

2022-2023

*Greencastle-Antrim School District*

*Unleash Your Influence*



**Empowering for Success**

**Children First - Commitment – Integrity – Respect - Standards**

**January 19, 2023**

GREENCASTLE-ANTRIM SCHOOL DISTRICT  
BOARD OF SCHOOL DIRECTORS  
WORK SESSION MEETING AGENDA

January 19, 2023  
6:00 PM

**Board meeting will be live streamed from the Antrim Township Building.  
Check the District website for connectivity and public comment information.**

- A. Call to Order
- B. Moment of Reflection
- C. Pledge of Allegiance
- D. Roll Call
- E. Presentations
  - Math Curriculum updates
  - Social Studies Presentation
  - Chapter 339 Plan – Dan Barrett
  - Program of Studies – Dr. Rife
- F. Board Committee Reports and Discussion
  - Personnel
  - Facilities
  - Budget
- G. Standing Committee Reports
- H. District Updates
  - Technology Report – Dwight Bard
  - Facilities Report
- I. Review of upcoming board meeting
- J. Student Reports
- K. Old Business
- L. New Business
  - Coach’s Handbook including job descriptions for Head Coach & Assistant Coach – Dr. Rife
  - LIU 2023-2024 General Operating Budget
  - Finance Committee meeting - January 25<sup>th</sup> at 5:30 at the farmhouse
  - Tayamentasachta Barn Update

M. Public Comment

N. Adjournment

# **Greencastle-Antrim School District**

## **PA Chapter 339 School Counseling Plan**

**2022-2023**



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# Greencastle-Antrim School District Chapter 339 K-12 School Counseling Plan Outline

School District Greencastle-Antrim

Date March 2022

## School Counselors and Assignments

School / Grade Level Served	Assigned Counselor	Counselor/ Student Ratio
Greencastle-Antrim Primary School / K-2	Mary Lou Pool	1:580
Greencastle-Antrim Elementary School / 3-5	Amanda Baker	1:684
Greencastle-Antrim Middle School / 6-8	Fred Yelton, Katelynn Mellott	1:348
Greencastle-Antrim High School / 9-12	Daniel Barrett, Sara Richardson, Jenniffer Everetts (Career Coordinator)	1:520

Special Note: The American School Counselor Association's counselor to student ratio is 1:250.

## School Counseling Department Mission Statement

### Mission Statement

Our K-12 School Counseling Program is committed to providing a comprehensive and developmental program that empowers all students to achieve success in and out of school by becoming life-long learners and productive citizens. Our uniquely qualified school counselors work throughout the school year to address the developmental needs of all students through a child-centered, preventive, and developmental approach that ensures all students benefit from the counseling program. Stakeholders include students, parents, educators, business/community, and post-secondary connections.

## Our Counseling Program

The school counseling program is a part of the total school program and complements learning in the classroom. It is child-centered, preventive, and developmental. The program encourages students' social, emotional, personal growth at each stage of their development. The purpose of our program with students, parents and teachers is to work together to help students maximize their potential. The school counselors conduct School Counselor lessons; consult with parents, teachers, and other professionals; and coordinate student services in the school. Our counseling and School Counselor program provides all students with

- Understanding self and developing a positive self-image
- Showing respect for the feelings of others
- Developing an awareness of and appreciation for cultural diversity
- Understanding the decision-making process
- Maintaining effective relationships with peers and adults
- Developing effective study skills
- Understanding career choices and being prepared to make the transition to the world

## Stakeholders

### Students

Through individual counseling, group counseling sessions, classroom lessons, and collaboration with outside resources, school counselors will strive to work with the students to maintain emotional stability. When students work through their social and emotional challenges, they can devote attention and energy to intellectual tasks at school. While this is the school counselors' primary goal, a second priority is to develop a future plan for each student. Beginning in the Primary and Elementary Schools and continuing at the secondary level, students will be exposed to a variety of careers. Through various projects, events, assemblies and assessments, students will be given the opportunity to explore.

A more intentional focus will be placed upon exploration during the students' high school experience. Professional networking will be fostered and encouraged during Career Day events, job shadowing requirements and internship opportunities. Students will be required to write a resume, write a cover letter and practice interview skills.

Students will give feedback to school counselors. This input will be used to further develop the program and make any necessary changes to the program.

### **Parents**

The school counselors help students become motivated learners and encourage them to discuss concerns with their parents. The counselor may lead parent education and discussion groups and serve as a resource when parents study or discuss child-related issues. The counselor consults with parents to identify students with special abilities and/or needs. In this capacity, the counselor helps parents understand the services available from other school staff such as the school psychologist, SAP liaison and school-based counselors.

### **Educators**

The school counselor is an integral part of the total school program. The counselor observes children; consults with teachers, psychologists, and social workers; gathers and provides resources; conducts classroom and School Counselor lessons; collaborates on classroom intervention; conducts joint parent conferences; reviews and interprets school records; and serves on committees that plan for the individual needs of specific children.

### **Business/Community**

A robust community is typically surrounded by a strong educational system. Businesses have a keen desire to see that schools are producing students who are ready to meet the demands of an evolving work environment. In order to ensure that students graduate with the knowledge needed to enter the world of work, the community often reaches into schools to share experiences and options. A comprehensive K-12 Career program will allow for the success of the community's businesses to open their doors to students, while opening our doors to them, and creating a healthy relationship between the two. The business community will significantly contribute to the K-12 program by providing real world experiences for the students of the Greencastle-Antrim School District. Consequently, our students will be better equipped to find success upon graduation.

Businesses professionals will participate in Career Events, Job Shadowing, will provide Internship Opportunities, Resume Writing Workshops and will participate in Senior Exit Interviews. With these experiences, the business community will provide essential tools students need to assist them in targeting and fine-tuning their interests, applying the post-secondary planning skills sets, exploring their career options and practicing on the job training.

### **Post-Secondary**

School counselors work with the representatives from post-secondary options, which include 4-year colleges, 2-year colleges, technical schools and the military. The goal is to prepare the students to make their post-secondary choice through a well-defined K-12 Career Counseling Program.

## **Role of the School Counselor**

### **Leadership**

The Greencastle-Antrim School District counselors serve as leaders by effectively managing and implementing a comprehensive developmental school counseling program. The GASD counselors work with students and their families, administrators, community groups, post-secondary institutions and local businesses. GASD counselors are called to be leaders in the school setting and local community.

### **The GASD counselors demonstrate leadership by:**

\* Serving as committee members on / and advising the

Student Assistance Program (SAP)

Elementary Student Assistance Program (ESAP)

Pupil Assistance Lines (PAL)

Franklin County School Counselor Consortium

Multi-Tiered System of Support Teams

Big Buddies

Peer Leaders

Participation in Student Solutions Meetings

Participation in Grade Level Team Meetings

\* Designing, implementing and analyzing a comprehensive K-12 school counseling program

\* Analyzing program results (curriculum, small-group, and individual counseling) and consider implications about program effectiveness

\* Providing instruction to students to ensure development of competencies promoting the knowledge, attitudes, and skills needed for student achievement, success, and development.

\* Follow ASCA Ethical Standards for School Counselors to demonstrate high standards of integrity, leadership, and professionalism.

### **Advocate**

The Greencastle-Antrim School District's counselors promote student achievement by advocating for students' academic, career, and personal/social developmental needs. As advocates, the GASD counselors can influence attitudes, policies and practices to reduce or eliminate barriers, so that students can be successful in meeting their career, personal/social, and academic needs.

#### **The GASD counselors demonstrate advocacy by:**

- \* Conducting individual, small group and large group lessons and activities to assist students in removing barriers to their success
- \* Promoting and designing a proactive approach that strives to meet the needs of all students
- \* Responding to students in a prompt and professional manner that addresses their needs while in crisis
- \* Assessing the needs for internal and external mental health referrals for students when appropriate
- \* Identifying community resources and building partnerships that can be utilized to bolster student achievement

### **Collaborator**

The Greencastle-Antrim School District's counselors work with stakeholders inside and outside of the school in order to develop and enhance their comprehensive school-counseling program. Through collaboration, school counselors can access additional resources and can build relationships and a sense of community.

#### **The GASD counselors demonstrate collaboration by:**

- \* Teaming with parents, teachers, administrators, and community agencies to identify and address students' needs
- \* Working with students and their peers to engage in discussions that assist in program development
- \* Seeking to connect with varied resources to develop a K-12 School Counseling Program Advisory Council
- \* Guiding meetings with business professionals to develop career exploration opportunities for students

### Agent of Systematic Change

The Greencastle-Antrim School District's counselors are expected to serve the needs of every student and are uniquely positioned to identify systemic barriers to student achievement. School counselors have access to school wide achievement, attendance, and behavioral data that informs the school counseling program, but also underscores the need to identify and remove barriers that prevent all students from achieving college and career readiness.

### **The GASD counselors demonstrate systematic change by:**

- \* Through data analysis, identifying systemic barriers to student success and attempting to remove those obstacles
- \* Designing comprehensive programs that seek to equitably deliver the program components to all students
- \* Creating clear guidelines and practices that address societal issues such as but not limited to relational aggression, dating violence and cyber bullying

## Advisory Council

The K-12 Counseling Plan tasks our district to create an Advisory Council consisting of district administrators, teachers, parents, and business partners within the community. The Advisory Council will meet bi-annually in order to be updated with information concerning the plan. Members will meet at the GAHS Library with calendar appointments and agendas sent to each member by the chairperson of the committee. The chairperson of the committee is the Department Head of the Counseling Department in the District. (See Appendix A for the Invitation Letter).

Potential Advisory Council Members			
First Name	Last Name	Title	Company
Chad	Stover	Supervisor of Student Services	Greencastle-Antrim School District
Chelsea	Robinson	Assistant Principal	Greencastle-Antrim Elementary School
Edward	Rife	Director of Secondary Education	Greencastle-Antrim School District
Brenda	Kimple	School Counselor	Career Tech
Kevin	Crawford	Director of Admissions	Hagerstown Community College
Karen	Johnston	Executive Director	Healthy Communities Partnership of Greater Franklin County
Debby	Cunningham	Executive Director	Greencastle-Antrim Chamber of Commerce
Tracy	Bear	President	Greencastle-Antrim School District School Board
Samantha	Kessler	President	Primary / Elementary School PTO
		President	Middle / High School PTO
Marsha	Coleman	Member	Exchange Club
LuAnn	Skutch	Member	Exchange Club
Jennifer	Toms	Coordinator	Community Learning Center
Angela	Austin	Workforce Development Specialist, Human Resources	WellSpan
Mike	Ross	President	Franklin County Area Development Corporation
Rob	Russell		
Mike	Reed	Value Stream Director	Manitowoc Cranes
Preston	Spahr	Chairman	D.L. Martin Company
Garon	Gembe	President	Graphics Universal, Incorporated
Don	Chlebowski	Vice President Business Development Officer	F&M Trust
Patty	Gochenauer	Student Services/Career Counselor	Career Development, Penn State University/Parent



Jason	Divelbiss		JD Law/Parent
Carley	Davidson		Parent
Iris	Harvie		WellSpan/Parent
Jeff	Koons		Horce Mann Insurance/Parent
Tiffany	Bloyer	Human Resource Director	Franklin County Government/Parent

# Program Goals

## Greencastle-Antrim Primary School Goal

<b>Smart Goals – Behavior</b>	
<p><b>Specific Issue</b> What is the specific issue based on our school data?</p>	<p>Feeling safe and secure in the school setting is an important building block to a student’s education. Poor behavior creates a breakdown in communication and building a trustworthy relationship, which then decreases opportunities for academic growth. Our school has adopted the MTSS process for behavior. MTSS stands for Multi-tiered System of Support. As a behavior concern arises in a classroom, I have a conversation with the teacher to start collecting ABC data to better understand what the triggers are that causes the behavior.</p>
<p><b>Measurable</b> How will we measure the effectiveness of our interventions?</p>	<p>The Student Solutions Team meets once a week to analyze the data to see if an implemented management plan is effective or if it needs to be changed.</p>
<p><b>Attainable</b> What outcome would stretch us but is still attainable?</p>	<p>For all behavioral concern students to reach his/her goal for three consecutive days in order for the expectation to be elevated to the point where the behavior is no longer showing.</p>
<p><b>Results-Oriented</b> Is the goal reported in results-oriented data (process, perception and outcome)? <b>Process</b>-Interventions used, # of students involved, # of staff involved in programs. <b>Perception</b>-Beliefs, attitudes, knowledge, (survey) <b>Outcome</b>-What changed?</p>	<p>Process – Suggested Individual Management plan for each student, the number of students change year-to-year since this is a more individualized program to help the student/teacher, the staff involved in the Student Solutions Team is: Behavior Specialist, School Counselor and Assistant Principal. The teacher of the particular student is also involved.</p> <p>Perception – The ABC data collection tool (antecedent, behavior &amp; consequence) is the driving force for the knowledge of what may be happening with this student.</p> <p>Outcome – The individual behavioral problems will significantly decrease and become more manageable for the teacher.</p>
<p><b>Time Bound</b> When will our goal be accomplished?</p>	<p>The data will be collected and compared on a weekly basis. If the data does not improve, the student will be referred to our Behavior Intervention Classroom or testing will occur with the School Psychologist to see if the child is eligible for Emotional Support.</p>

**School Year:** On-Going **Counselor:** Mary Lou Pool

**Summary**

Decrease number of students in grades K-2 with significant behavioral outbursts to 0%.

## Greencastle-Antrim Primary School Goal

<b>Smart Goals – Career Awareness</b>	
<b>Specific Issue</b> What is the specific issue based on our school data?	Primary students have a limited awareness of post-secondary educational and career opportunities. Early awareness and exposure to a wide range of post-secondary educational and career options can lead students to set high academic goals that connect to their career goals.
<b>Measurable</b> How will we measure the effectiveness of our interventions?	The effectiveness of the intervention will be measured by the student's ability to complete the XELLO program and including their interests into the program for future use.
<b>Attainable</b> What outcome would stretch us but is still attainable?	90% of 2 <sup>nd</sup> grade students will demonstrate an increased awareness of educational and career opportunities after completing the XELLO program.
<b>Results-Oriented</b> Is the goal reported in results-oriented data (process, perception and outcome)? <b>Process</b> -Interventions used, # of students involved, # of staff involved in programs. <b>Perception</b> -Beliefs, attitudes, knowledge, (survey) <b>Outcome</b> -What changed?	Process – All 2nd grade classrooms will be exposed to a fun-filled game to explore different careers and complete the questions regarding their own personal interests. Perception – Students will be completing personal questions throughout their exploration on XELLO to keep track of their interests.  Outcome – Based on the completion data that I receive on the XELLO program, at least 92% of the 2 <sup>nd</sup> grade students will have completed the program.
<b>Time Bound</b> When will our goal be accomplished?	The goal will be accomplished by the end of the school year.

**School Year:** Students in 2<sup>nd</sup> Grade **Counselor:** Mary Lou Pool

### Summary

By the end of the school year, 92% of the second-grade students will demonstrate an increased understanding of different career opportunities.

## Greencastle-Antrim Elementary School Goal

Smart Goals – Attendance	
Specific Issue What is the specific issue based on our school data?	Regular attendance in school is the most basic building block to a student's education. Poor attendance creates gaps in a child's education and greatly reduces their opportunities for academic growth.
Measurable How will we measure the effectiveness of our interventions?	The attendance data for students in grades 3-5, from the previous school year, will be compared with the attendance data for the current school year.
Attainable What outcome would stretch us but is still attainable?	The number of students with 10 or more absences will decrease by 5% as a result of increased communication between parents, students, school staff and community supports.
Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)? <b>Process</b> -Interventions used, # of students involved, # of staff involved in programs. <b>Perception</b> -Beliefs, attitudes, knowledge, (survey) <b>Outcome</b> -What changed?	Compare attendance data from the previous school year to the data from the current school year.  Process – Number of students in grades 3-5 with 10 or more absences  Perception – Pre/posttest surveying knowledge, beliefs, and attitudes about school attendance  Outcome – Number of students in grades 3-5 with 10 or more absences will decrease by 5% from the previous school year.
Time Bound When will our goal be accomplished?	The data will be collected from the previous school year and compared to the current school year

**School Year:** On-going **Counselor:** Amanda Baker

### Summary

Decrease the number of students in grades 3-5 with 10 or more absences by 5% compared to the previous school year.



## Greencastle-Antrim Elementary School Goal

Smart Goals – Career Awareness	
<p>Specific Issue What is the specific issue based on our school data?</p>	Elementary students have not fully explored individual interests and skills and made a connection in how that can guide career and post-secondary choices in the future.
<p>Measurable How will we measure the effectiveness of our interventions?</p>	The effectiveness of the intervention will be measured by the student's ability to identify personal interests, strengths and skills and make a connection in how that informs decisions moving forward in relation to academic, career and post-secondary decisions.
<p>Attainable What outcome would stretch us but is still attainable?</p>	85% of 5 <sup>th</sup> grade students will demonstrate an increased awareness of personal interests, strengths and skills and understand how they can be applied to future decisions related to academic, career and post-secondary decisions.
<p>Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)? <b>Process</b>-Interventions used, # of students involved, # of staff involved in programs. <b>Perception</b>-Beliefs, attitudes, knowledge, (survey) <b>Outcome</b>-What changed?</p>	<p>Process – All fifth-grade students will participate in lessons involving exploration of individual interests, skills and strengths.</p> <p>Perception – Pre/posttest surveying knowledge, beliefs and attitudes about how individual interests, strengths and skills can be applied to future decisions.</p> <p>Outcome – Based on the survey data, 85% of fifth grade students who participate in the lessons will be able to identify personal interests, skills and strengths and understand how they can be applied to making future decisions.</p>
<p>Time Bound When will our goal be accomplished?</p>	The goal will be accomplished by the end of fifth grade.

**School Year:** Ongoing **Counselor:** Amanda Baker

### Summary:

By the end of fifth grade, 85% or more of students will demonstrate an increased awareness of personal interests, strengths and skills and understand how they can be applied to future decisions related to academic, career and post-secondary decisions.

## Greencastle-Antrim Middle School Goal

Smart Goals – Attendance	
<p><b>Specific Issue</b> What is the specific issue based on our school data?</p>	<p>Regular attendance in school is the most basic building block to a student's education. We believe that if students attend school on a regular basis, they can overcome many obstacles faced by students who are disadvantaged in multiple areas of life and encounter daily struggles. High levels of absences result in learning gaps.</p> <p>When students reach a specific number of absences, the administration sends home a letter of concern.</p>
<p><b>Measurable</b> How will we measure the effectiveness of our interventions?</p>	<p>Preservice data- We review end of year 5<sup>th</sup> grade data regarding students that are at-risk attendance issues.</p> <p>Post service data- review end of 6<sup>th</sup> grade attendance data of identified "at-risk" students with their attendance numbers from their end of 5<sup>th</sup> grade year.</p> <p>Meet with those students who were identified as at risk in order to identify barriers to attending school. Call parents and meet with students when absences rise to 3 consecutive days.</p>
<p><b>Attainable</b> What outcome would stretch us but is still attainable?</p>	<p>10% of the rising 6<sup>th</sup> grade who were placed on doctor's note in the 5<sup>th</sup> grade school year will not be placed on a doctor's note for the current school year.</p>
<p><b>Results-Oriented</b> Is the goal reported in results-oriented data (process, perception and outcome)? <b>Process</b>-Interventions used, # of students involved, # of staff involved in programs. <b>Perception</b>-Beliefs, attitudes, knowledge, (survey) <b>Outcome</b>-What changed?</p>	<p>The data we plan to use to measure this goal include:</p> <p>Process- Hold monthly group sessions to discuss barriers on attending school.</p> <p>Perception-Students on doctor's notes reports</p> <p>Outcome- Ongoing review of attendance through collaboration with teachers, administration, attendance secretary.</p>
<p><b>Time Bound</b> When will our goal be accomplished?</p>	<p>Ongoing meetings and monitoring for students who are at risk of learning gaps due to absences.</p>

**School Year:** 2022-2023 **Counselors:** Fred Yelton, Katelynn Mellott

### Summary

Decrease the number of students that were on mandatory Dr.'s notes for absences by 10% during their 6<sup>th</sup> grade year compared to their 5<sup>th</sup> grade year.

## Greencastle-Antrim Middle School Goal

<b>Smart Goals – Career Awareness</b>	
Specific Issue What is the specific issue based on our school data?	Based on our counseling needs assessment, there are students in our district, and, more specifically, students in the middle school who lack career goals and career awareness.
Measurable How will we measure the effectiveness of our interventions?	The students will complete the Xello 339 Career Readiness online platform, which will assist students in identifying their strengths and aligning their interests to long-term college and career goals.  The outcome will be that 95% of 8 <sup>th</sup> graders at Greencastle-Antrim Middle School will complete at least 6 Xello Career Lesson.
Attainable What outcome would stretch us but is still attainable?	Start date- August 2022      End date- June 2023  8 <sup>th</sup> grade students will be able to identify their strengths and career interests and career goals.
Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)? <b>Process</b> -Interventions used, # of students involved, # of staff involved in programs. <b>Perception</b> -Beliefs, attitudes, knowledge, (survey) <b>Outcome</b> -What changed?	Process – All 8 <sup>th</sup> graders will complete a minimum 6 Xello Career Lessons that address all 4 strands of the Pennsylvania Career Readiness curriculum.  Perception – Review and completion of 2-4 Xello Lesson plans in 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grades. All lessons are different and are age and grade appropriate leading up to 8 <sup>th</sup> grade and high school preparedness.  Outcome – Generate report to monitor the student participation in completing of grade specific Xello Lesson completions.
Time Bound When will our goal be accomplished?	The goal will be accomplished by the end of 8 <sup>th</sup> grade.

**School Year:** 2022-2023 **Counselors:** Fred Yelton, Katelynn Mellott.

### Summary

By the end of the 2022-2023 school year, students will complete their career portfolio using the Xello Online Career Readiness Platform.



## Greencastle-Antrim High School Goal

### Smart Goal – Student Job Shadowing

<p><b>Specific Issue</b> What is the specific issue based on our school's data.</p>	<p>Job shadowing experiences are an excellent tool to assist students in learning about potential careers and making post-secondary decisions. To begin the conversation about job shadowing, the Career Coordinator meets with all juniors 1-on-1 at the beginning of the school year. During the meeting, time is spent discussing students' career matchmaker results in Xello, future aspirations are shared, an outline of our Pathways program is reviewed and students make Career Day selections. After their participation in Career Day and meeting professionals at this event to gain more clarity about careers of their interest, our focus in our Pathways program moves to job shadowing. As we reintroduce this graduation requirement, students will be tasked to make plans to shadow a professional in a career of their interest. Historically, 30% of the junior class does not meet this requirement during the year the graduation requirement is assigned. Our goal is that 90% of the students complete this requirement during the time frame of their junior year. To accomplish this task, more attention will be placed on planning unique opportunities (field trips) for students, so that they can experience careers that interest them. Career Day professionals' contact information will be accessible to students, so that if interested, they can reach out to these individuals directly to make plans for shadowing.</p>
<p><b>Measurable</b> How will we measure the effectiveness of our interventions?</p>	<p>After completing the job shadowing requirement, students complete and submit responses to reflection questions as evidence of their time invested in the shadowing experience. A spreadsheet will track students' submissions, so that we remain current on the students' progress.</p>
<p><b>Attainable</b> What outcome would stretch us but is still attainable?</p>	<p>In order to create more opportunities for job shadowing, we will create three field trip experiences targeting career fields that have a high level of our students' interest. (This information is accessible in Career Day feedback responses.) [Healthcare, Education, Engineering &amp; Manufacturing]</p>
<p><b>Results – Oriented</b> Is the goal reported in results – oriented data (process, perception and outcome)?</p>	<p><b>Process</b> – 90-100% of juniors will experience a career field in which they are interested during a job shadowing experience. <b>Perception</b> – Upon completion, all students will submit their completed job shadowing forms, which includes the primary contact's signature verifying the authenticity. <b>Outcome</b> – The job shadowing experience will be discussed in the senior exit interview.</p>
<p><b>Time Bound</b> When will our goal be accomplished?</p>	<p>The job shadow experience will be completed by the end of the student's junior year (process). Measurement of the perception data will occur yearly in May. The outcome will take place in March of the students' senior year.</p>



School Year: 2022-2023 Counselors: Daniel Barrett, Sara Richardson, Jenniffer Everetts

**Summary**

During the 2022-2023 school year, 90-100% of the Junior Class will complete their job shadowing requirement.

**Greencastle-Antrim High School Goal**

<b>Smart Goal – 9<sup>th</sup> Grade Mentor Study Hall</b>	
<p><b>Specific Issue</b> What is the specific issue based on our school's data.</p>	<p>Based upon the students' performance at the middle school, particularly focusing on the 8<sup>th</sup> grade year 8-10% of the population is identified as "at risk" (likely to struggle socially and academically as they make the transition to 9<sup>th</sup> grade).</p>
<p><b>Measurable</b> How will we measure the effectiveness of our interventions?</p>	<p>After reviewing the data, a group will be selected to participate in the mentor study hall and senior student mentors will be chosen. Each freshman will be paired with an upperclassmen mentor. Students will meet in a structured environment; mentor and mentee will focus on academic needs. School counselors will do periodic lessons and check-ins. Progress will be monitored based on improvements in grades and/or attendance weekly and celebrated each marking period.</p>
<p><b>Attainable</b> What outcome would stretch us but is still attainable?</p>	<p>A pre and post-test will be given to measure growth in skills necessary for high school success (ability to organize, comfortability in the classroom setting and asking teachers/mentors for help, time management so that assignments are completed). Using a Likert scale, the goal is to show improvement in all areas identified above.</p>
<p><b>Results – Oriented</b> Is the goal reported in results – oriented data (process, perception and outcome)?</p>	<p><b>Process</b> – Mentors and mentees will meet daily in a structured, supportive environment. School counselors will monitor progress and provide support.  <b>Perception</b> – With the structured, supportive environment and the relationship established with the mentor, students will be aware of the skills necessary to succeed in high school (earn a diploma) and will be motivated to grow these skills.  <b>Outcome</b> – Students will show growth (using</p>

	a Likert scale) in the identified skills.
<b>Time Bound</b> When will our goal be accomplished?	The post-test will be given at the end of the first semester (January 2024).

**School Year:** 2023-2024 **Counselors:** Daniel Barrett, Sara Richardson, Jenniffer Everetts

**Summary**

An identified group of ninth grade students will participate in a mentor study hall where they will be paired with an upperclassman mentor. Students will show growth in identified skills (organization, study skills, etc.)

# Program Calendar

## G-A Primary School K-2

Month	Academic	Career	Personal/ Social
<b>On-Going</b>	<ul style="list-style-type: none"> <li>*Review of student records</li> <li>*Faculty Meetings</li> <li>*Functional Behavior Assessment</li> <li>*Parent Conferences</li> <li>*Periodically substituting in classrooms</li> <li>*Develop Behavior Management Plans</li> <li>*Student Solutions Meetings</li> <li>*Individual Time on Task Observations</li> </ul>		<ul style="list-style-type: none"> <li>*Lobby Duty/Lunch Duty</li> <li>*Review of student records</li> <li>*Parent Phone Calls</li> <li>*Parent Conferences</li> <li>*Parent Conferences</li> <li>*Collaborate with teachers</li> <li>*Answering emails from staff and parents</li> <li>*New Student Tours</li> <li>*Student Solutions Meetings</li> <li>*Group Counseling: friendship, social skills, Lunch Bunch</li> <li>*Individual Counseling</li> <li>*Student Referrals to outside agencies</li> <li>*Big Buddies: collaborating with HS</li> <li>*Student Referrals from Administration</li> <li>*Grief and Loss Services</li> <li>*Use of CPI strategies</li> <li>*Participates in Student Solutions Meetings and MDT Meetings</li> <li>*Agency Documentation for Children's Support</li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>*Student Placements</li> <li>*Move cumulative records to new</li> </ul>		

	grade/teacher; review new student records		
<b>August</b>	<ul style="list-style-type: none"> <li>*Building/District In-service Activities</li> <li>*Coordinates 'Meet the Counselor' Curriculum with K teachers</li> </ul>		<ul style="list-style-type: none"> <li>*Lunch Duty</li> <li>*Parent/Student Orientations</li> <li>*Collaborate with teachers</li> <li>*Back to School Evening Program</li> <li>*Recess/Lunch Acclimation</li> <li>*Plan a 'Get to Know the Counselor' table for the Back to School Night</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>*Individual Counseling</li> <li>*Individual Time on Task Observations</li> <li>*Student Solutions Team Meeting on Individual Students</li> </ul>	<ul style="list-style-type: none"> <li>*Meet the Counselor for Kindergartners</li> </ul>	<ul style="list-style-type: none"> <li>*Meet the Counselor for Kindergartners</li> <li>*Individual Counseling/Intakes</li> <li>*Student Solutions Team Meetings on Individual Students</li> <li>*Recess/Lunch Acclimation</li> <li>*Collaborate with Teachers</li> <li>*Participates in Student Solutions Team Meetings/MDTs/504s</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>*Individual Time on Task Observations</li> <li>*Student Solutions Team Meetings on Individual Students</li> <li>*Develops Behavior Management Plans</li> <li>*Parent/Teacher Conferences</li> </ul>		<ul style="list-style-type: none"> <li>*Lunch Duty</li> <li>*Individual Counseling</li> <li>*Student Solutions Team Meetings on Individual Students</li> <li>*Meet the Counselor for First Grade</li> <li>*Coordinates Thanksgiving and Christmas Outreach for Student Needs</li> <li>*Participates in Student Solutions Team Meetings/MDTs/504s</li> </ul>



			<ul style="list-style-type: none"> <li>*Parent/Teacher Conferences</li> <li>*Initiating Big Buddy Program</li> <li>*Participates in CPI Training</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>*Individual Counseling</li> <li>*Individual Time on Task Observations</li> <li>*Student Solutions Team Meetings on Individual Students</li> <li>*Develops Behavior Management Plans</li> </ul>		<ul style="list-style-type: none"> <li>*Lunch Duty</li> <li>*Individual Counseling</li> <li>*Student Solutions Team Meetings on Individual Students</li> <li>*Coordinates Thanksgiving and Christmas Outreach for Student Needs</li> <li>*Participates in Student Solution Team Meetings/MDTs/504s</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>*Individual Counseling</li> <li>*Individual Time on Task Observations</li> <li>*Student Solutions Team Meetings on Individual Students</li> <li>*Develops Behavior Management Plans</li> </ul>		<ul style="list-style-type: none"> <li>*Lunch Duty</li> <li>*Individual Counseling</li> <li>*Student Solutions Team Meetings on Individual Students</li> <li>*Coordinates Thanksgiving and Christmas Outreach for Student Needs</li> <li>*Participates in Student Solutions Team Meetings/MDTs/504s</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>*Individual Counseling</li> <li>*Individual Time on Task Observations</li> <li>*Student Solutions Team Meetings on Individual Students</li> <li>*Develops Behavior Management Plans</li> </ul>	<ul style="list-style-type: none"> <li>*Implementing 2<sup>nd</sup> grade classroom Career Project</li> </ul>	<ul style="list-style-type: none"> <li>*Lunch Duty</li> <li>*Individual Counseling</li> <li>*Group Counseling</li> <li>*Student Solutions Team Meetings on Individual Students</li> <li>*Participates in Student Solutions Team Meetings/MDT's/504s</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>*Individual Time on Task Observations</li> <li>*Individual Counseling</li> <li>*Student Solutions Team Meetings on Individual Students</li> </ul>	<ul style="list-style-type: none"> <li>*Monitoring 2<sup>nd</sup> grade classroom Career Project</li> </ul>	<ul style="list-style-type: none"> <li>*Lunch Duty</li> <li>*Individual Counseling</li> <li>*Group Counseling</li> <li>*Student Solutions Team Meetings on Individual Students</li> </ul>

	*Develops Behavior Management Plans		*Participates in Students Solutions Team Meetings/MDTs/504s *Small Groups on Social Skills
<b>March</b>	*Individual Time on Task Observations *Individual Counseling *Student Solutions Team Meetings on Individual Students	*Monitoring 2 <sup>nd</sup> grade classroom Career Project	*Lunch Duty *Individual Counseling *Group Counseling *Student Solutions Team Meetings on Individual Students *Participates in Student Solutions Team Meetings *Small Groups on Social Skills
<b>April</b>	*Individual Time on Task Observations *Individual Counseling *Student Solutions Meetings on Individual Students *Parent/Teacher Conferences		*Lunch Duty *Individual Counseling *Group Counseling *Student Solutions Team Meetings on Individual Students *Kindergarten Registration/Screening *Participates in Student Solutions Team Meetings *Small Groups on Social Skills
<b>May</b>	*Individual Time on Task Observations *Individual Counseling *Student Solutions Team Meetings on Individual Students		*Lunch Duty *Individual Counseling *Group Counseling *Student Solutions Team Meetings on Individual Students *Participates in Student Solutions Team Meetings
<b>June</b>	*Student Placements		

## G-A Elementary School 3-5

Month	Academic	Career	Personal/ Social
<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>*Continued uses of Character Education Curriculum</li> <li>*Review of Student Records</li> <li>*Faculty Meetings</li> <li>*Itinerant Meetings</li> <li>*Student Solutions Team</li> <li>*Functional Behavior Assessments</li> <li>*Positive Behavior Support Plan</li> <li>*Positive Behavior Support Plan with student</li> <li>*Coordinate Character Education Curriculum</li> <li>*Individual Student Counseling</li> <li>*Parent conferences with/without students</li> <li>*Home visits</li> <li>*Parent conferences without students, phone calls, emails</li> <li>*Teacher consultations</li> <li>*Prevention/intervention groups: Homework check, anxiety, test taking skills, New students, Lunch Bunch, Anti-Bullying, Friendship small groups</li> <li>*Time-On-Task</li> </ul>	<ul style="list-style-type: none"> <li>* Xello lessons</li> <li>* Building wide progress monitoring of Xello.</li> <li>* Organizing and facilitating 5<sup>th</sup> grade trip to Franklin County Career and Technology Center</li> </ul>	<ul style="list-style-type: none"> <li>*Lunch &amp; Stairwell Duty</li> <li>*Review of Student Records</li> <li>*Student Solutions Team</li> <li>*Extraordinary Advisement Committee</li> <li>*Functional Behavior Assessments</li> <li>*Positive Behavior Support Plan</li> <li>*Positive Behavior Support Plan with student</li> <li>*Prevention/intervention groups: anxiety, New students, Lunch Bunch, Anti-Bullying, friendship small groups</li> <li>*Bulletin Boards</li> <li>*New Student Tours</li> <li>*Individual Student Counseling</li> <li>*Student referrals to after school community Programs/Resources: -Big Buddies, outside agencies, food pantries, Holiday Help program, Micah's backpack,</li> <li>*Parent conferences with students</li> <li>*Home visits</li> <li>*Parent conferences without students, phone calls, emails</li> <li>*Peer Mediation</li> </ul>



			Coordination *Teacher consultations *Participate School wide Character Ed Program *Student Referrals from Administration *Use of CPI strategies (if needed) *Grief and Loss Services *Agency Documentation for Children's Support
<b>July</b>	* Review new student records *Assist with scheduling		
<b>August</b>	*Building/District in-service activities *Introduction at Open House to Families *Coordinate Classroom Lessons with Teachers *B		*Parent conferences, phone calls, emails *Teacher consultations *Bulletin Boards
<b>September</b>	*Individual Time-On-Task Observation *Individual Counseling *Student Solutions Team Meetings- Individual Students *Extraordinary Advisement Committee *Bulletin Board	*Bulletin Board * 3 <sup>rd</sup> Grade Career Lesson	*Parent conferences, phone calls, emails *Teacher consultations *Bulletin Board *Extraordinary Advisement Committee
<b>October</b>	*Individual Time-On-Task Observation *Individual Counseling *Student Solutions Team Meetings on Individual Students * Parent-teacher conferences	*3 <sup>rd</sup> Grade Career Lesson	*Parent conferences, phone calls, emails *Teacher consultations *Implementation of Big Buddies Program *CPI Training *Coordinates Thanksgiving and Christmas Outreach for Students in Need



			<ul style="list-style-type: none"> <li>*Participate in Student Solutions Meetings</li> <li>*Extraordinary Advisement Committee</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>*Individual Time-On-Task Observation</li> <li>*Individual Counseling</li> <li>*Student Solutions Team Meetings on Individual Students</li> </ul>	<ul style="list-style-type: none"> <li>*Progress monitoring Xello-all grades</li> </ul>	<ul style="list-style-type: none"> <li>*Parent conferences, phone calls, emails</li> <li>*Teacher consultations</li> <li>*Consult with teachers</li> <li>*Coordinates Thanksgiving and Christmas Outreach for Students in Need</li> <li>*Participate in Student Solutions Meetings</li> <li>*Extraordinary Advisement Committee</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>*Individual Time-On-Task Observation</li> <li>*Individual Counseling</li> <li>*Student Solutions Team Meetings on Individual Students</li> </ul>		<ul style="list-style-type: none"> <li>*Coordinates Thanksgiving and Christmas Outreach for Students in Need</li> <li>*Participate in Student Solutions Meetings</li> <li>*Extraordinary Advisement Committee</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>*Individual Time-On-Task Observation</li> <li>*Individual Counseling</li> <li>*Student Solutions Team Meetings on Individual Students</li> </ul>	<ul style="list-style-type: none"> <li>*Prepare for 5<sup>th</sup> Grade Career Tech Field Trip</li> <li>*5<sup>th</sup> Grade Career Lesson</li> <li>*Progress monitoring Xello-all grades</li> </ul>	<ul style="list-style-type: none"> <li>*Participate in Student Solutions Meetings</li> <li>*Extraordinary Advisement Committee</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>*Individual Time-On-Task Observation</li> <li>*Individual Counseling</li> <li>*Student Solutions Team Meetings on Individual Students</li> </ul>	<ul style="list-style-type: none"> <li>*Prepare for 5<sup>th</sup> Grade Career Tech Field Trip</li> <li>*5<sup>th</sup> Grade Career Lesson</li> </ul>	<ul style="list-style-type: none"> <li>*Participate in Student Solutions Meetings</li> <li>*Extraordinary Advisement Committee</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>*Individual Time-On-Task Observation</li> <li>*Individual Counseling</li> <li>*Student Solutions Team Meetings on Individual Students</li> </ul>	<ul style="list-style-type: none"> <li>*5<sup>th</sup> Grade Career Tech Field Trip</li> <li>*Progress monitoring Xello-all grades</li> </ul>	<ul style="list-style-type: none"> <li>*Participate in Student Solutions Meetings</li> <li>*Extraordinary Advisement Committee</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>*Individual Time-On-Task Observation</li> <li>*Individual Counseling</li> </ul>		<ul style="list-style-type: none"> <li>*PSSA Small Group Testing</li> </ul>

	*Student Solutions Team Meetings on Individual Students		*Extraordinary Advisement Committee
<b>May</b>	*Individual Time-On- Task Observation *Individual Counseling *Student Solutions Team Meetings on Individual Students		
<b>June</b>	*Individual Time-On- Task Observation *Individual Counseling *Student Solutions Team Meetings on Individual Students *Student Placement		

## G-A Middle School 6-8

Month	Academic	Career	Personal/ Social
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>*Organization meetings</li> <li>*IEP meetings</li> <li>*Homework Support Program</li> <li>*Individual Counseling</li> <li>*Grade Review</li> <li>*Parent Conferences</li> <li>*One to one</li> </ul>	<ul style="list-style-type: none"> <li>*Individual Counseling</li> <li>*Grade Reviews</li> <li>*Odyssey Review</li> </ul>	<ul style="list-style-type: none"> <li>*Newcomers Group</li> <li>*SAP Meetings</li> <li>*Hall Monitoring</li> <li>*Lunch Duties</li> <li>*Lunch Groups</li> <li>*Grief and Loss Services</li> <li>*One to One counseling</li> <li>*THINK meeting</li> <li>*New Student Orientation</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li>*5<sup>th</sup> grade transition file review</li> <li>*New Student Tours</li> <li>*Parent Conferences</li> <li>*Orientation evening program</li> <li>*Building Wide In-service Activities</li> <li>*Inform Teachers of 504 Plans</li> <li>*MAP Testing</li> <li>*GRADE Testing</li> <li>*Individual Counseling</li> <li>*Grade Review</li> <li>*IEP meetings</li> </ul>	<ul style="list-style-type: none"> <li>*PSSA AWARDS</li> </ul>	<ul style="list-style-type: none"> <li>*Introduction of Student Assistance Program to 6<sup>th</sup> graders during lunch period</li> <li>*SAP Meetings</li> <li>*Hall Monitoring</li> <li>*Lunch Duties</li> <li>*Lunch Groups</li> <li>*Grief and Loss Services</li> <li>*One to One counseling</li> <li>*Parent Conference</li> <li>*Re-introduction of S.A.P. to 7<sup>th</sup> and 8<sup>th</sup> graders during lunches</li> <li>*Newcomers Group ice cream social</li> <li>*W.I.N. presentations</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>*Initiate After School Homework Support Program</li> <li>*Xello 339</li> <li>*IEP meetings</li> <li>*Individual Counseling</li> <li>*Grade Review</li> </ul>	<ul style="list-style-type: none"> <li>Xello 339 classroom visitations</li> </ul>	<ul style="list-style-type: none"> <li>*Newcomers Group Pizza Party</li> <li>*SAP Meetings</li> <li>*Hall Monitoring</li> <li>*Lunch Duties</li> <li>*Lunch Groups</li> <li>*Grief and Loss Services</li> </ul>

			<ul style="list-style-type: none"> <li>*One to One counseling</li> <li>*Internet Safety Assembly</li> <li>*W.I.N. presentations for 6<sup>th</sup> &amp; 7<sup>th</sup> grade</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>*IEP meetings</li> <li>*Parent Conferences</li> <li>*Individual Counseling</li> <li>*Grade Review</li> </ul>	<ul style="list-style-type: none"> <li>Xello 339 follow-up</li> <li>*Classroom visitations</li> </ul>	<ul style="list-style-type: none"> <li>*Newcomers follow-up</li> <li>*W.I.N. presentations for 6<sup>th</sup> &amp; 7<sup>th</sup> grade</li> <li>*SAP Meetings</li> <li>*Hall Monitoring</li> <li>*Lunch Duties</li> <li>*Lunch Groups</li> <li>*Grief and Loss Services</li> <li>*One to One counseling</li> <li>*Red Ribbon Week</li> <li>*New Student Orientation</li> <li>*CPI Training</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>*IEP meetings</li> <li>*Individual Counseling</li> <li>*Grade Review</li> </ul>		<ul style="list-style-type: none"> <li>*SAP Meetings</li> <li>*Hall Monitoring</li> <li>*Lunch Duties</li> <li>*Lunch Groups</li> <li>*Grief and Loss Services</li> <li>*One to One counseling</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>*IEP meetings</li> <li>*Individual Counseling</li> <li>*Grade Review</li> </ul>		<ul style="list-style-type: none"> <li>*New student orientation</li> <li>*SAP Meetings</li> <li>*Hall Monitoring</li> <li>*Lunch Duties</li> <li>*Lunch Groups</li> <li>*Grief and Loss Services</li> <li>*One to One counseling</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>*8<sup>th</sup> Grade Scheduling Conferences</li> <li>*Individual Counseling</li> <li>*Grade Review</li> <li>*IEP meetings</li> </ul>	<ul style="list-style-type: none"> <li>*Keystone Exams</li> </ul>	<ul style="list-style-type: none"> <li>*New student orientation</li> <li>*SAP Meetings</li> <li>*Hall Monitoring</li> <li>*Lunch Duties</li> <li>*Lunch Groups</li> </ul>



			*Grief and Loss Services *One to One counseling
<b>February</b>	*8 <sup>th</sup> Grade Scheduling Conferences *Individual Counseling *Grade Review *IEP meetings	*Keystone Exam	*SAP Meetings *Hall Monitoring *Lunch Duties *Lunch Groups *Grief and Loss Services *One to One counseling
<b>March</b>	*Individual Counseling *Grade Review *IEP meetings	*College and Career Fair *Odyssey Review	*SAP Meetings *Hall Monitoring *Lunch Duties *Lunch Groups *Grief and Loss Services *One to One counseling
<b>April</b>	*PSSA Testing *Individual Counseling *Grade Review *IEP meetings	*PSSA	*SAP Meetings *Hall Monitoring *Lunch Duties *Lunch Groups *Grief and Loss Services *One to One counseling
<b>May</b>	*5 <sup>th</sup> Grade Middle School Tour *8 <sup>th</sup> Grade High School Tour *Individual Counseling *Grade Review *IEP meetings	*Keystone *PSSA	*State S.A.P. Reports *SAP Meetings *Hall Monitoring *Lunch Duties *Lunch Groups *Grief and Loss Services *One to One counseling

## G-A High School 9-12

Month	Academic	Career	Personal/ Social
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>*HS School Counseling and College Adviser department meeting</li> <li>*Counselor and admin biweekly meeting</li> <li>*Faculty Meeting</li> <li>*SAP (Student Assistant Program) Meetings Twice a Month</li> <li>*IEP and GIEP meetings</li> <li>*Parent communication and conferences</li> <li>*Individual student appointments</li> <li>*Teacher consultations</li> <li>*College application support</li> <li>*Letters of recommendation</li> <li>*Scholarship application support</li> <li>*Organize Peer Tutors</li> </ul>	<ul style="list-style-type: none"> <li>*HS School Counseling and College Adviser Department Meeting</li> <li>*PATHWAYS Program planning and feedback implementation</li> <li>*Parent communication</li> <li>*Parent meetings</li> <li>*Individual student appointments</li> <li>*Career Tech Advising</li> </ul>	<ul style="list-style-type: none"> <li>*HS School Counseling and College Adviser Department Meetings</li> <li>*Pathways, Advisement Program Planning</li> <li>*Parent Communication</li> <li>*Parent meetings</li> <li>*Individual student appointments</li> <li>*Parent Conferences</li> <li>*Crisis Intervention throughout the year when needed</li> <li>*Mediations</li> <li>*SAP (Student Assistant Program) Meetings Twice a Month</li> </ul>
<b>June</b>		*Updating Career Portfolio for the year	*Acceptance Letters to Peer Leaders
<b>July</b>			*Prepare for Peer Leaders Training
<b>August</b>	<ul style="list-style-type: none"> <li>*Prepare for 12<sup>th</sup> Grade Meetings</li> <li>*Prepare for Ninth Grade Academic Support Study Hall</li> </ul>		<ul style="list-style-type: none"> <li>*Prepare for Peer Leaders Training</li> <li>*Peer Leaders Training (2 Days)</li> <li>*Prepare for 9<sup>th</sup> grade meetings</li> </ul>
<b>September</b>	*12 <sup>th</sup> Grade Meetings with School Counselor and College Adviser	<b>PATHWAYS 1</b> (see Pathways schedule for grade level plans)	* "Meet and Greet" Meeting with all 9 <sup>th</sup> graders

	<ul style="list-style-type: none"> <li>*Preparation for PSAT Testing</li> <li>*9<sup>th</sup> Grade Academic Support Study Hall</li> </ul>		<ul style="list-style-type: none"> <li>*ADAP training for 9<sup>th</sup> graders (coordinated with SAP liaison and wellness)</li> <li>*Peer Leader activity: Focus on Welcoming New Students</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>*Preparation for PSAT Testing</li> <li>*PSAT Testing</li> <li>*College Application Day preparation and execution</li> <li>*9<sup>th</sup> Grade Academic Support Study Hall</li> </ul>	<b>PATHWAYS 2 &amp; 3</b>  <ul style="list-style-type: none"> <li>*ASVAB Testing</li> </ul>	<ul style="list-style-type: none"> <li>*Initiate the Big Buddy Program</li> <li>*Peer Leader activity: Focus on Red Ribbon Week</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>*9<sup>th</sup> Grade Tours to Career Tech</li> <li>*Financial Aid Presentation to Parents</li> <li>*9<sup>th</sup> Grade Academic Support Study Hall</li> </ul>	<b>PATHWAYS 4 &amp; 5</b>	<ul style="list-style-type: none"> <li>*Peer Leader activity: Focus on Great American Smoke Out</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>*9<sup>th</sup> Grade Academic Support Study Hall</li> </ul>	<b>PATHWAYS 6</b> <ul style="list-style-type: none"> <li>*Field Trip to Manitowoc: Students in STEAM classes tour a local international manufacturing company</li> </ul>	
<b>January</b>	<ul style="list-style-type: none"> <li>*9<sup>th</sup> Grade Academic Support Study Hall</li> <li>*Assist students with scheduling change needs</li> </ul>		<ul style="list-style-type: none"> <li>*Suicide Prevention Presentation during the Romeo and Juliet Unit in English 9</li> <li>*Peer Leader activity: Focus on Stress Management</li> <li>*Help with Franklin County Leadership Youth selection</li> </ul>

<b>February</b>	<ul style="list-style-type: none"> <li>*8<sup>th</sup> Grade Scheduling Conferences</li> <li>*10<sup>th</sup> Grade Scheduling Conferences</li> <li>*Career Tech Interviews for the next school year</li> </ul>	<b>PATHWAYS 7 &amp; 8</b>  <ul style="list-style-type: none"> <li>*ASVAB Testing</li> </ul>	<ul style="list-style-type: none"> <li>*ADAP training for 9<sup>th</sup> graders</li> <li>*Peer Leader activity: Focus on Healthy Relationships</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>*8<sup>th</sup> Grade Scheduling Conferences</li> <li>*10<sup>th</sup> Grade Scheduling Conferences</li> <li>*AP Test Preparation</li> </ul>	<b>PATHWAYS 9 &amp; 10</b>  <ul style="list-style-type: none"> <li>*Senior Exit Interviews</li> <li>*Shippensburg University Trip</li> </ul>	<ul style="list-style-type: none"> <li>*Peer Leader activity: Focus on Body Image Awareness</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>*AP Test Preparation</li> </ul>	<b>PATHWAYS 11</b>	<ul style="list-style-type: none"> <li>*Peer Leader activity: Focus on Alcohol Use and Abuse Awareness</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>*AP Testing</li> <li>*Awards Assembly preparation</li> </ul>	<b>PATHWAYS 12</b>	<ul style="list-style-type: none"> <li>*Peer Leader activity: Wellness Week</li> <li>*Suicide Prevention Presentation during the Romeo and Juliet Unit in English 9</li> <li>*Interview Students for the Peer Leader Group (Recommended by teachers to be Peer Leaders for the upcoming school year)</li> </ul>



# Comprehensive School Counseling Program Delivery System

## G-A Primary School K-2

<p><b>School Counselor Curriculum</b> Provides developmental, comprehensive School Counselor program content in a systematic way to all students preK-12.</p>	<p><b>Prevention, Intervention and Responsive Services</b> Address school and student needs.</p>	<p><b>Individual Student Planning</b> Assists students and parents in the development of academic and career plans.</p>	<p><b>System Support</b> Includes program, staff and school support activities and services.</p>
<p><b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p><b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p><b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p><b>Purpose</b> Program delivery and support.</p>
<p><b>Academic</b></p>	<p><b>Academic</b> *Parent Conferences *Individual Time on Task Observations *Student Placements *Individual Counseling</p>	<p><b>Academic</b> *Develop Behavior Management Plans *Develops Behavior Management Plans *Student Solutions Team Meetings on Individual Students *Student Placements</p>	<p><b>Counselor Related</b> *Review of student records *Functional Behavior Assessment *Move cumulative records to new grade/teacher; review new student records *Coordinates 'Meet the Counselor' Curriculum with K teachers *Parent/Teacher Conferences *Parent Phone Calls *New Student Tours *Student Referrals to outside agencies *Big Buddies: collaborating with HS *Use of CPI strategies</p>

			<ul style="list-style-type: none"> <li>*Participates in Student Solutions Team Meetings</li> <li>*Agency Documentation for Children's Support</li> <li>*Coordinates Thanksgiving and Christmas Outreach for Student Needs</li> <li>*Initiating Big Buddy Program</li> <li>*Participates in CPI Training</li> </ul>
<p style="text-align: center;"><b>Career</b></p> <ul style="list-style-type: none"> <li>*Meet the Counselor for Kindergartners</li> <li>*Implementing 2<sup>nd</sup> grade classroom Career Project</li> <li>*Monitoring 2<sup>nd</sup> grade classroom Career Project</li> </ul>	<p style="text-align: center;"><b>Career</b></p>	<p style="text-align: center;"><b>Career</b></p>	<p style="text-align: center;"><b>Non-Counselor Related</b></p> <ul style="list-style-type: none"> <li>*Faculty Meetings</li> <li>*Periodically substituting in classrooms</li> <li>*Building/District In-service Activities</li> <li>*Duties Beyond Fair-Share Responsibilities</li> </ul>
<p style="text-align: center;"><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>*Meet the Counselor for Kindergartners</li> <li>*First Grade Meet the Counselor and Feelings Lesson</li> <li>*Kindergarten Registration</li> <li>*Small Groups on Social Skills</li> </ul>	<p style="text-align: center;"><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>*Parent Conferences</li> <li>*Lobby Duty/Lunch Duty</li> <li>*Collaborate with teachers</li> <li>*Answering emails from staff and parents</li> <li>*Group Counseling: friendship, social skills, Lunch Bunch</li> <li>*Individual Counseling</li> <li>*Student Referrals from Administration</li> <li>*Parent/Student Orientations</li> <li>*Back to School Evening Program</li> <li>*Recess/Lunch Acclimation</li> </ul>	<p style="text-align: center;"><b>Personal/Social</b></p>	

	*Grief and Loss Services		
<b>Recommended Time</b> 25-35%	<b>Recommended Time</b> 30-40%	<b>Recommended Time</b> 15-25%	<b>Recommended Time</b> 10-15%
<b>Percentage of Time</b> 20%	<b>Percentage of Time</b> 37%	<b>Percentage of Time</b> 15%	<b>Percentage of Time</b> 28%

## G-A Elementary School 3-5

<p><b>Counseling Curriculum</b> Provides developmental, comprehensive school counseling program content in a systematic way to all students preK-12.</p>	<p><b>Prevention, Intervention and Responsive Services</b> Address school and student needs.</p>	<p><b>Individual Student Planning</b> Assists students and parents in the development of academic and career plans.</p>	<p><b>System Support</b> Includes program, staff and school support activities and services.</p>
<p><b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p><b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p><b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p><b>Purpose</b> Program delivery and support.</p>
<p><b>Academic</b> *3<sup>rd</sup> Grade Career Class Lesson *4<sup>th</sup> Grade Career Classroom Lesson * 5<sup>th</sup> Grade Career Classroom Lesson *5<sup>th</sup> Grade Lesson on Entrepreneurship</p>	<p><b>Academic</b> *Positive Behavior Support Plan with Student *Individual Student Counseling *Parent conferences with/without students *Home visits *Prevention/intervention groups: Homework check, anxiety, test taking skills, new student welcome group, anti-bullying, healthy friendships, relational aggression, anger management/emotional regulation, school engagement *Time-On-Task *Bulletin Board *McKinney-Vento Liaison *Peer Mediations</p>	<p><b>Academic</b> *Student Solutions Team Meetings on Individual Students *Student Placements *504/IEP Meetings</p>	<p><b>Counselor Related</b> *Continued uses of Character Education Curriculum *Functional Behavior Assessments *Positive Behavior Support Plan *Parent conferences without students, phone calls, emails * Teacher Consultations *Review new student records *Introduction at Open House to Families *Coordinate Classroom Lessons with Classroom Teacher *Review of Student Records *Bulletin Boards *New Student Tours *Student referrals to</p>



			<p>after school programs  Programs/Resources:  *Big Buddies  *ESAP  *Food pantry  *Holiday Help  *Peer Mediation  Coordination  * Participate in School  wide Character  Education  Program  *Use of CPI strategies  *Coordination of care  collaboration with  agencies, hospital  placements, foster care  *McKinney-Vento  Liaison  *Peer Mediations</p>
<p><b>Career</b>  *Organize and  facilitate 5<sup>th</sup> Grade  field trip to Franklin  County Career and  Technology Center  *3<sup>rd</sup> Grade Career  Class Lesson  *4<sup>th</sup> Grade Career  Classroom Lesson  * 5<sup>th</sup> Grade  Classroom Lesson  *5<sup>th</sup> Grade Lesson  on Entrepreneurship</p>	<p><b>Career</b>  *Bulletin Board  *McKinney-Vento  Liasion</p>	<p><b>Career</b></p>	<p><b>Non-Counselor  Related</b>  *Faculty Meeting  *Itinerant Meetings  *Building/District in-  service activities  * Duties beyond fair-  share responsibility  * Substituting in  classrooms  *Clerical paperwork  related to special  education students</p>
<p><b>Personal/Social</b></p>	<p><b>Personal/Social</b></p>	<p><b>Personal/Social</b></p>	

<ul style="list-style-type: none"> <li>*Character Counts program</li> <li>* Kindness program</li> <li>*Morning Announcements-weekly “Mindset Monday”</li> </ul>	<ul style="list-style-type: none"> <li>*Cafeteria/Stairwell Duty</li> <li>*Positive Behavior Support Plan with student</li> <li>*Prevention/intervention groups: Homework check, anxiety, test taking skills, new student welcome group, anti-bullying, healthy friendships, relational aggression, anger management/emotional regulation, school engagement</li> <li>*Individual Student Counseling</li> <li>*Parent conferences with/without students</li> <li>*Home visits</li> <li>*Student Referrals from Administration</li> <li>*Grief and Loss Services</li> <li>*Consult and collaborate with teachers/staff</li> <li>*Bulletin Board</li> <li>*McKinney-Vento Liasion</li> </ul>	<ul style="list-style-type: none"> <li>*Student Solutions Meeting</li> <li>*Extraordinary Advisement Committee</li> <li>*504/IEP Meetings</li> </ul>	
<p style="text-align: center;"><b>Recommended Time</b> 25-35%</p>	<p style="text-align: center;"><b>Recommended Time</b> 30-40%</p>	<p style="text-align: center;"><b>Recommended Time</b> 15-25%</p>	<p style="text-align: center;"><b>Recommended Time</b> 10-15%</p>
<p style="text-align: center;"><b>Percentage of Time</b> 15-20%</p>	<p style="text-align: center;"><b>Percentage of Time</b> 50-60%</p>	<p style="text-align: center;"><b>Percentage of Time</b> 15-25%</p>	<p style="text-align: center;"><b>Percentage of Time</b> 10-15%</p>

## G-A Middle School 6-8

<p><b>School Counselor Curriculum</b> Provides developmental, comprehensive School Counselor program content in a systematic way to all students preK-12.</p>	<p><b>Prevention, Intervention and Responsive Services</b> Addresses school and student needs.</p>	<p><b>Individual Student Planning</b> Assists students and parents in the development of academic and career plans.</p>	<p><b>System Support</b> Includes program, staff and school support activities and services.</p>
<p><b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p><b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p><b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p><b>Purpose</b> Program delivery and support.</p>
<p><b>Academic</b> *Parent Conferences. *Orientation evening program *Individual Counseling *5<sup>th</sup> Grade Middle School Tour. 8<sup>th</sup> Grade High School Tour</p>	<p><b>Academic</b> *Parent Conferences *5<sup>th</sup> grade transition file review *New Student Tours *Organizational meetings</p>	<p><b>Academic</b> *Organization meetings *IEP meetings *Individual Counseling *Grade Review * One to one meeting *Xello *Grade Review *8<sup>th</sup> Grade Scheduling Conferences *MAP Testing *PSSA Testing</p>	<p><b>Counselor Related</b> * W.I.N. presentations for 6<sup>th</sup> &amp; 7<sup>th</sup> grade *Red Ribbon Week *CPI Training</p>
<p><b>Career</b> PSSA Awards <u>Xello Interest Inventory</u> *Xello Follow-up *Classroom Visitation</p>	<p><b>Career</b></p>	<p><b>Career</b> *Individual Counseling *Grade Reviews *Odyssey Review 8<sup>th</sup> Grade Scheduling Conferences *KEYSTONE EXAMS</p>	<p><b>Non-Counselor Related</b> *Hallway Monitoring *Lunch Duties *Classroom Coverage *Internet safety Assembly</p>
<p><b>Personal/Social</b> *Newcomers Group</p>	<p><b>Personal/Social</b> *P.A.L. Meetings</p>	<p><b>Personal/Social</b> *New Student Orientation</p>	

<ul style="list-style-type: none"> <li>*One to One counseling</li> <li>*THINK meeting</li> <li>*Newcomers Group ice cream social</li> <li>*W.I.N. presentations</li> <li>*Group Dynamics</li> <li>*Newcomers follow-up</li> </ul>	<ul style="list-style-type: none"> <li>*Grief and Loss Services</li> <li>*TRU meeting (Tobacco Resistance Meeting)</li> <li>*Introduction of Student Assistance Program to 6<sup>th</sup> graders during lunch period</li> <li>*Re-introduction of S.A.P. to 7<sup>th</sup> and 8<sup>th</sup> during lunches</li> <li>*Newcomers Group Pizza Party</li> <li>*State S.A.P. Reports</li> </ul>		
<b>Recommended Time</b> <b>25-35%</b>	<b>Recommended Time</b> <b>30-40%</b>	<b>Recommended Time</b> <b>15-25%</b>	<b>Recommended Time</b> <b>10-15%</b>
<b>Percentage of Time</b> <b>15-25%</b>	<b>Percentage of Time</b> <b>30-40%</b>	<b>Percentage of Time</b> <b>15-25%</b>	<b>Percentage of Time</b> <b>10-15%</b>



## G-A High School 9-12

<p><b>School Counselor Curriculum</b> Provides developmental, comprehensive School Counselor program content in a systematic way to all students preK-12.</p>	<p><b>Prevention, Intervention and Responsive Services</b> Addresses school and student needs.</p>	<p><b>Individual Student Planning</b> Assists students and parents in development of academic and career plans.</p>	<p><b>System Support</b> Includes program, staff and school support activities and services.</p>
<p><b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p><b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p><b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p><b>Purpose</b> Program delivery and support.</p>
<p><b>Academic</b> *Ninth Grade Academic Support Study Hall *PSAT Testing *College Application Day *9<sup>th</sup> Grade Tours to Career Tech *Financial Aid Presentation to Parents *AP Testing (2 weeks)</p>	<p><b>Academic</b></p>	<p><b>Academic</b> *Parent Communication *Parent meetings *Individual student appointments *Parent Conferences *College Applications *Letters of Recommendation *Scholarship Applications *Organize Peer Tutors *Prepare for 12<sup>th</sup> Grade Meetings *12<sup>th</sup> Grade Meetings with School Counselor</p>	<p><b>Counselor Related</b> *HS School Counseling and College Adviser Department Meetings *Faculty Meeting *Teacher Consultations *SAP (Student Assistant Program) Meetings Twice a Month *Prepare for Ninth Grade Academic Support Study Hall *Preparation for PSAT Testing *Preparation for Career Panels</p>

		<p>and College Adviser</p> <ul style="list-style-type: none"> <li>*GIEP Meetings: GIEP Coordinator, School Counselor, Administrator and College Adviser</li> <li>*Assist students with scheduling change needs</li> <li>*8<sup>th</sup> Grade Scheduling Conferences</li> <li>*10<sup>th</sup> Grade Scheduling Conferences</li> <li>*Career Tech Interviews for the next school year</li> <li>*8<sup>th</sup> Grade Scheduling Conferences</li> <li>*10<sup>th</sup> Grade Scheduling Conferences</li> </ul>	<ul style="list-style-type: none"> <li>*College Application Day preparation</li> <li>*AP Test Preparation</li> <li>*TEAM, Advisement Program Planning</li> <li>*Acceptance Letters to Peer Leaders</li> <li>*Prepare for Peer Leaders Training</li> <li>*Peer Leaders Training (2 Days)</li> <li>*Initiate the Big Buddy Program</li> <li>*Planned and Implemented a Community Event and School Wide Assembly with Focus on Prescription Drug Use.</li> <li>*Help with Franklin County Leadership Youth selection</li> </ul>
<p><b>Career</b> PATHWAYS 1-12 (see PATHWAYS curriculum for details)</p>	<p><b>Career</b></p>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>*Parent Communication</li> <li>*Parent meetings</li> <li>*Individual student appointments</li> <li>*Parent Conferences</li> <li>*BEP (Business Education)</li> </ul>	<p><b>Non-Counselor Related</b></p> <ul style="list-style-type: none"> <li>*Awards Assembly preparation</li> </ul>

		Partnership) Monthly Meetings *Career Tech Advising	
<b>Personal/Social</b> *ADAP training for 9 <sup>th</sup> graders *Suicide Prevention Presentation during the Romeo and Juliet Unit in English 9	<b>Personal/Social</b> *Crisis Intervention throughout the year when needed *Mediations *PRIDE(Please Respect Individual Differences Everywhere) Meetings *Peer Leader activity: Focus on Welcoming New Students *Peer Leader activity: Focus on Red Ribbon Week *Peer Leader activity: Focus on Great American Smoke Out *Peer Leader activity: Focus on Suicide Prevention, “Save a Life” *Peer Leader activity: Focus on Stress Management *Peer Leader activity: Focus on Healthy Relationships *Peer Leader activity: Focus on	<b>Personal/Social</b> *Parent Communication *Parent meetings *Individual student appointments *Parent Conferences *Prepare for 9 <sup>th</sup> grade meetings *Meet and Greet Meeting with all 9 <sup>th</sup> graders *Interview Students for the Peer Leader Group (Recommended by teachers to be Peer Leaders for the upcoming school year)	

	Body Image Awareness *Peer Leader activity: Focus on Alcohol Use and Abuse Awareness *Peer Leader activity: Wellness Week		
<b>Recommended Time</b> 25-35%	<b>Recommended Time</b> 30-40%	<b>Recommended Time</b> 15-25%	<b>Recommended Time</b> 10-15%
<b>Percentage of Time</b> 10%	<b>Percentage of Time</b> 15%	<b>Percentage of Time</b> 25%	<b>Percentage of Time</b> 50%



# Curriculum Action Plan

**Goal:** The mission of the Curriculum Action Plan at Greencastle-Antrim School District is to provide each student with a planned and sequential set of activities that meet the objectives adopted in the Pennsylvania Career Education and Work Standards.

- **Grade K-5** Awareness of the world of work
- **Grades 6-8** Exploration of the world of work
- **Grades 9-12** Planning and applying information gathered and experiences learned about the world of work

**Philosophy:** The Curriculum Action Plan (Career Domain) is a developmental and organized component of the existing educational program that helps students grow and develop within their academic, personal-social, and career domains. The Curriculum Action Plan (Career Domain) provides information on and experiences in the world of work, which has meaning, related to a student's knowledge of self and of his/her future contributions to his/her changing society.

**Rationale: The Curriculum Action Plan provides the following benefits:**

- Ensures that objectives adopted in the Pennsylvania Career Education and Work Standards are introduced to each student in a planned sequence
- Ensures academic and career planning for each student
- Provides support to families by advocating for their child's academic, personal/social, and career development
- Provides a system for co-facilitation of classroom School Counselor lessons



**Greencastle-Antrim Curriculum Action Plan 2017-18 G-A Primary School K-2 – Mary Lou Pool**

Lesson Subject	ASCA Domain and/or CEW Domain	Curriculum and Materials	Month	# of Students Affected	Location	Evaluation and Assessment	Stakeholders
Intro to School Counselor	ASCA: A:A.3.4 ASCA: A:A.2.1 PA IS: 16.2.KE	-Powerpoint Presentation "Meet the Counselor" -Tool Box with Feeling tools -Counselor Job Assessment Paper	September October	210+	Classroom	Counselor Job Coloring Page	Kindergarten Students
Take Time to be Kind	ASCA: PS.A1.6 ASCA: PS.A1.5 ASCA: PS.A2.6 ASCA: PS.A2.7 ASCA: PS.A2.8 ASCA: PS.C.1.6 PA IS:16.2.K.A PA CEW: 13.2.3.A PA CEW: 13.1.3A	-Powerpoint Presentation "Kindness Matters" -Random Acts of Kindness task	November December	188+	Classroom	Random Acts of Kindness task  Teacher Feedback	1 <sup>st</sup> Grade Students
Career Awareness	ASCA: A:A.2.1 ASCA: A:A.3.4 ASCA: A:A.3.5 ASCA: C:A.1.3 PA CEW: 13.1.3.D PA CEW:13.1.3.E PA CEW: 13.1.3.A PA CEW: 13.1.3.B PA CEW: 13.2.3.D PA CEW: 13.3.3.G	-Powerpoint Presentation "Tracking Tracker" -"Tracker" the stuffed animal - Permission Slip - Report Form	January	237+	Classroom	-Parent/Student Report on Parent Job -Poster of pictures of Tracker	2 <sup>nd</sup> Grade Students with parent
Social Skills	ASCA: PS:A.2.2 ASCA: PS:A.2.3 ASCA: PS: A.2.6 ASCA: PS:A.2.7 ASCA: PS:A.2.8 PA IS 16.1.5.B PA IS 16.2.5.A PA IS 16.2.5.B PA IS 16.3.5.B	-Movie clips demonstrating patience, kindness, etc -Reflection Sheets on personal interests, friendships or body/facial language	February March April	40-50	Conference Room Pit Area Playground	Reflection sheets  Observations at recess or social situations  Teacher Feedback	K-2 students

**Greencastle-Antrim Curriculum Action Plan 2022-23 G-A Elementary School 3-5 – Amanda Baker**

Lesson Subject	ASCA Domain and/or CEW Domain	Curriculum and Materials	Month	# of Students Affected	Location	Evaluation and Assessment	Stakeholders
Open House- Meet and Greet Families	ASCA Domain Mindset:1,3,4,5,6 B-SS 6, B-SMS 10.	Introduction of new school year, meeting and collaborating with families. Materials: PowerPoint and Community Resource List and Brochures	August	700+	Gymnasium	Family feedback	Parent/Student
3 <sup>rd</sup> Grade Career Lesson: Intro to Xello and Career Exploration	CEW Standard 13.1.5	Intro to operation of Xello app •Why career conversation as 3 <sup>rd</sup> graders? • Exploration of interests & skills and how they can apply to “good fit” career and academic choices in the future	September/ October	200+	Library	Teacher Feedback, Progress Monitoring	Students
3 <sup>rd</sup> Grade Career Lesson: Interests	CEW Standard 13.1.5	Define interests and understand how the things they like can help define who you are • Explore the link between interests and various activities • Reflect on their interests and favorite things Material: Ipad	November- April	200+	Classroom	Teacher Feedback, Progress Monitoring	Student
3 <sup>rd</sup> Grade Career Lesson: School Subjects	CEW Standard 13.1.5	Connect what they're learning in school to related opportunities outside of school, like hobbies and chores • Reflect positively on the subjects and topics they are learning in school • Identify careers that use their favorite subject on the job Material: Ipad	November- April	200+	Classroom	Teacher Feedback, Progress Monitoring	Student
Coordinate Thanksgiving/Christmas Help	ASCA Domain B-SS 4, B-SS 6	Support families in need during the holiday season and facilitate connection between, families, school and community resources Material: Letter home to families to request support	October- December	700+	Office	Family feedback, # of families receiving resource	Parent/Student/ Community Supports
4 <sup>th</sup> Grade Career Lesson: Tools for Success	CEW Standard 13.2.5	Explore the skills and habits that can help them succeed at school • Identify the benefits of working hard to develop and use success tools • Reflect on success tools they've used and connect how success tools they use at school can also help them do their best in other parts of their lives, and eventually at work Material: Ipad	October- April	200+	Classroom	Teacher Feedback, Progress Monitoring	Student
4 <sup>th</sup> Grade Career Lesson: Goal Setting	CEW Standard 13.1.5	Explore potential goal obstacles and ways to overcome them • Reflect on one of their own goals and the challenges they may face (or did face) in completing the goal • Understand that setting goals makes their dreams possible / achievable Material: Ipad	October- April	200+	Classroom	Teacher Feedback, Progress Monitoring	Student
5 <sup>th</sup> Grade Career Lesson: Learning and Future Success	CEW Standard 13.3.5	Identify reasons learning is important • Explore the value of lifelong learning by linking learning activities with their potential benefits • Reflect on how what they're learning now relates to a job they like • Describe the learning they will need to do to work in a job that they like Material: Ipad	November/ December	200+	Classroom	Teacher Feedback, Progress Monitoring	Student
5 <sup>th</sup> Grade Career Lesson: Entrepreneurship	CEW Standard 13.4.5	List entrepreneurial character traits, skills, and interests for a variety of entrepreneurs • Identify common obstacles and successes entrepreneurs experience • Create an ordered list of steps entrepreneurs often take to bring their ideas to the market Material: Video, PowerPoint, Ipad	January- March	200+	Classroom	Teacher and Student Feedback	Student
5 <sup>th</sup> Grade Career Exploration Trip to FCCTC	CEW Standard 13.1.5	In-person tour of FCCTC •Exploration of shops available at FCCTC •Understanding of timeline to apply and the process to get into FCCTC •Exposure to non-college career options Materials: Reflection/Wonder Graphic Organizer	March	200+	FCCTC	Student Feedback	Students, FCCTC

Greencastle-Antrim Curriculum Action Plan 2017-18 G-A Middle School 6-8 – Fred Yelton and Katelynn Mellott

Lesson Subject	ASCA Domain and/or CEW Domain	Curriculum and Materials	Month	# of Students Affected	Location	Evaluation and Assessment	Stakeholders
INTEREST INVENTORY	C:A1.3 C:A1.8 C:B1.2 C:C1.3 13.1.8.A 13.1.8.B 13.1.8.F	COIN Interest Inventory is used to assess students' interests and skills. Students are then given results identifying Career Clusters that match their specified interests and skills. Career Cruising Assessment will replace COIN Interest Inventory 2017-2018.	September	250	Classroom	Post Assessment classroom visit	Students
T.H.I.N.K.	A:A3.2 C:A1.3 PS:A1.1 13.1.8.A 13.3.8.B 13.3.8.C	T.H.I.N.K. Curriculum	Monthly	750	Classroom	Teacher Feedback	Students
NEWCOMERS MEETINGS	A:A2.3 C:A1.6 PS:A2.1 13.1.8.A 13.2.8.E 13.3.8.C	Scheduling, Student Handbook, Student Services	Monthly	100	Classroom	Teacher Feedback	Students, Parents
ORGANIZATIONAL MEETINGS	A:B1.1 C:A1.4 PS:A2.6 13.1.8.B 13.1.8.F 13.2.8.E	Classroom structure/Expectations	Monthly	100	Classroom	Teacher Feedback	Students, Parents
SOCIAL MEDIA	PS:A1.1 PS:A2.1 PS:C1.4 13.1.8.A 13.1.8.B 13.2.8.B	Pennsylvania Office of Attorney General	September	750	High School Auditorium	Referrals, Administration feedback	Students, Parents
COLLEGE CAREER FAIR	C:A1.2 C:A1.5 C:A1.8 13.1.8.A 13.1.8.B 13.2.8.A 13.2.8.C	Speakers, Advisors	March	750	Community Center	Teacher feedback, Parental feedback, Business feedback	Students, Business
RED RIBBON WEEK	PS:A1.1 PS:A2.3 PS:B1.8 PS:C1.2 13.1.8.F 13.2.8.E	U.S. Government statistics	October	750	H.S./M.S. Campus	Number of policy violators	Students, Community

**Greencastle-Antrim Curriculum Action Plan 2022-23 G-A High School 9-12 – Daniel Barrett, Sara Richardson, and Jenniffer Everetts**

Lesson Subject	ASCA Domain and/or CEW Domain	Curriculum and Materials	Month	# of Students Affected (~250 per grade)	Location	Evaluation and Assessment	Stakeholders
Meet and Greet with the School Counselor	ASCA:PS-A1.2 ASCA:PS-A1.10	Information about the student is gathered and a Freshman Survey is completed by all students	September	9 <sup>th</sup> grade	School Counseling Office	Google Survey	Student and School Counselor
Skills You Need for Success	ASCA: A2.1 ASCA: A3.1 ASCA: C1.1 ASCA:C:B2.5 PA:13.2.8.D	TEAM Lesson Plan and Handouts Power Point Introduction to Career Portfolio	September	9 <sup>th</sup> grade	Classroom and Auditorium		Students, School Counselors and Teachers
Study Skills	ASCA: A1.5 ASCA: A2.1 ASCA: B1.3 ASCA:C:B2.5 PA:13.2.8.D	PATHWAYS Lesson Plan and Handouts	October	9 <sup>th</sup> grade	Classroom		Students, School Counselors and Teachers
Benefits of Extracurricular Activities	ASCA:C1.2 ASCA:C1.3 ASCA:C:B2.5 PA:13.2.8.D	PATHWAYS Lesson Plan and Handouts	November	9 <sup>th</sup> grade	Classroom		Students, School Counselors and Teachers
Career Tech Tour	ASCA:CA1.2 ASCA:C:B2.5 PA:13.1.11.D	Tour each Program offered at Career Tech	November	9 <sup>th</sup> grade	Career Tech	Reflection of Career Tech Tour	Students, School Counselors, FCCTC Teachers
Preparation for Final Exams	ASCA: A1.5 ASCA: A2.1 ASCA: B1.3 ASCA:C:B2.5 PA:13.2.8.D	PATHWAYS Lesson Plan and Handouts	December	9 <sup>th</sup> grade	Classroom		Students, School Counselors and Teachers
Transcripts, Knowledge, Opportunities	ASCA: A:B2.1 ASCA: A:B2.6 ASCA: C:B2.5 PA: 13.1.11.D PA:13.1.8.F PA:13.1.8.H PA:13.2.8.D	PATHWAYS Lesson Plan and Handouts	February	9 <sup>th</sup> grade	Classroom		Students, School Counselors and Teachers
Planning for Your Futures	ASCA:C:B2.4 ASCA:C:B2.5 PA:13.2.8.D PA:13.1.11.D PA:13.1.8.F	PATHWAYS Lesson Plan and Handouts	March	9 <sup>th</sup> grade	Classroom		Students, School Counselors and Teachers
Bank: Checking and Savings	ASCA:A:C1.4 ASCA:C:B2.5 PA:13.3.8.D PA:13.2.8.D	PATHWAYS Lesson Plan and Handouts	April	9 <sup>th</sup> grade	Classroom		Students, School Counselors, Teachers and Bank Personnel

**Greencastle-Antrim Curriculum Action Plan 2022-23 G-A High School 9-12 – Daniel Barrett, Sara Richardson, and Jenniffer Everetts**

Final Career Portfolio Check list	ASCA:C:B2.5 PA:13.2.8.D	PATHWAYS Checklist	May	9 <sup>th</sup> grade	Classroom	Teacher checks for completion of all assignments	Students, School Counselors and Teachers
Suicide Prevention Lesson	ASCA:PS:C1.6 ASCA:PS:C1.7	School Counselors present information about Suicide Awareness to all ninth grade English classes following their Romeo and Juliet unit.	January and May	9 <sup>th</sup> grade	Classroom		Students, School Counselors and Teachers
Learning About Yourself	ASCA:C:B2.5 ASCA:A:C1.1 PA:13.2.8.D PA:13.1.11.A	PATHWAYS Lesson Plan and Handouts	September	10 <sup>th</sup> grade	Classroom		Students, School Counselors and Teachers
Tying Values to Occupations	ASCA:C:B2.5 ASCA:C:A1.2 ASCA:C:A1.3 PA:13.2.8.D PA:13.1.11.A	PATHWAYS Lesson Plan, PA Career Guide and Handouts	October	10 <sup>th</sup> grade	Classroom		Students, School Counselors and Teachers
Career Panels	ASCA:C:A1.2 PA:13.1.11.B PA:13.1.11.F	60 Business Professionals share their insight on their career field Students attend 2 panels based upon selection from the Career Cluster Form.	November	10 <sup>th</sup> grade	Classroom, Auditorium and Library		Students, School Counselors and Business Professionals
My Job, My Life	ASCA:C:B2.5 PA:13.2.8.D PA:13.1.11.A	PATHWAYS Lesson Plan and Handouts	November	10 <sup>th</sup> grade	Classroom	Career Panel Reflection	Students, School Counselors and Teachers
Career Reality Discussion	ASCA:C:B2.5 ASCA:C:A1.3 PA:13.2.8.D	PATHWAYS Lesson Plan and Handouts	December	10 <sup>th</sup> grade	Classroom		Students, School Counselors and Teachers
Career Research	ASCA:C:B2.5 ASCA:C:B2.1 ASCA:C:B1.2 ASCA:C:B1.5 PA:13.2.8.D	While using Career Cruising, students take a career inventory and then research 2 careers based upon careers that align with their interests and abilities	January	10 <sup>th</sup> grade	Library		Students and School Counselors
10 <sup>th</sup> Grade Conferences	ASCA:C:B2.2 ASCA:C:B2.4 PA:13.1.11.D	School Counselors and College Adviser meet with each 10 <sup>th</sup> grade student individually to discuss their career interests and choose classes for their junior and senior years.	February	10 <sup>th</sup> grade	Counseling Offices		Students and School Counselors
Bank Loans	ASCA:A:C1.4 ASCA:C:B2.5 PA:13.3.8.D PA:13.2.8.D	PATHWAYS Lesson Plan and Handouts	February	10 <sup>th</sup> grade	Classroom		Students, School Counselors, Teachers and Bank Personnel
Post-Secondary Education	ASCA:C:B2.5 ASCA:A:B2.7 PA:13.2.8.D PA:13.1.11.H	Power Point Presentation highlighting Post-Secondary Options	March	10 <sup>th</sup> grade	Classroom		Students, School Counselors and Teachers
Shippensburg University Trip	ASCA:A:B2.7 PA:13.1.11.H	All 10 <sup>th</sup> grade students tour Shippensburg University and listen to presentations highlighting a variety of majors.	March	10 <sup>th</sup> grade	Shippensburg University		Students, School Counselors, and Shippensburg Faculty



**Greencastle-Antrim Curriculum Action Plan 2022-23 G-A High School 9-12 – Daniel Barrett, Sara Richardson, and Jennifer Everetts**

Compare Post-Secondary Options	ASCA:C:B2.5 ASCA:A:B2.7 PA:13.2.8.D PA:13.1.11.H	PATHWAYS Lesson Plan and Handouts	April	10 <sup>th</sup> grade	Classroom		Students, School Counselors and Teachers
Final Career Portfolio Checklist	ASCA:C:B2.5 PA:13.2.8.D	PATHWAYS Checklist	May	10 <sup>th</sup> grade	Classroom	Teacher checks for completion of all assignments	Students, School Counselors and Teachers
Importance of Job Shadowing	ASCA:C:B2.5 ASCA:A:C1.3 PA:13.2.8.D PA:13.1.11.D	PATHWAYS Lesson Plan and Handouts, Job Shadowing Panel	September	11 <sup>th</sup> grade	Gymnasium		Students, School Counselors, Business Professionals and Teachers
Introduction to Resume Writing	ASCA:C:B2.5 ASCA:A:A2.6 PA:13.2.8.D PA:13.2.8.C	PATHWAYS Lesson Plan and Handouts, Business Professionals share their expertise	October	11 <sup>th</sup> grade	Classroom		Students, School Counselors, Business Professionals and Teachers
PSAT	ASCA:A:B1.2	Proctor the PSAT	October	11 <sup>th</sup> grade	Auditorium		Students and School Counselors
Resume Writing and Proofreading	ASCA:C:B2.5 ASCA:A:A2.6 PA:13.2.8.D PA:13.2.11.C	Students, School Counselors, Business Professionals and Teachers	November thru February	11 <sup>th</sup> grade	Classroom		Students, School Counselors and Teachers
Career Day Preparation	ASCA:C:B2.5 ASCA:C:A2.1 PA:13.2.8.D PA:13.1.11.D	PATHWAYS Lesson Plan and Handouts	March	11 <sup>th</sup> grade	Classroom		Students, School Counselors and Teachers
Career Day	ASCA:C:A2.1 PA:13.1.11.D PA:13.2.11.A PA:13.2.11.C	Over 60 Business Professionals meet with 11 <sup>th</sup> graders individually to discuss careers and evaluate resumes.	April	11 <sup>th</sup> grade	Gymnasium	Feedback from Business Professionals	Students, School Counselors, Business Professionals and Teachers
Career Day Reflection	ASCA:C:B2.5 PA:13.2.8.D	PATHWAYS Lesson Plan and Handouts	April	11 <sup>th</sup> grade	Classroom	Career Day Reflection	Students, School Counselors and Teachers
Decision Day	ASCA:A:B1.1 ASCA:A:B2.1	Decision Day and Celebration highlighting the Seniors future plans	May	11 <sup>th</sup> grade and 12 <sup>th</sup> grade	Auditorium		Students, School Counselors, College Adviser and Teachers
Senior Meetings	ASCA:A:B2.7 ASCA:A:B2.3	The School Counselor and College Adviser meet with all the Seniors to discuss future plans.	September	12 <sup>th</sup> grade	School Counselor Office		Students, School Counselors and Teachers
Preparation for Career and College	ASCA:A:B2.7	Power Point Presentation	September	12 <sup>th</sup> grade	Auditorium		Students, School Counselors and College Adviser

**Greencastle-Antrim Curriculum Action Plan 2022-23 G-A High School 9-12 – Daniel Barrett, Sara Richardson, and Jenniffer Everetts**

Information about the Local Job Market and Employee able qualities	ASCA:C:A2.3 ASCA:C:A2.8 PA:13.2.11.E	Power Point presentation by local business experts.	October	12 <sup>th</sup> Grade	Auditorium		Students, School Counselors and Teachers
Cover Letter Writing and Proof Reading	ASCA:CB2.5 PA:13.2.11.C PA:13.2.8.D	PATHWAYS Lesson Plan and Handouts	November and December	12 <sup>th</sup> Grade	Classroom and Library		Students, School Counselors and Teachers
College Application Day	PA:13.1.11.H ASCA:A:B2.7	Students work with local College Admission Personal to complete college applications.	November	12 <sup>th</sup> Grade	Library		Students, School Counselors, College Admission Officers and College Adviser
Interview Skills	ASCA:C:A2.2 PA:13.2.11.A	Power Point Presentation from Career Specialist	February and March	12 <sup>th</sup> Grade	Auditorium		Students, School Counselors, and Career Specialists
ASVAB	PA:13.1.11.A PA:13.1.11.B	ASVAB testing	February	10 <sup>th</sup> - 12 <sup>th</sup> grades	Auditorium		Students and Military Personal
Senior Exit Interviews	ASCA:C:B1.2 PA:13.2.11.A PA:13.2.11.C	Each Senior interviews with a Business Professional and School Professional	March	12 <sup>th</sup> Grade	Various Offices and Classrooms		Students, School Counselors, Business Professionals, Administrators, College Adviser and Teachers
Integrity and Social Media	ASCA:PS:A1.6 ASCA:PS:A1.7 ASCA:PS:A1.8	Panel Discussion addressing Social Media and the Workplace and Academic Integrity	April	12 <sup>th</sup> Grade	Auditorium		Students, School Counselors, Academic/ Business Professionals
8 <sup>th</sup> Grade Conferences	ASCA:C:B2.2 ASCA:C:B2.4 PA:13.1.11.D	School Counselors meet with assigned 8 <sup>th</sup> grade students and parents discuss their transition to the high school and their 9 <sup>th</sup> grade schedule.	February and March	8 <sup>th</sup> Grade	School Counselor Offices		Students, Parents and School Counselors
Peer Leader Weekly Meetings	ASCA:PS:A1.1 ASCA:PS:A1.3	Weekly meetings consist of team building activities, development of action plans and discussion about implementation of activities.	August-May	Selected Student Group	Library	Written Student Input	Students and School Counselors
Peer Leader Training	ASCA:PS:A1.1 ASCA:PS:A1.3 ASCA:PS:A1.9 ASCA:PS:A1.10	The 3 day training consists of team building, guest speakers addressing teen issues and leadership development, goal setting and establishing structure and communication for our group's success.	August and January	Selected Student Group	High School and Various Locations in the Community		Students, School Counselors and Guest Speakers
Peer Leader Monthly Activities	ASCA:PS:A1.1 ASCA:PS:A1.3 ASCA:PS:B1.12 ASCA:PS:A2.6	Students implement their action plan. Activities typically consist of producing print media, social media, and a lunch event to support one common message.	August-May	Student Body 9-12	High School Cafeteria and/or Wellness Classes		Students and School Counselors

Red Ribbon Week	ASCA:PS:A1.1 ASCA:PS:A1.3 ASCA:PS:B1.12 ASCA:PS:A2.6	Students implement their week long action plan. Activities typically consist of producing print media, social media, and a lunch event to support one common message. School wide assembly.	October	Student Body 9-12	High School Cafeteria and/or Wellness Classes		Students and School Counselors
Wellness Week	ASCA:PS:A1.1 ASCA:PS:A1.3 ASCA:PS:B1.12 ASCA:PS:A2.6	Students implement their week long action plan. Activities typically consist of producing print media, social media, a lunch event, after school event and school wide assembly to support one common message.	May	Student Body 9-12	High School Cafeteria and/or Wellness Classes		Students and School Counselors
Peer Tutors	ASCA:A:A1.2-4 ASCA:A:B1.1 ASCA:A:B1.4	Students request a Peer Tutor when faced with academic challenges. Students are paired with peers who have expressed interests in tutoring and proven their competence in the content area.	September - May	Students in grades 9-12	Student Center and Library		Students, Teachers and School Counselors
Big Buddies	ASCA:PS:A1.1-2 ASCA:PS:A1.11	High School Students volunteer to be a mentor to an individual student in K-5.	November - May	Interested Students in grades 9-12	Primary and Elementary Schools		Students and School Counselors
PRIDE	ASCA:PS:A1.1-3	Students promote Please Respect Individual Differences Everywhere through different activities.	September - May	Interested Students in grades 9-12	High School Cafeteria		Students, School Counselors and Administration
Homebound Instruction	ASCA:A:B1.7	Students who are unable to attend school in a traditional setting due to prolonged illness, are assigned a teacher tutor to provide 5 hours of instruction per week.	When needed	Available to students in grades 9-12	Coordinated with Teacher and Students		Students, Teachers, and School Counselors
SAP Coordinator	ASCA:PS:A1.5	Provide additional support and resources for students that have been identified by teachers, parents, administrators and/or counselors facing challenges academically and/or behaviorally.	September - May	Available to students in grades 9-12	Classroom	SAP survey which is submitted to the state	Teachers, Nurse, SAP Liason and School Counselors
Career Tech Coordinator	ASCA:A:C1.6	Coordinates the Career Tech Process including coordinating a 9 <sup>th</sup> grade tour of Career Tech, assisting students applying to Career Tech, participating in the interview process, attending Countywide School Counselor meetings and being the contact person between the home school and Career Tech.	September - May	Students 9-11 that are interested in attending Career Tech	High School and Career Tech		Students and School Counselors
BEP(Business Education Partnership)	ASCA:A:C1.2	Leads meetings with Chamber members to assist with coordinating career events at the school.	September - April	Events that BEP assists with planning include grades 10 and 11	Chamber of Commerce		Chamber member and School Counselor
Letters of Recommendation	ASCA:C:C2.1	Letters are written for students who request them for College Admission and/or Scholarships	September - May	Students applying scholarship, college admission and other opportunities	School Counseling Office		Students and School Counselors
College Applications	ASCA:C:C2.1	Information requested by College Institutions are prepared and sent	September - May	Students applying for college admission	School Counseling Office		Students and School Counselors

Scholarship Applications	ASCA:C:C2.1	Information requested by organizations offering scholarships are prepared and sent	January-April	Students applying for scholarships	School Counseling Office		Students and School Counselors
9 <sup>th</sup> Grade Mentor Study Hall	ASCA:A:B1.1-7	Develop a curriculum to use to teach transitioning 9 <sup>th</sup> grade students skills to be successful in high school.	August-January	9 <sup>th</sup> Grade students & mentors	Classroom		Students, School Counselors and Teachers
Career Fair	PA: 13.1.11.D	Develop an event where students have an opportunity to interact with potential employers and work on their resume.	October	All 11 <sup>th</sup> Grade students	Library, Auditorium		Students, School Counselors, Local Businesses

Greencastle-Antrim Curriculum Action Plan 2022-23 G-A High School 9-12 – Daniel Barrett, Sara Richardson, and Jennifer Everetts

# Organizing Career / Postsecondary Resources

Resource Types Organizations / Agencies	List Resources
Intermediary Organizations	American School Counselor Association Pennsylvania School Counselor Association Franklin County Career and Technology Center Hagerstown Community College Shippensburg University Penn State University - Mont Alto Campus Franklin & Marshall College Lincoln Intermediate Unit #12 Community Education Coalition (CEC) Franklin Virtual Academy (FVA)
Umbrella Organizations	Greencastle Chamber of Commerce Greencastle Exchange Club Lincoln Intermediate Unit 12 Lenfest Education Program
Community/ State Agencies	Laurel Life Healthy Communities Partnership Women In Need Franklin County Leadership Youth Brook Lane Health Services Crisis at the Chambersburg Hospital Franklin/Fulton Drug and Alcohol Program Franklin/Fulton Mental Health/Intellectual Disabilities Franklin Family Services, Incorporated Keystone Behavioral Health Lutheran Counseling Services Momentum Services Pathways Counseling Services Pennsylvania Counseling Services PHEAA Franklin County Area Development Corporation Waynesboro Community and Human Services
Individual Contacts	– Greencastle Chamber of Commerce Angela Austin – WellSpan Mike Ross – FCADC Victoria Kerr – Shippensburg University Kevin Crawford – Hagerstown Community College



Luis Flores – Hagerstown Community College  
 – Franklin County Leadership Youth and Franklin County Leadership  
 Karen Johnson – Healthy Communities Partnership  
 Katie Russell – Healthy Communities Partnership  
 Stacey Spangenburg – Milton Hershey School  
**CAREER DAY REPRESENTATIVES**  
 Ron Gipe – Accountant  
 Jennifer Greenlee – Architect  
 Dr. Joseph Hasper – Shippensburg University ROTC  
 Zach Martin – Automotive Technician  
 Roxanne Ober – Aviation Maintenance  
 Cheryl Mowen – Biological Scientist  
 Kyle Florentine – Chef  
 Michael Cranston – Chemical Engineer  
 Trevor Fredrick – Civil Engineer  
 Katie Statler – Cosmetologist  
 Dr. Andy Carey – Shippensburg University Counselor  
 Dr. Todd Whitman – Shippensburg University Counselor  
 Leigh Ann Zeger – Dental Hygienist  
 Aaron Martin – Pennsylvania State Police Detective  
 Philip Price – Diesel Service Technician  
 John Rudy – Electrical Engineer  
 Berri Reminick – Electrical Engineer  
 Ronda Hoover – Elementary Teacher  
 Nathan Hykes – Farmer  
 Tim Parry – Financial Planner  
 Troy Hubers – General Manager  
 Adam Ritchey – Graphic Designer  
 Laura Wallace – WORX Graphic Designer  
 Global Data – It Project Manager, Security Specialist, Network Engineer,  
 Software Developer  
 Bob Parasiliti – Journalist  
 Zachary Kieffer – Lawyer  
 Rob Russell – Marines  
 Lynn Dietrich – Mechanical Engineer  
 Marsha Egolf – Medical Assistant  
 Sierra Nevada – National Security  
 Calvin Gomez – Navy  
 Vince Ha – Photographer  
 Karissa Deyoung Nunmaker – Photographer  
 Lauren Murray – Physical Therapist  
 Meredith Ankerbrand – Physical Therapist  
 Carolyn Doncheski – Occupational Therapist  
 Dave Wolfe – Physician Assistant

	<p>Dana Hull – Nurse Practitioner  Kevin Creager – Police  Summit Health – Registered Nurse  Marcus Rauhut – Social Media Marketing Specialist  Kristen Fisher – Social Worker  Mike Stevenson – Truck Driver  Dr. Daniel Oliver – Veterinarian  Bob Danzberger – Welder  Todd Swan – Woodworker</p> <p><b>SENIOR EXIT INTERVIEWERS</b></p> <p>Sharon Bair – Manitowoc  Bob Whitmore  Rachel Grimm – Orrstown Bank  Frank Thomas – Franklin County Literacy Council  Garon Gembe – Graphics Universal Incorporated  Nalisa Gembe – Graphics Universal Incorporated  Jason Divelbiss – Attorney at Law  Bea Hoffman – Summit Health  Traci Ingram – Summit Occupational Health  Fawne Matthai – First Data  Mia Sandri – First Data  Linda Boeckman – Wilson College  Patty Gochenauer – Penn State Mont Alto  Ed Jackson – Manitowoc  Charles Martin – Franklin County  Jeff Koons – Koons Insurance and Financial Services  Jeff Shank  Shelby Grubesky – Aerotek  Don Chlebowski – AgChoice Farm Credit  Chris Grimm – First Community Bank of Mercersburg  Kerrie Petrunak – Corning Credit Union  Tiffany Bloyer – Franklin County  Jordan Statler – Summit Physician Services  Brian Hissong  Rita Hillwig</p>
Community/Business Meetings	<p>Greencastle Chamber of Commerce  Business Education Partnership  Community Education Coalition (CEC)</p>
Community Events	
Internet Based Links	<p>Career Cruising  College Board Big Future  Common Application  Send EDU</p>

	NCAA Eligibility Center PA Career Guide Penn State University Web School Counselor Counselor System
Media/Advertising	PA Career Guide PHEAA Financial Aid Materials
Publications/Documents	<a href="http://www.careercruising.com">www.careercruising.com</a> <a href="https://bigfuture.collegeboard.org/">https://bigfuture.collegeboard.org/</a> <a href="http://gahsscholarships.wixsite.com/gahsscholarships">http://gahsscholarships.wixsite.com/gahsscholarships</a>

# Individualized Academic/Career Plan

## Pathways: Development of the Career Portfolio

Completion of the Career Portfolio begins during the students' freshman year of high school. Roughly every two weeks for a total of twelve meetings, students complete assignments guided by scripted lesson plans provided to the teacher (PATHWAYS advisor.) School counselors develop the overall plan for the year and the individual lessons for each grade level. If necessary, lessons and the plan are updated throughout the school year to accommodate the needs of the students or changes to the school calendar. Yearly, after receiving feedback and written evaluation from the graduating class, the overall schedule for the following school year is planned and lessons are adapted.

Parents learn about the Career Portfolio during their student's eighth grade conference. Additional details are discussed at freshmen orientation and yearly open houses at the beginning of each school year.

During monthly staff meetings, school counselors outline Career Portfolio objectives and lessons to the administrators and teachers.

Special events that support and enhance the Career Portfolio process:

Grade 10: In November, all sophomores attend our Career Panel event. Students choose to listen to two panels of experts. Two to six professionals represent the 16 Career Clusters. The panel of experts answer scripted questions, so that the students learn more about each career field.

In March, each sophomore attends a trip to Shippensburg University. The students learn more about the college experience and take a tour of campus.

Grade 11: Each junior is required to job shadow. In a profession of their choosing, students are expected to spend one day observing a person in the preferred career field.

In April, all eleventh grade students participate in Career Day. Each student is scheduled to meet two professionals in career fields they choose. During this one-on-one conversation, the students hear more about a specific career. The career representatives ask questions of the students too. The professionals give the students feedback on their resume.

Grade 12: The culminating activity of the Career Portfolio is the Senior Exit Interview. In March, each student is scheduled to interview with two people: a school staff member and a business professional. During the 20 – minute interview, students are asked scripted questions. **The purpose of the Senior Exit Interview is to sharpen students' interview skills by examining three areas of their life: 1) personality, 2) career interest, 3) future goals.** A rubric is used to evaluate their interview, the cover letter, resume, thank you note and career portfolio assignments.

(See Appendix B for the PATHWAYS curriculum)



<b>PATHWAYS SCHEDULE</b>	<p><b><u>9<sup>th</sup> Grade</u></b>  Objective: Introduce students to opportunities at GAHS and skills necessary for success in high school. Additionally, introduce students to the pathways available to their future career(s).</p>	<p><b><u>10<sup>th</sup> Grade</u></b>  Objective: Expose students to the variety of career options available and assist them in gathering information about careers. Guide them through a collection of assessments for them to be more self-aware, more knowledgeable about their unique strengths and skills and more capable of identifying careers that appropriately align with these characteristics. Introduce students to the concept of entrepreneurship.</p>	<p><b><u>11<sup>th</sup> Grade</u></b>  Objective: Provide opportunities such as Career Day and job shadowing, so that students can learn more about specific career(s) that interest them. Students will prepare a resume. Students will begin to explore options to pursue their post-secondary plans.</p>	<p><b><u>12<sup>th</sup> Grade</u></b>  Objective: Prepare students for a job interview including a final resume and cover letter. Provide relevant information to help students best prepare for their future whether it be post-secondary education or workforce.</p>
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**PATHWAYS 1**  
September

**MEETING LOCATION:**  
Auditorium  
**MEETING GOAL:** Introduce Pathways for the year, listen to a presentation from... about his/her pathway to success and provide an overview of clubs and activities for the year.  
\*\*C4 Survey Completion

**MEETING LOCATION:**  
Auditorium  
**MEETING GOAL:** Introduce Pathways for the year, listen to a presentation from... about his/her pathway to success and provide an overview of clubs and activities for the year.  
\*\*C4 Survey Completion

**MEETING LOCATION:**  
Auditorium  
**MEETING GOAL:** Introduce Pathways for the year, listen to a presentation from... about his/her pathway to success and provide an overview of clubs and activities for the year.  
\*\*C4 Survey Completion

**MEETING LOCATION:**  
Blue Option: GAHS Cafeteria  
Gold Option: GAHS Library  
**MEETING GOAL:**  
Blue Option: Application Process / Essay Writing: (4 year college ONLY) The focus will be Common Application and Coalition Application  
Gold Option: Self – Appraisal Collection  
PANEL: HACC, HCC, Thaddeus Stevens, PIA and Career Tech Adult Education  
**\*\*Planning for College & Career Application Day**  
\*\*C4 Survey Completion

<b>PATHWAYS 2</b> October	<b>MEETING LOCATION:</b> Pathways Classroom <b>MEETING GOAL:</b> Team building and introduction activities for students and their Pathways teacher to connect and begin to build a rapport.	<b>MEETING LOCATION:</b> Pathways Classroom <b>MEETING GOAL:</b> Self-assessment More about your personality...	<b>MEETING LOCATION:</b> Auditorium <b>MEETING GOAL:</b> Patty Gochenauer from Penn State University will introduce juniors to a resume, the importance of the document and steps on how to begin the writing process.	<b>MEETING LOCATION:</b> Blue Option: GAHS Cafeteria Gold Option: GAHS Library <b>MEETING GOAL:</b> Blue Option: College & Career Application Day Preparation / How to Avoid Common Mistakes on College Essays Gold Option: Identifying Entry Level Jobs and Upward Mobility: Manufacturing / Distribution / Healthcare / Banking
<b>PATHWAYS 3</b> October	<b>MEETING LOCATION:</b> Auditorium <b>MEETING GOAL:</b> Discuss SMART goals, eliminating distractions and the concept of shifting from a spectator to an active participant.	<b>MEETING LOCATION:</b> Pathways Classroom <b>MEETING GOAL:</b> Self-assessment More about your skills...	<b>MEETING LOCATION:</b> Pathways Classroom <b>MEETING GOAL:</b> Using resources provided on Xello, students will write their resume.	College and Career Application Day 2022

<p><b>PATHWAYS 4</b> November</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> On Xello, students will find their way to create a personal schedule to maintain all responsibilities and stay organized.</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> Using resources provided on Xello, students will explore the meaning of entrepreneurship and contemplate their own future goals.</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> Using resources provided on Xello, students will collaborate with one another and proofread their resume and finalize their resume.</p>	<p><b>MEETING LOCATION:</b> Blue Option: GAHS Cafeteria Gold Option: GAHS Library</p> <p><b>MEETING GOAL:</b> Blue Option: Presentation by Diana Brown: Introduction to Financial Aid / FAFSA / Scholarship v. Financial Aid / College Debt Gold Option: Presentation by Jeff Koons: Introduction to job benefits</p>
<p><b>PATHWAYS 5</b> November</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> On Xello, students will complete a career assessment (Matchmaker) and begin identifying careers in which they are interested. Students will complete a Matchmaker reflection.</p>	<p><b>MEETING LOCATION:</b> Auditorium</p> <p><b>MEETING GOAL:</b> Entrepreneurship Panel: Local business owners will join us to provide their perspective on entrepreneurship and the characteristics necessary to successfully own a business.</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> Career Day: To prepare for Career Day, using resources provided on Xello, students will discuss the importance of first impressions when meeting with professionals. They will develop one to two questions to ask their assigned career professionals who they will meet at the Career Day event.</p>	<p><b>MEETING LOCATION:</b> Blue Option: GAHS Cafeteria Gold Option: GAHS Library</p> <p><b>MEETING GOAL:</b> Blue Option: Mock application and an overview of the college selection process Gold Option: How to apply for jobs</p>



<p><b>PATHWAYS 6</b> December</p>	<p><b>MEETING LOCATION:</b> Auditorium <b>MEETING GOAL:</b> Discuss tips to prepare for tests, ways to manage test anxiety and appropriate communication techniques.</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom <b>MEETING GOAL:</b> Career Research</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom <b>MEETING GOAL:</b> On Xello, complete the Career Day reflection and the survey. Begin the conversation about job shadowing.</p>	<p><b>MEETING LOCATION:</b> Selected Locations <b>MEETING GOAL:</b> <u>Guidance on How to Update Your Resume: Content (key buzz words and presentation)</u> 1. US Jobs (all government jobs / military) 2. Manufacturing 3. Arts/Communication 4. Business &amp; Information Technologies 5. Human Services 6. Science &amp; Healthcare 7. Education</p>
<p><b>PATHWAYS 7</b> February</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom <b>MEETING GOAL:</b> In Xello, students will use the provided materials to examine their own transcript and several other transcript examples to become more knowledgeable about the content of this important document and set goals for Semester II.</p>	<p><b>MEETING LOCATION:</b> Auditorium <b>MEETING GOAL:</b> Guide students through the preparation process for 10<sup>th</sup> grade conferences to ensure students are ready for a meaningful and productive discussion about their junior year scheduling.</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom <b>MEETING GOAL:</b> Discuss the importance of job shadowing and the steps necessary to take to meet this requirement at GAHS.</p>	<p><b>MEETING LOCATION:</b> Blue Option: GAHS Cafeteria Gold Option: GAHS Library <b>MEETING GOAL:</b> Blue Option: Award letter review Gold Option: Funding your upward mobility</p> <p><b>**Students will sign up for a Cover Letter Writing Workshop.</b></p>

<p><b>PATHWAYS 8</b> February</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> Explore all five pathway options: Highlight military &amp; workforce options.</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> Financial Literacy Presentation: Checking &amp; Savings Teacher-led lesson through Ever-fi</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> Community Service Panel: Highlight several local non-profit organizations and the good work these organizations are doing to enhance our local communities.</p>	<p><b>MEETING LOCATION:</b> <b>ALL SENIORS:</b> Auditorium</p> <p><b>MEETING GOAL:</b> Presentation by Victoria Kerr: Interview Skills in preparation for Senior Exit Interview. Additionally, discuss the necessity of a cover letter and the cover letter requirement that all seniors will complete. (Students will then meet with the counseling staff throughout the day to write their cover letter.)</p>
<p><b>PATHWAYS 9</b> March</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> Explore all five pathway options: Highlight technical school / trade school options.</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> In Xello, students will use the resources provided to learn more about self-advocacy and ways to effectively communicate their needs.</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> Community Service assignments given followed by a discussion highlighting the task each group will complete on March 17<sup>th</sup>.</p>	<p><b>MEETING LOCATION:</b> <b>ALL SENIORS:</b> Auditorium</p> <p><b>MEETING GOAL:</b> Final preparation for the Senior Exit Interview. Students will receive their interview time and location.</p>
<p><b>PATHWAYS 10</b> March</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> Explore all five pathway options: Highlight two-year Associate degree options.</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> Essential Skills: Time management and creating a balance with your time to care for all of your responsibilities</p>	<p><b>MEETING LOCATION:</b> Pathways Classroom</p> <p><b>MEETING GOAL:</b> Students will complete a Community Service reflection.</p>	<p><b>MEETING LOCATION:</b> <b>ALL SENIORS:</b> Auditorium</p> <p><b>MEETING GOAL:</b> Financial Literacy Presentation: Credit / Budgeting</p>



<b>PATHWAYS 11</b> April	<b>MEETING LOCATION:</b> Pathways Classroom <b>MEETING GOAL:</b> Explore all five pathway options: Highlight four-year college, Bachelor's+ degree options.	<b>MEETING LOCATION:</b> Pathways Classroom <b>MEETING GOAL:</b> Students will prepare for the trip to Shippensburg University. This preparation process will include researching the university and other options in Pennsylvania.	<b>MEETING LOCATION:</b> Auditorium <b>MEETING GOAL:</b> Introduce the College Process (Match and Fit) and discuss opportunities for students during their senior year (panel with current seniors representing Early to College experiences and Internships).	<b>MEETING LOCATION:</b> Pathways Classroom <b>MEETING GOAL:</b> Complete the GAHS Senior Survey (for graduation) and an opportunity to write thank you's
<b>PATHWAYS 12</b> May	<b>MEETING LOCATION:</b> Auditorium <b>MEETING GOAL:</b> Decision Day – A presentation highlighting seniors' decisions about their personal pathway pursuit. **C4 Survey Completion	<b>MEETING LOCATION:</b> Auditorium <b>MEETING GOAL:</b> Decision Day – A presentation highlighting seniors' decisions about their personal pathway pursuit. **C4 Survey Completion	<b>MEETING LOCATION:</b> Auditorium <b>MEETING GOAL:</b> Decision Day – A presentation highlighting seniors' decisions about their personal pathway pursuit. **C4 Survey Completion	<b>MEETING LOCATION:</b> Auditorium <b>MEETING GOAL:</b> Decision Day – A presentation highlighting seniors' decisions about their personal pathway pursuit. **C4 Survey Completion

# Career and Technical Center Strategy

## Student Awareness

Grade	Intervention/Programs /Events	Stakeholder Delivery	Data Used Success Indicator	Month	Contact Person
10-12	CareerTech promotion during PATHWAYS	School Counselors to students	# of Students that apply to Career Tech	Throughout 9 <sup>th</sup> grade	HS Counseling Team
10	Career Tech promoted at 10 <sup>th</sup> grade Conferences	School Counselors and College Adviser	# of Students that apply to Career Tech	February	Current 10 <sup>th</sup> grade counselor
9	Career Tech Tour	Career Tech staff to students	# of Students that go on the tour	October or November	Current 9 <sup>th</sup> grade counselor
9-11	Career Tech New Student Orientation	Career Tech staff to students	# of Students that attend the event	August and January	Lori Ebersole (or current FCCTC recruitment coordinator)
8	Career Tech Presentations during Anchor period	Career Tech staff	# of Students that go on the Career Tech tour and apply to Career Tech	March or April	Current 8 <sup>th</sup> grade counselor
7- 8	Career Tech Open House	Career Tech Staff to students and parents	# of Students that attend Career Tech	April	Lorii Ebersole (or current FCCTC recruitment coordinator)
5	Career Tech Road Show	Career Tech staff to student and parents	# of Students and Parents in attendance	April or May	Current 5 <sup>th</sup> grade counselor

## Parent Awareness

Grades	Intervention/Prevention/ /Events	Stakeholder Delivery	Data used Success Indicator	Month	Contact Person
8	Parent Conferences	School Counselors, Administrators, College Adviser	# of Parents provided with information	February and March	Mike McManus (or current HS principal)
7- 8	Career Tech Open House	Career Tech Staff to students and parents	# of Students that attend Career Tech	April	Lori Ebersole (or current FCCTC recruitment coordinator)

## Educator Awareness

Intervention/Program/ Events	Month	Stakeholder Delivering	Data used Success Indicator	Date

County Administration meetings at Career Tech	Once a Month	Administrators	# of Administrators that Attend	Sept-May
County Career Tech meeting for School Counselors	Bi-Monthly	Career Tech School Counselor and Administration	# of School Counselors that attend	Sept-May
Career Tech tours of programs for School Counselors	By Monthly	Career Tech School Counselor and Administration	# of School Counselors that attend	Sept-May
College Credit at Career Tech	Yearly	School Counselor	# of Students that earn College Credit	Sept-May

# Job Descriptions

## Greencastle – Antrim School District Position Description

**Title:** Primary School Counselor

**Qualifications:**

1. Primary School Counseling Certification
2. Such alternatives to these qualification as the School Board may find appropriate

**Reports To:** Supervisor of Student Services

**Job Goal:** To help develop and implement an effective School Counseling program at the Primary level

**Performance Responsibilities:**

1. Develop and implement a developmental School Counselor program for the primary schools
2. Confer with staff on student progress and problems
3. Communicate with parents concerning student progress and problems
4. Provide career information to classroom teachers
5. Assist with the placement of students in classes
6. Counsel students with respect to:
  - a) Their strength and weaknesses
  - b) Attendance
7. Maintain students' individual records
8. Assist with school special programs
9. Coordinate school interaction with other state and local social agencies
10. Perform other duties as assigned by the administration

## Greencastle – Antrim School District Position Description

### **Title: Elementary School Counselor**

#### **Qualifications:**

1. Elementary School Counseling Certification
2. Such alternatives to these qualification as the School Board may find appropriate

**Reports To:** Supervisor of Student Services

**Job Goal:** To help develop and implement an effective School Counselor program at the Elementary level

#### **Performance Responsibilities:**

1. Develop and implement a developmental School Counselor program for the elementary school  
Confer with staff on student progress and challenges
2. Communicate with parents concerning student progress and challenges
3. Provide career information to classroom teachers and students
4. Assist with the school's testing programs
5. Assist with the placement of students in classes
6. Counsel students with respect to:
  - a) Their strength and struggles
  - b) Attendance
  - c) Social/emotional wellbeing
7. Maintain students' individual records
8. Assist with school special programs
9. Coordinate school interaction with other state and local social agencies
10. Perform other duties as assigned by the administration



## Greencastle – Antrim School District Position Description

**Title:** Middle School Counselor

**Qualifications:**

1. Secondary School Counseling Certification
2. Such alternatives to these qualification as the School Board may find appropriate

**Reports To:** Supervisor of Student Services

**Job Goal:** To help develop and implement an effective counseling program at the Middle School level

**Performance Responsibilities:**

1. Assist the principal in sectioning and scheduling students
2. Maintain students' individual records
3. Confer with teachers concerning student progress and problems
4. Communicate with parents concerning student progress and problems
5. Present group School Counselor classes to students
6. Council students on progress and problems
7. Inform students of part-time and summer employment
8. Coordinate school testing program
9. Coordinate school special education programs
10. Coordinate school use of special state and local agencies
11. Coordinate school attendance
12. Plan and organize annual magazine drive
13. Complete other tasks as assigned by the administration

## Greencastle – Antrim School District Position Description

**Title:** Senior High School Counselor

**Qualifications:**

1. Secondary School Counseling Certification
2. Such alternatives to these qualification as the School Board may find appropriate

**Reports To:** Supervisor of Student Services

**Job Goal:** To help develop and implement an effective School Counseling program at the secondary level

**Performance Responsibilities:**

1. Provide individual and group counseling on academic, personal/social and career development issues
2. Consult with staff on student progress and problems
3. Communicate and consult with parents/guardians concerning student progress and concerns
4. Consult with and make referrals to appropriate agencies/professionals
5. Assist with and interpret results of the standardized testing program
6. Assist with Career Pathways activities
7. Speak to classes or provide information to teachers, as requested
8. Coordinate school visits by representatives of colleges, the military, etc.
9. Provide employment information to students
10. Assist in the scheduling process
11. Help maintain and interpret student records
12. Provide current information to assist students in dealing with school issues and in planning for the future
13. Screen and choose applicants for the Franklin County Career and Technology Center (FCCTC)

# APPENDIX A

Dear \_\_\_\_\_,

Because of your interest and commitment to education and to the students of the Greencastle-Antrim School District (GASD), our K – 12 counseling department is inviting you to become a member of the Greencastle-Antrim Counseling Department Advisory Council. The counselors are confident that you will be able to provide an invaluable service to our school as we work to continually improve our programs.

The advisory council will be comprised of outstanding school and community leaders who will be tasked with reviewing our programming efforts and making recommendations regarding student and community needs.

The advisory council will meet twice a year, with the first meeting scheduled for \_\_\_\_\_ in the \_\_\_\_\_(room)\_\_\_\_\_. Please give this invitation careful consideration and inform us of your decision by \_\_\_\_\_. Please respond via email to [dbarrett@gcasd.org](mailto:dbarrett@gcasd.org). Your acceptance of council membership will greatly enhance our school-counseling program and opportunities for our students.

Sincerely,

Daniel Barrett  
Department Head K-12 Counseling Programs  
Greencastle-Antrim School District

## APPENDIX B

### PATHWAYS Program Curriculum

[9th Grade Lesson Plans](#)

[10th Grade Lesson Plans](#)

[11th Grade Lesson Plans](#)

[12th Grade Lesson Plans](#)







## MEMO

To: Dr. Lura Hanks and the Board of School Directors  
From: Dr. Edward Rife, Executive Director for Secondary Education  
Date: January 19, 2023  
Re: High School Program of Studies (2023-2024)

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I am proud to present to you the proposed changes to the *High School Program of Studies*. Each year our department leaders, individual department members, and administrators work diligently to analyze student data and to inspect our programming. Our goal is to target areas where we can better meet the needs of our students. We continue to keep our mission of providing opportunities for our students at the forefront, and at the same time understand there is limited funding for new programs. With that being stated, the proposed changes are highlighted below.

**Community Service** (p.12) As part of their graduation requirements, students complete a Community Service Project and a Job Shadowing Experience. Temporarily suspended due to the pandemic, a committee was formed to develop a process to reinstate these important requirements. For the Class of 2024 and Class of 2025, students are required to complete a minimum of seven (7) hours of community service. Beginning with the Class of 2026 and beyond students will be required to complete a minimum of 15 hours of community service. We are excited to introduce a “GAHS Gives Back Day” as an option for completing community service hours.

Recognizing the importance of equipping students with the skills and education they need to be successful in our continuously evolving world, we are excited to be able to offer two new Work-Based Learning opportunities for students:

**Advanced Manufacturing Pre-Apprenticeship (AMP) Program** (pg. 28-29) Through a partnership with Pennsylvania College of Technology, students enrolled in Manufacturing & Innovation Studio (p. 60) at GAHS, as well as students pursuing an internship in a related field will be enrolled in the Advanced Manufacturing Pre-Apprenticeship (AMP) Program offered by Penn Tech. The four-month AMP Program is a career exploratory opportunity for high school students that provides foundational knowledge and skills needed for entry-level positions in today’s manufacturing industry. Utilizing online learning and hands-on sessions, the AMP program exposes students to skill sets that are transferrable among the many career paths in manufacturing, engineering, product design and fabrication, maintenance, quality control, and management. Students completing this program receive a certificate from the PA Department of Labor and upon passing the Certified Manufacturing Exam (CMfgE), can qualify for a Certified Manufacturing Associate Certificate.

**Costa Academy** (p. 29) Costa Academy is Chambersburg’s Culinary Institute operating out of The Orchards Restaurant. The mission behind Costa Academy is to come alongside students and help them to learn a trade by educating them in a creative manner, so that they in turn can become successful regardless of the field of work they choose to advance towards. Costa Academy has trained students and chefs that work at places such as Gear House, Bistro 71, University Grille, Menno Haven Retirement Community, Wilson College, Mercersburg Academy, Orchards Restaurant and WellSpan Hospital.

Your consideration of these exciting opportunities to strengthen our high school program is appreciated. I look forward to discussing the proposed changes in more detail. Thank you for your continued support. If you have any questions, please feel free to contact me. G-A Proud!

# Greencastle-Antrim High School

## PROGRAM OF STUDIES

### Course Selection and Scheduling Information 2023 – 2024

*(School Board Proposal 01/19/2023)*



### Greencastle-Antrim High School

300 South Ridge Avenue  
Greencastle, PA 17225  
(717) 597-3226

#### Student Center for School and Career Counseling

(717) 597-3226, extension 10503  
Fax: (717) 597-2912

#### Student Services

(717) 597-3226, extension 10505  
Fax: (717) 597-2912

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## **PHILOSOPHY OF EDUCATION**

The mission statement and core values listed below represent the Greencastle-Antrim School District's philosophy about educating the children of this community and provide the framework for achieving those guiding principles.

**MOTTO: Empowering for Success**

**MISSION STATEMENT: A community invested in empowering our students to strive for excellence to succeed in the future.**

**CORE VALUES:**

**INTEGRITY**

**RESPECT**

**COMMITMENT**

**STANDARDS**

**CHILDREN FIRST**

## **STATEMENT OF EQUALITY AND NON-DISCRIMINATION**

Greencastle-Antrim School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, creed, sex and handicap in its actions, programs, or employment practices as required by Title VI, Title IX, and Section 504. For information regarding civil rights or grievance procedures, contact the school district office. For information regarding services, activities, and facilities that are accessible to and not accessible to handicapped persons, also contact the district office:

**Greencastle-Antrim School District  
500 East Leitersburg Street  
Greencastle, PA 17225  
717-597-3226**

## **PURPOSE OF THIS BOOKLET**

*The Program of Studies is a guide for all students and their parents. It contains information for each student to understand the opportunities available and make the best choices for their future regarding their choice of a career major, courses, and programs for the high school years. Scheduling decisions should be made after careful thought and consultation with the student's family, teachers, faculty advisor, assistant principal and school counselor. Strong consideration should be given to the student's career plans beyond high school when choosing each year's program. It is our desire to empower all students for success by equipping them with the tools they need to realize their potential.*



**GREENCASTLE-ANTRIM SCHOOL DISTRICT**  
**CORE COMPETENCIES:**  
**The Portrait of a GASD Graduate**

**COMPETENCY 1: Critical Thinking and Social Responsibility**

GASD students will demonstrate varied thinking skills to construct knowledge, identify patterns, formulate arguments, and solve problems. Our students will think critically to develop authentic, logical action plans to demonstrate their ability to be resourceful problem solvers. Our students will be able to act as decisive leaders within their personal, professional and community environments communicating with clarity, empathy, while responding with compassion. GASD students will excel in working independently and collaboratively with others to garner diverse perspectives, contribute using their strengths and rely on support in areas of challenge as they approach every new problem, situation, and opportunity.

**COMPETENCY 2: Creativity and Innovation**

GASD students will embrace the structured learning environment as a pathway for creative thought, expression, and innovation. Our students will use general knowledge and skills coupled with curiosity and imagination to find new and innovative solutions to problems and to communicate personal thoughts and ideas. Students will be reflective in their experiences in order to adapt to changing environments and consider diverse perspectives. GASD students will demonstrate resilience and resourcefulness as they practice their creative thinking. Students will acknowledge that innovation is a process often requiring multiple attempts, revisions to ideas, and a willingness to collaborate with others to achieve a desired outcome.

**COMPETENCY 3: Literacy and Communication**

GASD students will demonstrate the ability to access and understand information from a variety of forms to include words, numbers, pictures, and charts. Students will be able to garner information from both print and digital media, oral or visual representations and determine reliability and purpose of the information presented. GASD students will demonstrate the ability to process information in order to react and respond appropriately. GASD students will be able to effectively organize information and adjust their communication methods to meet the demands of the purpose and targeted audience. Our students will be able to quickly adapt to changing technologies by understanding the purpose and function of available tools and applications. They will demonstrate a deep understanding and sense of numbers in order to identify patterns, relationships, and functions to maintain financial stability and find different routes to solving complex problems.

**COMPETENCY 4: Physical and Emotional Health**

GASD students will demonstrate an awareness of their individual work habits, social habits, strengths, and weaknesses. GASD students will be able to express and manage emotions and develop meaningful relationships with others through physical, social and emotional experiences. They will demonstrate self-awareness, self-esteem, and self-regulation through their actions, communication, and collaboration with others. GASD students will be equipped to make healthy decisions to protect themselves, both physically and emotionally. Students will be adaptable, respectful, and empathetic as they engage with others in diverse settings. They will be equipped with healthy strategies to manage emotions and face challenges.

**COMPETENCY 5: General Knowledge and Academic Preparation**

GASD students will demonstrate acquisition of general knowledge as measured by local, state, and national standards. Our students will demonstrate mastery of interdisciplinary skills and processes associated with academic preparation. GASD students will demonstrate the ability to transfer their knowledge and skills to authentic, real-world situations. GASD students will experience a rigorous curriculum with diverse offerings to ignite curiosity for the possible pathways post-graduation. GASD students will be self-directed learners and supported as they prepare for and design their own post-graduation plans.



# GRADUATION REQUIREMENTS

Requirements to Graduate from Greencastle-Antrim High School include:

4 planned courses in English

4 planned courses in Math

3 planned courses in Social Studies

3 planned courses in Science

1 planned course in Digital Foundations (*beginning with the Class of 2021*)

1 planned course in Wellness per year, for 4 years

1 planned course in World Language

Career Portfolio Graduation Project

- Job Shadowing
- Community Service

8 planned elective courses

Graduation Requisites:

- Schedule progressively more difficult course selections within any particular course sequence each successive academic year
- Successfully complete a pre-approved, committee-monitored, Community Service Project
- Successfully complete all career path experiences and The Career Portfolio Project

---- See Appendix A (page 68) for the Graduation Requirements Checklist----

## ADDITIONAL GRADUATION REQUIREMENTS

### *Class of 2023 and beyond*

Effective with the graduating class of 2023, Students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness. Keystone Exams will continue as the statewide assessment Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA). Although students will no longer be required to achieve proficiency on the Keystone Exams to meet the statewide graduation requirement, **students must take the Keystone Exams for purposes of federal accountability.**

For more information regarding the ACT 158 Pathways to Graduation Toolkit, visit this site:

<https://sites.google.com/gcasd.org/greencastle-antrimschooldistri/home>

## ENRICHMENT COURSES

These courses are designed as enrichment courses for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students in English, Math, and Science. Students will be placed in the course by administrative recommendation based on the student's PSSA scores, Keystone Exam scores, and other collected data. These courses will be .5 credit elective courses.

## CAREER PORTFOLIO GRADUATION PROJECT/PATHWAYS

The goal of the district and the high school is to challenge students to become lifelong learners, responsible individuals and productive citizens. Therefore, all Greencastle-Antrim High School students must undertake and complete a graduation project that aligns with the core competencies of the Greencastle-Antrim School District. The students will complete a Career Portfolio, which begins in 9<sup>th</sup> grade and is to be completed by the end of their 12<sup>th</sup> grade PATHWAYS schedule.

PATHWAYS is a career-focused advisement program that gives students the chance to explore their interests, strengths, and weaknesses in a structured environment. Within the program, students are placed into groups with students from their respective years and follow the program's curriculum. The Career Portfolio is the compilation of assignments that the students receive during their PATHWAYS meetings. Outlined below is the goal and objective for each grade.

Every student group is assigned a teacher as a PATHWAYS mentor. PATHWAYS mentors guide their students through the prescribed lesson plans and monitor the progress of the Career Portfolio. Once a teacher is assigned to a student group as a PATHWAYS mentor, that teacher will remain with that group throughout their high school experience.

The final PATHWAYS requirement is the Senior Exit Interview. The purpose of the Senior Exit Interview is to sharpen a student's interviewing skills by encouraging that student to examine three key areas of

their life: their personality, their career interest, and their future goals. During the interview, students will answer questions that will require them to utilize the insight gained while completing this on-going project. The interview is structured to be as authentic as possible; there are two interviewers, a school representative and a local businessperson, who question the student on the three key areas. The interviewers then complete a rubric to grade the students' skills and efforts. Each student is required to participate in, and pass, the Senior Exit Interview.

<b><u>PATHWAYS GOALS</u></b>			
<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Objective: Introduce students to opportunities at GAHS and skills necessary for success in high school	Objective: Expose students to the variety of career options available and assist them in gathering information about careers in which they are interested	Objective: Introduce students to a career in which they are interested; introduce students to post-secondary school options and prepare a resume	Objective: Prepare students for a job interview including a final resume and cover letter
<ul style="list-style-type: none"> <li>• Examination of student's skills and abilities</li> <li>• FCCTC presentation</li> <li>• Community Service Fair during Ninth Grade Open House</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to career options and post-secondary education</li> <li>• Transcript review</li> <li>• The benefits of extracurricular activities</li> <li>• College Tour</li> <li>• Career Panels</li> <li>• Higher Education Panels</li> <li>• Entrepreneurship Panel</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration of a student's career interests</li> <li>• Introduction to workplace etiquette</li> <li>• Building a resume</li> <li>• Career Day</li> <li>• Completion of a Job Shadowing experience</li> </ul>	<ul style="list-style-type: none"> <li>• Building a cover letter</li> <li>• Reinforce interviewing skills</li> <li>• College &amp; Career Application Day</li> <li>• Completion of Senior Exit Interview</li> </ul>

Optional Higher Education and Career Experiences:

- |                        |                           |
|------------------------|---------------------------|
| FCCTC Tour             | College Web Site Searches |
| Internships            | College Planning          |
| College Tours          | Financial Aid Night       |
| College Reps           | College Fair Nights       |
| FAFSA Completion Night | Scholarship Opportunities |

## COMMUNITY SERVICE

Participating in community service provides students the opportunity to experience first-hand the benefits of volunteerism while working with a community organization to help fulfill a need within our society. Students develop organizational, time management, and effective communication skills while completing an independent project in a real-world setting outside the school district. Involvement in community service can also afford students the opportunity to explore career opportunities in a volunteer capacity.

The Community Service requirement had been temporarily suspended due to Covid-19 limitations. A committee was formed to determine best practices moving forward. Approved by the GASD Board of School Directors, the Community Service requirement has been reinstated as follows:

**Class of 2024 and Class of 2025** – Students will need to complete a minimum of seven (7) hours of community service with a non-profit organization. A community service option will be provided on campus in the spring/summer of 2023 (GAHS Gives Back day). Students must register by the last day of the fifth marking period (MP5) to participate in this option (more information will be made available). All students will submit an iMovie/presentation at the conclusion of completing their hours.

**Class of 2026 and Beyond** – Students will complete a minimum of fifteen (15) hours of community service with a non-profit organization.

- Students will complete a Community Service Project Proposal and receive pre-approval before beginning their community service hours.
- Students will follow the guidelines outlined in the Community Service Packet. This includes submitting an iMovie/presentation at the conclusion of completing their hours.
- Students must complete their community service hours by the end of the first semester of their eleventh (11) grade year.
- For students finding it difficult to complete the Community Service requirement, a GAHS Gives Back day will be offered as an opportunity to acquire community service hours.

### GAHS Gives Back Day

- Open to 9<sup>th</sup> and 10<sup>th</sup> grade students
- A GAHS Gives Back day will be scheduled during the week following graduation.
- Participating students must register by the last day of the fifth marking period (MP5).
- Parents are responsible for transportation to and from school on the GAHS Gives Back day.
- Completion of one GAHS Gives Back day is equivalent to 7.5 hours of Community Service.
- Students may complete two GAHS Gives Back days, or complete one day and serve an additional 7.5 hours with a non-profit organization to complete the 15-hour requirement.

### Additional Community Service Information

- Students may not be paid for their service.
- While participation in GAHS service clubs is highly encouraged, service club hours cannot be used for Community Service.
- Community Service must be done before completing the Senior Exit Interview.
- The Community Service requirement is coupled with the Career Portfolio. Students will share their experience during the Senior Exit Interview.
- Students will earn .5 credit upon completion of their Career Portfolio and Community Service.

## **SCHEDULING PROCEDURE**

All students are encouraged to choose a broad career major at the end of ninth grade and to use the guidelines on pages 19-23 when choosing courses. Study hall periods are discouraged; however, variations will occur due to curriculum, personal choice, and year in school. In the intensive block schedule, courses are one semester in length. Every student must minimally schedule three major subjects for each semester; four majors are preferred. A major subject meets two periods per day for one semester. Descriptions of all subjects offered are included in this booklet for use by students, parents, and school staff. Students should read the description of each course they schedule. If more information is needed, the subject teacher or department chairperson should be consulted. If help is needed in making a course decision, a parent, counselor, faculty advisor, or administrator should be consulted. School counselors, academic administrators, and faculty advisors are very important in this decision process since they are most familiar with the graduation requirements and the uniqueness of each student's chosen career path.

## **OVER-SUBSCRIBED CLASSES AND PROGRAMS**

During scheduling, more students might request entrance into programs and courses than space or time allotment permits. A process has been developed which details the selection procedures. The intent of the procedures is to uphold high student performance standards as entrance criteria for our program. In addition, the procedures are designed to provide a non-discriminatory process for selecting students for special programs and courses. Examples include but are not limited to the following: Franklin County Career and Technology Center, Hagerstown Community College, on-campus and distance learning opportunities, paid and unpaid internships, "over-subscribed" electives, etc. At the date designated for course or program scheduling, the process is as follows:

1. All specified prerequisites must be satisfied.
2. Cumulative grade point average will be checked. Students must meet or exceed any specified minimum GPA.
3. Should more qualified candidates exist than course/program openings then students will be selected on the basis of seniority. Seniors will be given priority over juniors, juniors over sophomores, etc.
4. Should there be too many qualified candidates in the same grade level, then students will be rank ordered by GPA. Those with the highest GPA will be given preference.
5. Should the aforementioned filters still result in more student candidates than course/program openings, all remaining qualified candidates will be given an independent and equal (random) opportunity for selection, i.e.: "pick a name out of the hat."



## SCHEDULE CHANGE POLICY

Greencastle-Antrim High School's schedule change policy is intended to encourage students (and their families) to carefully consider initial course selections. Thorough consideration should be given to course selections for the next school year BEFORE and DURING the course scheduling process. Preliminary schedules for the next school year will be made available to students prior to the start of the next school year. Students should carefully review their schedules.

**Students will only be permitted to submit schedule change requests for the following reasons:**

- **Unbalanced course load**
- **Missing course/period**
- **Courses out of sequence (e.g. Spanish II before Spanish I)**
- **Lack of prerequisite**
- **Post-secondary requirements (Seniors only)**
- **Upgrade to a more challenging course**

If, after reviewing your schedule, you require a change **for one of the reasons listed above** complete a schedule change request form and promptly return it to Student Services. Students will have until **July 28, 2023** to submit a schedule change request form with parental approval. Schedule change requests for both semesters should be submitted by this date. If extenuating circumstances necessitate a second semester schedule change after the school year has begun a schedule change request form, with parental approval, must be submitted to Student Services by **December 8, 2023**.

## GRADING

In our school, 65% is the passing grade, the final average a student needs in order to receive credit for a subject. Final grades for each semester are computed by averaging the marking period grades with the final examination. The final examination counts 1/7 of the final grade or 1/2 the value of an individual marking period grade. The grading scale and quality point representation is as follows:

Letter Grade	Percent	Unweighted QPE	Weighted QPE
A	93 - 100	4.0	5.0
A-	90 – 92	4.0	5.0
B+	87 – 89	3.8	4.8
B	83 – 86	3.4	4.4
B-	80 – 82	3.0	4.0
C+	77 – 79	2.8	3.8
C	73 – 76	2.4	3.4
C-	70 – 72	2.0	3.0
D	65 – 69	1.0	2.0
F	Below 65	0.0	0.0

## COMPUTATION OF GRADE POINT AVERAGE (GPA)

*GPA is based on basic concepts we all use, but when all the variables are taken into account, the computation of grade point average can be confusing.*

On their report cards all students receive a GPA for the current marking period. At the end of each semester students receive a cumulative GPA, which averages in final course grades since the beginning of ninth grade. GPA is determined by the following:

- Grade in the course
- Quality points represented by the grade
- Extra quality point for weighted (Advanced Placement and College) courses
- Credit value of the course (Courses that meet one semester every day for a double period are worth one full credit; others that meet less are worth less than one credit.)

### ***Computation of Grade Point Average***

The following table illustrates a simple calculation of the GPA for one marking period:

Course	Grade	Quality Points	X	Number of Marking Periods	+	Weight	X	Credit	=	Total Points
English 10	A	4	x	1	+	0	x	1	=	4
Alg. II	B-	3	x	1	+	0	x	1	=	3
Civics	A	4	x	1	+	0	x	1	=	4
Graphics	B-	3	x	1	+	0	x	1	=	3

To calculate the GPA for one marking period, add the credits (4) and add the total points (14). Then divide total points by total credits. The current GPA for that marking period is 14 divided by 4 = 3.5.

**Cumulative GPA**, which represents coursework throughout high school, is posted on the report card at the completion of each semester. At the end of the first and second marking periods of each semester, cumulative GPA serves as an indicator; at the end of each semester, the posted cumulative GPA is current. Cumulative GPA is computed by adding the total credits and total points:

<u>Grade</u>	<u>Credits</u>	<u>Total Points</u>	<u>GPA</u>
9 <sup>th</sup>	7.50	30.00	4.0000
10 <sup>th</sup>	7.90	31.60	4.0000
11 <sup>th</sup> (mid-year)	<u>3.50</u>	<u>15.00</u>	4.2857
	18.90	76.60	

Then total points are divided by total credits = 4.0529, which is the cumulative GPA for this student after first semester of eleventh grade.

## **EARNED SENIOR PRIVILEGE**

Seniors who are on track to graduate on time have earned the opportunity to attend classes for less than the standard four blocks per day for an entire school year. The goal of this program is to allow students to seek further opportunities within their post-graduation goals. To be eligible, students must need less than eight credits in order to fulfill graduation credit requirements and have met all Pennsylvania proficiency requirements on standardized tests. In addition, the student must have completed their Community Service and Job Shadowing requirements and submitted a junior physical form to the nurse's office. An application for Earned Senior Privilege must be completed and on file in the main office.

## **DIPLOMA REQUIREMENTS/GRADUATION**

Each student must satisfy all graduation requirements to earn a high school diploma. Those students not satisfying the diploma requirements by the end of the senior year will receive a certificate of attendance. Students may return the following year to complete graduation requirements.

To participate in graduation ceremonies, seniors must be earning a diploma or be no more than one credit or one planned course short with a remediation plan in place. Those who cannot participate in graduation may choose to do so the following year. Students who complete graduation requirements a year early may participate in graduation ceremonies with the current senior class. Students who enter college early under a Dual Enrollment may take part in graduation ceremonies with their class. Students who intend to graduate early should make their intentions known during the Senior Conference and complete an Early Graduation Form.

## **ACADEMIC RECOGNITION AT GRADUATION**

Graduating seniors will be honored according to the Latin Honors System by the following distinctions based on their cumulative GPA and upon the completion of their coursework.

- 4.0 – higher = Summa Cum Laude
- 3.75 – 3.9 = Magna Cum Laude
- 3.50 – 3.74 = Cum Laude

The Latin Honors system will honor more students for their academic achievements. It replaces the current top 20 designation (beginning with the Class of 2016), and the Valedictorian and Salutatorian designations (beginning with the Class of 2019).

## **NATIONAL HONOR SOCIETY**

GAHS has an active society affiliated with the national organization that is recognized by universities and corporations as the premier organization that honors high school students who excel in scholarship, leadership, character, and service. Membership in the Greencastle-Antrim National Honor Society includes membership in the national organization.

To become a member of this prestigious group, students need to develop and express their academic, leadership, character, and service skills and abilities from the time they begin their high school years. Students are given the opportunity to apply for membership during their junior year. The application process is rigorous, involving an essay in which the student explains how his or her involvements reveal positive leadership, character, and service, as well as recommendations from the faculty and other adults who have been involved in supervising extra-curricular and service activities in which the student has participated. For more information regarding membership in the Greencastle-Antrim High School chapter of the National Honor Society, please visit the high school link on our website at [www.gcasd.org](http://www.gcasd.org)

# JANUARY GRADUATION DECLARATION FORM

Student Name: \_\_\_\_\_ Homeroom #: \_\_\_\_\_

Student ID #: \_\_\_\_\_ Age (as of this date): \_\_\_\_\_ Date of Birth: \_\_\_\_\_

## Reason for Early Graduation:

\_\_\_\_\_ Begin my post-high school education Where: \_\_\_\_\_

\_\_\_\_\_ Begin working full-time Where: \_\_\_\_\_

\_\_\_\_\_ Enter the military Branch: \_\_\_\_\_

\_\_\_\_\_ Other: \_\_\_\_\_

## To be read and signed by both student and parent/guardian:

I am aware of the graduation requirements listed below and understand they must be completed before my diploma can be issued or an official graduation verification letter can be signed:

\_\_\_\_\_ Review all remaining course and program requirements with my assistant principal

\_\_\_\_\_ Verify completion of job shadowing and career portfolio requirements with counselor

\_\_\_\_\_ Confirm school nurse has received my junior physical and has my height/weight for cap & gown

\_\_\_\_\_ Return all books and materials to my teachers and the library; paid any outstanding debts to the student services secretary located in the Student Center

\_\_\_\_\_ Inform the student center secretary where to send my final transcript, if applicable

\_\_\_\_\_ Check with your assistant principal regarding Keystone requirements

\_\_\_\_\_ Notify the main office of my intentions to participate in graduation ceremonies and confirm the spelling of my name for diploma

\_\_\_\_\_ Senior announcements and apparel can be ordered at [www.balfour.com](http://www.balfour.com)

\_\_\_\_\_ Return this signed form to the student services secretary located in the Student Center

I understand that to be eligible to participate in commencement activities, I must attend all scheduled rehearsals in preparation for the graduation ceremony. I also understand that it is my responsibility to initiate at least monthly contact with the main office to remain informed regarding graduation preparation information.

**As an early graduate, I understand that I am no longer entitled to the rights and privileges afforded to full time students.** I must sign in at the main office as a visitor if I have business at the school. I am no longer eligible to participate in any school activities such as sports, music related activities, clubs, etc. except for the Prom. My presence on school property is restricted in the same manner as any other member of the public not enrolled as a student at Greencastle-Antrim High School.

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**Student and Parent:** I agree to all the above requirements and understand these obligations must be satisfied to fulfill the early graduation requirements of the Greencastle-Antrim School District.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**Assistant Principal:** I have reviewed all the above requirements with this student and can verify that he/she is aware of the early graduation requirements of the Greencastle-Antrim School District.

Assistant Principal: \_\_\_\_\_ Date: \_\_\_\_\_

*(Please contact your counselor for the complete form and additional information)*

## CAREER MAJORS

- Business and Communications
- Science and Technology
- Creative and Applied Arts
- Human Services

Career majors are very broad in scope and are limited only by a student's specific career path. The career major represents a continuum of possibilities ranging from immediate employment to enrollment in a four-year college.

The following section explains each of the four CAREER MAJORS including required courses, suggested programs/electives, related occupations, and college preparation recommendations.

Internships are suggested for all career majors, for students who qualify during the junior and/or senior years.



## **BUSINESS AND COMMUNICATIONS CAREER MAJOR**

### **-Required Courses-**

English (4)  
Social Studies (3)  
Wellness (4)  
Mathematics (4)  
Science (3)  
World Language (1)  
Electives (8)

### **Suggested Programs and /or Electives for the Business and Communications Major:**

- Business or Communications related programs
- Internships
- Hagerstown Community College Programs
- Early-To-College/Dual Enrollment Programs/Articulated Credits
- Early-to-Technical School Programs

**Career and Technology Center Programs:** Marketing & Web Design      Supply & Logistic Management  
Entrepreneurship      Landscaping & Horticulture  
Graphic Communications & Web Design  
Information Systems & Technology

**Suggested Electives:**      Advanced Mathematics      Engineering & Design  
Journalism      Product Design Studio  
Photojournalism I      Materials & Processes  
Photojournalism II      Robotics Studio  
Speech      Video & Digital Production  
Digital Production Studio      Internship  
Sound Recording Technology Foundations

**Advanced World Language:** Spanish, German, French

**Related Occupations:**      Accounting      Graphic Communications & Web Design  
Real Estate      Travel  
Journalism      Marketing  
Banking      Administrative Assistant  
Broadcasting      Computer Operation  
Sales      Financial Analyst  
Landscaping

**It is recommended that any student who plans to pursue a four-year college degree upon graduation should schedule the following courses to satisfy graduation and/or college entrance requirements:**

Two courses in the same World Language	Additional World Language
Algebra I, Geometry, and Algebra II	Additional Mathematics
Environmental Science, Biology and Chemistry	Additional Advanced Science
American Literature and British Literature	Additional English
Additional Social Studies	

## **SCIENCE, TECHNOLOGY AND ENGINEERING CAREER MAJOR (STEAM)**

### **- Required Courses –**

English (4)  
Social Studies (3)  
Wellness (4)  
Mathematics (4)  
Science (3)  
World Language (1)  
Electives (8)

### **Suggested Programs and/or Electives for the Science and Technology Major:**

- Science, Technology, and Engineering related programs
- Internships
- Early-To-College/Dual Enrollment Programs/Articulated Credits
- Early-to-Technical School Programs
- Tech/Prep Programs—Forestry, Occupational Therapy
- Distance Learning or Internet Courses

### **Career and Technology Center programs:**

Carpentry/Cabinet Making	HVAC	Fire and Rescue
Electrical Occupations	Pre-Engineering	Landscaping and Horticulture
Auto Technology	Automotive Collision & Repair	Information Systems & Technologies
Diesel Mechanics	Agricultural Mechanics	Medical Assisting
Precision Machining	Welding	Allied Health
Electronics	Masonry	Veterinary Technician
Plumbing	Building Construction Trades	Early Childhood Education

### **Suggested Electives:**

Engineering & Design	Materials & Processes	Advanced Math
Engineering & Design Studio	Product Design Studio	Advanced Science
Video & Digital Production	Internship	AP Computer Science Principles
Digital Production Studio	RoboticsStudio	Manufacturing & Innovation Studio
Occ-Tech: Occupations in Technology		Transportation, Energy & Power Studio

<b>Related Occupations:</b>	Transportation	Lab Technician	Engineering Fields
	Mechanics	Mathematics	Communication & Visual Arts
	Medical Occupations	Forensics	Construction & Manufacturing Trades
	Agriculture	Forestry	Logistics and Warehousing
	Welding	Geneticist	CNC Programmer
	Electronics	Mechatronics	Hydraulic & Pneumatic Systems
	Precision Machining	Biologist	Sustainable and Alternative Energy
	Network Systems	Manufacturing & Production Processes	

### **It is recommended that any student who plans to pursue a four-year college degree upon graduation should schedule the following courses to satisfy graduation and/or college entrance requirements:**

Two courses in the same World Language	Additional World Language
Algebra I, Geometry, and Algebra II	Additional Mathematics
Environmental Science, Biology, and Chemistry	Additional Advanced Science/Laboratory Course
American Literature and British Literature	Additional English
Additional Social Studies	

## CREATIVE AND APPLIED ARTS CAREER MAJOR

### **-Required Courses-**

English (4)  
Social Studies (3)  
Wellness (4)  
Mathematics (4)  
Science (3)  
World Language (1)  
Electives (8)

### **Suggested Programs and /or Electives for the Creative and Applied Arts Major:**

- Creative and Applied Arts related programs
- Internships
- Early-To-College /Dual Enrollment/Articulation

### **Career and Technology Center programs:**

Graphic Communications  
Culinary Arts

Landscaping and Horticulture  
Cosmetology

### **Suggested Electives:**

Art Foundations	Journalism	Symphonic Band
Art Studio	Photojournalism I	Concert Choir
Art Portfolio	Photojournalism II	Ceramics & Sculpture
Engineering & Design	Robotics Studio	Internship
Ceramics & Sculpture Studio	Product Design Studio	Speech
Photography & Digital Design	Video and Digital Production	
Introduction to Theater	Digital Production Studio	
Theater Behind the Scenes	Manufacturing & Innovation Studio	
Theater: A View from the Stage	Sound Recording Technology Foundations	
Music Appreciation	Independent Living	

### **Related Occupations:**

Commercial Art	Interior Design	Graphic Design
Musician	Floral Design	Acting
Dance	Fashion Design	Photography
Journalism	Fine Art	Advertising
Cosmetologist		

### **It is recommended that any student who plans to pursue a four-year college degree upon graduation should schedule the following courses to satisfy graduation and/or college entrance requirements:**

Two courses in the same World Language  
Algebra I, Geometry, and Algebra II  
Environmental Science, Biology, and Chemistry  
American Literature and British Literature  
Additional Social Studies

Additional World Language  
Additional Mathematics  
Additional Advanced Science  
Additional English

## **HUMAN SERVICES CAREER MAJOR**

### **-Required Courses-**

English (4)  
Social Studies (3)  
Wellness (4)  
Mathematics (4)  
Science (3)  
World Language (1)  
Electives (8)

### **Suggested Programs and /or Electives for the Human Service Major:**

- Human Service-related programs
- Internships
- Early-To-College/Dual Enrollment/Articulation
- Tech/Prep Program in Human Development and Family Services

#### **Career and Technology Center programs:**

Culinary Arts  
Cosmetology  
Allied Health

Early Childhood Education  
Fire and Rescue  
Medical Assisting

#### **Suggested Electives:**

Psychology  
Independent Living  
Advanced Social Studies  
Advanced Math

AP Biology  
Geometry  
Trigonometry

Child Development I  
Child Development II  
Internship

#### **Related Occupations:**

Social Work  
Personal Care  
Criminal Justice

Education  
Recreation  
Child Care Worker

Hospitality  
Nursing

**It is recommended that any student who plans to pursue a four-year college degree upon graduation should schedule the following courses to satisfy graduation and/or college entrance requirements:**

Two courses in the same World Language  
Algebra I, Geometry, and Algebra II  
Environmental Science, Biology, and Chemistry  
American Literature and British Literature

Additional World Language  
Additional Mathematics  
Additional Advanced Science  
Additional English  
Additional Social Studies

## ELECTIVES

Electives are courses you choose after considering your long-range goals, capabilities, interests, and specific career path. The limitations to selecting electives are listed below.

- An elective may be taken only when the necessary prerequisites have been met as described in the course description.
- The elective is available only if it fits your schedule after your required core subjects are scheduled.
- If too many students request an elective, the process for selecting students for “over-subscribed” classes will be followed.
- A minimum of ten students is required for all elective subjects to be scheduled.

Because electives are not always available, you will list on your Course Selection Form three alternatives in order of preference. If your original choices cannot be offered, an alternative will be scheduled if possible.

### **Department**

### **Elective Courses**

#### ***Art***

See STEAM

#### ***Business***

Business Program (FVA) including:  
Essentials of Business  
Money Matters A  
Money Matters B  
Personal Financial Literacy  
Technology & Research  
Business Computer Information Systems

#### ***Career***

Internship (paid or unpaid)

#### ***Driver Education***

Driver Education (Textbook only)

#### ***English***

Journalism (Newspaper)  
Photojournalism I  
Photojournalism II  
Advanced Placement (AP) Language and Composition  
Advanced Placement (AP) Literature and Composition  
Creative Writing  
Speech

#### ***Family and Consumer Science***

Independent Living  
Child Development I  
Child Development II

#### ***Mathematics***

Algebra II  
Algebra III  
Trigonometry

Statistics  
Advanced Placement (AP) Statistics  
Advanced Placement (AP) Calculus AB  
Advanced Placement (AP) Calculus BC  
College Readiness Math

***Music***

Concert Choir  
Ninth Grade Band  
Symphonic Band  
Brass Techniques  
Woodwind Techniques  
Percussion Techniques  
Music Appreciation  
Music Theory I  
Music Theory II  
Introduction to Theater  
Theater: A View from the Stage  
Theater: Behind the Scenes  
Music through American History  
Vocal Methods  
Sound Recording Technology Foundations

***Science***

Advanced Placement (AP) Biology  
Advanced Placement (AP) Environmental Science  
Advanced Placement (AP) Chemistry  
Chemistry Lab  
Astronomy  
Physics with Lab  
Anatomy and Physiology

***Social Studies***

Advanced Placement (AP) US Government and Politics  
Advanced Placement (AP) Psychology  
Advanced Placement (AP) European History  
Psychology  
Economics

***STEAM***

Art Foundations  
Art Studio  
Art Portfolio  
Photography & Digital Design  
Ceramics & Sculpture  
Ceramics & Sculpture Studio  
Ceramics & Sculpture Portfolio  
Materials & Processes  
Manufacturing & Innovation Studio  
Transportation, Energy & Power Studio  
AP Computer Science Principles  
Engineering & Design  
Engineering & Design Studio  
Product Design Studio



Digital Foundations  
Video & Digital Production  
Digital Production Studio  
Robotics Studio  
Occ-Tech: Occupations in Technology

***World Language***

French I  
French II  
German I  
German II  
German III  
German IV  
Spanish I  
Spanish II  
Spanish III  
Spanish IV  
Advanced Placement (AP) Spanish V  
Spanish Language and Culture

## **NINTH GRADE CURRICULUM**

The curriculum for the freshman year serves as a transition between middle school and high school. Courses taken in ninth grade count toward the student's requirements for graduation, but the student is not given the opportunity to select his or her courses with the same freedom that is given to students in tenth, eleventh, and twelfth grades. During second semester of eighth grade, each student with the help of parents, teachers, academic advisor, and counselor will choose a career major and courses related to his or her goals. Courses required of freshmen are listed below:

### **NINTH GRADE REQUIRED COURSES**

- English 9
- Mathematics (*recommendation by school staff*)
- U.S. History
- Environmental Science
- Ninth Grade Wellness
- Digital Foundations

## WORK-BASED LEARNING OPPORTUNITIES

Work-based learning opportunities for GAHS students include paid and unpaid internships, the Advanced Manufacturing Pre-Apprenticeship (AMP) Program, Costa Academy, WellSpan Health Career Institute (HCI), and the Franklin County Career and Technology Capstone Program.

Students are given the opportunity to participate in a cooperative education work experience for one or more semesters during their junior or senior year of high school. These programs are for self-motivated, organized, focused, and responsible students who are exploring a career interest before continuing to college or further training, or entering the workforce.

Students are released from school during the school day for one or more periods so that they may obtain a supervised training experience in a career field which matches their personal career goals. To qualify, the students must be at least 16 years old (most are 17 or 18), have a driver's license and transport themselves to work, have no discipline or attendance concerns, and find an employer (with direction from Mrs. Everetts) willing to train them for as many hours as they are being released from school for an eighteen-week semester (either Aug-Jan. or Jan-May). In some industries employers will have students fill out applications and interview like any other employee. If the employer is satisfied with the applicant and chooses to host the student as an intern, then agreements are formalized. Students may also be dismissed from the internship for the same reasons as normal employees. However over 95% of all students placed are rated by their employers as very enthusiastic and competent employees.

Students may find employer-training sites in virtually every career area. Each employer-training site sets up a memorandum of understanding with the school, student, parent, and career coordinator. It includes a training agreement and a training plan. The career coordinator visits the job-training site, gathers the needed information, and creates the training agreement and training plan in conjunction with the needs of the student and the needs of the employer. These documents outline what the student will learn, how he or she will learn it, how much the student will be paid (if at all), the hours and days during which he or she will be working and contact information for all parties involved. The student receives high school credit for the experience as an elective course. The number of credits is based upon release time from school and hours per week worked at the training site.

The worksite mentors evaluate the students each marking period (3 per semester) based on their performance. Mrs. Everetts grades the students based upon work-related assignments, which are turned in weekly. At the end of the semester the agreements with the employer are dissolved.

Mrs. Everetts serves as the Career Coordinator and can be reached by calling 717-597-3226 ext. 10106 Monday thru Friday, 7:30 am to 2:30 pm. Please call her to talk about opportunities and programs in which you are interested in participating. Applications for this program should be completed at least two months in advance of the semester when the experience will occur—in May for fall placements, and in October for spring placements, if possible. Because the initial set up process is time consuming, the student and Mrs. Everetts must coordinate activities and begin well ahead of time for a smooth start each semester.

## **PAID INTERNSHIPS**

The paid internships are working positions that are not affiliated with the school's Diversified Occupation program. The students will do classroom assignments related to workplace readiness and life skills. The classroom work counts as half of their final grade and the employers' evaluations of their work count as the other half. Paid internships can vary in credit value from 0.5 to 4.0 credits.

## **UNPAID INTERNSHIPS**

The requirements for the unpaid internships are the same as the paid internships. Some training sites take only unpaid internships due to regulations, restrictions, economic conditions, or the nature of the work. Health, childcare, protective services, social work, and education related jobs are typically in this category.

## **INTERNSHIP APPLICATION PROCESS**

1. Determine your career goals.
2. Complete the Internship Application Packet, available from the Student Center secretary.
3. Work with a counselor or assistant principal to check your graduation requirements and enroll in a full schedule of classes just in case an internship site is not found. Provide Mrs. Everetts a copy of the schedule with notes indicating classes required and preferences.
4. Determine the amount of time you have available to schedule an internship around classes, sports, travel time, etc.
5. Prepare what you are going to say to employers on the phone; then call, ask about openings, and explain that you are searching for an internship site. Ask permission to fill out an application and set an interview time and date.
6. Before going to the employer to fill out an application or interview, gather all personal documents and information to take with you. This would include your driver's license, social security card number, work permits, internship brochures, health insurance card information, educational and work experience, letters of recommendation, resume, etc. Dress professionally (conservative slacks and collared shirts), even if you plan only to fill out the application (do not wear T-shirts, shorts, or blue jeans). The employers are going to see you when you enter the business. If you make a good first impression by being well dressed and polite, you will greatly increase your chances of being hired. Print very neatly or type applications. Applications also create first impressions about your attention to detail and your ability to write and follow directions.
7. If an employer shows interest in serving as a training site for you, call Mrs. Everetts and provide the business name and address, the contact person's name at the business, and the phone numbers of the business. Mrs. Everetts will then contact the employer and set up the formal agreements.
8. You, your training site mentor and your parent will sign the agreements and return them to Mrs. Everetts. Mrs. Everetts will have your schedule adjusted to allow for the internship experience.

## **ADVANCED MANUFACTURING PRE-APPRENTICESHIP (AMP) PROGRAM**

Through a partnership with Pennsylvania College of Technology, students enrolled in Manufacturing & Innovation Studio (*pg. 60*) at GAHS, as well as students pursuing an internship in a related field will be enrolled in the Advanced Manufacturing Pre-Apprenticeship (AMP) Program offered by Penn Tech. The four-month AMP Program is a career exploratory opportunity for high school students that provides foundational knowledge and skills needed for entry-level positions in today's manufacturing industry.

Utilizing online learning and hands-on sessions, the AMP program exposes students to skill sets that are transferrable among the many career paths in manufacturing including engineering, product design and fabrication, maintenance, quality control, and management.

- AMP is ideal for junior and senior students who are considering a career path in technology or engineering and those who would like to learn more about careers in manufacturing. Through this program, students will network with manufacturing employers in a variety of fields.
- The AMP program is aligned with the Certified Manufacturing Associate (CMfgA) industry certification from the Society of Manufacturing Engineers. The pre-apprentices sit for the CMfgA exam at the end of the program. Candidates scoring 70% or better on the assessment earn the Certified Manufacturing Associate certificate.
- AMP is registered with the PA Apprenticeship and Training Office, PA Department of Labor and Industry, and the program qualifies as an “Alternative Assessment Pathway” under the PA Department of Education Pathways to Graduation. AMP completers receive a certificate from the PA Department of Labor and Industry.

### **COSTA ACADEMY**

Costa Academy is Chambersburg’s Culinary Institute operating out of The Orchards Restaurant. The mission behind Costa Academy is to come alongside students and help them to learn a trade by educating them in a creative manner, so that they in turn can become successful regardless of the field of work they choose to advance towards. Costa Academy have been training students and chefs that work at places such as Gear House, Bistro 71, University Grille, Menno Haven Retirement Community, Wilson College, Mercersburg Academy, Orchards Restaurant and WellSpan Hospital. Students interested in what Costa Academy has to offer may contact Mrs. Everetts for more information.

### **WELLSPAN HEALTHCARE CAREER INSTITUTE**

WellSpan Health, along with high schools in Franklin County, has designed a program to direct juniors and seniors in exploration of various healthcare careers. It requires selected students to engage in critical thinking, observation, inquiry, and assessment of possible career choices. Candidates will explore healthcare career opportunities through educational presentations, mentoring relationships with healthcare professionals, and volunteer service experience in healthcare settings. The one-credit course is offered through grant funding obtained by WellSpan Health. The course will be available whenever funding and hospital scheduling allow. Students will attend the Healthcare Careers Institute from 7:30-9:30 a.m. Monday through Friday at the Chambersburg Hospital during the fall semester. For the first nine weeks, students will follow a rotating schedule through approximately 20 hospital departments. The second nine weeks will allow students to customize a volunteer service project in at least one preferred department of the WellSpan Healthcare System. The application process normally occurs during late January or early February. Students may apply during their 10<sup>th</sup> or 11<sup>th</sup> grade year and should have a minimum GPA of 3.2 and excellent attendance. Space is limited in this program. Please contact Mrs. Everetts for more information.

## FRANKLIN COUNTY CAREER AND TECHNOLOGY CAPSTONE PROGRAM

This program is the culminating experience for students who have completed two semesters at the Franklin County Career and Technology Center (FCCTC) in a trade area. See page 33 for more information.

## COLLEGE CREDIT OPPORTUNITIES

Qualifying students may begin college coursework while still enrolled at GAHS. To receive the necessary pre-approval, please involve the counselor or administrator early in the planning stages by setting up a conference at least two months prior to the beginning of the next semester. Continue working with him or her throughout the entire application and registration process. Choosing to attend a college while still in high school requires special student skills and demands high academic performance and self-discipline. General characteristics for early to college acceptance and success include the following:

- Minimum cumulative GPA of 3.0 in a college prep curriculum
- Satisfactory SAT/ACT scores (Must take before admittance to Penn State)
- Satisfactory attendance record
- Counselor or administrator approval

Any student who plans to transfer college credits should check with the receiving school to be certain that credits will be accepted.

### GUIDELINES FOR TAKING COLLEGE COURSES

*Taking a college course is a challenge.* You are expected to pay your way, attend your classes, and work independently and responsibly, while communicating throughout the process with your assistant principal and/or counselor. You are expected to keep current with your high school courses, activities, and obligations. College classes can offer an enriching experience, but it takes initiative and responsibility on the student's part for it to be a success.

1. Listen and look for announcements at the high school pertaining to the application process. Be aware of due dates and complete applications promptly. Applications typically are due in October for second semester placement; March for first semester placement. These deadlines are critical for you to get into the college classes you are applying.
2. Investigate your options (which colleges participate in the early-to-college program, what classes are offered, cost, etc.) before making a definite decision. You may want to complete an application for each college that participates in the early-to-college program, and then make a final decision after you know if you have been accepted.
3. Be prepared to discuss your personal goals. Meet with the college adviser to get expert advice on which college and high school classes to pursue.
4. Do not expect the high school personnel to be able to explain to you all the intricacies of choosing courses at the college level (i.e., which science classes you must take for a nursing degree). The college admissions representatives will be able to help guide you.

5. Be prepared to make some important decisions. It is not always possible to schedule every course you want to take at college and at high school. It is important to attend your schedule meeting at the high school with the college representative.
6. Students must take a combination of three full credit courses per semester when scheduling college and high school courses.
7. If you encounter any changes with your college classes or schedule, you must notify the high school office immediately.
8. Be prepared to be more of an independent learner than you have ever been before and enjoy the challenge!

### **EARLY TO COLLEGE OPPORTUNITIES**

Greencastle-Antrim High School students may apply to take college classes at local colleges who have partnered with GAHS for dual-enrollment. These colleges include:

- Hagerstown Community College
- Penn State – Mont Alto
- Shippensburg University
- Wilson College
- Central Penn College

As part of the dual-enrollment program students can earn both high school and college credit upon successful completion of a course. These credits can transfer to many public and private colleges and universities around the country.

If you are interested in exploring early-to-college programs, please speak to a counselor or assistant principal. Each college/university requires a special application for acceptance. A 3.0 GPA and approval by the student's assistant principal is required.

These programs are offered as a scheduling option; however, all tuition and related expenses incurred, including transportation, are the individual student's responsibility.

### **HAGERSTOWN COMMUNITY COLLEGE – ESSENCE PROGRAM**

The ESSENCE (Early Support for Students Entering College Education) Program is designed to give high academic achievers the opportunity to earn college credits while still in high school. Students enrolled in certain AP courses at GAHS can earn HCC credit, based on guidelines set up through an articulation agreement between HCC and GASD (copies available in the Student Center for Career and Counseling). HCC credits earned in general education courses will transfer to satisfy general education requirements at most public institutions and to many upper division colleges and universities in the country. This is a great way to get a head start on college and to save time and money. Some students can complete a semester or more of college while still in high school. A 3.0 GPA is required. For more information, visit the Hagerstown Community College website at <https://www.hagerstowncc.edu/admissions/essence>.

The HCC ESSENCE Program is offered as a scheduling option; however, all tuition and related expenses incurred, including transportation, are the individual student's responsibility.



# FRANKLIN COUNTY CAREER & TECHNOLOGY CENTER PROGRAMS

[www.franklinctc.com](http://www.franklinctc.com)



All Students at GAHS in both college prep and general classes may enroll in courses at the Franklin County Career Technology Center. At CareerTech, students receive **technical training, employability skills, and academic proficiency**, while also having the opportunity to earn free college credits through the Pennsylvania College of Technology with the assistance of Perkins funding. Other reduced college funding is available through Harrisburg Area Community College (HACC) and Hagerstown Community College (HCC). This opportunity will build a firm foundation for a **career or pursuing post-secondary education**.

**Scheduling** - Each year, students spend one semester at CareerTech studying their chosen program and the other semester at **GAHS** taking academic subjects to fulfill graduation requirements. Students can apply online at [www.FranklinCTC.com](http://www.FranklinCTC.com) during semester 1 of their 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade year. The chart below lists the programs available for students entering grades 10, 11, and 12

Academy	Career Tech Programs
Construction	Building Construction Trades, Carpentry, Electrical Occupations, Heating Ventilation and Air Conditioning
Health Sciences	Allied Health, Dental Assisting, Medical Assisting, Veterinary Assisting, Fire and Rescue
Sales and Service	Cosmetology, Culinary Arts, Graphic Communications, Landscaping & Horticulture, Marketing/Web Design, Early Childhood Education
STEM/ Manufacturing	Mechatronics, Electronics, Engineering Technology, Information Systems Technology, Computer Integrated Manufacturing, Welding
Transportation	Agricultural Mechanics, Automotive Collision & Repair, Automotive Technology, Diesel Mechanics.

**Eligibility to Attend FCCTC:** To be eligible for acceptance, a student must have successfully completed all required courses with a 2.0 overall GPA by the time he or she starts at CareerTech. All students interested should apply regardless of existing GPA. The full CareerTech program consists of three semesters. Students should apply during the freshman year for the full CareerTech program. Special scheduling adjustments will be made to accommodate required academic courses. Students may also **complete a partial program at CareerTech if they apply later than the freshman year.** General school records, experiences, activities, and attendance patterns are carefully reviewed to determine whether the prospective student has the ability, aptitude, and interest needed to master the skills and knowledge required to be successful in the course chosen. An interview with a school counselor and a representative from CareerTech will be part of the application procedure. Because of the quota system and because of the popularity of some courses, all students applying may not be accepted. Those who are accepted will attend CareerTech to receive their technical training and home school to receive their academic education. The schedule below varies from student to student based on the ninth-grade subjects and attendance in summer school.

### 10th Grade

1 English course  
1 Science course  
1 After School Wellness Course  
1 Math Course  
1 Social Studies course  
FCCTC Semester

### 11th Grade

1 English course  
1 Math course  
1 Wellness course  
1 Social Studies course  
FCCTC Semester

### 12th Grade

FCCTC Semester  
FCCTC or Co-Op  
1 English Course  
1 Math Course  
1 Science Course  
1 Wellness Course

Vocational students may enroll in any level of a course offering as warranted by their career path. With administrative and physical education approval, the wellness requirement may be completed in an alternative or after school class if additional electives are desired during the regular day schedule.

**Continued Participation Eligibility:** To remain eligible for participation in the program, the student must maintain a cumulative GPA of 2.0 or higher and have passing grades in all subjects taken. Should a student fail a course at home school, the student will be required to successfully complete the course prior to returning to FCCTC the next school year. For students attending home school during the second semester, this will require Summer School Remediation registration or After School Remediation registration during the first semester of the next school year. For students attending home school during the first semester, this will require After School Remediation registration during the second semester or Summer School Remediation.

**Program Removal due to Course Failures:** A student will be removed from the Career and Technology Center if he/she fails to maintain a 2.0 GPA, fails to make up a failed course prior to returning to the home school, or fails more than two courses in a given semester.

### **FCCTC CAPSTONE COOPERATIVE EDUCATION**

Cooperative Education is a method of instruction that blends school and workplace learning. It is most often tied to career and technical education. This program is the culminating experience for students who have completed two semesters at the Franklin County Career and Technology Center (FCCTC) in a trade area. At the worksite, students work directly with a supervisor or a mentor over a semester to observe, assist and accomplish work tasks. Students receive academic credit for their work. FCCTC personnel will monitor and evaluate the student. To qualify for a third semester FCCTC or Capstone Work Experience, a student must have maintained a 3.0 GPA at FCCTC and a 2.5 GPA at GAHS. If a student does not qualify for Capstone, he or she may apply for Diversified Occupations or regular academic classes at GAHS. Enrollment in this program is limited.

## **UNIQUE LEARNING OPPORTUNITIES**

### **FRANKLIN VIRTUAL ACADEMY (FVA)**

The Greencastle-Antrim School District offers education ANYWHERE at ANYTIME. Franklin Virtual Academy (FVA) was designed as another option for individualizing educational paths so that... "Every student will experience success and positively impact the world." At GASD, we believe the education of a child is no small matter. Our belief is that children learn in their own way and at their own pace. FVA offers a complete, online K-12 curriculum and electives to cover a range of multiple intelligences and

interests. Each course is instructed by a Pennsylvania-certified teacher who will guide and support students as they complete activities within the course.

Online courses may be combined with “in-school” courses to complete a student’s schedule. When requesting enrollment, each student’s academic history, attendance record, and graduation requirements are considered. Interested students should contact Mrs. Reiber. More information is available at [www.franklinvirtualacademy.com](http://www.franklinvirtualacademy.com).

## **BUSINESS PROGRAM (FVA)**

Business courses are offered to high school students at no additional cost through the Franklin Virtual Academy (FVA). Students interested in pursuing a career in the field of business may apply to enroll in any of these online courses. If you would like to know more about this program contact your counselor or administrator. Course options include:

Essentials of Business  
Money Matters A  
Money Matters B

Personal Financial Literacy  
Technology & Research  
Business Computer Information Systems

## **INDEPENDENT STUDY**

Any subject area in the high school curriculum may be taken as independent study, or special-interest course options may be developed. The following aspects are to be considered when taking an independent study:

- The student must secure a faculty advisor in the subject area who is willing to work with the student during regular school hours.
- The student will develop an independent study proposal in writing and submit it to the faculty advisor. The proposal must include a statement of purpose, procedures, time involved, desired outcomes and supplies/equipment needed. Any activities that require the student to leave the school during the regular school day must be included. The faculty advisor and student will sign the proposal and submit a copy to the Principal for administrative approval. This step completes enrollment for independent study. Upon administrative approval the Student Services office will adjust the student’s schedule.
- The faculty advisor will determine if the student should be allowed to take independent study instead of a required (for graduation) course and recommend the substitution to the high school administration for approval. Past performance in the subject area will be considered in making the recommendation.
- The faculty advisor will help to develop an IEP (Individualized Education Program) for students who have gifted status.
- The student may receive credit depending upon the nature of the independent study.
- The faculty advisor will evaluate student performance in independent study and a grade will be recorded on the student’s report card each marking period while the student is enrolled in independent study. The student must enroll in the independent study course prior to the beginning of the first or second semester.

## TESTING OUT OF A COURSE: THE MASTERY EVALUATION

A policy is in place to serve those students who want to have the opportunity to test out of a course. The following planned process will be followed:

- The process will begin during scheduling time.
- The student must state his/her intent in writing in order to attempt to test out of a course the following school year.
- A family planning conference will be held with the student, his/her parents, the teacher of the course to be tested, a counselor, and an administrator, outlining the course requirements, setting a date for administration of the Mastery Evaluation, and planning for the following year's course work to provide for both the successful and unsuccessful completion of the Mastery Evaluation.
- A certified teacher will give the Mastery Evaluation.
- The Mastery Evaluation will include some type of evaluation for each course objective and could include projects, lab work, research papers, exam, etc. The scope of the evaluation will be broader than the course final examination.
- In order to pass the Mastery Evaluation, the student will be required to earn at least 85% on each objective.
- If the student passes the Mastery Evaluation, he/she will receive a **P** for a passing grade, which will not be calculated into their grade point average.
- If the student fails to pass the Mastery Evaluation, he/she will receive an **F** for a failing grade, which will not be calculated into their grade point average. In addition, he/she would need to take the course itself the following year.

## ADVANCED PLACEMENT (AP) COURSE STANDARDS

An Advanced Placement (AP) course is a college level course. Students taking an AP course must have already demonstrated that they have the skills necessary to engage in a college level class. Basic standards for entrance in AP courses have been established and will be implemented consistently to maintain the standards and integrity of each individual AP course. Class size is limited. Additional sections will be opened to accommodate a larger number of students meeting entrance requirements.

Each AP course is presented according to the AP National Standards. Students will have the option of taking the AP Test in May for college credit. Students are encouraged to take the AP Test and to contact colleges to which they are applying to determine their policy regarding acceptance of AP scores for college credit. Provided they earn an agreed-upon grade, students can earn college credit at HCC.

The following incentives for taking the AP Test in May have been established:

Score 5	100% reimbursement for test fee
Score 4	75% reimbursement
Score 3	50% reimbursement

## **EXTRACURRICULAR ELIGIBILITY**

In order to participate in any high school extracurricular activity, passing grades must be maintained on a weekly basis. Students who are failing more than one subject will be declared ineligible to participate in all activities for the period of time as outlined in the student handbook.

## **NCAA REQUIREMENTS FOR ATHLETES**

Students who wish to participate in intercollegiate athletics at the Division I or II level must pay particular attention to the eligibility requirements as outlined by the NCAA.

### **THE CERTIFICATION PROCESS**

- College-bound student-athlete registers (preferably before junior year)
- College-bound student-athlete takes the ACT and/or SAT junior year (using 9999 when registering)
- At the end of the junior year, student asks high school to send his/her transcript to the NCAA Eligibility Center
- On/after April 1 of the college-bound student-athlete's senior year, he/she finalizes amateurism

### **DIVISION I REQUIREMENTS**

- I. 16 Core Courses:
  - a. 4 English
  - b. 3 Math (Algebra 1 or higher)
  - c. 2 Natural/Physical Science (1 lab if offered by any school attended)
  - d. 1 Additional English/Math/Science
  - e. 2 Social Studies
  - f. 4 Additional (from any category above, or from foreign language, comparative religion/philosophy)
- II. Core GPA/Test Score to meet index or "sliding scale"
- III. Graduation from high school with a core-course GPA of at least 2.300

### **DIVISION II REQUIREMENTS**

- I. 16 Core Courses:
  - a. 3 English
  - b. 2 Math (Algebra 1 or higher)
  - c. 2 Natural/Physical Science (1 lab if offered by any school attended)
  - d. 3 Additional English/Math/Science
  - e. 2 Social Studies
  - f. 4 Additional (from any category above, or from foreign language, comparative religion/philosophy)
- II. Minimum 2.2 core-course GPA.
- III. Minimum 820 SAT (critical reading/math only) or minimum 68 sum ACT
- IV. Graduation from high school.

## ACCESS TO STUDENT RECRUITING INFORMATION

All local educational agencies (GAHS) by law must provide to military recruiters upon request the same access to secondary school student directory information as is generally provided to post-secondary educational institutions and prospective employers of those students. This information is provided annually by GAHS to military recruiters.

It is a parent's or student's right to request that this information not be disclosed without prior written consent. The type of information disclosed is generally not considered harmful or an invasion of privacy and includes such items as names, addresses, and telephone numbers.

Because this information is generally released within the first month of a new school year, a parent or student should submit his or her written request for exclusion no later than September 10<sup>th</sup> of each new school year stating exactly who should not have access to the requested information. Requests for exclusion should be directed to the Student Center for School and Career Counseling at Greencastle-Antrim High School. Additional information at the high school can be obtained by calling 717-597-3226 (Ext. #10503).



# COURSE DESCRIPTIONS (by Department)

## DRIVER EDUCATION DEPARTMENT

### DRIVER EDUCATION

***This single-period, semester long course meets on alternate days.***

***(0.30 credit)***

Prerequisite – 2.0 Cumulative GPA

The purpose of this course is to instruct students in the safe and efficient use of the automobile. Emphasis will be placed on the driver's responsibilities to himself/herself and to other roadway users. This will be accomplished through discussion on topics such as effects of drugs and alcohol, laws of nature and other effects on driving, physical, visual and emotional impairments, preventative maintenance and handling emergency situations. Discussions will be conducted through classroom lectures, use of videos, worksheets and reading assignments.

## ENGLISH DEPARTMENT

### ENGLISH 9

***English 9 is a requirement for all freshmen.***

This class will focus on developing literary and rhetorical analysis skills and enhancing writing skills. Students will apply reading strategies and analysis techniques to various texts including articles, essays, speeches, plays, novels, and short stories. Students will also examine vocabulary, grammar, sentence structure, paragraph development and essay format. In addition, communication skills will be a focus of the class in both written and oral formats.

### ENGLISH 10 – WORLD LITERATURE

***English 10 or English 10 Honors is a requirement for all sophomores.***

Prerequisite: Passing final grade in English 9

This course involves the study of world literature through short stories, novels, drama, and poetry. Reading comprehension skills are stressed. Students fine-tune writing skills through a variety of writing assignments designed to reinforce and enhance grammar skills, sentence structure, paragraph development, proofreading, and editing skills. Opportunities to engage in oral presentations and independent and group projects are provided. Vocabulary development will continue. Keystone preparation and test taking skills are integrated into the curriculum to prepare students for success on the state standardized test. Diagnostic tools are used to address individual skill levels.

### ENGLISH 10 – WORLD LITERATURE HONORS

Prerequisite: Final grade of A or B in English 9

This course is designed for students who have demonstrated exceptional reading and writing skills in their English 9 coursework and who seek to explore English 10 concepts and skills in greater depth and breadth. Students who earn the honors distinction in English 10 are expected to meet and exceed the expectations for the standard curriculum in the course, and they must show evidence of extended learning in the subject matter. To this end, honors-level students in English 10 should be able to demonstrate capabilities through more thoughtful literature responses, extended literary analysis, deeper textual connections, and self-motivated learning habits. Students are required to successfully complete a literary analysis to pass the course. All students entering English 10 Honors will be assigned a summer reading novel and assignment.

## AMERICAN LITERATURE

***American Literature or American Literature Honors is a requirement for all juniors.***

Prerequisite: Passing final grade in English 9 and English 10

Students explore American literature with concentrated studies on specific American authors. How literature reflected the history in various time periods in America from Hawthorne to Poe to the writers of the Harlem Renaissance is emphasized. Students discover the unique contributions of American writers to the literary world. Various modes of writing along with critical thinking, vocabulary, and grammar skills are a focus of the course. Students are required to successfully complete a literary analysis to pass the course.

## AMERICAN LITERATURE HONORS

Prerequisite: Final grade of A in English 10, or final grade of A or B in English 10 Honors

American Literature Honors deepens and advances the curriculum of American Literature. Students read and analyze a variety of literary and nonfiction texts, comparing and contrasting the techniques American authors use in literature of various centuries. In addition to sharpening writing and analysis skills, this course is designed to better prepare students for an AP course. Students are required to successfully complete a literary analysis to pass the course. Students will also be required to complete a summer reading novel and assignment.

## BRITISH LITERATURE

***This course is available to juniors and seniors only or by teacher/administrator recommendation.***

Prerequisite: Passing final grade in English 9, English 10, and American Literature

Knights in shining armor, the tragedy of *Macbeth*, the Romantic poets, and a sampling of British novels take students on a journey through the decades of British literature. Students discover the connections among British history, literature, and their own lives. The course will focus on literary discussions, the development of written and oral analytical skills, grammar and vocabulary enrichment, and research-based projects. Students are required to successfully complete a literary analysis to pass the course.

## HUMAN RIGHTS LITERATURE

***This course is available to second semester juniors and seniors only or by teacher/ administrator recommendation.***

Prerequisites – Passing final grade in English 9, English 10, and American Literature

This course explores the issues of human rights revealed through literature and other media forms of the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students analyze the effects of stereotyping, prejudice, and racism, acts of intolerance, resistance, and rescue primarily through historic and legal documents, essays, memoirs, testimonies, poetry, fiction, documentaries, and feature films. Major events studied include the Armenian genocide, Cambodian, and Rwandan genocides and the Holocaust. Students will also examine human rights issues that arise in current events. The development of written and oral analytical skills will be a focal point of the course. Students will utilize technology on a regular basis in and out of class to complete written and project-based assignments. Students are required to successfully complete an analytical or research-based essay to pass the course.

## ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION

***This course is available to juniors and seniors only or by teacher/administrator recommendation.***

Prerequisite: A or B in American Literature Honors or an A in American Literature.

It is **HIGHLY RECOMMENDED** that students complete AP Language **BEFORE** AP Literature.

Recommended for students who plan to attend college. This class often satisfies the Composition / Argumentation or Rhetoric General Education requirement when students successfully complete the AP Language test or elect to dual enroll in the Hagerstown Community College English 101 course.

According to the *Advanced Placement Course Description*: The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts – including images as forms of text – from a range of disciplines and historical periods. Students will also complete a summer assignment.

## ADVANCED PLACEMENT (AP) ENGLISH LITERATURE AND COMPOSITION

***This course is available to juniors and seniors only, or by teacher/administrator recommendation.***

Prerequisite: A or B in AP Language or American Literature Honors or an A in American Literature.

Recommended for students who have **already completed AP Language** and seek to obtain a second English General Education credit for college. Students are encouraged to check with their individual college or university to determine if a second English general education credit is required.

According to the *Advanced Placement Course Description*: The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the methods writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students will also complete a summer assignment.

## JOURNALISM

***This is a single-period, semester long course.***

***(0.5 credit)***

Prerequisite: Final grade of A or B in last core English course

In this **elective course** students will produce the school newspaper. All students will be involved in newsgathering, writing, peer-editing, preparation of copy and page design. The course will help students become more competent writers and more informed consumers of the daily press. This course is designed for students who have strong writing and computer skills. Class size is limited to twenty students and is open to students in grades 10<sup>th</sup> – 12<sup>th</sup>.

## PHOTOJOURNALISM I

***This course is open to sophomores, juniors and seniors only. Photography & Digital Design is HIGHLY RECOMMENDED prior to course.***

Prerequisite: Final grade of A or B in last core English course

Students who elect to take Photojournalism I, an **elective course**, will be involved with all aspects of yearbook production. They will do the overall planning for the book and help determine its content. They will acquire experience in layout, copy writing, editing, illustrating, organizing materials, and meeting deadlines. They will also work with advertising and conform to the book's budget. Students will be required to visit local businesses to solicit advertising funds. An optional planning workshop will be held in early summer. Enrollment in the course is limited.

## PHOTOJOURNALISM II

***This course is open to seniors only who have successfully completed Photojournalism I.***

Prerequisite: Final grade of A or B in Photojournalism I

Students who elect to take Photojournalism II, an **elective course**, WILL BE REQUIRED to take on a leadership position within the yearbook production. Students will be given additional responsibilities and higher expectations because they will not be required to go through the training given to Photojournalism I students. They will be leading the rest of the staff in the overall planning for the book and help determine its content. They will utilize their experience in layout, copy writing, editing, illustrating, organizing materials, and meeting deadlines. They will also work with advertising and conform to the book's budget. Students will be required to visit local businesses to solicit advertising funds. An optional planning workshop will be held in early summer. Enrollment in the course is limited. Photojournalism II will be run in tandem with Photojournalism I so that students in this course can train, lead, and work with the Photojournalism I students.

## SPEECH COMMUNICATION

***This is a single-period, semester long course.***

***(0.5 credit)***

Speech Communication is a one-semester **elective course** that meets for one period each day. The course is designed to develop students' oral communication skills. Speech organization and delivery are emphasized. Informative and persuasive speaking will be a major focus of the course. Oral interpretation, impromptu and extemporaneous speaking will also be covered. Limited enrollment.

## CREATIVE WRITING

***This is a single-period, semester long course.***

***(0.5 credit)***

Prerequisite: Final grade of C in English 9 or last completed core High School English course

This course is an **elective course** designed to facilitate students' creative writing abilities and allow students to develop and polish their own unique writing styles and voices. Because writing creatively requires a finer command of language and form, students should possess strong grammar, spelling, and vocabulary skills. Students will explore various genres of exemplary literature to serve as models for writing. The course will provide the opportunity to be adventurous and spontaneous in exploring various genres of writing including poetry, short stories, and drama. Students will critique their own work and the work of others by participating in regular writing workshops. All students will be encouraged to submit at least one original work for publication.

## FAMILY AND CONSUMER SCIENCE DEPARTMENT

These Family and Consumer Science courses are offered as electives, which meet daily for one semester. They may be taken as a single course or as a sequence. Child Development I must be taken at some time prior to enrollment in Child Development II.

### INDEPENDENT LIVING

***This course is recommended for juniors and seniors.***

The goal of this comprehensive course is to prepare students to live on their own.

Areas of study will include different aspects of personal development including goal setting, relationships, communicating effectively, and resolving conflict. Students will gain practical skills in money management including consumer rights and responsibilities, banking services, budgeting, credit, loans, and selecting a place to live. Classroom activities will also help develop skills in meal planning and basic food preparation, clothing care and repairs.

### CHILD DEVELOPMENT I

This course is designed for students who plan to be a parent or pursue a career working with children (teaching, day care, social work, etc.). Focusing entirely on the growth and development of the child, class work will address physical, intellectual, emotional and social development of children from birth to age twelve and appropriate activities to assist them in the process. Students will spend class time observing and working with children at the primary and elementary schools, as well as with preschool programs in the community.

### CHILD DEVELOPMENT II

Prerequisites: Completion of Child Development I with a grade of C or better and successful completion of a field experience

This course is intended to combine the skills and theory learned in Child Development I with additional practice in planning and conducting developmentally appropriate activities to address children's physical, intellectual, emotional and social needs. Students will operate a play school program for preschool age children. This program will operate three days a week approximately 12 weeks during the semester the course is offered. Students will set objectives, plan lessons, prepare materials, evaluate activities, conduct observations, and further develop their understanding of children.

## MATH DEPARTMENT

### GEOMETRY

Prerequisite: Successful completion of Algebra I with a C or better

This is a one-semester course covering the study of points, lines, planes and angles as well as polygons and circles. The students will also study the topics of rotations and translations about the coordinate system, introduction to trigonometry, relationships of lines and a focus on three-dimensional solids and their volume.

### ELEMENTS OF GEOMETRY

Prerequisite: Successful completion of Elements of Algebra /Algebra I, or teacher recommendation

Elements of Geometry provides students with experiences that deepen the understanding of two and three-dimensional objects and their properties. Elements of Geometry will include the study of points, lines, planes, slope, midpoint, distance, angle relationships, circles, quadrilaterals, polygons, coordinate geometry, three-dimensional solids and their volume, and triangles to include special right triangles and an introduction to Trigonometry.

### ALGEBRA I

Prerequisite: Successful completion of Algebra I in the middle school, or students who want a better understanding of the main concepts of this foundational course

This is a one-semester course, offering an *accelerated* overview of the major topics of Algebra I. It will cover equations and inequalities, rules of exponents, factoring, systems of equations and inequalities, and solving quadratic equations.

### ELEMENTS OF ALGEBRA I / ALGEBRA I

Students taking this course will have a full year of Algebra, earning two credits. The first semester course will cover the concepts of order of operations, integers, equation and inequality solving and rules of exponents. Students must pass the first semester course in order to move on to the second semester of Algebra I. Here, they will focus on factoring polynomials, lines, systems of equations and inequalities and solving quadratic equations.

### ALGEBRA II

Prerequisite: Successful completion of Geometry or a C or better in Algebra I

Emphasis in Algebra II is placed upon understanding and developing the skills and fundamentals of Algebra I. To attain a high degree of competence, accuracy in algebraic techniques becomes increasingly important. The student is taught to develop equations to represent relationships between given facts. The course is also designed to increase the student's interest for further study in mathematics. It is suggested that Geometry be taken before Algebra II for students desiring to take the College Board SAT test. The use of graphing calculators is emphasized.



## ELEMENTS OF ALGEBRA II

This course will cover various topics of Algebra II at a more introductory level. Students will factor polynomials, simplify rational expressions and radicals, study relations, functions, solve and graph quadratic functions and equations. Placement in this course will be based on administrative recommendation.

## ALGEBRA III

Prerequisite: Final grade of C or better in Algebra II and a score of *Proficient* or *Advanced* on the Algebra I Keystone Exam

This course is intended to prepare the student for Calculus and covers advanced mathematical concepts. Topics in the curriculum include systems of equations and inequalities, rational functions, continuity of functions, polynomial functions, and complex numbers.

## TRIGONOMETRY

Prerequisite: Final grade of C or better in Algebra III

After a short review of relevant algebraic topics, the following topics are discussed: the six trigonometric functions treated are circular - periodic functions and their graphs, the inverse trig functions and their graphs, trig identities and equations, applications of trigonometry, vectors, complex numbers and their graphs, polar coordinates and their graphs, exponential and logarithmic functions, and graphing conic sections. Time permitting, matrices and their applications, and sequences and series will also be discussed.

## STATISTICS

Prerequisite: Final grade of C or better in Algebra II or Elements of Algebra II

This course will offer an introduction to statistical reasoning. Emphasis will be on concepts rather than in-depth coverage of traditional statistical methods. Topics include sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions. Additional topics will be selected from descriptive methods in regression and correlation, or contingency table analysis.

## ADVANCED PLACEMENT (AP) STATISTICS

Prerequisite: Final grade of B or better in Algebra II

Aptitudes and/or Abilities: Above average grades in mathematics

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes of exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students who elect to take the AP test may be able to gain college credit depending upon the score they receive and the college they attend. A graphing calculator is recommended for this course and should be brought to class every day. The TI-84, TI-84 plus or the TI-84c are all good choices.

## ADVANCED PLACEMENT (AP) CALCULUS (AB)

Prerequisites: Algebra I, Geometry, Algebra II, Algebra III, Trigonometry

Aptitudes and/or Abilities - Above average grades in mathematics

After a short review of relevant algebraic and trigonometric topics, the following topics are discussed: the derivative and its applications, integration, and its applications, continuity and limits, the differential and its applications, the logarithmic and exponential functions, and polar coordinates. Students who elect to take the AP test may be able to gain college credit depending upon the score they receive and the college they attend. A graphing calculator is recommended for this course and should be brought to class every day. The TI-84, TI-84 plus or the TI-84c are all good choices. All students will be required to complete a summer assignment.

## ADVANCED PLACEMENT (AP) CALCULUS II (BC)

Prerequisite: AP Calculus (AB)

This course is intended for students who have a thorough knowledge of analytic geometry, elementary functions, college preparatory algebra, and trigonometry. Calculus BC is an extension of the topics from Calculus AB at a more intensive level. New topics include vectors, parametric equations, polar coordinates, and finite sequences and series. A student completing this course will be able to choose between taking the AB or BC examination.

## COLLEGE READINESS MATH

***This is a single period, semester long course open to seniors wanting to refresh their Algebra skills in preparation of college placement testing. (0.5 credit)***

Prerequisite – Successful completion of Algebra III

The purpose of this course is to provide a solid foundation in Algebra, presenting algebraic concepts, problem solving techniques, critical thinking exercises, geometry concepts, and decision-making processes that can be used to solve a variety of real-world and mathematical problems. The course objective is to develop proficiency in Algebra to prepare the student for core college coursework.

## MUSIC DEPARTMENT

### CONCERT CHOIR

Prerequisites – Students must have the ability to enjoy singing, coupled with a desire to improve the quality of their voice and performance skills.

Concert Choir is a performance group of student members who are dedicated to the beauty of creating quality vocal music. Concert Choir meets before the school day for credit. Students in 9<sup>th</sup> – 12<sup>th</sup> grade may participate. Rehearsals and performances are required attendance and scheduled by the director. The members participate in assemblies, public concerts, and community performances and give students an opportunity to try out for County, District, Regional, All-State and National Festivals.

**Select Vocal Ensemble** is a performing group consisting of students in grades 7-12 in the GASD choral music department. Once a student auditions for the group, they will rehearse once a week singing songs from a wide variety of styles and time periods. This group is often invited to sing at local community functions and events.

**Freedom Singers** is a club open to any student who enjoys singing in the spotlight. Once a student auditions, he/she will have the opportunity to sing the National Anthem and other patriotic songs for school sporting events as well as for local special events, such as Veterans Day and Memorial Day programs.

### VOCAL METHODS

*This is a single-period, semester long course.*

*(0.5 credit)*

Do you have what it takes to sing like Taylor Swift? Brad Paisley? Steve Taylor? This is your chance to discover the singer inside you. Vocal Methods is designed to guide you through step-by-step procedures to better your vocal health, vocal production and vocal performance. Projects will include researching signature voices and replicating the sounds on a personal level. Journal entries, warm-ups and mini-performances in the classroom are part of the performance-based learning method of the course.

### NINTH GRADE CONCERT BAND

Ninth Grade Concert Band is offered during the first semester of the academic year and meets for 42 minutes each cycle day. Participation in this course is required for students wishing to participate in Symphonic Band.

This course is open to ninth grade students who have the desire to study and perform on a wind or percussion instrument in a large ensemble instrumental music setting. This course provides students with experiences designed to develop their technical and musical understandings from a fundamental perspective. Primary emphasis is placed upon the development of characteristic instrumental tone, musical literary, and ensemble performance through the study of a wide variety of appropriate musical literature.

Upon successful completion of the Fall Semester Ninth Grade Concert Band course, all ninth-grade students will transition into the Symphonic Band, which meets before the school day.

Students must be enrolled in Ninth Grade Concert Band to be eligible for participation in Marching Band or Indoor Percussion Ensemble.

## SYMPHONIC BAND

The Greencastle-Antrim High School Symphonic Band meets from 7:00-7:40 a.m. as a co-curricular academic performing ensemble and is open to students who have the desire to study and perform on a wind or percussion instrument in a large ensemble instrumental music setting. This year-long course provides students with experiences designed to develop their technical and musical understandings in a progressive way. Primary emphasis is placed upon the development of characteristic instrumental tone, musical literacy, and ensemble performance through the study of a wide variety of excellent musical literature.

This course is offered on cycle days 2, 4, and 6 during the school year. Course participants are required to attend a small group lesson scheduled during the school day once weekly, unless they are enrolled in a techniques course (brass, woodwind, percussion). Students must be enrolled in Symphonic Band class to be eligible for participation in Marching Band or Indoor Percussion Ensemble.

**Marching Band** acts as an extension of the Concert Band/Symphonic Band experience that continues the tradition and heritage of American Music performed in an outdoor setting. Topics of study include fundamentals of breathing, physical conditioning and its effect on musical performance, strength training/endurance, and development of tonal concepts relating to blend, balance, and intonation. The Marching Band experience places a primary emphasis on the development and achievement of a musical and visual product that elicits emotional response. The Marching Band is the most visible part of the Instrumental Music Program at Greencastle-Antrim High School and represents the school district by being ambassadors to the local community.

Students who enroll in Marching Band will perform at weekly football games, parades, and weekend competitions. The Marching Band rehearses after school on two evenings during the week and on select Saturday mornings. Participation in Marching Band is contingent upon students' enrollment in the Concert Band/Symphonic Band.

**Jazz Band** is a select group of students and instrumentation who perform music in the style and tradition of American "Big Bands." Through the Jazz experience, students can partake in yet another facet of instrumental music performance that explores the style and history of Jazz music in the "big band" setting. The Jazz Band performs at local events and throughout the area at various jazz festivals during the winter and spring. The Jazz Band also performs at the annual Greencastle-Antrim Jazz Festival.

## BRASS TECHNIQUES

***This is a single-period, semester long course.***

***(0.5 credit)***

Brass Techniques is a semester long course in which students will be introduced to fundamental concepts of instrumental performance in an individualized and small group setting. Course topics include air and embouchure development, ingredients of a characteristic sound, practice/performance warm-up techniques, developing musicality, articulation, range extension, and rhythmic facility. All students wishing to enroll in Brass Techniques must be a member of either Ninth Grade Concert Band or Symphonic Band

## WOODWIND TECHNIQUES

***This is a single-period, semester long course.***

***(0.5 credit)***

Woodwind Techniques is a semester long course in which students will be introduced to fundamental concepts of instrumental performance in an individualized and small group setting. Course topics include air and embouchure development, ingredients of a characteristic sound, practice/performance

warm-up techniques, developing musicality, articulation, and rhythmic facility. All students wishing to enroll in Woodwind Techniques must be a member of either Ninth Grade Concert Band or Symphonic Band.

### PERCUSSION TECHNIQUES

***This is a single-period, semester long course.***

***(0.5 credit)***

Percussion Techniques is a semester long course in which students will be introduced to fundamental concepts of percussion performance in an individualized and small group setting. Course topics include stick control, ingredients of a characteristic timbre, practice/performance warm-up techniques, developing musicality, articulation, and rhythmic facility. All students wishing to enroll in Percussion Techniques must be a member of either Ninth Grade Concert Band or Symphonic Band.

### MUSIC THEORY I

***This is a single-period, semester long course.***

***(0.5 credit)***

Music Theory is the study of traditional music. Students will learn about major and minor key signatures, basic harmony, rhythm, and meter. The culmination of this course will be a final composition project created using music notation software.

### MUSIC THEORY II

***This is a single-period, semester long course.***

***(0.5 credit)***

Prerequisite – Successful completion of Music Theory I with a C or better

This course continues into more advanced analysis and compositional techniques. Students will learn about transposition, non-chord tones, cadences, rhythm, chromatic harmonies, and other scales. Students will complete several composition projects throughout the course of the semester.

### MUSIC APPRECIATION

***This is a single-period, semester long course.***

***(0.5 credit)***

Students will learn about the elements of music, music performance, musical styles, and music composition. The course will be divided into five units covering the topics previously mentioned. Students will have the opportunity to listen to various recordings of musicians and begin to develop critical listening skills. At the conclusion of the semester, each student will complete a final project and presentation that will be a creative culmination of the material covered in class.

### INTRODUCTION TO THEATER

***This is a single-period, semester long course.***

***(0.5 credit)***

Students will delve into the history of drama and stage from Ancient Theater through modern plays and musicals. This course is designed on performance-based and project-based inquiry. Students will research, critically review, design, create, and perform various scenes from a plethora of plays and musicals. Students will complete a number of hours of hands-on experience through working with different areas of the GAHS Drama Club's Fall Play or Spring Musical depending on when the elective is offered. The final project will cover all aspects examined throughout the course, providing each participant with a foundational understanding of theater.

## THEATER: A VIEW FROM THE STAGE

***This is a single-period, semester long course.***

***(0.5 credit)***

Prerequisite: A desire to be a star on the stage; previous acting experience helpful.

Students will experience a focused approach to the theater as an Actor or Actress. Specific styles of theater will be researched, rehearsed, and practiced. Theories in improvisation, mime, and other forms of method acting will be studied. Techniques in acting and auditioning will be a primary focus. Projects will include project-based inquiry involving hands on activities, roll-plays, memorization, performance and critical assessments. The Final Project experience will include showing an understanding of multiple strategies, acting skills and theories, as well as performing in a monologue/dialogue group stage appearance.

## THEATER: BEHIND THE SCENES

***This is a single-period, semester long course.***

***(0.5 credit)***

Successful completion of *Introduction to Theater* is recommended, but not required

Students will learn the skills necessary to understand and create a knowledge base for the theater, behind the scenes. The modules are divided into three sections: Costume, Makeup, and Set Design. Assignments will be hands-on, project-based learning. Each module will incorporate a final project including designing a costume, building a miniature stage with props, and creating makeup for a favorite scene from a play or musical. Students will research and problem solve, using digital materials and library resources. A journal will also be required for the course.

## MUSIC THROUGH AMERICAN HISTORY

***This is a single-period, semester long course.***

***(0.5 credit)***

Students will experience the importance music had on the people of America during the development of this country. Students will actively participate in learning about the music from the 1600's through the 1940's during World War 2. Students will participate in research projects, power point presentations, keeping a listening journal and documenting specific selections in a musical anthology. The Final Project will include a final exam, essay, and a visual/aural representation of music through American History.

## SOUND RECORDING STUDIO FOUNDATIONS

***This is a single-period, semester long course.***

***(0.5 credit)***

In this single-period elective course, students will learn the basics of sound recording and research the history of studio technologies. Students will complete project-based learning assignments which will include research, analysis, application and creativity skills. Students will also gain experience using audio interfaces, Adobe Audition and Pro Tools.

## SCIENCE DEPARTMENT

### ENVIRONMENTAL SCIENCE

***This course is a requirement for all students.***

Environmental Science is a course that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through laboratories, assignments and literacy. Topics will include ecology; minerals and rocks; natural resources; and environmental technology and stewardship. The successful completion of this course will contribute to success on the Pennsylvania Keystone Exam for Biology, which is administered near the end of the GAHS Biology course.

### ENVIRONMENTAL SCIENCE HONORS

***This course may be taken in place of Environmental Science. If enrollment is not adequate course may not be scheduled.***

Environmental Science Honors is a course that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through laboratories, assignments and literacy. Topics will include ecology; minerals and rocks; natural resources; and environmental technology and stewardship. The successful completion of this course will contribute to success on the Pennsylvania Keystone Exam for Biology, which is administered near the end of the GAHS Biology course.

Environmental Science Honors will require consistent effort and a mature approach to challenge students interested in a higher-level Environmental Science course. Environmental Science Honors students will be expected to work more independently and to demonstrate a more in-depth understanding of environmental concepts. An entry level college textbook and more laboratory exercises are utilized in this course. This course better prepares the student to take Advanced Placement Environmental Science.

### ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE

***If class enrollment exceeds capacity, preference will be given to students who have successfully completed Physics.***

Prerequisites: Successful completion of the three core Science courses, Environmental Science, Biology, and Chemistry with a B or better. Physics is also highly recommended.

The Advanced Placement Environmental Science course is designed to be the equivalent of a one semester, introductory college course in Environmental Science. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study, such as biology, geology, environmental studies, chemistry, and geography. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of Environmental Science. This course has been developed to enable students to undertake, as first-year college students, a more advanced study of topics in Environmental Science. Ultimately, the goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.



## BIOLOGY

Prerequisites: Successful completion or concurrent enrollment in Environmental Science or Environmental Science Honors

The objective of this course is to gain certain biological concepts. The course will include studying organisms from microscopic in size to macroscopic in size. Laboratory work begins with the microscope and the cell, classifying plants and animals, dissection of vertebrates such as the frog and pig, etc. Occasional trips to the environmental center for plant and animal studies will be scheduled. The following topics will be discussed in detail: Introduction to Biology, Cells and Mitosis, Mendel and Meiosis, DNA, RNA, Protein Synthesis, Application of Genetics and Biotechnology, Bioethics, Classification, Evolution and the Animal Kingdom.

## BIOLOGY HONORS

***This course may be taken in place of Biology. If enrollment is not adequate course may not be scheduled.***

Prerequisites: Successful completion or concurrent enrollment in Environmental Science or Environmental Science Honors

The objective of this fast-paced, in-depth course is to gain certain biological concepts. The course will include studying organisms from microscopic in size to macroscopic in size. Laboratory work begins with the microscope and the cell, classifying plants and animals, dissection of vertebrates such as the frog and pig, etc. Occasional trips to the environmental center for plant and animal studies will be scheduled. The following topics will be discussed in detail: Introduction to Biology, Cells and Mitosis, Mendel and Meiosis, DNA, RNA, Protein Synthesis, Application of Genetics and Biotechnology, Bioethics, Classification, Evolution and the Animal Kingdom.

Biology Honors will require consistent effort and a mature approach to challenge students interested in a higher-level Biology course. Biology Honors students will be expected to work more independently and to demonstrate a more in-depth understanding of biological concepts. This course better prepares the student to take Advanced Placements Biology.

## ADVANCED PLACEMENT (AP) BIOLOGY

***If class enrollment exceeds capacity, preference will be given to students who have successfully completed Physics.***

Prerequisites - Successful completion of the three core Science courses: Environmental Science, Biology, and Chemistry with a B or better. Physics is also highly recommended

The AP Biology course is designed to be the equivalent of a college introductory course usually taken by Biology majors during their first year. Class size will be limited. The course outline will cover the following big ideas/topics: Molecules, Cells, Energy, Heredity, Genetics, Evolution, Organisms, and Populations. One-fourth of the course emphasis will deal with laboratory exercises, which encourage important skills such as detailed observation, accurate recording, experimental design, data interpretation, statistical analysis, and the operation of technical equipment. Selected laboratory topics include: Protein Folding and Macromolecule Models; Acid and Base lab Macromolecule; Diffusion and Osmosis; Enzyme Catalysis; Cellular Respiration; Photosynthesis and Plant Pigments; DNA Extraction; Population Genetics; DNA Electrophoresis; Evolution; Physiology of the Circulatory System, Behavior/Habitat and Natural Selection; Dissolved Oxygen and Aquatic Primary Productivity; Dissection. Students will be encouraged to take the AP Biology exam in May. Fees may be assessed for specific field trip opportunities or independent research.

## ELEMENTS OF CHEMISTRY

***Course is for students who have taken Algebra I with a final grade of C or lower.***

***Highly recommended for students who took Elements of Algebra/Algebra I, regardless of final grade.***

Topics covered in Elements of Chemistry include measurement, problem solving, properties of matter, atomic theory, atomic structure, the Periodic Table, chemical formulas, chemical equations, stoichiometry, gas laws and solutions. This course will cover various mathematical concepts relating to chemistry; however, the mathematical concepts will be introductory in nature. In this course, more emphasis will be placed on conceptual chemistry.

## CHEMISTRY

***Course is for students who have completed Algebra with a final grade of B or higher or have been recommended by their previous math teacher.***

Topics covered in Chemistry include measurement, problem solving, properties of matter, atomic theory, atomic structure, quantum numbers, electron configurations, the Periodic Table, periodic trends, chemical formulas, chemical equations, chemical reactions, stoichiometry, gas laws, and solutions. This course will cover various mathematical concepts relating to chemistry; therefore, a strong math background is required for success.

## CHEMISTRY LAB

***This single-period, semester long course meets on alternate days.***

***(0.25 credit)***

Prerequisite: Must schedule Chemistry for the concurrent or earlier semester

Lab work includes a study of properties of compounds, quantitative determinations, chemical and physical properties, basic principles of chemical reactions, introduction to qualitative analysis, and types of chemical reactions. A lab fee may be charged.

## ADVANCED PLACEMENT (AP) CHEMISTRY

***If class enrollment exceeds capacity, preference will be given to students who have successfully completed Physics.***

Prerequisites: Successful completion of the three core Science courses: Environmental Science, Biology, and Chemistry; successful completion of Algebra II with a B or better; Physics is highly recommended

This course is intended to cover material that would normally be found in an introductory college chemistry course taken by chemistry or other science majors during their first year. The course will include the following topics: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry, gases and kinetic-molecular theory, liquids and solids, solutions, reactions and reaction types, oxidation-reduction reactions, electrochemistry, stoichiometry, chemical equilibrium, kinetics, thermodynamics, organic chemistry, and related laboratory work. Class size is limited. Students are encouraged to take the AP Exam in May.

## PHYSICS WITH LABORATORY

***This is a semester long course.***

***(1.25 credit)***

Prerequisites: Successful completion of Environmental Science, Biology, Chemistry, Algebra I, Geometry, Algebra II and Algebra III with a B or better. Recommended Pre- or Co-requisites: Trigonometry with a B or better

Aptitudes and Abilities: General laboratory skills, excellent written communication skills, attention to detail, general computer skills

Physics is the study of the interactions of matter and energy. This course focuses on mechanics that emphasizes the vector quantities of displacement, velocity, acceleration, force, work and momentum. Topics discussed in the course may include heat, waves, sound and optics. Students will be expected to work independently and in small groups. This class is highly hands-on and requires a willingness to be creative. This course is highly recommended for students entering the fields of engineering, science, mechanical trades and medicine. A lab fee may be charged.

## ASTRONOMY

Prerequisites: Successful completion of Environmental Science, Biology, Elements of Chemistry or Chemistry, and Algebra II; recommended for juniors and seniors

This course, which is based on the first level of a university Astronomy program, is designed to focus intently on the most important aspects of Astronomy. We will begin by examining historical astronomy-how humanity attempted to find meaning in the cycles of the sky and understand our place in the cosmos. We will look at the theories regarding the formation of the universe and all of the atoms in it, and how galaxies, stars, and planets were made. We will explore the development of the technologies that make our current view of the universe possible. Mathematical models are an integral part of describing the abstract nature of the universe, so proficiency in math is desired. A portion of this course will be dedicated to the meteorology of the Solar System, with a focus on Earth's atmosphere. Expectations for learning are high. Students will be expected to do out-of-class computer work and research projects throughout the semester.

## ANATOMY AND PHYSIOLOGY

Prerequisites: Successful completion of both Biology and Chemistry with a B or better; recommended for juniors and seniors

This rigorous college-preparatory elective science course includes a detailed study of many human body systems including body organization, cytology, histology along with the integumentary, skeletal, muscular, nervous systems and special senses. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. The course may also be helpful for those students who plan to enter education as either a life-science or physical education teacher. Laboratory activities will include several microscopic analyses of tissue specimens as well as several dissections to accompany the subject matter. This will be a block scheduled class meeting daily.

## SOCIAL STUDIES DEPARTMENT

### UNITED STATES HISTORY

The ninth grade United States History course is a social, political, and cultural survey of American History. This course incorporates an investigation of American History using primary and secondary source documents, class discussions, research and historical literature excerpts. Students may demonstrate their knowledge through various writing components, projects, activities and group presentations to illustrate their understanding of the social, political, and cultural changes that have shaped America.

**Skills:** Reasoning, conceptual understanding, and information gathering

**Topics:** Great Depression, World War II, Civil Rights Era, and the Cold War time period

### UNITED STATES HISTORY HONORS

Prerequisite: Final grade of A or B in Eighth Grade Social Studies

This course is designed for students who have demonstrated exceptional reading and writing skills and who seek to explore U.S. History in greater depth and breadth. Students who earn the honors distinction in U.S. History are expected to meet and exceed the expectations for the standard curriculum in the course. This course will prepare students for future Advance Placement and college course work. This course incorporates an intensive investigation of U.S. History using primary source documents, class discussions, independent research, and historical literature. Students may demonstrate their knowledge through various writing components, presentations, group discussions, and debates to exemplify personal conclusions regarding social, political, and cultural changes that have shaped America.

**Skills:** Logic and reasoning, conceptual and analytical understanding, and research and synthesis.

**Topics:** Great Depression, World War II, Civil Rights Era, and the Cold War time period.

### WORLD HISTORY

This tenth-grade survey course is a social, political, and cultural survey of World History. This course incorporates an investigation of World History using primary and secondary source documents, historical literature excerpts, video clips, class discussions and research. Students may demonstrate their knowledge through various writing components, projects, activities, and group presentations to illustrate their understanding of the social, political, and cultural changes that have shaped the world.

**Skills:** Reasoning, conceptual understanding, note-taking, written expression, and information gathering

**Topics:** Renaissance, Reformation, the Age of Discovery and colonization, Asian Empires, Absolutism, the French Revolution and the Napoleonic Era.

### WORLD HISTORY HONORS

Prerequisite: Final grade of A or B in United States History

This survey course is designed for students who have demonstrated exceptional reading comprehension, time management and writing skills and desire to prepare for future Advanced Placement (AP) courses, such as AP European History. Students who earn the honors distinction in World History are expected to meet and exceed the expectations for the standard curriculum in the

course. Students that successfully complete this course with a grade of A or B should strongly consider enrolling in AP European History.

This course incorporates an intensive investigation of World History using primary and secondary source documents, historical literature excerpts, class discussions, video clips, and independent research. Students will be expected to think analytically like a historian. Students may demonstrate their knowledge through higher-level reading comprehension assignments, various writing components, presentations, discussions, and projects to illustrate higher level personal analysis regarding political, economic, religious, social, intellectual, artistic and geographical changes that have shaped the world.

**Skills:** Logic and reasoning, conceptual and analytical understanding and research and synthesis.

**Topics:** Renaissance, Reformation, the Age of Discovery and colonization, Absolutism and Constitutionalism, the French Revolution and the Napoleonic Era.

## CIVICS

***Civics or AP U.S. Government & Politics may be taken to fulfill required Social Studies credits.***

Prerequisite: Satisfactory completion of United States History and World History

**Civics:** This course focuses on the structure, political processes and essential function of government on local, state and federal levels. Special emphasis is given to developing a political awareness to encourage active civic participation in the community.

**Skills:** Logic and reasoning, conceptual understanding, research and synthesis, and political debating

**Topics:** Origins of American Government, the Constitution, Congress, the Presidency, the Supreme Court, the criminal justice system and civil liberties. Other topics include current events, foreign policy, political parties, interest groups, the importance of voting, foreign policy and levels of government.

## ADVANCED PLACEMENT (AP) U.S. GOVERNMENT & POLITICS

Prerequisite: Satisfactory completion of United States History and World History

This class can be scheduled to earn required Social Studies credit. It is not necessary to complete Civics prior to scheduling this class. It may also be scheduled as an elective if Civics has already been completed.

**Advanced Placement (AP) U.S. Government and Politics:** This college-level survey course examines the institutions, principles and processes of American government and politics. Students will be required to actively read a chapter approximately each week, complete daily assignments, analyze political statistics and data, interpret political ideologies and political topics, and prepare for a chapter assessment each week. Topics explored include: the constitutional underpinnings of United States government, political beliefs and behavior of American citizens, political parties and interest groups in American politics, institutions and policy processes of national government, and civil rights and civil liberties in America (*1 credit*).

This class can be taken as a dual enrollment course for 3 credits through Hagerstown Community College (HCC). Students have the opportunity to receive credit at HCC for *POL-101 American Government* while completing the AP U.S. Government and Politics class at GAHS. A representative from HCC will meet with interested students during the second week of class to discuss dual enrollment options at HCC. Students may choose to take the College Board examination in May (fee required) to earn college credit.

## ECONOMICS (ELECTIVE)

***This is a single-period, semester-long course.***

***(0.5 credit)***

Prerequisite: Satisfactory completion of United States History and World History

This is an elective course intended for junior and senior classmen. Economics is concerned with the behavior of individuals and institutions engaged in the production, exchange and consumption of goods and services. As technology helps to reshape the economy, knowledge of how the world works is critical. People entering the workforce cannot function effectively without a basic knowledge how scarcity and choice affect the allocation of resources, how markets establish prices and the global nature of economic interdependence. This course is intended to provide direction in learning how economic activity impacts the forces of everyday life. This course would assist students who may potentially pursue a post-secondary education or a career path requiring prior background knowledge in economics.

**Skills:** Logic and reasoning, financial analysis, conceptual understanding, research and synthesis

**Topics:** Foundations of economics, supply and demand, government and taxation, personal finance and economic systems

## ADVANCED PLACEMENT (AP) EUROPEAN HISTORY (ELECTIVE)

Prerequisite: An A or B in World History Honors or an A in World History.

This college-level survey course examines events and movements that occurred in Europe during the time-period from approximately 1450 to the present. Students will be required to actively read a chapter approximately each week, complete daily assignments and prepare for a chapter assessment each week. Topics explored include the Renaissance, the Reformation, exploration, absolutism and constitutionalism, Enlightenment, the French Revolution, the rise of Napoleon, Industrial Revolution, urbanization, the Age of Nationalism, New Imperialism, WWI, WWII and the Cold War.

This class can be taken as a dual enrollment course for 3 credits through Hagerstown Community College (HCC). Students have the opportunity to receive credit at HCC for *HIS-102 History of Civilization II* while completing AP European History at GAHS. A representative from HCC will meet with interested students during the second week of class to discuss dual enrollment options at HCC. Students may choose to take the College Board examination in May (fee required) to earn college credit.

## PSYCHOLOGY (ELECTIVE)

This elective course is designed for juniors and seniors who want to take a challenging elective class. Psychology is the scientific study of human behavior and mental processes. This course offers students an engaging introduction to essential topics in psychology. Through their studies and investigations, students will gain insights into the history of psychology, various approaches, famous experiments, basic terminology, and psychological theories concerning a variety of behaviors. Students will be able to apply these insights to their own lives and experiences. Students that complete this course may choose to take AP Psychology as an elective credit in the future.

**Skills:** Logic and reasoning, written expression, conceptual understanding, presentation skills, research and synthesis

**Topics:** The History of Psychology, Human Development, the Brain and Nervous System; States of Consciousness; Learning; Memory and Mental Disorders

## ADVANCED PLACEMENT (AP) PSYCHOLOGY (ELECTIVE)

Prerequisite: Satisfactory completion of United States History and World History

This college-level survey course provides a systematic and scientific study of the behavior and mental processes of human beings. Students will be required to actively read a chapter approximately each week, complete daily assignments and prepare for a chapter assessment each week. Additionally, students will be required to complete various written assignments including free response questions, article reviews, and informative essays. Throughout this course students will be exposed to psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. Students will also learn the ethics and methods psychologists use in their science and practice. Topics of study include the biological, behavioral, cognitive, humanistic, psychodynamic and social-cultural approaches used by psychologists, the basic skills of psychological research, neuroscience, developmental psychology, intelligence and testing, memory, language, motivation, emotion, personality and social psychology.

This class can be taken as a dual enrollment course for three credits through Hagerstown Community College (HCC). Students have the opportunity to receive credit at HCC for *PSY-101 General Psychology* while completing AP Psychology at GAHS. A representative from HCC will meet with interested students during the second week of class to discuss dual enrollment options at HCC. Students may choose to take the College Board examination in May (fee required) to earn college credit.



## STEAM DEPARTMENT

### *Visual Arts, Engineering & Design, Technology & Innovation*

**STEM + ART = STEAM** Today's students can access information at their fingertips at any time of the day. As a result, education is adapting to meet the needs of the 21<sup>st</sup>-century citizen. In order to prepare GAHS students for our ever-changing society, which requires more creativity and innovation, we introduce the new STEAM department. This department includes and improves on the formerly separate Tech-Ed and Art departments, with new courses focusing on the visual arts, technology, innovation, engineering, and design. Students will use creativity and innovation to build upon basic knowledge of **Science, Technology, Engineering, Art and Mathematics**. They will be able to forge their own path in more student-directed courses conducive to their own personal growth and learning.

**Studio level courses:** The word studio implies a higher-level course with some form of prerequisites and a more student-directed approach to learning. These studio courses may also require more of the student's personal time and resources to accomplish their learning goals.

## **STEAM – VISUAL ARTS**

### ART FOUNDATIONS

Are you interested in becoming a better artist? This foundational course will harness students' inner artistic interest in order to reach a higher level of understanding in artistic concepts. Students will be introduced to and explore techniques in various media including pencil, pen & ink, and more. Techniques will be taught through study, direct analysis as well as application, demonstrations, and formal assessments. Various organizational possibilities for design will be applied through the elements and principles of art. Drawing skills will be developed and projects will be assigned based on a variety of subject matter and media. Writing and speaking about personal artwork and those of others is an integral part of the course. Those students interested in applying themselves in any number of medias should consider this elective program to further their study in the art field or for personal enjoyment. In order to gain a worthwhile experience, the student will have to put forth an honest effort. This class is open to students in 9th-12th grade. Students may be asked to purchase additional supplies for this course.

### ART STUDIO

Prerequisite: Final grade of B or higher in Art Foundations

Art Studio is intended for students with a serious interest in visual art. The course will build upon concepts introduced in Art Foundations with an expanded approach to utilizing a variety of mediums including a concentration on painting skills. Students will expand their technical ability while fostering personal artistic expression and the creative process. Students will have regular sketchbook assignments, art exercises, student-directed authentic art projects, and continue to build portfolios. Required written and formal critiques are a key component in facilitating an engaging creative environment, and active participation will be expected from all students. Students may be asked to purchase additional supplies for this course.

## ART PORTFOLIO

***This class is only open to juniors and seniors.***

**Prerequisites:** Final grade of B or higher in Art Studio; successful completion of Photography & Digital Design

This advanced visual arts course offers students the exclusive opportunity to focus on individualized assignments with an emphasis on building a high-quality portfolio of work. The goal is to enhance and master the creative process and personal artistic expression. Artwork will be matted, framed, or suitable for public exhibition and entry to various art shows and contests, and culminates in a senior art exhibition. This class will require a significant amount of personal time and may require the purchase of a variety of materials based on student needs. The course is intended for students very interested in visual art and to prepare students for college and careers in creative, design, and fine Arts fields.

## PHOTOGRAPHY & DIGITAL DESIGN

***This is a single-period, semester-long course.***

***(0.5 credit)***

Photography and digital design have completely surrounded our culture, including how we communicate and express ourselves. How many photos are on your phone right now? What makes an image "good"? How do we create successful images? This course allows students to learn foundational skills in photography, composition, and editing to produce high quality images for artistic purposes, and for the use in any other digital media. Students will also learn foundations in 2-D graphic design using the Adobe Creative Suite, including Photoshop and InDesign. Students will be addressing real world design problems and will collaborate with students in other courses. Possible design topics include logos and branding, package design, album art, collage, digital art, and more.

While not required, students would greatly benefit from access to their own digital camera; with a DSLR (interchangeable lens) camera being the best option.

## CERAMICS & SCULPTURE

This course focuses on the creative investigation of materials and techniques in the production of functional and sculptural objects in clay and other materials. This is a visual art course with a focus on creating original student projects including functional pottery, ceramic sculptures, and sculpture in other mediums. Students will be exposed to ceramics and sculpture through the study of past and present artists to enhance the understanding of good design and expressive potential within the various media used. Technical properties of the science of clay, glaze, kilns, and firing will also be addressed. Writing, reading, and research skills are an integral part of the curriculum; projects will typically have a writing and presentation component.

## CERAMICS & SCULPTURE STUDIO

**Prerequisite:** Final grade of B or higher in Ceramics & Sculpture

This studio level course focuses on student-directed learning with more choice of medium and topic in the creation of functional and sculptural objects in clay and other materials. Advanced skills will be introduced as needed to allow students to further their investigation in the creative process and in completing a high-quality portfolio of work. Students will also be investigating current artists and craftspeople producing nationally and internationally recognized work. Possible course topics include: Wheel thrown pottery, figure and portrait sculpture, installation and site-specific sculpture, kiln design and firing, Raku and other alternative firing methods. Students will also be encouraged to explore glaze chemistry and experimentation with glaze and firing effects.

## CERAMICS & SCULPTURE PORTFOLIO

***This class is only open to juniors and seniors.***

Prerequisites: Final grade of B or higher in Ceramics & Sculpture Studio

This advanced visual art course focuses on functional and sculptural 3-D work and offers students the exclusive opportunity to focus on individualized assignments with an emphasis on building a high-quality portfolio. The goal is to enhance and master the creative process and personal artistic expression. Student work will be finished to a level suitable for public exhibition and entry to various art shows and contests and culminates in the Art Portfolio Exhibition. This class will require a significant amount of personal time and may require the purchase of a variety of materials based on student needs. The course is intended for students very interested in visual art and to prepare students for college and careers in creative, design, and fine Arts fields.

## **STEAM – ENGINEERING & DESIGN**

### MATERIALS & PROCESSES

This foundational course is designed to give the learner an overview of a wide range of tools and applications to transform raw materials into usable products. Special attention is given to machine safety and operations in the workshop environment. Students are actively engaged in hands-on learning of the broad spectrum of industrial technology. Various tools, machines and processes will be used to encourage problem solving and critical thinking skills. This semester long course will investigate manufacturing in materials such as wood, metals, electrical circuits and more. This course covers essential foundational technical skills and knowledge that will be built upon in numerous upper level STEAM department courses.

### MANUFACTURING & INNOVATION STUDIO

Prerequisite: Final grade of B or higher in Materials & Processes

This course begins with an introduction to manufacturing technology, technical systems, and a look at the historical evolution of manufacturing. Students will examine the organization and management of manufacturing endeavors. The class encourages the design and production of artifacts in a manufacturing enterprise environment, which closely parallels the functions of a manufacturing corporation. This course enables students to create or innovate products enhancing day-to-day life, which will be completed in a production/prototyping laboratory where students will have the power of creation at their fingertips. To support the curriculum of this course, and through a partnership with the Pennsylvania College of Technology, students will enroll in the Advanced Manufacturing Pre-Apprenticeship (AMP) Program, a career exploratory opportunity for high school students that provides foundational knowledge and skills needed for entry-level positions in today's manufacturing industry. Utilizing online learning and hands-on sessions, the AMP program exposes students to skill sets that are transferrable among the many career paths in manufacturing including engineering, product design and fabrication, maintenance, quality control, and management. Students will have the opportunity to earn the Certified Manufacturing Associate certificate by scoring 70% or better on the CMfgA exam at the end of the program. More information about the AMP Program can be found on page 28.

## TRANSPORTATION, ENERGY & POWER STUDIO

Prerequisite: Final grade of B or higher in Materials & Processes

This advanced course provides knowledge of the elements of energy, power, and transportation and how they affect the world in which we live through hands-on activities and projects. Students will gain an understanding of the operations of electrical, mechanical, fluidic, and thermal systems. With the increase in energy use and pollution, students will discover and demonstrate an understanding of alternative energy sources. The correlation of energy and power to transportation encourages innovation. This course introduces students to the operation and functions of advanced robotics. Students are encouraged to explore the many ways in which our lives are impacted in the important topics of transportation, energy and power.

## ENGINEERING & DESIGN

Prerequisite: Successful completion of Algebra I and Geometry

This course introduces students to the engineering profession and a variety of related jobs. Students are introduced to fundamental knowledge and skills in the engineering and design of objects, machines, and parts. Topics may include: Line work, lettering, scale use, sketching, multi-view drawings, sectional views, auxiliary views, and 3-D modeling. Students will work individually and in groups to utilize the basics of drafting techniques, the use of drafting equipment and CAD software, problem solving techniques, scientific notation, decision-making models and the completion of hands on projects.

## ENGINEERING & DESIGN STUDIO

Prerequisite: Final grade of B or higher in Engineering & Design

This course allows students to use sophisticated three-dimensional modeling software to improve existing products, invent new ones, and communicate the details of the products to others. This course gives students the opportunity to work in teams to solve problems of their own choosing. Under the guidance of the instructor, teams employ all the skills and knowledge gained through previous coursework to brainstorm, research, reverse engineer, construct and test a model in real-life situations (or simulations); document their designs; and present and defend the designs.

## PRODUCT DESIGN STUDIO

Prerequisites: Successful completion with a B or higher in any of the following courses: Materials & Processes, Engineering & Design, Art Foundations, Ceramics & Sculpture, or Photography & Digital Design

Be both artist and engineer by making beautiful objects or products. This hands-on program will expose students to various physical and digital mediums, design methods and state-of-the-art fabrication tools that will bring students' unique and functioning products to life. The essence of this course is the application of the engineering design process beginning with the identification of a design problem and progression through idea generation, concept development, exploratory prototyping, and the study of ergonomics. Formal design solutions will be presented through engineered drawings, renderings, and the completion of functional products.

## **STEAM – TECHNOLOGY & INNOVATION**

### DIGITAL FOUNDATIONS

**(0.5 credit)**

Digital Foundations is a course designed to provide students with basic computer skills, social media etiquette, cyber security, privacy and copyright infringement awareness, and media literacy. The knowledge gained from this course will be highly beneficial throughout the participants' high school and post-secondary experiences. This course is a requirement for all ninth-grade students.

### ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES

***This course is open to sophomores, juniors, and seniors or by teacher/administrator recommendation.***

Prerequisite: Final grade of B or higher in Algebra I and Digital Foundations

AP Computer Science Principles is a rigorous college-level course that allows students to experience the fundamentals of modern computing. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. The course seeks to provide students with a foundation in computing principles so that they are adequately prepared with both knowledge and skills to live and meaningfully participate in our increasingly digital society, economy, and culture. The curriculum itself does not assume any prior knowledge of computing concepts before entering the course.

### ROBOTICS STUDIO

**(0.5 credit)**

Prerequisite: Final grade of B or higher in any one of the following: Engineering & Design, AP Computer Science, or Transportation, Energy & Power Studio

Robotics Studio is an advanced, collaborative, hands-on course focused on the design, construction, and programming of robotic machines. Students will engage in the engineering design process to solve a variety of different problems through the programming and creation of robotic projects. Topics covered will include a blend of computer science with engineering and construction methods. The class is intended to foster collaboration by including a wide range of pre-requisites enhanced by varied student skillsets and interests.

### VIDEO & DIGITAL PRODUCTION

***Formerly Multimedia Communication. Students who completed Multimedia Communication should not schedule Video & Digital Production.***

In this course, students will create various digital products that will communicate individualized topics. Some of the digital tools that will be employed are: Podcasts, lyric videos, instructional videos, stop motion videos and short documentary films. Students will create and edit their products using the industry standard, Adobe Premiere Pro and Audition software. Students will work collaboratively to create products while investigating the history and the parameters that make high quality digital products. Adhering to copyright guidelines will be of utmost importance in this course. The skills gained from this course can be easily applied throughout the participants' high school and post-secondary courses.

## DIGITAL PRODUCTION STUDIO

***Formerly Digital Media Studio. Students who completed Digital Media Studio should not schedule Video Production Studio.***

Prerequisites: Final grade of B or higher in both Video & Digital Production (or Multimedia Communication) and Photography & Digital Design

Digital Production Studio is an advanced course that will build upon the skills obtained in Video and Digital Production (or Multimedia Communication) and Photography & Digital Design with an emphasis on in-depth videography, photography, animation and digital design. Media is everywhere as a communication method to educate, inspire, and encourage people through several digital forms like photography, video, animation, audio, text, interactive websites and engaging environments. Students will work collaboratively in teams or individually to produce a variety of digital media products of their choice during a significant portion of the course. A digital portfolio will be required to showcase student work.

## PHOTOJOURNALISM

For more information, see course description under ENGLISH DEPARTMENT.

## OCC-TECH: OCCUPATIONS IN TECHNOLOGY

***This single-period, semester-long course is open only to juniors and seniors. (0.5 credit)***

Prerequisites: Final grade of B or higher in Digital Foundations

Throughout this course, students will explore various topics within the Informational Technology (IT) industry. Students will learn desktop management, basic networking skills, auditorium equipment operation, and current technologies/advancements within IT. Students will prepare and present an assortment of help desk workshops and videos to students and staff members within the GASD community.

## **WELLNESS DEPARTMENT**

In fulfillment of the State of Pennsylvania Health and Physical Education requirements, all students must take and pass, as a graduation requirement, one wellness course per year. Wellness combines physical education and health through integrated curriculum and instruction. The goal of wellness is to provide students with the knowledge to make decisions about a healthy and fit lifestyle.

In ninth grade, there is a greater concentration on the health aspect of wellness. Students will split time in the gym and classroom throughout the semester. The health portion of the class is intended to show students the relationship between physical, mental, and social health and how they affect our overall well-being. Topics covered include self-esteem, goal setting, communication, healthy relationships, peer pressure, the male and female reproductive systems and sexually transmitted diseases. Students will recognize that the decisions they make today will affect them now and in the future. Students in grades 10-12 may enroll in regular wellness classes or choose from additional electives as described.

## ACCELERATED WELLNESS

Prerequisite: Satisfactory completion of Wellness in Grade 9

The Accelerated Wellness course is designed to address the needs of highly competitive and motivated students with a strong interest in the area of sports, athletics, recreation and physical education. Activities selected will be the most competitive and intense activities offered by the Wellness department. An application will be required for consideration; enrollment is limited.

## AFTER SCHOOL WELLNESS

Prerequisite: Satisfactory completion of Wellness in Grade 9

Students enrolled in the Franklin County Career and Technology program or who have a full academic schedule may enroll in After School Wellness. This program will incorporate both self-directed and in-class requirements. Students will meet one day each week to set workouts on an App and will be required to complete their assigned independent workouts daily. Students will also be able to participate without a phone, charting their course or activity on an iPad or by using a fitness journal. The physical education curriculum is appropriately modified to meet the needs of this program.

## FITNESS FOR LIFE

Prerequisite: Satisfactory completion of Wellness in Grades 9 and 10

Fitness for Life will involve instruction in a variety of lifetime aerobic activities. It is designed for students who wish to participate in activities that will increase the heart rate to the desired target heart rate range for a minimum of twenty minutes. This class will enable students to identify activities that can be pursued later in life as a means of dealing with stress and maintaining physical fitness. Activities and exercises will include, but are not limited to, walking, rope jumping, circuit training, stationary bike riding, stepper activities, treadmill, yoga, Pilates, Zumba and exercise video participation.

## WEIGHTLIFTING AND CROSSFIT

Prerequisite: Satisfactory completion of Wellness in Grades 9 and 10

This course consists of a systematic program that includes running and weight training with free weights. It is recommended for students interested in a vigorous program leading to a high degree of physical development. Topics of instruction include goal setting, weight control management, flexibility, and the cardio components of working out, agility, running and strength training programs.



## WORLD LANGUAGE DEPARTMENT

### SPANISH I

***If class enrollment exceeds capacity, preference will be given to students who have not yet fulfilled their World Language requirement.***

Because Spanish is the second most widely spoken language in the United States (by the year 2020, it is predicted that 15 million people will speak Spanish in the US), and the 5<sup>th</sup> most widely spoken language in the world (spoken by over 330 million people), the emphasis of the Spanish program is to develop skills needed to communicate with Spanish speakers within our country and when abroad. The Spanish I course will focus on providing a foundation in reading, writing, speaking, comprehending the language, as well as an appreciation of the culture of many Spanish-speaking countries. Students will learn a wide range of basic vocabulary and grammar that will allow them to communicate in the language in many ways.

As with any World Language, while learning the new language, students will improve their English grammar skills and vocabulary. Spanish I provide students with an excellent foundation for future study in Spanish as well as a useful skill for their future. The high school Spanish course sequence is both a beneficial and rewarding experience especially when students have the opportunity to use their Spanish in the community, while visiting other countries, and possessing a skill which makes them highly qualified for any career path.

### SPANISH II

Prerequisites: Final grade of C- (70%) or higher in Spanish I; 65% or higher on the Spanish I Final Exam

The Spanish II course continues to build on first year Spanish skills. More emphasis is given to reading, writing, speaking, comprehending the language, as well as an appreciation of the culture of many Spanish-speaking countries. Students are also responsible for a wider range of vocabulary and grammar skills. Spanish II students will also become more confident in their speaking skills as they continue on their journey towards Spanish fluency.

### SPANISH III

Prerequisite: Final grade of C+ (77%) or higher in Spanish II; 65% or higher on the Spanish II Final Exam

The Spanish III course continues to build on the first- and second-year Spanish skills. The course includes a comprehensive review of Spanish vocabulary and grammar while continuing to emphasize reading, writing, speaking, comprehending the language, as well as an appreciation of the culture of many Spanish-speaking countries. Spanish III students will become more confident in their speaking and comprehension skills as much of the class is conducted in Spanish. Students will leave Spanish II with the ability to converse well with Spanish-speakers in the community.

### SPANISH IV

Prerequisite: Final grade of B- (80%) or higher in Spanish III; 65% or higher on the Spanish III Final Exam

The Spanish IV course also includes a comprehensive review of Spanish vocabulary and grammar while continuing to emphasize reading, writing, speaking, comprehending the language, as well as an appreciation of the culture of many Spanish-speaking countries. Spanish IV students will become more confident in the speaking and comprehension skills as much of the class is conducted in Spanish. Students will leave Spanish IV with the ability to converse well with Spanish-speakers in the community. The course also includes a study of literature either in the form of a short novel or series of short stories. The Spanish IV course is structured to prepare students for college level Spanish study. A student who successfully completes the course may test out of two semesters of college level Spanish.

## ADVANCED PLACEMENT (AP) SPANISH V

Prerequisite: Final grade of B- (80%) or higher in Spanish IV; 65% or higher on the Spanish IV Final Exam

The AP Spanish V course is designed for students interested in developing and fine-tuning their Spanish skills, increasing their proficiency level in the language, and continuing their Spanish study at the college/university level. The course will prepare students to read, write, speak, and understand Spanish at a level that would allow them to use their language skills successfully in a Spanish-speaking country as well as be very successful in a college/university Spanish course. A student who successfully completes the course will test out of two-four semesters of college level Spanish. It is recommended that students plan ahead when scheduling their courses since it will be necessary for students to take either Spanish I/II or Spanish III/IV in the same year in order to have enough room in their schedule to take the AP Spanish V course before graduation.

## SPANISH LANGUAGE AND CULTURE

***This is a single-period, semester-long course.***

***(0.5 credit)***

Prerequisite: Final grade of B- (80%) or higher in (AP) Spanish V; 65% or higher on the (AP) Spanish V Final Exam

The Spanish Language and Culture course includes a comprehensive review of the Spanish language through a variety of real-world sources that would be encountered in daily life in a Spanish-speaking country, such as newscasts, magazines, television programs, movies, music, sporting events, theatrical productions, advertisements, etc. Through the study of these true to life materials, students will gain a better perspective of the culture of many people from around the world. This course has been designed for those students who have completed AP Spanish in either 10<sup>th</sup> or 11<sup>th</sup> grade and still have one or two years before graduation. One of the benefits of completing the entire Spanish program is to prepare for college language study, which may be required depending on the college. Spanish Language and Culture has been created to give early completers of the Spanish program another class that will help them remember their Spanish in the last year(s) of high school before taking Spanish in college.

## GERMAN I

***If class enrollment exceeds capacity, preference will be given to students who have not yet fulfilled their World Language requirement.***

Germany has the 4<sup>th</sup> largest economy in the world and is 2<sup>nd</sup> only to the United Kingdom in number of jobs and firms in Pennsylvania. Additionally, Germany ranks 4<sup>th</sup> in exports to Pennsylvania and 5<sup>th</sup> in imports from Pennsylvania. In Maryland, Germany ranks 1<sup>st</sup> and 12<sup>th</sup> respectively.

German has practical applications for careers and internships (both internationally and locally), and we will also study the rich culture of the German-speaking world including Austria and Switzerland. Since English is a Germanic language, learning a world language does not have to be a “foreign” concept. The German I course provides students with practical skills, focusing on comprehension, speaking, reading and writing in an atmosphere of immersion. The class incorporates authentic materials and media to transmit a modern representation of culture. We will build a foundation of basic vocabulary that will enable students to communicate about their interests, their families and their environments.

## GERMAN II

Prerequisites: Final grade of C- (70%) or better in German I; 65% or better on the German I Final Exam

The German II course continues to build on the basic skills learned in German I. In addition to speaking about their environment in the present, students will be able to talk about the past and express opinions and thoughts about the future. Emphasis will continue to be placed on comprehension, speaking, decoding skills and writing. Students will be able to appreciate culture in the target language.

## GERMAN III

Prerequisites: Final grade of C+ (77%) or better in German II; 65% or better on the German II Final Exam

The German III course continues to build on the basic skills acquired in German II. In addition to speaking about their environment in the past and present, and expressing opinions and thoughts about the future, students will hone details of the language, while developing greater fluency and deeper understanding of texts. Emphasis will continue to be placed on comprehension, speaking, decoding skills and writing. Students will be able to appreciate culture in the target language. Students will leave German III with practical skills they can use in a social or business environment.

## GERMAN IV

Prerequisites: Final grade of B- (80%) or better in German III; 65% or better on the German III Final Exam

The German IV course also includes a comprehensive review of vocabulary and grammar while continuing to emphasize reading, writing, speaking, comprehension, as well as an appreciation of the culture of many German-speaking countries. The course also includes a study of literature either in the form of graphic novels, short stories, and poetry. The German IV course is structured to prepare students for college level study.

## FRENCH I

***If class enrollment exceeds capacity, preference will be given to students who have not yet fulfilled their World Language requirement.***

French is the first or second language in more than 40 countries and is spoken by 125 million people around the world. When you study French, you learn more than just vocabulary and grammar. You learn about the people who speak the language and the impact that the French culture has made and continues to make on our lives. When you know French, you can be a part of communication and transactions occurring daily in French on every continent. Many job opportunities are open to those who speak French. More than 1200 French companies have subsidiaries in the U.S. and France is the largest recipient of U.S. Foreign investments. 40-50% of English vocabulary comes from French. Studying French will enhance your grammar skills and improve your scores on the verbal sections of the SAT and ACT.

## FRENCH II

Prerequisites: Grade of C- (70%) or higher in French I; 65% or higher on the French I Final Exam

The second year of French builds on the foundation of French I. More emphasis is given to reading, writing, speaking, comprehending the language, as well as an appreciation of the culture of many French-speaking countries. Students are also responsible for a wider range of vocabulary and grammar skills. French II students will also become more confident in their speaking skills as they continue their journey towards French fluency.



Greencastle-Antrim School District



# Athletic Coach Handbook

*(Proposed January 19, 2023)*

Greencastle-Antrim School District

**Mission Statement: A Community Invested in Empowering Our Students to  
Strive for Excellence to Succeed in the Future**

*Core Values: Integrity, Respect, Commitment, Standards  
and Children First*

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# GASD ATHLETIC DEPARTMENT INTRODUCTION

## I. POSITION:

- Head Coach
- Assistant Coach
- Athletic Trainer/Sports Technician

## II. HIERARCHY OF AUTHORITY:

- Board of School Directors
- Superintendent
- Executive Director for Secondary Education
- Principal
- Assistant Principal
- Athletic Director
- Athletic Trainer
- Head Coach
- Assistant Coach

## III. JOB DESCRIPTION

Job Philosophy: As coaches, we are teachers and mentors. We are fortunate to have the unique opportunity of educating young people in athletics and life's principles. Through hard work, setting goals, teamwork, and demonstrating sportsmanship our students can become life-long learners and productive in their career quests. As coaches, we should emphasize a balance of sportsmanship and winning to these young athletes. As a school district coach, you are the coach year-round, not only during your season. Represent your school appropriately.

Job Goal: To develop and implement the sports program in his/her area of employment, to educate the GAHS/GAMS student-athletes in their particular sport, and to develop student-athletes with essential character qualities.

Job Requirement: Only district-approved coaches (including adult volunteers) may be involved in athletic practices, scrimmages, or games. To be eligible to coach or be a volunteer coach, the person must submit a letter of application to the athletic director or building principal. The person must secure [Pennsylvania Child Abuse History Clearance](#), [Pennsylvania Criminal History Check](#), [Federal Criminal History Report \(requires fingerprinting\)](#), [PDE 6004](#)(Arrest/Conviction Report), [Act 168 Disclosure Release](#), [Confidentiality Agreement](#), [Mandated Reporter of Child Abuse Training](#), [Affirmative Action Form](#), TINE test, physical examination, and be approved by the Board of School Directors before participating in any form of coaching.

## ATHLETIC COACH POSITION DESCRIPTION

TITLE: HEAD COACH

QUALIFICATIONS:

- Previous successful coaching experience in assigned sport
- Has the ability to organize and supervise a total sports program
- The Head Coach must have substantial knowledge of the technical aspects of the sport and at the same time must continue to examine new theories and procedures pertinent to the field

REPORTS TO: The Athletic Director, who provides overall objectives and final evaluation in conjunction with 6-12 Administration.

SUPERVISES: A staff of high school assistant coaches and/or middle school coaches in conjunction with the Athletic Director and 6-12 Administration.

JOB GOAL: To instruct athletes in the fundamental skills, strategy, and physical training necessary for them to realize a degree of individual and team success. At the same time, the student shall receive instruction that will lead to the formulation of moral values, pride of accomplishment, acceptable social behavior, self-discipline, and self-confidence.

GENERAL:

- a) The success of the athletic programs has a strong influence on the community's image of the entire system. The public exposure is a considerable responsibility and community/parent pressure for winning performance is taxing but must not over-ride the objectives of good sportsmanship and good mental health.
- b) The position includes aspects such as extended time & risk injury factor.
- c) It is the express intent of this job description to give sufficient guidance to function. In cases not specifically covered it shall be assumed that a coach shall exercise common sense and good judgment.

DUTIES AND RESPONSIBILITIES:

- a) Thorough knowledge of all athletic policies approved by the GCASD Board of Education and is responsible for their implementation by the entire staff of the sports program
- b) Knowledge of existing system, state, and league regulations; implements same consistently and interprets them for staff
- c) Understands the proper administrative line of command and refers all requests or grievances through proper channels. Is aware of all public/staff/departmental meetings that require attendance

- d) Knowledge of Athletic Coach Handbook and uses it as a tool
- e) Any additional tasks assigned by the Athletic Director and/or 6-12 Administration

#### STAFF RESPONSIBILITIES:

- a) Establishes the fundamental philosophy, skills, and techniques to be taught by staff; designs conferences, clinics, and staff meetings to ensure staff awareness of overall program
- b) Trains and informs staff; encourages professional growth by encouraging clinic attendance according to local policy
- c) Delegates specific duties; supervises implementation; and at the end of the season analyzes staff effectiveness
- d) Maintains discipline; addresses grievances, and works to increase morale and cooperation
- e) Perform other duties which may be assigned by the Athletic Director and/or 6-12 Administration

#### ADMINISTRATIVE DUTIES:

- a) Collaborates with the Athletic Director in scheduling and transportation requirements
- b) Ensures requirements concerning physical examinations, parental consent, and eligibility are met
- c) Provides proper safeguards for maintenance and protection of assigned equipment site

#### RESPONSIBILITIES FOR STUDENT ATHLETES:

- a) Provides training rules and unique regulations of the sport to each athlete who is considered a participant
- b) Consistent attention to a student athlete's grades and conduct
- c) Provides assistance, guidance and safeguards for each participant by his/her presence at all practices, games and while traveling
- d) Completes reports of all disabling athletic injuries on proper forms and submits to the Athletic Trainer within 24 hours
- e) Directs student managers, assistants, and statisticians
- f) Determines discipline; delineates procedures concerning due process when enforcement of discipline is necessary; contacts parents when a student is dropped or becomes ineligible

#### FINANCE AND EQUIPMENT:

- a) Recommends equipment guidelines including type, style, color, and technical specifications. Is responsible for operating within budget appropriations
- b) Accountable for all equipment and arranges for issuing, collecting, and storing of equipment
- c) Responsible to inform the Athletic Director of any equipment lost or not returned

- d) Responsible for cleanliness and maintenance of specific sport equipment; properly marks and identifies all equipment before issuing or storing
- e) Permits athletes to be in authorized areas at the appropriate times
- f) Examines locker rooms before and after practices and games; inspects general cleanliness of the facility
- g) Secures all doors, lights, windows, and locks before leaving the building(s) when custodians are not on duty
- h) Instills in each player a respect for equipment and school property, proper care and use

**PUBLIC RELATIONS:**

- a) Organizes pre-season meetings for parents, coaches, players and guests
- b) Promotes the sport within the school by recruiting athletes that are not participating in sports
- c) Ensures quality, effectiveness, and validity of any oral or written release to local media
- d) Maintains good public relations with news media, booster club, parents, officials, volunteers, and fans
- e) Reports information concerning contest results

## ATHLETIC COACH POSITION DESCRIPTION

TITLE: ASSISTANT COACH

QUALIFICATIONS:

- Preferred coaching experience in assigned sport
- Has knowledge and background in the assigned sport

REPORTS TO: Head Coach, Athletic Director and 6-12 Administration

SUPERVISES: Athletes and team assigned; assumes supervisory control over all athletes in program when needed.

JOB GOAL: To carry out the aims and objectives of the sport program as outlined by the head coach and school administration. To instruct athletes in individual and team fundamentals, strategy and physical training necessary to realize a degree of individual and team success.

DUTIES AND RESPONSIBILITIES:

- a) Thorough knowledge of all athletic policies approved by the GCASD Board of Education and is responsible for its implementation
- b) Knowledge of the existing school district, state, and league regulations; implements same consistently
- c) Understands the proper administrative line of command and refers all students and parent requests or grievances through proper channels. Is aware of all staff meetings that require attendance
- d) Maintains discipline and works to increase morale and cooperation within the school sports program and school community

ADMINISTRATIVE DUTIES:

- a) Collaborates with the Head Coach in scheduling
- b) Provides proper safeguards for maintenance and protection of assigned equipment site

STUDENT RESPONSIBILITIES:

- a) Provides training rules and other sport specific regulations to each candidate
- b) Supervises practices, games, and team trips; takes all necessary measures to safeguard each participant
- c) Directs student managers and statisticians
- d) Implements school Code of Conduct; delineates due process when the enforcement of discipline is necessary; contacts parents when a student is alleged to have violated athletic code

#### EQUIPMENT AND FACILITIES:

- a) Accountable to the Head Coach for all equipment
- b) Accountable for all equipment and arranges for issuing, collecting, and storing of equipment
- c) Responsible for cleanliness and maintenance of specific sport equipment
- d) Recommends to the Head Coach budgetary items for next year in his/her program
- e) Monitors equipment rooms and coaches' offices and authorizes who may enter
- f) Permits athletes to be in authorized areas at the appropriate times
- g) Examines locker rooms before and after practices and games; inspects general cleanliness of the facility
- h) Secures all doors, lights, windows, and locks before leaving the building(s) when custodians are not on duty
- i) Instills in each player a respect for equipment and school property, its care and proper use

#### PROGRAM RESPONSIBILITIES:

- a) Assists the Head Coach in carrying out his/her responsibilities
- b) Instructs team members concerning changes in rules. Teaches fundamentals of the sport as outlined by the Head Coach
- c) Works within the basic framework and philosophy of the Head Coach of that sport
- d) Attends all staff meetings and carries out scouting assignments as outlined by the Head Coach
- e) Supervises players before and after practice; adequately prepare and help players
- f) Assists in the planning and implementation of both in-season and out-of-season conditioning and weight programs
- g) Conducts discussions with other Coaches in private
- h) Strives to improve skills by attending clinics and using resources made available by the Head Coach
- i) Attends contests of other teams in the program when possible
- j) Performs other duties that are consistent with the nature of the position and that may be required by the Head Coach.

Any of the above listed duties or responsibilities are at the discretion or delegation of the Head Coach.

#### PERFORMANCE RESPONSIBILITIES OF HEAD COACH AND/OR ASSISTANT COACH

- Establish written team and training rules for one's specific sport that are consistent with the Coach's Handbook, inform the team members and athletic office of those rules, and enforce them. Include as part of one's rules a policy for lettering in that particular sport. Team rules shall include a statement that refers to the student "Code of Conduct" which is available to every student via the school's website. Also, to be established and provided to each potential student-athlete is a written evaluation rubric for try-outs. This rubric must include the following information:

*Participation with a school district sponsored P.I.A.A. athletic program is a privilege. All students planning to participate will be required to have a comprehensive physical examination completed prior to engaging in any try-outs or practices. Evaluation of potential student-athletes is at the discretion of the coaching staff.*

*All athletic programs, which implement a try-out and cutting process, are required to utilize a written evaluation rubric for each individual involved. All evaluation rubrics will include an attendance and academic portion within the rating system. The rating system used will be as follows:*

**School Attendance – Unlawful or unexcused absences and/or tardiness**

-5 (16+ days)   -4 (11-15 days)   -2.5 (6-10 days)   -1.5 (3-5 days)   -0 (0-2 days)

**Grade Point Average – based on 4.0 scale**

+1 (2.0 - 2.9)   +2 (3.0-3.1)   +3 (3.2-3.4)   +4 (3.5-3.7)   +5 (3.8-4.0)

*For a fall season program, the preceding semester grades and attendance will be utilized. For winter and spring seasons, the current school year attendance records and GPAs will be used. P.I.A.A. attendance and academic eligibility requirements will still be adhered to and implemented as needed.*

- Produce daily written practice outlines, upon request
- Verify beginning inventory to assure equipment is available from previous seasons
- Pick up mail in the athletic office weekly during the season and monthly in the off-season
- Provide bus roster for each away trip for distribution to bus drivers and assure that full cooperation exists between the athletic team and the bus driver
- Submit regular reports of sportsmanship violations by coaches and athletes (cards, technicals, etc.)
- Take/maintain a practice/game attendance record of team members and coaches
- Schedule all athletic contests and purchase all athletic equipment through the Athletic Director and/or with the approval of the Athletic Director or Building Administrator
- Adhere to the P.I.A.A. ethics for coaches and rules of Athletic Courtesy (PIAA handbook)
- No form of hazing, initiation, etc. will be allowed or participated in by a coach
- Deal with and support each other as coaches professionally and courteously, not critically. Do not recruit students to the disadvantage of other coaches.
- Deal with your players professionally and courteously. Set yourself apart from your players. You are their mentor. Ex. Do not be on a “first-name” basis with your players. You are to be “coach/Ms./Mrs./Mr.”.
- Attend all teachers’ meetings, except those meetings that conflict with coaching duties; as conflicts arise, notify the Building Administrator (does not apply to non-faculty members).

- Notify the Building Administrator in a timely manner for the proper classroom coverage when dismissing early
- Complete any additional tasks as assigned by the Athletic Director or Building Administrator
- See that athletes are properly equipped and that such equipment is properly adjusted
- Maintain and supervise the use of the medical kit provided. Athletes are not permitted to treat themselves. The trainer or coach should administer required treatments when necessary
- Coaches must check the weekly academic ineligibility list and the daily attendance list as provided by the athletic office. It is the coach's responsibility to make sure all athletes that are practicing or competing meet academic and attendance requirements. Notify the Athletic Director with any exceptions.
- Discipline members of one's team when necessary in a constructive manner and in private. Shouting at a player during a game or otherwise publicly embarrassing a student-athlete is in poor taste. Teach good sportsmanship and manners both on and off the playing court/field.
- Travel on the team bus to and from all away games and supervise all traveling personnel. Coaches' children who are not members of the team are not permitted to travel on the busses or participate in team practices.
- Coaches should set up and tear down practice equipment on a daily basis where facilities are used by students outside of the practice realm
- Supervise one's players during and after practice sessions (locker rooms) to prevent any damage, injury, or mischief that may occur
- Remain in the building/on school grounds after games and practices until all team members have gone home. Make sure that all doors are secure before leaving
- Cooperate with and assist the physical education department in the use of office areas and supervision of facilities. Physical Education offices should be supervised while students are in the area or using the phone upon return from scheduled events, male and female separately.
- After 3:15 p.m. athletes should not be in the cafeteria or classroom area unless they are supervised by school personnel
- Provide first aid to all injured participants and be certain that further medical attention is arranged as necessary. Report all accidents to the trainer immediately. Follow up all accidents with an Accident Report Form for the Athletic Trainer. The coach must complete an accident report form on every practice or game injury to coordinate proper care and insurance coverage with the Athletic Trainer. An athlete under the care of the athletic trainer (or a physician) is to remain under their care unless/until released by the trainer/physician.
- Coaches are responsible to communicate to the athletic director any announcements intended for the bulletin/PA system regarding any information pertaining to their team.



- Advise the Game Manager and/or Athletic Director of potential problems that might impair the efficient operation of the athletic program or facilities. Report any possible scheduling conflicts to the Athletic Director immediately.

## PERFORMANCE RESPONSIBILITIES OF ATHLETIC TRAINER

- Attend and supervise all High School and Middle School Athletic events as assigned and coordinated with the Athletic Director
- Attend to all event and/or practice injuries that develop in a professional and efficient manner.
- Communicate with the appropriate coaches upon notification of student-athlete injuries and during follow-up care
- Follow-up on all injuries with student-athletes and the appropriate coach to assure proper care, treatment, rehabilitation, and insurance is administered
- Protect the student-athlete's interests in relation to personal health and safety
- Maintain athletic training room and storage areas
- Inventory, maintain, and provide training supplies to all High School and Middle School teams through the coaching staff
- Maintain athletic training transportation and notify the Athletic Director when proper care is necessary

## PROBLEM RESOLUTION

Follow the appropriate chain of command:

- a) Personal contact with problem/person
- b) Athletic Director
- c) Executive Director for Secondary Education
- d) Building Administrator
- e) Superintendent
- f) School Board

## IV. GENERAL INFORMATION

### FACILITY USE/SCHOOL EQUIPMENT USE

- Use of the top of the Kaley Field home press box will be limited to persons approved by the Athletic Director and/or Building Administrator.
- Scheduled practices are to be coordinated through the Athletic Director so that proper facility requests or use can be submitted to the district maintenance office.
- The Head of the Wellness Department will schedule instructional activities which take place in the gym from 2:30 to 3:00 P.M. each day.
- The Athletic Director will coordinate athletic activities that take place in the gym after 3:00 P.M. through the maintenance and custodial staff, as well as the HS/MS administration and staff.
- School equipment/uniforms are only to be used for school-sanctioned activities, unless authorization is obtained from the athletic director.

### FUND RAISING POLICY

Because a Greencastle-Antrim Schools budget exists for each sport, School District Fund Raising Policy dictates that each team may participate in one fund-raiser per year with the pre-approval of the Athletic Director and/or Building Administrator.

### WEIGHT ROOM/CARDIO ROOM PROCEDURES

- All programs other than those which are part of a team workout must be approved by the Athletic Director and/or Building Administrator and be open to both male and female students.
- Do not move equipment
- Proper attire must be worn at ALL times when working out (shorts, shirt, gym shoes, warm-up suits, etc.)
- No "HORSE PLAY" should be permitted at any time in the weight room/cardio room.
- Doors and windows should not be opened without first receiving permission from the coach in charge. Before leaving, the coach or supervisor should secure all doors and windows.
- The coach or supervisor is to be in control regulating the students present and their activity in and out of the weight room. The coach or supervisor in charge of the group working out will be responsible for any problems arising during the time they are supervising the weight room.
- Any person who wishes to use the Weight Room/Cardio Room should schedule their work out time through the Wellness Department Head (until 3:00 p.m.); after 3:00 p.m. times should be coordinated with the Trainer and Athletic Director.
- NO food or drink will be allowed in the weight room/cardio room

- Practice SAFETY --- proper spotting should be used at ALL times --- serious injury could result from using this equipment.
- Misconduct or violation of any of the above or school rules could result in being denied use of the weight room/cardio room.

## PROCEDURES FOR PRACTICE/COMPETITION FOLLOWING ATHLETIC INJURIES AND ILLNESS

- Communication and coordination are required between the Athletic Trainer and the Head Coach for athletes to be physically able to compete.
- Medical excuses and re-entry to practice forms need to exchange hands between the Trainer and coach, or verbal approval must be granted by the Trainer.
- Any athlete who misses 3 consecutive practice sessions or games due to an injury or illness, or any athlete who sought or received medical attention by a doctor or hospital must be cleared by the doctor involved, giving clear instructions to the Trainer permitting the student to resume practice and/or competition.
- Any athlete missing 3 consecutive sessions and not seen by a doctor must be cleared by the Trainer in order to determine if a doctor's note is necessary for medical release.
- Coaches must clear the sending of an athlete to a doctor with the Trainer/Sports Technician, except when the Trainer is not present at a GAHS/GAMS event or at an away event. In the event of an emergency, the student emergency information is available through the team Google doc.
- Coaches should administer proper "First Aid" in caring for an injured athlete. No form of manipulation should be used in preparing an athlete for competition.
- An accident report must be submitted to the athletic office for any incident where an athlete is seen by the trainer/doctor.

## GENERAL TRAINING TIPS

- Emphasize to athletes to eat a good diet and salt their food in normal amounts.
- Breaks should be in your schedule and plenty of water should be available at ALL times.
- Remember practices should be shortened if heat and humidity warrant. This will be monitored by the Athletic Trainer.
- Athletes should be in condition before contact or scrimmages are scheduled.
- Emphasis should be placed on neck development in sports that the neck or head is a primary point of contact.
- Sports may produce catastrophic injuries. ALL coaches must advise players and parents of these possibilities.

- All coaches should be aware of each team member's body weight at the start of each season. His or her weight should be checked closely, particularly in those sports where weight loss could occur rapidly.
- All district student-athletes will be required to be baseline tested for Impact-Concussion Management every two years. If a head injury occurs, the student-athlete must take the test after treatment, as many times as the trainer merits as necessary, before being permitted to practice/compete, even if a medical release from a physician has been issued.

## PRACTICE

- Tryout dates will be posted. If a student cannot make tryouts due to unforeseen circumstances, the student must contact the athletic director/coach for approval to tryout at an alternate time. This is not automatic; it must be approved by the coaching staff.
- Practice sessions will extend for a maximum of two (2) hours excluding locker room time.
- Coaches are to be in their assigned teaching station until 2:50 p.m. on regular school days; therefore, no sports team members should be in the locker room until 2:50 pm. An exception would be if the trainer/sports technician requested an athlete's presence for treatment.
- District Practice Policy states:
  - a) no Sunday practices
  - b) no practice on the following national holidays without prior permission from the Superintendent of Schools: Good Friday, Thanksgiving, Christmas, New Year's Day
  - c) Attendance at practices scheduled on national holidays cannot be made mandatory for students
- Teams qualifying for play-offs and District/State competition will have priority in the gym.
- When outside, if lightning or thunder is in the area, teams must move to the locker room area for safety. This will be monitored by the Athletic Trainer.
- If school is cancelled because of inclement weather, athletic events or practices scheduled that day will be postponed.

## DEFINITION OF A SCRIMMAGE

All of the following elements must be present for a school to consider athletic competition with other schools as a scrimmage:

- The involved schools shall agree, in advance of the athletic competition, that the event will be a scrimmage rather than a game or contest.
- The scrimmage shall not be listed on the published season schedule of the involved schools.
- The scrimmage shall not be advertised or announced to the public-at-large.
- No admission shall be charged.

- The head coaches of the involved teams may stop the activity at any time to provide instruction or to make substitutions.
- There shall be no restrictions concerning the number of times a player/contestant enters or leaves the scrimmage.
- No score may be displayed or recorded.
- The results of the scrimmage shall not be counted as part of the involved teams season win and loss record.
- Any athletic event involving two or more schools must be considered a regular season contest unless it meets all of the criteria listed above.

## “SUPER FROSH” GUIDELINES

By PIAA guidelines, 9<sup>th</sup> grade students may try out for H.S. athletic teams. In sports that have a M.S./9<sup>th</sup> grade program, as well as a H.S. program, the 9<sup>th</sup> grade students shall be permitted to try out for the H.S. team under the following conditions:

- a. Student chooses to try out for the higher level of competition
- b. Parental permission is granted
- c. All applicable PIAA regulations/guidelines are adhered to

After try outs the 9<sup>th</sup> grade athletes, selected by the coaching staff, will be invited to remain on the H.S. team. Those not selected for the H.S. team and those who choose not to accept the invitation will still be eligible to try out for the 9<sup>th</sup> grade/M.S. team. This process will be coordinated by the H.S./M.S. coaching staff. The names of 9<sup>th</sup> graders, who are selected for the H.S. team, shall be given to the A.D. After consultation with the coaching staff, the A.D. will present the names to the H.S./M.S. Administration for approval, as per PIAA regulations.

## 7TH AND 8TH GRADERS “MOVING UP”

While understanding that winning is important, the M.S. athletic program shall not be focused on team records. Opportunities to all participants should be fair and indiscriminatory. 7<sup>th</sup> and 8<sup>th</sup> graders may be “moved up” on individual circumstances and if team numbers merit. This would not be a “common practice” and would only take place with parental permission. Discussions must be held with the student athlete and their parents. The student athlete’s “best interest” will be the primary criteria for making the move up to the next level. After coach/parent discussions, the parent will make the recommendation, to the A.D., to “move up” the student athlete. If the student athlete’s “best interest” is being served, the A.D. will then forward the recommendation to the M.S. Administration for approval.

## RESTRICTIONS ON CHEERLEADING ACTIVITIES

The PIAA Board of Control is most concerned with dangerous activities performed by cheerleaders of interscholastic events. In an effort to eliminate or minimize injury to cheerleaders, the following shall be in effect for all PIAA District, PIAA Regional and PIAA Final athletic events.

- No cheerleader shall stand on another person unless other person has at least one (1) foot on the ground
- No flips are permitted from another person unless that other person has both feet on the ground
- Trampolines and/or mini tramps shall not be used

The above regulations are also recommended to PIAA member schools for implementation during regular season interscholastic events.

## ATHLETIC, EXTRA-CURRICULAR & CO-CURRICULAR ELIGIBILITY

Student Academic Eligibility Standards:

Weekly Eligibility Standards: Student CUMULATIVE GRADES are to be checked weekly by coaches, advisors, directors, etc.

1. High School students receiving an unsatisfactory rating in more than one subject will be declared ineligible for competition or performance the next week of participation.
2. The next week of ineligibility is defined as Monday through Sunday of the following week. Students will be permitted to practice during weekly ineligibility.
3. Should students attend any contest or performance, they must be under the supervision of their coach, advisor, director, etc.

Marking Period Eligibility Standards: Student MARKING PERIOD GRADES are to be checked by coaches, advisors, directors, etc. the day grades are issued.

1. High School students receiving an unsatisfactory rating in more than one subject will be declared ineligible for competition or performance. Middle School students receiving an unsatisfactory rating in any two (2) or more major subjects or any three (3) or more subjects will be declared ineligible for competition or performance.
2. Students are NOT permitted to practice, perform, or compete during marking period ineligibility except as defined in section "b" under Activity Reinstatement.
3. Ineligible students are not permitted to attend contests during their week of ineligibility.
4. High School semester grades shall be used for the determination of eligibility for the next semester/school year.
5. Middle School final grades shall be used for the determination of eligibility for the next school year.

Activity Reinstatement: a student may regain his/her eligibility by,

- a) Students placed on Weekly Ineligibility shall be permitted to begin competing or performing on the Monday following their week of ineligibility, providing students meet weekly eligibility requirements.
- b) Students placed on Marking Period Ineligibility shall be permitted to begin practice on the sixth day and perform or compete on the eleventh day providing students meet weekly eligibility requirements.
- c) Students placed on semester (HS)/yearly (MS) ineligibility will be allowed to practice but will not be allowed to compete for 10 school days of the following semester/year.

Student Attendance Eligibility Standards:

1. Any student who is absent and/or late 5 days in a given season will be reviewed by the Athletic Director or Building Administrator for possible suspension from the team. Athletes must be in school prior to 10:45 am or they may not participate in practice or contest that day. Athletes who leave school due to illness may not return to practice or competition that day.
2. If a student does not participate in a Wellness class due to a physician's excuse, then the student may not participate in an athletic practice or contest for the duration of the excuse.
3. Any student placed on a doctor's note requirement due to a poor attendance pattern may be reviewed for possible removal by the Building Administrator or Athletic Director.
4. Attendance exceptions may be made by the Building Administrator or Athletic Director due to injury or illness.

Disciplinary Ineligibility: Any student that is a chronic disciplinary problem may be declared ineligible at the discretion of the Building Administrator or Athletic Director with the support of the building Principal.

General Rules and Regulations

1. It is your responsibility to know and abide by the rules and regulations of your particular activity.
2. You represent your school, community and family in the extra/co-curricular domain. You are expected to display proper sportsmanship/showmanship and to be courteous to officials, opponents, team/squad members and spectators.
3. All participants must maintain grade eligibility according to the latest school policy.
4. All participants are subject to the Greencastle-Antrim Student Handbook rules and regulations.
5. Academic work is primary; team practices and performances/competitions are secondary.
6. All participants are expected to be on time and present on the school day prior to, the day of and the day following all events. (Failure to attend a practice/game may result in disciplinary action, which may include dismissal from a team.)

7. Students are responsible for the care and timely return of all uniforms and equipment issued by the school district. Students not returning items will be billed at the replacement cost of those items.
8. If you are suspended, you will not be permitted to practice or attend an event during the assigned dates.
9. Any participant using or possessing tobacco (any form), vaping devices and/or vaping products, and any drugs including alcoholic beverages, on school property or at any school function will be dismissed from their current activity membership involvement.
10. Any participant involved in inappropriate activities in or out of school, individually or with his/her group team, may be subject to suspension or dismissal from the team.
11. Transportation is furnished by the district. All participants must travel with the team/group team unless the participant's parents personally request that their son/daughter travel with them.
12. Group/team participants and assisting personnel are expected to wear dress slacks, skirts, coat or sweater and dress shirts, tie (optional), no jeans, T-shirts, or sweatshirts, etc., to away events where they dress at the visitor's/host school.
13. Any student receiving an unsportsmanlike conduct foul, red card, technical foul, or ejection from a contest due to unsportsmanlike conduct, may be subject to league punishment as well as: First offense will result in a conference with the Athletic Director and possible disciplinary action; second offense may result in an automatic suspension from the team; and third offense may result in a review by the Athletic Director for possible removal from the team.
14. Any participant who is dismissed from a team, squad or group is not permitted to attend any event or performance of that group for the remainder of the season.
15. Each participant is responsible to pay the assessed non-refundable activity fee prior to the first day of competition or the student may be ineligible to practice, perform or compete.
16. School-issued uniforms and equipment may only be worn on days of interscholastic contests.
17. Practice attire should be no less revealing than the school-issued uniform. In the event of extreme heat conditions, practice attire may be modified as deemed appropriate by the head coach and with the support of the Athletic Director. Please note undergarments are not appropriate practice attire.
18. Student-athletes, during the time from dismissal until practice begins, must be in athletic study hall. If a practice/contest begins more than 15 minutes after the ending time of athletic study hall, the student-athlete must vacate school grounds. Student-athletes not in conformance with this policy may be suspended from his/her team.
19. All members of the athletic department and student-athletes will adhere to the Greencastle-Antrim School District's hazing policy. Roster Selection Criteria Participation with a school district sponsored P.I.A.A. athletic program is a privilege. All students planning to participate will be required to have a P.I.A.A. comprehensive physical examination completed prior to engaging



in any try-outs or practices. Evaluation of potential student-athletes is at the discretion of the coaching staff. All athletic programs, which implement a try-out and cutting process, are required to utilize a written evaluation rubric for each individual involved. All evaluation rubrics will include an attendance and academic portion within the rating system. The rating system used will be as follows:

School Attendance – Unlawful or Unexcused Absences and/or Tardy

-5 (16+ days) -4 (11-15 days) -2.5 (6-10 days) -1.5 (3-5 days) -0 (0-2 days)

Grade Point Average – Based on 4.0 Scale

+1 (2.0 - 2.9) +2 (3.0 - 3.1) +3 (3.2 - 3.4) +4 (3.5 - 3.7) +5 (3.8 - 4.0)

For a fall season program, the proceeding semester grades, and attendance will be utilized. For winter and spring seasons, the current school year attendance records and GPAs will be used. P.I.A.A. attendance and academic eligibility requirements will still be adhered to and implemented as needed.

## V. SCHOOL DISTRICT HAZING POLICY

### Purpose

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are always prohibited.

### Definitions

**Hazing** occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:[\[1\]](#)

1. Violate federal or state criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
5. Endure brutality of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

**Aggravated hazing** occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and:[\[2\]](#)

1. The person acts with reckless indifference to the health and safety of the student; or
2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

**Organizational hazing** occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing.[\[3\]](#)[\[4\]](#)

Any activity, as described above, shall be deemed a violation of this policy regardless of whether:[\[5\]](#)

1. The consent of the student was sought or obtained, or
2. The conduct was sanctioned or approved by the school or organization.

**Student activity or organization** means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the district, whose members are primarily students or alumni of the organization.[\[6\]](#)[\[7\]](#)

For purposes of this policy, **bodily injury** shall mean impairment of physical condition or substantial pain.[\[8\]](#)

For purposes of this policy, **serious bodily injury** shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.[\[8\]](#)

#### Authority

The Board prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.[\[4\]](#)[\[5\]](#)[\[7\]](#)[\[9\]](#)[\[10\]](#)

No student, parent/guardian, coach, sponsor, volunteer or district employee shall engage in, condone or ignore any form of hazing.

The Board encourages students who believe they, or others, have been subjected to hazing to promptly report such incidents to the building principal or designee.

#### Delegation of Responsibility

Students, parents/guardians, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building principal or designee.

#### Discrimination/Discriminatory Harassment

Every report of alleged hazing that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer. If, in the course of a hazing investigation, potential issues of discrimination or discriminatory harassment are identified, the Compliance Officer shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged hazing.[\[11\]](#)[\[12\]](#)

## Guidelines

In addition to posting this policy being accessible through the district's publicly accessible website, the district shall inform students, parents/guardians, sponsors, volunteers and district employees of the district's policy prohibiting hazing, including district rules, penalties for violations of the policy, and the program established by the district for enforcement of the policy by means of verbal instructions by the coach or sponsor at the start of the season or program.[\[4\]](#)

This policy, along with other applicable district policies, procedures and Codes of Conduct, shall be provided to all school athletic coaches and all sponsors and volunteers affiliated with a student activity or organization, prior to coaching an athletic activity or serving as a responsible adult supervising, advising, assisting or otherwise participating in a student activity or organization together with a notice that they are expected to read and abide by the policies, procedures and Codes of Conduct.[\[7\]](#)

## Complaint Procedure

A student who believes that s/he has been subject to hazing is encouraged to promptly report the incident to the building principal or designee.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of hazing shall be provided to the building principal or designee, who shall promptly notify the Superintendent or designee of the allegations and determine who shall conduct the investigation. Allegations of hazing shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of hazing brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be hazing under this policy but merits review and possible action under other Board policies.

## Interim Measures/Police

Upon receipt of a complaint of hazing, the building principal or designee, in consultation with the Superintendent or designee, shall determine what, if any interim measures should be put in place to protect students from further hazing, bullying, discrimination or retaliatory conduct related to the alleged incident and report. Such interim measures may include, but not be limited to, the suspension of an adult who is involved, the separation of alleged victims and perpetrators, and the determination of what the complaining student needs or wants through questioning.

Those receiving the initial report and conducting or overseeing the investigation will assess whether the complaint, if proven, would constitute hazing, aggravated hazing or organizational hazing and shall report it to the police consistent with district practice and, as appropriate, consult with legal counsel about whether to report the matter to the police at every stage of the proceeding. The decision to report a matter to the

police should not involve an analysis by district personnel of whether safe harbor provisions might apply to the person being reported, but information on the facts can be shared with the police in this regard.[\[13\]](#)

#### Referral to Law Enforcement and Safe Schools Reporting Requirements

For purposes of reporting hazing incidents to law enforcement in accordance with Safe Schools Act reporting, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[\[14\]](#)[\[15\]](#)[\[16\]](#)

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents, as defined in the Safe Schools Act, committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[14\]](#)[\[15\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)

The Superintendent or designee shall notify the parent/guardian of any student directly involved in a defined incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[\[14\]](#)[\[20\]](#)[\[21\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form.[\[15\]](#)[\[20\]](#)

#### Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

#### Retaliation

Reprisal or retaliation relating to reports of hazing or participation in an investigation of allegations of hazing is prohibited and shall be subject to disciplinary action.

#### Consequences for Violations

##### *Safe Harbor –*

An individual needing medical attention or seeking medical attention for another shall not be subject to criminal prosecution if s/he complies with the requirements under law, subject to the limitations set forth in law.[\[13\]](#)

##### *Students –*

If the investigation results in a substantiated finding of hazing, the investigator shall recommend appropriate disciplinary action up to and including expulsion, as circumstances warrant, in accordance with

the Code of Student Conduct. The student may also be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity or organization. The fact of whether a student qualified for and received safe harbor under a criminal investigation shall be considered in assigning discipline.[\[4\]](#)[\[7\]](#)[\[13\]](#)[\[22\]](#)

In addition to other authorized discipline, building principals shall have the authority, after providing the student or students an informal hearing, to impose a fine of up to Fifty dollars (\$50) on each student determined to have engaged in hazing in violation of this policy.[\[4\]](#)[\[22\]](#)

When recommended disciplinary action results in a formal hearing before the Board, in addition to other authorized disciplinary consequences, the Board may also impose a fine of up to One hundred fifty dollars (\$150) on each student determined to have engaged in hazing in violation of this policy.[\[4\]](#)

When fines have not been paid, the Superintendent shall have the authority to direct that student diplomas and/or transcripts be withheld until payment in full is made or a payment plan is agreed upon. In cases of economic hardship, the Superintendent shall consider whether diplomas and/or transcripts should be released despite an unpaid fine.[\[4\]](#)

#### Nonstudent Violators/Organizational Hazing

If the investigation results in a substantiated finding that a coach, sponsor, or volunteer affiliated with the student activity or organization engaged in, condoned or ignored any violation of this policy, s/he shall be disciplined in accordance with Board policy and applicable laws and regulations. Discipline could include, but is not limited to, dismissal from the position as coach, sponsor, or volunteer, and/or dismissal from district employment.[\[23\]](#)

If an organization is found to have engaged in organizational hazing, it shall be subject to the imposition of fines and other appropriate penalties. Penalties may include rescission of permission for that organization to operate on school property or to otherwise operate under the sanction or recognition of the district.

#### Criminal Prosecution

Any person or organization that causes or participates in hazing may also be subject to criminal prosecution.[\[4\]](#)

## VI. SALARY INFORMATION

### Salary Formula

- Salary = (Base + (Base x %) x number of days assigned to position x the factor
- The factor shall be increased by the same % as the increase in the career rate as negotiated in the Collective Bargaining Agreement between the district and the GAEA.
- In computing salary by the above formula, base should be:

High School Head Coach	\$14.00
Bocce Head Coach	\$14.00
High School Assistant Coach	\$12.50
Middle School Head Coach and High School Head JV Coach	\$11.50
Middle School Asst. Coach and High School Asst. JV Coach	\$10.50
Cheerleading Advisor	\$10.50

% shall be 8% per year of experience, not to exceed 64% in any event. Number of days assigned to position shall be as fixed by the Athletic Director as approved by the Board.

### PRACTICE DAY

Shall consist of any day during which the coach is involved with activities involving the team; e.g., practice, physicals, football equipment dispersal and collection. A day or days lost will not count (rain-out, etc.)

### VACATION PRACTICE DAY

Shall count as two practice days and is defined as any practice day held during regularly scheduled school vacations. EXCEPTIONS: Due to all day practice sessions, prior to the opening of school, the football sessions shall count as three practice days.

### EXTENDED SEASON

Should any season be extended by the Administration, Athletic Director, or School Board, payment will be on a pro-rated daily basis.

## EXPERIENCE FACTORS

- Any coach changing levels, e.g. middle school to high school, within the same sport shall maintain his or her experience level.
- Experience levels shall not be transferred from one sport to another.
- The School Board shall have at their option the determination of the experience level of any coach entering the District within the limitations of the contract.
- All coaches shall be given credit for any previous experience within the School District in the same sport if employment as a teacher, or coach, or both is continuous within the district.
- At the discretion of the School Board any coach leaving the School District can lose credit for previous coaching experience if rehired.

## OTHER ITEMS

1. Coaches that attend PIAA required meetings will be paid mileage plus pay for one coaching day.
2. Coaches will be paid for all Saturday practice sessions.
3. Coaches participating in “all day” competitions with more than one other team will be paid for two coaching days.
4. Coaches or Bargaining Unit members who perform scouting duties may submit vouchers to the Athletic Director for mileage reimbursement. Scouting duties must be assigned by the head coach and approved by the Athletic Director.
5. When a coach, who is a bargaining unit member, is hired for a particular position, he or she shall not be removed unless: the coach himself/herself resigns or retires; receives two unsatisfactory ratings in his/her coaching position; is terminated after a hearing by the Board of School Directors; is furloughed due to the number of students participating; or the sport is cancelled.
6. A committee comprised of bargaining unit members who are coaches holding a current coaching contract and other teachers will be established to provide input on an evaluation process and the evaluation document to be used for evaluating the coaching positions.

## WORKER’S COMPENSATION

The Pennsylvania Worker’s Compensation Act provides disability and medical benefits to the Greencastle-Antrim School District employees for work-related injuries and occupational disease. In the event of such injury and/or disease, the employee is entitled to payment for medical and hospital services, as long as they are needed. The district can assume no responsibility for any injury not reported. Any injury needs to be reported to the School District Human Resources Director within 72 hours of the incident to be covered under Worker’s Compensation. The school nurse should also be consulted before going to the doctor or hospital. The nurse also has procedural information to be followed when filing for a Worker’s Compensation claim. The Human Resources Director will be in contact with injured employee regarding

procedures and choices. No compensation for pay reimbursement, medical and/or hospital services are payable until notice is given to school district personnel and compensation may be barred if notice is not given within proper time limit.

Compensation (pay reimbursement) is not payable for the first seven days of disability unless your disability lasts 14 days or more. After seven-day waiting period, you are entitled to compensation benefits equal to 2/3 of your average weekly wage, subject to maximum and minimum limits as provided by state law.

## CHARACTER IN COACHING RESOLUTION

WHEREAS the Pennsylvania State Athletic Directors Association believes that athletic competition can hold intrinsic value for our society. It is a symbol of a great ideal pursuing victory with honor; and

WHEREAS the Pennsylvania State Athletic Directors Association believes that a love of sports is deeply imbedded in our national consciousness. The value of millions of participants and spectators are directly and dramatically influenced by the values conveyed by organized sports. Thus, sports are a major force that shapes the quality and character of the American culture; and

WHEREAS the Pennsylvania State Athletic Directors Association believes that the impact of sports can and should enhance the character and uplift the ethics of the nation, we seek to establish a framework of principles and a common language of values that can be adopted and practiced wisely; and

THEREFORE, BE IT RESOLVED that the Pennsylvania State Athletic Directors Association believes that everyone involved in athletic competition has a duty to strive to build the character of their athletes. The following are specific examples of the expectations to be established:

1. To develop the essential elements of character building and ethics in sports that are embodied in the concept of sportsmanship and the six pillars of character (trustworthiness, respect, responsibility, fairness, caring and good citizenship).
2. To assist student athletes in developing healthy attitudes concerning the following:
  - Competition and winning;
  - Commitment to the principles of sportsmanship including the ability to win or lose with grace;
  - Preparation, hard work and self-discipline;
  - The appropriate role of sports in the context of the importance of education.
3. To enlist all sports leaders (coaches, athletic administrators, program directors and officials) to promote sportsmanship and to foster good character by teaching, enforcing, advocating and modeling the six pillars of character.
4. To teach all involved in athletic competition that there is a duty to treat the traditions of the sport and the participants with respect. Coaches have a special responsibility to model respectful behavior and the duty to demand that their athletes refrain from disrespectful conduct, including



verbal abuse of opponents and officials, profane or belligerent trash-talking, taunting and unseemly celebrations.

5. To conduct our athletic programs in a manner that enhances the mental, social and moral development of our participants and to teach positive life skills that will result in personally successful and socially responsible citizens.
6. To establish participation standards in our athletic programs that specify codes of conduct for coaches, athletes, parents, spectators and other groups that positively impact the quality of our programs.
7. To urge all sports participants to consistently demonstrate integrity and uphold the spirit as well as the letter of the rules.

BE IT FURTHER RESOLVED that the Pennsylvania State Athletic Directors Association urge its membership to encourage the **development of character through appropriate modeling** techniques in all participants of interscholastic athletics.

## COACHES' CODE OF ETHICS

- ❖ The coach shall take an active role in the prevention of drug, alcohol, and tobacco use and under no circumstance shall authorize their use or use personally such substances in the presence of student-athletes.
- ❖ Foul language is prohibited from student-athletes and coaches. There are no exceptions.
- ❖ The coach shall promote the entire interscholastic athletic program of the school and direct his or her program in harmony with the total school program.
- ❖ The coach shall be thoroughly acquainted with the contest rules and is responsible for their interpretation to team members. The spirit and letter of the rules should be regarded as mutual agreements. The coach shall not try to seek an advantage by circumvention of the spirit or letter of the rules.
- ❖ Coaches shall actively and positively demonstrate respect of and support for all contest officials. The coach shall not indulge in conduct such as baiting or taunting of officials that will incite players or spectators against the officials. Public criticism of officials or players is unethical and shall not be tolerated.
- ❖ A coach shall not exert pressure on faculty members to give student-athletes special consideration.
- ❖ It is unethical for coaches to scout opponents by any means other than those adopted by the league and the state high school association.
- ❖ Coaches shall demonstrate a mastery of and continuing interest in coaching principles and techniques through professional improvement.
- ❖ Coaches shall display modesty in victory and graciousness in defeat and promote ethical relations among coaches.

- ❖ Coaches shall fulfill responsibilities to provide emergency health procedures and ensure an environment free from obvious safety hazards.
- ❖ Coaches shall encourage the highest standards of conduct and scholastic achievement among all student athletes.
- ❖ No coach or school staff member is to discuss or otherwise promote transfers or changes in residence or residence arrangement with any student, or other person of influence, or knowingly permit such activity to take place for the purpose of facilitating athletic participation. Violation of this policy by a coach or school staff member will result in disciplinary action of up to and including termination from coaching positions.

## COACHES' CODE OF COMMITMENT TO BE MULTICULTURAL, GENDER-FAIR, AND PHYSICALLY CHALLENGED AWARE

- ❖ Modeling language and behavior that is non-biased and inclusive of individuals regardless of ethnicity, race, religion, gender, and physical challenge.
- ❖ Educating, sensitizing, and promoting tolerance for myself, my team members, and those associated with my team to non-bias with regard to ethnicity, race, religion, gender fairness and equity issues.
- ❖ Intervening to let others know that I will not tolerate jokes, comments, or behaviors that are sexist, ethnic, and those involving physically challenged persons.
- ❖ Educating and sensitizing myself, my team members, and those associated with my team to the cultural heritage and traditions of others.
- ❖ Initiating actions that prevent prejudice and discrimination against individuals or groups in athletic activities and in my daily living.

## ATHLETIC COACH HANDBOOK SIGNATURE PAGE

**VIOLATION OF ANY OF THESE STANDARDS MAY RESULT IN SUSPENSION OR TERMINATION.**

Your signature below indicates you have read the Athletic Coach Handbook and agree to comply with all items, understanding the consequences if violated.

---

Employee signature

---

Date

---

Employee printed name

---

Date

---

Athletic Director's signature

---

Date

## GREENCASTLE-ANTRIM SCHOOL DISTRICT ATHLETIC COACH POSITION DESCRIPTION

### **TITLE: HEAD COACH**

#### QUALIFICATIONS:

- Previous successful coaching experience in assigned sport
- Has the ability to organize and supervise a total sports program
- The Head Coach must have substantial knowledge of the technical aspects of the sport and at the same time must continue to examine new theories and procedures pertinent to the field

REPORTS TO: The Athletic Director, who provides overall objectives and final evaluation in conjunction with 6-12 Administration.

SUPERVISES: A staff of high school assistant coaches and/or middle school coaches in conjunction with the Athletic Director and 6-12 Administration.

JOB GOAL: To instruct athletes in the fundamental skills, strategy, and physical training necessary for them to realize a degree of individual and team success. At the same time, the student shall receive instruction that will lead to the formulation of moral values, pride of accomplishment, acceptable social behavior, self-discipline, and self-confidence.

#### GENERAL:

- a) The success of the athletic programs has a strong influence on the community's image of the entire system. The public exposure is a considerable responsibility and community/parent pressure for winning performance is taxing but must not over-ride the objectives of good sportsmanship and good mental health.
- b) The position includes aspects such as extended time & risk injury factor.
- c) It is the express intent of this job description to give sufficient guidance to function. In cases not specifically covered it shall be assumed that a coach shall exercise common sense and good judgment.

#### DUTIES AND RESPONSIBILITIES:

- a) Thorough knowledge of all athletic policies approved by the GCASD Board of Education and is responsible for their implementation by the entire staff of the sports program
- b) Knowledge of existing system, state, and league regulations; implements same consistently and interprets them for staff

- c) Understands the proper administrative line of command and refers all requests or grievances through proper channels. Is aware of all public/staff/departmental meetings that require attendance
- d) Knowledge of Athletic Coach Handbook and uses it as a tool
- e) Any additional tasks assigned by the Athletic Director and/or 6-12 Administration

#### STAFF RESPONSIBILITIES:

- a) Establishes the fundamental philosophy, skills, and techniques to be taught by staff; designs conferences, clinics, and staff meetings to ensure staff awareness of overall program
- b) Trains and informs staff; encourages professional growth by encouraging clinic attendance according to local policy
- c) Delegates specific duties; supervises implementation; and at the end of the season analyzes staff effectiveness
- d) Maintains discipline; addresses grievances, and works to increase morale and cooperation
- e) Perform other duties which may be assigned by the Athletic Director and/or 6-12 Administration

#### ADMINISTRATIVE DUTIES:

- a) Collaborates with the Athletic Director in scheduling and transportation requirements
- b) Ensures requirements concerning physical examinations, parental consent, and eligibility are met
- c) Provides proper safeguards for maintenance and protection of assigned equipment site

#### RESPONSIBILITIES FOR STUDENT ATHLETES:

- a) Provides training rules and unique regulations of the sport to each athlete who is considered a participant
- b) Consistent attention to a student athlete's grades and conduct
- c) Provides assistance, guidance and safeguards for each participant by his/her presence at all practices, games and while traveling
- d) Completes reports of all disabling athletic injuries on proper forms and submits to the Athletic Trainer within 24 hours
- e) Directs student managers, assistants, and statisticians
- f) Determines discipline; delineates procedures concerning due process when enforcement of discipline is necessary; contacts parents when a student is dropped or becomes ineligible

#### FINANCE AND EQUIPMENT:

- a) Recommends equipment guidelines including type, style, color, and technical specifications. Is responsible for operating within budget appropriations
- b) Accountable for all equipment and arranges for issuing, collecting, and storing of equipment
- c) Responsible to inform the Athletic Director of any equipment lost or not returned
- d) Responsible for cleanliness and maintenance of specific sport equipment; properly marks and identifies all equipment before issuing or storing
- e) Permits athletes to be in authorized areas at the appropriate times
- f) Examines locker rooms before and after practices and games; inspects general cleanliness of the facility
- g) Secures all doors, lights, windows, and locks before leaving the building(s) when custodians are not on duty
- h) Instills in each player a respect for equipment and school property, proper care and use

#### PUBLIC RELATIONS:

- a) Organizes pre-season meetings for parents, coaches, players and guests
- b) Promotes the sport within the school by recruiting athletes that are not participating in sports
- c) Ensures quality, effectiveness, and validity of any oral or written release to local media
- d) Maintains good public relations with news media, booster club, parents, officials, volunteers, and fans
- e) Reports information concerning contest results

**GREENCASTLE-ANTRIM SCHOOL DISTRICT  
ATHLETIC COACH POSITION DESCRIPTION**

**TITLE: ASSISTANT COACH**

**QUALIFICATIONS:**

- Preferred coaching experience in assigned sport
- Has knowledge and background in the assigned sport

**REPORTS TO:** Head Coach, Athletic Director and 6-12 Administration

**SUPERVISES:** Athletes and team assigned; assumes supervisory control over all athletes in program when needed.

**JOB GOAL:** To carry out the aims and objectives of the sport program as outlined by the head coach and school administration. To instruct athletes in individual and team fundamentals, strategy and physical training necessary to realize a degree of individual and team success.

**DUTIES AND RESPONSIBILITIES:**

- a) Thorough knowledge of all athletic policies approved by the GCASD Board of Education and is responsible for its implementation
- b) Knowledge of the existing school district, state, and league regulations; implements same consistently
- c) Understands the proper administrative line of command and refers all students and parent requests or grievances through proper channels. Is aware of all staff meetings that require attendance
- d) Maintains discipline and works to increase morale and cooperation within the school sports program and school community

**ADMINISTRATIVE DUTIES:**

- a) Collaborates with the Head Coach in scheduling
- b) Provides proper safeguards for maintenance and protection of assigned equipment site

**STUDENT RESPONSIBILITIES:**

- a) Provides training rules and other sport specific regulations to each candidate
- b) Supervises practices, games, and team trips; takes all necessary measures to safeguard each participant
- c) Directs student managers and statisticians
- d) Implements school Code of Conduct; delineates due process when the enforcement of discipline is necessary; contacts parents when a student is alleged to have violated athletic code

#### EQUIPMENT AND FACILITIES:

- a) Accountable to the Head Coach for all equipment
- b) Accountable for all equipment and arranges for issuing, collecting, and storing of equipment
- c) Responsible for cleanliness and maintenance of specific sport equipment
- d) Recommends to the Head Coach budgetary items for next year in his/her program
- e) Monitors equipment rooms and coaches' offices and authorizes who may enter
- f) Permits athletes to be in authorized areas at the appropriate times
- g) Examines locker rooms before and after practices and games; inspects general cleanliness of the facility
- h) Secures all doors, lights, windows, and locks before leaving the building(s) when custodians are not on duty
- i) Instills in each player a respect for equipment and school property, its care and proper use

#### PROGRAM RESPONSIBILITIES:

- a) Assists the Head Coach in carrying out his/her responsibilities
- b) Instructs team members concerning changes in rules. Teaches fundamentals of the sport as outlined by the Head Coach
- c) Works within the basic framework and philosophy of the Head Coach of that sport
- d) Attends all staff meetings and carries out scouting assignments as outlined by the Head Coach
- e) Supervises players before and after practice; adequately prepare and help players
- f) Assists in the planning and implementation of both in-season and out-of-season conditioning and weight programs
- g) Conducts discussions with other Coaches in private
- h) Strives to improve skills by attending clinics and using resources made available by the Head Coach
- i) Attends contests of other teams in the program when possible
- j) Performs other duties that are consistent with the nature of the position and that may be required by the Head Coach.

Any of the above listed duties or responsibilities are at the discretion or delegation of the Head Coach.



# Lincoln Intermediate Unit #12 2023 - 2024 General Operating Budget

Presented to the  
Board of Directors  
January 3, 2023



## **Lincoln Intermediate Unit #12** **Executive Summary**

The Lincoln Intermediate Unit General Operating Budget for 2023-2024 has been developed to assist our organization in fulfilling our mission of empowering our customers to solve their most challenging problems that impact learning and quality of life.

The 2023-2024 General Operating Budget has an increase of \$130,880 which is 1.62% when compared to the 2022-2023 budget. The proposed total expenditures are \$8,203,181.

The following pages represent the proposed budget that is required to be approved by the Lincoln Intermediate Board of Directors and the local School District Boards of Directors in accordance with School Code 24PS 9-914-A.

The district contribution amount to the General Operating Budget is unchanged from the prior year with a total district-wide funding of \$132,447.

Included in the budget pages are four years of prior actual expense costs, the current 2022-23 budget and the projected 2023-24 budget amounts. Also included at the end of the packet is a summary page of all of the other budgets or accounts that are handled by the LIU throughout a normal year. We are including them for your information.

# Lincoln Intermediate Unit 12

## Board of Directors

Ms. Sue Heistand, President

Dallastown Area SD

York Suburban SD

Ms. Dolores Nester, Vice-President

Bermudian Springs SD

Conewago Valley SD

Littlestown Area SD

Ms. Cassandra Liggins, Treasurer

SD of the City of York

Mr. Brandon Boyer

Tuscarora SD

Mr. Janon Gray

Greencastle-Antrim SD

Fannett-Metal SD

Mr. Brian Hoffman

Red Lion Area SD

South Eastern SD,

Ms. Cynthia Rohrbaugh

Eastern York SD

Central York SD

Dr. Mark Schur

Chambersburg Area SD

Ms. Vanessa Snell

Dover Area SD

Northeastern SD

Mr. Todd Gettys

West York Area SD

Spring Grove Area SD

Ms. AmyBeth Hodges

Gettysburg Area SD

Fairfield Area SD

Upper Adams SD

Ms. Sally Kacar

Hanover Public SD

Southern York County SD

South Western SD

Mr. Mark Smith

Waynesboro Area SD

## Executive Director

Dr. Jeffrey West

## Assistant Executive Director

Dr. Kendra Trail

## Cabinet

Mr. Brent Kessler

Director of Finance

Dr. Jennifer Leese

Director of Special Education

Mr. Jared Mader

Director of Educational Technology Services

Ms. Julie Randall Romig

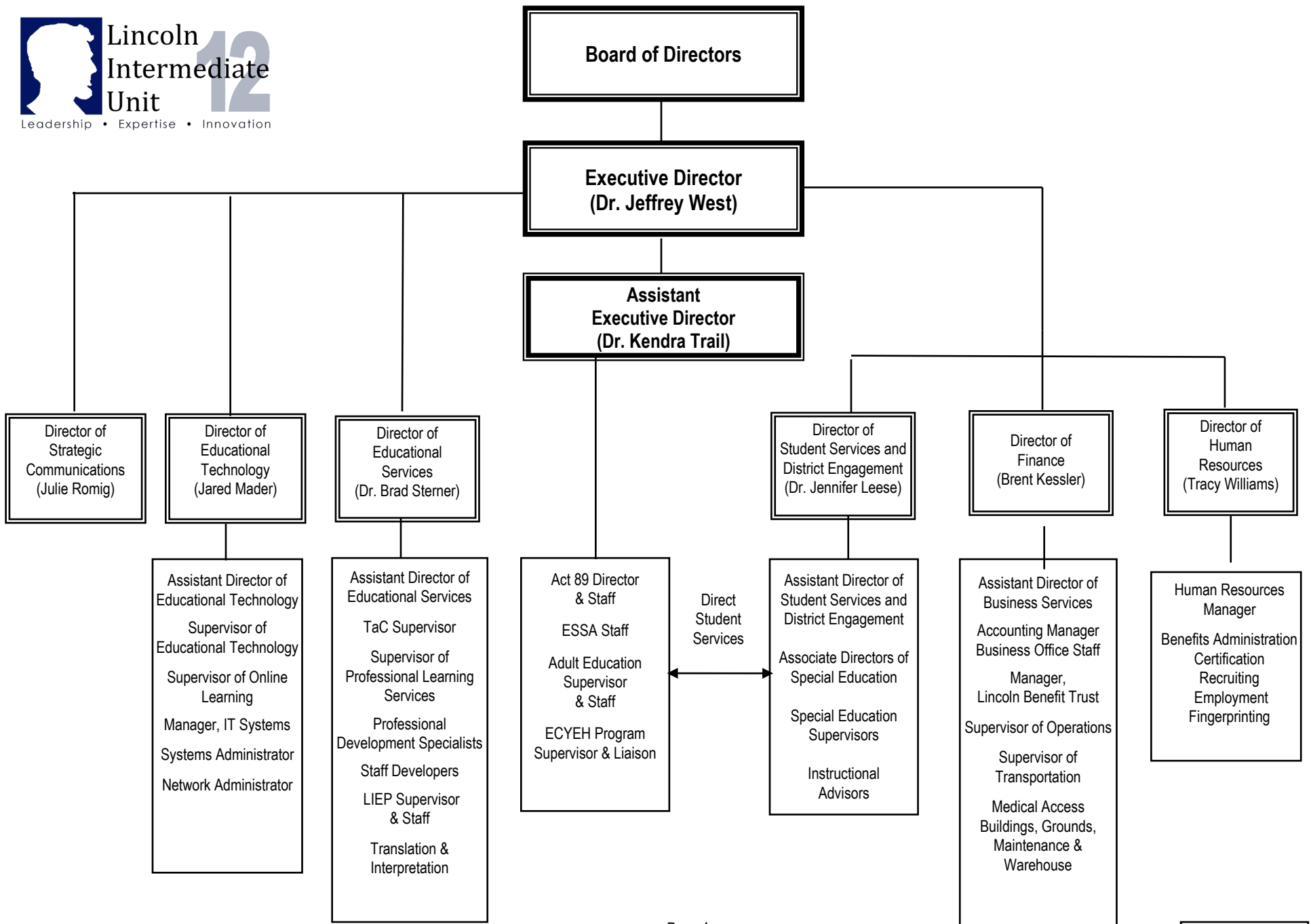
Director of Strategic Communications

Dr. Brad Sterner

Director of Educational Services

Ms. Tracy Williams

Director of Human Resources



Cabinet level position

**Mission Statement**  
Lincoln Intermediate Unit 12 supports our partners, customers, and students to realize their greatest potential through quality, innovative solutions and services.

**Key:**  
Direct line of supervision

**Lincoln Intermediate Unit  
General Operating Budget**

**Budget Summary Page**

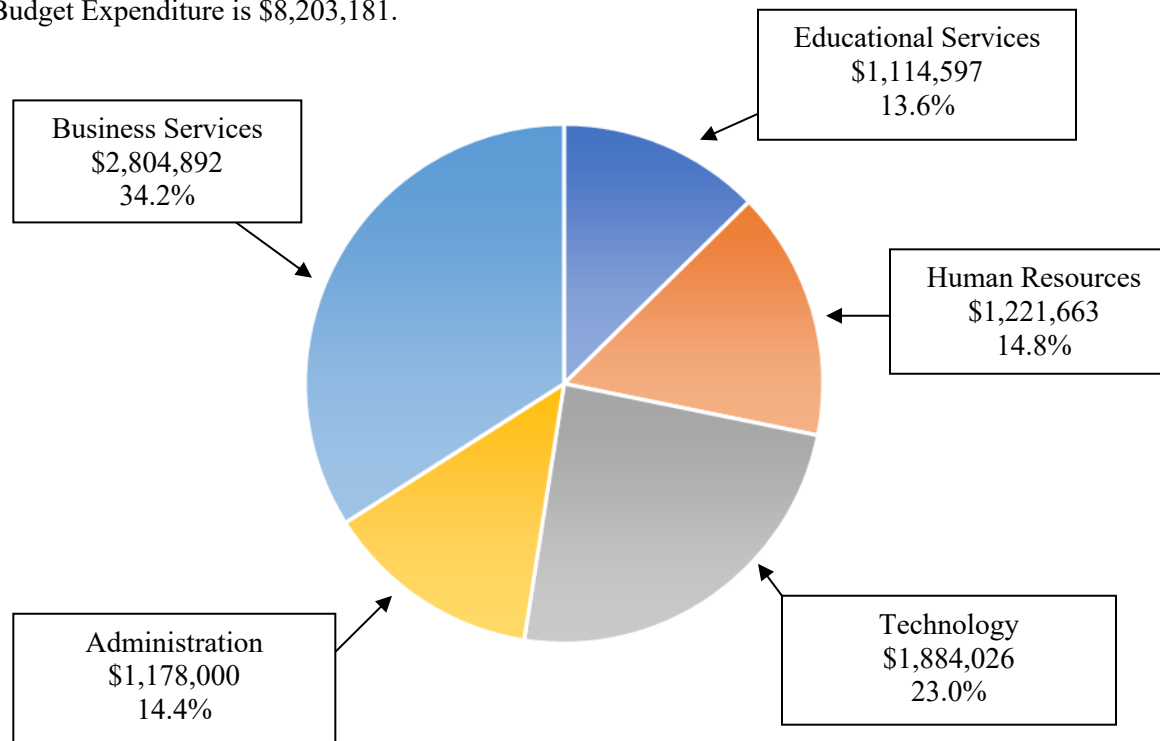
		<b>2022-23 BUDGET</b>	<b>2023-24 BUDGET</b>	<b>Dollar CHANGE</b>	<b>Percent CHANGE</b>
<b>REVENUE</b>					
<b>6500</b>	Interest	\$ 6,200	\$ 25,000	\$ 18,800	303.23%
<b>6960</b>	Local Revenue	\$ 799,420	\$ 824,131	\$ 24,711	3.09%
<b>7120</b>	State Subsidy	\$ -	\$ -	\$ -	0.00%
<b>7500</b>	State Grants	\$ -	\$ -	\$ -	0.00%
<b>7810</b>	State Social Security	\$ 153,866	\$ 154,643	\$ 777	0.50%
<b>7820</b>	State Retirement	\$ 699,404	\$ 687,301	\$ (12,103)	-1.73%
<b>6970</b>	Transfers In	\$ 605,000	\$ 605,000	\$ -	0.00%
<b>9000</b>	Transfers - ICR	\$ 5,675,964	\$ 5,774,659	\$ 98,695	1.74%
<b>6947</b>	District Contributions by W/H	\$ 132,447	\$ 132,447	\$ -	0.00%
<b>TOTAL REVENUE</b>		\$ 8,072,301	\$ 8,203,181	\$ 130,880	1.62%
<b>EXPENSES</b>					
<b>100</b>	Personnel Salaries	\$ 3,733,642	\$ 3,743,474	\$ 9,832	0.26%
<b>200</b>	Personnel Benefits	\$ 2,689,354	\$ 2,733,326	\$ 43,972	1.64%
<b>300</b>	Purchased Prof. & Tech. Services	\$ 322,746	\$ 330,143	\$ 7,397	2.29%
<b>400</b>	Purchased Property Services	\$ 158,850	\$ 156,850	\$ (2,000)	-1.26%
<b>500</b>	Other Purchased Services	\$ 252,820	\$ 285,239	\$ 32,419	12.82%
<b>600</b>	Supplies	\$ 397,350	\$ 435,200	\$ 37,850	9.53%
<b>700</b>	Equipment	\$ -	\$ -	\$ -	0.00%
<b>800</b>	Other Objects	\$ 72,539	\$ 73,949	\$ 1,410	1.94%
<b>900</b>	Other Uses of Funds	\$ 445,000	\$ 445,000	\$ -	0.00%
<b>TOTAL EXPENDITURES:</b>		\$ 8,072,301	\$ 8,203,181	\$ 130,880	1.62%
<b>REVENUE OVER (UNDER) EXPENDITURES:</b>		\$ -	\$ -		

Lincoln Intermediate Unit General Operating Budget TOTALS		Budget Summary for 2023-2024							
		2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	Dollar CHANGE	Percent CHANGE
<b>EXPENSES</b>									
100	Personnel Salaries	\$ 2,749,466	\$ 2,868,618	\$ 2,925,761	\$ 3,410,379	\$ 3,733,642	\$ 3,743,474	\$ 9,832	0.26%
200	Personnel Benefits	\$ 1,905,371	\$ 2,063,485	\$ 2,111,475	\$ 2,330,972	\$ 2,689,354	\$ 2,733,326	\$ 43,972	1.64%
300	Purchased Prof. & Tech. Services	\$ 327,609	\$ 225,989	\$ 232,880	\$ 292,836	\$ 322,746	\$ 330,143	\$ 7,397	2.29%
400	Purchased Property Services	\$ 91,505	\$ 58,679	\$ 147,911	\$ 85,049	\$ 158,850	\$ 156,850	\$ (2,000)	-1.26%
500	Other Purchased Services	\$ 222,486	\$ 215,428	\$ 194,256	\$ 255,593	\$ 252,820	\$ 285,239	\$ 32,419	12.82%
600	Supplies	\$ 357,237	\$ 337,892	\$ 341,853	\$ 418,796	\$ 397,350	\$ 435,200	\$ 37,850	9.53%
700	Equipment	\$ -	\$ -	\$ 32,003	\$ -	\$ -	\$ -	\$ -	0.00%
800	Other Objects	\$ 32,303	\$ 28,009	\$ 50,987	\$ 86,324	\$ 72,539	\$ 73,949	\$ 1,410	1.94%
900	Other Uses of Funds	\$ 385,000	\$ 400,000	\$ 415,000	\$ 425,000	\$ 445,000	\$ 445,000	\$ -	0.00%
<b>TOTAL EXPENDITURES:</b>		\$ 6,070,977	\$ 6,198,100	\$ 6,452,126	\$ 7,304,949	\$ 8,072,301	\$ 8,203,181	\$ 130,880	1.62%

## LIU 2023-2024 General Operating Expenditure Budget Overview

- ❖ The Administration portion of the budget covers Executive Director leadership, legal services, organizational dues, Board services, communications and other central office administration for the entire LIU.
- ❖ The Business Services budget provides business services for the entire LIU, as well as the maintenance department, custodial services, courier, warehouse, and debt service.
- ❖ The Educational Services budget provides curriculum development, instructional improvement programs, staff development and instructional media services to school districts.
- ❖ The Technology Services budget provides services for the entire LIU and offers support of technology for the member districts.
- ❖ The Human Resources budget provides services for employees of the LIU and provides support to HR Directors and staff of member school districts.

The total General Operating Budget Expenditure is \$8,203,181.



Lincoln Intermediate Unit ADMINISTRATION		Budget Summary for Administration Totals 2023-2024							
		2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	Dollar CHANGE	Percent CHANGE
<b>EXPENSES</b>									
100	Personnel Salaries	\$ 265,962	\$ 346,806	\$ 442,195	\$ 575,373	\$ 595,704	\$ 623,568	\$ 27,864	4.68%
200	Personnel Benefits	\$ 124,156	\$ 156,925	\$ 249,661	\$ 327,356	\$ 347,075	\$ 366,282	\$ 19,207	5.53%
300	Purchased Prof. & Tech. Services	\$ 110,734	\$ 111,339	\$ 119,117	\$ 104,668	\$ 137,700	\$ 127,700	\$ (10,000)	-7.26%
400	Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
500	Other Purchased Services	\$ 18,549	\$ 8,122	\$ 5,784	\$ 9,581	\$ 19,920	\$ 19,950	\$ 30	0.15%
600	Supplies	\$ 6,273	\$ 4,949	\$ 2,649	\$ 25,089	\$ 14,850	\$ 13,500	\$ (1,350)	-9.09%
700	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
800	Other Objects	\$ 15,650	\$ 19,171	\$ 21,631	\$ 20,690	\$ 26,000	\$ 27,000	\$ 1,000	3.85%
900	Other Uses of Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>TOTAL EXPENDITURES:</b>		\$ 541,324	\$ 647,312	\$ 841,037	\$ 1,062,757	\$ 1,141,249	\$ 1,178,000	\$ 36,751	3.22%



Lincoln Intermediate Unit ADMINISTRATION		Board of Directors							Dollar CHANGE	Percent CHANGE
		2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET			
<b>EXPENSES</b>										
100	Personnel Salaries	\$ 34,220	\$ 35,332	\$ 36,196	\$ 36,317	\$ 36,864	\$ 37,785	\$ 921	2.50%	
200	Personnel Benefits	\$ 24,006	\$ 24,362	\$ 24,692	\$ 24,650	\$ 25,221	\$ 25,769	\$ 548	2.17%	
300	Purchased Prof. & Tech. Services	\$ 96,070	\$ 103,811	\$ 109,764	\$ 93,285	\$ 120,200	\$ 110,200	\$ (10,000)	-8.32%	
400	Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%	
500	Other Purchased Services	\$ 5,768	\$ 3,051	\$ 1,708	\$ 2,608	\$ 5,000	\$ 5,000	\$ -	0.00%	
600	Supplies	\$ 1,503	\$ 2,466	\$ 2,063	\$ 4,390	\$ 7,800	\$ 6,450	\$ (1,350)	-17.31%	
700	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%	
800	Other Objects	\$ 2,825	\$ 4,750	\$ 4,750	\$ 4,769	\$ 5,000	\$ 6,000	\$ 1,000	20.00%	
900	Other Uses of Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%	
<b>TOTAL EXPENDITURES:</b>		\$ 164,392	\$ 173,772	\$ 179,173	\$ 166,019	\$ 200,085	\$ 191,204	\$ (8,881)	-4.44%	

Lincoln Intermediate Unit ADMINISTRATION		Exec. Director & Asst. Exec. Director							
		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Dollar	Percent
		ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	CHANGE	CHANGE
<b>EXPENSES</b>									
100	Personnel Salaries	\$ 231,742	\$ 311,474	\$ 405,999	\$ 444,293	\$ 428,287	\$ 452,248	\$ 23,961	5.59%
200	Personnel Benefits	\$ 100,150	\$ 132,563	\$ 224,969	\$ 245,420	\$ 240,361	\$ 256,394	\$ 16,033	6.67%
300	Purchased Prof. & Tech. Services	\$ 14,664	\$ 7,528	\$ 9,353	\$ 11,048	\$ 16,500	\$ 16,500	\$ -	0.00%
400	Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
500	Other Purchased Services	\$ 12,781	\$ 5,071	\$ 4,076	\$ 5,898	\$ 8,450	\$ 8,450	\$ -	0.00%
600	Supplies	\$ 4,770	\$ 2,483	\$ 586	\$ 16,578	\$ 3,550	\$ 3,550	\$ -	0.00%
700	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
800	Other Objects	\$ 12,825	\$ 14,421	\$ 16,881	\$ 15,293	\$ 20,000	\$ 20,000	\$ -	0.00%
900	Other Uses of Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>TOTAL EXPENDITURES:</b>		\$ 377,252	\$ 473,540	\$ 661,864	\$ 738,530	\$ 717,148	\$ 757,142	\$ 39,994	5.58%

Lincoln Intermediate Unit ADMINISTRATION		Communications Director							
		2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	Dollar CHANGE	Percent CHANGE
<b>EXPENSES</b>									
100	Personnel Salaries	\$ -	\$ -	\$ -	\$ 94,763	\$ 130,553	\$ 133,535	\$ 2,982	2.28%
200	Personnel Benefits	\$ -	\$ -	\$ -	\$ 57,286	\$ 81,493	\$ 84,119	\$ 2,626	3.22%
300	Purchased Prof. & Tech. Services	\$ -	\$ -	\$ -	\$ 335	\$ 1,000	\$ 1,000	\$ -	0.00%
400	Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
500	Other Purchased Services	\$ -	\$ -	\$ -	\$ 1,075	\$ 6,470	\$ 6,500	\$ 30	0.46%
600	Supplies	\$ -	\$ -	\$ -	\$ 4,121	\$ 3,500	\$ 3,500	\$ -	0.00%
700	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
800	Other Objects	\$ -	\$ -	\$ -	\$ 628	\$ 1,000	\$ 1,000	\$ -	0.00%
900	Other Uses of Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>TOTAL EXPENDITURES:</b>		\$ -	\$ -	\$ -	\$ 158,208	\$ 224,016	\$ 229,654	\$ 5,638	2.52%

Lincoln Intermediate Unit BUSINESS SERVICES		Budget Summary for Business Services Totals 2023-2024							
		2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	Dollar CHANGE	Percent CHANGE
<b>EXPENSES</b>									
100	Personnel Salaries	\$ 750,781	\$ 846,233	\$ 827,504	\$ 953,309	\$ 1,006,369	\$ 1,013,042	\$ 6,673	0.66%
200	Personnel Benefits	\$ 542,282	\$ 621,549	\$ 586,773	\$ 635,763	\$ 702,771	\$ 735,511	\$ 32,740	4.66%
300	Purchased Prof. & Tech. Services	\$ 49,951	\$ 51,437	\$ 43,314	\$ 57,989	\$ 58,800	\$ 58,800	\$ -	0.00%
400	Purchased Property Services	\$ 89,306	\$ 56,645	\$ 146,185	\$ 85,049	\$ 156,750	\$ 156,750	\$ -	0.00%
500	Other Purchased Services	\$ 142,010	\$ 160,818	\$ 146,801	\$ 168,568	\$ 164,350	\$ 164,550	\$ 200	0.12%
600	Supplies	\$ 181,620	\$ 179,378	\$ 163,841	\$ 187,320	\$ 192,200	\$ 192,200	\$ -	0.00%
700	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
800	Other Objects	\$ 11,477	\$ 4,802	\$ 23,559	\$ 60,708	\$ 38,339	\$ 39,039	\$ 700	1.83%
900	Other Uses of Funds	\$ 385,000	\$ 400,000	\$ 415,000	\$ 425,000	\$ 445,000	\$ 445,000	\$ -	0.00%
<b>TOTAL EXPENDITURES:</b>		\$ 2,152,427	\$ 2,320,862	\$ 2,352,977	\$ 2,573,706	\$ 2,764,579	\$ 2,804,892	\$ 40,313	1.46%

Lincoln Intermediate Unit BUSINESS SERVICES		Business Office							Dollar CHANGE	Percent CHANGE
		2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET			
<b>EXPENSES</b>										
100	Personnel Salaries	\$ 607,921	\$ 706,609	\$ 649,081	\$ 777,815	\$ 788,309	\$ 825,295	\$ 36,986	4.69%	
200	Personnel Benefits	\$ 421,886	\$ 501,618	\$ 469,045	\$ 526,118	\$ 564,470	\$ 590,296	\$ 25,826	4.58%	
300	Purchased Prof. & Tech. Services	\$ 49,685	\$ 51,437	\$ 43,139	\$ 54,340	\$ 58,500	\$ 58,500	\$ -	0.00%	
400	Purchased Property Services	\$ 2,858	\$ 2,427	\$ 3,460	\$ 3,460	\$ 3,500	\$ 3,500	\$ -	0.00%	
500	Other Purchased Services	\$ 12,781	\$ 10,121	\$ 7,564	\$ 8,455	\$ 11,750	\$ 11,950	\$ 200	1.70%	
600	Supplies	\$ 80,475	\$ 87,112	\$ 92,404	\$ 96,158	\$ 88,350	\$ 88,350	\$ -	0.00%	
700	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%	
800	Other Objects	\$ (74,013)	\$ (67,996)	\$ (35,844)	\$ 15,805	\$ 7,000	\$ 7,700	\$ 700	10.00%	
900	Other Uses of Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%	
<b>TOTAL EXPENDITURES:</b>		\$ 1,101,593	\$ 1,291,328	\$ 1,228,849	\$ 1,482,151	\$ 1,521,879	\$ 1,585,591	\$ 63,712	4.19%	

Lincoln Intermediate Unit BUSINESS SERVICES		Building and Grounds							
		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Dollar	Percent
		ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	CHANGE	CHANGE
<b>EXPENSES</b>									
<b>100</b>	Personnel Salaries	\$ 100,952	\$ 101,272	\$ 139,820	\$ 135,535	\$ 174,471	\$ 142,522	\$ (31,949)	-18.31%
<b>200</b>	Personnel Benefits	\$ 84,721	\$ 84,857	\$ 82,443	\$ 74,669	\$ 101,119	\$ 106,574	\$ 5,455	5.39%
<b>300</b>	Purchased Prof. & Tech. Services	\$ 266	\$ -	\$ 175	\$ 3,649	\$ 300	\$ 300	\$ -	0.00%
<b>400</b>	Purchased Property Services	\$ 81,890	\$ 52,076	\$ 141,842	\$ 80,139	\$ 149,000	\$ 149,000	\$ -	0.00%
<b>500</b>	Other Purchased Services	\$ 126,880	\$ 148,479	\$ 136,334	\$ 157,299	\$ 149,350	\$ 149,350	\$ -	0.00%
<b>600</b>	Supplies	\$ 99,309	\$ 90,576	\$ 68,390	\$ 87,365	\$ 100,300	\$ 100,300	\$ -	0.00%
<b>700</b>	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>800</b>	Other Objects	\$ 398	\$ 297	\$ 647	\$ 300	\$ 750	\$ 750	\$ -	0.00%
<b>900</b>	Other Uses of Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>TOTAL EXPENDITURES:</b>		\$ 494,416	\$ 477,557	\$ 569,651	\$ 538,956	\$ 675,290	\$ 648,796	\$ (26,494)	-3.92%

Lincoln Intermediate Unit BUSINESS SERVICES		Warehouse/Courier							
		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Dollar	Percent
		ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	CHANGE	CHANGE
<b>EXPENSES</b>									
<b>100</b>	Personnel Salaries	\$ 41,908	\$ 38,352	\$ 38,603	\$ 39,959	\$ 43,589	\$ 45,225	\$ 1,636	3.75%
<b>200</b>	Personnel Benefits	\$ 35,675	\$ 35,074	\$ 35,285	\$ 34,976	\$ 37,182	\$ 38,641	\$ 1,459	3.92%
<b>300</b>	Purchased Prof. & Tech. Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>400</b>	Purchased Property Services	\$ 4,558	\$ 2,142	\$ 883	\$ 1,450	\$ 4,250	\$ 4,250	\$ -	0.00%
<b>500</b>	Other Purchased Services	\$ 2,349	\$ 2,218	\$ 2,903	\$ 2,814	\$ 3,250	\$ 3,250	\$ -	0.00%
<b>600</b>	Supplies	\$ 1,836	\$ 1,690	\$ 3,047	\$ 3,797	\$ 3,550	\$ 3,550	\$ -	0.00%
<b>700</b>	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>800</b>	Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>900</b>	Other Uses of Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>TOTAL EXPENDITURES:</b>		\$ 86,326	\$ 79,476	\$ 80,721	\$ 82,996	\$ 91,821	\$ 94,916	\$ 3,095	3.37%

Lincoln Intermediate Unit BUSINESS SERVICES		Debt Service							
		2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	Dollar CHANGE	Percent CHANGE
<b>EXPENSES</b>									
100	Personnel Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
200	Personnel Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
300	Purchased Prof. & Tech. Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
400	Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
500	Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
600	Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
700	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
800	Other Objects	\$ 85,092	\$ 72,501	\$ 58,756	\$ 44,603	\$ 30,589	\$ 30,589	\$ -	0.00%
900	Other Uses of Funds	\$ 385,000	\$ 400,000	\$ 415,000	\$ 425,000	\$ 445,000	\$ 445,000	\$ -	0.00%
<b>TOTAL EXPENDITURES:</b>		\$ 470,092	\$ 472,501	\$ 473,756	\$ 469,603	\$ 475,589	\$ 475,589	\$ -	0.00%



Lincoln Intermediate Unit EDUCATIONAL SERVICES		Educational Services							
		2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	Dollar CHANGE	Percent CHANGE
<b>EXPENSES</b>									
100	Personnel Salaries	\$ 415,243	\$ 405,711	\$ 448,542	\$ 489,063	\$ 577,812	\$ 591,433	\$ 13,621	2.36%
200	Personnel Benefits	\$ 336,276	\$ 324,620	\$ 299,485	\$ 337,650	\$ 398,492	\$ 410,472	\$ 11,980	3.01%
300	Purchased Prof. & Tech. Services	\$ 137,978	\$ 32,722	\$ 11,752	\$ 86,323	\$ 32,500	\$ 46,643	\$ 14,143	43.52%
400	Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
500	Other Purchased Services	\$ 13,038	\$ 9,106	\$ 5,571	\$ 15,801	\$ 12,750	\$ 18,939	\$ 6,189	48.54%
600	Supplies	\$ 15,950	\$ 24,363	\$ 23,322	\$ 42,078	\$ 42,000	\$ 44,200	\$ 2,200	5.24%
700	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
800	Other Objects	\$ 19	\$ 1,130	\$ 3,124	\$ 2,558	\$ 2,200	\$ 2,910	\$ 710	32.27%
900	Other Uses of Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>TOTAL EXPENDITURES:</b>		\$ 918,504	\$ 797,652	\$ 791,796	\$ 973,473	\$ 1,065,754	\$ 1,114,597	\$ 48,843	4.58%

<b>Lincoln Intermediate Unit</b>		<b>Human Resources</b>							
<b>HUMAN RESOURCES</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>Dollar</b>	<b>Percent</b>
		<b>ACTUAL</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>BUDGET</b>	<b>CHANGE</b>	<b>CHANGE</b>
<b>EXPENSES</b>									
<b>100</b>	<b>Personnel Salaries</b>	\$ 547,904	\$ 497,471	\$ 497,149	\$ 540,204	\$ 563,006	\$ 572,143	\$ 9,137	1.62%
<b>200</b>	<b>Personnel Benefits</b>	\$ 382,191	\$ 415,474	\$ 462,282	\$ 430,265	\$ 523,469	\$ 529,420	\$ 5,951	1.14%
<b>300</b>	<b>Purchased Prof. &amp; Tech. Services</b>	\$ 24,584	\$ 23,560	\$ 42,087	\$ 39,064	\$ 74,546	\$ 77,500	\$ 2,954	3.96%
<b>400</b>	<b>Purchased Property Services</b>	\$ -	\$ -	\$ -	\$ -	\$ 100	\$ 100	\$ -	0.00%
<b>500</b>	<b>Other Purchased Services</b>	\$ 12,627	\$ 5,722	\$ 14,909	\$ 29,733	\$ 16,850	\$ 16,850	\$ -	0.00%
<b>600</b>	<b>Supplies</b>	\$ 19,017	\$ 11,132	\$ 12,077	\$ 21,643	\$ 18,250	\$ 22,250	\$ 4,000	21.92%
<b>700</b>	<b>Equipment</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>800</b>	<b>Other Objects</b>	\$ 2,973	\$ 2,357	\$ 704	\$ 1,428	\$ 3,400	\$ 3,400	\$ -	0.00%
<b>900</b>	<b>Other Uses of Funds</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>TOTAL EXPENDITURES:</b>		\$ 989,296	\$ 955,716	\$ 1,029,208	\$ 1,062,337	\$ 1,199,621	\$ 1,221,663	\$ 22,042	1.84%

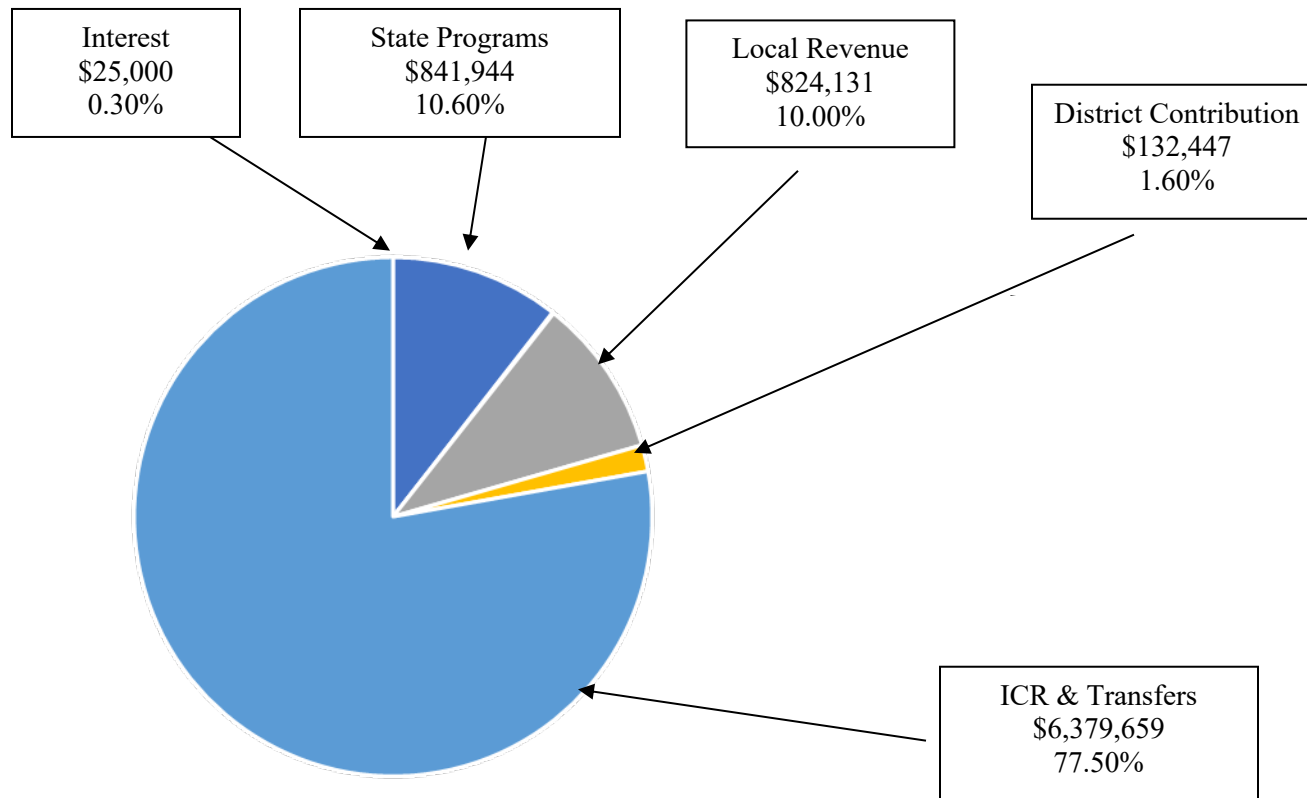
Lincoln Intermediate Unit		Technology Services							
TECHNOLOGY SERVICES		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Dollar	Percent
		ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	CHANGE	CHANGE
<b>EXPENSES</b>									
<b>100</b>	Personnel Salaries	\$ 769,576	\$ 772,397	\$ 710,371	\$ 852,430	\$ 990,751	\$ 943,288	\$ (47,463)	-4.79%
<b>200</b>	Personnel Benefits	\$ 520,466	\$ 544,917	\$ 513,274	\$ 599,938	\$ 717,547	\$ 691,638	\$ (25,909)	-3.61%
<b>300</b>	Purchased Prof. & Tech. Services	\$ 4,362	\$ 6,931	\$ 16,610	\$ 4,792	\$ 19,200	\$ 19,500	\$ 300	1.56%
<b>400</b>	Purchased Property Services	\$ 2,199	\$ 2,034	\$ 1,726	\$ -	\$ 2,000	\$ -	\$ (2,000)	0.00%
<b>500</b>	Other Purchased Services	\$ 36,262	\$ 31,660	\$ 21,191	\$ 31,910	\$ 38,950	\$ 64,950	\$ 26,000	66.75%
<b>600</b>	Supplies	\$ 134,377	\$ 118,070	\$ 139,964	\$ 142,666	\$ 130,050	\$ 163,050	\$ 33,000	25.37%
<b>700</b>	Equipment	\$ -	\$ -	\$ 32,003	\$ -	\$ -	\$ -	\$ -	0.00%
<b>800</b>	Other Objects	\$ 2,184	\$ 549	\$ 1,969	\$ 940	\$ 2,600	\$ 1,600	\$ (1,000)	-38.46%
<b>900</b>	Other Uses of Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>TOTAL EXPENDITURES:</b>		\$ 1,469,426	\$ 1,476,558	\$ 1,437,108	\$ 1,632,676	\$ 1,901,098	\$ 1,884,026	\$ (17,072)	-0.90%

## LIU 2023-2024 General Operating Revenue Budget Overview

By State Law, local school district Boards of Directors are required to approve the portion of the General Operating Budget that is funded through district contributions. For 2023-2024, those contributions are budgeted at \$132,447, which remain the same as this current year. District contributions represent 1.60% of the General Operating Budget.

Other sources of revenue for the General Operating Budget are depicted on the chart below.

The total projected General Operating Budget revenue for 2023-2024 is \$8,203,181. In comparison to the current 2022-2023 budgeted revenue of \$8,072,301 the increase in projected revenue is from local revenue (funds generated from the Educational Services Department and increased interest), state share of retirement and social security and a small increase in the ICR received from grants and other eligible budget categories.



REVENUE 2022-2023		REVENUE 2023-2024		Revenue Change
Interest	6,200.00	Interest	25,000.00	18,800.00
Trns in Enterprise Funds	350,000.00	Trns in Enterprise Funds	350,000.00	-
Trns from Core	255,000.00	Trns from Core	255,000.00	-
	<u>605,000.00</u>		<u>605,000.00</u>	<u>-</u>
FICA- Board of Directors	1,523.00	FICA- Board of Directors	1,560.91	37.91
FICA -Exec Dir	17,445.00	FICA -Exec Dir	18,682.35	1,237.35
FICA HR	23,258.00	FICA HR	23,635.25	377.25
FICA Tech	40,928.00	FICA Tech	38,967.21	(1,960.79)
FICA Bldg & Grounds	7,207.00	FICA Bldg & Grounds	5,887.59	(1,319.41)
FICA Ed Svs	23,869.00	FICA Ed Svs	24,432.12	563.12
FICA Warehouse & Courier	1,801.00	FICA Warehouse & Courier	1,868.24	67.24
FICA Communication Director	5,393.00	FICA Communication Director	5,516.35	123.35
FICA Business Svs	32,442.00	FICA Business Svs	34,092.89	1,650.89
	<u>153,866.00</u>		<u>154,642.92</u>	<u>776.92</u>
PSERS Board of Directors	7,019.00	PSERS Board of Directors	6,937.39	(81.61)
PSERS Exec Dir	80,405.00	PSERS Exec Dir	83,032.64	2,627.64
PSERS HR	107,199.00	PSERS HR	105,045.55	(2,153.45)
PSERS Tech	188,642.00	PSERS Tech	173,187.55	(15,454.45)
PSERS Bldg & Grounds	23,439.00	PSERS Bldg & Grounds	26,167.07	2,728.07
PSERS Warehouse	8,299.00	PSERS Warehouse	8,303.32	4.32
PSERS ED Svs	110,018.00	PSERS ED Svs	108,587.14	(1,430.86)
PSERS Communication Director	24,858.00	PSERS Communication Director	24,517.11	(340.89)
PSERS Business Svs	149,525.00	PSERS Business Svs	151,524.01	1,999.01
	<u>699,404.00</u>		<u>687,301.77</u>	<u>(12,102.23)</u>
ICR Board of Directors	191,543.00	ICR Board of Directors	182,706.45	(8,836.55)
ICR Exec Dir	408,098.00	ICR Exec Dir	450,426.94	42,328.94
ICR Debt Service	475,589.00	ICR Debt Service	475,589.00	-
ICR HR	1,069,164.00	ICR HR	1,092,982.83	23,818.83
ICR Bldg&Grounds	726,365.00	ICR Bldg&Grounds	701,486.78	(24,878.22)
ICR TECH	1,371,528.00	ICR TECH	1,371,871.70	343.70
ICR Communication Director	193,765.00	ICR Communication Director	199,621.07	5,856.07
ICR Business SVS	1,239,912.00	ICR Business SVS	1,299,973.94	60,061.94
	<u>Total ICR Calc 5,675,964.00</u>		<u>Total ICR Calc 5,774,658.71</u>	<u>98,694.71</u>
Dist W/H Tech	-	Dist W/H Tech	-	-
Dist W/H Ed Svs	132,447.00	Dist W/H Ed Svs	132,447.00	-
Dist W/H Exec Dir	-	Dist W/H Exec Dir	-	-
	<u>132,447.00</u>		<u>132,447.00</u>	<u>-</u>
Ed Svs Revenue	799,420.00	Ed Svs Revenue	824,130.94	24,710.94
	<u>799,420.00</u>		<u>824,130.94</u>	<u>24,710.94</u>
<b>Total Revenue 2022-23</b>	<b>8,072,301.00</b>	<b>Total Revenue 2023-24</b>	<b>8,203,181.33</b>	<b>130,880.33</b>

**Lincoln Intermediate Unit 12  
District Contribution History and Analysis**

<u>Year</u>	<u>Contribution</u>	<u>% Change</u>
2003-04	586,200	2.13%
2004-05	600,000	2.35%
2005-06	622,000	3.67%
2006-07	645,000	3.70%
2007-08	666,950	3.40%
2008-09	696,295	4.40%
2009-10	724,843	4.10%
2010-11	745,864	2.90%
2011-12	745,864	0.00%
2012-13	758,543	1.70%
2013-14	771,438	1.70%
2014-15	787,638	2.10%
2015-16	802,603	1.90%
2016-17	787,638	-1.86%
2017-18	758,543	-3.69%
2018-19	558,543	-26.37%
2019-20	528,618	-5.36%
2020-21	371,579	-29.71%
2021-22	132,477	-64.35%
2022-23	132,477	0.00%
2023-24	132,477	0.00%

<u>Use of Funds</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
Administration/Board	144,044	51,973	52,000	0	0	0
Educational Services	14,499	354,462	132,447	132,447	132,447	132,447
Technology Services	400,000	122,183	187,132	0	0	0
<b>Total</b>	<b>558,543</b>	<b>528,618</b>	<b>371,579</b>	<b>132,447</b>	<b>132,447</b>	<b>132,447</b>

**Lincoln Intermediate Unit 12**  
**2023 - 2024 Budget -- District Contribution**

	2022-2023		2023-2024		<u>% Change</u>
District Contribution	\$ 132,477	\$	132,477		0.0%
Total Weight Factor	47,029.7718		45,974.7027		
Value Per Weight Factor	\$ 2.8169	\$	2.8815		

Member District	2022-2023 MV AR	2020-2021 WADM	Weight Factor	2022-2023 Contribution	2023-2024 Contribution	\$ Change
Bermudian Springs SD	0.6216	2,288.567	865.9937	2,471.87	2,495.38	23.50
Central York SD	0.4973	6,892.148	3,464.6827	9,784.06	9,983.55	199.49
Chambersburg Area SD	0.5139	11,233.089	5,460.4045	15,645.51	15,734.26	88.76
Conewago ValleySD	0.6043	4,709.345	1,863.4878	5,324.58	5,369.68	45.10
Dallastown Area SD	0.5885	7,827.752	3,221.1199	9,480.53	9,281.72	-198.81
Dover Area SD	0.6348	4,331.271	1,581.7801	4,593.35	4,557.93	-35.42
Eastern York SD	0.5861	2,950.442	1,221.1879	3,593.44	3,518.88	-74.56
Fairfield Area SD	0.3973	1,162.393	700.5742	2,033.47	2,018.72	-14.75
Fannett-Metal SD	0.3100	522.246	360.3497	1,007.42	1,038.35	30.94
Gettysburg Area SD	0.3725	3,728.838	2,339.8458	6,775.79	6,742.31	-33.48
Greencastle-Antrim SD	0.4885	3,606.793	1,844.8746	5,084.76	5,316.04	231.28
Hanover Public SD	0.5940	2,447.702	993.7670	2,866.14	2,863.56	-2.58
Littlestown Area SD	0.5685	2,489.419	1,074.1842	3,082.17	3,095.28	13.11
Northeastern York SD	0.5866	4,794.056	1,981.8627	5,651.04	5,710.78	59.74
Red Lion Area SD	0.6200	6,158.967	2,340.4074	6,852.65	6,743.93	-108.72
South Eastern SD	0.4891	3,036.432	1,551.3131	4,540.86	4,470.14	-70.72
South Western SD	0.5361	5,256.878	2,438.6657	7,096.73	7,027.06	-69.67
Southern York Co. SD	0.4829	3,555.478	1,838.5376	5,419.26	5,297.78	-121.48
Spring Grove Area SD	0.5943	4,795.565	1,945.5607	5,874.17	5,606.17	-268.00
Tuscarora SD	0.5131	2,829.952	1,377.9036	3,952.46	3,970.46	17.99
Upper Adams SD	0.6607	2,039.291	691.9314	1,995.82	1,993.81	-2.01
Waynesboro Area SD	0.6197	5,249.998	1,996.5742	5,757.32	5,753.17	-4.16
West York Area SD	0.5053	3,709.562	1,835.1203	5,023.10	5,287.93	264.84
York City SD	0.8889	9,327.124	1,036.2434	3,011.23	2,985.96	-25.27
York Suburban SD	0.4788	3,738.163	1,948.3305	5,559.26	5,614.15	54.89
<b>Total</b>		108,681.471	45,974.703	132,477	132,477	0.00

PDE formula used to calculate contributions:

$$\text{MV AR} \times \text{WADM} = \text{Weight Factor} \times \text{Weight Factor} \times 2.8815 = \text{Contribution}$$

### Non-General Fund Budgets 2022-2023

Source #	Name/Description	Amount	Source #	Name/Description	Amount
050	Guest Teacher	\$ 10,665.00	188	District Classroom PCA's	\$ 1,803,318.00
080	Fingerprinting	\$ 62,332.00	210	Act 89	\$ 3,307,205.00
102	Copy Expense	\$ 65,618.00	215	MH & Phys	\$ 2,739.00
109	Title IIA 22-23	\$ 57,951.36	285	AE State	\$ 469,567.00
113	Bus Driver Training	\$ 2,835.00	360	Act 89	\$ 128,526.46
114	Connect Learn Inspire	\$ 10,954.62	409	Title IA	\$ 175,021.00
115	Title I Group	\$ 635,051.00	410	Title IA	\$ 6,992.24
117	Title IIA 22-23	\$ 14,300.85	411	Title IA	\$ 71,689.07
119	ASA	\$ 229,885.00	413	Title I	\$ 951.71
121	Central Support Warehouse	\$ 400.00	416	Title ID	\$ 181,791.91
122	Instructional Staff	\$ 1,231.12	417	Title ID	\$ 415,782.00
125	Sign Language Classes	\$ 2,893.00	472	Title III	\$ 54,906.96
128	LIEP	\$ 1,073,818.00	473	Title III	\$ 147,902.00
129	Translation	\$ 191,276.00	475	ECYEH	\$ 400,349.92
132	FCLC United Way	\$ 28,701.00	476	ECYEH	\$ 279,183.00
133	ECYEH	\$ 5,295.98	523	IDEA	\$ 20,483,281.00
134	Instructional SVCS	\$ 11,729.68	801	Project Max	\$ 76.89
136	Title IIA 22-23 (CVSD)	\$ 19,314.87	811	AE Federal	\$ 860,499.00
136	Title IIA 22-23 (CASD)	\$ 133,241.73	819	Elect	\$ 476,731.00
137	Title IV	\$ 27,727.77	890	ACCESS	\$ 5,027,299.00
142	ACLC	\$ 7,631.00	990	ARP ESSER	\$ 2,361,951.10
143	FCLC Dollar General	\$ 58.00	991	EANS	\$ 1,446,099.16
145	ACTC Placement	\$ 2,882.00	992	IDEA EP	\$ 282,852.04
151	YCTC	\$ 523.00	993	ARP N&D	\$ 1,122,383.00
152	GED	\$ 1,388.10	994	ARP HCY	\$ 512,034.59
153	Instructional Staff Sped Ed	\$ 56,475.02	995	ARP IDEA 611	\$ 277,551.61
156	Lincoln Cyber Café	\$ 4,752,881.00	996	ARP IDEA 619	\$ 454,728.00
159	SUPT Symp.	\$ 48,800.00	997	ARP HCYII	\$ 141,673.00
160	CSTAG	\$ 1,302.00	3149	CC LLN	\$ 1,236,000.00
161	Comm Dir	\$ 3,000.00	5101	Café Fund	\$ 135,000.00
169	CASD PCCD Supplies	\$ 80.28	5801	Cobra Fees	\$ 36,551.00
173	LICC	\$ 1,000.00	5806	Tech Projects	\$ 671,217.00
175	STEMinPA	\$ 11,560.43	6061	Health Centers	\$ 690,480.00
185	Student Tech	\$ 11,730.00	2022-23	Special Education Budget	\$ 58,950,133.00
187	District Contracts	\$ 8,334,350.00	2022-23	Transportation Budget	\$ 10,700,173.00

**Grand Total of all Other IU Funding/Budgets \$ 129,131,521.47**