



JOINT OPERATING COMMITTEE MEETING

November 1, 2023

6:30 P.M.

DIRECTOR'S REPORT

ITEM 1: Recommend employment of the following individual: Resume attached

Name: Cristine Farrer
Position: Cosmetology Instructional Assistant
Effective Date: November 6, 2023
Status: Part-Time
Salary: \$20 Per Hour

ITEM 2: Recommend supplemental contracts for the 2023-2024 school year.

<u>Name</u>	<u>Supplemental</u>	<u>Amount</u>
David Ayres	Dual Enrollment	\$2,000.00
Deb Broderick	Dual Enrollment	\$2,000.00
Gerald Damon	Dual Enrollment	\$2,000.00
Eileen Lawler	Dual Enrollment	\$2,000.00
Joe Renzi	Dual Enrollment	\$2,000.00
Edward Titus	Dual Enrollment	\$2,000.00
Melissa Trocheck	Dual Enrollment	\$2,000.00
Jarrett Young	Dual Enrollment	\$2,000.00

ITEM 3: Recommend approval of the Central Montco Technical High School 339 Guidance Plan. (Attachment #1)

ITEM 4: Recommend second reading of the following policies reviewed by the Policy Committee on September 28, 2023: (Attachment #2)

Policy #901 Public Relations Objectives
Policy #902 Public Relations
Policy #904 Public Attendance at School Events

ITEM 5: Recommend approval of the Landscape Design and Construction Program to visit Elmwood Park Zoo periodically throughout the 2023-2024 school year as part of their field study, at no cost to CMTHS or the students. (Attachment #3)

ITEM 6: Recommend approval of the Early Childhood Education Program to visit local pre-school centers as part of their field study, at no cost to CMTHS or the students. (Attachment #4)

Field visits to include the following:
 Cadence Academy
 Conshohocken Early Learning Center
 The Willow Street School

ITEM 7: Recommend increase in salary for the following employee:

Alissa Messina, Cosmetology Instructor C-14 to D-14, \$95,747.00
 (Earned VOC II)

ITEM 8: Recommend approval of twenty students and three advisors to attend the SkillsUSA Fall Leadership Conference. (Attachment #5)

Event: SkillsUSA Fall Leadership Conference
 Location: Kalahari Hotel and Conference Center, PA
 Dates: November 15 to November 17, 2023
 No. of Students: 20
 Cost: \$8,094.76
 Bus: \$2,750.00
 Chaperones: Colleen Kriebel, Amy DeLellis, Jerrold Mackereth

First Name	Last Name	Program	High School
Sydney Alexis	Meltzer	Visual Communications	Lower Merion High School
Gabe	Witthohn	Building Trades	Lower Merion High School
Jaleen	Dominguez-Morales	Early Childhood Education	Norristown Area High School
Hunter	Howard	Networking	Norristown Area High School
Aaron (Angelica)	Mack	Culinary Arts	Norristown Area High School
Eunice	Perez Olivares	Visual Communications	Norristown Area High School
Keira	Quinones	Culinary Arts	Norristown Area High School
Jose	Quinonez	Baking & Pastry	Norristown Area High School
Melanie	Resendiz-Morales	Visual Communications	Norristown Area High School
Benjamin	Darby	Building Trades	Plymouth Whitemarsh High School
Lilly	Gordy	Baking & Pastry	Plymouth Whitemarsh High School
Riley	Hansen	Building Trades	Plymouth Whitemarsh High School
Rachel	Kennedy	Cosmetology	Plymouth Whitemarsh High School
Shawn	Odom	Networking	Plymouth Whitemarsh High School
Nia	Alfriend	Video Sound Music Production	Upper Merion High School
Chhavi	Bhola	Cosmetology	Upper Merion High School
Anthony	DeNolfi	Health Care Sciences	Upper Merion High School
Jaida	Dyches	Early Childhood Education	Upper Merion High School
Kenzie	Gunning	Health Care Sciences	Upper Merion High School
Caleb	Smith	Video Sound Music Production	Upper Merion High School

DR. ANGELA KING
 EXECUTIVE DIRECTOR

Central Montco Technical High School Grades 10-12 Guidance Plan

821 Plymouth Road
Plymouth Meeting, PA 19462
(610)277-2301



In Accordance

The Central Montco School Counseling Program 10th through 12th grades Guidance Plan has been created in accordance with PA Chapter 339.31: there shall be a written plan on file, approved by the local board of school directors, for the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade. The plan must include procedures for providing guidance services to AVTS. Upon request, the plan shall be submitted to the Secretary of Education.

Purpose

The purpose of the Central Montco Technical High Schools Guidance Plan is to implement and maintain a school counseling program that will provide academic, personal/social, and career services for all of its students in conjunction with its 3 sending School Districts' Comprehensive Guidance Programs. Those districts are as follows: Colonial, Norristown and Upper Merion School districts.

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Philosophy

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

Mission Statement

Shaping Today's Students for Tomorrow's Careers

CMTHS is also committed to serving the business and industry sector of the community by providing programs that assist in meeting workforce requirements. Central Montco school colors are burgundy & gray. Our mascot is the Hawk.

Vision Statement

It is the vision of CMTHS to continue to provide high-level competency-based career and technical education (CTE) programs, high-level academic integration within each CTE program, and articulated career and post-secondary pathway options for all students.

Core Beliefs

At Central Montco Technical High School we believe:

- All students have dignity and worth
- Every student has the right to be treated with respect and dignity
- Every student has the right to feel safe and welcomed in the school environment
- ALL students can learn and achieve academic greatness when encouraged and nurtured in a respectful environment.
- The school counselor's role is to provide a data-driven, developmental counseling program to meet the needs of ALL students.
- The school counseling program shares responsibility with the community and family for student success
- Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

- The School Counseling Program is aligned with the American School Counselors Association national model standards and counselors will abide by the ethical standards
- All students should have equal access to counseling services to address their academic, personal, and social/emotional needs.

2022

School Counseling Program Goals

Academic Domain:

- National Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.
- National Standard 2: Students will employ strategies to achieve success in school.
- Increase career awareness and planning with all students through career exploration, job shadows, field trips, co-op opportunities, exposure to post-secondary institutions and employers
- ASVAB testing offered to all students yearly
- Collaborate with Special Education to assure students are able to meet their full potential. Provide feedback and attend IEP meetings as deemed necessary
- Meet with students individually, in small groups, and in their programs to develop career plans and work towards earning industry certification and complete their Program of Study.

Personal/Social Domain:

- National Standard 6: Students will understand the relationship between personal qualities, education and training, and the world of work.
- National Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
- National Standard 9: Students will understand safety, and survival skills.
- Develop interpersonal skills through individual meetings, small groups classroom guidance lessons, ambassador program, and Student Support team interventions

- Maintain a safe school environment by having clear expectations and standards for student interactions and behaviors. All staff will enforce the policies set forth in the student handbook which aligns with our core beliefs.

Career Domain:

- National Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make appropriate career decisions.
- National Standard 5: Students will employ strategies to achieve future career success and satisfaction.
- National Standard 8: Students will make decisions, set goals, and take appropriate action to achieve goals.

Role of Stakeholders

Advisory Council- The members of the Advisory Council support the school's counseling department and act as a liaison between the CMTHS Schools Counseling Department and the stakeholders. Additionally the Advisory Council serves as an accountability tool to provide feedback on the effectiveness of the school counseling program.

The Advisory Council will meet twice a school year. In the fall the team will meet to review the school counseling proposed projects, programs and goals. In the spring the team will meet to discuss how well the school counseling department met the initial goals from the fall.

Students- As a stakeholder in their education experience, students can give feedback and information in a holistic experience while at CMTHS. Students will learn employment skills of their trade that they can use later in life.

Parents-Parent engagement is a key component to student success in school. Parents will have the opportunity to share ideas and concerns with the counseling team. Parents should advocate for their child's academic, social, and emotional well-being. Consistent communication is needed with parents and families for students to reach their full potential.

Educators- Administrator set the schools tone and policies, while teachers deliver curriculum, offer guidance, and create a supportive classroom environment for students.

Business/Community- Partnering with local businesses, business owners and community agencies provides opportunity for student engagement and industry feedback. Our Occupational Advisory Committee (OAC) members and Local Advisory Committee (LAC) members are the fundamental connections for our students' success during high school and post-graduation.

Post Secondary-The post-secondary career options (college, trade school or workforce) provide our students with opportunities to explore the economy and industries of their choice. We invite guest speakers to present to our students. Also, students take advantage of our Work-based learning.

Role of School Counselors

- A. As a Leader- Development, delivery, and evaluation of school counseling programs, serve on school leadership and core teams, support school staff and make the school a safe and welcoming environment to learn.
- B. As an Advocate- Member of the school support team. Advocate for all students to remove barriers to learning and strive to achieve the social, emotional, academic, and career success of every student. This is achieved by providing counseling and advising to all students. To ensure equal access to education and career exposure to all students.
- C. As a Collaborator- Collaborate with all members of the school community and stakeholders which include but are not limited to: staff, parents, students, educational community, school safety team, student support team, business, and industry members and post-secondary partners.
- D. As an Agent of Systemic Change-Utilize data-informed practices to identify areas that need adaptation to ensure student achievement by fully participating in school improvement, taking initiative as leaders, developing a wide support system, and utilizing the data to identify and rectify issues that impact students ability to achieve at expected levels.

Program Assignments

MS. BROWER	MR. HADRICK
12 th GRADE – ALLIED HEALTH	AUTO COLLISION
AUTO SERVICE	BUILDING TRADES
BAKING	CULINARY
COSMETOLOGY	EARLY CHILDHOOD EDU.
LANDSCAPING	EXERCISE SCIENCES
NETWORKING	HEALTHCARE SCIENCES
PUBLIC SAFETY	SENIOR SEMINAR
12th TEACHER ACADEMY	VIDEO, SOUND, & MUSIC
TRANSITION-TO-CAREER	
VISUAL COMMUNICATIONS	

Student Services Staff and Assignments

Dr. Angela King, Administrative Director

The Administrative Director is responsible for the total program of career and technical education as it relates to:

Legal provisions and policies of the Pennsylvania State Board of Vocational Education, Pennsylvania Department of Education and the Pennsylvania Department of Education Bureau of Career and Technical Education

Implementing the policies of the Joint Operating Committee

Working within the budget approved by the participating school districts to recommend programming that satisfies the needs of business and industry and the students of the participating school districts

Coordinating, promoting, organizing, supervising and evaluating the fiscal, curricular, personnel, technology and plant management of the school

The Administrative Director is accountable to the Joint Operating Committee. The Administrative Director is responsible to work cooperatively with the three participating school districts to coordinate the total career and technical education program.

The Administrative Director shall have the authority to decide all matters of detail, purely ministerial and administrative, that may arise concerning an area in which no specific provision is made in school policy.

James Brunken, Assistant Director

The Assistant Director occupies an administrative staff position at Central Montco Technical High School. This position is responsible for assisting in the total program of Career and Technical Education as it relates to:

Legal provisions and policies of the Pennsylvania State Board of Vocational Education, the Pennsylvania Department of Education and the Bureau of Career and Technical Education.

Implementing the policies of the Joint Operating Committee.

Working within the budget approved by the participating school districts to recommend programming that satisfies the needs of business and industry and the students of the participating school districts.

Assisting in the coordination and supervision of personnel and the supervision of curriculum and instruction.

Sandra Brower and Ernest Hadrick, School Counselors

Shaping Today's Students for Tomorrow's Careers

Provide school counseling services to shape today's students for tomorrow's careers by collaborating with business and industry partners, post-secondary education institutions, military service partners, sending school personnel, parents and other stakeholders to deliver high-level academic, social/emotional and career counseling services to all students.

Amy DeLellis, Work Based Studies Coordinator

The Cooperative Education Programs provide Career and Technical Education Program students with coordinated on the job training not ordinarily available in the classroom. During the student's school year employers may provide this on the job training in occupations directly related to the Career and Technical Education Program in which the student is enrolled. Cooperative Education provides and supports positive public relations with business and industry.

Lisa Baranek, Robert Kindon, Michele Ruhl, Special Education Teachers

Under the direction of the Supervisor of Vocational Education, and in conjunction with the guidance department, the CMTHS Special Education Staff will work with instructors in accommodating practical and theoretical needs, as well as, facilitating the IEP process of the special needs' population served at CMTHS. The roles and responsibilities of the special education staff include, but are not limited to:

- 1) Collaborating with CMTHS staff concerning all facets of programming for students with special needs from pre-referral to intervention, transition and completion of their program at CMTHS, as

well as, in assessing the methodology of proper experiential education for special needs students

2) Providing guidance to CMTHS Staff in the adaptation of curriculum, methods, and materials to meet the unique needs of special education students

3) Providing weekly push-in support services to assist instructors with modifying curriculum, instructional delivery, lesson planning & development, leading differentiated groups, planning & implementing for re-teaching of content, and/or modifying any learning experiences for special needs students

4) Creating activities and programs that meet individual emotional and behavioral needs of students providing necessary modifications which demonstrate knowledge of effective classroom management strategies, as well as, counsel special needs students following a strengths-based model

5) Providing case management for students with special needs at CMTHS ensuring appropriate delivery of both special education instruction and related services as stipulated in Individual Education Plans (IEPs), attendance & participation in IEP meetings, as well as, reviewing IEP documents for compliance with legal and procedural guidelines maintaining the confidentiality of student records and information

6) Responding to and maintaining effective communication with all CMTHS and sending district administrators, special & regular education teachers/staff, parent/guardian(s), community-based team members and service providers providing on-going assistance and support to ensure student progress

Katie Allen, English Language Development Specialist

Provide English language reading and writing support and assistance to students who have been identified as English learners. Assist classroom teachers in identifying and understanding the language needs of English learners in their program in order to modify and adapt instruction to fit the language proficiency level of the students. Provide one-on-one or small group instruction to students who need supplementary English language support within their program area. Provide bilingual English and Spanish interpretation and translation services for the school.

CENTRAL MONTCO TECHNICAL HIGH SCHOOL

COUNSELING FOR CAREER SUCCESS ADVISORY COMMITTEE

Name- Title	Stakeholder Group
Patricia Brower- School Counselor; UMHS	Educator
Lisa Genovese- School Counselor; PWHS	Educator
Megan McGowan- School Counselor; NAHS	Educator
Eli Skinner- School Counselor; LMHS	Educator
Korey Bell - School Counselor; HHS	Educator
Sandra Brower- School Counselor; CMTHS	Educator
Ernest Hadrick- School Counselor; CMTHS	Educator
Kiersten Geist - School Counselor; TCHS-PB	Educator
Michele Ruhl- Special Education;CMTHS	Educator
Lisa Baranek-Special Education;CMTHS	Educator
Robert Kindon-Special Education; CMTHS	Educator
Katie Allen - EL Coordinator; CMTHS	Educator
Kendall Wilson - Coordinator of Behavioral Services; CMTHS	Educator
Dr. Angela King - Executive Director; CMTHS	Educator
James Brunken - Assistant Director; CMTHS	Educator

Ali Fakira	CMTHS Student
CMTHS Parent	CMTHS Parent
Colleen Kriebel; Kriebel's Custom Cakes	Business & Industry
Joseph Dagney, LPC- Be Well Counseling Services	Business & Industry
Shannon Harley; Montgomery County Community College	Post-Secondary
April Higgins; Rosemont College	Post-Secondary

1st Proposed Meeting Date November 2023

2nd Proposed Meeting Date April 2024

Central Montco Technical High School Counseling Calendar 23/24 SY

July - August	February
Academic: Identify schools for the College fair and begin planning, Obtain transcripts for incoming students, Check for incoming 504's, IEP, EL's, Dual Enrollment registration and info sessions	Academic: Student of the Quarter, Sending school course selection nights; progress monitoring
Career: New students attend orientation / Back to school night, Schedule ASVAB	Career: Program tours, Work Based Studies meetings, Job shadows
Personal/Social: Review information from sending schools for students who require extra supports, Individual Counseling / SST referrals	Personal/Social: Individual Counseling / SST referrals
September	March
Academic: Individual counseling Investigate "no shows", Dual enrollment registration and info sessions	Academic: NOCTI pre and post test; Progress monitoring
Career: Ensure appropriate placement in CTE program; program changes, schedule ASVAB	Career: Tours, Work Based Studies meetings, Job shadows
Personal/Social: Counselor Liaison meeting, Individual Counseling, Individual Counseling / SST referrals	Personal/Social: Individual Counseling / SST referrals
October	April
Academic: Home language survey completed	Academic: Student of the Quarter; NOCTI pre and post test
Career: PDE 408/Career Objective form	Career: OAC Meetings, Work Based Studies meetings, Job shadows
Personal/Social: Individual Counseling, Individual Counseling / SST referrals	Personal/Social: Individual Counseling / SST referrals
November	May
Academic: College applications and scholarships, Student of the Quarter; College /Career Fair; progress monitoring	Academic: Senior Awards, SOAR qualifiers
Career: College/Career Fair; OAC Meetings,	Career: Senior Survey, Work Based Studies

Work Based Studies meetings, Job shadows	meetings, Job shadows
Personal/Social: Individual Counseling / SST referrals	Personal/Social: Individual Counseling / SST referrals
December	June
Academic: College applications and scholarships, Dual enrollment check-in; progress monitoring	Academic: Graduation
Career: Work Based Studies meetings, Job shadows	Career: Work Based Studies meetings, Job shadows
Personal Social: Individual Counseling / SST referrals	Personal/Social: Individual Counseling / SST referrals
January	Ongoing:
Academic: Sending school course selection nights; progress monitoring	Academic: Monitor grades, attendance, 504 plans, college related documents, attend IEP's as requested
Career: Program tours, Work Based Studies meetings, Job shadows	Career: Career Counseling and post secondary education and/or employment
Personal/Social: Individual Counseling / SST referrals	Personal/Social: Student support meetings, individual counseling, student mediations

COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

<p style="text-align: center;">Guidance Curriculum</p> <p>Provides developmental, comprehensive guidance program content in a systematic way to all students 9-12.</p>	<p style="text-align: center;">Prevention, Intervention and Responsive Services</p> <p>Addresses school and student needs.</p>	<p style="text-align: center;">Individual Student Planning</p> <p>Assists students and parents in development of academic and career plans.</p>	<p style="text-align: center;">System Support</p> <p>Includes program, staff and school support activities and services.</p>
<p style="text-align: center;">Purpose</p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p style="text-align: center;">Purpose</p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p style="text-align: center;">Purpose</p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p style="text-align: center;">Purpose</p> <p>Program delivery and support.</p>
<p style="text-align: center;">Academic</p> <p>Time management, stress management, test-taking tips, graduation projects, scholarship information, articulation agreements (SOAR)</p>	<p style="text-align: center;">Academic</p> <p>Academic counseling/support, including crisis counseling (grade concerns), letters home and to sending districts for failures, attendance/truancy conferences, IEP/504 meeting attendance and follow-up, etc.</p>	<p style="text-align: center;">Academic</p> <p>IEPS/504s, 1:1 meeting with each student, class meetings, student scheduling in Spring, summer school/correspondence course information, college & scholarship application assistance, co-op opportunities, parent communication with specific concerns</p>	<p style="text-align: center;">Academic</p> <p>Duties (hall, bus), stakeholder meetings, school-wide improvement teams, register/retain/recruit students, consultation with teachers, faculty meetings, IEPs/504 attendance</p>
<p style="text-align: center;">Career</p> <p>Job shadowing, SOAR, collaboration on graduation projects, bringing in post-secondary partners (i.e. MCCC, ATC, UTI), including military, mock</p>	<p style="text-align: center;">Career</p> <p>Alternatives to drop-out/withdraw, i.e. response to each individual concerns, this could include co-op or other interventions that will allow them to meet graduation, showing</p>	<p style="text-align: center;">Career</p> <p>Job shadowing, co-op, transition plans, senior projects, post-secondary visits, resume and cover letter, competency list completion, graduation certifications, SOAR credits</p>	<p style="text-align: center;">Career</p> <p>Post-secondary school/speaker visits, includes military, schools groups (HOSA/SKILLS), NOCTI coordination, college/career days, career exposure</p>

interviews, FAFSA/PHEAA	importance of career skills, job shadowing		
Personal/Social Collaboration with SST, educational support groups, classroom guidance lessons	Personal/Social Tie emotional and academic well-being, help students to see all options/importance to grades, exposure to outside and guest speakers (i.e. Cruisin' Not Boozin'), SAP services, etc.	Personal/Social 1:1 assistance in overcoming difficulties that may impede a student's ability to be successful, focus on self-worth and empowerment through meetings, positive parent communication	Personal/Social SST meetings, small groups, duties as assigned, supervise and/or participate in extracurriculars, facilitate mediations/meetings between parties (parents, teachers, etc), consultation with outside agencies (probation officers, social services)
Counselor Role Consultations, leading groups, SST assistance	Counselor Role Consultation and collaboration to the need of the student, referrals, on-going interventions, as needed	Counselor Role Consultation, assessment, planning, placement	Counselor Role Ensure all programs are implemented, work to provide support in multiple roles (clubs, classes, etc), coordinate and develop relationships and partnerships with outside sources
Percentage of Time 25%	Percentage of Time 30%	Percentage of Time 20%	Percentage of Time 25%

13.1.11 Career Awareness and Preparation

- A. Related careers to individual interests, abilities, and aptitudes.
- B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
 - ASVAB and interpretation
- C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
- D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:
 - Career days

- Career portfolio
- Community service
- Cooperative education
- Internship
- Job shadowing
- Part-time employment
- Registered apprenticeship
- Career /College speakers
- PA Career Guide

E. Justify the selection of a career.

F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:

- Associate degree
- Bachelor's degree
- Certificate / licensure
- Entrepreneurship
- Industry training
- Military training

G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.

13.2.11 Career Acquisition

1. Apply effective speaking and listening skills used in a job interview.
2. Apply research skills in searching for a job.
 - CareerLinks
 - Internet
 - Networking
 - Newspapers
 - Professional associations
 - Resource books (*Occupational Outlook Handbook, PA Career Guide*)

C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:

- Job application
- Letter of appreciation following an interview
- Letter of introduction
- Post-secondary education/training applications
- Request for letter of recommendation
- Resume

D. Analyze, revise, and apply an individualized career portfolio to chosen career path.

E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:

- Commitment
- Communication
- Dependability
- Health/safety
- Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
- Self-advocacy
- Scheduling/time management
- Team building
- Technical literacy

13.3.11 Career Retention & Advancement

1. Evaluate personal attitudes and work habits that support career retention and advancement.
2. Evaluate team member roles to describe and illustrate active listening techniques:
 - Clarifying
 - Encouraging
 - Reflecting

- Restating
- Summarizing

C. Evaluate conflict resolution skills as they relate to the workplace:

- Constructive criticism
- Group dynamics
- Managing/leadership
- Mediation
- Negotiation
- Problem solving

D. Develop a personal budget based on career choice, such as, but not limited to:

- Charitable contributions
- Fixed/variable expenses
- Gross pay
- Net pay
- Other income
- Savings
- Taxes

E. Evaluate time management strategies and their application to both personal and work situations.

F. Evaluate strategies for career retention and advancement in response to the changing global workplace.

G. Evaluate the impact of lifelong learning on career retention and advancement.

13.4.11 Entrepreneurship

1. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.
2. Analyze entrepreneurship as it relates to personal character traits.

3. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:
- Community Based Organizations
 - (chambers of commerce, trade/technical associations, Industrial Resource Centers)
 - Financial institutions
 - School-based career centers
 - Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers)
 - Venture capital

DRAFT 2021

SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN



SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN CENTRAL MONCTO TECHNICAL HIGH SCHOOL

Goal Help students identify an appropriate career path.

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain, Standard and Competency & SAS CEW Standards	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person
10-12	Career Portfolio	All CTE Programs	Career C:A1.3 C:A1.7 C:A1.9 C:A2.2 C:A2.6 C:B1.2 C:B1.5 C:B1.6 C:B2.1 C:B2.5 C:C2.4 13.1.10.11.12 F-H 13.2.10.11.12 A-E	Portfolio binder Cover letter Resume Thank you letter Job Shadow/Co-Op Community Service Research Assignment Interview Essay Career Plan Career Preparation Achievements Portfolio Presentation	September of first year- Graduation	All students	Portfolio Rubric	Completed/Graded Portfolio	Senior Seminar Instructor / Reading Specialist Kathy Slattery School Counselors: Ernest Hadrick & Sandra Brower Co-op Coordinator: Amy Delellis
10-12	Career Inventory	Offered to all CTE Programs	Career C:B1.2 C:B2.4 13.1.10.11.12 A,B	ASVAB	1 time over school year	All students	ASVAB	Completed assessment	School Counselors: Ernest Hadrick & Sandra Brower

10-12	PDE 408 Career Objective Survey	All CTE Programs	Career C:A1.6 C:B1.1 C:B1.3 13.1.10.11.12 G	PDE 408 Form	Fall of every school; Spring of Sr. year	All students	PDE 408 Form	Completed survey	School Counselors (Sandra Brower, Ernest Hadrick)
12	Senior Meetings	All seniors	Career C:A1.6 C:B1.3 C:B2.1 C:B2.2 C:B2.4 13.1.12 E-H 13.2.12 A-E	Meeting Agenda	Postsecondary Options Financial Aid Graduation progress Job placement NOCTI/Keystones	All seniors	Career Checklist	Completed Senior Survey	School Counselors: Sandra Brower & Ernest Hadrick
10-12	College and Career Representatives / Speakers	All students	Career C:A1.2 C:B1.5 C:C1.1 13.1.9.10.11.12 D-H 13.2.9.10.11.12 A-E	Flyers Brochures Posters College/Business/and Military Reps	Fall of every school year	All Students	Student Reflection	Completed representative visits	School Counselors Sandra Brower & Ernest Hardick

Organizing Career Resources

Resource Types	List Resources
Organizations/Agencies	Business/Education Partnerships (through co-op or other job opportunities and OACs - i.e. YMCA, Shannondale, Conicelli Hyundai, Hard Hat Services, Justin's Garage) Elmwood Park Zoo, MontcoWorks, Montgomery County Intermediate Unit, Workforce Development Board, PFEW
Intermediary Organizations	
Umbrella Organizations	Chamber of Commerce, Montgomery County Workforce Investment Board, , National Alliance for Partners in Equity (NAPE), PA Career and Technical Administrators (PACTA), Joint Operating Committee, Montgomery County Intermediate Unit
Community/State Agencies	Children & Youth, Juvenile Probation Department of Montgomery County, Montgomery County Crisis Intervention
Networking Opportunities	Community College Reps, co-op site sponsors, military, NAPE, Occupational Advisory Committee members
Individual Contacts	
Community/Business Meetings	OACs, Chamber of Commerce Meetings, Montgomery County Carl D. Perkins Consortium, Industry Partnerships, ABC Electrical, Elmwood Park Zoo, NAACP Black History Program, Central Montco Comprehensive Planning meeting
Community Events	Community Day, Open House, Brave Little Hearts, Grab-A-Day Summer Camps, Distinguished Alumni
Online/ Onland	

Internet Based Links	Collegeboard, FAFSA website, O*Net, CEW website, PACareerZone, PACareerGuide, College Transfer, GettingThemThere, Super College
Media/Advertising	School website, FBs and Twitters site, mass mailings, email blasts, recruitment assemblies, open houses, sending school districts websites, sending school course selection events
Publications/Documents	Course catalogs (print and electronic), PACareerGuide

DRAFT 2023



Annual Educational and Occupational Objectives for Students Enrolled in a Secondary Career and Technical Education (CTE) Approved Program

This form is to be completed each year by students enrolled in Pennsylvania Department of Education (PDE)-approved career and technical education (CTE) programs with the intent to take further technical instruction offered in the program to achieve a related occupational objective. The scope and sequence for the PDE-approved program serves as the educational plan. The instructor and guidance counselor must verify and sign this form.

Student Personal Information

Student's Last Name: _____ First Name: _____ Middle Initial: _____

Date of Birth: _____ Grade Level: _____

School offering approved CTE program: _____

(For CIP and SOC codes, refer to [Standard Occupational Classification \(SOC\) crosswalk to CIP](#) and [Pennsylvania and Regional High Priority Occupations](#).)

CTE Program Name and CIP Code: _____

Aligned Industry Certification Being Pursued: _____ SOC Code: _____

Occupational Objective (Chosen Profession): _____

Check all that apply:

Employment Military (Specify branch): _____

Postsecondary Education (Specify Institution): _____

Signatures:

Student: _____ Date: _____

Parent: _____ Date: _____

Instructor: _____ Date: _____

Counselor: _____ Date: _____

Pennsylvania State Board of Education, Chapter 4 Section 4.31(e) states that a student's record shall include the student's educational and occupational objectives. This form, PDE-408 or a similar, locally developed form must be completed and signed each school year by the student enrolled in planned technical courses/instruction offered by the program and must be maintained in school files. The Office of the Auditor General will review student records to determine if the technical courses/instruction taken by the student coincides with the planned courses/instruction documented for the approved CTE program.

The Pennsylvania Department of Education (PDE) does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. Announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

CENTRAL MONTCO TECHNICAL HIGH SCHOOL

POSITION TITLE: **School Counselor**

POSITION DESCRIPTION: The CMTHS School Counselor is responsible for the development and implementation of all school-oriented services that relate to the educational guidance and counseling of students.

QUALIFICATIONS: Must possess a valid Pennsylvania Guidance certificate and have prior experience in a career and technical school as a certified instructor or guidance counselor.

REPORTING RELATIONSHIP: Director

ESSENTIAL FUNCTIONS:

1. Facilitate the processing of student registrations through the evaluation of student applications and meeting with applicants and appropriate home school representatives to finalize program assignments.
2. Facilitate the processing of student enrollment changes.
3. Maintain a cumulative file for each student which includes current career objectives.
4. Be available for academic, career and technical (CTE) and personal counseling when required by students.
5. Facilitate the collection and distribution of scholastic reports (four times a year).
6. Facilitate the collection and distribution of grade reports.
7. Work with home school staff to assist in the career and technical (CTE), academic and personal needs of each student.
8. Develop and implement intervention techniques to reduce discipline referrals.
9. When possible, conduct exit interviews with all students who anticipate terminating from the technical school.
10. Monitor student attendance and implement procedures to discourage excessive lateness and/or absences.
11. Maintain an accurate file of student membership via computerized data records.
12. Assist in the scheduling of student assemblies.
13. Assist in the coordination of participating in school visits to the technical school.

14. Work with post-secondary institutions to provide classroom presentations, college fairs, etc.
15. Arrange and attend conferences with parents, teachers, and/or home school personnel/administration.
16. Assist in the development of school promotional activities.
17. Continually update knowledge and skills through professional development activities.
18. Facilitate the scheduling, planning, and hosting of home school guidance counselors at monthly update meetings.
19. Prepare and submit records and reports as requested by the administration.
20. Work with Coordinator of Work-based Studies to develop career awareness activities.
21. Assist in the coordination of the NOCTI and other student assessments.
22. Schedule visits of post-secondary institutions for students.
23. Facilitate all Tech Prep, Dual Enrollment, and 2+2+2 activities.
24. Facilitate the distribution of scholarship funds.
25. Assist in the coordination of "Senior Recognition Night".
26. Work with students, home school counselors, and parents to establish individual student career plans.
27. Perform any other duties as assigned by the Director of Vocational Education or his/her designee.

General

- Model a sound work ethic including regular attendance and punctuality.
- Maintain a professional appearance.
- Participate in school-related activities/committees.
- Model the ability to work as a member of a team.
- Model cooperation, congeniality, and service-oriented demeanor.

POSITION SPECIFICATIONS:

Physical Demands: Sitting at a desk for extended periods.
Standing for limited periods.
Repetitive movement of fingers and hands.

Machinery & Equipment: Computer with printer and scanner using the latest upgrades of software. Networked computer system with internet and email capabilities. CMTHS telephone system.

TERMS OF EMPLOYMENT: 190 days – teacher contract

Salary, benefits and work schedule in accordance with teacher's contract

EVALUATIONS: Performance of this job will be evaluated at the discretion of the position supervisor and/or annually in accordance with applicable CMTHS policy.

The position holder must be able to perform the essential job functions with or without reasonable accommodations. It is the responsibility of the employee to inform the CMTHS administration of any and all reasonable accommodations that will be required.

The information contained in this position description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

CMTHS is an Equal Opportunity Employer

DRAFT

Book	Policy Manual
Section	900 Community
Title	Public Relations Objectives
Code	901 - NEW
Status	From PSBA

Purpose

The purpose of the community relations program is to establish and maintain communication that informs the public and involves them in the educational goals and programs of the school.

Authority

To achieve this purpose, the Joint Operating Committee shall provide students, parents/guardians and other residents opportunities to receive information and orientation regarding the school and the vocational programs. The Joint Operating Committee will utilize all appropriate means and media to achieve its public relations objectives.

Guidelines

The objectives of the school's public relations program shall be to:

1. Explain the programs, achievements and needs of the school.
2. Determine what students, residents, business, and industry expect from the school and what they want to know about the school's programs and operations.
3. Keep students, parents/guardians and staff members fully informed about relevant Joint Operating Committee policies and procedures and their own responsibilities and rights.
4. Communicate factual information to avoid rumors and communication crises.
5. Involve students, parents/guardians and the community in discussions regarding education programs, student activities and Joint Operating Committee policy.
6. Operate in public session, as speedily and efficiently as circumstances permit and with appropriate public participation.[\[1\]](#)[\[2\]](#)[\[3\]](#)
7. Recognize students and their achievements.

Delegation of Responsibility

It shall be the responsibility of all staff to:

1. Acquaint parents/guardians and residents with the educational achievements of the school, students and staff.
2. Give courteous and thoughtful consideration to all inquiries and suggestions and carefully investigate all complaints.

3. Make parents/guardians, volunteers and visitors feel welcome in the school and in the classroom.
4. Cooperate with parent-teacher and other community groups.
5. Maintain student relations that encourage the cooperation of the parents/guardians.
6. Maintain interstaff relations conducive to high morale that merit the respect of students and community members.

Legal

[1. 65 Pa. C.S.A. 701 et seq](#)

2. Pol. 006

3. Pol. 903

Book	Policy Manual
Section	900 Community
Title	Publications Program
Code	902 - NEW
Status	From PSBA

Purpose

The Joint Operating Committee believes that all reasonable means should be employed to keep the public informed on matters of importance regarding the Joint Operating Committee policies, and school's finances, programs, personnel and operations.

Authority

The Joint Operating Committee shall determine which of its official actions have such community impact and interest to warrant special release, and it will release information to the media on matters of importance.

Delegation of Responsibility

Matters of a routine nature may be released by the Administrative Director or designee as they have been recorded in the minutes of Joint Operating Committee meetings and upon request of media representatives.

All publications, releases, photographs and the like depicting the accomplishments of students and staff may be approved at the discretion of the Administrative Director.

Legal [24 P.S. 1850.1](#)

Book	Policy Manual
Section	900 Community
Title	Public Attendance at School Events
Code	904
Status	From PSBA

Purpose

The Joint Operating Committee welcomes the public at activities and events sponsored by the school, but the Joint Operating Committee also acknowledges its duty to maintain order and preserve school facilities and health and safety **during such events.** This policy establishes conditions, restrictions and procedures to regulate public attendance and conduct at the school and school-sponsored activities.

Definition

State law defines the term **tobacco product** to broadly encompass not only tobacco but also vaping products including the product marketed as Juul and other electronic cigarettes (e-cigarettes). **Tobacco products**, for purposes of this policy and in accordance with law, shall be defined to include the following:[\[1\]](#)[\[2\]](#)

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either:
 - a. Tobacco, whether in its natural or synthetic form; or
 - b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The term **tobacco product** does not include the following:[\[1\]](#)[\[2\]](#)

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled.
2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. *Federal law requires the school to maintain a drug-free environment, at which marijuana of any kind is prohibited.*[\[3\]](#)[\[4\]](#)

Authority

The Joint Operating Committee has the authority to **prohibit at a school event the attendance of any individual whose conduct may constitute a disruption.** The Administrative Director or designee and building administrator may limit attendance to designated areas or may limit the number of attendees to school events when necessary to protect the health and safety of students, staff and the public, in accordance with Joint Operating Committee-approved health and safety plans and guidance from state and local officials.

The Joint Operating Committee prohibits gambling and the possession and use of controlled substances prohibited by state or federal law, **alcoholic beverages and weapons on school premises.**[\[5\]](#)[\[6\]](#)

Attendees shall be informed of the school's health and safety rules through announcements and posting of appropriate signage. Health and safety rules must be followed prior to entry and while attendees are in school buildings and on school property, in accordance with Joint Operating Committee policy, school procedures, the Joint Operating Committee-approved health and safety plans and guidance from state and local officials.[\[7\]](#)

Tobacco and Vaping Products

The Joint Operating Committee prohibits use of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, **by any persons at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school;** or on property owned, leased or controlled by the school.[\[2\]](#)[\[8\]](#)

This policy does not prohibit possession of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, by members of the public of legal age at the school or school-sponsored activities.

The Joint Operating Committee deems it to be a violation of this policy for an individual in attendance at the school or a school-sponsored activity to furnish a tobacco or vaping product, including the product marketed as Juul or any other e-cigarette, to a minor.[\[1\]](#)

Delegation of Responsibility

A schedule of fees for attendance at school events shall be prepared by the Administrative Director **or designee and adopted by the** Joint Operating Committee.

The Administrative Director shall ensure that this policy is posted on the school's publicly accessible website.

Reports

Office for Safe Schools Report –

The Administrative Director shall annually, by July 31, report all incidents of prohibited possession, use or sale of tobacco and vaping products, including Juuls and other e-cigarettes, **by any person on school property to the Office for Safe Schools on the required form.**[\[9\]](#)[\[10\]](#)

Law Enforcement Incident Report –

In accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Joint Operating Committee policies, the Administrative Director or designee may report to the school police, School Resource Officer (SRO) or to the local police department that has jurisdiction over the school's property, the use or sale of tobacco or vaping products, including Juuls and other e-cigarettes, by any person in a school building; on a school bus or other vehicles that are owned, leased or controlled by the school; or on any property owned, leased or controlled by the school.[\[1\]](#)[\[2\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)

Guidelines

Service Animals

Individuals with disabilities may be accompanied by their service animals while on school property for events that are open to the general public in accordance with Joint Operating Committee policy and state and federal laws and regulations. [\[14\]](#)[\[15\]](#)[\[16\]](#)

Legal

[1. 18 Pa. C.S.A. 6305](#)

[2. 18 Pa. C.S.A. 6306.1](#)

[3. 20 U.S.C. 7118](#)

4. Pol. 351

[5. 24 P.S. 1850.1](#)

[6. 24 P.S. 775](#)

7. Pol. 705

[8. 20 U.S.C. 7973](#)

[9. 24 P.S. 1303-A](#)

10. Pol. 805.1

[11. 22 PA Code 10.2](#)

[12. 22 PA Code 10.22](#)

[13. 24 P.S. 1302.1-A](#)

[14. 28 CFR 35.136](#)

[15. 43 P.S. 953](#)

16. Pol. 718

[20 U.S.C. 7971 et seq](#)

[28 CFR Part 35](#)

904-Attach.doc (40 KB)

Return completed form to the Director's Office. **All Field Trips require J.O.C. approval.**
Request form must be submitted four (4) weeks prior to the event.

Today's Date: 10/25/23 Date of Trip: All Year Instructor making request: M. Trocheck

Destination: Elmwood Park Zoo

Destination address: 1661 Harding Blvd., Norristown, PA 19401

Destination Telephone # and Contact Person: 800-652-4143

Names of Chaperones: _____ Substitute Needed? _____ No. students participating:

Melissa Trocheck Yes No Session: A.M. P.M. Both

_____ Yes No

_____ Yes No Leave Return

Transportation: School Van School Bus Chartered Bus Airline

Describe how students are selected for participation:

Students will be assisting with the upkeep of the grounds and other projects that require landscaping attention.

Please Provide a detailed description of the trip including its purpose, relevance to your curriculum and the expected outcomes for the students.

Students will get hands on experience in an environment that is constantly growing and evolving.

Source of Funding:

Budgeted General Funds \$

Youth Club Fund Raising \$

_____ Grant \$

Individual Class Account \$

Melissa Trocheck

Instructor's
Signature

Supervisor's Signature

Director's Signature

J.O.C. Approval Date

Permission Slips Given to Instructor: _____ Date: Date Returned:

Bus: Date Ordered:

Contact Person: Cost:



FIELD TRIP REQUEST FORM

ATTACHMENT #4

Return completed form to the Director's Office. All Field Trips require J.O.C. approval. Request form must be submitted four (4) weeks prior to the event.

Today's Date: 10/5/2023 Date of Trip: All Year Instructor making request: Eileen Lawler

Destination: ECE Educational Field Visits

Destination address: Sites listed below

Destination Telephone # and Contact Person:

Names of Chaperones: Substitute Needed? No. students participating: 45

TBD Session: A.M. P.M. Both

Substitute Needed? Yes No

Substitute Needed? Yes No Leave 8:15-9:45 Return 12:15-2:00

Transportation: School Van School Bus Chartered Bus Airline

Describe how students are selected for participation:

Early Childhood Education students to visit pre-school centers throughout the 2023-2024 school year as part of field study experience.

Please Provide a detailed description of the trip including its purpose, relevance to your curriculum and the expected outcomes for the students.

Students will be working with pre-school staff and students to get hands on experience. Cadence Academy - 1707 Butler Pike, Conshohocken, PA Conshohocken Early Learning Center - 219 Fayette Street, Conshohocken, PA The Willow School - 401 Dekalb Pike, Norristown, PA

Source of Funding:

Budgeted General Funds \$ 0

Youth Club Fund Raising \$ 0

Grant \$ 0

Individual Class Account \$ 0

EL

Instructor's Signature

Supervisor's Signature

Director's Signature

J.O.C. Approval

Return completed form to the Director's Office. **All Field Trips require J.O.C. approval.**
Request form must be submitted four (4) weeks prior to the event.

Today's Date: 9/26/23 Date of Trip: 11-15to11-17 Instructor making request: Amy DeLellis

Destination: Kalahari Resort

Destination address: 250 Kalahari Hotel and Conference Center, Pocono Manor, PA 18349

Destination Telephone # and Contact Person: 570-580-6000

Names of Chaperones: _____ Substitute Needed? _____ No. students participating:

Amy DeLellis Yes No Session: A.M. P.M. Both

Colleen Kriebel Yes No

Jerrold Mackereth Yes No Leave Return

Transportation: School Van School Bus Chartered Bus Airline

Describe how students are selected for participation:

Program instructors nominated students according to their leadership potential. Skills Advisors made decisions to bring students that would represent CMTHS and be motivated to excel in being an officer.

Please Provide a detailed description of the trip including its purpose, relevance to your curriculum and the expected outcomes for the students.

To participate in leadership trainings and workshops. To build on teamwork, problem solving, and social skills.

Source of Funding:

Budgeted General Funds \$

Youth Club Fund Raising \$

_____ Grant \$

Individual Class Account \$

Amy DeLellis

Instructor's
Signature

Supervisor's Signature

Director's Signature

J.O.C. Approval Date

Permission Slips Given to Instructor: Date: Date Returned:

Bus: Date Ordered:

Contact Person: Cost:

Cristine Farrer
213 Hilltop Road, Plymouth Meeting, PA 19462
Phone: 484-686-7925

Objective:

Dedicated and experienced Cosmetologist with 31 years of experience and a strong desire to contribute to CMTHS's Cosmetology Program. Seeking to support teachers and students with their needs while also assisting in the coordination of a professional image and program incentives for the Cosmetology Department.

Education:

- Associate degree in graphic design/fine art
- PA Cosmetology License (31 years)
- PA Cosmetology Teachers License (1 year)
- Completed Teachers Course at CMTHS in 2022
- Extensive experience in cosmetology, providing a wide range of services.

Product Brand Educator | 8 years - LANZA Products

- Educated clients and fellow professionals about LANZA products.

Salon Owner | 23 years - PLATINUM HAIR COMPANY

- Successfully managed and operated a salon for over 20 years.
- Served as a mentor for incoming stylists and recent graduates.
- Ensured continuous in-salon education for staff.
- Managed a team of 17 employees.
- Handled payroll and purchasing responsibilities.