rates - High schools continue to report that a high percentage of students are choosing to attend a 2 or 4 year college following high school.

### **Duties and Responsibilities**

The duties and responsibilities of School Counselors vary by level, but have many commonalities. The areas all of our school counselors are responsible for and involved in include:

- ✓ Academic Development – working with all stakeholders for the academic achievement and growth of all students
- ✓ Career Development – working with students in all grades to increase their awareness of careers and helping them determine which might provide the best match
- ✓ Personal/Social Development – helping students on their developmental level learn about themselves and their relationships with others so they can achieve their highest academic potential

### **Core Curriculum**

Counselors in all of our schools use the Core Curriculum to develop lessons around the pre-determined objectives for each of the three goal areas (Academic, Career, Personal/Social Development). They are given flexibility in the method by which they deliver and share information with their students, but all are expected to meet the objectives in each grade level. The objectives we have established (and lifted from our professional standards) are outlined below.

**ELEMENTARY: SCHOOL COUNSELING CORE CURRICULUM OBJECTIVES**

STUDENTS WILL BE ABLE TO:

Goal	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Academic Development</b>	Identify attitudes and behaviors that lead to successful learning (A:A1.5).	Accept making mistakes as essential to the learning process (A:A1.4).	Identify attitudes and behaviors that lead to successful learning (A:A1.5).	Demonstrate how effort and persistence positively affect learning (A:A2.2).	Identify attitudes and behaviors that lead to successful learning (A:A1.5).	Apply the study skills necessary for academic success at each level (A:B1.3).
<b>Career Development</b>	Learn how to interact and work cooperatively in teams (C:A1.4).	Learn to make decisions (C:A1.5).	Learn about the variety of traditional and nontraditional occupations (C:A1.2).	Develop an awareness of personal abilities, skills, interests and motivations (C:A1.3).	Utilize time-management and task-management skills (C:A2.9).  Identify personal skills, interests, and abilities and relate them to career choice (C:B1.2).	Identify personal skills, interests and abilities and relate them to current career choices (C:B1.2).  Describe traditional and nontraditional choices and how they relate to career choices (C:B1.7).
<b>Personal/Social Development</b>	Identify and express feelings (PS:A1.5).	Demonstrate a respect and appreciation for individual and cultural differences (PS:B1.7).	Demonstrate when, where and how to seek help for solving problems and making decisions (PS:B1.5).  Know how to apply conflict resolution skills (PS:B1.6).	Recognize personal boundaries, rights and privacy needs (PS:A1.7).  Apply effective problem-solving and decision-making skills to make safe and healthy choices (PS:C1.7).	Recognize, accept, respect and appreciate individual differences (PS:A2.3).  Know how to apply conflict resolution skills (PS:B1.6).	Understand change is a part of growth (PS:A1.4).  Demonstrate a respect and appreciation for individual and cultural differences (PS:B1.7).

**MIDDLE: SCHOOL COUNSELING CORE CURRICULUM OBJECTIVES**

STUDENTS WILL BE ABLE TO:

Goal	Sixth Grade	Seventh Grade	Eighth Grade
Academic Development	Identify the study skills necessary for academic success (A: B1.3).	Identify time management and task-management skills for completing long-term projects (A: A2.1).	Identify graduation requirements to understand the academic preparation essential to choose from a wide range of substantial post-secondary options, including college (A: B).  Define academic honesty and distinguish between appropriate and inappropriate practices (PS: A1.6).
Career Development	Identify personal skills, interests, and abilities, and related them to possible career options (C: B1.2).	Develop skills to locate, evaluate, and interpret career information (C: A1.1).	Select course work that is related to their career interests (C: B2.4).
Personal/Social Development	Identify effective coping skills that a bystander may use to differentiate between situations requiring peer support and situations that require reporting/adult help (PS: B1.4).  Apply effective problem-solving and decision-making skills to make safe choices when communicating via technology (PS: C1.7).	Identify responsible communication skills for using the Internet and apply effective decision-making skills to make safe choices regarding cyber bullying (PS: C1.7).	Evaluate the effects of cliques and stereotypes on a school climate in order to recognize, accept, respect and appreciate individual differences and know when peer pressure influences decisions (PS: A2.3; PS: B1.8).

**HIGH: SCHOOL COUNSELING CORE CURRICULUM OBJECTIVES**  
STUDENTS WILL BE ABLE TO:

Goal	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
<b>Academic Development</b>	<p>Apply the study skills necessary for academic success at each level (A:B1.3).</p> <p>Develop and implement annual plan of study to maximize academic ability and achievement (A:B2.3).</p>	<p>Take pride in work and achievement (A:A1.3).</p> <p>Accept mistakes as essential to the learning process (A:A1.4).</p>	<p>Identify post-secondary options consistent with interests, achievement, aptitude and abilities (A:B2.7).</p> <p>Understand how school success and academic achievement enhance future career and vocational opportunities (A:C1.6).</p>	<p>Use problem-solving and decision-making skills to assess progress toward educational goals. (A: B2.5)</p>
<b>Career Development</b>	<p>Apply decision-making skills to career planning, course selection and career transition. (C:B1.1).</p>	<p>Identify personal skills, interests, and abilities, and relate them to current career choice (C:B1.2).</p>	<p>Acquire employability skills and apply job readiness skills (C:A2.1 &amp; C:A2.2).</p>	<p>Use research and information resources to obtain career information (C:B1.5).</p>
<b>Personal/Social Development</b>	<p>Identify resource people in the school and community, and know how to seek their help (PS:C1.6).</p> <p>Know how to apply conflict resolution skills (PS:B1.6).</p>	<p>Learn about the emotional and physical dangers of substance use and abuse (PS:C1.8).</p> <p>Demonstrate the ability to set boundaries, rights, and personal privacy (PS:C1.4)</p>	<p>Learn techniques for managing stress and conflict (PS:C1.10).</p> <p>Learning coping skills for managing life events (PS:C1.11).</p>	<p>Learn about the emotional and physical dangers of substance use and abuse (PS:C1.8).</p> <p>Know when peer pressure is influencing a decision (PS:B1.6).</p>

### **College and Career Readiness Activities**

Howard County School Counselors in K-12 are working on preparing our students for college and careers. The objectives above are all building upon one another and working to prepare our students for life after Howard County Public Schools. Some examples of the activities our counselors are doing to prepare students are:

- ✓ Career Days/Fairs at all levels
- ✓ Careful selection and advising for course selection in middle and high school
- ✓ Choices Career Exploration lessons
- ✓ Collaboration and support of the BSAP (Black Student Achievement Program) Office on their BSAP College Night each year
- ✓ College Admission Representatives visit all high schools in the fall
- ✓ College Board Fall Workshops and PLTW Conference attendance
- ✓ College Information Nights
- ✓ Development of a long term academic plan that is reviewed annually
- ✓ Elementary and Middle School Peer Leadership Conferences
- ✓ Financial Aid Information Nights
- ✓ HCPSS College Fair
- ✓ High School Counselors often have articles in their school newspapers on relevant topics
- ✓ Naviance for post secondary planning and career exploration
- ✓ NCAA Information Night
- ✓ Personal goal setting conferences with students and parents in Junior Year
- ✓ PSAT Regional Information Night
- ✓ PSAT test review with sophomores and juniors
- ✓ Talent spotting and encouragement of students to enroll in the most challenging courses of which they are able

### **Program Contacts:**

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September 28, 2012

### Pupil Personnel Workers Duties and Responsibilities

Specific duties include, but are not limited to the following:

- ◆ Work with school administrator to determine programmatic and support needs of students and their families
- ◆ Provide comprehensive case management for students referred for chronic attendance, behavior, and learning difficulties
- ◆ Act as liaison between the home, schools, community agencies and organizations
- ◆ Serve as a member of and provide consultation services for the School Improvement Team and the school's problem solving team
- ◆ Assist in developing and facilitating workshops on parenting skills, child development, child abuse and neglect, and other topics related to student support
- ◆ Make home visits as appropriate
- ◆ Provide intervention and support for students with chronic attendance and/or discipline problems
- ◆ Facilitate placement of and provide support for students in alternative settings
- ◆ Assist cluster and school-based crisis teams with crisis intervention and prevention
- ◆ Assist school teams with developing 504 Accommodation Plans
- ◆ Facilitate the enrollment and placement of homeless students, students in foster care, Informal Kinship Care, and other unique living situations
- ◆ Assist students in obtaining adequate clothing, school supplies, medical services and other life necessities
- ◆ Investigate residency concerns and work with staff to ensure that students are legally enrolled in school.

The Pupil Personnel Office manages the following programs and services:

- ◆ Homeless Education Programs and the Homeless Education Assistance Program (HEAP) grant
- ◆ Home and Hospital Instruction
- ◆ Home Schooling
- ◆ Child Abuse Prevention

- ◆ Foster Care Enrollment
- ◆ Informal Kinship Care Enrollments
- ◆ The Student Assistance Program

Pupil Personnel Workers collaborate with local private and governmental agencies such as:

- ◆ Grassroots Crisis Intervention Shelter
- ◆ Howard County Department of Social Services
- ◆ Howard County Department of Citizens Services
- ◆ The Community Action Council
- ◆ The Local Food Bank
- ◆ Fraternities and Sororities committed to community service

# **KENT COUNTY**



# BOARD OF EDUCATION OF KENT COUNTY

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## Summary of the School Counseling Program

Kent County Public Schools' (KCPS) total enrollment for the 2012-2013 school year is approximately 2,150. Kent County has a total of seven schools (5 elementary schools that have grades PK through 5, 1 middle school that has grades 6 through 8, 1 high school that has grades 9 through 12), and 10 full-time school counselors (1 at each elementary school, 2 at the middle school, 3 at the high school). The enrollment at the elementary schools ranges from approximately 175 to 275, equating to an average counselor to student ratio of 1:220. The enrollment at the middle school is approximately 445, equating to an average counselor to student ratio of 1:222. The enrollment at the high school is approximately 630, equating to an average counselor to student ratio of 1:210. In schools where there is more than one counselor, student case loads are managed by alphabet. This allows the assigned counselor to "loop" with their students, meaning that they follow the student through all the years that the student attends that school.

The mission of our school counseling program is to support all students through a comprehensive and developmental approach by addressing academic, career, and personal/social skills necessary to achieve quality learning and become happy and productive citizens.

Through partnerships with teachers, parents, administrators, nurses, social workers, and other community stakeholders, students will be prepared as problem solvers, critical thinkers, and outstanding citizens of their community with the knowledge, attitudes, and skills to succeed as life long learners.

The counselors in Kent County Public Schools believe in the whole person, and that all students can learn and be successful. We not only respect, but also celebrate children of every culture, gender, sexual orientation, race, religion, and economic background.

We believe that all students have dignity and worth, and have a right to a safe, mutually respectful, healthy and orderly learning environment. We believe that all students have an equal right to access a certified school counselor and to participate in a comprehensive, data-driven school counseling program consistent with expected developmental stages of learning and differences in learning styles.

Students engage in classroom, group and/or individual activities to enhance student learning in the domains of academic, career, personal/social development, with the goal of students becoming healthy, happy, and productive citizens.

KCPS school counselors abide by the professional school counseling ethics as advocated by the American School Counselor Association (ASCA) and participate in professional development essential to maintain a quality school counseling program.

Collaboration among school counselors, administration, teachers, parents, and the school community is essential for students' success.

Each school counselor is expected to develop a comprehensive school counseling plan which is systemic in structure and format, but specific to school needs in content. The content of the plan is also different based on the level of the school (elementary, middle, or high). Within each plan, the school counselor is expected to develop two to three data driven goals that align with the ASCA standards, the school's improvement plan, and the county's master plan. These goals must be written with knowledge of specific base-line data from various sources of information.

The comprehensive school counseling plan is comprised of four main sections: The foundation of the program, the delivery system of services for all students in the school, the management of services to all students in the school, and the accountability and evaluation process for the program. This plan is a working document that is used as part of a school counselor's observation and evaluation each year. It is also then used as a way to for counselors to reflect upon their program and adjust the program as needed for the next school year.

Perhaps the one area that is significantly different for each level (elementary, middle, and high) is the delivery system of services. While it is expected that all levels include whole group/classroom based services from the school counselor, it is the elementary level that employs this delivery method to the greatest extent. Elementary counselors also deliver services to students through small group and individual activities. The middle school counselors employ an even mix of whole group/classroom, small group, and individual delivery of services. While the high school counselors also deliver services through some whole group/classroom and small group activities, they really begin to focus on the individual student activities.

### **School Counselor Duties & Responsibilities at the Elementary School Level**

- Provide or facilitate access to services necessary for students' academic, social, and emotional success
- Manage and monitor all students' progress toward yearly academic promotion
- Complete necessary reports for county and state
- Maintain and update student files
- Manage and develop 504 plans for students as needed
- Participate in various school levels teams (IEP, SST, SIT, MSAP, etc)
- Participate in community meetings/committees as needed
- Implement a comprehensive career development program for all students
- Plan and implement a comprehensive school counseling program based on the ASCA standards

- Provide classroom-based instruction to students as directed (minimum of 10 lessons per class, 7 of which are career development, 3 of which are responsive to needs of individual classes)
- Provide small group and individual counseling and activities as needed
- Facilitate state testing for students as directed
- Facilitate access to community resources for parents, students, and families
- Facilitate access to local, state, and national programs for students
- Provide information to all stakeholders regarding school and available programs/opportunities
- Partner closely with school health and secretarial staff to provide wrap-around processes and services for students, parents, and families
- Act a liaison between families and school
- Manage all aspects of the registration and transfer process of students
- Monitor students' attendance, and intervene as needed
- Serves as building coordinator for education of homeless students, and help families experiencing homelessness access services in the community
- Manages the process for students in need of home/hospital instruction
- Responsible for all aspects of the management and yearly updates of student records yearly, and ensures compliance with local and state regulations regarding student records
- Perform such other tasks and assume such other responsibilities as assigned

### **School Counselor Duties & Responsibilities at the Middle School Level**

- Provide or facilitate access to services necessary for students' academic, social, and emotional success
- Manage and monitor all students' progress toward yearly academic promotion
- Complete necessary reports for county and state
- Maintain and update student files
- Manage and develop 504 plans for students as needed
- Participate in various school levels teams (IEP, SST, SIT, MSAP, etc)
- Participate in community meetings/committees as needed
- Implement a comprehensive career development program for all students
- Plan and implement a comprehensive school counseling program based on the ASCA standards
- Provide classroom-based instruction to students as directed (minimum of 10 lessons per class, 7 of which are career development, 3 of which are responsive to needs of individual classes)
- Provide small group and individual counseling and activities as needed (Must meet with each individual student at least 2 times per school year)
- Assist students in developing a six year plan for career and college readiness
- Facilitate state testing for students as directed
- Facilitate access to community resources for parents, students, and families
- Facilitate access to local, state, and national programs for students
- Provide information to all stakeholders regarding school and available programs/opportunities

- Partner closely with school health and secretarial staff to provide wrap-around processes and services for students, parents, and families
- Act a liaison between families and school
- Manage all aspects of the registration and transfer process of students
- Monitor students' attendance, and intervene as needed
- Serves as building coordinator for education of homeless students, and helps families experiencing homelessness access services in the community
- Manages the process for students in need of home/hospital instruction
- Responsible for all aspects of the management and yearly updates of student records yearly, and ensures compliance with local and state regulations regarding student records
- Facilitate and monitor all aspects of students' transition to and from the Alternative Program
- Perform such other tasks and assume such other responsibilities as assigned

### **School Counselor Duties & Responsibilities at the High School Level**

- Provide or facilitate access to services necessary for students' academic, social, and emotional success
- Manage and monitor all students' progress toward yearly academic promotion
- Complete necessary reports for county and state
- Maintain and update student files
- Manage and develop 504 plans for students as needed
- Participate in various school levels teams (IEP, SST, SIT, MSAP, etc)
- Participate in community meetings/committees as needed
- Implement a comprehensive career development program for all students
- Plan and implement a comprehensive school counseling program based on the ASCA standards
- Provide classroom-based instruction to students as directed (minimum of 5 lessons taught to each grade level on career development, additional responsive lessons may be taught as needed)
- Provide small group and individual counseling and activities as needed (Must meet with each individual student at least 3 times per school year)
- Facilitate state testing for students as directed
- Facilitate access to community resources for parents, students, and families
- Facilitate access to local, state, and national programs for students
- Provide information to all stakeholders regarding school and available programs/opportunities
- Partner closely with school health and secretarial staff to provide wrap-around processes and services for students, parents, and families
- Act a liaison between families and school
- Manage all aspects of the registration and transfer process of students
- Monitor students' attendance, and intervene as needed
- Serves as building coordinator for education of homeless students, and helps families experiencing homelessness access services in the community
- Manages the process for students in need of home/hospital instruction

- Responsible for all aspects of the management and yearly updates of student records yearly, and ensures compliance with local and state regulations regarding student records
- Facilitate and monitor all aspects of students' transition to and from the Alternative Program
- Assist students in updating a career and college ready six year plan
- Assist students with PSAT, SAT, and ACT registration
- Identify students who are on free/reduced lunch to assure they receive fee waivers for the SAT, ACT, and college applications
- Participate in workshops, seminars, and personal reading to enhance counseling skills
- Organize and arrange visits with college recruiters
- Assist with building the master schedule and the scheduling of all students.
- Expose college-bound seniors to businesses and community organization offering scholarship
- Maintain credit count for graduation progress
- Serve as a liaison for the military, ESOL, and mental health providers
- Process college and scholarship applications
- Recommend students for review credit and/or summer school courses
- Maintain college acceptance and financial aid/scholarship letters
- Recommend the purchase of equipment and resources to enhance the guidance and career program
- Organize and conduct a Financial Aid Workshop for all students and their parents
- Organize and conduct several meeting opportunities to inform parents and students about preparation activities for post-high school planning
- Perform such other tasks and assume such other responsibilities as assigned

### **College & Career Ready Activities**

School counselors begin preparing students to be college and career ready beginning in the pre-kindergarten program, as the career development curriculum begins in that grade. The curriculum spans a wide spectrum of activities, beginning with self-awareness in pre-kindergarten and ends with specific post-high school/lifelong learning plans by the end of 12<sup>th</sup> grade.



# BOARD OF EDUCATION OF KENT COUNTY

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Kent County has one pupil personnel worker that covers seven schools (five elementary schools, one middle school and one high school). Kent County's public school system hosts 2150 students for this current school year 2012-2013.

As a pupil personnel worker in Kent County, the responsibilities are many to help students be successful in school. The goal is to help students overcome obstacles that prevent their educational and personal success, and assist students in assuming responsibility for their actions. As a student advocate, the PPW works with school staff and outside agency personnel to coordinate resources and support for students.

## **PERFORMANCE RESPONSIBILITIES:**

- Bring together the resources of the home, school, and community to enhance the social adjustment of students experiencing serious problems such as truancy, non-completion of educational programs, disruptive behavior, teenage pregnancy, substance abuse, and academic deficiencies
- Assess the nature and extent of a student's school/social adjustment problems; includes consulting with school staff and conducting home and/or community visits
- Provide comprehensive case management services for referred students
- Facilitate the appropriate alternative placement of students
- Engage in crisis intervention strategies and techniques to deal with problems stemming from the social environment; assist students in assuming responsibility for their own actions, in achieving self-understanding, and in learning how to resolve conflict
- Consult with school staff in educational planning, curriculum development and community relations on issues that relate to a more positive social/educational development of students
- Consult with parents to identify appropriate actions to improve students' social adjustments or to provide for student's basic needs and promote family involvement
- Serve as a student advocate in all matters that infringe on the students' right to have a free and equitable education, with appropriate responsibilities
- Attend SST, departmental, and other meetings and/or trainings as directed by the Supervisor of Student Services
- Provide workshops for staff development
- Assist in compliance efforts for students who receive home/hospital instruction and home schooling
- Assist in investigating residency and custody issues
- Assist homeless families in accessing services and resources
- Coordinate the PBIS initiative in all schools
- Perform other duties as assigned by the Supervisor of Pupil Services
- Serve on IEP Teams when appropriate
- Coordinate Home Instruction (homeschooling) services
- County Representative for Education That Is Multicultural & Achievement
- Chair, KCPS Education That Is Multicultural Steering Committee
- Provide in-service training to students and staff on subjects such as, Education That is Multicultural, PBIS, QPR suicide prevention training (certified trainer)
- Serve as resource to administrators, staff, parents, and students on laws, policy and procedures
- Home visitation when appropriate to promote family involvement
- Monitor Second Step Implementation
- Assist with crisis management monitoring of NIMS (National Incident Management Systems) training, and crisis response materials

**SUCCESSFUL LEARNING FOR ALL STUDENTS**

- Attend Kent County LCT (Local Coordinating Team) meetings as needed
- Former Project Manager for Safe & Drug Free Schools & Communities Grant
- Coordinate with Truancy Diversion Case Managers on attendance issues (2009-2011)
- Assist with coordination of resources for homeless students through Title I grant
- Court Liaison
- Serve on IBALC (Intensive Behavior Academic Learning Center) transition team

4 resources that would enhance intervention activities for students:

1. Re-establish the position of a Truancy Diversion Case Manager
2. Funding available for on-going professional development
3. Establish some type of regionalized public transportation system that would be available to all members of the community
4. Having a social worker on staff for the school system to assist families with significant mental health needs

# **MONTGOMERY COUNTY**

# Montgomery County Public Schools

## School Counseling Program and Services

### School Counseling Program

The mission and vision of the School Counseling Program at Montgomery County Public Schools (MCPS) is to provide equitable access to opportunities and resources which empower students to achieve their full potential. School counselors ensure that every student has the knowledge and skills necessary for academic success and personal growth leading to college/career readiness.

### Duties & responsibilities

MCPS School Counseling Program's goal is to maximize the academic success and personal growth of every student across five domains of student development (academic, career, personal, interpersonal, and healthy development) mandated by state regulation through a variety of activities. To sustain the successful, consistent implementation of the Comprehensive School Counseling Program, school counselors provide support, collaboration, and consultation with school administrators, families, school staff and other community stakeholders.

Program standards that identify key foundational components for all school counseling programs have been developed. Counselors align school programs with these standards and plan for program implementation and improvement. School counselors have identify the most effective prevention and intervention strategies for building pathways to academic rigor, college readiness, and career planning for all students. Thus, school counselors work collaboratively with other MCPS offices to ensure that school counseling programs are aligned with initiatives such as the "Seven Keys to College Readiness" and partnerships with Historically Black Colleges and Universities.

### College Readiness Activities

School counselors utilize a variety of instructional and intervention strategies to assist students in achieving college readiness:

- **Collaborative Problem-Solving Strategies**—All school counselors implement collaborative problem-solving strategies to address academic and behavioral issues that impact student learning. Through this process, school counselors in collaboration with other school staff members develop, implement, and evaluate interventions and monitor student progress.

- **Positive Behavioral Interventions and Supports (PBIS)**—MCPS school counselors are continuing their efforts to implement PBIS in all schools in order to increase capacity to support students who present behavioral challenges. MCPS is shifting from traditional responses of solving problem behaviors through suspension and exclusion to an approach that emphasizes the development of specially designed interventions based on functional-behavioral assessments to improve the school climate. School teams involving school counselors and others, enable students to increase their time in classes, thus increasing the likelihood of student academic success, graduation, and college readiness.
- **Gateway to College (GTC)**—The Gateway to College<sup>®</sup> program at Montgomery College serves at-risk youth, 16 to 20 years old, for whom high school completion is at risk, and/or who have stopped attending Montgomery County Public Schools. The program gives students the opportunity to earn a high school diploma while transitioning to a college campus. Students accumulate high school and college credits simultaneously, earning their high school diploma while progressing toward an associate degree or certificate.
- **Student Services Support**—All students have the benefit of a school counselor who monitors student progress in course completion and credit completion. School counselors in collaboration with other school staff work to ensure a positive and successful school experience for every student aimed to increase academic success and college readiness.
- **Data Monitoring**—School counselors monitor academic, attendance, and behavioral data to identify students in need of support. In addition to the monitoring done by school counselors, the Grade 8 Prediction Model and the College Readiness Monitoring Tool are examples of a tools developed by MCPS to examine a variety of data points for each student to determine/verify the appropriateness of course levels, student performance and participation on AP/IB courses and exams and total number of credits earned by students towards meeting graduation requirements. Not only does this tool assist staff members in determining when more rigorous coursework is appropriate, it also can be used to reveal areas of need so that struggling students receive interventions and supports.
- **Alternative Programs**—MCPS operates direct instruction and intervention programs for middle and high school students who are unsuccessful in their home/comprehensive schools.

Additional activities geared towards college readiness:

- College search
- Use of the Naviance/Family Connections & Choices programs
- Standardized testing options (per “7 Keys to College Readiness”)
- Application process

- Financial aid/scholarship process
- Student/Parent conferences

**Planning Activities:**

- College Night for Seniors and/or parents
- College Night for Juniors and/or parents
- Evening college fairs (Hispanic Fair, Historically Black College & Universities (HBCU) Fair, National Association for College Admission Counseling Fair)
- HBCU and other on-the-spot admissions events
- Visits by college admission officers (Over 200 college reps visits)
- Special programs featuring guest speakers
- Special information sessions for groups of students on aspects of college admissions held during the school year and/or during the summer
- Financial Aid Night
- ASVAB Testing
- Guiding Pathways to College (GPS) –college prep summer program
- Achieving Collegiate Excellence & Success (ACES) – MCPS in partnership with Montgomery College and Universities at Shady Grove is implementing a seamless educational pathway and support structure from high school to college completion.

Division of Pupil Personnel Services  
MONTGOMERY COUNTY PUBLIC SCHOOLS  
45 West Gude Drive, Suite 1300  
Rockville, Maryland 20850  
301-315-7335  
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HB 724 Report – Montgomery County Public Schools

**PPW Responsibilities**

Under the direction of the director of pupil personnel services, Pupil Personnel Workers (PPWs) use knowledge of MCPS programs and community resources, and utilize a collaborative problem-solving process with administrators, school staff, and other student services staff, to assist in determining resources, strategies, interventions, and recommended placements for students who are not experiencing success in school. They serve as advocates for students and their families to access appropriate instructional and community services. PPWs act as case managers for identified students in intervention implementation, data collection, progress monitoring, and programs changes. They serve as liaisons with school system, local community, and government service providers.

PPWs utilize many different approaches to integrate training and skills in implementing the mandates of federal and state laws, MCPS policies, regulations and procedures. They problem solve and identify prevention and early intervention strategies for student success, and employ problem solving practices in order to provide healthy and effective alternatives to students, parents, and school staffs regarding academic and behavioral issues. PPWs promote an understanding of child development, effective instructional practices, and behavior support, and strengthen the relationships between educators, parents, and community providers. They make appropriate referrals to resources to facilitate educational and behavioral interventions recommended for student success, and meet with teachers to assist in the development of individual instructional and/or behavior management strategies.

PPWs assist school staff members in collecting, monitoring, and analyzing data to identify students with special needs and participate on school problem solving teams. They assist in the identification and placement process for students with disabilities, and participate in the development, monitoring, and review of Individualized Educational Programs (IEPs). PPWs serve as case managers, gathering data and preparing and presenting cases to the central IEP team, the Interagency Truancy Review Board, and Attendance Matters panels.

PPWs counsel staff, parents, and students on interventions and strategies related to school based (Level 1) alternative programs and to explore non-school based (Level 2) alternative educational programs for students who meet criteria for those services. They further counsel students and their families on issues, as appropriate, and consult with teachers and parents to assist them with communicating and working more effectively with children. PPWs work with school administrators and school staff members in identifying professional development needs and conduct related professional development. They coordinate with school staff members, the Department of Juvenile Services, Child Welfare Services, and the Department of Health and Human Services to provide supports and resources in cases such as child abuse and neglect.

PPWs develop supports and interventions to address and monitor students with chronic attendance issues, and to address dropout prevention to ensure compliance with MCPS and State of Maryland regulations. They assist parents and students in accessing appropriate services or agencies to address issues related to substance abuse, mental health needs, pregnancy and other student needs. PPWs

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collect, evaluate, and provide information to the Director of Pupil Personnel services related to disciplinary proceedings and participate in the conferences at which these issues are discussed. They manage cases for home schooling, change of school assignments requests, and disciplinary proceedings, and provide crisis support services to students, families, and schools.

PPWs act as consultants to administrators and school staff in the interpretation of MCPS policies and regulations as well as federal and state laws. They participate in hearings and due process proceedings, as needed, and represent MCPS and the Department of Student Services on school leadership teams.

The caseloads of PPWs have increased over the last 5 years due to reductions of positions and an increase in schools and student population. Moreover, the needs of families have significantly increased related to poverty (homelessness, shared housing, etc.), and due to shrinking resources (financial, housing, mental health) available through Montgomery County government. Due to increased mobility and the downturn in the economy, there are increased requests to track down out-of state educational records. There is also an increased need for resources and staff who are multi-lingual, and issues of student placement have become much more complicated with the advent of consortia and multi-school magnet programs. There has been a recent increased emphasis from schools on attendance issues, and schools see the pupil personnel worker as the primary resource to address this issue. A recent change in the graduation rate formula has prompted an increased emphasis on dropout prevention. Pupil personnel workers are often at the center of dropout prevention efforts.

# PRINCE GEORGE'S COUNTY



## Prince George's County Public Schools Office of School Counseling

### House Bill 724

#### STANDARDS AND SCOPE OF SERVICES

The Prince George's County Public Schools' *Comprehensive School Counseling Program* provides counseling services that are broad in scope, preventive in design and developmental in nature in the areas of academic achievement, college and/or career readiness and personal/social development for all students. Our *Comprehensive School Counseling Program* is written to reflect a comprehensive approach in serving students through our program foundation, delivery of services, program management, and accountability. The Professional School Counselor acts as a change agent and student advocate helping to ensure access and equity for all students while supporting the school's goals and our system's overarching mission.

Each school counselor will establish and implement an effective data-driven school counseling program inclusive of a year-long calendar that addresses the needs of their school. This counseling program is to adhere to professional and ethical standards of the American School Counselor Association (ASCA). This established program must incorporate career and college readiness components to benefit all students, (i.e. college aspirations, academic planning, student enrichment, college and career exploration and selection processes, assessments, college affordability planning, admissions and postsecondary transition). Counselors must attend regularly scheduled professional development in order to remain abreast of local, state and national laws and trends in the counseling profession and to bolster their capacity as counselors.

A counselor/principal agreement, which aligns with the school's mission will summarize the time intended to deliver these services. This agreement, signed by the building principal, will be submitted to the School Counseling Services Supervisor by the beginning of September of each year. Counselors will also complete a Closing the Gap Action Plan with strategic goals. School counselors will maintain a classroom curriculum lessons log, an individual counseling/responsive services log, and ample documentation of the services they provide throughout the school year. This documentation must be kept up to date and may be reviewed by the Principal or Supervisor of Counseling. To ensure accountability, School Counselors will submit periodically program data to support their progress aligned with our performance management plans. The Closing the Gap Action Plan, Guidance Curriculum Action Plan, perception data, program data, student assessments and/or other achievement data should serve as evidence used to analyze the effectiveness of the overall Comprehensive School Counseling Program.

The Office of School Counseling recommends, in accordance with ASCA, that Professional School Counselors spend 70% of their time in providing direct services to students. These direct services include individual counseling, group counseling, consultation, academic course advisement, classroom guidance, career assessment, personal individual student planning and college and career readiness counseling. Professional School Counselors spend 30% of their time providing indirect services to students. These indirect services include counseling program planning, maintenance and evaluation, participation in school site planning and implementation, partnerships and alliances with schools, businesses and community agencies, and other tasks, which enhance the mission of the School Counseling Program.

The vision of school counseling in Prince George's County Public Schools is to assist and encourage self-understanding and responsible self-direction in all students, from kindergarten through graduation and post-secondary opportunities, by aligning the Office of School Counseling's goals with that of PGCPSS.

A. The role of the Professional School Counselor is to enhance academic, career and personal/social development for all students by implementing the following development domains and standards:

**1. Academic Development Domain:**

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

**2. Career Development Domain:**

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

**3. Personal/Social Domain:**

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

- B. The work of the Professional School Counselor in accordance with the delivery system from ASCA's National Standards should include:
1. School Counseling Curriculum
    - Academic skills support
    - Organizational, study and test-taking skills
    - Education in understanding self and others
    - Coping strategies
    - Peer relationships and effective social skills
    - Communication, problem-solving, decision-making and conflict resolution
    - Career awareness, exploration and planning
    - Substance abuse education
    - Multicultural/diversity awareness
    - Classroom Guidance
  2. Individual Student Planning
    - Academic Planning and Advisement
    - Goal-setting/decision-making
    - Education on understanding of self, including strengths and weaknesses
    - Career assessments
    - Transition plans
    - Problem-solving
    - Post-secondary planning and application process
    - Personal Education Plans
  3. Responsive Services
    - Individual and small-group counseling
    - Individual/family/school crisis intervention
    - Conflict resolution
    - Consultation/collaboration
    - Peer facilitation
    - Referrals
  4. System Support
    - Professional development for individual counselor and staff
    - Consultation, collaboration and teaming with other colleagues
    - Program management and operation
  5. The Professional School Counselor must implement services in accordance with their assigned school level. (*See the Prince George's County Public Schools' - Vital Counseling Services by Level*)

## COLLEGE AND CAREER READINESS

School Counselors in PGCPS conduct a number of services to students that support their College and Career Readiness. In addition to the *Prince George's County Public Schools' - Vital Counseling Services by Level*, we conduct services which align with the CollegeBoard's Eight Components of College and Career Readiness. (See the "*PGCPS College and Career Readiness Matrix of Services*"). This matrix of services was used to develop strategic metrics which would drive our performance management goals. (See *Focused College and Career Readiness Outcomes*.) Additionally, please review updates for the *Kids2College Program and Roll-Out* as well as our *Secondary College and Career Readiness 2013 Updates* for initiatives launched summer 2012 through the opening of this school year.

Lastly, see example of our *PGCPS College Week Toolkit* which was constructed via our partnership with the University of Maryland, College Park's Counseling Department. This tool was used during the week of our 3rd Annual National College Fair to expand our college going efforts to a K-12 scope of services.

# PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS' - VITAL COUNSELING SERVICES BY LEVEL

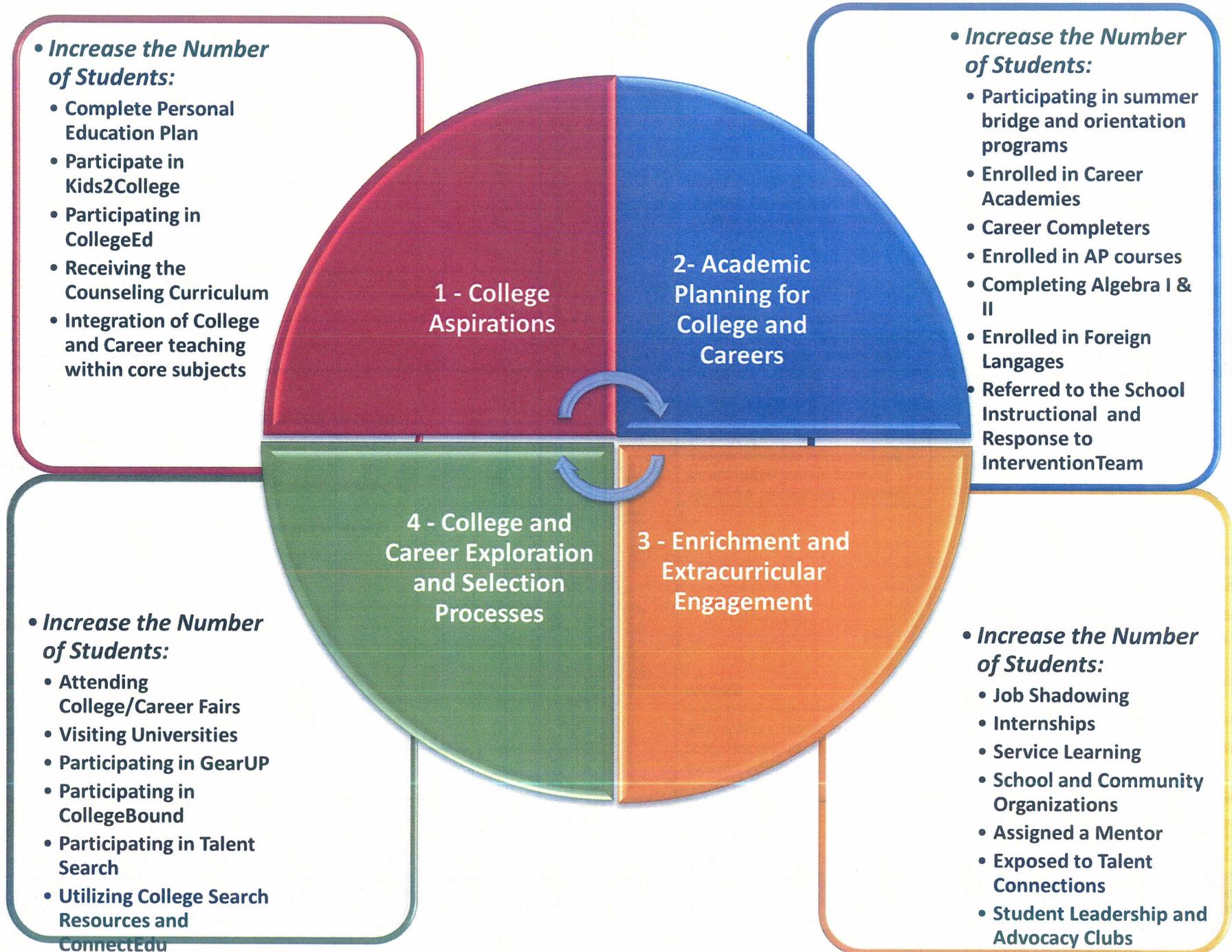
PGCPS' SCHOOL COUNSELING RESPONSIBILITIES ALIGNED WITH ASCA	GRADE LEVEL			AREA	*COUNSELING STANDARDS	*STUDENT COMPETENCIES
	ES	MS	HS			
COMPREHENSIVE GUIDANCE CURRICULUM	✓	✓	✓	<b>Academic</b>	Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.	<ul style="list-style-type: none"> <li>✓ I have updated my four-year academic plan</li> <li>✓ I have reviewed my credits and know my progress toward graduation</li> <li>✓ I have knowledge and skills necessary to improve learning</li> <li>✓ I know about the PSAT, ACT and SAT testing dates and requirements for college entrance</li> <li>✓ I am aware of career and college opportunities</li> <li>✓ I am aware of college application procedures and where to locate financial aid</li> <li>✓ I know my educational goals and options</li> <li>✓ I know how to locate tutoring resources, peer or study helps</li> </ul>
SMALL GROUP GUIDANCE – ACADEMIC ISSUES	✓	✓	✓			
INDIVIDUAL COUNSELING AND PARENT CONFERENCES AROUND ACADEMIC CONCERNS	✓	✓	✓			
PERSONAL EDUCATION PLANS (GRADES 1,4,7,9,11)	✓	✓	✓			
DEVELOPS 504 PLANS AND SERVES AS CASE MANAGERS	✓	✓	✓			
ASSISTS WITH FUNCTIONAL BEHAVIORAL ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS; SIT/SST/RTI TEAMS	✓	✓	✓			
ACADEMIC ADVISEMENT AND COURSE SELECTION		✓	✓			
TEST OF ACADEMIC PROFICIENCY (TAP TESTING) TRANSFER STUDENTS			✓			
SENIOR NOTIFICATION - GRADUATION PLAN/JEOPARDY LETTERS			✓			
CERTIFIES STUDENT RECORDS FOR GRADUATION; CREDIT CHECKS			✓			
MIDDLE COLLEGE APPLICATION PROCESS		✓				
MATRICULATION TO MIDDLE/HIGH SCHOOL/COLLEGE	✓	✓	✓			
COORDINATION OF TRANSITIONAL ORIENTATION		✓	✓			
BOLSTERS ACADEMIC SKILLS – STUDY, TEST AND NOTE TAKING, ORGANIZATION, TIME MANAGEMENT	✓	✓	✓			
COUNSELING STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS WHEN IDENTIFIED	✓	✓	✓			
ADVISORY SUPPORT – COLLEGE ED CURRICULUM		✓	✓	<b>College /Career</b>	Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	<ul style="list-style-type: none"> <li>✓ I know my academic strengths and weaknesses related to my broad career path</li> <li>✓ I have completed a career-interest survey</li> <li>✓ I know how to utilize the services and information available in the career center</li> <li>✓ I can identify two places to explore my career interests</li> <li>✓ I have participated in career development experiences, such as career shadowing, class</li> <li>✓ I have discussed my career with my parents and/or school staff</li> </ul>
CONDUCT CAREER INTEREST ASSESSMENT (5,8,10)	✓	✓	✓			
COLLEGE AND CAREER AWARENESS, EXPLORATION AND SELECTION (CLASSROOM GUIDANCE, SCHOOL-WIDE ACTIVITIES, INDIVIDUAL PLANNING)	✓	✓	✓			
COLLEGE AND CAREER READINESS SESSIONS WITH PARENTS	✓	✓	✓			
STUDENT ENRICHMENT (JOB SHADOWING, APPRENTICESHIPS, STUDENT LEADERSHIP, CLUBS, GOLD, ATHLETICS, ORGANIZATIONS)	✓	✓	✓			
					Standard 3: Students will understand the relationship of academics to the world of work and to life at home and the community.	
					Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	

# PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS' - VITAL COUNSELING SERVICES

PGCPS' SCHOOL COUNSELING RESPONSIBILITIES ALIGNED WITH ASCA	GRADE LEVEL			AREA	*COUNSELING STANDARDS	*STUDENT COMPETENCIES
	ES	MS	HS			
INFORMS, ENCOURAGES AND REFERS STUDENTS TO COLLEGE PREPARATORY PROGRAMS (GEARUP, COLLEGEBOUND, SUMMER BRIDGE, TALENT SEARCH)		✓	✓	<b>College / Career</b>	Standard 4 Continued: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.  Standard 6: Students will understand the relationship between personal qualities, education and training and the world of work.	<ul style="list-style-type: none"> <li>✓ I know my academic strengths and weaknesses related to my broad career path</li> <li>✓ I have completed a career-interest survey</li> <li>✓ I know how to utilize the services and information available in the career center</li> <li>✓ I know the requirements necessary for meeting my career goals</li> <li>✓ I can identify two places to explore my career interests</li> <li>✓ I have participated in career development experiences, such as career shadowing, class</li> <li>✓ I have discussed my career with my parents and/or school staff</li> </ul>
COLLEGE AND CAREER ADMISSIONS TESTING AND INTERPRETATION (ASVAB, SAT, ACT, PSAT & AP)			✓			
COLLEGE AFFORDABILITY PLANNING (SCHOLARSHIPS, FINANCIAL AID INFO, SAVINGS PLAN)			✓			
SUPPORT SERVICE LEARNING OPPORTUNITIES	✓	✓	✓			
SUPPORT COLLEGE ADMISSIONS (APPLICATIONS, TRANSCRIPTS, RECOMMENDATIONS)			✓			
REFERRALS TO SPECIALTY MIDDLE, ACADEMIES AND HIGH SCHOOL PROGRAMS	✓	✓	✓			
CONNECTS STUDENTS WITH COMMUNITY PROGRAMS, MENTORING, TUTORING, ENRICHMENT ACTIVITIES AND SUMMER PROGRAMS	✓	✓	✓			
INFORMS STUDENTS REGARDING OPTIONS FOR ACCELERATION AND DIVERSIFIED LEARNING (AP ONLINE, EARLY GRADUATION, ACCESS ONLINE, CONCURRENT AND DUAL ENROLLMENT)			✓			
INDIVIDUAL AND SMALL GROUP COUNSELING	✓	✓	✓	<b>Personal/Social</b>	Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.  Standard 8: Students will make decisions, set goals and take necessary action to achieve goals.  Standard 9: Students will understand safety and survival skills.	<ul style="list-style-type: none"> <li>✓ I know my school counselor</li> <li>✓ I know how to seek support at school or community</li> <li>✓ I know how to seek help with resolving conflicts</li> <li>✓ I know that counseling services are available to discuss my concerns</li> <li>✓ I have respect for individual differences and can effectively communicate with others</li> <li>✓ I have record of my school and community services</li> <li>✓ I recognize my personal strengths and weaknesses that affect my success</li> <li>✓ I know at least one adult on campus well</li> <li>✓ I have identified short- and long-term goals and developed a plan to achieve them</li> </ul>
MANDATED REPORTING OF CHILD ABUSE/NEGLECT	✓	✓	✓			
SUICIDAL IDEATION; SELF-MUTILATION; IDENTITY	✓	✓	✓			
SUPPORT REGISTRATION OF HOMELESS FAMILIES	✓	✓	✓			
SUPPORT PREGNANT GIRLS' CONTINUATION OF EDUCATION		✓	✓			
HOME AND HOSPITAL TEACHING PROCESS	✓	✓	✓			
CRISIS RESPONSE AND GRIEF AND LOSS COUNSELING	✓	✓	✓			
BULLYING AND HARASSMENT REPORTING AND INVESTIGATION	✓	✓	✓			
PRESENTATIONS TO BUILDING STAFF: BULLYING AND INTIMIDATION; SEXUAL HARASSMENT, MANDATED REPORTING; CODE OF STUDENT CONDUCT	✓	✓	✓			
CONSULTATION WITH TEACHERS; OBSERVATIONS OF STUDENTS WITH ACADEMIC AND BEHAVIORAL NEEDS	✓	✓	✓			
POSITIVE BEHAVIORAL AND SUPPORT COACH	✓	✓	✓			

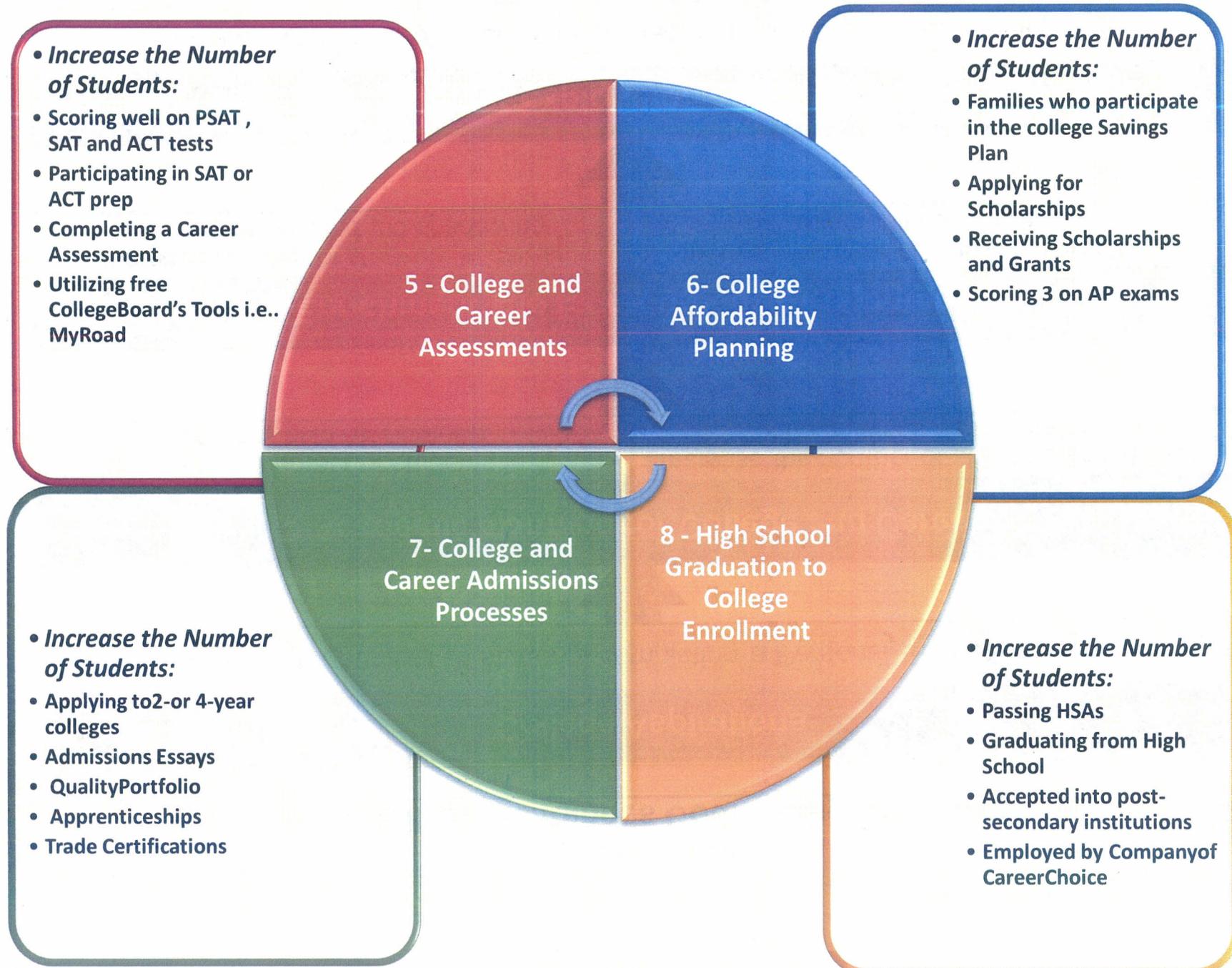
# and Career Counseling Matrix of Services

geBoard's Eight Component of College and Career Readiness



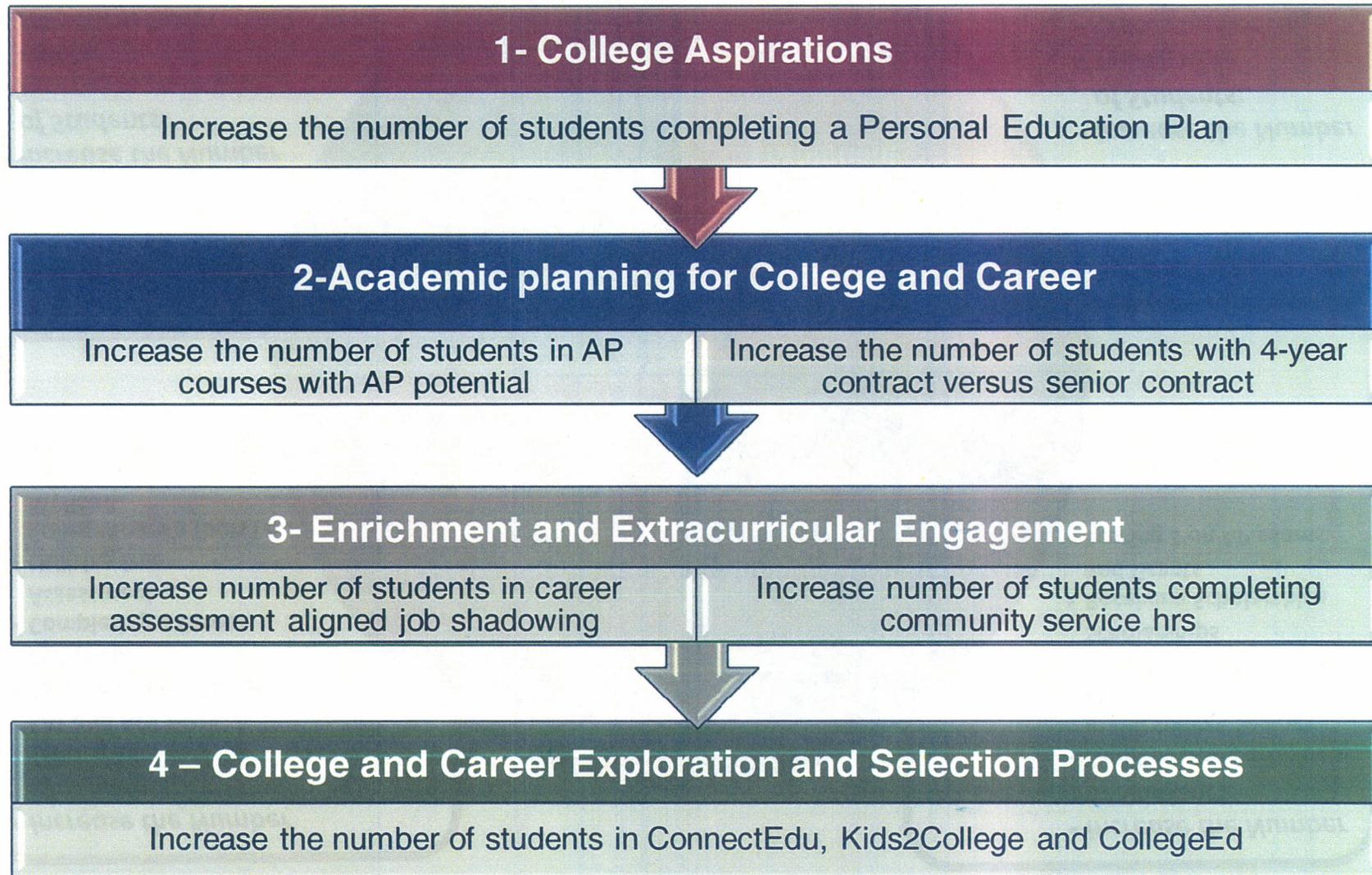
## and Career Counseling Matrix of Services

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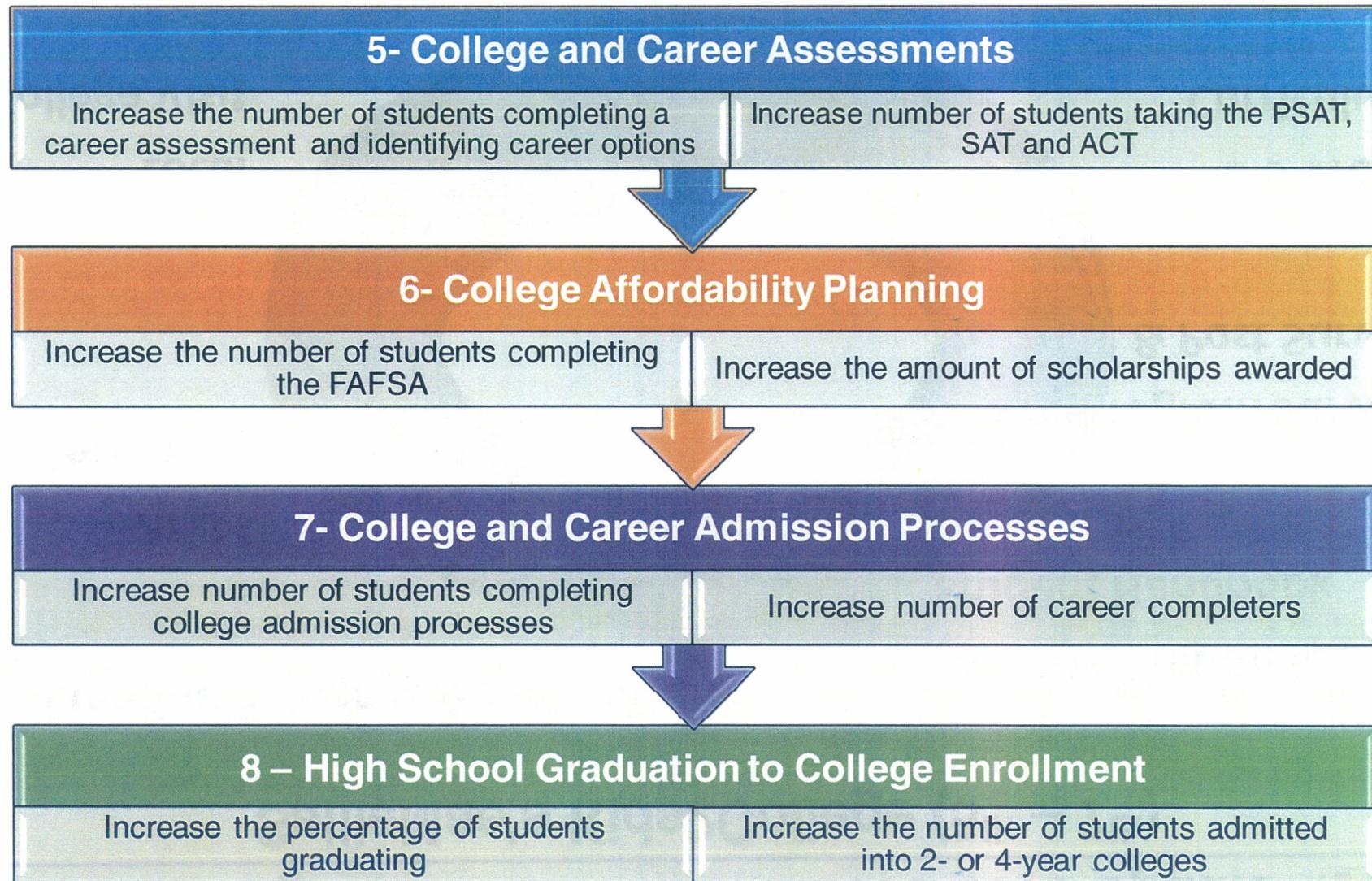
# Office of Counseling

## Focused College Readiness Counseling Outcomes



# Office of Counseling

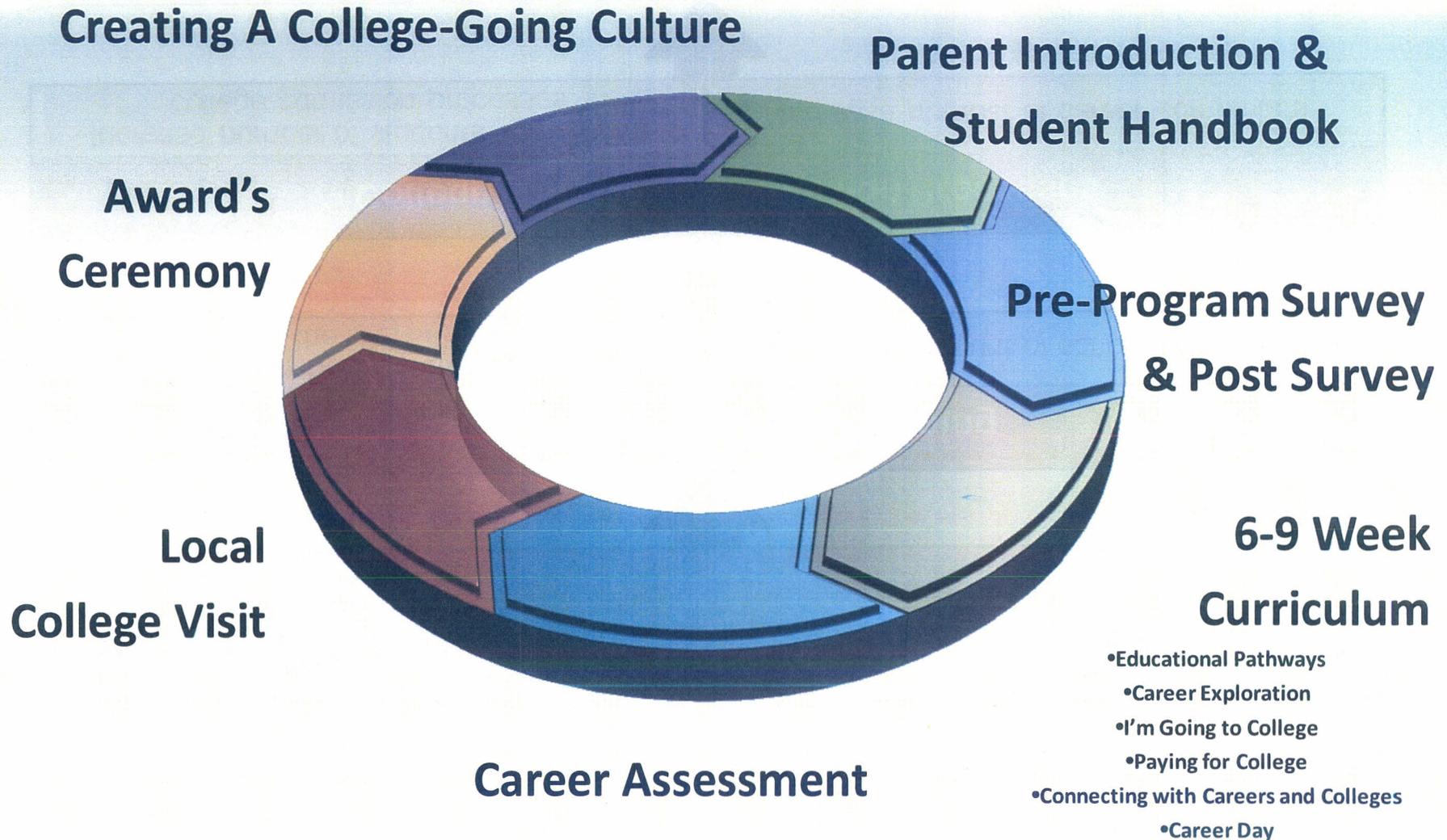
## Focused College Readiness Counseling Outcomes



# College and Career Readiness 2013 Update



## SallieMae's Kids2College (5<sup>th</sup> – 7<sup>th</sup>)



# Kids2College – Status of First Year Roll-Out



## 4 Schools Awarded SallieMae Grants

Ardmore ES  
John Bayne ES  
Robert Goddard  
Melwood ES

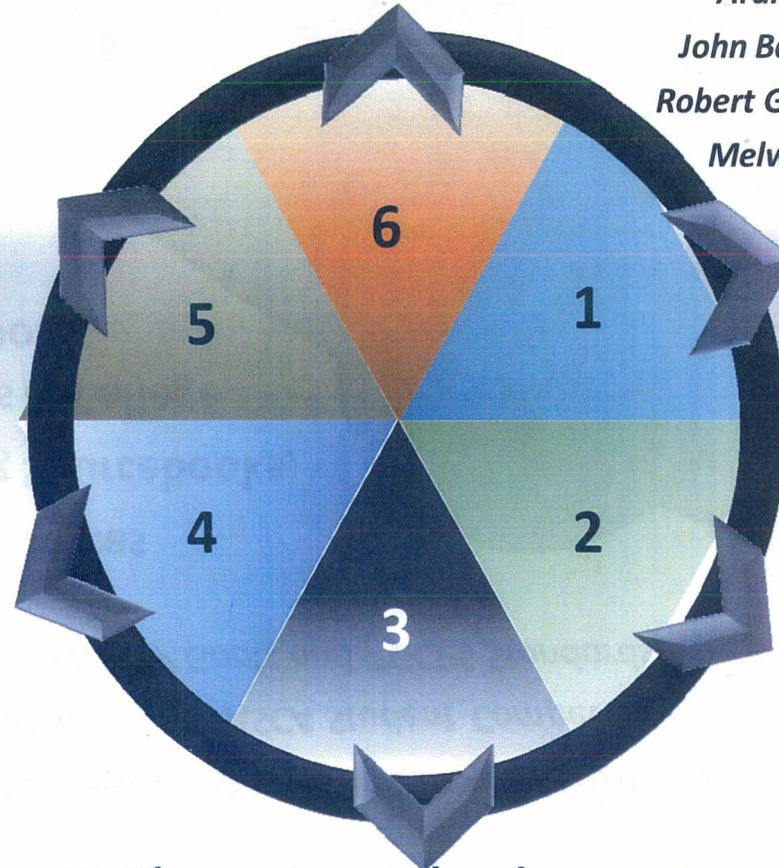


## 7 Academies

(4 – Currently)  
(2 – Jan thru March)  
(1 – April thru June)

## 23 Middle Schools

(9 – Currently)  
(8 – Jan thru March)  
(6 – April thru June)



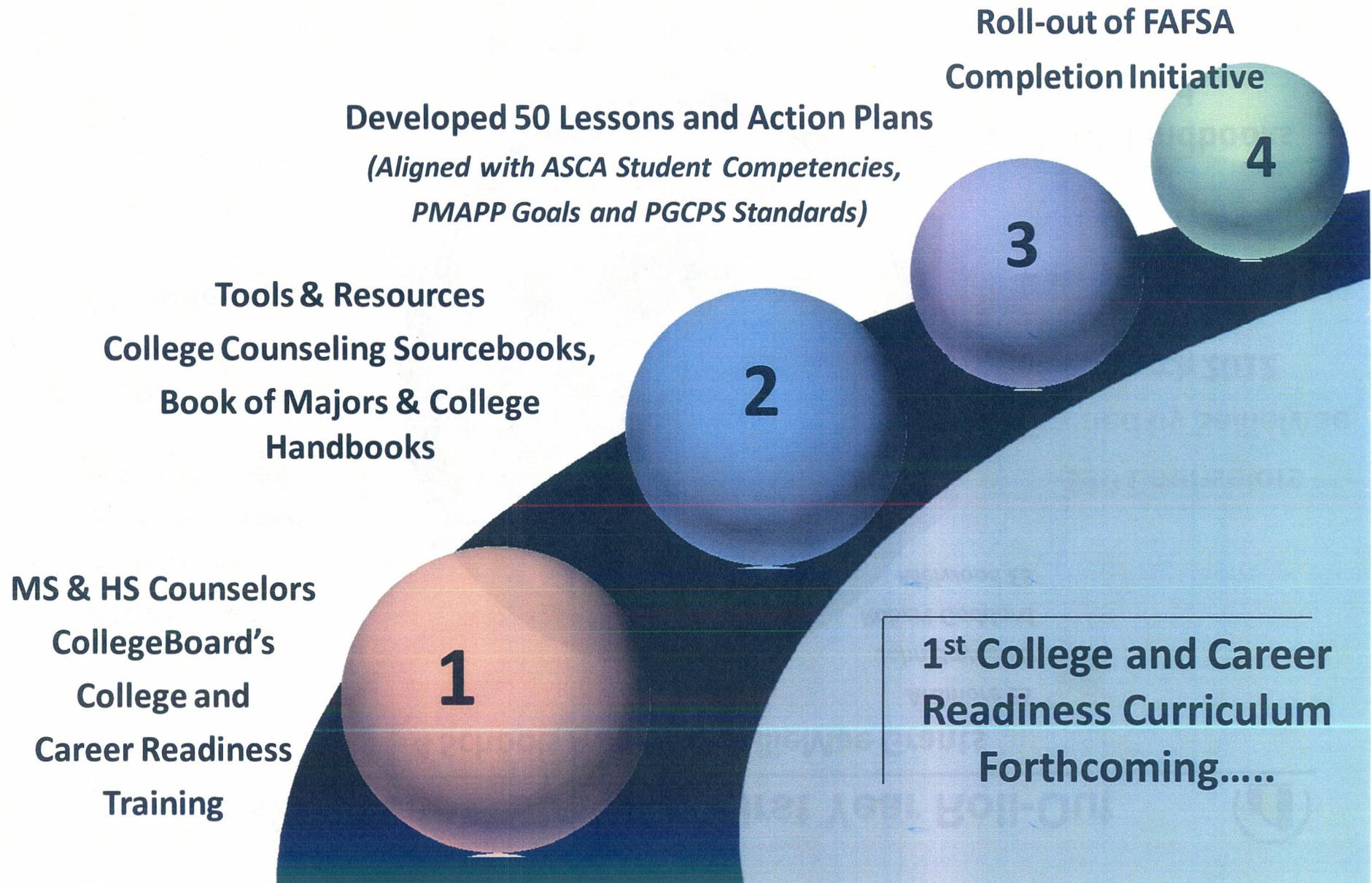
130 Counselors  
Trained by SallieMae  
March 2012

## 90 Elementary Schools

(42 – Currently)  
(22 – Jan thru March)  
(23 – April thru June)

Student Handbooks  
Printed  
& Distributed

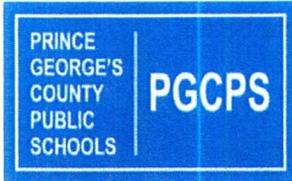
# Secondary College and Career Readiness 2013 Updates



# PGCPS COLLEGE WEEK TOOLKIT

	MONDAY, APRIL 23 <sup>RD</sup>	TUESDAY, APRIL 24 <sup>TH</sup>	WEDNESDAY, APRIL 25 <sup>TH</sup>	THURSDAY, APRIL 26 <sup>TH</sup>	FRIDAY, APRIL 27 <sup>TH</sup>
<b><u>DAILY THEMES:</u></b>	<b>Raise Awareness:</b> <i>Visually and mentally prepare</i>	<b>Get Educated:</b> <i>Learn the college &amp; career essentials</i>	<b>Self Exploration:</b> <i>Identify and explore individual strengths</i>	<b>Get Connected:</b> <i>Collaborate with the community</i>	<b>Show Spirit:</b> <i>End the week with a celebration!</i>
<b>ELEM SCHOOL</b>	<b>Raise Awareness</b>	<b>Get Educated</b>	<b>Self Exploration</b>	<b>Get Connected</b>	<b>Show Spirit</b>
<b>Individual &amp; Group Student Level</b>	Scavenger hunt around the school for college logos, mascots, or professions	Students create a “first resume:” a list of accomplishments and individual talents	Interest inventories or values/skills sorts	Connect struggling students with a high school senior who is college-bound!	Encourage students to wear college paraphernalia
<b>School-wide Level</b>	Hang college flags or banners in the cafeteria or gym	Post resumes and inspirational quotes throughout the school hallways	Encourage teachers to connect lessons this week with future career possibilities	Invite family and community members in as career guest speakers	Staff wear college paraphernalia; Decorate classroom doors & bulletin boards with college themes
<b>Family/Community Level</b>	Update the website with news about college & career readiness	Send home information about early college awareness and preparation	Have students interview a family or community member with a successful career	Financial informational sessions for parent(s)/guardian(s)	Work with local businesses to support classroom parties to celebrate college week

<b>MIDDLE SCHOOL</b>	<b>Raise Awareness</b>	<b>Get Educated</b>	<b>Self Exploration</b>	<b>Get Connected</b>	<b>Show Spirit</b>
<b>Individual &amp; Group Student Level</b>	Have each student sign a pledge to apply to college	In counseling groups & guidance lessons, create individual career action plans	Explore O*Net OnLine in the computer lab	Connect struggling students with a high school senior who is college-bound!	Encourage students to wear college paraphernalia
<b>School-wide Level</b>	Create motivational slogans and posters around the schools: "you can go to college!"	College and/or career trivia over morning and afternoon announcements	Encourage teachers to connect lessons this week with future career possibilities and college majors	Invite family and community members in as career guest speakers	Staff wear college paraphernalia; Decorate bulletin boards with college themes
<b>Family/Community Level</b>	Update the website with news about college & career readiness	Send home information about early college awareness and preparation	Have students interview a family or community member with a successful career	Financial planning information sessions for parent(s)/guardian(s)	Work with local businesses to support classroom parties to celebrate college week
<b>HIGH SCHOOL</b>	<b>Raise Awareness</b>	<b>Get Educated</b>	<b>Self Exploration</b>	<b>Get Connected</b>	<b>Show Spirit</b>
<b>Individual &amp; Group Student Level</b>	Have students write a letter about their hopes & dreams to a significant adult in their life	College essay ideas: draft an outline of a college essay in a guidance lesson	Explore O*Net OnLine in the computer lab	Students interview teachers about college experiences: pros & cons, finances, course of study	Encourage students to wear college paraphernalia
<b>School-wide Level</b>	Hang informational step-by-step college and career planning posters throughout the school	College and/or career trivia over morning and afternoon announcements	Encourage teachers to connect lessons this week with future career possibilities and college majors	Demystify the college process by having a college admissions officer visit classrooms	Staff wear college paraphernalia; Announce college & scholarship successes
<b>Family/Community Level</b>	Update the website with news about college & career readiness	Send home materials about college & career planning, and financial and application information	Have students interview a family or community member with a successful career	Attend the 3 <sup>rd</sup> Annual College Fair!!!! Financial planning information sessions for parent(s)/guardian(s)	Have students create motivational college going posters and bring to nearby elementary or middle school



*Division of Student Services  
Pupil Personnel Office*

The Pupil Personnel Worker (PPW) promotes the mission of **Prince George's County Public Schools (PGCPS)** by serving as an advocate for students and consultant to principals, school staff, and parents/guardians to reduce barriers that impede school success. The PPW establishes partnerships between home, school and community agencies and serves as a liaison between various departments within PGCPS to promote student achievement.

**DUTIES & RESPONSIBILITIES:**

- Providing case management for students exhibiting attendance, disciplinary, academic, and/or personal-social concerns beyond the scope of school-based personnel as appropriate;

**Case Management**

Collects pertinent information regarding a referred student.

Maintains a case record on each referred student.

Coordinates the activities of all persons working with the student to effect proper adjustment.

Initiates referrals to appropriate persons and agencies.

**Prevention**

Assists the student through individual and group process to assume responsibility for his/her actions – to achieve self – understanding and to resolve conflict. \_Assist parents and school staff in providing for the students' basic needs.

Maintaining confidentiality regarding student information and sharing such information in accordance with PGCPS procedures;

**Pupil Appraisal**

Assist other educators in the identification of the student with adjustment problems and seeks to aid him/her in solving the problems.

Observes the pupil in the classroom and in the other school activities to gain a better understanding of the student's behavior and of the underlying causes.

Visits the student's home and consults with their parents.

Studies all information available regarding the student such as the cumulative record, work samples and confidential reports.

Cooperates in the collection and analysis of statistical data regarding the student.

- Collaborating with stakeholders that may include central office, building administrators, staff, and other departments, parent councils, and community organizations to assist with promoting positive behavior intervention and attendance;
  - Serving as a resource to support school teams such as the Supplemental Services Team, Individualized Educational Plan Team, School Instructional Team, Attendance Committee and Section 504 Team, when appropriate;
  - Conducting home and community visits to develop strong partnerships with students and parents/guardians;
  - Providing guidance to students and parents/guardians to promote positive behaviors, increase attendance, improve academic achievement and increase the graduation rate;
- Providing consultation, support and resolution on school-based issues through collaboration with parents/guardians, advocates and legal counsel and making referrals as appropriate;

### Staff Development

Conducts workshops and develops with educators specific techniques and programs to effect positive student attitudinal and behavioral changes.

Participates in staff meetings and workshops to keep aware of new or changes policies and resources.

Review reports on suspensions and withdrawals to alleviate the causes and works with school personnel in developing wholesome school programs.

Speaks to faculty, student, and parent groups regarding available pupil personnel services.

- Investigating, preparing and submitting documentation for expulsion requests and long-term suspension within the required timeframe, as mandated by the Division of Student Services;
- Conducting reviews of short-term suspensions at the request of the parent/guardian;

- Collaborating with school personnel to present student, staff and parent workshops on policies and procedures, including the Code of Student Conduct;
- Serving as a liaison between the home, school and community;
- Referring and presenting attendance cases to Interagency Council and the court system to address truancy;

Providing crisis support for schools, as needed;

### Crisis Intervention

Investigates and refers child – neglect and child abuse cases to legal authorities.

Serves in various capacities when a crisis arises in the educational community.

Serves as the child’s advocate in cases of suspension, expulsion and withdrawal

- Assisting with the implementation of programs in accordance with the PGCPS Master Plan, the Office of Pupil Personnel Services performance targets and MSDE Standards;
- Investigating expressed concerns from the Superintendent’s Office, supervisors, parents and community members regarding students’ needs (i.e. truancy, residency, attendance, etc);

### Placement

Investigates requests for student transfers.

Coordinates services to affect an appropriate program for the student with special educational needs, including home and hospital teaching services.

Assists parents and community agencies in the placement of a student in state and private schools and institutions.

Assists in determining school placement and programs for student returning from a state institution.

Investigates non –resident and school boundary cases.

- Participating in the development and implementation of processes and procedures for Pupil Personnel Services to include student referrals, placement and continuous assessments;
- Collecting, reviewing and analyzing available data to determine students’ needs and assist with providing appropriate interventions and/ or programs;
- Submitting required reports as mandated by the Division of Student Services;

- Engaging in training opportunities, such as departmental, regional, state and national meetings and/or conferences, to enhance professional knowledge, abilities and capacity to deliver services;
- Ensuring compliance with appropriate procedures for student withdrawals; and
- Defending before the Board of Education long-term suspension decisions made as the Superintendent's designee.

# **QUEEN ANNE'S COUNTY**

# Queen Anne's County

## **Describe your school counseling program.**

### Elementary

Our elementary school counseling program is a program for all students. The components of the elementary program include promoting Character Counts, implementing PBIS, offering group and individual counseling session, maintaining student cumulative records, conferring with parents and teachers, maintaining community partnerships, developing 504 plans, and collaborating with ELL instructors to assure appropriate accommodations for testing. Additionally, the school counselor supports the morale of all faculty and staff, as well as, serving on the Leadership Team to facilitate the transition into the Common Core Curriculum.

The duties and responsibilities of the school counselor are wide-ranging and varied. They register all incoming students, maintaining all confidential documents in the cumulative folders. Each month, the counselor delivers lessons to every class in the school on such topics as bullying prevention and character development. The counselor responds to numerous daily phone calls from parents regarding their student's placement, progress, and certain custodial issues. They meet with teams of teachers and parents to develop 504 Plans and then disseminate those to all involved faculty. Individual counseling and group counseling are held each week, as student need is identified by the teachers. Attendance is carefully monitored by the school counselor, who sends out letters to students having too many absences, as well as, presenting quarterly certificates to those who have perfect or excellent attendance. The counselor actively participates on the School Improvement Team, the School Leadership Team, and on the Support Services Team. During any school emergency, such as a tornado warning or an intruder in the building, the counselor works with administration to control the situation and keep the children safe. The school counselor is a vital component for the academic and social success of school.

### High School

At each high school four counselors divide the student population by grade level and follow that class through their four years of high school. The program follows the ASCA model providing activities in the three areas including social emotional growth, academic preparation and support as well as career development and life planning. The guidance program further maintains a comprehensive approach to guiding students to college and career readiness by offering a variety of activities so that all students can develop online academic plans and college and career searches. The school is a member of the NACAC to maintain ties between the academic preparation and college admission. Counselors identify social and emotional concerns and provide counseling and referral services as well as mental health services that are provided in school.

## **The Counseling Program 2011-2012**

In Queen Anne's County the school counseling program strives to deliver a school wide comprehensive, developmental program that supports and enhances the academic curriculum and overall system wide goals. This is attained by helping students achieve maximum personal and academic growth, develop positive interactions with others and acquire appropriate decision making skills. Whole group counseling lessons, small, need based groups and individual counseling are the foundation of this program. The counseling program encompasses the entire school community and the community at large by a coordinated effort of collaboration, consultation and mutual support.

### **Duties and Responsibilities**

1. Counseling: Regular monthly classroom guidance lessons. Small group guidance, individual counseling.
2. Consultation with students, parents and staff.
3. Assessment of needs of student, parents and staff.
4. Receipt, Filing, Mailing, and maintains student cumulative files.
5. Registering new students.
6. Monitoring and reporting attendance
7. Coordination of mental health services with outside agencies and providers.
8. Coordination of specific school programs.

The counselor served in a leadership role in the following school programs for

- SST-facilitator
  - 504- Case manager
  - Character Counts
  - Student Council Advisor
  - Student Recognition
  - Service Learning
  - Career Day organization and recruitment.
  - Think First and Stay Safe (Personal Safety program for Children)
9. Serve on various school committees. The counselor served as a member on the following committees and attended on a regular basis in 2011-2012
    - PBIS
    - SIT
    - IEP (as needed)
    - SST (Student Support Team)
  10. Provide accommodations for students with special needs for assessments.
  11. Participate in staff development
  12. Attend professional development and conferences.
  13. Assist at check out when parents pick-up students for dismissal

### **Describe your Duties and responsibilities**

- Counseling for all students grades 9-12
- Grief support for all students
- Naviance maintenance and training for faculty and staff.
- Assist in planning and managing class meetings.
- Developing an individual 4/5 year plan for all students.
- Monitoring grades and attendance for all students.
- Communication of grades and attendance to home.
- Planning teacher in service of Naviance related training.
- Individual and group counseling on career plans.
- Provide parent education on school offerings and opportunities.
- Provide parent information on college search and planning
- Provide parent information on financial aid and scholarships.
- Manage all local scholarships and coordinate awards night.
- Master schedule planning
- Scheduling and resolving schedule conflicts.
- Hallway duties, Cafeteria and monitoring duties.
- Write letters of recommendation
- Complete college application forms
- Test Coordination for AP Testing
- Data tracking for AP Testing
- Collection of money for AP testing
- PSAT Coordination, ordering and scheduling
- IEP Team member
- Coordinate parent/teacher conferences.
- 504 Plan development, tracking and managing.
- Service Learning implementation and management

### **Describe the College Readiness Activities:**

- Individual counseling with parents and students.
- Classroom guidance lessons regarding college application and College search
- Parent evenings on College Search
- Parent seminars on College Process
- Parent nights on Financial Aid
- Information meetings for Student Athletes
- Class meetings for college application process.
- Small groups on the college application preparation
- Classroom guidance on college preparation

- ASVAB administered to all juniors as a career development tool.
- ASVAB interpretation follow-up in classrooms.
- Naviance activities and tasks given for students 10<sup>th</sup>-11<sup>th</sup> grade.
- Naviance training for students in using the program for college search and application.
- FAFSA preparation meetings and information.
- Scholarship coordination and preparation.
- Transcript preparation and dissemination.
- Coordination of college visits, trips and meeting with admissions.
- Targeting student groups for college admissions assistance.



Please describe the pupil personnel worker program in your jurisdiction including the job responsibilities for the workers, as well as, the program areas/issues that the pupil personnel workers handle

The position is 10 months with up to an additional 20 days employment in the summer.

## **Qualifications:**

1. MSDE Certification as a pupil personnel worker or MSDE certified school counselor (must be able to complete all necessary requirements for full MSDE certification as a PPW by January 1, 2012).
2. Five (5) years of successful teaching, school counselor or pupil personnel worker experience.
3. Valid driver's license and transportation to go to different schools within the county.
4. (4). Must be a current BOEQAC employee.

## **RESPONSIBILITIES:**

- Obtains information orally or in written form from designated school personnel regarding the students' school record of behavior, attendance, and the ability of parents or guardians to supervise the student.
- Maintains complete, current, and accurate records of all cases falling under his jurisdiction.
- Maintains a professional awareness of regulations regarding child welfare and attendance by having a working knowledge of state law, Board policy, and administrative regulations.
- Confers regularly with the Supervisor of Student Support Services and Special Education regarding attendance/disciplinary matters.
- Reports to the Supervisor of Student Support Services and Special Education in all school-age children who are unable to participate in the regular school program because of mental, physical, or emotional handicaps so that they are properly exempted and participate in education programs appropriate to their needs.
- Works closely with teachers, school nurses, school counselors, and principals regarding students who are absent or tardy frequently and who have not responded to the corrective efforts made by the building principal.
- Refers any student who appears to have exceptional problems which interfere with school attendance or adjustment to school counselors and psychologists.
- Serves as liaison between the schools and the parents, the courts, community agencies, and policy authorities.
- Works close with school counselors in the identification and counseling of potential dropouts.
- Makes home visits for the purpose of gathering helpful information on a students' background.
- Keeps sufficient records of cases for use by school staff members and outside agencies when appropriate.
- Performs other duties as assigned.  
(must be able to complete all necessary requirements for full MSDE certification as a PPW by January 1, 2012).

# **ST. MARY'S COUNTY**

St. Mary's County Public Schools  
Response to House Bill 724

**School Counseling Program:**

St. Mary's County implements a prekindergarten through grade 12 comprehensive school counseling program. Our program is consistent with the Maryland State Department of Education plan for school counseling services and is in compliance with the National Standards for School Counseling. The school counseling program in St. Mary's County Public Schools (SMCPS) is a systematic program that focuses on the developmental needs of students, including their academic, social, emotional, and career preparatory needs. School counseling is an integral aspect of the total educational plan. It is designed for delivery to *all* students at *all* levels of education as a regular component of their school experience. SMCPS' school counseling program addresses three primary goals.

Goal I: Student Academic Development

School counselors promote positive school behaviors, encourage effective study skill practices, assist students in communicating and satisfying their academic needs, model cooperative learning activities, and teach problem-solving skills on an ongoing basis. School counselors help students to reach their academic goals using a variety of forums - classroom guidance; small group counseling; individual counseling sessions; consultation and collaboration with parents/legal guardians and teachers; coordination of school-wide initiatives and programming for school success; participation in the School Improvement Team, Pupil Services Team, and Individualized Education Program Team; and consultation with teacher teams and content area departments. The school counseling program encompasses the following standards for academic development:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Student Competency: Improve Academic Self-Concept

Students learn to:

- articulate feelings of competence and confidence as a learner
- display a positive interest in learning
- take pride in work and in achievement
- accept mistakes as essential to the learning process
- identify attitudes and behaviors which lead to successful learning

Student Competency: Acquire Skills for Improving Learning

Students learn to:

- apply time management and task management skills
- use communication skills for self advocacy
- apply knowledge of learning styles to positively influence school performance

Student Competency: Achieve School Success

Students learn to:

- demonstrate the ability to work independently of, and cooperatively with other students
- demonstrate dependability, productivity, and initiative

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Student Competency: Plan to Achieve Goals

Students learn to:

- establish challenging academic goals in elementary, middle, and high school
- use assessment results in educational planning
- apply knowledge of aptitudes and interests to goal setting
- identify post-secondary options consistent with interests, achievement, aptitude, and abilities

Standard C: Students will understand the relationship of academics to the world of work and life in the community.

Student Competency: Relate School to Life Experiences

Students learn to:

- seek co-curricular and community experiences to enhance the school experience
- understand the relationship between learning and work
- demonstrate an understanding of the value of lifelong learning

Goal II: College and Career Readiness

College and career readiness is a continuous developmental process; kindergarten through adulthood. SMCPs' counseling program implements the Maryland Career Development Framework through a variety of instructional and programmatic approaches to promote career awareness, career exploration, and career planning for all students. At the elementary level, developmental classroom guidance focuses upon building *career awareness*. School counselors

connect with other staff members and the community to sponsor elementary career days, student to student career fairs, and visitation opportunities by community members. Through various approaches, students move beyond gender, cultural, and equity biases.

At the secondary level, school counselors work with students in choosing a college and career preparatory pathway as well as complete a career development online curriculum. SMCPS offers several college preparatory curriculum pathways which provide students with a greater concentration of courses targeted toward specific careers. These pathways include Science, Technology, Engineering, and Mathematics (STEM); Academy of Finance; and Global International Studies. The Dr. James A. Forrest Career and Technology Center (Forrest Center) helps to prepare students for positions in the service and trade industries. School counselors assist students in choosing a program at the Forrest Center in the finding of trade internships and technical school programs to further their education.

SMCPS utilizes a developmentally progressive online curriculum - Career Cruising. Students begin a career development portfolio starting with the completion of career exploration activities in grade 6 and culminating in the completion of an electronic portfolio in grade 12. Students achieve the following objectives through Career Cruising:

Middle school students:

- identify personal strengths
- explore career clusters
- investigate sources of career information
- explore the relationship of subjects to career goals
- take interest inventories
- learn decision-making processes
- use computerized career tools
- develop a four-year academic plan

High school students:

- refine exploration of careers
- explore their interests, aptitudes, and strengths
- update career plans
- participate in the Southern Maryland College Fair, college visits, college information sessions, financial aid sessions, and sessions with military personnel

- enroll in academic programs that target specific career and college preparatory pathways: Academy of Finance; Science, Technology, Engineering, and Mathematics; and Global International Studies
- take aptitude and college admissions tests
- complete resumes
- practice job and college interviews
- explore apprenticeship and other training options
- explore college and job options
- explore and locate scholarships and financial aid
- create an electronic portfolio

The school counseling program implements strategies and activities to enable the student to develop a positive attitude toward work and to develop the necessary skills to make a successful transition from school to post secondary education and the world of work. The School Counseling Program meets the career development standards as outlined in the *Maryland Career Development Framework* through implementation of the online curriculum, *Career Cruising*.

Standard 1: Students shall acquire and apply self-knowledge in order to develop personal, academic, and career goals.

Standard 2: Students shall use the Maryland Career Clusters and pathways in order to understand their relationship to educational achievement and life-long learning.

Standard 3: Students shall access career cluster choices and related pathways in order to develop an academic and career plan.

Standard 4: Students shall prepare for post secondary and career success through a sequenced academic and technical program of study and related workplace experiences.

Standard 5: Students shall demonstrate skills to secure, maintain, and advance in employment.

### Goal III: Addressing the Social-Emotional Needs of Children

This third school counseling program goal promotes the development of positive self-esteem and pro-social interpersonal relationship skills. Using a variety of forums and strategies, school counselors assist students to identify individual strengths and address personal areas in need of further growth. School counselors emphasize the self-concept needs of students in their consultation roles.

Additionally, through the coordination of school-wide student recognition programs, many students receive recognition and are affirmed that they are valued and appreciated. Goal three promotes the development of effective interpersonal relationship skills among students. Using techniques such as class meetings, role play, video-based programs on problem-solving, peer mediation, bibliotherapy, and social skill instructional games, to name but a few, school counselors help students develop pro-social skills in communication; interpersonal relationships; mutual respect; problem-solving; cooperative task accomplishment; and the valuing of self, individuals, and diversity. Students who exit from their school experiences with a healthy self-concept and effective interpersonal relationship skills have valuable assets for future academic and career success. The School Counseling Program implements strategies and activities to address the following personal/social development standards.

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Student Competency: Acquire Self-Knowledge

Students learn to:

- develop a positive attitude toward self as a unique and worthy person
- identify values, attitudes, and beliefs
- learn the goal setting process
- identify and express feelings
- distinguish between appropriate and inappropriate behaviors
- recognize personal boundaries, rights, and privacy needs
- understand the need for self-control and how to practice it
- demonstrate cooperative behavior in groups
- identify personal strengths and assets
- identify and recognize changing family roles

Student Competency: Acquire Interpersonal Skills

Students learn to:

- recognize that everyone has rights and responsibilities
- recognize, accept, respect, and appreciate individual differences
- recognize, accept, and appreciate ethnic and cultural diversity
- know that communication involves speaking, listening, and nonverbal behavior
- learn how to make and keep friends

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Student Competencies: Self-Knowledge Applications

Students learn to:

- use a decision-making and problem-solving model
- understand consequences of decisions and choices
- identify alternative solutions to a problem
- develop effective coping skills for dealing with problems
- demonstrate when, where, and how to seek help for solving problems and making decisions
- know how to apply conflict resolution skills
- know when peer pressure is influencing a decision
- identify long- and short-term goals
- use persistence and perseverance in acquiring knowledge and skills

Standard C: Students will understand safety and survival skills.

Student Competency: Acquire Personal Safety Skills

Students learn to:

- demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- learn about the relationship between rules, laws, safety, and the protection of an individual's rights
- learn the difference between appropriate and inappropriate physical contact
- demonstrate the ability to assert boundaries, rights, and personal privacy
- differentiate between situations requiring peer support and situations requiring adult help
- identify resource people in the school and community and know how to seek their help
- apply effective problem-solving and decision-making skills to make safe and healthy choices
- learn about the emotional and physical dangers of substance use and abuse
- learn how to cope with peer pressure
- learn techniques for managing stress and conflict

### **Duties and Responsibilities of the School Counselor**

School counselors apply their professional mental health training in the school environment to support student academic success. School counselors provide developmental, preventive, and responsive services to address the academic development, career development, and personal/

social developmental needs of students. As students develop from childhood through adolescence, they face unique sets of challenges. School counselors play a key role within the schools' support services by facilitating the proactive development of many competencies needed by students in the areas of school success; personal decision-making; and acquirement of academic skills, career exploration, goal setting, self esteem, and interpersonal relationship skills. Additionally, during the course of their development, a number of students experience problems which call for the remediating interventions of school counselors to prevent negative perceptions and inappropriate coping behaviors from becoming patterns which affect future growth.

The professional school counselor has another critical role within the school: that of student advocate. It falls to the school counselor to be a voice for student needs and an agent for change as well as a creator of services to meet these needs. The role of the school counselor as change agent includes conducting student needs assessments, collaborating in site-based improvement teams, monitoring changing demographics, transiency concerns, community issues, addressing parental concerns, meeting school system goals for student achievement and safe and orderly school environments, and coordinating the development of a school counseling program plan which organizes and assesses these services.

The school counselor provides professional consultation to a wide range of individuals within the school community concerning the developmental, social/emotional, and academic/career needs of students. Consultation may be based on anecdotal observations; an examination of students' school records; meetings with teachers, administrators, and pupil services personnel; individual interviews with students and families; research into professional school counseling literature; contact with agencies; and contact with educational personnel from a student's previous schools and settings. Consultation is a helping process through which the school counselor assists other adults in their relationships with and understanding of students. School counselors use consultation as a strategy to empower adults as viable resources for young people. Consultation may take many forms and results in a variety of intervention services, both direct and indirect. Ideal consultation is a collaborative process in which the school counselor provides information and strategies designed to empower staff and parents/legal guardians in the meeting of student needs. Effective consultation raises the skills of significant others in students' lives and has the potential to affect more students than individual or group counselor-initiated interventions alone.

School counselors may be involved as consultants to Individualized Education Program (IEP) teams when students' social, emotional, or behavioral needs have an impact on the educational disability. In addition, school counselors consult with site-based teams, teaching teams, student assistance teams, and school committees.

School counselors serve a coordinating role by making their services known to all potential users, establishing linkages within the school curriculum to counseling goals and creating networks of related services and referral resources, such as the services of community agencies. This coordinating role could include, for example, the school counselor working with the school staff on school safety issues such as conflict resolution. Additionally, school counselors play a leadership role in coordinating school-wide initiatives such as the development of peer mediation or peer helper programs. These varied services are organized, coordinated, communicated to the school community, implemented, and evaluated through a needs-based school counseling program plan.

School counselors of the twenty-first century assume the following roles as student advocates:

- facilitator of cooperative interpersonal relationships
  - coordinating school counseling advisory councils
  - working on school committees
  - serving on strategic planning teams
  - consulting as an instructional team member
- facilitator of an invitational school climate
  - creating school-wide climate initiatives
  - modeling effective communication skills
  - advocating for multicultural sensitivity
- promoter of positive student outcomes
  - using guidance to promote successful school behaviors
  - consulting on effective classroom management
  - sharing information and data related to positive student outcomes
- resource broker of services
  - referring to private and community agency resources
  - collaborating in transition programs (e.g., school-to-work)
  - providing access to career and post secondary education
  - advising parents/legal guardians/student of career and financial aid opportunities

- specialist in human behavior and relationships
  - identifying the developmental needs of students
  - consulting about the social and personal needs of students
  - recommending conflict resolution strategies (e.g., peer mediation program development)
  - modeling effective human relations and problem-solving skills
  - coordinating services to address a variety of personal and interpersonal student needs

The counseling process, a primary responsibility of the school counselor, encompasses unique interventions designed by the school counselor to assist students in the development of skills to bring about changes in relation to achievement, decision-making, behavioral modification, personal development, and interpersonal relationships. This process can best be understood through four approaches: individual counseling, small group counseling, developmental classroom lessons, and large group counseling. Individual Counseling is a one-to-one, personal interaction between a school counselor and a student to resolve problems, undertake new tasks, or explore concerns. Small Group Counseling involves the school counselor working with a number of students at the same time on issues of mutual interest or concern. The purposes of a small counseling group vary according to the central action to be undertaken by the group, (e.g., task oriented, problem-centered, support, or remedial groups). Developmental Classroom Guidance Lessons are delivered from an instructional approach to all students at respective grade levels. These sessions are based upon developmental tasks, assessed needs, and emerging situational concerns. Large Group Guidance are a delivery method used to present information to a large group of students regarding topics such as school planning, career development, and college informational sessions.

School counselors also play a unique role in the enhancement of school climate. School counseling programs promote positive social interaction and facilitate effective problem-solving. School counselors use consultation skills to work with staff, parents/legal guardians, and community members to meet the diverse needs of students. Strategies that build a positive school climate may include the use of newsletters, parent conferences, teacher consultation, staff training, and committee work.

School counselors believe that informed parents/legal guardians are essential for effective partnerships that improve student achievement. School counselors hold meetings, discussion groups, and skill-building programs throughout the school year. Parents/legal guardians are also encouraged to communicate with school counselors through telephone contacts or conferences.

# St. Mary's County Public Schools

## Department of Student Services



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### **Pupil Personnel Worker (PPW) Program**

#### **St. Mary's County Public Schools**

Pupil Personnel Workers in St. Mary's County Public Schools serve three to five schools depending on case load. Every effort is made to assign pupil personnel workers to schools by feeder pattern and geographic region. Pupil Personnel Workers work collaboratively with school administrators, counselors, psychologists, and nurses to provide a systemic and integrated program to enhance student achievement by promoting safe, nurturing, and healthy learning environments. Pupil Personnel Workers serves as the liaison between the school, home, community, and service agencies in order to best meet the needs of the student. A school system calendar is developed each year to coordinate meetings.

#### **General Responsibilities:**

##### SEPTEMBER 30 OFFICIAL ENROLLMENT

- Investigate all enrolled students who do not attend school.
- Ensure all attendance procedures are being followed and schools are in compliance.
- Audit all attendance audit reports (from the first day of school to October 31).
- Gather and prepare records for the September 30 biennial Enrollment Audit.

##### ATTENDANCE: TRUANCY/EXCESSIVE ABSENCES

- Work with school staff to promote overall school attendance.
- Facilitate School Improvement Plan goals related to attendance at assigned schools.
- Ensure attendance data and interventions (individual and group) are discussed at each Pupil Services Team (PST) meeting.
- Investigate all truancy situations and/or excessive absences of students.
- Review school-wide attendance data at each Pupil Services Team (PST) meeting and implement interventions as appropriate.
- Provides emergency transportation to and from school as needed for an attendance intervention.
- Coordinate referrals to and participate on the Interagency Committee on School Attendance as a member.
- Coordinates the development of attendance policies and regulations for the local board of education.
- Provide professional development related to attendance interventions.

##### DROP-OUT PREVENTION

- Investigate situations when students are not attending school.
- Participate in drop-out intervention/prevention programs at schools.
- Develop support plans for individual students to stay in school.
- Meet with students/guardians to review options.

##### ENTRANCE AND WITHDRAWAL OF STUDENTS

- Assist schools and families with custody and residency issues.
- Investigate all student withdrawals to ensure records are accurate and complete.

## **Pupil Personnel Worker (PPW) Program**

### **St. Mary's County Public Schools**

Page 2

Ensure that students under McKinney-Vento are promptly enrolled and arrange for support services as appropriate.

Ensure timely transfer of records between schools, both within the school system and with other school systems.

#### DISCIPLINE

Review school wide discipline concerns at each Pupil Services Team (PST) meeting.

Attend and present School History Reports for Expulsion and Pre-Expulsion conferences.

Act as a liaison among the school, home, and community.

Develop Functional Behavioral Assessments and assist in writing Behavior Intervention Plans.

Ensure the protection of students' due process rights and compliance to procedures.

Assist principals and assistant principals with the interpretation of policies and regulations in respect to discipline.

Coordinates the development of discipline policies and regulations for the local board of education.

Serve as a Positive Behavioral Interventions and Supports (PBIS) Coach for schools.

Coordinate services between the home school and Interim Alternative Education Center for enrolled students.

#### RECORD MAINTENANCE - ANNUAL VERIFICATION OF RECORDS

Assist with registration and (entry and exit) review all withdrawals.

Continually review student records at schools to ensure maintenance of records.

Ensure that attendance is being taken and attendance audit procedures are followed.

Ensure that all student folders are complete with proof of residency, birth certificate, immunizations, etc.

#### HOME - SCHOOL - COMMUNITY CONNECTION

Provide transportation for parents/guardians without access to transportation to school meetings.

Conduct home visits with parents/guardians to explain the outcome of meetings when parents/guardians are unable to attend.

Conduct home visits to obtain permission for Individualized Education Plan (IEP) meetings.

Support student/family participation in school activities by answering questions and explaining procedures.

Assist families with location and participation in community resources.

Investigate cases and participate on county multidisciplinary committees to coordinate school and community resources.

Serves as a liaison with Patuxent River Naval Air Station to facilitate school attendance and participation of military families.

Assist families with school supplies, as appropriate.

#### STUDENT/SCHOOL SAFETY

Provide crisis intervention and support services as members of school and county wide crisis teams.

Develop online Cash Abuse/Sexual Harassment trainings through SafeSchools.

#### **In addition, each PPW has one or more program area responsibilities:**

Homeless Program Liaison

Home Instruction Liaison

In-School Intervention Center Support/Professional Development Liaison

Home/Hospital Teaching /Alternative Education Program/Chronic Health Impaired /Coordinator

Positive Behavioral Interventions and Supports (PBIS) Coaches

School-Wide Information System (SWIS) Facilitator

J-Section - Policies and Regulations

Student Handbook/Calendar

Shoe Fund Coordination

# **SOMERSET COUNTY**



# Somerset County Public Schools

Dr. Marjorie E. Miles  
Superintendent of Schools  
Douglas A. Bloodsworth, Jr.  
Assistant Superintendent

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## ***Somerset County School Counseling Feedback to MSDE (HB 724)***

1. Describe the School Counseling Program – See Attached document (excel sheet)
2. Describe the duties and Responsibilities:

### **Summary of Description of Classification**

The counselor's primary role is that of an advocate for the student. Utilizing leadership, advocacy and collaboration school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

### **D. Duties and Responsibilities**

1. Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans
2. Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.
3. Incorporates into their programs the life skills that students need to be successful in the twenty-first century.
4. Accurately and appropriately interprets and utilizes student data.
5. Collaborates with parents/guardians and educators to assist students with educational, career, and life planning.
6. Provides individual and group counseling to students with identified concerns and needs.
7. Consults and collaborates effectively with parents, teachers, administrators, and other community resources regarding students with identified concerns and needs
8. Implements an effective referral and follow-up process as needed

9. Provides students with referral sources on careers, post high school programs and job placements
10. Coordinates and administers national, state, and local assessments and surveys
11. Serves as resource to the school administrator, teachers, the learning support team, and staff on conducting classroom observations and developing behavior modification plans for students
12. Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services
13. Assists teachers, parents/guardians, and other stakeholders in interpreting and understanding student data.
14. Participates in professional development activities to improve knowledge and skills
15. Monitors student academic performance, behavior, and attendance and facilitates appropriate interventions.
16. Attends school related functions and provides support to the total school operation
17. Provide classroom guidance on a variety of topics-improving interpersonal relationships, building self esteem, conflict resolution, making wise and healthy decisions, developing better study/organizational skills and career awareness
18. Serves as an integral member of the crisis management team.
19. Serves as the school based homeless coordinator
20. Adheres to laws, policies, procedures, and ethical standards of the school counseling profession
21. Collects and analyzes data to guide program direction and emphasis.
22. Performs other duties as assigned by the building principal provided it does not violate the student/counselor relationship

**Describe the College Readiness Activities:**

- Quarterly Career Lessons based on MD Career Framework
- College Fairs
- Career Days
- Junior Achievement
- Career Café' College Fair
- Financial Aid seminars
- MBRT speaker presentations
- CPIP grant with personnel from UMES working with students
- DEFinitely Real activity similar to the game of LIFE (Delmarva Education Foundation)
- College visits
- DEF presentations on the college process
- Parent nights to assist with college process
- CTE program activities by area
- Work study
- Dual enrollment
- AP courses
- 8<sup>th</sup> grade CTE survey
- Individual Career Plans
- Group and Individual Career Planning activities
- Upward Bound
- Military Visits
- Job Shadowing Program for students on non diploma track

**Four Barriers that Impede Counselors (grades 6-12):**

- Time (so many counseling activities related to student needs)
- Limited Release time for students because of academic requirements

- Parent Access to schools (high poverty level with limited transportation opportunities)
- First generation college students and their confidence

**Four Resources that would enhance College Readiness Program:**

- Funding to expand college tours
- More counselors
- Additional Community resources

**Two College Readiness Resources that is crucial:**

- School Counselors in every school

Partnership with local

	School Guidance Curriculum	Student Collaboration	Parental Collaboration	Administrator Collaboration	Teacher Collaboration	Community Collaboration
<b>Elementary School</b>	<ul style="list-style-type: none"> <li>Academic support, including organizational, study and test taking skills</li> <li>Classroom Guidance</li> <li>Goal setting and decision making</li> <li>Career awareness, exploration and planning</li> <li>Education on understanding self and others</li> <li>Peer relationships, coping strategies and effective social skills</li> <li>Communication, problem-solving and conflict resolution</li> <li>Substance abuse education</li> <li>Culture Competency</li> </ul>	<ul style="list-style-type: none"> <li>Peer Education</li> <li>Peer Support</li> <li>Academic/Attendance Support</li> <li>School Climate</li> <li>Crisis Management</li> <li>Leadership Development</li> <li>Student Government</li> <li>Career Planning (Credit Count)</li> <li>Homeless Coordination</li> </ul>	<ul style="list-style-type: none"> <li>Parent Education</li> <li>Communication and Networking</li> <li>Academic planning</li> <li>College/Career Awareness/Readiness</li> <li>One-on-one parent conferencing</li> <li>Interpretation of assessment results</li> <li>Resource Referrals</li> </ul>	<ul style="list-style-type: none"> <li>School Climate</li> <li>Behavioral Management</li> <li>School-wide needs assessment</li> <li>Student data and results</li> <li>Learning Support team Support</li> <li>Student Records Management</li> <li>Behavioral management plans</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Guidance activities/lessons</li> <li>Academic Support, including learning style assessment and education to help students succeed academically</li> <li>Staff Support</li> <li>Struggling student identification and implementation of interventions to enhance success</li> <li>Classroom Observations</li> <li>Individual/Classroom behavior management plans</li> </ul>	<ul style="list-style-type: none"> <li>Job Shadowing, service learning</li> <li>Crisis interventions</li> <li>Referrals</li> <li>Parenting class</li> <li>Support groups</li> </ul>
<b>Middle School</b>	<p>School Guidance Curriculum</p> <p>Same as above</p>	<p>Student Collaboration</p> <p>Same as above</p>	<p>Parental Collaboration</p> <ul style="list-style-type: none"> <li>Parent information night</li> <li>Communication and networking</li> <li>Academic planning preprograms</li> <li>Parent and family education</li> <li>One-on-one parent conferencing</li> <li>Assessment results interpretation</li> <li>Resource Referrals</li> <li>College/career exploration</li> </ul>	<p>Administrator Collaboration</p> <ul style="list-style-type: none"> <li>School climate</li> <li>Behavioral management plans</li> <li>School-wide needs assessment</li> <li>Student data and results</li> <li>Student Assistance team building</li> </ul>	<p>Teacher Collaboration</p> <ul style="list-style-type: none"> <li>Career portfolio development</li> <li>Assistance with students' academic plans</li> <li>Classroom guidance activities on study skills, career development, etc.</li> <li>Academic support, learning style assessment and education to help student succeed academically</li> <li>Classroom career speakers</li> <li>Intervention services for struggling students</li> <li>Behavior management plans</li> </ul>	<p>Community Collaboration</p> <ul style="list-style-type: none"> <li>Job shadowing, service learning</li> <li>Crisis interventions</li> <li>Referrals</li> <li>Parenting classes</li> <li>Support groups</li> <li>Career education</li> </ul> <p>** These examples are not intended to be all inclusive</p>

		Student Collaboration	Parental Collaboration	Administrator Collaboration	Teacher Collaboration		Community Collaboration
High School	<b>School Guidance Curriculum</b>						
	<ul style="list-style-type: none"> <li>Classroom Guidance</li> <li>Academic skills support</li> <li>Organizational, study and test-taking skills</li> <li>Post-secondary planning and application process</li> <li>Career planning</li> <li>Education in understanding self and others</li> <li>Coping Strategies</li> <li>Peer relationships and effective social skills</li> <li>Communication, problem-solving, decision-making, conflict resolution and study skills</li> <li>Career awareness and the world of work Substance abuse education</li> <li>Cultural Competency</li> </ul>	<ul style="list-style-type: none"> <li>Academic support services</li> <li>Program planning</li> <li>Peer education program</li> <li>Peer mediation program</li> <li>Crisis management</li> <li>Transition programs</li> <li>School Climate</li> </ul>	<ul style="list-style-type: none"> <li>Academic planning/support</li> <li>Post-secondary planning</li> <li>Scholarship/financial search process</li> <li>School-to-parent communications</li> <li>School-to-work transition programs</li> <li>One-On-one parent conferencing</li> <li>Referral process</li> </ul>	<ul style="list-style-type: none"> <li>School Climate</li> <li>Behavioral Management plans</li> <li>Academic support interventions</li> <li>School-wide assessments</li> <li>Data sharing</li> <li>Student Assistance team development</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio development, providing recommendations and assisting students with post-secondary applications process</li> <li>School to work</li> </ul>	<ul style="list-style-type: none"> <li>Job Shadowing, work based learning</li> <li>Crisis interventions</li> <li>Referrals</li> <li>Career education</li> </ul>	
ALL LEVELS	<b>Individual Student Planning</b>	<b>Responsive Services</b>	<b>School System Support</b>	<b>Recommended Time on Tasks (ASCA)*</b>	<b>ES Counselors</b>	<b>MS Counselors</b>	<b>HS Counselors</b>
	<ul style="list-style-type: none"> <li>Goal setting</li> <li>Academic plans and career plans (personal education plan)</li> <li>Problem solving</li> <li>Education in understanding of self, including strengths and weaknesses</li> <li>Transition plans</li> </ul>	<ul style="list-style-type: none"> <li>Individual and small group counseling</li> <li>Individual/family school crisis intervention</li> <li>Peer facilitation</li> <li>Consultation and collaboration</li> <li>Referrals</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development</li> <li>Consultation, collaboration and teaming</li> <li>Program management and Operation</li> </ul>	Guidance Curriculum	35%-45%	25%-35%	15%-25%
				Individual Student Planning	5% - 10%	15% - 25%	25% - 30%
				Responsive Services	30% - 40%	30% - 40%	25% - 35%
				System Support	10% - 15%	10% - 15%	15% - 20%
*American School Counselor Association (ASCA) - 2005							

**Guidance Curriculum** – Provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the three domains: academic, career and persona/social.

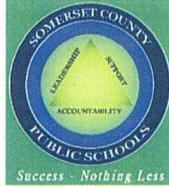
**Individual Student Planning** – Consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans (career).

**Responsive Services** – Consist of activities to meet the immediate need of students. These needs or concerns require counseling, consultation, referral, peer mediation or information.

**System Support** – Consists of management activities that establish, maintain and enhance the total school counseling program.

**Management System** – The process by which accountability for results is established and indicates who will be responsible for which students acquiring predetermined competencies.

# SOMERSET COUNTY PUBLIC SCHOOLS



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## Office of Student Services

In response to your request for the duties of Pupil Personnel Workers in Somerset County, you know we do not have PPW's but do have Learning Support Specialists. They are predominately social workers and in 4 of our schools. Someone fills that role in the other 3 schools.

Learning Support Specialist:

**Essential Duties and Responsibilities include the following:** Other duties may be assigned by the Student Services Supervisor or Superintendent.

- Responsible for Coordination of the Learning Support Team process and procedures of assigned schools.
- Provides intensive case management services to families and children who meet the established criteria to increase academic, emotional, and social success.
- Provides information, referral and follow-up to families and children as the specialized care coordinator to the Learning Support Teams.
- Develops specific, goal oriented measurable plans after receiving a referral.
- Coordinates with the principal, school counselor, school psychologist, teachers and parents to develop in-school intervention strategies.
- Responsible for collection and maintenance of data related to the Learning Support Team meetings and case management cases of assigned schools.
- Attends school related functions and provides support to the total school operation.
- Participates in job related training classes and/or workshops.

Truant students are covered by both LSS's and school counselors before referral to Truancy Court. Homeless students are also covered by both positions.



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Division 8, Section 11.0  
Superintendent of Schools

# TALBOT COUNTY

It is the role of school counselors to facilitate self-management skills, improve self-reliance on skills, and educational/career decision making skills among all students through effective counseling, planning, consulting, appraisal, and intervention/developmental services.

Essential performance responsibilities for counselors include the following:

- Provides individual and group counseling services that promote academic, career and personal/social development
- Provides parent, teacher, and interagency, consulting services
- Conducts evening counseling sessions each month for parents (individual, appointments and group activities)
- Interprets appropriate test data (achievement test data, aptitude test data, interest test data)
- Serves as a case manager and as a regular member of the Multi-Level Intervention Process Team and on other school-based teams as needed
- Conducts general educational planning/transitioning activities (e.g. Elementary/Middle or Middle/High School Orientation, 8 Year Program Study, etc.)
- Coordinates appropriate individual and group career guidance activities (e.g. "career compasses", "career exploration", and "career decision-making")
- Conducts post-secondary educational planning activities (e.g. college readiness, school decision-making, college/scholarship school presentations, SAT, etc.)
- Maintains a common management of student records, student work, etc., and general information about students and for students.
- Counselors use data to plan appropriate activities for student success
- Performs other duties as assigned

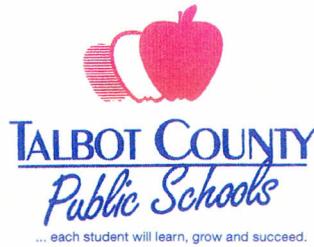
Further explanations are provided below:

**Individual Career/Group Counseling** - Counselors use a variety of proven counseling techniques to facilitate self-esteem, motivation, classroom, environmental, educational planning, inter-personal skills, coping skills, career planning, etc. and other developmental variables that may have an impact on academic success. Developmentally appropriate techniques include selective labeling, systematic reinforcement, role-play, role reversal, modeling, etc. Individual counseling

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Sandra E. Kleppinger  
President, Board of Education  
Gloria Y. Farrare  
Vice President, Board of Education

## Talbot County School Counselor Program

It is the goal of school counselors to facilitate self-management skills, interpersonal relation skills, and educational/career decision making skills among all students through effective counseling, planning, consulting, appraisals, and information/placement services.

Essential performance responsibilities for counselors include the following:

- Provides individual and group counseling services that promote academic, career and personal/social development
- Provides parent, teacher, and interagency consulting services.
- Conducts evening counseling sessions each month for parents (individual appointments and group activities).
- Interprets appropriate test data (achievement test data, aptitude test data, and interest test data).
- Serves as a case manager and as a regular member of the Multi-Level Intervention Process Team and on other school-based teams as needed.
- *Conducts general educational planning/transitioning activities (e.g. Elementary/Middle or Middle/High School Orientation, "5 Year Plans of Study", etc.)*
- *Coordinates appropriate individual and group career guidance activities (e.g. "career competencies", "career exploration", and "career decision-making")*
- *Conducts post-secondary educational planning activities (e.g., college/technical school decision-making, college/technical school presentations, SAT Prep, PSAT, early financial aid awareness, etc.)*
- Maintains information management of student records, student scheduling, and general information about students and for students.
- Counselors use data to plan appropriate activities for student success
- Performs other duties as assigned.

Further explanations are provided below:

**1. Individual Counseling/Group Counseling** - Counselors use a variety of proven counseling techniques to facilitate self-esteem, motivation, classroom behavior, educational planning, interpersonal skills, coping skills, career planning or any other developmental variables that may have an impact on academic success. Developmentally appropriate techniques include selective listening, systematic reinforcement, role-playing, role reversal, modeling, etc. Individual counseling

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techniques and group-counseling techniques may be used to capitalize on interpersonal dynamics.

Guidance Curriculum in the Classroom and Group Guidance Activities – Classroom and group guidance is content oriented. Both classroom and group activities are based on established lesson plans and emphasize both didactic and experiential learning. Common topics include study skills, organization, test taking, cooperation, problem solving, friendship, career awareness and coping with loss or with being home alone. In the classroom, counselors coordinate activities with the teacher for an entire class but the counselor may frequently conduct small groups for more in-depth instructional purposes. Both classroom and group activities make use of a variety of materials, formats and facilities – YouTube videos, art activities, and class meetings/discussion.

2. Parent/Teacher Consulting Activities - The counselor engages in two types of consulting activities. First, the counselor initiates contact with parents, teachers, administrators and professional colleagues to share pertinent information or insights about a particular student. Second, the counselor responds to inquiries or requests from parents and staff who have specific concerns about a student or students in general. Consulting activities include:

- Assisting in the development of individual student management plans
- Recommending various community resources and making appropriate student referrals
- Interpreting the relevance and/or significance of various school counseling program objectives
- Providing and interpreting data
- Responding to administrator/teacher requests for information on classroom management
- Recommending specific "tools," materials or resources
- Interpreting stages of child growth and development

3. Assessment - Counselors use a variety of assessment instruments and procedures. For example, parent surveys, questionnaires, or observational techniques may be used to assess such counseling needs as self-esteem, motivation, study skills, interpersonal skills, classroom behavior, or coping skills. Secondary counselors use a variety of aptitude and interest assessment instruments to help students with educational and post secondary planning.

4. Home-School Services - Home-school services include the entire range of activities through which school counselors work with parents by providing relevant information, instruction and general support.

- Home- School Coordination Activities - These are specific activities that focus on improving classroom behavior or achievement on a daily or weekly basis. Through the use of behavior contracts, homework assignment sheets, monitoring forms, progress reports, etc., the counselor coordinates incentives or action with a specific parent on a regular basis.

5. Information Management - The counselor gathers, evaluates, interprets, organizes and disseminates information to meet student, school and community needs. Examples of information management activities include:

- Processing information about students personal information, academic information, individual class schedules, standardized test data, etc.
- Organizing and disseminating information about the school course offerings, extracurricular activities, graduation requirements, student rights/responsibilities, etc.
- *Maintaining an up-to-date library of post-secondary educational materials and vocational materials*
- *Organizing and disseminating information to students and staff about careers, post-secondary schools, financial aid, etc.*
- *Acquiring, organizing and disseminating information concerning career placement opportunities*
- *Providing teachers and other staff with content material for conducting group guidance sessions related to educational/career decision-making, personal/academic growth, and interpersonal relations*
- *Providing employers with needed information regarding the general school curriculum, specific career program, etc.*

## 6. College and Career Readiness Activities

### Middle School Program

*The Career and College Readiness Activities program in Talbot County Public Middle Schools emphasizes introductory and exploration activities. Our goal is to ensure that all students are considering career possibilities that reach beyond those with which they are already familiar. Activities introduce students to possibilities based on their own interests and strengths, and encourage thinking about how those job selections will impact their future educational choices, as well as their future jobs.*

*One primary vehicle for delivering career information is the Impact program curriculum. This program was written while the Maryland Career Development Framework was being developed, and addresses the objectives contained within that document. The lessons are delivered regularly during a 15-minute homeroom period, and include the following topics:*

- *icebreakers to facilitate communication in homeroom groups*
- *bullying and harassment issues*
- *exploration of multiple intelligences*
- *test score interpretation (e.g. Maryland School Assessment)*
- *personal responsibility and how it links to academic achievement*

- *decision making skills*
- *cultural awareness*
- *student grade reviews*
- *listening skills*
- *preparation and dealing with change*
- *communication skills*
- *test taking skills*
- *career clusters*
- *study skills*
- *time management*
- *exploring personal strengths*
- *goal setting and considering the future*

*Another method of delivering career and college readiness skills is directly through the school-counseling program. Counselors visit individual classrooms, teach lessons, and help students utilize a web-based program that focuses on career and college readiness. The Bridges computer program facilitates exploration activities for middle school students and planning activities for high school students. Bridges maintains portfolios for students as they continue in the program each year. School counselor lesson topics include:*

- *how classroom behaviors build career skills*
- *why people choose to work*
- *qualities sought by future employers*
- *linking personal interests and strengths to future careers*
- *learning details (including educational requirements, job duties, and potential earnings) about specific careers*
- *effective ways to make decisions*
- *connecting specific school subjects to careers*
- *appropriate employment-keeping skills*
- *breaking job stereotypes*
- *linking school strengths to potential careers*
- *development of individual 5 year academic plans, for high school and a year beyond*
- *high school concepts such as required credits and career completer program*
- *all 8<sup>th</sup> grade students visit the local community college for a sample of college life*

### *High School Program*

*The Career and College Readiness program in Talbot County High Schools is all encompassing. Given the tremendous variance in academic skills of high school students, many may struggle academically when they seek to advance to the post secondary level. Therefore, all students need a program where they are academically challenged with a range of career options to explore. All programs are rigorous, highly engaging and applicable to real world settings. The opportunities available are: Advanced Placement (AP) Courses, Advanced Placement Preparatory Classes, Naval Junior Officer Training Corps (NJROTC), dual enrollment at Chesapeake Community College, AP initiative program at Chesapeake Community College, Community Collaborative internship programs, 15 Career and Technology Career Programs featuring a real life work study component in all Career and Technology Career*

Completer sequences. In accordance with the Maryland Career Framework set by Maryland State Department of Education (MSDE) high school activities include:

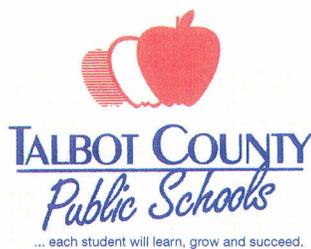
- All high school students are provided with a laptop (One to One Laptop initiative). The use of technology is vital throughout each student's school day for Career and College Readiness program. (Gr 9-12)
- Technology (PowerSchool: Students Systems Management Program and Study Wiz: software program that allows teachers and students to communicate through technology) enables students to learn to check grades, service learning hours, HSA scores, log ins, demographics, attendance, homework assignments, classwork, sending and retrieving of daily assignments, posting PowerPoints of Evening Guidance activities to ensure access for everyone. (Gr 9-12)
- Investigate self-awareness skills e.g. hobbies, interests (Gr 10-12)
- Explore careers through Bridges (career exploration software program) (Gr 9)
- Access the Talbot County Public Schools Program of Studies on-line to review graduation requirements and checklist for Maryland Scholar and Certificate of Achievement Programs (Gr 9-12)
- Maryland Business Roundtable for Education (MBRT) provides students with a realistic view of today's workplace defining skills, reinforcing achievement in school and success in the workplace. MBRT provides Speaker Bureau, Maryland Scholars and access to the Be What I Want To Be magazine/website (Gr. 9-12)
- Demonstrate the ability to support small group decisions and respect dissenting positions/consensus through student government activity (Gr. 9-12)
- Quarterly review of interims through individual and group counseling session and action plan for grade improvement/maintenance of grades (Gr 9-12)
- Each semester review transcripts and advisory checklist (Gr 10-12)
- Develop initial resume (Gr 10) update resume (Gr 11-12)
- Use Olweus Bullying program to facilitate data driven systematic change in building procedures, managing hotspots, and individual discussions with student/parents with the bully and the student being bullied. Debate bullying issues and facilitate the procedures for reporting bullying and bullying follow up after investigation by administration, two day and thirty day follow up by the school counselor with student(s) and parent(s) (Gr 9-12)
- Implement a Change Survey that analyzes how effectively one responds to change (Gr 9)
- Use of Career and Technology Education PowerPoint to explore career clusters through group guidance session (Gr 10-11)
- Review and Update Five Year Plan through an individual/group counseling session (Gr 9-12)
- Group and individual goal setting for continued academic success and career profiles (Linked In, Bridges, Twitter etc.) (Gr 9-12)
- Teach study skills through "Studying for Success booklet" (Gr 9)
- Use of "Why Try? Program" to help identify how career decisions impact your and others' life roles (Gr 9)
- PowerPoint/visual aide to model a process for decision making (Gr 9-12)
- Explore cultural diversity activities (Gr 9-12)
- View scheduling PowerPoint (Gr 9-11)
- All 10<sup>th</sup> graders take PSAT (Gr 10)

- *“PSAT Night” –counselors explain and help analyze test results with parents (Gr 10-11)*
- *Involvement with Mid Shore Character Counts Initiative to ensure students learn and use the six outstanding pillars of character (Gr 9-12) needed in school and life*
- *10<sup>th</sup> grade create College Board account giving students access to “My Organizer”, “My Road”, “Big Future/My College Quick Start” and “SAT Question of the Day” upon receipt of PSAT scores (Gr 10)*
- *Survey on Career clusters to obtain data on advancement in career choice/employability skills (Gr 10-12)*
- *“Junior Night” parents and students learn the process for navigating senior year and post-secondary planning (Gr 11)*
- *Facilitate and recruit four year college bound juniors taking PSAT/National Merit Scholarship Qualifying Test (Gr 11)*
- *Register for SAT (Gr 11-12)*
- *ASVAB (career exploration program) tests annually on voluntary basis (Gr 11-12)*
- *Review Jobs of Today/Tomorrow PowerPoint (Gr 11-12)*
- *Students log in to College Board account for SAT registration, College SAT Preparatory Course and College Match Maker searches (Gr 11-12)*
- *Counselor will facilitate the process of choosing post-secondary plan and help narrow student choices (Gr 11-12)*
- *“Financial Aid Night”-parents and students receive information to obtain PIN numbers and Free Application for Federal Student Aide (FAFSA) information (Gr 12)*
- *“Fill Out Your FAFSA Night”-counselors aid parents/students to complete their FAFSA forms (Gr 12)*
- *Counselor led college and university visits and local community colleges (Gr 11-12)*
- *Topic based non-traditional evening hours for parents at the high schools and designated sites in the community*
- *Information Session for registration of dual enrollment classes at Chesapeake College, parents invited (Gr 10-12)*
- *Onsite testing of Accuplacer and course registration for dual enrollment at Chesapeake College (Gr 11-12)*
- *Onsite testing and registration of prospective seniors who will attend Chesapeake College in the Fall*
- *Easton High School hosts college courses for high school students (Gr 11-12)*
- *Facilitate use of Fastweb and College 411 Maryland Higher Education Commission (MHEC) for equal access to scholarships (Gr 11-12)*

## SCHOOL COUNSELING DEMOGRAPHICS

2011-2012

School/Level	# Of Counselors	# Of Students	Ratio of Counselors Per Student	# Of New Counselors	# Of Schools	# Of Counselor Positions added this year
Elementary	6.5	2318	1:357	0	5	0
Middle	3	737	1:246	0	1	0
High	4	1099	1:275	0	1	0
*Alternative	0	0	0	0	Program not School	0
*Career and Tech	0	0	0	0	0	0
*Special Education	0	0	0	0	0	0
*Other Combined Middle/High	2	388	1:194	0	1	0
<b>Total</b>	<b>15.5</b>	<b>4542</b>	<b>1:293</b>	<b>0</b>	<b>8</b>	<b>0</b>



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Sandra E. Kleppinger  
President, Board of Education  
Gloria Y. Farrare  
Vice President, Board of Education

## Pupil Personnel Workers

The philosophy of Pupil Personnel Workers is that each student is unique and worthy of individual and special consideration, good mental, emotional, and physical health. All of these factors are necessary for students to experience school success.

Our goal is to link the home, school and community together. Pupil Personnel Workers are trained educators who fulfill their professional responsibilities with honesty and integrity. They respect the privacy of the students and families they serve.

Pupil Personnel Workers possesses the knowledge and understanding that are basic to the profession and to the process of education. Student success is their number one priority. In order to fulfill the job responsibilities and duties, they strive to ensure that all students have an opportunity to be successful. Pupil Personnel Workers are led, guided and directed by the following high standards required to be effective in linking home, school, and community:

### Assisting students by:

1. Identifying individual children and target populations in need of services.
2. Determining factors/barriers that interfere with a child's school success.
3. Developing and implementing plans of interventions.
4. Coordinating transition meetings for students going to and returning from residential facilities or alternative placements.
5. Ensuring due process rights for all children.

### Providing services to children and families through a collaborative approach by:

1. Coordinating the delivery of services with the schools through an inter/intra agency approach.
2. Facilitating the development of plans with clear goals, time lines and ongoing monitoring of expected outcomes.
3. Organizing a timely delivery of services, assessing student and family needs by reviewing cumulative file records, observations, home visits, parent conferences and social history.
4. Identifying barriers that prevent student success.

### Advocating for families by:

1. Providing strategies to empower families to access resources.
2. Informing families about rules, regulations, policies, and procedures to access services.

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3. Assisting families to understand and negotiate through service delivery systems.
4. Using strategies of conflict resolution and mediation by establishing collaborative relationships between home, school and community.
5. Maintaining confidentiality at all times regarding children and families.

*Developing comprehensive programs that support the vision and mission of our local school system by;*

1. Taking a proactive role in reforming initiatives.
2. Assisting in collecting data for accountability of the target populations.
3. Determining effectiveness of services and programs.
4. Reforming and restructuring of job responsibilities to respond to emerging trends that are barriers to student success.

*Providing consultation to administrators, staff, other professions and the community by;*

1. Assuming leadership roles in presenting positive alternatives in team meetings regarding serious disciplinary incidents.
2. Interpreting the Code of Conduct to maintain a safe and orderly school environment.
3. Providing input regarding county policies, procedures, state and federal laws and regulations.
4. Maintaining objectivity in matters of discipline; suspension, extended suspension and expulsion.
5. Seeking alternative education placements or specialized programs as needed.

The following are the major issues that face Talbot County Pupil Personnel Workers and the means by which we endeavor to address them:

#### Attendance

- Monitor attendance cases weekly, conducting early morning or evening home visits as appropriate.
- Identify and maintain a caseload of not fewer than 50 students with excessive absenteeism.
- Coordinate school-community support services as appropriate to remove attendance barriers identified for each "case".
- Mobilize community resources to assist with truancy reduction at the school level.
- Follow through with appropriate case dispositions (e.g., Truancy Court, alternative placement, etc.).

#### Students Experiencing Homelessness

- Work with homeless students and their parents to ensure their rights under the McKinney Vento Act are upheld, and to provide resources as needed.
- Assist in eliminating barriers for students experiencing homelessness.
- Monitor cases of students experiencing homelessness through Multi-Level Intervention Process (formerly known as our Student Services Team).

Alternative Education Programs (Evening High School, Extended Day, Independent Study and Alternative Learning Center)

- Determine appropriate placement and transitioning into our Alternative Education Programs.
- Set up transportation as needed for students placed in alternative education programs.
- Monitor the needs of students placed in these programs.
- Transition students back into their home school from our alternative placements.

Home School

- Ensure that parents are maintaining a portfolio of materials that demonstrates that the parent/guardian is providing regular, thorough instruction during the school year in english, mathematics, science, social studies, art, music, health, and physical education at the appropriate grade level and includes relevant materials and examples of the child's work.
- Process and approve Home School Notification Forms.
- Provide information about local standardized testing information.
- Conduct two portfolio reviews annually for each home schooled student.

High School Completion

- Utilize data systems to diagnosis the number of students who drop out of school and help identify individual students at high risk of dropping out.
- Analyze student transcripts in order to determine appropriate interventions and potential alternative placements.
- Improve students' classroom behavior, academic performance and social skills through the Multi-Level Intervention Process.

Home Hospital

- Provide instructional services to students who are unable to participate in their school of enrollment due to a physical or emotional condition.
- Process applications for home and hospital teaching service.
- Identify and assign a tutor for each Home Hospital student.
- Determine where instruction will take place.
- Keep students enrolled in school for duration of time student is on home and hospital teaching.
- Monitor student's attendance. After 60 days, a referral is made for students with emotional conditions to the department of Special Education for further evaluation.
- Verify student's course schedule and determines which courses will be the focus.
- Provide the home and hospital teacher with textbooks, course outlines, and current instruction information for the student receiving home and hospital teaching.
- Collaborate with the home and hospital teacher and school counselor to ensure the student receives current course work.
- Provide the student with the opportunity and accommodations necessary to take standardized testing when appropriate.
- Collaborate with parents, school and other TCPS staff to support needs of students.
- Assist in transitioning the student back into their home school after Home Hospital placement.

### Enrollment

- Investigate transfer and withdraw requests, custody issues, and residency issues.
- Eliminate barriers to enrollment in school by providing links to community agencies to resolve enrollment issues.
- Provide transportation to community agencies to assist in having their children enrolled in a timely manner.
- Assist in registration of international students.
- Review Kinship Care cases and makes a determination of eligibility for enrollment.
- Provide assistance to parents requesting “out of area” placement.
- Review requests for non-resident enrollment and provides information for tuition

### Professional Development

- Maryland Association of Pupil Personnel Workers Conferences (bi-annually)
- Maryland State Department of Education Home Hospital Conferences (bi-annually)
- Maryland State Department of Education Home School Conferences (bi-annually)
- Maryland State Department of Education School Completion Conference (annually)
- Maryland State Department of Education Students Experiencing Homelessness Conference (bi-annually)

# WASHINGTON COUNTY



Washington County  
Public Schools

Professional school counseling opening the doors for students to a world of endless opportunities!



# WASHINGTON COUNTY PUBLIC SCHOOLS

P.O. Box 730 | 820 Commonwealth Avenue | Hagerstown, Maryland 21741-0730

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**Dr. Steve Burnett**  
**Supervisor of School Counseling Services**

### *Professional School Counseling:*

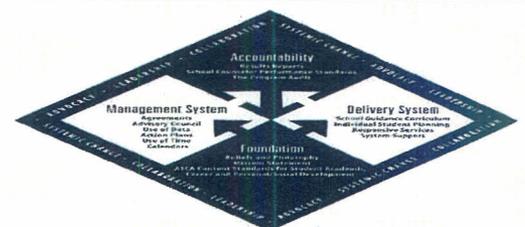
The Washington County Public Schools (WCPS) K-12 professional school counseling services are aligned with the American School Counselor Association (ASCA) national standards. All school counselors support the WCPS and school-based vision for improving student achievement and developing college/career readiness. PreK-12 counseling services integrate academic, career, and personal/social development goals while focusing on issues relevant to all students. At each school, a comprehensive, developmentally age-appropriate, and sequential counseling program prepares students to demonstrate personal and academic growth, make appropriate educational and career decisions, and have productive interactions with others.

Direct and indirect delivery services require school counselors to advocate for students, collaborate with school and community stakeholders, provide effective skill sets in leadership, and are accountable to created systemic change. Professional school counselors deliver services to students in four assessed domains, including: foundation, management, delivery, and accountability. School counseling services are targeted based on community, school, and student data analysis. Professional school counselors deliver services individually, small group, classroom teaching, or via systemic whole-school delivery models.

The foundation domain requires professional school counselors to analyze data, develop, implement, and monitor goals and/or initiatives for their school community based on current issues and trends occurring in their school, community, society, and global surroundings. Professional school counselors are trained in counseling and theory techniques as applied to child and adolescent development. Established plans for crisis prevention, intervention, and response are provided contingent on identified needs through qualitative and quantitative data analysis. Knowledge of local, state, and federal regulations require school counselors to provide flexibility and adapt to current trends and issues, thus, causing professional school counselors to demonstrate superb interpersonal skills, access community resources, and collaborate with community stakeholders to locate resources for students and families as related to student needs. Professional school counselors continually evaluate multiple sources of evidence to provide ongoing improvement of the professional school counseling program.

The management domain requires professional school counselors to review data regularly and reflect on student progress and needs as related to student achievement. School counseling delivery systems require professional school counselors to exhibit exceptional organizational processes and tools to manage the school counseling program. Collaboration with teachers, community, members, parents and administration is provided to ensure school counseling delivery systems are aligned with school, county, community, and state initiatives.

# WCPS | Washington County Public Schools



***Professional school counseling opening the doors for students to a world of endless opportunities!***

The delivery domain requires professional school counselors to conduct specific, ongoing assessment of students using available data and student information to address academic, career, and personal social developmental needs for students. Professional school counselors are responsible for influencing the development of the whole-child and provide services to students, schools, and families in areas such as: abuse, academic achievement, motivation, academic success, closing the achievement gap services, advocacy for students, anger management, students experience behavioral issues and disorders, bibliotherapy counseling, bully prevention, conflict resolution, career development, character education, college and post secondary planning, crisis response, school violence prevention, grief counseling, support to students with disabilities, diversity advocacy, support to students who have parents experiencing divorce, dropout prevention, eating disorders, self-inflicted violence, employment opportunities for the 21st century, support for students with English as second language, grant writing, scholarship advising, personal safety, health issues, LGBTQ, mental health counseling, peer mediation, mentoring, parenting skills, service learning, substance abuse support, suicide prevention, and support for students who have families deployed in the military. The counselor demonstrates knowledge of current and appropriate counseling techniques for the school setting and makes use of technology, appropriate tools, and products to provide individual, small group, or whole-school counseling for students. The professional school counselor provides classroom lessons aligned with the ASCA and Common Core national standards. Classroom lessons are engaging, meet the unique needs of students, differentiated and assessed for student learning and application of academic, personal social, and career material. Professional school counselors serve as a resource to parents and are adept at making connections with community agencies to meet the needs of students. Services are communicated and relevant information is provided to all school community stakeholders to provide greater access to professional school counseling support. School counseling delivery of services is preventative and responsive and may consist of individual, small group, classroom, and whole-school counseling delivery systems. Professional school counselors support schools through system supports such as: testing coordination, Section 504 case management, conducting social histories during student registration, and maintenance of student records in accordance with FERPA mandates.

The accountability domain requires professional school counselors to manage appropriate and accurate data from various quantitative and qualitative data sources. The counselor uses data to support the school counseling plan, measure results of delivery systems, and create closing the achievement gap plans for students. Data and goal obtainment are routinely measured and reviewed to determine the effectiveness of school counseling delivery systems and determine specific alternatives for continually refinement and improvement. Professional school counselors annually audit school counseling services to further align delivery systems with school, county, state, and federal trends and issues. Active pursuit for professional development is sought by professional school counselors to enhance skills, remain current on trends and issues, and deliver the highest quality of services for students in our rapidly changing global economy.

The school counseling programs in WCPS faces many obstacles. Specifically, school counselor ratios to students are among the worst in the State of Maryland. The American School Counseling Association recommends a ratio of counselors to student to be 250:1. Washington County Public Schools possess a counselor to student ratio of 1:407. In addition, school counselors are often faced with many non-counseling, administrative duties that remove school counselors from direct services for students, thus, compounding the impacts of the high school counseling ratios. The following section outlines the work that K-12 counselors do to support students for career and college readiness, however, this doesn't begin to touch the potential that the WCPS school counselors encompass to support issues such as closing the achievement gap, influencing first time college going students, or expanding the college coaching model. An increase in support to positively influence the number of professional school counselors to students would provide the addition of the most valuable resource, human capital.

#### *Activities to Support Career and College Readiness:*

Professional School Counselors support career and college readiness for all students Pre k through grade 12. The following section identifies the career and college readiness activities by developmental level and is aligned with the American School Counseling Association (ASCA), Maryland career developmental framework, and Common Core Standards. Currently the WCPS school counseling programs utilize the Bridges career advising tools to support college and career readiness. These resources are critical to the K-12 alignment of the WCPS college and career readiness

initiatives. Additional staffing, funding for Naviance, access to the college clearinghouse data, and financial resources to expand the WCPS College coaching model would help to expand the college and career initiatives below.

Pre K – grade 2

*Standard 1: Self-Awareness – Students will acquire and apply self-knowledge to build and maintain a positive self-concept.*

Indicator A. Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills, and talents as seen by self and others.

Pre-K – 2	Lesson/Unit/Content Area
1. Identify one’s interests and likes and dislikes and how they impact one’s self concept.	K or 1 <sup>st</sup> Grade Lesson, <u>How Santa Got His Job</u>
2. Identify behaviors and attitudes that reflect one’s self-confidence, sense of self-efficacy, and self-concept.	1 <sup>st</sup> Grade Lesson 2: Feelings and Ownership of Feelings - PAWS
3. Recognize that situations, attitudes, and the behavior of others affect one’s self –concept and that of others.	2 <sup>nd</sup> Grade Lesson, <u>The Tortilla Factory</u>

Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development

Pre-K – 2	Lesson/Unit/Content Area
1. Identify positive social skills, manners and showing gratitude to interact with others in a way that is honest, fair, helpful and respectful.	K Lesson, <u>123 Careers For Me</u>
2. Identify the difference between appropriate and inappropriate behaviors in specific school and social situations.	1 <sup>st</sup> grade lesson “Appropriate Behavior Choices” see lesson by Suzanne Peters(Western MD conference)
3. Demonstrate use of rules and procedures to work cooperatively with others in a variety of group situations, including impact on one’s learning and academic achievement.	2 <sup>nd</sup> Grade Lesson, <u>The Tortilla Factory</u>
4. Identify conflicts and explain the importance of resolving group conflict cooperatively and peacefully.	K Lesson: Cooperation using <u>Swimmy</u> (resource manual)
5. Explain and demonstrate effective communication strategies such as paraphrasing, reflections, active listening and assertive communication.	K lesson: <u>Listen Buddy</u> or <u>Bunny Business</u> (resource manual)

Indicator C. Recognize that growth and change are integral parts of career development

Pre-K – 2	Lesson/Unit/Content Area
1. Describe how one has grown and changed.	
2. Identify situations in which one might need assistance from people or other resources (e.g. school problems).	PK Lesson 25: People In Our School - PAWS

Indicator D. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development

Pre-K – 2	Lesson/Unit/Content Area
1. Recognize that everyone is a decision-maker.	<u>123 Careers for Me</u>

*Standard 2: Career Awareness – Students will understand Maryland Career Clusters and pathways and their relationship to educational achievement and life-long learning.*

Indicator A. Analyze/compare the industries represented in Maryland’s 10 Career Clusters and how they relate to the needs and functions of the economy and society.

Pre-K – 2	Lesson/Unit/Content Area
1. Identify the industries where family members work.	Kindergarten Lesson 3: A Look At Our Community - PAWS

Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.

Pre-K – 2	Lesson/Unit/Content Area
1. Explain how one is a learner and identify attitudes and behaviors that impact on educational achievement.	K-3 Lesson, "Traveling the Career Path" from: Lesson Seed" by Linda Kettermaqn, Allegany Co. Public Schools(Western MD conference)
2. Identify academic strengths.	

Indicator D. Recognize that decision-making is an important part of an individual's career development.

Pre-K – 2	Lesson/Unit/Content Area
3. Recognize that there are alternatives to consider when making a decision and that each has outcomes.	

*Standard 3: Career Exploration – Students will assess Career Cluster choices and related pathways to develop an educational and career plan.*

Indicator A. Prepare an educational and career plan based on high school graduation requirements, a sequence of career pathway courses, related academics and postsecondary options.

Pre-K – 2	Lesson/Unit/Content Area
4. Explore in specific learning experiences that are school-based and related to Maryland's career clusters.	2 <sup>nd</sup> Grade Lesson 6: Dream Jobs - PAWS

*Standard 4: Career Preparation: Students will prepare for postsecondary and career success through an academic and technical sequenced program of study and related workplace experiences.*

Indicator A. Acquire cluster and academic content knowledge and skills to succeed in high school and beyond.

Pre-K – 2	Lesson/Unit/Content Area
1. Apply and achieve academic content standards of the Voluntary State Curriculum (VSC)	"Traveling the Career Paths" by Linda Kettermaqn
3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities.	K Lesson, <u>Career Day</u> by Anne Rockwell/ <u>Bernstein Bears on the Job</u> see lesson plan by Susan Moore

### Grade 3 through 5

*Standard 1: Self-Awareness – Students will acquire and apply self-knowledge to build and maintain a positive self-concept.*

Indicator A. Acquire and apply self-knowledge to understand one's abilities, strengths, interests, skills, and talents as seen by self and others.

Grades 3-5	Lesson/Unit/Content Area
1. Identify one's positive personal characteristics (honesty, dependability, responsibility, integrity, and loyalty).	Personal Pan Pizza, Lesson from Youth light, Inc. "Choose the kind of reputation you want to have."
2. Explore actions that will build and maintain a positive self-	Book: <u>Have You Filled a Bucket Today?</u> By

concept.	Carol McCloud, Lesson plan from Western MD Conference
3. Explain how specific situations, attitudes, and the behavior of others affect one's self –concept and that of others.	Use the same lesson; <u>Have You Filled a Bucket Today?</u>

Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one's career development

Grades 3-5	Lesson/Unit/Content Area
1. Demonstrate and evaluate how one's positive social skills, manners, and showing gratitude contribute to effective interactions with others group activities.	Relationship Between School and Work, Being a Successful Student(resource manual) by Marsha Scorza
2. Assess the consequences of appropriate and inappropriate behavior and effects of outside pressure in specific school, and social situations.	Personal Pan Pizza, Lesson from Youth light, Inc.
3. Identify and apply goals, rules, procedures, roles, and resources to work cooperatively in group activities, including impact on one's learning and academic achievement.	Grade 4: Goal Setting lesson plan use Book: <u>Horton Hatches an Egg</u> , worksheet "Personal Improvement Plan, and poem by Shel Silverstein, <u>Melinda Mae</u> or Careers, Lesson Plan by Karen Folk found in manual
4. Identify and resolve conflicts using skills such as consensus, compromise, collaboration, avoidance, and accommodation.	
5. Explain and demonstrate effective communication strategies such as paraphrasing, reflections, active listening, and assertive communication.	

Indicator C. Recognize that growth and change are integral parts of career development

Grades 3-5	Lesson/Unit/Content Area
1. Describe how one has grown and changed.	Use "Job Finder" in PAWS
2. Identify situations in which one might need assistance from people or other resources (e.g. school problems).	
3. Recognize that external events often cause life changes.	
4. Identify one's motivations and aspirations.	

Indicator D. Demonstrate positive interpersonal skills and respect for diversity to facilitate one's career development

Grades 3-5	Lesson/Unit/Content Area
1. Recognizes that self-knowledge enables one to make decisions, and effectively plan.	Use "Job Finder" in PAWS

*Standard 2: Career Awareness – Students will understand Maryland Career Clusters and pathways and their relationship to educational achievement and life-long learning.*

Indicator A. Analyze/compare the industries represented in Maryland's 10 Career Clusters and how they relate to the needs and functions of the economy and society.

Grades 3-5	Lesson/Unit/Content Area
1. Identify the industries in the community that align with the career clusters.	3 <sup>rd</sup> or 4 <sup>th</sup> grade, Worksheet #1, activity #3:"Using the Quiz"

Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.

Grades 3-5	Lesson/Unit/Content Area
1a. Explore one's learning style and identify ways to become an independent learner and take responsibility for one's learning.	5 <sup>th</sup> Grade Worksheet 1, Getting to Know Paws in Jobland, activity #2: "Using Job

1b. Analyze personal attitudes, behaviors, and learning habits and identify how they impact educational achievement.	Finder”
2a. Describe how proficiencies in math, science, and language arts impact the selection and attainment of one’s personal and career goals. Identify how to get extra help when needed.	4 <sup>th</sup> Grade Lesson 12-15 Created: Subject Matters - PAWS
2b. Develop the study skills that promote educational achievement.	

Indicator C. Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters.

Grades 3-5	Lesson/Unit/Content Area
1. Identify sources of information about careers.	5 <sup>th</sup> Grade Lesson 8: Job Talk - PAWS
2. Identify different career options, including those that may be considered nontraditional.	4 <sup>th</sup> Grade Lesson: The Job For You, lesson plan #14, p.31-PAWS

Indicator D. Recognize that decision-making is an important part of an individual’s career development.

Grades 3-5	Lesson/Unit/Content Area
1. Describe the decision-making process.	5 <sup>th</sup> grade Lesson: Pick a Letter, lesson plan #10, p.23,24-PAWS
2. Describe how setting personal priorities are part of decision-making.	4 <sup>th</sup> or 5 <sup>th</sup> grade: A Day in the Life of a...,Lesson plan#7, p.17,18-PAWS
3. Clarify alternatives and their outcomes when making a decision.	
4. Understand that decision-making involves compromise.	

*Standard 3: Career Exploration – Students will assess Career Cluster choices and related pathways to develop an educational and career plan.*

Indicator A. Prepare an educational and career plan based on high school graduation requirements, a sequence of career pathway courses, related academics and postsecondary options.

Grades 3-5	Lesson/Unit/Content Area
1. Understand that effective planning facilitates the attainment of personal and career goals.	3 <sup>rd</sup> Grade Lesson 1: Getting to Know PAWS in Jobland - PAWS
4. Explore specific learning experiences within Maryland’s career clusters.	Lesson Plan 2-“Role Play” p.7,8-PAWS

Indicator B. Use a process/model for knowing and thinking about how one makes decisions.

Grades 3-5	Lesson/Unit/Content Area
1. Identify a process/model for making decisions.	Lesson Plan 2-“Role Play” p.7,8-PAWS

*Standard 4: Career Preparation: Students will prepare for postsecondary and career success through an academic and technical sequenced program of study and related workplace experiences.*

Indicator A. Acquire cluster and academic content knowledge and skills to succeed in high school and beyond.

Grades 3-5	Lesson/Unit/Content Area
1. Apply and achieve academic content standards of the Voluntary State Curriculum (VSC)	Use the “Quiz in the PAWS in Jobland menu.
3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities	Lesson Plan 14-“The Job For You” p. 31, 32 with worksheet

Grade 6 through 8

*Standard 1: Self-Awareness – Students will acquire and apply self-knowledge to build and maintain a positive self-concept.*

Indicator A. Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills, and talents as seen by self and others.

Grades 6-8	Lesson/Unit/Content Area
1a. Demonstrate behavior and decisions that reflect one’s interests, likes and dislikes. 1b. Identify one’s abilities, strengths, skills and talents as seen by self and others and explain the significance to one’s career plans.	6 <sup>th</sup> grade Bridges Choices Explorer Interest Inventory, Explorer Skill Assessment and Career Suggestions College visits for at risk students (BMS) Access to participation in the John Hopkins Talent Search
2. Demonstrate and evaluate behaviors that show self-confidence, sense of self efficacy, and a positive self-concept.	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade- Bridges Choices Explorer Portfolio, WEB, peer mediation, PBIS activities, individual counseling sessions
3. Engage in behaviors and express attitudes that positively affect one’s self concept and the self-concept of others	8 <sup>th</sup> grade Bridges Choices Explorer Journal, WEB, peer mediation, PBIS activities, and individual counseling sessions

Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development

Grades 6-8	Lesson/Unit/Content Area
1. Assess the degree to which one interacts and uses feedback to adjust behavior in group activities in a way that is honest, fair, helpful, and respectful.	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade Bridges Choices Explorer Portfolio and Ask Faith 7 <sup>th</sup> grade supplemental activity “My Personal Lifeline”
2. Demonstrate and assess the degree to which one accepts responsibility for personal actions, the handling of outside pressure on oneself and contributions to group activities.	6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade Bridges Choices Explorer Portfolio and Journal. 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade counselor introduction classroom lessons 8 <sup>th</sup> grade Day on The Job, WEB, PBIS activities, peer mediation 7 <sup>th</sup> grade supplemental activity “My Personal Lifeline” 8 <sup>th</sup> grade supplemental activity “Changing World, Changing Careers” Individual counseling sessions
3. Analyze the impact on academic achievement of one’s ability to work cooperatively in group activities.	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade Bridges Choices Explorer Plan your Courses Report card review
4. Identify and resolve conflicts and bring to consensus when appropriate.	Conflict resolution strategies taught throughout grades through PBIS Individual counseling/intervention sessions Parent/teacher meetings
5. Demonstrate, problem-solve and evaluate communication experiences and ones use of effective strategies such as paraphrasing, reflections, active listening and assertive.	Peer mediation, role playing and conflict resolution through PBIS

Indicator C. Recognize that growth and change are integral parts of career development

Grades 6-8	Lesson/Unit/Content Area
1. Recognize that one will experience growth and change in mind and body throughout life.	8 <sup>th</sup> grade Bridges Choices Explorer- Course Plan 8 <sup>th</sup> grade “Changing World, Changing Careers” supplemental activity Content/Family Life Education
2. Identify situations and access resources, including other people, to seek assistance when needed.	Counselor introduction lessons for 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade Bridges Choices Explorer- Ask Faith Information given for College Fair at H.C.C.
3. Demonstrate adaptability and flexibility when initiating or responding to change.	8 <sup>th</sup> grade Bridges Choices Explorer Course Plan 8 <sup>th</sup> grade “Changing World, Changing Careers” supplemental activity
4. Recognize that one’s motivations and aspirations are likely to change with time and circumstances.	8 <sup>th</sup> grade Bridges Choices Explorer Course Plan 8 <sup>th</sup> grade “Changing World, Changing Careers” supplemental activity

Indicator D. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development

Grades 6-8	Lesson/Unit/Content Area
1. Demonstrate an awareness of one’s strategic thinking to make effective decisions about one’s goals for learning and performance.	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade Bridges Choices Explorer- Course Plan Builder, Career Finder, Journal, Career Profile- What to Learn 8 <sup>th</sup> grade “Career Chameleon” supplemental activity 8 <sup>th</sup> grade “Buying Smart” supplemental activity

*Standard 2: Career Awareness – Students will understand Maryland Career Clusters and pathways and their relationship to educational achievement and life-long learning.*

Indicator A. Analyze/compare the industries represented in Maryland’s 10 Career Clusters and how they relate to the needs and functions of the economy and society.

Grades 6-8	Lesson/Unit/Content Area
1a. Analyze/compare and identify related career clusters. 1b. Describe how career clusters relate to the needs and functions of Maryland’s economy and affect one’s career development	7 <sup>th</sup> and 8 <sup>th</sup> Bridges Choices Explorer- Ways to Explore Careers, Matching Career Clusters, and Career Videos. 7 <sup>th</sup> grade supplemental activity “Exploring Career Options”
2. Compare/contrast the shift in the work organization of the 21 <sup>st</sup> century versus the past.	7 <sup>th</sup> grade, “Perception in Career Awareness” supplemental activity 8 <sup>th</sup> grade, “Changing World, Changing Careers” supplemental activity

Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.

Grades 6-8	Lesson/Unit/Content Area
1a. Use knowledge of one’s learning style, positive attitudes and behaviors to improve educational attainment and adjust behavior, when needed, to maximize achievement. 1b. Identify the connections between one’s educational achievement and personal and career goals.	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grade Bridges Career Explorer- Portfolio, Your Activities, Journal, Portfolio, Succeeding in High School 7 <sup>th</sup> grade supplemental activity “My Personal Lifeline” 7 <sup>th</sup> grade Learning Style Inventory classroom lesson

	Access to College Summer Opportunities
2a. Assess one's educational achievement and explain how it impacts on the selection and attainment of career options to develop personal and career goals.	Bridges Career Explorer- 8 <sup>th</sup> grade Career Profile, What to learn, and School Subjects
2b. Use study skills, strategies and learning habits to improve achievement. Use technology to access, store, manage, analyze and communicate information to enhance and improve achievement.	7 <sup>th</sup> grade Learning Style classroom lesson 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade Career Study Skills Unit classroom lesson Bridges Career Explorer program, especially the Portfolio

Indicator C. Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters.

Grades 6-8	Lesson/Unit/Content Area
1a. Recognize that career information includes knowledge about career clusters and related economic information, career options and education degree and training requirements; and it is essential to career planning. 1b. Recognize that there are a variety of resources available which vary in quality such as accuracy, bias, timeliness and impartiality.	Bridges Choices Explorer- 7 <sup>th</sup> and 8 <sup>th</sup> grade- Find Ways To Explore, Careers, Find Career Clusters, Portfolio, Learn, Check out Majors, Plan High School Courses, and the LIFE category 6 <sup>th</sup> grade supplemental activity, "Browsing for Occupational Leads: 8 <sup>th</sup> grade supplemental activity "Job Application Activity" 8 <sup>th</sup> grade supplemental activity "Exploring Majors" 8 <sup>th</sup> grade Day on The Job Individual counseling sessions
2. Investigate career clusters and career options, including those that may be nontraditional (i.e. relative to one's gender, race, culture, or ability.)	7 <sup>th</sup> grade Bridges Choices Explorer WORK section-Identify Career Clusters and Pathways 6 <sup>th</sup> grade supplemental activity "Browsing for Occupational Leads"
3. Evaluate assessments of personal career results to knowledge of self and career clusters.	Bridges Choices Explorer, 7 <sup>th</sup> and 8 <sup>th</sup> grade Learning Style Inventory, Style Inventory, WORK section, matching career clusters. LEARN section, Check out Majors, Plan High School Courses, LIFE section 8 <sup>th</sup> grade supplemental activity "Create a Job Ad" 8 <sup>th</sup> grade high school transition lesson

Indicator D. Recognize that decision-making is an important part of an individual's career development.

Grades 6-8	Lesson/Unit/Content Area
1. Identify resources for gathering information relevant to making a decision.	Counselor introduction lessons for 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade Bridges Choices Explorer Course Plan Builder, Career Profile and Get Started
2. Explore how one's personal priorities are part of one's decision-making.	Bridges Choices Explorer, 7 <sup>th</sup> and 8 <sup>th</sup> grade Course Plan Builder and Journal 7 <sup>th</sup> grade supplemental activity "My Personal Lifeline"
3. Apply knowledge of alternatives and their outcomes to one's	Bridges Choices Explorer, 7 <sup>th</sup> and 8 <sup>th</sup> grade

decisions.	Course Plan Builder, Journal and Portfolio 7 <sup>th</sup> grade supplemental activity "My Personal Lifeline" Individual counseling sessions
4. Explain how decision-making may involve compromise and cite examples.	Bridges Choices Explorer, 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grade Getting Started, Course Plan Builder, Journal, Portfolio 7 <sup>th</sup> Grade learning style inventory classroom lesson Individual counseling sessions

Indicator E. Understand that balancing personal, leisure, community, learner and work roles is an important part of one's career development.

Grades 6-8	Lesson/Unit/Content Area
1. Recognize that one has personal, leisure, community and work roles and responsibilities which must be balanced and that there are many ways to do so	Bridges Choices Explorer, 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade Ask Faith and 8 <sup>th</sup> grade, LIFE category - Volunteer Activities section

*Standard 3: Career Exploration – Students will assess Career Cluster choices and related pathways to develop an educational and career plan.*

Indicator A. Prepare an educational and career plan based on high school graduation requirements, a sequence of career pathway courses, related academics and postsecondary options.

Grades 6-8	Lesson/Unit/Content Area
1. Develop a high school plan that includes postsecondary options.	8 <sup>th</sup> grade high school transition classroom lesson 8 <sup>th</sup> grade, LEARN category, Plan Your High School Courses section, Portfolio
2. Explore the requirements for effective transition from one learning level to the next (i.e. middle to high school and high school to postsecondary).	8 <sup>th</sup> grade high school transition classroom lesson 8 <sup>th</sup> grade high school student transition visit Parent/Student evening transition program at high school
3. Investigate program sequences for career clusters of interest that overlap with other career pathways.	7 <sup>th</sup> and 8 <sup>th</sup> grade Bridges Choices Explorer WORK category, Explore Careers and Matching Clusters 8 <sup>th</sup> grade supplemental activity "Using the Career Finder" LEARN category, Plan Your Courses Sections
4. Explore specific learning experiences within and across career clusters.	7 <sup>th</sup> and 8 <sup>th</sup> grade Choices Bridges Explorer WORK category, Explore Careers, Careers, Matching Clusters 8 <sup>th</sup> grade, LEARN category 6 <sup>th</sup> grade supplemental activity "Browsing for Occupational Leads" 6 <sup>th</sup> grade supplemental activity "Scavenger hunt Activity" 6 <sup>th</sup> grade supplemental activity "Searching for Occupational Leads"
5. Select options (i.e. dual enrollment, articulated credit, advanced placement, certification, two-year colleges, four-year colleges,	8 <sup>th</sup> grade high school evening transition program for parents and students

apprenticeships, and technical schools).	7 <sup>th</sup> grade supplemental activity “Exploring Majors” Current high school students present graduation requirement information to middle school students Individual counseling sessions
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Indicator B. Use a process/model for knowing and thinking about how one makes decisions.

Grades 6-8	Lesson/Unit/Content Area
1. Explain/apply steps of a decision-making model to inform career cluster and pathway selection and high school plan development.	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade Bridges Choices Explorer, Getting Started, Interest Inventory, Learning Style, Explore Career Cluster LEARN category, Plan High School Courses Individual counseling sessions
2. Identify how one’s culture, beliefs, and attitudes might impact one’s career decisions.	8 <sup>th</sup> grade Bridges Choices Explorer LIFE category

*Standard 4: Career Preparation: Students will prepare for postsecondary and career success through an academic and technical sequenced program of study and related workplace experiences.*

Indicator A. Acquire cluster and academic content knowledge and skills to succeed in high school and beyond.

Grades 6-8	Lesson/Unit/Content Area
1. Apply and achieve academic content standards of the State Curriculum (SC)	8 <sup>th</sup> grade Bridges Choices Explorer LIFE category
2. Apply cluster content knowledge and skills (foundation, pathway, cross cluster) through technology, research. Problem-solving and project-based learning.	Content
3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities	All Bridges Choices Explorer Supplemental Activities for grades 6, 7, and 8 8 <sup>th</sup> grade Day on The Job

*Standard 6: Career Satisfaction and Transition – Individuals will demonstrate how the ongoing attainment of knowledge and skills enhances one’s ability to function and transition effectively in a diverse and changing economy.*

Indicator A. Apply career management and decision-making skills to update ones’ career plan as needed.

Grades 6-8	Lesson/Unit/Content Area
3. Explain how education, work, family, national crisis and economic conditions affect decisions.	Bridges Choices Explorer Supplemental Lesson 8 <sup>th</sup> grade, “Changing World, Changing Careers” supplemental activity

### Grade 9 through 12

*Standard 1: Self-Awareness – Students will acquire and apply self-knowledge to build and maintain a positive self-concept.*

Indicator A. Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills, and talents as seen by self and others.

Grades 9-12	Lesson/Unit/Content Area
1a. Integrate a broad range of interests into one’s personal and career goals and assess the impact of one’s abilities, strengths, skills and talents on one’s career development.	Interest Inventory introducing Holland codes. Class/Group presentations ASVAB
1b. Evaluate how positive personal characteristics affect career	Individual career interest meetings as needed,

development.	using resources (i.e. Occupational Outlook Handbook (OOH) & Choices, etc.)
2. Explain and assess how one's self -concept affects and promotes both educational achievement and success at work.	Choices – Work Importance Locator
3. Evaluate how the impact of situations, attitudes and the behaviors of others affect one's self concept and how one's behaviors and attitudes affect the self-concept of others.	Individual Counseling Sessions

Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one's career development

Grades 9-12	Lesson/Unit/Content Area
1. Assess the degree to which one interacts and uses feedback to adjust behavior in group activities in a way that is honest, fair, helpful, and respectful.	Individual/Group Sessions Classroom Teachers
2. Demonstrate and assess the degree to which one accepts responsibility for personal actions, the handling of outside pressure on oneself and contributions to group activities.	Individual/Group Sessions as Needed Classroom Teachers College Coaching
3. Evaluate individual and group performance and plan improvements using explicit criteria.	Individual/Group Sessions Classroom Teachers
4. Demonstrate the ability to support group decisions, respect dissenting positions and/or use consensus.	Group Sessions Classroom Teachers
5. Demonstrate, problem-solve and evaluate communication experiences and one's use of effective strategies such as paraphrasing, reflections, active listening and assertive.	Individual/Group Sessions Classroom Teachers

Indicator C. Recognize that growth and change are integral parts of career development

Grades 9-12	Lesson/Unit/Content Area
1. Analyze the results of one's growth and changes throughout life to determine areas of growth for the future.	Revisit Interest Inventory to update career interest areas. College Coaching
2. Identify situations (school problems, financial problems, applying to college and for a job) and access resources, including other people, to seek assistance when needed.	Individual/Group Sessions College Coaching Scholarship Newsletter Financial Aid Night FAFSA Workshop
3. Demonstrate and analyze how effectively one responds to change and/or initiates change.	Individual advising
4. Explain how one's motivations and aspirations have changed with time and circumstance.	Individual/Group Sessions

Indicator D. Demonstrate positive interpersonal skills and respect for diversity to facilitate one's career development

Grades 9-12	Lesson/Unit/Content Area
1. Plan and follow steps to make effective decisions and achieve goals for learning and performance.	Individual/Group Sessions for career planning and scheduling. College Coaching

*Standard 2: Career Awareness – Students will understand Maryland Career Clusters and pathways and their relationship to educational achievement and life-long learning.*

Indicator A. Analyze/compare the industries represented in Maryland's 10 Career Clusters and how they relate to the needs and functions of the economy and society.

Grades 9-12	Lesson/Unit/Content Area
1. Identify, explain, and experience career clusters of interest.	Choices Cluster Finder Individual Scheduling Meetings
2. Compare/contrast the shift in the work organization of the 21 <sup>st</sup> century versus the past.	Individual/Group Sessions – Using various resources (i.e., Choices, OOH, etc.)

Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.

Grades 9-12	Lesson/Unit/Content Area
1a. Assess past, present, and future informal and formal learning experiences that connect to one's life goals. 1b. Analyze the connections between one's educational achievement and personal and career goals and adjust behavior in a way that integrates the strong connections.	Individual/Group review of PSAT results including <i>My College Quickstart</i> . Establish a plan for future test prep using Triumph College Admissions (TCA) - 5 Steps to Success and anticipated SAT registration dates. Review transcript and plan future course selections to meet career goals. College Coaching
2a. Prioritize educational achievement areas needing improvement and develop a plan to obtain proficiency and one's personal and career goals. 2b. Use study skills, strategies and learning habits to improve achievement. Use technology to access, store, manage, analyze and communicate information to enhance and improve achievement.	Individual/Group review of PSAT results including <i>My College Quickstart</i> . Establish a plan for future test prep using Triumph College Admissions (TCA) - 5 Steps to Success and anticipated SAT registration dates. Review transcript and plan future course selections to meet career goals. Using Choices students will create and maintain an individual career and post-secondary portfolio.

Indicator C. Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters.

Grades 9-12	Lesson/Unit/Content Area
1. Evaluate and identify relevant career information resources to use in selecting and planning for a career cluster and career pathway. (i.e. economic, labor market and employer-specific).	Individual/Group sessions using Choices and OOH WCTHS & Barr Academy visits. HCC Career Days.
2. Demonstrate openness to and consider career cluster and options that one might view as nontraditional (i.e. relative to one's gender, race, culture, or ability.)	Individual Sessions
3. Evaluate career assessment results to identify a career cluster and pathway, smaller learning community, and to develop a career plan.	Classroom Lesson: Choices Cluster Finder

Indicator D. Recognize that decision-making is an important part of an individual's career development.

Grades 9-12	Lesson/Unit/Content Area
1. Explore and evaluate information relevant to making a decision.	Individual/Group Sessions - Choices Planner – Occupations Data Base - College Coaching
2. Explain how one's career decision-making reflects personal	Individual/Group Sessions - Choices – Work

priorities.	Importance Locator - College Coaching
3. Examine the implications of decisions, consider new alternatives, and analyze the need to compromise and its effect on one's decisions.	Individual/ Group Sessions - Choices – Work Importance Locator - College Coaching
4. Explain how decision-making may involve compromise and cite examples.	Individual Sessions - College Coaching

Indicator E. Understand that balancing personal, leisure, community, learner and work roles is an important part of one's career development.

Grades 9-12	Lesson/Unit/Content Area
1. Examine one's personal, leisure, community, learner and work roles and responsibilities and illustrate how they are interconnected	Individual/Group Sessions - Choices Explorer – Life Tab
2. Identify the connections between life roles and lifestyle.	Individual/Group Sessions - Choices Explorer – Life Tab

*Standard 3: Career Exploration – Students will assess Career Cluster choices and related pathways to develop an educational and career plan.*

Indicator A. Prepare an educational and career plan based on high school graduation requirements, a sequence of career pathway courses, related academics and postsecondary options.

Grades 9-12	Lesson/Unit/Content Area
1. Review one's high school plan, including postsecondary options and make modifications on an annual basis.	Individual Counseling Session – Using Career Cluster: High School Planning & Secondary Education Plan. WCTHS visits, Barr Academy visits, Guest Speakers, Information sessions on various academies within WCPS, military, and college rep visits, College & Career Fairs, College Coaching, and College Visits.
2. Demonstrate the knowledge and skills necessary to transfer effectively from one learning level to the next.	Individual Counselor Scheduling Meetings. College Coaching
3. Design a program sequence for selected career cluster, including postsecondary options.	Individual Counseling Session – Using Career Cluster: High School Planning & Secondary Education Plan in Choices Explore. Also using Choices Planner to explore post-secondary options. College Coaching
4. Apply cluster content standards to specific work-based learning experiences and one's program sequence (high school plan).	Individual Counseling Sessions to review and modify high school plan.
5. Select options (i.e. dual enrollment, articulated credit, advanced placement, certification, two-year colleges, four-year colleges, apprenticeships, and technical schools).	Individual Scheduling Sessions to discuss career pathways. College Coaching Use of AP Potential

Indicator B. Use a process/model for knowing and thinking about how one makes decisions.

Grades 9-12	Lesson/Unit/Content Area
1. Demonstrate use of a decision-making model on an ongoing basis.	Ongoing Individual counselor sessions supplemented with resources as needed. Student portfolios will be maintained on Choices.

2. Describe the impact of one's culture beliefs, and attitudes on one's career decisions.	Individual Counseling Sessions to address issues as needed, utilizing school-based and community resources when available.
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*Standard 4: Career Preparation: Students will prepare for postsecondary and career success through an academic and technical sequenced program of study and related workplace experiences.*

Indicator A. Acquire cluster and academic content knowledge and skills to succeed in high school and beyond.

Grades 9-12	Lesson/Unit/Content Area
1. Apply and achieve academic content standards of the State Curriculum (SC)	Monitor student achievement through audits and the scheduling process.
2. Apply and achieve cluster content knowledge and skills (foundation, pathway, cross cluster) through technology, research. Problem-solving work-based learning, and project based learning.	Monitor student achievement through audits and the scheduling process.
3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities.	Monitor student achievement through audits and the scheduling process.
4. Develop a career folder to demonstrate academic and technical knowledge and skills of a career cluster for employment and postsecondary preparation	Annual classroom presentations to update career folder using Choices.

Indicator B. Use the selected decision-making process/model to update and modify the four-year plan.

Grades 9-12	Lesson/Unit/Content Area
1. Identify problems and/or gaps in the existing career plan annually.	Monitor student achievement through audits and the scheduling process.
2. Develop and complete the steps and timelines for taking entrance tests, choosing colleges and school, and gaining admission, applying and getting financial aid or selecting training and employment options.	Annual classroom presentations to update career folder using Choices. Career and College Information resources are discussed and used. (i.e., choices, College Board, and various career and college resource books, etc.)

*Standard 5: Job-Seeking and Advancement – Individuals will demonstrate skills to secure, maintain and advance in their chosen or related career cluster*

Indicator A. Understand how academic, technical, cross cluster and employability skills are needed to obtain or create, maintain, and advance in one's career.

Grades 9-12	Lesson/Unit/Content Area
1. Demonstrate proficiency in cluster and pathway content standards, related academic content standards and Skills for Success.	Monitor student achievement through audits and the scheduling process along with individual/ group or classroom counseling sessions as needed.
2. Demonstrate skills to: seek employment, (write a resume and cover letter, complete a job application, interview for a job, find and pursue employment leads and market oneself in the workplace transferable).	Classroom and individual sessions regarding skills to obtain employment.
3. Demonstrate proficiency in transferable skills that advance or change career clusters (financial management and accounting,	Perform transferable skills survey in an individual or group session

legal services, regulatory compliance, risk management, government relations, marketing).	<a href="http://www.d.umn.edu/kmc/career_transfer_survey.html">www.d.umn.edu/kmc/career_transfer_survey.html</a>
4. Make decisions about the advantages and challenges of employment in a non-traditional career. (see p. 5)	Individual/Group Sessions using outside resources. For example <a href="http://uhcc.hawaii.edu/nontrad/benefits.php">http://uhcc.hawaii.edu/nontrad/benefits.php</a>

*Standard 6: Career Satisfaction and Transition – Individuals will demonstrate how the ongoing attainment of knowledge and skills enhances one’s ability to function and transition effectively in a diverse and changing economy.*

Indicator A. Apply career management and decision-making skills to update ones’ career plan as needed.

Grades 9-12	Lesson/Unit/Content Area
1. Determine changes and trends that may impact career plans and develop short- and long-term goals.	Individual/Group Sessions using Choices & OOH. College Coaching
2. Analyze and compare school and work needs with regard to interests, skills and values to determine if long term goals are met.	Individual Sessions to interpret results of interest inventory. College Coaching

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## **The Role of the Pupil Personnel Worker in Washington County Schools**

Pupil Personnel Workers (PPWs) are key Student Services staff members who are assigned to all WCPS schools in order to facilitate the success of WCPS students who are experiencing challenges. There are six PPWs in Washington County Public Schools (WCPS) and each PPW works directly with between five to ten schools and serves a student population ranging from 2,858 to 4,854 students. In a county that continues to diversify, with a FARM rate that now exceeds 48%, PPWs are being called upon to serve as the link between the school, the family, and the community. PPWs consult with school staff on issues such as attendance, enrollment, discipline, residency, custody, student welfare and dropout prevention. In addition, PPWs work with school staff to identify students with excessive absences then meet with families, identify and plan interventions, and make referrals to community resources, as appropriate. Frequently, PPWs make home visits to work with the student and family in their own environment and to serve as a bridge between the school and the family.

PPWs provide leadership for and serve as vital members of each school's Student Support Team (SST) and thus ensure that coordinated student services are provided to students and families. Student Support Teams (SSTs) meet regularly and work collaboratively to develop interventions and strategies for students who are experiencing academic, behavioral, and/or attendance difficulties. PPWs have been instrumental in the development and implementation of consistent, system-wide SST practices and protocols, guided by eight WCPS Student Support Team standards. These standards include: 1. Focus on and consistently connect all student concerns to academic success; 2. Emphasize the development of strategies and problem solving in meetings rather than information sharing; 3. Develop an agenda for each SST meeting and give ample notice to all SST participants including: staff involved with students on the agenda, the students, and their parents; 4. Collect data relevant to the concerns about a referred student, as well as data supporting best practices that have worked with that student; 5. Actively involve parents and students with problem-solving and collaborative decision-making; 6. Designate a note recorder who will document strategies generated and selected, complete an action plan with follow-up responsibilities, and distribute information to appropriate staff; 7. Involve and support the general education staff most closely involved with the referred student; and 8. All school-based special education referrals must be first addressed through the SST process. The implementation of these standards in SSTs throughout WCPS, as guided by the leadership of the six PPWs, has had a significant impact in ensuring student success and is an important factor in WCPS's high attendance rate (elementary -96.2%, middle - 95.4%, and high school - 94.4%), low cohort dropout rate (6.6%) and high cohort graduation rate (89.79%).

In situations where students are struggling with school attendance, PPWs often play a significant role in the implementation of the plan developed by the SST. This can include attendance monitoring, use of incentives, letters to parents/guardians, meeting with students, home visits, facilitating agency involvement, and even pursuing court action against parents for failure to comply with Maryland Compulsory Attendance laws. In the

2011-2012 school year, PPWs filed charges and appeared in court in 51 cases involving chronic truancy (up from 20 cases in the 2010-2011 school year). The State's Attorney's Office and Washington County Judges have been complementary of the efforts of the PPWs leading up to the court action, as well as in their professionalism in court, and, as a result, have been largely supportive of WCPS in these cases. These legal efforts have done much to deter chronic truancy and support the WCPS vision that "school attendance, EVERY DAY, is critical to student success".

PPWs also serve as the system's liaison to the Department of Juvenile Services, the Department of Social Services and other community and social agencies. They are very aware of the services available to families in the community and regularly provide information and referral where appropriate. In this role they are consistently serving as child advocates, as they work to connect students (and families) with services that will help them to overcome barriers, attend school, and achieve success. In cases where neglect or abuse are suspected, the PPW provides guidance for school staff to ensure that reports are made and protocols to ensure child safety are followed. The PPWs also serve as WCPS's primary referral source to the county's monthly Multi-Disciplinary team meeting, where the most challenging child welfare cases are discussed and collaborative interventions are developed by a team comprised of representatives from various county agencies.

The WCPS homeless student population has increased 150% (from approximately 150 students identified as homeless in the 2008-2009 school year, to over 400 in the 2011-2012 school year) and the PPWs have a great deal of responsibility in identifying and ensuring that services are provided to these students. From educating school staff about the importance of "discretely asking the right questions", to ensuring that homeless students are enrolled appropriately, the PPWs are consistently involved. In addition, Washington County PPWs provide transportation to the school of origin for homeless students until a "special transportation" bus can be arranged by the Office of Transportation- often 3-5 days. Many, many hours are spent picking students up at their temporary residence in the morning and taking them home from school in the afternoon, in order to ensure that students get to school and do not miss instruction.

PPWs also serve as a key link in the processing of severe school disciplinary cases. PPWs investigate and provide a second layer of due process in all cases where the school administrator has recommended an extended suspension, expulsion or placement in an alternative placement as a result of the incident. After concluding their investigation, PPWs prepare a thorough report, and indicate suggested consequences.

In summary, some important functions provided by the PPW for WCPS:

- Assist with school related issues regarding attendance, academics and discipline
- Serve as key member of the student support team at each school
- Promote regular school attendance
- Assist with student enrollment
- Investigate issues concerning custody and residency
- Interpret state and local policies and procedures
- Act as student/family advocate with school system and in the community
- Provide referral to community agencies and services
- Conduct home visits to promote family involvement
- Respond to emergency welfare situations for students/families
- Coordinate services and provide temporary transportation for homeless students

- Facilitate student placement in alternative programs
- Petition cases to court when families continually violate the Compulsory Education Law
- Investigate, provide due process and report on serious disciplinary situations
- Provide education and training for school personnel on student service issues
- Assist in the coordination of home and hospital teaching for qualified students
- Assist with Individual Education Programs and Section 504 implementation
- Review and provide counsel on requests for special permission to attend outside of school attendance area
- Assist in the transition of students from adjudicated placement to WCPS
- Provide crisis support to schools

# Wicomico School Counseling Program

## Description/Vision:

The School Counselors of Wicomico County Public Schools advocate for all students by providing a comprehensive developmental guidance program that nurtures the students' social, emotional, academic, and career readiness. The program is designed to be self-actualized and therefore...

# WICOMICO COUNTY

## Duties and responsibilities of a counselor:

\*The school counselor's primary function is to provide individual and group counseling to all students.  
\*The counselor offers staff support in crisis and intervention, cultural awareness, academic skills, and social development.

\*School based liaison for blood borne pathogens training and child abuse reporting.

\*In elementary schools the counselor teaches character education lessons. They work on developmental guidance with more incidences of directed counseling. They team teach the puberty curriculum for the fifth grade.

\*Elementary counselors serve as testing coordinators for the Naglieri test, SRI and county benchmarks.

\*Most elementary guidance counselors are the Positive Behavior Intervention System (PBIS) point of contact for the school. They plan and implement PBIS activities and handle the required paperwork.

\*All counselors assist with student activities including but not limited to Student Government, Elementary, Middle, and High Honor Societies, safety patrol, academic honors assemblies, and scholarship awards nights.

\*School support needs in the form of duties to supervise children (lunch duty, bus duty). Counselors are often the "Teacher in charge" in the absence of administration.

\*Assist with the master schedule and class balancing.

\*All Counselors are Crisis Prevention Intervention trained (CPI). They coordinate and report crisis response in schools. They also are the lead in the emergency petitioning of students.

\*In middle schools counselors focus on pro-and re-active counseling, standardized test preparation, career education, initial academic planning and scheduling. Most counselors are the school test coordinator for MSA's, SRI, ACCESS (ELL Test), and Readstep.

# Wicomico School Counseling Program

## **Description/Vision:**

The School Counselors of Wicomico County Public Schools advocate for all students by providing a comprehensive developmental guidance program that nurtures the students' social, emotional, academic, personal, and college and career readiness skills to equip the students to be self-actualized and therefore become productive citizens.

## **Duties and responsibilities of a counselor:**

- \*The school counselor's primary function is to provide individual and group counseling to all students.
- \*The counselor offers staff support in crisis and intervention, cultural awareness, academic skills, and social development.
- \*School based liaison for blood borne pathogens training and child abuse reporting.
- \*In elementary schools the counselor teaches character education lessons. They work on developmental guidance with more incidences of directed counseling. They team teach the puberty curriculum for the fifth grade.
- \*Elementary counselors serve as testing coordinators for the Naglieri test, SRI and county benchmarks.
- \*Most elementary guidance counselors are the Positive Behavior Intervention System (PBIS) point of contact for the school. They plan and implement PBIS activities and handle the required paperwork.
- \*All counselors assist with student activities including but not limited to Student Government, Elementary, Middle, and High Honor Societies, safety patrol, academic honors assemblies and scholarship awards nights.
- \*School support needs in the form of duties to supervise children (lunch duty, bus duty). Counselors are often the "Teacher in charge" in the absence of administration.
- \*Assist with the master schedule and class balancing
- \*All Counselors are Crisis Prevention Intervention trained (CPI). They coordinate and report crisis response in schools. They also are the lead in the emergency petitioning of students.
- \*In middle schools counselors focus on pro-and re-active counseling, standardized test preparation, career education, initial academic planning and scheduling. Most counselors are the school test coordinator for MSA's, SRI, ACCESS (ELL Test), and Readistep.

\*Counselors are often the first to identify students who require school based support for student needs such as clothing, food, transportation, etc. They find the resources and make community linkages and serve as the liaison for the HEART Team (homeless intervention).

\* Arrange for enrollment and orientation of students new to the school and work with feeder schools for orientation of students entering intermediate and secondary schools. They assist students with language and cultural barriers.

\*Counselors at all levels work with administrators, PPWs, and families; liaisons between community agencies and school based groups.

\*Counselors are the lead members of the Student Services team and provide student observations for Special Education and Student Service Team referrals

\*Often serve as the 504 case manager and behavior intervention case manager. They often attend IEP meetings.

\*Counselors invest in the profession by supervising students interns from local universities. They encourage others by allowing them to shadow for extended periods of time as part of introductory courses in guidance and social work.

#### **Career and College Readiness:**

All Counselors are updated annually on the CTE program of study so they can prepare students and answer family questions for this option as a completer program.

All Counselors are afforded the opportunity to attend the College Board's Fall Counselor Workshop for updates on testing, career and college planning, and fostering a college climate.

Counselors coordinate career awareness activities and special programs in their schools:

In the elementary schools they have career days/evenings where guests share their career and how to get the education needed to do the job.

Students are encouraged to investigate careers that correlate with their interests and talents.

Parents are given the requirements for graduation as they enroll in Pre-K and K.

Middle school students have career days and tour the Career Technology Center at Parkside High School. Middle school students also take technology education which includes using the Bridges program to explore careers and their requirements. They formulate a career and college plan based on their interests. They can take several courses for high school credit at this level.

We offer a STEM course of study and a STEM summer program for middle school students.

Yearly, during the scheduling process, they are reminded of the need for taking college ready courses and the requirements for high school graduation.

High School students participate on an off campus Career Day at Salisbury University in the ninth grade. This is an opportunity to talk to practitioners about their careers and the education needed to get to the position. They are scheduled by a guidance counselor for a course of study to help them attain their goals.

We offer AP Summer Bootcamp for students enrolled in or considering enrollment in AP courses.

The African American Male and Female Summits offer minority students and often first generation college students the opportunity to be mentored in college success skills as well as visits to colleges and workshops with minority professionals.

Yearly, during the scheduling process, students are reminded of the need for taking college ready courses and the requirements for high school graduation. Counselors hold PSAT and AP Nights to give out test results and encourage signing up for AP classes.

Scholarship information is available in booklet or web based form for all students and families.

Many opportunities for students to explore the pathway beyond high school are provided by the guidance department including: FAFSA workshops, College 101, senior workshops that help with soft skills like resume writing, scholarship essays, and college applications.

Colleges and military recruiters visit the schools to meet with students. Students are offered opportunities to attend college fairs and meet with admissions coordinators during College Nights.

The schools provide an informational pamphlet for important dates in the career and college readiness process that allows families to remain informed and involved in the school year.

Each of the high school coordinates with the One Stop Job Market so the van will visit and help seniors register for jobs.

Yearly in February the CTE holds the Skills USA competition for students and invites the community and prospective students to tour, watch the completion, and ask questions about the CTE program.

Counselors provide letters of recommendation for job, scholarship, and college prospects.

The purpose of this report is to outline the scope of work of the pupil personnel workers including specific program initiatives related to these various responsibilities. The pupil personnel worker is the link between the school, community and home. Their four major functions are as advocates, consultants, liaisons and referral sources to staff and families to outside agencies and community service providers. Wicomico County Public Schools has five pupil personnel workers who work eleven months a year and serving fourteen thousand six hundred and six students and their families. Our services include but are not limited to, school attendance interventions to address poor attendance, home visits and parent conference support, review parent/student complaints and/or discipline concerns, suspension, expulsion, disciplinary investigations, enrollment assistance, informal kinship care and twice a year home instruction evaluations.

There are several **major initiatives** within the Department of Student and Family Services that rely on the expert skill set and manpower of the pupil personnel workers. Our homeless education program serves approximately one thousand homeless children and youth. Our homeless program provides after school tutorial services in our local shelters, provides school supplies, assistance with field trip fees, co and extracurricular activities, transportation and we host a two week summer camp for third through five grade students living in transition. The truancy reduction pilot program (Md. Code Ann., Cts. & Jud. Pro. §§ 3-8C-01 - 10) serves as a problem solving truancy intervention program for compulsory attendance age students. Both programs operate year round and require the active involvement of the pupil personnel worker liaison for these initiatives to function successfully.

Three years ago our department applied for and received the Garrett Lee Smith suicide prevention grant. This very important initiative was implemented by a pupil personnel worker. All of our school counselors, psychologists, principals, PPWs and other support staff were trained in QPR (question, persuade, refer) suicide prevention by two pupil personnel workers. A collaborative network relationship was developed with our CORE services agency and Life Crisis. Key student and family services staff members were trained as trainers in the Yellow Ribbon suicide prevention program. And we were able to develop a data base to track interventions made for students. The pupil personnel worker assigned as the juvenile court liaison attends court each week and serves as the liaison between the WCPS and the Department of Juvenile Services. The juvenile court liaison and our home instruction liaison both also serve on our district alternative placement team.

Often our pupil personnel workers begin their school day around 6:30 a.m. and end the day well after 4:30 p.m. providing students and parents with emergency transportation to and from school and parent conferences. Serving on a variety of teams such as their respective school based student services teams and our district transition team, they advocate for students in consultation with outside agencies. Our five member pupil personnel team has a multifarious skill set from varied disciplines within public education. We have a former school principal, a guidance counselor, two social workers and a computer technology teacher. In terms of gender and ethnicity there are three females, two males, two African-Americans, two Caucasians and one Latina.

## Wicomico County Public Schools Pupil Personnel Worker Program Narrative

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Community demographic information is being shared to provide a service delivery cultural context. Wicomico County, MD is a historically rural, agrarian community of the Lower Eastern Shore of Maryland, population of 94,222 (U.S. Census Bureau, 2009). The county seat is Salisbury, a city of 28,327. The median household income of the county is \$46,404 with 13.2% of persons living below the poverty line. Median income in the state of Maryland is \$69,193 with 9.2% under the poverty line while the national figures are \$50,221 for median income and 14.3% in poverty (U.S. Census Bureau, 2008). Wicomico County ranks 4th lowest among Maryland counties in wealth per pupil (2009-2010 Maryland Fact Book). As of September, 2012 public school enrollment is 14,606 in grades pre-K through 12 in 24 schools (16 elementary schools, one elementary/middle school, 3 middle schools, one middle/high school, and 3 high schools).

The ethnic and racial diversity of the Wicomico County public school system continues to grow. In the 2011-2012 school year, African Americans comprise 34.7% of the public school enrollment. While Latinos make up 6.1% of the school population and are the fastest growing ethnicity in the schools. Asian students total 3.2% of the Wicomico County public school population. The school system strives to help children and families overcome potential obstacles to education, obstacles that may include low income, special medical and learning needs and the need for non-English speakers to learn English. This set of demographics, a high rate of student mobility and very limited local resources (due in large part to a revenue cap enacted in 2002) present challenges in Wicomico County as the school system faces the increasingly difficult task each year of providing a first class education to all of our students.

In conclusion school, community and home are the foundations for student success, with each foundational element playing a critical role. The four major challenges faced by the pupil personnel workers are, time, manpower, expanding their role beyond their original scope of service and a lack of job specific training. Four resources that would enhance intervention activities are directly associated with the challenges; make the positions twelve months, hire additional pupil personnel workers, free them up from responsibilities not associated with the being a pupil personnel worker and provide specific professional development experiences. The activities of pupil personnel worker not only creates linkages but often produces or repairs life sustaining "anchors" for our most precious national resource, our children.

Respectfully submitted,

Kim L. Finger  
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# WORCESTER COUNTY

Worcester County Public Schools employ a total of 23 school-based counselors (19 high school counselors, 8 middle school counselors, 2 elementary counselors) for our 6200 students.

Name of school	Grades	# Students	# Counselors	ratio
Budingham Elementary	PreK-4	456	1	1:456
Ocean City Elementary	PreK-4	670	1	1:670
Pocomoke Elementary	PreK-3	401	1	1:401
Showell Elementary	PreK-3	531	1	1:531
Berlin Intermediate	4-6	735	2	1:368
Pocomoke Middle	4-8	439	2	1:220
Snow Hill Middle	4-8	384	2	1:192
Stephen Decatur Middle	7-8	600	2	1:300
Pocomoke High	9-12	322	2	1:161
Snow Hill High	9-12	323	2	1:162
Stephen Decatur High	9-12	1340	4	1:335
Worcester Technical High*	9-12		2	
<b>Overall</b>		<b>6201</b>		<b>1:270</b>

\* participation - 400 students who are enrolled in home high schools



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ROBERT G. HULBURD

DONNIE L. SHOCKLEY

SARA D. THOMPSON

Worcester County Public Schools employs a total of 23 school-based counselors (10 high school counselors, 8 middle school counselors 5 elementary counselors) for our 6200 students.

Name of school	Grades	# Students	# Counselors	ratio
Buckingham Elementary	PreK-4	456	1	1:456
Ocean City Elementary	PreK-4	670	1	1:670
Pocomoke Elementary	PreK-3	401	1	1:401
Showell Elementary	PreK-3	531	1	1:531
Berlin Intermediate	4-6	735	2	1:368
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Worcester Technical High*	9-12		2	
Overall		6201		1:270

- \*participation= 400 students who are enrolled in home high schools



**The mission of the counseling program as listed in the School Counseling Handbook includes:**

We believe a school counseling program consists of methods and services that focus on academic goals, character education, career development, and personal growth.

We believe, therefore, that an effective school counseling program is supported by the following:

1. A school counseling program is based on the premise that students should be recognized as individuals with unique qualities. Counselors assist and encourage students to make use of their personal skills and abilities.
2. A school counseling program is a cooperative and continuous effort involving school personnel, parents, and community. Counselors serve as advocates for all students.
3. A school counseling program is an integral and comprehensive part of the Accreditation for Growth (AFG) process.
4. A school counseling program requires sufficient personnel with adequate time and resources to conduct appropriate initiatives.
5. A school counseling program requires collaboration with the administrative staff of each school.
6. A school counseling program helps to prepare students for post-secondary opportunities in society.
7. A school counseling program partners appropriate community agencies whenever necessary.
8. A school counseling program includes professional development activities for staff.

The school counseling mission has been developed to support the Maryland State Requirements.

The essential functions of a school counselor include the following:

- serves as an advocate of pupils in the school.
- Assists students in the school environment in a way that leads to positive academic and personal growth.
- Plans and implements a school guidance and counseling program with stated goals and objectives based on relevant needs of students and matched to state and county goals.
- Plans and implements orientation programs for new students.
- Participates in team conferences with school administrators, psychologists, counselors and others for the purpose of considering pupil, class, staff and school problems and to plan strategies to alleviate these concerns.
- Provides group and individual guidance and counseling services to students.
- Organizes and conducts individual and group parent conferences on guidance-related activities.
- Visits students' homes to gain a deeper understanding of the families and to plan future action with parents and staff.
- Acts as a liaison between the school and community agencies in regard to communication and referrals.
- Consults with and refers to various public and private agencies to provide services to better meet the special needs of students.
- Gathers and presents all available data, including background information, educational, medical, psychological, and social service reports regarding the referred students.

- Assists school personnel in determining when a student can no longer profit from the school program and arranges for placement in another program or facility that can better meet his/her needs.
- Works closely with agency and school personnel in planning for proper placement for students returning from special school and/or institutions.
- Performs other duties as directed by the principal.

School counselors at all levels in Worcester County are involved in activities that promote college and career readiness. These activities include but are not limited to career education, “college talk” initiatives and guest speaker forums. In addition, counselors who work with students in grades 6 through 12 are involved with an array of program designed specifically to promote career awareness and college readiness. These programs include but are not limited to expansion of program offerings at Worcester Technical High School and the implementation of the College Summit: Building a Bridge to College for students who may be the first in their families to attend college. Activities include individual and small group counseling sessions and trips to college fairs and to college campuses.

Submitted by Dr. Donna R. Main  
Coordinator of School Counseling  
Worcester County Public Schools



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**Describes the Pupil Personnel Worker Program in the LEA including the duties & responsibilities of the pupil personnel workers (think job description) and the issues that the staff handles (ex. homeless, residency, enrollment, etc.).**

### Student Services Workers Issues

Truancy – Attendance & Tardiness

Residency

Academic & Parental Concerns

Custody

Discipline

Homeless Families

Home Visits

Transporting Students and Parents

Home & Hospital Program

Home School Instruction Program

Transition Meetings – DJS, DSS, MSAP, ICM, PST

Mentoring

Student Records – Documents- Birth Certificates, Immunization, Proof of Residency

### Challenges

#### Poverty

- Helping parents identify financial resources to help with utilities, housing, food and other necessities.
- Transporting students and parents to the doctor's office.
- Scheduling appointments for students and parents for mental health concerns for themselves and their children.

#### Homeless

- Adequate funding to help purchase clothing, food and money for families in transition.

#### Resources

- More funding for homeless families from the Title I budget from the LEA.
- Adequate housing is limited in the central part of the county. There could be more transitional housing for homeless families.

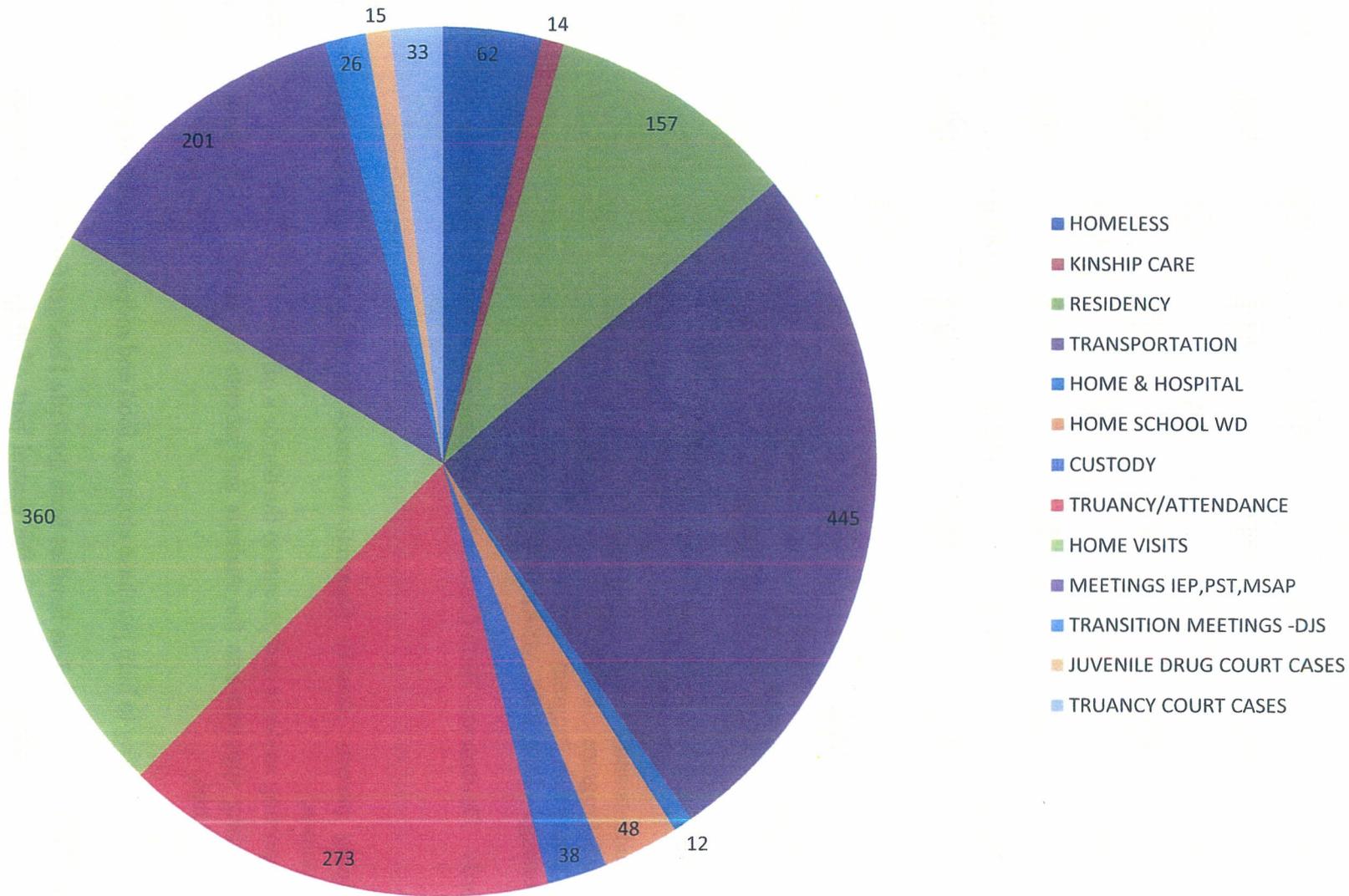
#### Challenges

- More adequate housing for families, i.e. single family dwellings.

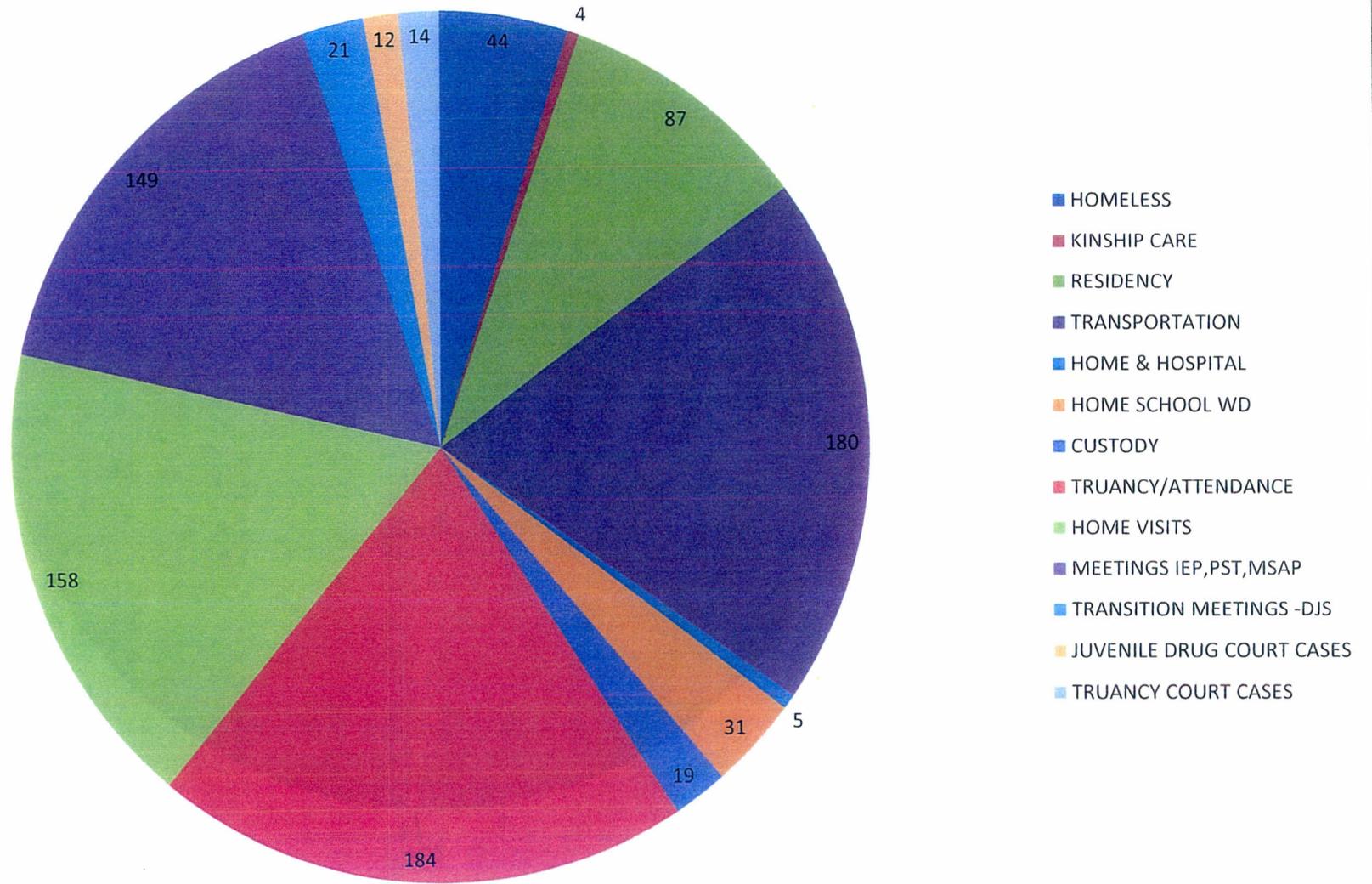


WORCESTER COUNTY PUBLIC SCHOOLS

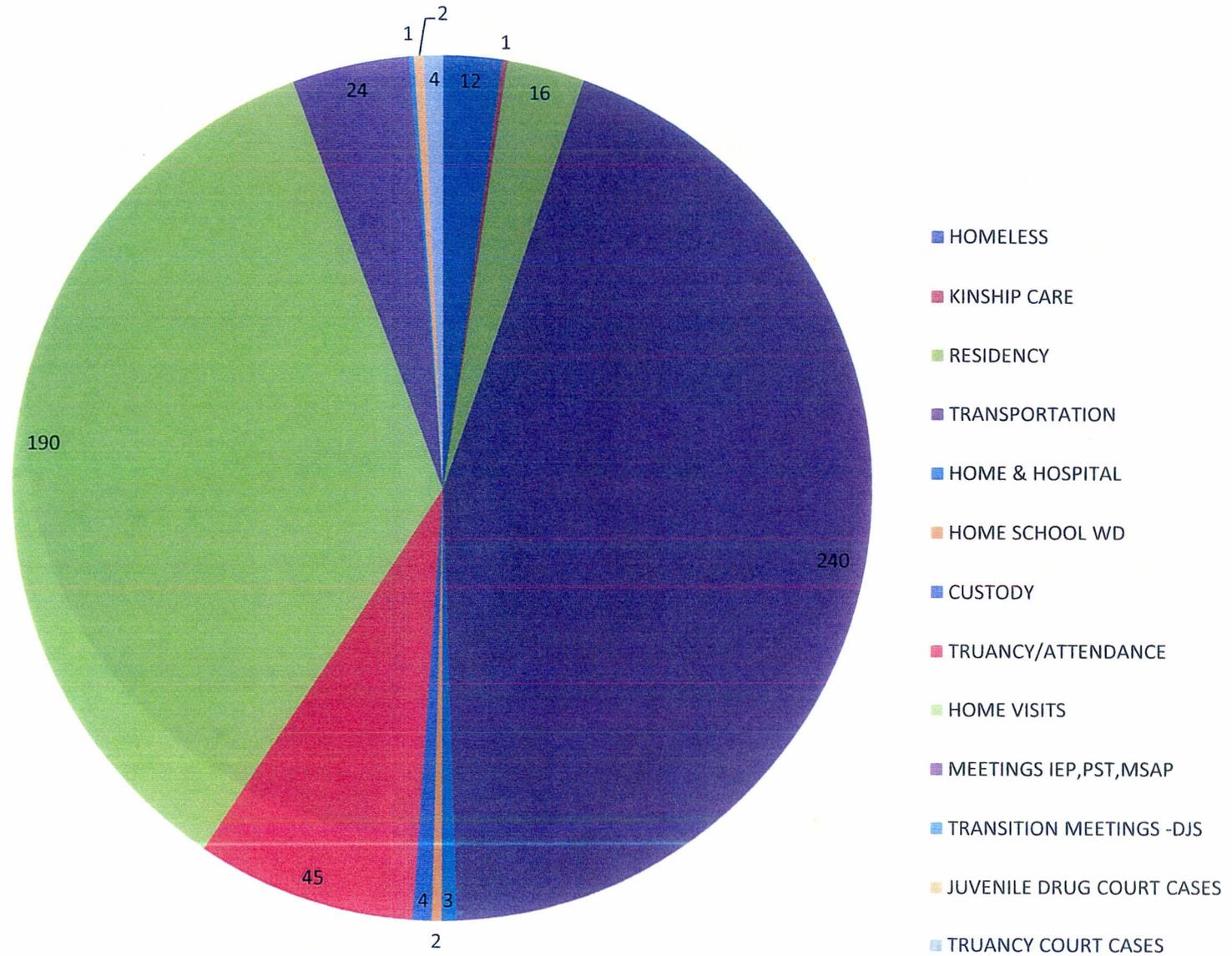
STUDENT SERVICES SUMMARY- ALL ATTENDANCE AREAS



### STUDENT SERVICES SUMMARY- BERLIN ATTENDANCE AREA



STUDENT SERVICES SUMMARY-POCOMOKE ATTENDANCE AREA



### STUDENT SERVICES SUMMARY - SNOW HILL ATTENDANCE AREA

