



Pequea Valley School District

Where Each Learner Counts

Chapter 339 K-12 Comprehensive School Counseling Program



Pequea Valley School District
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** Updated December 2022

Pequea Valley School District K-12 Comprehensive School Counseling Plan

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Pequea Valley School District K-12 Comprehensive School Counseling Plan

Pequea Valley School District Demographics

Number of students in Pequea Valley School District:

1,405 students

Number of staff members in Pequea Valley School District:

14 administrators
5 school counselors
127 teachers
36 support staff

Pequea Valley School District Setting:

Rural setting, 81 square miles

Number of students identified as special education students:

348 special education students

Number of students identified as English Language Learners (ELLs):

98 English Language Learners

Percentage of students who qualify for free/reduced lunch:

Salisbury Elementary School: 59%
Paradise Elementary School: 59%
PV Intermediate School: 61%
PV High School: 51%

**Pequea Valley School District
K-12 Comprehensive School Counseling Plan**

School Counselor Assignments

Elementary Schools

Salisbury Elementary School (K-6)

Counselor: Chris Laudo

Contact Information:

Email: chris_laudo@pequeavalley.org

Phone: 717-442-8268 ext. 4229

Student to Counselor Ratio:

- Grade K-6 Total: 299:1
 - Grade K-4: 201:1
 - Grade 5-6: 77:1

Paradise Elementary School (K-6)

Counselor: Kelly Loder

Contact Information:

Email: kelly_loder@pequeavalley.org

Phone: 717-768-5560 ext. 3311

Student to Counselor Ratio:

- Grade K-6 Total: 468:1
 - Grade K-4: 321:1
 - Grade 5-6: 147:1

Secondary Schools

Pequea Valley Intermediate School (7-8)

Counselor: Susan Martz

Contact Information:

Email: susan_martz@pequeavalley.org

Phone: 717-768-5576

Student to Counselor Ratio:

Grade 7-8: 234:1

Pequea Valley High School (9-12)

Counselors: Jason Davis (A-L)
Elizabeth Thurber (M-Z)

Contact Information:

Email: jason_davis@pequeavalley.org

elizabeth_thurber@pequeavalley.org

Phone: 717-768-5510

Student to Counselor Ratio:

Grade 9-12: 248:1

Pequea Valley School District K-12 Comprehensive School Counseling Plan

Mission Statements

District Mission Statement:

The Pequea Valley School District will strive to create an "Ideal Learning Environment" that inspires each learner to excel.

"Ideal Learning Experience" - Meeting each learner at his/her (interest/learning) level, challenging them, so that everyone is motivated to return tomorrow.

School Counseling Department Mission Statement:

The mission of the Pequea Valley School Counseling Department is to collaborate with learners, staff, families, business/community, and postsecondary stakeholders to challenge all learners to reach their full potential in present and future endeavors. We will promote a safe and equitable learning environment where every learner counts, in order to assist them with their academic, career, and social/emotional development.

Pequea Valley School District K-12 Comprehensive School Counseling Plan

School Counseling Program Goals

Elementary School Counseling Goals:

Academic:

School Counselors will assist students in grades 3-6 to practice successful test-taking strategies.

Career:

Starting in Grade 3, students will have two career readiness artifacts per year in their portfolio to maintain compliance with the Future Ready PA Index.

Social/emotional:

School counselors will deliver age-appropriate curriculum to students in each grade level which helps them understand self-care and coping skills.

PVIS School Counseling Goals:

Academic:

All students in grade 7 will begin their Digital Portfolio in Prep for Success class. All students in grade 8 will continue their portfolio. Items in Digital Portfolios include various things including SMART goals.

Career:

All 7th and 8th grade students will create a Digital Portfolio that includes practice job applications, interest inventories, skills inventories, personality assessments, and a budget, etc.

Social/emotional:

- All 7th grade students will have the option to participate in a mental health screening.
- All students and teachers will participate in suicide awareness training and follow up discussions
- All students will have access to the SAP (HEART) program and will be encouraged to make referrals for themselves or others
- All referred students will be provided with information for outside supports as needed

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K-12 Comprehensive School Counseling Plan

PVHS School Counseling Goals:

Academic:

All students in grades 9, 10, and 11 will create and submit an academic SMART goal to their Digital Portfolio and follow up with their mentor by end of the year on SMART goal progress.

Career:

- All students graduate from PVHS with a Future Plan and pursue their first best option.
- Decrease the percentage of Undecided graduates by 40% (~less than 10)
- Increase the total number of Community College, Technical 2 yr. College, and Post-secondary certificate attendees by 50% (less than 25 students)
- Decrease the number of students going directly into the workforce by 20% (to attend some post-secondary training)

Social/emotional:

- All 9th grade students will have the option to participate in a mental health screening
- All students and teachers will participate in suicide awareness training and follow up discussions
- All students will participate in a SAP awareness program and be encouraged to make referrals for themselves or others
- All referred students will be provided with information for outside support as needed

Pequea Valley School District K-12 Comprehensive School Counseling Plan

Stakeholder Action Plans

Engaging Students:

Pequea Valley School District students will gain the knowledge necessary to understand the importance of becoming lifelong students. They will realize the relationship between the choices they make in school and the effect they will have on their postsecondary and career options. By exploring and developing a career identity from kindergarten through twelfth grade, our students will become more observant and aware of the opportunities within their community. They will gain an understanding of how the world of work affects their daily lives, and how they can become a part of it as they gain a strong educational foundation for a successful future.

Pequea Valley students will be able to provide feedback to school counselors regarding program effectiveness. Their input will assist the school counseling department in the design and implementation of programs that are efficient, effective, and utilize methods that are best suited in reaching their peer group. Students will serve on the K-12 district advisory council. Student leadership will be an integral part of the program initiatives. Student involvement in the program will impact the Pequea Valley community.

Pequea Valley School District K-12 Comprehensive School Counseling Plan

Stakeholder Action Plans

Engaging Parents:

Pequea Valley School District parents and guardians will work in close partnership with school counselors to ensure the success of their students. Parents and guardians will be provided with relevant resources and information to ensure the individualized needs of their students are being met. The school counseling department will assist parents and guardians in advocating for their students, provide support during the goal-setting process, and help to build connections for parents and guardians within the community.

The Pequea Valley K-12 comprehensive program will benefit from the involvement of parents and guardians because they have the greatest impact on their student's attitudes and behaviors. Parents and guardians can offer relevant family or community information about their student to help school counselors support them more fully. As active participants in their students' school experiences, parents and guardians will serve on the advisory council or other committees.

Pequea Valley School District

Stakeholder Action Plan

ELEMENTARY - PARENTS

ELEMENTARY - PARENTS						
“Big Idea”	Program Goals (SMART Format)	CEW Standards	Grade Level	Activities/ Event Description	Data to Measure Impact	Timeline Beginning & End
Educate parents about our 339 plan and our K-12 counseling program	Parents will be aware of the K-12 School Counseling Program	13.2.3.D. Identify the importance of developing a plan for the future.	K-6	Information in school newsletter or online platform to make parents aware of the school counseling program and related 339 plan.	Number of newsletters or posts that include school counseling information	Ongoing throughout the school year
	Parents will be aware of the Chapter 339 Plan	13.3.3.G. Define and describe the importance of lifelong learning.		Information on district website to make parents aware of K-12 school counseling program and related 339 plan	Website views and material download counts from website	
				Brochures about the school counseling program available during Open Houses, Parent Conferences, etc.	Number of brochures handed out during open house and conferences	
Educate parents about the CTC and post secondary options	Parents will be aware of CTC programs	13.1.3.D. Identify the range of jobs available in the community	K-6	District website will include a list of programs available through the CTC and a link to the CTC website	Website views	Ongoing throughout the school year
	Parents will be aware of post secondary options available to their students	13.1.5.D. Describe the range of career training programs in the community		District website will have a career resources section, which includes local resources such as W.I.B. and PA Career Zone as well other career resources	Download count from website	
				School newsletters, flyers, online posts will include information about career and post-secondary options	Number of flyers and posts sent home	
Make parents aware of progress their students are making on their career plan	Parents will be made aware of their students’ self-assessments	13.1.3.G. Explain why education and training plans are important to careers.	K-6	Send home completed self-assessments (or give access via google drive)		Ongoing throughout the school year
	Parents of 6th grade students will be able to track student progress in Xello.	13.1.5.B. Describe the impact of personal interest and abilities on career choices.		Give parents/guardians access to their student’s Xello portfolio	Login percentages	
	Parents of students will be aware of career opportunities and topics their students are exposed to	13.1.5.G. Identify the components of a career plan		Schooly or ClassDojo and the district website will be used to keep parents up to date with the various lessons and opportunities their students are exposed to	Website views and download count	

Pequea Valley School District

Stakeholder Action Plan

PVIS - PARENTS

“Big Idea”	Program Goals (SMART Format)	CEW Standards	Grade Level	Activities/ Event Description	Data to Measure Impact	Timeline Beginning & End
Educate parents about our 339 plan and our K-12 counseling program	Parents will be aware of the K-12 School Counseling Program	13.2.3.D. Identify the importance of developing a plan for the future.	7-8	Information on district website to make parents aware of K-12 school counseling program and related 339 plan	Website views and material download counts from website	Ongoing throughout the school year
		13.3.3.G. Define and describe the importance of lifelong learning.		Information about the school counseling program available during Open Houses, Parent Conferences, etc.		
Educate parents about the CTC and post secondary options	Parents will be aware of the opportunity to attend a College and CTC field trip through information sent home and information on the school website	13.1.11 Evaluate school based opportunities for school based career awareness/preparation	7-8	Students will attend a College/CTC presentation, choose a College/CTC of choice, and attend a field trip to their College/CTC of choice.	8th grade students who attend College/CTC field trip	October
Make parents aware of progress their students are making on their career plan	Provide parents with a variety of career resources including Xello	13.1.11 Evaluate school based opportunities for school based career awareness/preparation	7-8	Send information home in Prep for Success class regarding Xello and personal student information	Website views and material download counts from website	Ongoing throughout the school year
				Make information available on the counseling section of the school website.		

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Stakeholder Action Plan

PVHS - PARENTS

PVHS - PARENTS						
“Big Idea”	Program Goals (SMART Format)	CEW Standards	Grade Level	Activities/ Event Description	Data to Measure Impact	Timeline Beginning & End
Educate parents about our 339 plan and our K-12 counseling program Educate them about the CTC and post-secondary options	Parents will be aware of the K-12 School Counseling Program	13.2.3.D. Identify the importance of developing a plan for the future.	9-12	Information posted to the PVHS school counseling website to make parents aware of the school counseling program and related 339 plan.	Monitor number monthly visits to school counseling webpage	Ongoing throughout the school year
	Parents will be aware of the Chapter 339 Plan	13.3.3.G. Define and describe the importance of lifelong learning.		Information on district website to make parents aware of K-12 school counseling program and related 339 plan	Website views and material download counts from website	Ongoing throughout the school year
				Brochures about the school counseling program available during Open Houses, Parent Conferences, Etc.	Number of brochures handed out during open house and conferences	Ongoing throughout the school year
				Provide information to all 9th grade parents at orientation	Parent feedback on survey.	Prior to start of school year
Educate parents about the CTC and post secondary options	Parents will be aware of the opportunity to attend CTC through parent meetings and website information	13.1.11 Evaluate school based opportunities for school based career awareness/preparation	9-12	CTC representative present at PVHS, Freshman orientation and college nights	Number of CTC applications and parent signatures	Throughout the year
Make parents aware of progress their students are making on their career plan	Provide parents with a variety of career resources including Xello, PA Career Zone and College Board	13.1.11 Evaluate school based opportunities for school based career awareness/preparation	9-12	Create a parent “Career Opportunities” newsletter to email to parents	Number of parent responses to information provided	Quarterly
				Invite parents to view Digital Portfolio	Gather information from Schoology on parent views	At the beginning of the year

Pequea Valley School District K-12 Comprehensive School Counseling Plan

Stakeholder Action Plans

Engaging Educators:

Pequea Valley School District educators benefit from the school counseling program because school counselors assist in removing barriers that impede student learning. When emotional, personal/social, and other needs are met, students are better able to focus on academics and will be more successful.

PVSD educators provide information regarding students that assist the school counselor in assessing areas of need. This benefits educators because school counselors can be agents of change and assist students in receiving the care they need to be able to succeed academically. Strong partnerships between educators and school counselors ensure that student needs are being met and students are on their way to their first postsecondary choice. Educators will serve on the advisory council or other committees.

Pequea Valley School District

Stakeholder Action Plan

ELEMENTARY - EDUCATORS

ELEMENTARY - EDUCATORS						
“Big Idea”	Program Goals (SMART Format)	CEW Standards	Grade Level	Activities/ Event Description	Data to Measure Impact	Timeline Beginning & End
Connect staff to outside resources to build program	Teachers will be made aware of available career resources	13.1.3.D. Identify the range of jobs available in the community	K-6	Teachers will be provided with a list of available career resources		Ongoing throughout the school year
	Teachers will be made aware of available career contacts	13.2.3.B. Discuss resources available in researching job opportunities		Teachers will be provided with contact information for communities and agencies		September
		13.1.5.D. Describe the range of career training programs in the community 13.2.5.B. Identify and review resources available in researching job opportunities.				
Connect staff to the local CTC	Teachers will have access to the CTC website	13.1.3.D. Identify the range of jobs available in the community	K-6	Teachers will be provided with a link to the CTC website via the district website		Ongoing throughout the school year
	5th grade staff members will visit the CTC with students	13.1.5.D. Describe the range of career training programs in the community		5th grade staff members will attend trip to CTC with students	Staff attendance rate	Spring
Educate staff about completing the 339 plan and our K-12 counseling program	Staff members will be exposed to the CEW standards	13.2.3.D. Identify the importance of developing a plan for the future.	K-6	Copies of the CEW standards will be given to staff and their role will be explained	Self-report	September
	Teachers in grades 3-6 will have access to the career readiness portfolios	13.3.3.G. Define and describe the importance of lifelong learning.		Digital portfolio with career readiness activities will be available to teachers		Ongoing throughout the school year

Pequea Valley School District

Stakeholder Action Plan

PVIS - EDUCATORS

"Big Idea"	Program Goals (SMART Format)	CEW Standards	Grade Level	Activities/ Event Description	Data to Measure Impact	Timeline Beginning & End
Connect staff to outside resources to build program	Teachers will be made aware of available career resources and options		7-8	Teachers will be provided a list of available career resources.	Number of teachers attending informational meetings	Ongoing throughout the school year
Connect staff to the local CTC	8th grade teachers will attend CTC presentation and field trip		7-8	CTC presentation in the PVIS cafeteria	Teacher participation at CTC & College Field Trip	September
				CTC field trip to Brownstown, Mount Joy, Willow Street & College		October
Educate staff about completing the 339 plan and our K-12 counseling program	Present 339 plan to teachers during faculty meetings and pupil services schoology page	13.1.11.D. Evaluate school based opportunities for career awareness/preparation	7-8	Team Meetings and/or faculty meetings	Faculty Meeting Agenda	Ongoing throughout the school year

Pequea Valley School District

Stakeholder Action Plan

PVHS - EDUCATORS

PVHS - EDUCATORS						
“Big Idea”	Program Goals (SMART Format)	CEW Standards	Grade Level	Activities/ Event Description	Data to Measure Impact	Timeline Beginning & End
Connect staff to outside resources to build program	Expose PVHS staff with opportunities offered at CTC	13.1.11.D. Evaluate school based opportunities for career awareness/preparation	9-12	Send flyer in email about CTC offerings prior to student visit	Number of students attending CTC visit	October, November
Engage staff	Present PVHS staff with fun and creative ways to share their career journey	13.1.11.D. Evaluate school based opportunities for career awareness/preparation	9-12	Create opportunities for PVHS Staff to be involved in the career lessons	Student participation during in-class discussion Review survey	Ongoing throughout the school year
				Request that PVHS staff share their journey with their classes	Student participation during in-class discussion Review survey	Ongoing through the school year
				Career/college trivia - PVHS staff provides information about journey for use as PBIS prizes	Student participation in PBIS contests	Ongoing throughout the school year
Educate staff about completing the 339 plan and our K-12 counseling program	Present 339 plan to teachers during faculty meetings and pupil services schoology page	13.1.11.D. Evaluate school based opportunities for career awareness/preparation	9-12	Faculty meeting	Faculty meeting agenda	1 time per year

Pequea Valley School District K-12 Comprehensive School Counseling Plan

Stakeholder Action Plans

Engaging Businesses and the Community:

Pequea Valley School District businesses benefit from the school counseling program initiatives and activities because they lead to students graduating from high school better prepared with the knowledge and skills they will need to be successful in the world of work. Our community benefits from numerous counselor-led programs and activities that engage with and serve the needs of the community. From service learning projects to community service initiatives, our program continually strives to assess and be involved in on-going community needs.

Through having business and community members who serve on our advisory council, we continue to strive to remain engaged in discussions that lead to better awareness of the needs of our community. Such discussions lead to teaming with our community members to address issues in a more positive and collaborative manner. Additionally, strong partnerships with local businesses benefit our K-12 program by helping to provide sites for student internships, job shadow opportunities, and speakers for career awareness activities. All of these activities benefit our students as they learn more about potential career paths they may wish to pursue.

Pequea Valley School District

Stakeholder Action Plan

ELEMENTARY - BUSINESS AND COMMUNITY

ELEMENTARY - BUSINESS AND COMMUNITY						
“Big Idea”	Program Goals (SMART Format)	CEW Standards	Grade Level	Activities/ Event Description	Data to Measure Impact	Timeline Beginning & End
Develop a new activity for students outside the building	6th grade students will visit the local CTC	13.3.5.A. Explain how student attitudes and work habits transfer from the home and school to the workplace.	K-6	Learn about the opportunities offered through the CTC	Pre and post assessments	Spring
		13.1.5.D. Describe the range of career training programs in the community				
Build our network bigger	Students will increase networking opportunities through the advisory council	13.3.5.A. Explain how student attitudes and work habits transfer from the home and school to the workplace.	K-6	Advisory Council members will list potential contacts, guest speakers, and internship opportunities in the community	Increase in contacts, guest speakers, and internship options	October and May
		13.1.3.D. Identify the range of jobs available in the community				
Engage the community in the outcomes of our students	Community mentors will meet with students to create positive relationships through a partnership with the Factory Ministries	13.2.5.C. Compose and compare a business and a personal letter.	K-6	Community mentors meet with students at the Factory Ministries	Assessment run by the Factory Ministries	Ongoing
	Bring in Community Helper professions from the community to show uniform, tools, materials, etc. to students <i>** potential idea</i>	13.2.5.E. Apply to daily activities, the essential workplace skills		Have students participate in presentations from Community Helpers		TBD

Pequea Valley School District

Stakeholder Action Plan

PVIS - BUSINESS AND COMMUNITY

PVIS - BUSINESS AND COMMUNITY						
“Big Idea”	Program Goals (SMART Format)	CEW Standards	Grade Level	Activities/ Event Description	Data to Measure Impact	Timeline Beginning & End
Develop a new activity for students outside the building	8th grade students will visit the local CTC & College	13.1.11F Analyze the relationship between career choices and career preparation opportunities	7-8	Students will sign up for their CTC location of choice following the presentation and attend a field trip	Attendance to CTC & College field trip	October
Build our network bigger	Students will have the opportunity to meet business and community members by attending various career presentations (Goal)		7-8	Students will sign up to attend career presentations of their choice.	Attendance at Career Presentations and Field Trips. Potential follow-up activities for their Digital Portfolio	October
Engage the community in the outcomes of our students	Students will connect with a business or community agency at career presentations. (Goal)		7-8	Students will sign up to attend career presentations of their choice to consider various post-secondary options inside and outside of our local community.	Attendance at Career Presentations and Field Trips. Potential follow-up activities for their Digital Portfolio	

Pequea Valley School District

Stakeholder Action Plan

<u>PVHS</u> - BUSINESS AND COMMUNITY						
“Big Idea”	Program Goals (SMART Format)	CEW Standards	Grade Level	Activities/ Event Description	Data to Measure Impact	Timeline Beginning & End
Develop a new activity for students outside the building	Partner with local businesses to provide onsite tours of working facility	13.1.11 B analyze career options based on personal interests, abilities, aptitudes, achievements and goals	9-12	Tour local business and research career cluster	Number of students that attend tours Follow-up survey on career tour experience	Ongoing throughout the year
Build our network bigger	Connect and partner with local businesses	13.1.11 B analyze career options based on personal interests, abilities, aptitudes, achievements and goals	9-12	Attend local job fairs, partner with Junior Achievement and attend Young Men’s and Women’s Symposium	Number of students that attend programs Follow-up conversations/surveys with students to gauge interest/buy-in	Ongoing throughout the year
Engage the community in the outcomes of our students	Expose community members to the post-secondary choices of our students.		9-12	Invite community members to graduation experience speeches, senior banquet/award ceremonies, post student achievement and goals on website	Number of community members that attend/participate	Throughout the year

Pequea Valley School District K-12 Comprehensive School Counseling Plan

Stakeholder Action Plans

Engaging Post-Secondary Institutions:

Trade schools, community colleges, colleges, and universities will benefit from the Pequea Valley K-12 school counseling program through the comprehensive developmental career program that is embedded within it. Through student involvement in this comprehensive program, post-secondary institutions will further benefit because the students that they are enrolling will be well-rounded students that have explored their interests, learning styles, and abilities related to their academic and career choices. Pequea Valley students will enhance post-secondary institutions programs and community life due to their focus on creating a successful post-high school plan.

The K-12 comprehensive counseling program will benefit from building relationships and partnerships with local post-secondary institutions. Based on these relationships, the counseling department will be able to involve these institutions to assist in school sponsored informational activities such as financial aid presentations in addition to providing educational opportunities for our students by way of dual enrollment, classroom presentations and involvement at curriculum fairs. Post-secondary partnerships will serve on the advisory council or other committees.

Pequea Valley School District

Stakeholder Action Plan

ELEMENTARY - POST-SECONDARY						
“Big Idea”	Program Goals (SMART Format)	CEW Standards	Grade Level	Activities/ Event Description	Data to Measure Impact	Timeline Beginning & End
Increase parent and staff awareness of post-secondary options	Parents and teachers will be made aware of available career resources	13.1.3.D. Identify the range of jobs available in the community	K-6	District website will have a career resources section, which includes local resources such as W.I.B. and PA Career Zone as well other career resources	Download count from website	Ongoing throughout the school year
	Parents and teachers will be aware of post secondary options available to their students	13.2.3.B. Discuss resources available in researching job opportunities		Schoology and ClassDojo announcements will include information about career and post-secondary options		Ongoing throughout the school year
		13.1.5.D. Describe the range of career training programs in the community				
		13.2.5.B. Identify and review resources available in researching job opportunities.				
Create student awareness of an unfamiliar post secondary resource	5th grade students will be able to describe a post secondary option	13.2.3.B. Discuss resources available in researching job opportunities	K-6	Students will complete post-secondary related educational activities	Completion percentage via Xello	May
	6th grade students will indicate on Xello what level of post secondary education they are interested in	13.1.5.D. Describe the range of career training programs in the community		Complete career matchmaker assessment and indicate post-secondary interest.	Completion percentage and reports via Xello	December
		13.2.5.B. Identify and review resources available in researching job opportunities.		5th grade students will participate in classroom guidance lesson explaining post secondary options	Completion percentage via Xello	May
Increase integration of post secondary resources in daily lives of students	6th graders will use Xello to research post secondary options	13.1.5.D. Describe the range of career training programs in the community	K-6	Research the various post secondary options in order to understand the differences and begin to consider which would be the best fit for them as a student	Login dates via Xello admin site	Sept/Oct - end of year

Pequea Valley School District

Stakeholder Action Plan

<u>PVIS</u> - <u>POST-SECONDARY</u>						
“Big Idea”	Program Goals (SMART Format)	CEW Standards	Grade Level	Activities/ Event Description	Data to Measure Impact	Timeline Beginning & End
Increase parent and staff awareness of post secondary options	CTC information sheet sent home with students following CTC presentation	13.1.11.F. Analyze the relationship between career choices and career preparation opportunities	7-8	Send paper home with students and upload to the website	Attendance in presentation and paperwork sent home	September
	Update career information on website so parents are able to view various post-secondary options			Update the website with specific post-secondary options so parents and staff have access to the information	Download count from website views	September-June
Create student awareness of an unfamiliar post secondary resource	Students research various post-secondary options during Prep for Success	13.1.11.F. Analyze the relationship between career choices and career preparation opportunities	7-8	Students utilize Xello to research various post-secondary options and careers that match their interests and skills.	Xello Portfolio	September-June
	8th grade students attend CTC field trip and college field trip			Following CTC presentation, students sign up for the CTC of their choice and attend a field trip to visit that CTC and a college	Attendance at presentation & Attendance to the CTC/college	September (Presentation) & October (Trip)

Pequea Valley School District

Stakeholder Action Plan

PVHS - POST-SECONDARY						
“Big Idea”	Program Goals (SMART Format)	CEW Standards	Grade Level	Activities/ Event Description	Data to Measure Impact	Timeline Beginning & End
Increase parent and staff awareness of post secondary options	Provide lists of possible internship/work study opportunities. Provide links to post secondary informational websites on counseling webpage	13.1.11.F. Analyze the relationship between career choices and career preparation opportunities	9-12	Internship/Work study fair	Number of students who sign up for internship/work study and maintain the position	Ongoing throughout the year
Create student awareness of an unfamiliar post secondary resource	Create a list of unfamiliar but useful secondary resources.	13.1.11.F. Analyze the relationship between career choices and career preparation opportunities	9-12	Invite resources to Internship/work study Fair, college visits, and classrooms to speak	Number of resources that attend, number of students connected with resources	Ongoing throughout the year

Pequea Valley School District K-12 Comprehensive School Counseling Plan

Role of the School Counselor

School Counselors as Leaders:

School Counselors at Pequea Valley School District are both formal and informal leaders as they work with various stakeholders to facilitate programs and activities that complement the overall mission of the school district.

Pequea Valley School District counselors use their leadership skills through the following activities which represent a glimpse of their work in the school and community:

- Serving on the Together Initiative leadership board. The Together Initiative is a unique partnership between PVSD and local businesses, social service agencies, churches, medical providers, and the United Way.
- Serving on the Pequea Valley Education Foundation board.
- Leading fundraising efforts for local initiatives which have a direct impact on our students.
- Coordinating parent workshops on topics such as drug awareness and internet safety.
- Presenting workshops at local, state, and national level conferences.
- Facilitating career awareness events and guest speakers both in-person and via video chat.
- Initiating the creation of student centered public good groups based upon school and community needs
 - The Aevium Club at PVHS and PVIS. (Suicide Prevention)
 - Learners Helping Learners at PVHS- Peer group helping new students entering into the building by being personal tour guides, and building social bridges.
 - The Star Buddy student mentoring program at Salisbury Elementary.
- Teaching graduate school level classes to practicing education professionals.
- Teaming with administration to retool student course offerings in the context of a student centered one to one technology-rich environment.
- Facilitating the successful implementation of a school based therapy program that partners with a local mental health agency to make available school based mental health services to students K-12.
- Leading the implementation of suicide prevention mandates with students and staff.

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School Counselors as Advocates:

Pequea Valley School District counselors support the achievement of our students by advocating for their academic, career, and emotional/social success. The school counselors advocate for the students' educational needs and make sure each students' needs are being met on all levels. School counselors work to remove any and all barriers that hinder a student's progress.

Pequea Valley School District counselors advocate for students by:

- Providing 1:1, small, and large group counseling sessions to aid in removing educational and social/emotional barriers
- Responding to the needs of students in a prompt, caring, and professional manner
- Referrals to student assistance team or counseling through Community Services Group for students hindered from achieving success at school
- Communication bridge between parents, students, and/or teachers
- Referrals to Crisis Intervention, Children and Youth, or other social service agencies to support students and families in crisis
- Referrals for Multi-Disciplinary Evaluations
- Referrals to school social worker for support with attendance, insurance, and other related needs

School Counselors as Collaborators:

Pequea Valley School District counselors collaborate with various stakeholders to ensure students receive the proper support and programs that will meet their needs and allow them to be productive citizens, receiving their first postsecondary choice. School counselors conduct formal/informal assessments and evaluate changes that need to be made in order to stay cutting edge and work on the common goal of equity, access, and academic success of every student.

Pequea Valley School District counselors collaborate with stakeholders in the following ways:

- School Wide Positive Behavior Intervention and Support (SWPBIS): School counselors collaborate with administrators, teachers, and staff to create a school-wide program that focuses on appropriate expected behaviors and that promotes a safe and positive school climate.
- Staff meetings: School counselors are advocates for students by communicating essential information to teachers and staff. They also are agents of collaboration by listening to teachers' concerns and assisting in ways to decrease barriers to student learning

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- Other School Counselors: PVSD school counselors attend meetings with other school counselors (could include counseling organizations such as: PSCA, LCSCA, and ASCA) to share insight with other professionals, learn of other effective data-driven practices and stay cutting-edge in ways to assist students in making their academic, career, and personal/social goals.
- Parents: School counselors collaborate with parents to provide support for their child's academic, career, and personal/social development. They provide access to various support services including at school and in the community.
- Administrators: School counselors align the counseling curriculum to the district's mission for all students. They monitor and evaluate information to best support students and provide information that addresses student needs to remove barriers to learning, which decreases truancy, disciplinary action, etc.
- School Board: School counselors provide rationales for their counseling program and demonstrate the need for programs that will support and benefit students. They provide data that ensures the necessity and productivity of the program.
- Community: School counselors build a collaboration between the school and the community to increase support services for students. At PVSD this includes, but is not limited to, The Factory and The Together Initiative which benefits students and their families. This partnership between school and community builds a bridge for students to be successful as they transfer from school to the workforce.

School Counselors as Agents of Systemic Change:

Pequea Valley School District counselors are expected to serve the needs of every student by identifying and removing barriers to success. The school counselors analyze data related to student achievement, attendance, promotion rates, student placement, course-taking patterns, and school-wide culture to ensure an equitable and accessible education for all students. As systemic barriers to success are identified, school counselors work with the PVSD leadership team to create a flexible learning environment which meets the individualized needs of our students.

Pequea Valley School District counselors demonstrate systemic change by:

- Utilizing the principles of Mass Customized Learning
 - Flexible scheduling that allows students to meet their graduation standards through alternative routes
 - Flexible learning environments
 - Educational portfolios that track student growth from elementary school through high school

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- Offering programs to assist students with their transitions between schools
 - Orientation programming smooths the transition from elementary school to the intermediate school
 - Link Crew assists with the transition from the intermediate school to high school
 - Learners Helping Learners assists with transition for new students to PVHS
- Creating a positive culture within each building through programs and policies such as:
 - SWPBIS
 - Second Step Bullying Prevention Curriculum
 - Aavidum
- Utilizing 1-to-1 technology for individualized learning through programs such as:
 - CKLA
 - Eureka
 - Amplify
 - Xello
- Promoting the goal-setting process for all students through:
 - Future Outlook Advisory Council
 - Prep for Success curriculum
 - Educational portfolios

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PVSD Career Success Advisory Committee

Purpose:

The purpose of the PVSD Career Success Advisory Committee is to share our K-12 Comprehensive School Counseling Plan as it relates to Chapter 339 and the American School Counselors Association standards. The Advisory Committee brings together stakeholders in order to better assist students in pursuing their first choice upon graduation from PVSD.

Members of the PVSD Career Success Advisory Committee will review how our district is addressing the Career and Education Work Standards through career awareness, exploration, and planning. They will provide feedback and offer suggestions for improvement.

2020-2021 Advisory Committee Information:

Co-Chairs: Jason Davis, Rebecca Scheurer, and Katie Fritz

Proposed Meeting Date: March 15, 2021, Virtual Meeting at 7:30am

2020-2021 Advisory Committee Members in Attendance	
Name, Title	Stakeholder Group
Jason Davis, PVHS Counselor	Educator
Rebecca Scheuer, PVHS Counselor	Educator
Katie Fritz, PVIS Counselor	Educator
Chris Laudo, Salisbury Counselor	Educator
Kelly Loder, Paradise Counselor	Educator
Cathy Koenig, Director of Sp.Ed. & Pupil Services	Educator
Rich Eby, Assistant to the Superintendent	Educator
Jared Erb, First Choice Coordinator	Educator

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Doug Masser, <i>Agricultural facilitator</i>	Educator
Amy Koberstein, <i>Assistant Principal PVHS</i>	Educator
John Trovato, <i>Secondary Principal</i>	Educator
Stephanie Larkin, <i>Associated Builders and Contractors</i>	Post-Secondary
Katy Ferrier, <i>Director of Admissions Millersville University</i>	Post-Secondary
Megan Wystock, <i>Thaddeus Stevens Admissions</i>	Post-Secondary

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2019-2020 Advisory Committee Information:

Co-Chairs: Jason Davis, Rebecca Scheurer and Katie Fritz

Meeting canceled due to school closure related to COVID 19.

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2018-2019 Advisory Committee Information:

Co-Chairs: Chris Laudo and Kelly Loder

Meetings Held:

October 23, 2018 7:30 - 9:00am at Salisbury Elementary Library
 May 14, 2019 7:30 - 9:00am at Paradise Elementary Library

2018-2019 Advisory Committee Members in Attendance	
Name, Title	Stakeholder Group
Jason Davis, <i>PVHS Counselor</i>	Educator
Rebecca Scheurer, <i>PVHS Counselor</i>	Educator
Katie Fritz, <i>PVIS Counselor</i>	Educator
Chris Laudo , <i>Salisbury Counselor</i>	Educator
Kelly Loder , <i>Paradise Counselor</i>	Educator
Cathy Koenig, <i>Director of Sp.Ed. & Pupil Services</i>	Educator
Rich Eby, <i>Assistant to the Superintendent</i>	Educator
Jamiel Smoker, <i>PVIS STEM Teacher</i>	Educator
Jared Erb, <i>PVV Administrator</i>	Educator
Jamiel Smoker, <i>PVIS STEM Teacher</i>	Educator
William Darras, <i>PVIS STEM Teacher</i>	Educator
Kristy Newborg, <i>Garden Spot Communities</i>	Business/Community
Randall McCarty, <i>Executive Director of the Charitable Foundation and Director of Recruitment (Clark Associates)</i>	Business/Community
Jamie Stephan, <i>Student</i>	Student (PVHS)
Krystin Jarvis, <i>Student</i>	Student (PVHS)
Megan Dancause, <i>Thaddeus Stevens Admissions</i>	Post-Secondary
Stephanie Larkin, <i>Associated Builders and Contractors</i>	Post-Secondary

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2017-2018 Advisory Committee Information:

Co-Chairs: Rebecca Scheurer, Jason Davis, Katie Fritz

Meetings Held:

October 25, 2017 7:30am-9:00am at the PVHS Media Center
 April 25, 2018 7:30am-9:00am at the PVHS Media Center

2017-2018 Advisory Committee Members in Attendance	
Name, Title	Stakeholder Group
Jason Davis, <i>PVHS Counselor</i>	Educator
Rebecca Scheurer, <i>PVHS Counselor</i>	Educator
Katie Fritz, <i>PVIS Counselor</i>	Educator
Chris Laudo, <i>Salisbury Counselor</i>	Educator
Kelly Loder, <i>Paradise Counselor</i>	Educator
Mitch Sword, <i>Elementary Teacher</i>	Educator
Jamiel Smoker, <i>PVIS Teacher</i>	Educator
Jill Youndt, <i>PVIS Teacher</i>	Educator
Jared Erb, <i>PVV Administrator</i>	Educator
Amy Koberstein, <i>PVHS Assistant Principal</i>	Educator
Arlen Mummau, <i>PVHS Principal</i>	Educator
Kathleen Prime, <i>High Associates</i>	Business/Community
Heather Valudes, <i>Advocacy Director (Lancaster County Chamber of Commerce)</i>	Business/Community
Rebecca Branle, <i>Intercourse Bikeworks</i>	Business/Community
Sandy Strunk, <i>Lancaster County STEM Alliance</i>	Business/Community
Nicholas Ammon, <i>Student (6th grade)</i>	Student (Elementary)
Deanna Ammon, <i>Parent</i>	Parent
Katy Ferrier, <i>Director of Admissions (Millersville University)</i>	Post-Secondary
Michael DeGroft, <i>Thaddeus Stevens</i>	Post-Secondary

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2016-2017 Advisory Committee Information:

Co-Chairs: Chris Laudo and Kelly Loder

Meetings Held:

October 27, 2016 7:30am-9:00am at Paradise Library

2016-2017 Advisory Committee Members in Attendance	
Name, Title	Stakeholder Group
Jason Davis, <i>PVHS Counselor</i>	Educator
Rebecca Scheurer, <i>PVHS Counselor</i>	Educator
Katie Fritz, <i>PVIS Counselor</i>	Educator
Chris Laudo , <i>Salisbury Counselor</i>	Educator
Kelly Loder , <i>Paradise Counselor</i>	Educator
Cathy Koenig, <i>Director of Sp.Ed. & Pupil Services</i>	Educator
Tammy Andrew, <i>Elementary Teacher</i>	Educator
Mitch Swords, <i>Elementary Teacher</i>	Educator
Jared Erb, <i>PVV Administrator</i>	Educator
Tim Rogers, <i>Grace Point Church Pastor & Parent</i>	Business/Community & Parent
Steve Riehl, <i>Riehl Repair Inc, School Board Member, & Parent</i>	Business/Community & Parent
Heather Valudes, <i>Advocacy Director (Lancaster County Chamber of Commerce)</i>	Business/Community
Rebecca Branle, <i>Intercourse Bikeworks</i>	Business/Community
Sandy Strunk, <i>Lancaster County STEM Alliance</i>	Business/Community
Randall McCarty, <i>Executive Director of the Charitable Foundation and Director of Recruitment (Clark Associates)</i>	Business/Community
Megan Rogers, <i>Student (10th grade)</i>	Student (PVHS)
Liana Rogers, <i>Student (7th grade)</i>	Student (PVIS)
Luke Rogers, <i>Student (5th grade)</i>	Student (Elementary)
Ben Stiles, <i>Lancaster CTC</i>	Post-Secondary
Nicole Graybill, <i>Admissions Counselor (PA College of Health Sciences)</i>	Post-Secondary
Katy Ferrier, <i>Director of Admissions (Millersville University)</i>	Post-Secondary

Pequea Valley School District K-12 Comprehensive School Counseling Plan

School Counseling Program Calendar & Delivery System

Description:

Pequea Valley School District counselors facilitate a variety of services across three domains: academic, career, and social/emotional. These services can be delivered in four ways: guidance curriculum, prevention/intervention/responsive services, individual student planning, and system support. Some activities occur at a specific time of the school year; other activities are ongoing throughout the school year. According to the American School Counselors Association (ASCA), counselors at the elementary, intermediate, and high school levels should provide their services across the four delivery methods in varying ratios. The recommended percentage of time spent in each delivery method according to the school level is included in the program delivery table for reference. In addition, ASCA recognizes many school counselors have responsibilities not specifically related to their role, these activities are deemed “non counselor related.”

The detailed School Counseling Program Calendar and Delivery System can be found in the following pages. As you review the information in the program calendar and delivery system, please keep the following key in mind:

- (A): activity addressing the academic domain
- (C): activity addressing the career domain
- (SE): activity addressing the social/emotional domain

Green Text: activity delivered through guidance curriculum

Guidance curriculum provides developmental, comprehensive guidance content in a systematic way to all students preK-12

Purple Text: activity delivered through prevention, intervention, and responsive services

Prevention, intervention, and responsive services address school and student needs

Blue Text: activity delivered through individual student planning

Individual student planning assists students and parents in development of academic and career plans

Red Text: activity delivered through system support

System support includes program, staff, and school support activities and services

**Pequea Valley School District
K-12 Comprehensive School Counseling Plan**

**Pequea Valley Elementary Schools
Monthly Counseling Calendar**

<u>July</u>	<u>January</u>
Academic:	Academic: <ul style="list-style-type: none"> ● Midyear Data Meetings (K-6) ● Second Step guidance lesson (K-5)
Career:	Career: <ul style="list-style-type: none"> ● Career Working Lunch Groups ● 6th Grade trip to the CTC (Postponed for 20-21)
Social/Emotional:	Social/Emotional: <ul style="list-style-type: none"> ● Second Step guidance lesson (K-5) ● SEL Lunch Groups
<u>August</u>	<u>February</u>
Academic: <ul style="list-style-type: none"> ● Elementary to Middle Transition Activities (WEB) ● Scheduling Classroom Lessons 	Academic: <ul style="list-style-type: none"> ● Celebrate National School Counseling Week ● Second Step guidance lesson (K-5)
Career: <ul style="list-style-type: none"> ● Preparing career readiness portfolios 	Career: <ul style="list-style-type: none"> ● Celebrate National School Counseling Week ● Career Working Lunch Groups
Social/Emotional: <ul style="list-style-type: none"> ● Elementary to Middle Transition Activities (WEB) 	Social/Emotional: <ul style="list-style-type: none"> ● Celebrate National School Counseling Week ● SEL Lunch Groups ● Second Step guidance lesson (K-5) ● Botvin LifeSkills Training lessons (6)
<u>September</u>	<u>March</u>
Academic: <ul style="list-style-type: none"> ● Second Step guidance lessons (K-2) 	Academic: <ul style="list-style-type: none"> ● Parent-teacher conferences (K-6) ● Second Step guidance lessons (K-5) ● Test-taking strategies guidance lessons (3-6)
Career: <ul style="list-style-type: none"> ● Xello guidance lessons (3-6) 	Career: <ul style="list-style-type: none"> ● Career Working Lunch Groups
Social/Emotional:	Social/Emotional:

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<ul style="list-style-type: none"> ● Introduction guidance lessons (K-6) ● SWPBIS lessons (K-6) ● Second Step guidance lessons (K-2) ● Act 71 Suicide Awareness/Prevention Lesson (6) ● Safe2Say Presentation (5-6) ● SEL Lunch Groups 	<ul style="list-style-type: none"> ● Second Step guidance lessons (K-5) ● SEL Lunch Groups
<u>October</u>	<u>April</u>
Academic: <ul style="list-style-type: none"> ● Second Step guidance lessons (K-2) ● Parent-teacher conferences 	Academic: <ul style="list-style-type: none"> ● PSSA testing ● 6th grade parent orientation
Career: <ul style="list-style-type: none"> ● Xello guidance lesson (3-6) ● Career Matchmaker Assessment (6) 	Career: <ul style="list-style-type: none"> ● Career Working Lunch Groups
Social/Emotional: <ul style="list-style-type: none"> ● Red Ribbon Week (K-6) ● SEL Lunch Groups ● Second Step guidance lessons (K- 2) 	Social/Emotional: <ul style="list-style-type: none"> ● SEL Lunch Groups ● Botvin LifeSkills Training lessons (6)
<u>November</u>	<u>May</u>
Academic: <ul style="list-style-type: none"> ● Second Step guidance lessons (K- 5) 	Academic: <ul style="list-style-type: none"> ● Second Step guidance lesson (K-5) ● Preparing for middle school guidance lesson (6) ● Middle School Transition Leader Training ● Grade level data meetings ● Student Class Placement Meetings
Career: <ul style="list-style-type: none"> ● Career Working Lunch Groups ● Xello guidance lesson (6) 	Career: <ul style="list-style-type: none"> ● Career Working Lunch Groups
Social/Emotional: <ul style="list-style-type: none"> ● Second Step guidance lessons (K-5) ● SEL Lunch Groups 	Social/Emotional: <ul style="list-style-type: none"> ● Second Step guidance lesson (K-5) ● Middle School Transition Leader Training ● 6th Grade Parent Orientation ● SEL Lunch Groups ● Student Class Placement Meetings
<u>December</u>	<u>June</u>
Academic: <ul style="list-style-type: none"> ● Second Step guidance lesson (K-5) 	Academic: <ul style="list-style-type: none"> ● Program self-assessment
Career:	Career:

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<ul style="list-style-type: none">● Xello guidance lesson (6)● Career Working Lunch Groups	<ul style="list-style-type: none">● Program self-assessment
Social/Emotional: <ul style="list-style-type: none">● Second Step guidance lesson (K-5)● SEL Lunch Groups	Social/Emotional: <ul style="list-style-type: none">● Program self-assessment

Pequea Valley School District K-12 Comprehensive School Counseling Plan

Pequea Valley Elementary Schools Ongoing Monthly Counseling Activities

Counselor Related	Non Counselor Related
Individual student meetings (A, C, SE)	Bus arrival and dismissal
MTSS Team meetings (A, SE)	Cover lunch/recess duty
Multidisciplinary Evaluation referrals (A, SE)	Gifted screenings
Collaborate with outside agencies (SE)	Parent pick-up supervision
Parent Consultations (A, C, SE)	PSSA planning
SWPBIS team meetings (A, SE)	Safety drills
Reinforce Growth Mindset (A, C, SE)	Cover a classroom as a temporary substitute
Xello work (A, C)	504 Coordinator
Lunch Groups (A, SE)	PSSA testing
School Counseling Department meetings (A, C, SE)	
LCSCA meetings (A, C, SE)	
PSCA Conference (A, C, SE)	
Children and Youth Consults/Meetings (SE)	
Meetings & Collaboration with Administration (A, C, SE)	
Student Mediation (SE)	
Grade Level collaboration (A, C, SE)	
Counselor updates in parent newsletter or online platform (A, C, SE)	
Teacher Consultations (A, SE)	
Crisis Flight Team (SE)	
Student Attendance Intervention Plan Meetings (A)	
PLC Meetings (A, C, SE)	
Technology Meetings/Trainings (A, C, SE)	

**Pequea Valley School District
K-12 Comprehensive School Counseling Plan**

**Pequea Valley Intermediate School
Monthly Counseling Calendar**

<u>July</u>	<u>January</u>
Academic:	Academic: <ul style="list-style-type: none"> ● Learner Habits of Success Character Trait ● Communication to all students who are failing any class(es) prior to the end of Marking Period 2 so they have time to improve their grade(s). ● 8th Grade Prep for Success: Money in our Lives (decision making, trade-offs (opportunity costs), my life at 25) ● 8th Grade Prep for Success: Life After School (Decisions about college, alternatives to 4 year colleges, career explorations, a budget for the future)
Career:	Career: <ul style="list-style-type: none"> ● Learner Habits of Success Character Trait ● 8th Grade Prep for Success: Money in our Lives (decision making, trade-offs (opportunity costs), my life at 25) ● 8th Grade Prep for Success: Life After School (Decisions about college, alternatives to 4 year colleges, career explorations, a budget for the future)
Social/Emotional:	Social/Emotional: <ul style="list-style-type: none"> ● Aevidum ● HEART ● Bullying Lessons (Prep for Success) ● Teen Hope Survey with Samaritan Counseling ● Meet with students individually about personal/social matters
<u>August</u>	<u>February</u>
Academic: <ul style="list-style-type: none"> ● New Student Orientation ● Learner Leader Training ● 7th grade Orientation ● Academic Scheduling 	Academic: <ul style="list-style-type: none"> ● 7th Grade Prep for Success Lessons (School, Friends, Parents, Dating & Sex, Addictions, and Self Worth) ● 8th Grade Prep for Success: Entrepreneurship (What is an entrepreneur, how to start a business, how to build a business, pitch your business idea)

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	<ul style="list-style-type: none"> ● Learner Habits of Success Character Trait
Career:	Career: <ul style="list-style-type: none"> ● 7th Grade Prep for Success Lessons (School, Friends, Parents, Dating & Sex, Addictions, and Self Worth) ● 8th Grade Prep for Success: Entrepreneurship (What is an entrepreneur, how to start a business, how to build a business, pitch your business idea)
Social/Emotional: <ul style="list-style-type: none"> ● Learner Leader Training ● 7th grade WEB Orientation ● HEART ● Meet with students individually about personal/social matters 	Social/Emotional: <ul style="list-style-type: none"> ● Celebrate Random Acts of Kindness (RAK) week ● Aevium ● HEART ● Group Counseling ● Prep for Success Lessons (School, Friends, Parents, Dating & Sex, Addictions, and Self Worth) ● Learner Habits of Success Character Trait ● Meet with students individually about personal/social matters
September	March
Academic: <ul style="list-style-type: none"> ● “Meet the Teacher” night ● 7th Grade Prep for Success Lessons (School, Friends, Parents, Dating & Sex, Addictions, and Self Worth) ● 8th Grade Prep for Success: Money in our Lives (decision making, trade-offs (opportunity costs), my life at 25) 	Academic: <ul style="list-style-type: none"> ● 8th grade scheduling meeting with high school counselors (for 9th grade classes) ● Parent Teacher Conferences ● Group Counseling ● 7th Grade Prep for Success Lessons (School, Friends, Parents, Dating & Sex, Addictions, and Self Worth) ● Course selection Information & Meetings from/with the ● 8th Grade Prep for Success: Prepare for Success (Preparing for High School, Soft Skills, First Impressions) ● PVIS Counselor (information for choosing classes) ● Learner Habits of Success Character Trait ● Communication to all students who are failing any class(es) prior to the end of Marking Period 3 so they have time to improve their grade(s). ● Letter sent home for any student who could fail the 2020-2021 School year
Career: <ul style="list-style-type: none"> ● 7th Grade Prep for Success Lessons (School, Friends, Parents, Dating & Sex, Addictions, and Self Worth) 	Career: <ul style="list-style-type: none"> ● Parent Teacher Conferences ● 7th Grade Prep for Success Lessons (School, Friends, Parents, Dating & Sex, Addictions, and Self Worth) ● 8th Grade Prep for Success: Prepare for Success

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<ul style="list-style-type: none"> ● 8th Grade Prep for Success: Money in our Lives (decision making, trade-offs (opportunity costs), my life at 25) 	<p>(Preparing for High School, Soft Skills, First Impressions)</p> <ul style="list-style-type: none"> ● Learner Habits of Success Character Trait
<p>Social/Emotional:</p> <ul style="list-style-type: none"> ● Aavidum ● HEART ● “Meet the Teacher” night (Virtual) ● 7th Grade Prep for Success Lessons (School, Friends, Parents,Dating & Sex , Addictions, and Self Worth) ● 8th Grade Prep for Success: Money in our Lives (decision making, trade-offs (opportunity costs), my life at 25) ● Act 71 Suicide Awareness/Prevention Lesson ● Meet with students individually about personal/social matters 	<p>Social/Emotional:</p> <ul style="list-style-type: none"> ● Aavidum ● HEART ● Parent Teacher Conferences ● Group Counseling ● 7th Grade Prep for Success Lessons (School, Friends, Parents,Dating & Sex , Addictions, and Self Worth) ● 8th Grade Prep for Success: Prepare for Success (Preparing for High School, Soft Skills, First Impressions) ● Learner Habits of Success Character Trait ● Meet with students individually about personal/social matters
<p><u>October</u></p>	<p><u>April</u></p>
<p>Academic:</p> <ul style="list-style-type: none"> ● 7th Grade Prep for Success Lessons (School, Friends, Parents,Dating & Sex , Addictions, and Self Worth) ● 8th Grade Prep for Success: Entrepreneurship (What is an entrepreneur, how to start a business, how to build a business, pitch your business idea) ● Communication to all students who are failing any class(es) prior to the end of Marking Period 1 so they have time to improve their grade(s). 	<p>Academic:</p> <ul style="list-style-type: none"> ● PSSA Prep and Exams ● 6th Grade Parent Orientation ● Individual Student Meetings (potential failure of class(es)) ● Group Counseling ● Scheduling students for the following year ● 7th Grade Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello ● 8th Grade Prep for Success: Life After School (Decisions about college, alternatives to 4 year colleges, career explorations, a budget for the future) ● Course selection Presentation - high school counselors ● Learner Habits of Success Character Trait
<p>Career:</p> <ul style="list-style-type: none"> ● Manufacturing Week & College Tour ● Manufacturing Week Business Field Trip ● 7th Grade Prep for Success Lessons (School, Friends, Parents, Dating & Sex, Addictions, and Self Worth) ● 8th Grade Prep for Success: Entrepreneurship (What is an entrepreneur, how to start a business, how to 	<p>Career:</p> <ul style="list-style-type: none"> ● 7th Grade Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello ● 8th Grade Prep for Success: Life After School (Decisions about college, alternatives to 4 year colleges, career explorations, a budget for the future) ● Construction Wars Field Trip (ABC in Manheim) ● 8th Grade Portfolio

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K-12 Comprehensive School Counseling Plan

<p>build a business, pitch your business idea)</p>	<ul style="list-style-type: none"> ● Learner Habits of Success Character Trait
<p>Social/Emotional:</p> <ul style="list-style-type: none"> ● Teen Hope Survey with Samaritan Center (moved to spring - Date TBD) ● Aevidum ● HEART ● Red Ribbon Week ● 7th Grade Prep for Success Lessons (School, Friends, Parents, Dating & Sex, Addictions, and Self Worth) ● Meet with students individually about personal/social matters 	<p>Social/Emotional:</p> <ul style="list-style-type: none"> ● Aevidum ● HEART ● 6th Grade Parent Orientation ● Group Counseling ● 7th Grade Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello ● 8th Grade Prep for Success: Life After School (Decisions about college, alternatives to 4 year colleges, career explorations, a budget for the future) ● Learner Habits of Success Character Trait ● Meet with students individually about personal/social matters
<p><u>November</u></p>	<p><u>May</u></p>
<p>Academic:</p> <ul style="list-style-type: none"> ● 7th Grade -Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello ● 8th Grade Prep for Success: Prepare for Success (Preparing for High School, Soft Skills, First Impressions) ● Learner Habits of Success Character Trait 	<p>Academic:</p> <ul style="list-style-type: none"> ● Algebra I Keystone ● 6th graders visit PVIS & Counselor visits Elementary Schools for transition activities ● Group Counseling ● Choose Orientation Leaders for next year ● Scheduling students for the following year ● 7th Grade Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello ● 8th Grade Prep for Success: Life After School (Decisions about college, alternatives to 4 year colleges, career explorations, a budget for the future) ● UTI Technical School Presentation - tentative ● UTI Technical School Field Trip- tentative ● 8th Grade Tour of the High School (Transition) ● Communication to all students who are failing any class(es) prior to the end of Marking Period 2 so they have time to improve their grade(s).
<p>Career:</p> <ul style="list-style-type: none"> ● 7th Grade Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello ● 8th Grade Prep for Success: Prepare for Success (Preparing for High School, Soft Skills, First Impressions) ● Parent Teacher Conferences 	<p>Career:</p> <ul style="list-style-type: none"> ● Group Counseling ● 7th Grade Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello ● 8th Grade Prep for Success: Life After School (Decisions about college, alternatives to 4 year colleges, career explorations, a budget for the future) ● UTI Technical School Presentation- tentative ● UTI Technical School Field Trip- tentative ● 8th Grade Portfolio

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	<ul style="list-style-type: none"> ● 8th Grade Field Trip to CTC
Social/Emotional: <ul style="list-style-type: none"> ● Aavidum ● HEART ● Group Counseling ● 7th Grade Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello ● 8th Grade Prep for Success: Prepare for Success (Preparing for High School, Soft Skills, First Impressions) ● Meet with students individually about personal/social matters 	Social/Emotional: <ul style="list-style-type: none"> ● Aavidum ● HEART ● 6th graders visit PVIS & Counselor visits Elementary Schools for transition activities ● Identify Orientation Leaders ● Group Counseling ● 7th Grade Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello ● 8th Grade Prep for Success: Life After School (Decisions about college, alternatives to 4 year colleges, career explorations, a budget for the future) ● Bullying Lessons (Prep for Success) ● 8th Grade Tour of the High School (Transition) ● Learner Habits of Success Character Trait ● Meet with students individually about personal/social matters
<u>December</u>	<u>June</u>
Academic: <ul style="list-style-type: none"> ● Algebra I Keystone Exam ● 7th Grade Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello ● 8th Grade Prep for Success: Life After School (Decisions about college, alternatives to 4 year colleges, career explorations, a budget for the future) 	Academic: <ul style="list-style-type: none"> ● Scheduling students for the following year
Career: <ul style="list-style-type: none"> ● 7th Grade Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello ● 8th Grade Prep for Success: Life After School (Decisions about college, alternatives to 4 year colleges, career explorations, a budget for the future) ● Learner Habits of Success Character Trait 	Career:
Social/Emotional: <ul style="list-style-type: none"> ● Aavidum ● HEART ● Group Counseling ● 7th Grade Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello 	Social/Emotional: <ul style="list-style-type: none"> ● Meet with students individually about personal/social matters

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| <ul style="list-style-type: none">● 8th Grade Prep for Success: Life After School (Decisions about college, alternatives to 4 year colleges, career explorations, a budget for the future)● Learner Habits of Success Character Trait● Meet with students individually about personal/social matters | |
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**Pequea Valley School District
K-12 Comprehensive School Counseling Plan**

**Pequea Valley Intermediate School
Ongoing Monthly Counseling Activities**

Counselor Related	Non Counselor Related
Group Counseling (A, SE, C)	PSSA Material Preparation
Individual Student Meetings (A, SE, C)	Teen Hope Screening scheduling
Aevidum (SE)	PSSA scheduling
HEART/SAP Meetings (A, SE)	504 Coordinator
Collaboration with outside agencies as needed (A, SE, C)	Safety Drills
Collaboration with staff (A, SE, C)	Bus Arrival and Dismissal
Distribute resources for summer camp & volunteer opportunities (A, SE, C)	Assist with master schedule and scheduling students for classes
New Student Orientation (A, SE)	
Peer Mediation (A, SE)	
PSCA Conference (A, SE, C)	
LCSCA meetings (A, SE, C)	
Flight Team (SE)	
Course selection presentations (A)	
8th grade tour of the high school (transition) (A, SE)	
7th Grade Portfolio (A, SE, C)	
8th Grade Portfolio (A, SE, C)	

Pequea Valley School District K-12 Comprehensive School Counseling Plan

Pequea Valley High School Monthly Counseling Calendar

**Due to COVID restrictions, PVHS cannot participate in all activities for Chapter 339 as previously done. These activities will be reinstated when restrictions lessen. Example: Field Trips, Guest Speakers to speak to large groups, CTC Visitations, In Person College Fair, etc. Additional schedule changes- Act 71 Lesson & Teen Hope Screening Rescheduled for later in the year. Date TBD

<u>July</u>	<u>January</u>
Academic: <ul style="list-style-type: none"> ● Student schedule maintenance ● Created virtual counseling page for PVOL students 	Academic: <ul style="list-style-type: none"> ● Meet with juniors individually to create future plan ● Create course selection sheets ● Meet individually with students failing 2 or more classes
Career:	Career: <ul style="list-style-type: none"> ● Review CTC applications and submit ● UTI tour
Social/Emotional:	Social/Emotional:
<u>August</u>	<u>February</u>
Academic: <ul style="list-style-type: none"> ● Enroll new students ● Review schedules, verify summer school, failures, and adjust schedules ● Revise/update website information 	Academic: <ul style="list-style-type: none"> ● Celebrate National School Counseling Week ● Continue to meet with juniors individually to create future plan ● Course selection meetings
Career:	Career: <ul style="list-style-type: none"> ● Celebrate National School Counseling Week
Social/Emotional: <ul style="list-style-type: none"> ● Link Crew 9th grade orientation 	Social/Emotional: <ul style="list-style-type: none"> ● Celebrate National School Counseling Week ● Meet with students individually about personal/social matters ● Attend SAP meetings ● Student mediation sessions
<u>September</u>	<u>March</u>

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Academic: <ul style="list-style-type: none"> ● Check progress reports to meet with struggling students ● Promote PSAT/ASVAB - schedule ● College rep meetings - announcements 	Academic: <ul style="list-style-type: none"> ● Junior meetings continued ● Junior transcript checks ● IEP/504 plan meetings ● 8th grade parent meeting/course selection
Career: <ul style="list-style-type: none"> ● Find/schedule speaker for financial aid night ● Senior exit plans begin ● CTC recruitment meeting for juniors ● E-Portfolio meetings with mentors 	Career: <ul style="list-style-type: none"> ● Meet with sophomores individually ● Review freshman digital portfolios ● Young Women's Symposium
Social/Emotional: <ul style="list-style-type: none"> ● Meet with new transfer students ● Meet with freshmen in small groups to discuss how transitioning ● HEART meetings ● Act 71 Suicide Awareness/Prevention Lesson-date TBD due to COVID-19 	Social/Emotional: <ul style="list-style-type: none"> ● Meet individually with students about personal/social matter ● Student mediation sessions
<u>October</u>	<u>April</u>
Academic: <ul style="list-style-type: none"> ● Administer PSAT/ASVAB ● Scholarship coordination ● Individual senior exit plan meetings ● Support college applications ● CTC presentation ● FAFSA Completion Workshop 	Academic: <ul style="list-style-type: none"> ● Work through student schedules ● Junior transcript checks ● Junior meetings continued ● IEP/504 plan meetings ● Speak to 8th grade class about scheduling 9th grade courses ● Update summer school list
Career: <ul style="list-style-type: none"> ● Internships- locating/supporting ● Work study- scheduling, supporting ● Career speakers - STEM 	Career: <ul style="list-style-type: none"> ● Meet with 9th graders to go over digital portfolio
Social/Emotional: <ul style="list-style-type: none"> ● Teen Hope depression screening ● HEART meetings 	Social/Emotional: <ul style="list-style-type: none"> ● Meet with students individually about personal/social matters ● Student mediation sessions
<u>November</u>	<u>May</u>
Academic: <ul style="list-style-type: none"> ● Revise curriculum guide ● Host financial night 	Academic: <ul style="list-style-type: none"> ● Administer AP tests ● Finalize master class schedule

Pequea Valley School District

K-12 Comprehensive School Counseling Plan

<ul style="list-style-type: none"> ● Alumni day - return to discuss college/transition to juniors/seniors ● CTC visit for juniors ● Host virtual College Fair 	<ul style="list-style-type: none"> ● Final check of senior transcripts ● Transport students to “Best of the Class” recognition luncheon ● Choose scholarship winners ● Attend CTC graduation ● Verify seniors not graduating ● Attend graduation ● Distribute student schedules ● Distribute summer school letters ● Link crew training
<p>Career:</p> <ul style="list-style-type: none"> ● CTC Junior tours-postponed due to COVID-19 ● CTC Learning support tours-postponed due to COVID-19 ● CTC Open House 	<p>Career:</p> <ul style="list-style-type: none"> ● Meet with 9th graders to go over digital portfolio Coordinate summer internships
<p>Social/Emotional:</p> <ul style="list-style-type: none"> ● Meet with students individually about personal/social matters ● Attend SAP meetings ● Student mediation sessions 	<p>Social/Emotional:</p> <ul style="list-style-type: none"> ● Meet with students individually about personal/social matters ● Attend SAP meetings ● Student mediation sessions
<u>December</u>	<u>June</u>
<p>Academic:</p> <ul style="list-style-type: none"> ● HACC Junior tour ● Alumni day - students return to meet with juniors and seniors about college transition 	<p>Academic:</p>
<p>Career:</p> <ul style="list-style-type: none"> ● Young Men’s Symposium 	<p>Career:</p>
<p>Social/Emotional:</p> <ul style="list-style-type: none"> ● Meet with students individually about personal/social matters ● Attend SAP meetings ● Student mediation sessions 	<p>Social/Emotional:</p>

Pequea Valley School District K-12 Comprehensive School Counseling Plan

Pequea Valley High School Ongoing Monthly Counseling Activities

Counselor Related	Non-Counselor Related
HEART Team weekly meetings (A, SE)	Create Master schedule
Meet with students about social/emotional matters (SE, A)	AP testing administration
Mediate student issues (SE)	504 Coordinator
County counselor meeting CTC (A, C)	Safety drills
Collaborate with outside agencies (SE, A)	Faculty meetings
Collaborate with staff (SE, A, C)	Schedule armed services meetings
Armed services meeting (C)	Promote curriculum at school board meetings
HACC partner counselor meetings (C, A)	
College visits - 4 per year (C, A)	
Arrange tutoring (A)	
IEP/GIEP meetings (A, SE)	
Maintain website (A, C)	
Flight team crisis response (SE)	
SAIP - (TEP) (A, SE)	
College Applications, letters of recommendation (A, C)	
Course selection advisement (A, C)	
Graduation/transcript review (A, C)	
SWPBIS meetings (SE)	
LCSCA meetings (C, A, SE)	
PSCA Conference (C, SE)	
School Counseling Department meetings (C, SE)	
Collaboration with Crisis Intervention CYA (SE)	

Pequea Valley School District K-12 Comprehensive School Counseling Plan

School Counseling Program Delivery System

Pequea Valley Elementary Schools

<p>Guidance Curriculum</p> <p>Provides developmental, comprehensive guidance content in a systematic way to all students preK-12</p>	<p>Prevention, Intervention, and Responsive Services</p> <p>Addresses school and student needs.</p>	<p>Individual Student Planning</p> <p>Assists students and parents in development of academic and career plans.</p>	<p>System Support</p> <p>Includes program, staff, and school support activities and services.</p>
<p>Purpose</p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p>Purpose</p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p>Purpose</p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p>Purpose</p> <p>Program delivery and support.</p>
<p>Academic</p> <ul style="list-style-type: none"> ● Second Step guidance lessons <ul style="list-style-type: none"> ○ Growth mindset ○ Goal setting ○ Paying attention ○ Making mistakes ○ Role of Practicing ○ Problem-solving ● Test-taking strategies guidance lessons ● Preparing for middle school guidance lesson 	<p>Academic</p> <ul style="list-style-type: none"> ● Elementary to Middle Transition Activities (WEB) ● 6th grade parent orientation ● Middle School Transition Leader Training ● Lunch Groups ● Grade Level collaboration ● Learning Facilitator Consultations ● Parent Consultations 	<p>Academic</p> <ul style="list-style-type: none"> ● Parent-teacher conferences ● Midyear Data Meetings ● Individual student meetings ● Multidisciplinary Evaluation referrals ● Student Attendance Intervention Plan Meetings 	<p>Counselor Related</p> <ul style="list-style-type: none"> ● Scheduling Classroom Lessons ● Celebrate National School Counseling Week ● Program self assessment ● PLC Meetings ● Technology Meetings/Trainings ● SWPBIS team meetings ● LCSCA meetings ● PSCA conference ● School Counseling Department meetings ● Collaborate with school based therapist ● Counselor update in parent newsletter or online platform ● MTSS Team meetings

Pequea Valley School District

K-12 Comprehensive School Counseling Plan

			<ul style="list-style-type: none"> ● Meetings and Collaboration with Administration ● Children and Youth Consults/Meetings
Career	Career	Career	Non-Counselor Related
<ul style="list-style-type: none"> ● Second Step guidance lessons <ul style="list-style-type: none"> ○ Growth mindset ○ Goal setting ○ Disagreeing respectfully ○ Problem-solving ● Career Matchmaker Assessment ● Xello Missions: <ul style="list-style-type: none"> ○ Interests ○ School Subjects ○ Tools for Success ○ Goal-Setting ○ Learning and Future Success ○ Overcoming Big Challenges ○ Decision-Making ● 6th Grade trip to the CTC 	<ul style="list-style-type: none"> ● Lunch Groups ● Grade Level collaboration ● Parent Consultations 	<ul style="list-style-type: none"> ● Individual student meetings 	<ul style="list-style-type: none"> ● Bus dismissal ● Observe lunch/recess ● Gifted screenings ● Parent pick-up supervision ● PSSA Planning ● PSSA Testing ● 504 Coordinator ● Safety Drills ● Cover a classroom as a temporary substitute

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K-12 Comprehensive School Counseling Plan

<p style="text-align: center;">Social/Emotional</p> <ul style="list-style-type: none"> ● Introduction guidance lessons ● Reinforce growth mindset ● SWPBIS lessons ● Act 71 Suicide Awareness/Prevention Lesson ● Second Step guidance lessons: <ul style="list-style-type: none"> ○ Growth mindset ○ Identifying feelings ○ Emotion management ○ Kindness ○ Perspective taking ○ Problem solving ○ Empathy ● Botvin LifeSkills Training lessons 	<p style="text-align: center;">Social/Emotional</p> <ul style="list-style-type: none"> ● Lunch Groups ● Student Mediation ● Grade Level collaboration ● Learning Facilitator Consultations ● Parent Consultations ● Crisis Flight Team 	<p style="text-align: center;">Social/Emotional</p> <ul style="list-style-type: none"> ● Individual student meetings ● Multidisciplinary Evaluation referrals ● Student Class Placement Meetings ● Parent communication 	
<p style="text-align: center;"><u>Percentage of Time</u></p> <p><i>Recommended:</i> 35% - 45%</p> <p>PVSD: 18%</p>	<p style="text-align: center;"><u>Percentage of Time</u></p> <p><i>Recommended:</i> 30% - 40%</p> <p>PVSD: 55%</p>	<p style="text-align: center;"><u>Percentage of Time</u></p> <p><i>Recommended:</i> 5% - 10%</p> <p>PVSD: 5%</p>	<p style="text-align: center;"><u>Percentage of Time</u></p> <p><i>Recommended:</i> 10% - 15%</p> <p>PVSD: 22%</p>

Pequea Valley School District K-12 Comprehensive School Counseling Plan

School Counseling Program Delivery System

Pequea Valley Intermediate School

<p>Guidance Curriculum</p> <p>Provides developmental, comprehensive guidance content in a systematic way to all students preK-12</p>	<p>Prevention, Intervention, and Responsive Services</p> <p>Addresses school and student needs.</p>	<p>Individual Student Planning</p> <p>Assists students and parents in development of academic and career plans.</p>	<p>System Support</p> <p>Includes program, staff, and school support activities and services.</p>
<p>Purpose</p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p>Purpose</p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p>Purpose</p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p>Purpose</p> <p>Program delivery and support.</p>
<p>Academic</p> <ul style="list-style-type: none"> ● Habits of Success Character Traits ● Academic Scheduling ● 7th grade Prep for Success Lessons (School, Friends, Parents, Dating & Sex, Addictions, and Self Worth) ● CTC Presentation for 8th graders ● 8th Grade Field Trip to College & CTC ● 6th graders visit PVIS & Counselor visits Elementary Schools for transition activities ● Portfolio (Prep for Success): Multiple 	<p>Academic</p> <ul style="list-style-type: none"> ● Learner Leader Training ● Individual Counseling/Organiz ation ● Orientation Leader Meetings ● UTI Technical School Field Trip 	<p>Academic</p> <ul style="list-style-type: none"> ● New Student Orientation ● Individual Student Meetings ● “Meet the Teacher” night ● 8th grade scheduling meeting with high school counselors (for 9th grade classes) ● Parent-Teacher Conferences ● 6th Grade Parent Orientation ● Individual Student Meetings (potential failure of class(es)) 	<p>Counselor Related</p> <ul style="list-style-type: none"> ● HEART ● SAP Meetings ● PSSA Prep and Exams ● Algebra I Keystone Exam ● Scheduling students for the following year ● Celebrate Random Acts of Kindness (RAK) week ● Collaboration with outside agencies as needed (Children & Youth, Crisis Intervention, Philhaven, etc.) ● Collaboration with staff (7th grade, 8th

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<p>Intelligences, Myers Briggs, Learning Styles, Xello</p> <ul style="list-style-type: none"> ● UTI Technical School Presentation 			<p>grade, and related arts team meetings)</p> <ul style="list-style-type: none"> ● Distribute resources for summer camps (Hospice grief camps, Camp Cadet, etc.) and other volunteer opportunities ● PSCA Conference ● LCSCA meetings ● Academic Scheduling for the next school year ● Assistance with master schedule, PSSA schedule, and scheduling students for classes
<p style="text-align: center;">Career</p> <ul style="list-style-type: none"> ● CTC Presentation for 8th graders ● 8th Grade Field Trip to College & CTC ● Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello ● UTI Technical School Presentation (Goal) 	<p style="text-align: center;">Career</p> <ul style="list-style-type: none"> ● UTI Technical School Field Trip ● College Visits 	<p style="text-align: center;">Career</p> <ul style="list-style-type: none"> ● Individual Student Meetings 	<p style="text-align: center;">Non-Counselor Related</p> <ul style="list-style-type: none"> ● Safety Drills ● PSSA Material Preparation ● Scheduling: Scheduling learners for classes, PSSA schedule, etc. ● Bus Arrival and Dismissal ● Faculty Meetings ● 504 Coordinator
<p style="text-align: center;">Social/Emotional</p> <ul style="list-style-type: none"> ● 7th Grade Orientation ● Bullying Lessons 	<p style="text-align: center;">Social/Emotional</p> <ul style="list-style-type: none"> ● Orientation Leader Training ● Habits of Success 	<p style="text-align: center;">Social/Emotional</p> <ul style="list-style-type: none"> ● Individual Student Meetings ● Parent-Teacher 	

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<p>(Prep for Success)</p> <ul style="list-style-type: none"> ● Act 71 Suicide Awareness/Prevention Lesson ● Teen Hope Survey with Samaritan Counseling ● 6th graders visit PVIS & Counselor visits Elementary Schools for transition activities ● Portfolio (Prep for Success): Multiple Intelligences, Myers Briggs, Learning Styles, Xello 	<ul style="list-style-type: none"> ● Group Counseling ● Aevium ● Peer Mediation ● Flight Team ● Red Ribbon Week ● Orientation Leader Meetings 	<p>Conferences</p> <ul style="list-style-type: none"> ● 6th Grade Parent Orientation ● 	
<p style="text-align: center;"><u>Percentage of Time</u></p> <p><i>Recommended:</i> 25% - 35%</p> <p>PVSD: 15%</p>	<p style="text-align: center;"><u>Percentage of Time</u></p> <p><i>Recommended:</i> 15% - 25%</p> <p>PVSD: 20%</p>	<p style="text-align: center;"><u>Percentage of Time</u></p> <p><i>Recommended:</i> 5% - 10%</p> <p>PVSD: 40%</p>	<p style="text-align: center;"><u>Percentage of Time</u></p> <p><i>Recommended:</i> 10% - 15%</p> <p>PVSD: 25%</p>

Pequea Valley School District K-12 Comprehensive School Counseling Plan

School Counseling Program Delivery System

Pequea Valley High School

<p>Guidance Curriculum</p> <p>Provides developmental, comprehensive guidance content in a systematic way to all students preK-12</p>	<p>Prevention, Intervention, and Responsive Services</p> <p>Addresses school and student needs.</p>	<p>Individual Student Planning</p> <p>Assists students and parents in development of academic and career plans.</p>	<p>System Support</p> <p>Includes program, staff, and school support activities and services.</p>
<p>Purpose</p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p>Purpose</p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p>Purpose</p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p>Purpose</p> <p>Program delivery and support.</p>
<p>Academic</p> <ul style="list-style-type: none"> ● AP Testing Advisement ● Alumni day - students return to meet with juniors and seniors about college transition ● Host financial aid night ● CTC recruitment meeting for juniors ● Promote PSAT ● College rep meetings - announcements 	<p>Academic</p> <ul style="list-style-type: none"> ● Distribute summer school letters ● Verify seniors not graduating ● Check progress reports to meet with struggling students 	<p>Academic</p> <ul style="list-style-type: none"> ● Course selection advisement ● College letters of recommendation ● College Applications ● Truancy Elimination Plans ● IEP/GIEP meetings ● Arrange tutoring ● Coordinate summer internships ● Final check of senior transcripts ● Work through student schedules ● Junior transcript checks ● Junior meetings ● Speak to 8th grade class about scheduling 9th 	<p>Counselor Related</p> <ul style="list-style-type: none"> ● HEART Team weekly meetings ● AP testing administration ● Maintain website ● Consult with teachers regarding students ● Review schedules/verify summer school attendees and adjust schedules ● Attend continuing education conferences ● College visits ● HACC partner counselor meetings ● Collaborate with school social worker

Pequea Valley School District

K-12 Comprehensive School Counseling Plan

		<p>grade courses</p>	<ul style="list-style-type: none"> ● Collaborate with school based therapist ● Promote curriculum at school board meetings ● County counselor meeting CTC ● School Counseling Department meetings ● Attend graduation ● Distribute student schedules ● Transport students to “Best of the Class” recognition luncheon ● Choose scholarship winners ● Attend CTC graduation ● revise curriculum guide ● scholarship coordination ● Student schedule maintenance ● LCSCA meetings ● PSCA conference ● Collaboration with Crisis Intervention and Children & Youth Services ● Collaboration with community organizations
<p style="text-align: center;">Career</p> <ul style="list-style-type: none"> ● Armed services meeting ● HACC Junior tour ● CTC Junior tours ● CTC Learning support tours ● Meet with 9th - 	<p style="text-align: center;">Career</p> <ul style="list-style-type: none"> ● Mediate student issues ● Young Women’s Symposium ● Young Men’s Symposium ● Chamber of 	<p style="text-align: center;">Career</p> <ul style="list-style-type: none"> ● Internships-locating/supporting ● Work study-scheduling and supporting ● Meet with 9th-12th graders to go over 	<p style="text-align: center;">Non-Counselor Related</p> <ul style="list-style-type: none"> ● Master schedule ● Safety Drills ● 504 Coordinator ● Faculty meetings ● Schedule armed services meetings

Pequea Valley School District

K-12 Comprehensive School Counseling Plan

<p>12th graders to go over digital portfolio requirements, process</p> <ul style="list-style-type: none"> ● Financial aid night ● Link Crew 9th grade orientation ● Course selection meetings ● UTI tour ● Curriculum/career fair 	<p>Commerce Women in Business</p> <ul style="list-style-type: none"> ● Workforce Investment Board Career Counselor 	<p>digital portfolio</p> <ul style="list-style-type: none"> ● Individual senior exit plan meetings ● Support college applications ● FAFSA Completion Night for students/parents ● Meet with juniors individually to create future plan 	<ul style="list-style-type: none"> ● Promote curriculum at school board meetings ● Administer PSAT
<p>Social/Emotional</p> <ul style="list-style-type: none"> ● SWPBIS ● Link crew training ● Act 71 Suicide Awareness/Prevention Lesson ● Teen hope depression screening ● Career speakers - STEM 	<p>Social/Emotional</p> <ul style="list-style-type: none"> ● Flight team crisis response ● Meet with students individually about personal/social matters ● Student mediation sessions 	<p>Social/Emotional</p> <ul style="list-style-type: none"> ● Parent teacher conferences 	
<p><u>Percentage of Time</u></p> <p><i>Recommended:</i> 15% - 25%</p> <p>PVSD: 15%</p>	<p><u>Percentage of Time</u></p> <p><i>Recommended:</i> 25% - 35%</p> <p>PVSD: 20%</p>	<p><u>Percentage of Time</u></p> <p><i>Recommended:</i> 25% - 35%</p> <p>PVSD: 40%</p>	<p><u>Percentage of Time</u></p> <p><i>Recommended:</i> 15% - 20%</p> <p>PVSD: 25%</p>

Pequea Valley School District K-12 Comprehensive School Counseling Plan

School Counseling Curriculum Action Plan

Description:

The purpose of the School Counseling Curriculum Action Plan is to elaborate on the services being delivered to our students through the school counseling guidance curriculum. Guidance curriculum provides developmental, comprehensive content in a systematic way to all students. It increases student awareness and develops skills needed to achieve academically and be career or college ready by graduation.

Each grade level receives a curriculum that is appropriate to their developmental level. The action plan lists the ASCA standards and CEW standards being addressed, materials, dates, the number of students affected, location, assessment, stakeholders involved, and a contact person.

The detailed School Counseling Curriculum Action Plan can be found in the following pages.

KINDERGARTEN CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Daily Schedule Posted in Classroom	M 3. Sense of belonging in the school environment	13.1.3.E. Discuss how time is used at both home and school.	Schedule	Ongoing	107	Classroom	Daily Discussion	Students, Educators	Classroom Teachers
	B-LS 3. Use time-management, organizational and study skills								
Verbal Sharing to Peers at Front of Class	M 2. Self-confidence in ability to succeed	13.1.3.A. Identify appropriate speaking and listening techniques used in conversation.		Ongoing	107	Classroom	Teacher Prompting and Evaluation	Students, Educators	Classroom Teachers
	M 3. Sense of belonging in the school environment								
Play-Based Career Exploration	M 6. Positive attitude toward work and learning	13.1.3.D. Explain how money is used.	Pretend Play Center; book: Whose Hat is This? by Sharon Katz Cooper	Ongoing	107	Classroom	Teacher Prompting and Observation	Students, Educators	Classroom Teachers
	B-LS 2. Demonstrate creativity								
Xello: Career Town	M 6. Positive attitude toward work and learning	13.1.3.D. Identify the range of jobs available in the community	Xello, iPads	Ongoing	107	Classroom	Xello reports	Students, Educators	Laudo and Loder
	B-LS 2. Demonstrate creativity	13.1.3.F. Explore how people prepare for careers.							
	B-LS 4. Apply self-motivation and self-direction to learning								
	B-LS 5. Apply media and technology skills								
Introduction Lesson: The School Counselor is Here to Help You	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.1.3 E. Describe the work done by school personnel and other individuals in the community	Presentation	August	107	Classroom	Summarizing Strategy	Students, Educators	Laudo and Loder
	B-SS 3. Create relationships with adults that support success								
Second Step Bullying Prevention	M 3. Sense of belonging in the school environment	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school	Second Step Bullying Prevention curriculum	September	107	Classroom	Summarizing Strategy	Students, Educators, Parents	Classroom Teachers
	B-SMS 1. Demonstrate ability to assume responsibility	13.3.3.B. Identify how to cooperate at both home and school.							
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decision-making and social responsibility								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment									
CKLA Knowledge Nursery Rhymes and Fables Unit	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	September	107	Classroom	Unit Assessment	Students, Educators	Classroom teachers
	Shepherd, Farmer	13.1.3.F. Explore how people prepare for careers.							
Second Step SEL: Growth Mindset & Goal-Setting Unit	M 2. Self-confidence in ability to succeed	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.	Second Step SEL Curriculum	September - October	107	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 6. Positive attitude toward work and learning								
	B-SS 5. Use effective collaboration and cooperation skills								
Second Step SEL: Emotion Management Unit	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.	Second Step SEL Curriculum	October - November	107	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder

KINDERGARTEN CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	M 2. Self-confidence in ability to succeed	B-SS 2. Create positive and supportive relationships with other students							
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SMS 7. Demonstrate effective coping skills when faced with a problem								
CKLA Plants Unit	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	November	107	Classroom	Unit Assessment	Students, Educators	Classroom teachers
Farmer, Food Production, Truck Driver, Grocery store, etc.		13.1.3.F. Explore how people prepare for careers.							
Second Step SEL: Empathy & Kindness Unit	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.	Second Step SEL Curriculum	December - January	107	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 2. Self-confidence in ability to succeed								
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decision- making and social responsibility								
Second Step SEL: Problem Solving Unit	M 2. Self-confidence in ability to succeed	13.2.3 A. Identify appropriate speaking and listening techniques used in conversation.	Second Step SEL Curriculum	January - February	107	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.							
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 2. Create positive and supportive relationships with other students								
Time Unit in Math	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.1.3.E. Discuss how time is used at both home and school.	Eureka	March	107	Classroom	Teacher Assessment	Students, Educators	Classroom teachers
	B-LS 8. Actively engage in challenging coursework								
CKLA Seasons and Weather Unit	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	April	107	Classroom	Unit Assessment	Students, Educators	Classroom teachers
Meteorologist		13.1.3.F. Explore how people prepare for careers.							
CKLA Colonial Towns Unit	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	April	107	Classroom	Unit Assessment	Students, Educators	Classroom teachers
Farmers, Shop Keepers, Mill Workers, etc.		13.1.3.F. Explore how people prepare for careers.							
Money Unit in Math	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.1.3.D. Explain how money is used.	Eureka	April	107	Classroom	Teacher Assessment	Students, Educators	Classroom teachers
	B-LS 8. Actively engage in challenging coursework								
CKLA Presidents Unit	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	May	107	Classroom	Unit Assessment	Students, Educators	Classroom teachers
President		13.1.3.F. Explore how people prepare for careers.							

FIRST GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Xello: Career Town	M 6. Positive attitude toward work and learning	13.1.3.D. Identify the range of jobs available in the community	Xello, iPads	Ongoing	99	Classroom	Xello reports	Students, Educators	Laudo and Loder
	B-LS 2. Demonstrate creativity	13.1.3.F. Explore how people prepare for careers.							
	B-LS 4. Apply self-motivation and self-direction to learning								
	B-LS 5. Apply media and technology skills								
Introduction Lesson: The School Counselor is Here to Help You	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.1.3 E. Describe the work done by school personnel and other individuals in the community	Presentation	August	99	Classroom	Summarizing Strategy	Students, Educators	Laudo and Loder
	B-SS 3. Create relationships with adults that support success								
Second Step Bullying Prevention	M 3. Sense of belonging in the school environment	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school	Second Step Bullying Prevention curriculum	September	99	Classroom	Summarizing Strategy	Students, Educators, Parents	Classroom Teachers
	B-SMS 1. Demonstrate ability to assume responsibility	13.3.3.B. Identify how to cooperate at both home and school.							
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decision-making and social responsibility								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
Text to Self: What makes you special?	M 2. Self-confidence in ability to succeed	13.1.3.A. Recognize that individuals have unique interests.	I Like Myself book by Karen Beaumont, 1st grade writing curriculum and paper	September	99	Classroom	Summarizing Strategy	Students, Educators, Parents	Classroom teachers
	M 3. Sense of belonging in the school environment								
Second Step SEL: Growth Mindset & Goal-Setting Unit	M 2. Self-confidence in ability to succeed	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.	Second Step SEL Curriculum	September	99	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 6. Positive attitude toward work and learning								
	B-SS 5. Use effective collaboration and cooperation skills								
CKLA Knowledge Human Body Unit	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	October	99	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
	Pediatrician	13.1.3.F. Explore how people prepare for careers.							
Second Step SEL: Emotion Management Unit	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.	Second Step SEL Curriculum	October - November	99	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 2. Self-confidence in ability to succeed	B-SS 2. Create positive and supportive relationships with other students							

FIRST GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SMS 7. Demonstrate effective coping skills when faced with a problem								
CKLA Early Civilizations Unit	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	December	99	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
Archaeologist		13.1.3.F. Explore how people prepare for careers.							
Second Step SEL: Empathy & Kindness Unit	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.	Second Step SEL Curriculum	December - January	99	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 2. Self-confidence in ability to succeed								
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decision-making and social responsibility								
CKLA Knowledge Astronomy Unit	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	January	99	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
Astronaut		13.1.3.F. Explore how people prepare for careers.							
CKLA Skills 4 Unit	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	February	99	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
Zoologist		13.1.3.F. Explore how people prepare for careers.							
CKLA Knowledge History of the Earth Unit	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	February	99	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
Geologist, Paleontologist		13.1.3.F. Explore how people prepare for careers.							
Second Step SEL: Problem Solving Unit	M 2. Self-confidence in ability to succeed	13.2.3 A. Identify appropriate speaking and listening techniques used in conversation.	Second Step SEL Curriculum	February - March	99	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.							
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 2. Create positive and supportive relationships with other students								

SECOND GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Xello: Career Town	M 6. Positive attitude toward work and learning	13.1.3.D. Identify the range of jobs available in the community	Xello, iPads	Ongoing	97	Classroom	Xello reports	Students, Educators	Laudo and Loder
	B-LS 2. Demonstrate creativity	13.1.3.F. Explore how people prepare for careers.							
	B-LS 4. Apply self-motivation and self-direction to learning								
	B-LS 5. Apply media and technology skills								
CKLA Knowledge 1 train conductor	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	August	97	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
		13.1.3.F. Explore how people prepare for careers.							
Introduction Lesson: The School Counselor is Here to Help You	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.1.3 E. Describe the work done by school personnel and other individuals in the community	Presentation	September	97	Classroom	Summarizing strategy	Students, Educators	Laudo and Loder
	B-SS 3. Create relationships with adults that support success								
Second Step Bullying Prevention	M 3. Sense of belonging in the school environment	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school	Second Step Bullying Prevention curriculum	September and January	97	Classroom	Summarizing Strategy	Students, Educators, Parents	Classroom Teachers
	B-SMS 1. Demonstrate ability to assume responsibility	13.3.3.B. Identify how to cooperate at both home and school.							
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decision-making and social responsibility								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
Second Step SEL: Growth Mindset & Goal-Setting Unit	M 2. Self-confidence in ability to succeed	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.	Second Step SEL Curriculum	September - November	97	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 6. Positive attitude toward work and learning								
	B-SS 5. Use effective collaboration and cooperation skills								
CKLA Knowledge 2 - Early Asian Civilizations jobs in a civilization	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	September	97	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
		13.1.3.F. Explore how people prepare for careers.							
CKLA Knowledge 3 - Early Greece olympian (professional athlete)	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	October	97	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
		13.1.3.F. Explore how people prepare for careers.							

SECOND GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Problem Solving with Coins and Bills	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.3.3.D. Explain how money is used.	Eureka Math	First trimester	97	Classroom	Module Assessment	Students, Educators	Classroom Teachers
	M 6. Positive attitude toward work and learning								
Second Step SEL: Emotion Management Unit	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.	Second Step SEL Curriculum	November - January	97	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 2. Self-confidence in ability to succeed	B-SS 2. Create positive and supportive relationships with other students							
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
CKLA Skills 3 publishers, coaches, teachers	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	December	97	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
		13.1.3.F. Explore how people prepare for careers.							
CKLA Knowledge 5 presidents	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	December	97	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
		13.1.3.F. Explore how people prepare for careers.							
Second Step SEL: Empathy & Kindness Unit	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.	Second Step SEL Curriculum	January - March	97	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 2. Self-confidence in ability to succeed								
	B-SS 4. Demonstrate empathy								
CKLA Knowledge 7 - Westward Expansion steamboat builder	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	January	97	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
		13.1.3.F. Explore how people prepare for careers.							
CKLA Skills 4 job hunt	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.2.3.D. Identify the importance of developing a plan for the future.	CKLA	February	97	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
CKLA Knowledge 8 - Insects Entomologist	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	February	97	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
		13.1.3.F. Explore how people prepare for careers.							
Second Step SEL: Problem Solving Unit	M 2. Self-confidence in ability to succeed	13.2.3 A. Identify appropriate speaking and listening techniques used in conversation.	Second Step SEL Curriculum	February - March	97	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.							

SECOND GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 2. Create positive and supportive relationships with other students								
CKLA Knowledge 9 - Civil War	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	March	97	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
factory workers		13.1.3.F. Explore how people prepare for careers.							
CKLA Knowledge 10 - Human Body	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	April	97	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
nutritionist		13.1.3.F. Explore how people prepare for careers.							
CKLA Skills 6	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	May	97	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
president		13.1.3.F. Explore how people prepare for careers.							
CKLA Knowledge 12 - Fight for a Cause	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	May	97	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
minister, farm worker, teacher, professional athlete, activist		13.1.3.F. Explore how people prepare for careers.							

THIRD GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Introduction Lesson: The School Counselor is Here to Help You	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SS 3. Create relationships with adults that support success	13.1.3 E. Describe the work done by school personnel and other individuals in the community	Presentation	September	89	Classroom	Summarizing Strategy	Students, Educators, Parents	Laudo and Loder
Second Step Bullying Prevention	M 3. Sense of belonging in the school environment B-SMS 1. Demonstrate ability to assume responsibility B-SS 2. Create positive and supportive relationships with other students B-SS 4. Demonstrate empathy B-SS 5. Demonstrate ethical decision-making and social responsibility B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school 13.3.3.B. Identify how to cooperate at both home and school.	Second Step Bullying Prevention curriculum	September	89	Classroom	Summarizing Strategy	Students, Educators, Parents	Classroom Teachers
Xello Mission: Interests	B-LS 4. Apply self-motivation and self-direction to learning	13.1.3.A. Recognize that individuals have unique interests. 13.1.3. B. identify current personal interests	Xello; iPads	September	89	Classroom	Xello reports	Students, Educators	Laudo and Loder
Xello Mission: School Subjects	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.H. Explain how workers in their careers use what is learned in the classroom.	Xello; iPads	September	89	Classroom	Xello reports	Students, Educators	Laudo and Loder
CKLA Unit 2 - Animal Classification animal researcher, taxonomist, zoologist	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community 13.1.3.F. Explore how people prepare for careers.	CKLA	October	89	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
Research Report on Classifying Animals	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success B-LS 3. Use time-management, organizational and study skills B-LS 8. Actively engage in challenging coursework	13.1.3.D Identify the range of jobs available in the community 13.1.3.F. Explore how people prepare for careers. 13.1.3.H. Explain how workers in their careers use what is learned in the classroom.	CKLA activity	October	89	Classroom	Activity Rubric	Students, Educators	Classroom Teachers
Second Step SEL: Growth Mindset & Goal-Setting Unit	M 2. Self-confidence in ability to succeed M 6. Positive attitude toward work and learning B-SS 5. Use effective collaboration and cooperation skills	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.	Second Step SEL Curriculum	October - November	89	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
CKLA Unit 3 - Human Body Systems pediatrician, optometrist, audiologist	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community 13.1.3.F. Explore how people prepare for careers.	CKLA	November	89	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
CKLA Unit 4 - Ancient Rome	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	December	89	Classroom	Unit Assessment	Students, Educators	Classroom Teachers

THIRD GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
historian and archaeologist		13.1.3.F. Explore how people prepare for careers.							
Math Unit	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.3.3.D. Explain how money is used.	3rd grade math curriculum	November-February	89	Classroom	Sumarizing Strategies, Unit Tests	Students, Educators, Parents	Classroom Teachers
	B-LS 6. Set high standards of quality	13.3.3.E. Discuss how time is used at both home and school.							
	B-LS 8. Actively engage in challenging coursework								
Second Step SEL: Emotion Management Unit	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.	Second Step SEL Curriculum	November - January	89	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 2. Self-confidence in ability to succeed	B-SS 2. Create positive and supportive relationships with other students							
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SMS 7. Demonstrate effective coping skills when faced with a problem								
Second Step SEL: Empathy & Kindness Unit	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.	Second Step SEL Curriculum	January - March	89	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 2. Self-confidence in ability to succeed								
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decision-making and social responsibility								
Less Stress Test-Taking Strategies	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.	Presentation	March	89	Classroom	Summarizing strategies	Students, Educators, Parents	Laudo and Loder
	M 2. Self-confidence in ability to succeed								
Second Step SEL: Problem Solving Unit	M 2. Self-confidence in ability to succeed	13.2.3 A. Identify appropriate speaking and listening techniques used in conversation.	Second Step SEL Curriculum	March - May	89	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	13.3.3.A. Identify attitudes and work habits that contribute to success at home and school.							
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 2. Create positive and supportive relationships with other students								
CKLA Unit 7 - Solar System	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.3.D Identify the range of jobs available in the community	CKLA	April	89	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
astonomer		13.1.3.F. Explore how people prepare for careers.							

FOURTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Morning Meetings	M 3. Sense of belonging in the school environment	13.2.5.A. Apply appropriate speaking and listening techniques used in conversation.	teacher-created content	Ongoing	93	Classroom	Teacher Prompting and Evaluation	Students, Educators	Classroom Teachers
	M 6. Positive attitude toward work and learning	13.2.5.E. Apply to daily activities, the essential workplace skills.							
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 3. Create relationships with adults that support success								
	B-SS 4. Demonstrate empathy								
	B-SS 6. Use effective collaboration and cooperation skills								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								
Introduction Lesson: The School Counselor is Here to Help You	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.1.5.A. Describe the impact of individual interests and abilities on career choices.	Presentation	August	93	Classroom	Summarizing Strategy	Students, Educators	Laudo and Loder
	B-SS 3. Create relationships with adults that support success								
Goal Setting Data Sheet	M 2. Self-confidence in ability to succeed	13.1.5.G. Identify the components of a career plan	Teacher created goal sheet	September	93	Classroom	Assessments included in curriculum	Students, Educators, Parents	Classroom teachers
	M 6. Positive attitude toward work and learning								
	B-LS 1. Demonstrate critical-thinking skills to make informed decisions								
Second Step Bullying Prevention	M 3. Sense of belonging in the school environment	13.2.5.E. Apply to daily activities, the essential workplace skills	Second Step Bullying Prevention Curriculum	September	93	Classroom	Summarizing Strategy	Students, Educators, Parents	Classroom Teachers
	B-SMS 1. Demonstrate ability to assume responsibility	13.3.5.B. Explain the importance of working cooperatively with others at both home and school to complete a task.							
	B-SS 2. Create positive and supportive relationships with other students	13.3.5.C. Identify effective group interaction strategies							
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decision- making and social responsibility								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
Xello Mission: Tools for Success	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.2.5.F. Apply to daily activities, the essential workplace skills	Xello; laptops	September	93	Classroom	Xello reports	Students, Educators	Laudo and Loder
	B-SMS 2. Demonstrate self-discipline and self-control								
	B-LS 1. Demonstrate critical-thinking skills to make informed decisions								
Xello Mission: Goal Setting	B-SMS 5. Demonstrate perseverance to achieve long and short term goals.	13.2.3.D. Identify the importance of developing plan for the future.	Xello; iPads	September	93	Classroom	Xello reports	Students, Educators	Laudo and Loder
	B-LS 7. Identify long- and short-term academic, career and social/emotional goals	13.2.5.H Connect personal interests and abilities and academic strengths to personal career options.							

FOURTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Xello Mission: Skills	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.2.5.F. Discuss the importance of the essential workplace skills	Xello; iPads	October	93	Classroom	Xello reports	Students, Educators	Laudo and Loder
	B-SMS 10. Demonstrate the ability to manage transitions and ability to adapt to changing situations and responsibilities								
CKLA Unit 2 - Empires of the Middle Ages merchant, craftsman	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.5.A. Describe the impact of individual interests and abilities on career choices.	CKLA	October	93	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
		13.1.5.B. Describe the impact of personal interests and abilities on career choices.							
		13.1.5.E. Describe the factors that influence career choices							
		13.1.5.F. Investigate people’s rationale for making career choices.							
		13.3.5.D Explain budgeting							
Field Trip to State Government	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.5.A. Describe the impact of individual interests and abilities on career choices.	CKLA supplemental activity; bus	October	93	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
		13.1.5.B. Describe the impact of personal interests and abilities on career choices.							
		13.1.5.E. Describe the factors that influence career choices							
		13.1.5.F. Investigate people’s rationale for making career choices.							
Second Step SEL: Emotion Management Unit	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.2.5. E. Apply to daily activities, the essential workplace skills	Second Step SEL Curriculum	October - December	93	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 2. Self-confidence in ability to succeed	13.3.5.C. Identify effective group interaction strategies							
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SMS 7. Demonstrate effective coping skills when faced with a problem								
CKLA Unit 4 - Inventors	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.5.A. Describe the impact of individual interests and abilities on career choices.	CKLA	December	93	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
		13.1.5.B. Describe the impact of personal interests and abilities on career choices.							
		13.1.5.E. Describe the factors that influence career choices							
		13.1.5.F. Investigate people’s rationale for making career choices.							
		13.4.5.A Identify the risks and rewards of entrepreneurship.							
		13.4.5.B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.							
CKLA Unit 5 - Geology geologist	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.5.A. Describe the impact of individual interests and abilities on career choices.	CKLA	January	93	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
		13.1.5.B. Describe the impact of personal interests and abilities on career choices.							
		13.1.5.E. Describe the factors that influence career choices							
		13.1.5.F. Investigate people’s rationale for making career choices.							
Second Step SEL: Empathy & Kindness Unit	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.2.5. E. Apply to daily activities, the essential workplace skills	Second Step SEL Curriculum	January - February	93	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder

FOURTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	M 2. Self-confidence in ability to succeed	13.3.5.C. Identify effective group interaction strategies							
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decision- making and social responsibility								
Video Chat with Meteorologist	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.5.D. Describe the range of career training programs in the community such as, but not limited to:	4th grade Science curriculum; Google Meet	February	93	Classroom	Summarizing Strategy	Students, Educators, Community	Classroom teachers
	M 6. Positive attitude toward work and learning	13.1.5.F. Investigate people’s rationale for making career choices.							
	B-LS 1. Demonstrate critical-thinking skills to make informed decisions								
	B-LS 5. Apply media and technology skills								
Science Experiments: Weather Tools, Flashlights, Ecocolumns, Forces and Motion	M 2. Self-confidence in ability to succeed	13.3.5.B. Explain the importance of working cooperatively with others at both home and school to complete a task.	4th grade Science curriculum	September - April	93	Classroom	Teacher assessment using rubric	Students, Educators, Parents	Classroom teachers
	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.4.5.A. Identify the risks and rewards of entrepreneurship.							
	B-LS 2. Demonstrate creativity	13.4.5.C. Discuss the steps entrepreneurs take to bring their goods or services to market							
	B-LS 3. Use time-management, organizational and study skills								
	B-LS 5. Apply media and technology skills								
	B-LS 8. Actively engage in challenging coursework								
Less Stress Test-Taking Strategies	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.2.5.E. Apply to daily activities, the essential workplace skills	Presentation; handouts	March	93	Classroom	Summarizing Strategy	Students, Educators	Laudo and Loder
	M 2. Self-confidence in ability to succeed	13.3.5.A. Explain how student attitudes and work habits transfer from the home and school to the workplace.							
Second Step SEL: Problem Solving Unit	M 2. Self-confidence in ability to succeed	13.2.5. E. Apply to daily activities, the essential workplace skills	Second Step SEL Curriculum	March - April	93	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	13.3.5.C. Identify effective group interaction strategies							
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 2. Create positive and supportive relationships with other students								
Million Dollar House Project		13.3.5.D. Explain budgeting	Tinkercad; laptops	April	93	Classroom	Module Assessment	Students, Educators	Classroom Teachers
CKLA Reader's Theater	M 2. Self-confidence in ability to succeed	13.2.5.A. Apply appropriate speaking and listening techniques used in conversation.	CKLA	April	93	Classroom	Teacher assessment using rubric	Students, Educators, Parents	Classroom teachers
	B-LS 2. Demonstrate creativity								
	B-LS 8. Actively engage in challenging coursework								

FIFTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Class Meetings	M 3. Sense of belonging in the school environment	13.2.5.A. Apply appropriate speaking and listening techniques used in conversation.	teacher-created content	Ongoing	108	Classroom	Teacher Observation	Students, Educators	Classroom Teachers
	M 6. Positive attitude toward work and learning	13.2.5.E. Apply to daily activities, the essential workplace skills.							
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 3. Create relationships with adults that support success								
	B-SS 4. Demonstrate empathy								
	B-SS 6. Use effective collaboration and cooperation skills								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								
Introduction Lesson: The School Counselor is Here to Help You	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.1.5.E. Describe the factors that influence career choices	Presentation	August	108	classroom	Summarizing strategies	students, educators, parents	Laudo and Loder
	B-SS 3. Create relationships with adults that support success								
Second Step Bullying Prevention	M 3. Sense of belonging in the school environment	13.2.5.E. Apply to daily activities, the essential workplace skills	Second Step Bullying Prevention Curriculum	September	108	Classroom	Summarizing Strategy	Students, Educators, Parents	Classroom Teachers
	B-SMS 1. Demonstrate ability to assume responsibility	13.3.5.B. Explain the importance of working cooperatively with others at both home and school to complete a task.							
	B-SS 2. Create positive and supportive relationships with other students	13.3.5.C. Identify effective group interaction strategies							
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decision-making and social responsibility								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
CKLA Module 1 - Personal Narratives	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.5.A. Describe the impact of individual interests and abilities on career choices.	CKLA	September	108	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
		13.1.5.B. Describe the impact of personal interests and abilities on career choices.							
		13.1.5.E. Describe the factors that influence career choices							
		13.1.5.F. Investigate people's rationale for making career choices.							
Resort Design	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.4.5.A. Identify the risks and rewards of entrepreneurship.	teacher created supplemental activity	September	108	Classroom	Teacher created rubric	Students, Educators	Classroom teachers

FIFTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	B-LS 2. Demonstrate creativity	13.4.5.B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.							
	B-LS 3. Use time-management, organizational and study skills	13.4.5.C. Discuss the steps entrepreneurs take to bring their goods or services to market							
	B-LS 8. Actively engage in challenging coursework								
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions								
Xello Mission: Learning and Future Success	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.3.5.A. Explain how student attitudes and work habits transfer from the home and school to the workplace.	Xello; laptops	September	108	Classroom	Xello reports	Students, Educators	Laudo and Loder
	B-LS 5. Identify long- and short-term academic, career, and social/emotional goals								
Xello Mission: Facing Big Challenges	M 2. Self-confidence in ability to succeed	13.3.5.A. Explain how student attitudes and work habits transfer from the home and school to the workplace.	Xello; laptops	September	108	Classroom	Xello reports	Students, Educators	Laudo and Loder
	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals								
	B-SMS 6. Demonstrate ability to overcome barriers to learning								
Xello Mission: Learning Paths	M 6. Positive attitude toward work and learning	13.1.5.D. Describe the range of career training programs in the community	Xello; laptops	October	108	Classroom	Xello reports	Students, Educators	Laudo and Loder
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	13.1.5.E. Describe the factors that influence career choices							
The Vault- Financial Literacy Unit	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.2.5.D. Explain budgeting	Everfi; laptops	November	108	Classroom	Everfi pre- and post-assessments	Students, Educators	Laudo and Loder
	B-LS 3. Use time-management, organizational and study skills	13.3.5.F. Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention							
	B-LS 5. Apply media and technology skills	13.3.5.G. Describe how personal interests and abilities impact lifelong learning.							
	B-LS 7. Identify long- and short-term academic, career and social/emotional goals	13.4.5.A. Identify the risks and rewards of entrepreneurship							
	B-LS 8. Actively engage in challenging coursework	13.1.5.G. Identify the components of a career plan							
		13.2.5.D. Identify individualized career portfolio components							
CKLA Module 2 - Mayan, Aztec, and Incan Civilizations	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.5.A. Describe the impact of individual interests and abilities on career choices.	CKLA	October	108	Classroom	Unit Assessment	Students, Educators	Classroom Teachers
Archaeologist		13.1.5.B. Describe the impact of personal interests and abilities on career choices.							
		13.1.5.E. Describe the factors that influence career choices							

FIFTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
		13.1.5.F. Investigate people’s rationale for making career choices.							
Second Step SEL: Emotion Management Unit	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.2.5. E. Apply to daily activities, the essential workplace skills	Second Step SEL Curriculum	November - December	108	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 2. Self-confidence in ability to succeed	13.3.5.C. Identify effective group interaction strategies							
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SMS 7. Demonstrate effective coping skills when faced with a problem								
3M Scientist Virtual Field Trip	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.4.5.C. Discuss the steps entrepreneurs take to bring their goods or services to market	Smartboard	November	108	Classroom	Summarizing Strategy	Students, Educators	Classroom Teachers
	B-LS 1. Demonstrate critical-thinking skills to make informed decisions								
	B-LS 3. Use time-management, organizational and study skills								
Food Truck Project	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.4.5.A. Identify the risks and rewards of entrepreneurship.	teacher created supplemental activity	January	108	Classroom	Teacher created rubric	Students, Educators	Classroom teachers
		13.4.5.C. Discuss the steps entrepreneurs take to bring their goods or services to market							
	B-LS 2. Demonstrate creativity								
	B-LS 3. Use time-management, organizational and study skills								
	B-LS 8. Actively engage in challenging coursework								
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions								
Second Step SEL: Empathy & Kindness Unit	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.2.5. E. Apply to daily activities, the essential workplace skills	Second Step SEL Curriculum	January - February	108	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 2. Self-confidence in ability to succeed	13.3.5.C. Identify effective group interaction strategies							
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decision-making and social responsibility								
Poet Google Meet - Ken Nesbitt	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.5.A. Describe the impact of individual interests and abilities on career choices.	Presenter created content; Google Meet	February	108	Classroom	Reflection Sheet	Students, Educators, Community	
	B-LS 10. Participate in enrichment and extracurricular activities	13.1.5.B. Describe the impact of personal interests and abilities on career choices.							
	B-SS 1. Use effective oral and written communication skills and listening skills	13.1.5.E. Describe the factors that influence career choices							
	B-SS 3. Create relationships with adults that support success	13.1.5.F. Investigate people’s rationale for making career choices.							

FIFTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	13.4.5.A. Identify the risks and rewards of entrepreneurship.							
		13.4.5.C. Discuss the steps entrepreneurs take to bring their goods or services to market							
		13.3.5.G. Describe how personal interests and abilities impact lifelong learning.							
Second Step SEL: Problem Solving Unit	M 2. Self-confidence in ability to succeed	13.2.5. E. Apply to daily activities, the essential workplace skills	Second Step SEL Curriculum	March - April	108	Classroom	Second Step Performance Task	Students, Educators, Parents	Laudo and Loder
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	13.3.5.C. Identify effective group interaction strategies							
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 2. Create positive and supportive relationships with other students								
Less Stress Test-Taking Strategies	M 2. Self-confidence in ability to succeed	13.2.5.E. Apply to daily activities, the essential workplace skills	Presentation; handouts	March	108	Classroom	Summarizing strategies	students, educators, parents	Laudo and Loder
	B-SMS 7. Demonstrate effective coping skills when faced with a problem	13.3.5.A. Explain how student attitudes and work habits transfer from the home and school to the workplace.							
Scientist Career Investigation	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.5.1.F. Investigate people’s rationale for making career choices.	5th grade science curriculum; Xello; laptops	March	108	Classroom	Worksheet completing	Students, Educators	Classroom Teachers
	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.4.5.A. Identify the risks and rewards of entrepreneurship.							
	B-LS 3. Use time-management, organizational and study skills	13.4.5.B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.							
	B-LS 5. Set high standards of quality	13.4.5.C. Discuss the steps entrepreneurs take to bring their goods or services to market							
	B-LS 8. Actively engage in challenging coursework								
	B-SMS 6. Demonstrate ability to overcome barriers to learning								
	B-SS 1. Use effective oral and written communication skills and listening skills								

SIXTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Classroom Jobs and Clubs	M 2. Self-confidence in ability to succeed	13.1.8.F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.	Teacher created materials	Ongoing	101	Classroom	Teacher Assessment	Students, Educators	Classroom Teacher
	M 3. Sense of belonging in the school environment	13.2.8.A. Identify effective speaking and listening skills used in a job interview.							
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	13.2.8.C. Prepare a draft of career acquisition documents							
Introduction Lesson: The School Counselor is Here to Help You	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.1.8.B. Relate careers to personal interests, abilities and aptitudes.	Presentation	August	101	Classroom	Summarizing Strategies	Students, Educators, Parents	Laudo and Loder
	B-SS 3. Create relationships with adults that support success								
BASE Bullying and Cyberbullying (4-6, interactive)	M 3. Sense of belonging in the school environment	13.3.8.A. Determine attitudes and work habits that support career retention and advancement.	BASE Bullying and Cyberbullying (4-6, interactive); laptops	September	101	Classroom	Student responses	Students, Educators	Classroom Teachers
	B-SMS 1. Demonstrate ability to assume responsibility	13.3.8.C. Explain and demonstrate conflict resolution skills							
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decision-making and social responsibility								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
Author Visit	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.8.A. Relate careers to individual interests, abilities, and aptitudes.	Writing Flash Fiction	September	101	Classroom	Reflection sheet	Students, Educators, Community	Classroom teachers
author and illustrator	B-LS 5. Apply media and technology skills	13.1.8.F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.							
	B-SS 3. Create relationships with adults that support success	13.2.8.E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, 13.4.8.B. Evaluate how entrepreneurial character traits influence career opportunities.							
Xello Career Matchmaker	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.1.8.B. Relate careers to personal interests, abilities and aptitudes.	Xello; laptops	October	101	Classroom	Xello report	Students, Educators	Laudo and Loder
	M 2. Self-confidence in ability to succeed								
S.T.E.M. Careers and Me	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.1.8.A. Relate careers to individual interests, abilities, and aptitudes	Laptops; Xello Matchmaker Assessment; Career research assignment	September - November	101	classroom	Summarizing Strategies and Career Selfie Report	Students, Educators, Parents	Mitch Swords
	M 2. Self-confidence in ability to succeed	13.1.8.B. Relate careers to personal interests, abilities and aptitudes.							
	M 3. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.8.D. Explain the relationship of career training programs to employment opportunities.							
	B-LS 3. Use time-management, organizational and study skills	13.1.8.E. Analyze the economic factors that impact employment opportunities, such as, but not limited to:							
	B-LS 5. Apply media and technology skills	13.1.8.F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.							

SIXTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	B-LS 8. Actively engage in challenging coursework	13.2.8.D. Develop an individualized career portfolio							
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions								
Doctoral Medical Student Presentation	B-LS 10. Participate in enrichment and extracurricular activities	13.1.8.A. Relate careers to individual interests, abilities, and aptitudes.	Presenter-created content; Google Meet	November	101	Classroom	Reflection sheet	Students, Educators	Classroom teachers
	B-SS 3. Create relationships with adults that support success	13.1.8.D. Explain the relationship of career training programs to employment opportunities.							
Xello Lesson: School Subjects at Work	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.8.F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.	Xello; laptops	November	101	Classroom	Xello reports	Students, Educators	Laudo and Loder
		13.1.5.H. Connect personal interests and abilities and academic strengths to personal career options.							
Xello Lesson: Decision-making	B-SMS 1. Demonstrate ability to assume responsibility	13.2.5.E. Apply to daily activities the essential workplace skills	Xello; laptops	December	101	Classroom	Xello report	Students, Educators	Laudo and Loder
	B-LS 7. Identify long- and short-term academic, career, and social/emotional goals	13.3.8.A. Determine attitudes and work habits that support career retention and advancement.							
Penn State Engineers without Borders Presentation	B-LS 10. Participate in enrichment and extracurricular activities	13.1.8.A. Relate careers to individual interests, abilities, and aptitudes.	Presenter-created content; Google Meet	March	101	Classroom	Reflection sheet	Students, Educators; Community	Classroom teachers
	B-SS 3. Create relationships with adults that support success	13.1.8.C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.							
		13.1.8.D. Explain the relationship of career training programs to employment opportunities.							
Less Stress Test-Taking Strategies	M 2. Self-confidence in ability to succeed	13.2.5.E. Apply to daily activities, the essential workplace skills	Presentation; handouts	March	101	Classroom	Summarizing strategies	students, educators, parents	Laudo and Loder
	B-SMS 7. Demonstrate effective coping skills when faced with a problem	13.3.5.A. Explain how student attitudes and work habits transfer from the home and school to the workplace.							
Botvin: LifeSkills Training	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	13.2.5.A. Apply appropriate speaking and listening techniques used in conversation.	LifeSkills Teacher's Manual; Lifeskills Student Guides	April - May	101	Classroom	Curriculum Pre and post tests	Students, Educators, Parents	Classroom teachers
	M 2. Self-confidence in ability to succeed	13.3.8.C. Explain and demonstrate conflict resolution skills							
	B-LS 1. Demonstrate critical-thinking skills to make informed decisions								
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals								
	B-SMS 1. Demonstrate ability to assume responsibility								
	B-SMS 7. Demonstrate effective coping skills when faced with a problem								
	B-SMS 9. Demonstrate personal safety skills								
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								

SIXTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Preparing for Middle School	M 2. Self-confidence in ability to succeed	13.1.8.F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.	Presentation; laptops; survey; forms	May	101	Classroom	Summarizing strategies	Students, Educators, Parents	Susan Martz
	B-LS 7. Identify long- and short-term academic, career and social/emotional goals	13.1.8.H. Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths.							
		13.3.8.G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.							
Trip to CTC	M 3. Sense of belonging in the school environment	13.1.8.A. Relate careers to individual interests, abilities, and aptitudes.	Bus, CTC Field Experience	May	101	Classroom	Summarizing Strategy	Students, Educators, Parents	Laudo and Loder
	M 3. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.8.B. Relate careers to personal interests, abilities, and aptitudes.							
	B-LS 7. Identify long- and short-term academic, career and social/emotional goals	13.1.8.C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.							
	B-LS 8. Actively engage in challenging coursework	13.1.8.D. Explain the relationship of career training programs to employment opportunities.							

SEVENTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Decision-Making & Social/Emotional	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.1.8.F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.	"The 6 Most Important Decisions You'll Ever Make" by Sean Covey, websites	September - October, February - March	127	Prep for Success PVIS	Summarizing Strategies	Students and Teachers	Jill Youndt
	B-SMS 1. Demonstrate ability to assume responsibility	13.3.8.A Determine attitudes and work habits that support career retention and advancement.							
	B-SMS 2. Demonstrate self-discipline and self-control	13.3.8.B. Analyze the role of each participant's contribution in a team setting.							
	B-SMS 4. Demonstrate ability to delay immediate gratification for longterm rewards	13.3.8.D. Analyze budgets and pay statements.							
	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	13.3.8.E. Identify and apply time management strategies as they relate to both personal and work situations.							
	B-SMS 7. Demonstrate effective coping skills when faced with a problem								
	B-SMS 9. Demonstrate personal safety skills								
	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities								
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 5. Demonstrate ethical decisionmaking and social responsibility								
B-SS 6. Use effective collaboration and cooperation skills									
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary									
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment									
BRAVES Lesson (B)	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.1.8.F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.		November	127	Classes at PVIS		Students and Teachers	Susan Martz
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	13.2.8. E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge							
	B-SMS 1. Demonstrate ability to assume responsibility	A. Determine attitudes and work habits that support career retention and advancement.							
	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals								
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
B-SS 5. Demonstrate ethical decisionmaking and social responsibility									
BRAVES Lesson (R)	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.1.8.F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.		December	127	Classes at PVIS		Students and Teachers	Susan Martz
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	13.2.8. E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge							
	B-SMS 1. Demonstrate ability to assume responsibility	A. Determine attitudes and work habits that support career retention and advancement.							

SEVENTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals								
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decisionmaking and social responsibility								
BRAVES Lesson (A)	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.1.8.F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.		January	127	Classes at PVIS		Students and Teachers	Susan Martz
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	13.2.8. E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge							
	B-SMS 1. Demonstrate ability to assume responsibility	A. Determine attitudes and work habits that support career retention and advancement.							
	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals								
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decisionmaking and social responsibility								
BRAVES Lesson (V)	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.1.8.F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.		February	127	Classes at PVIS		Students and Teachers	Susan Martz
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	13.2.8. E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge							
	B-SMS 1. Demonstrate ability to assume responsibility	A. Determine attitudes and work habits that support career retention and advancement.							
	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals								
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decisionmaking and social responsibility								
BRAVES Lesson (E)	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.1.8.F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.		March	127	Classes at PVIS		Students and Teachers	Susan Martz
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	13.2.8. E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge							
	B-SMS 1. Demonstrate ability to assume responsibility	A. Determine attitudes and work habits that support career retention and advancement.							
	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals								
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decisionmaking and social responsibility								

SEVENTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
BRAVES Lesson (S)	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.1.8.F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.		April	127	Classes at PVIS		Students and Teachers	Susan Martz
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	13.2.8. E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge							
	B-SMS 1. Demonstrate ability to assume responsibility	A. Determine attitudes and work habits that support career retention and advancement.							
	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals								
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 4. Demonstrate empathy								
	B-SS 5. Demonstrate ethical decisionmaking and social responsibility								
Construction Wars Field Trip to ABC	B-LS 6. Set high standards of quality	13.1.8 A. Relate careers to individual interests, abilities, and aptitudes.		TBD	TBD	ABC Manheim, PA		Businesses, Community, Students	Susan Martz
	B-LS 8. Actively engage in challenging coursework	13.1.8 B. Relate careers to personal interests, abilities, and aptitudes.							
	B-LS 10. Participate in enrichment and extracurricular activities	13.1.8.C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.							
	B-SMS 3. Demonstrate ability to work independently	13.1.8.D Explain the relationship of career training programs to employment opportunities.							
	B-SMS 9. Demonstrate personal safety skills								
	B-SS 3. Create relationships with adults that support success								
	B-SS 6. Use effective collaboration and cooperation skills								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
Careers/ Portfolio	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.1.8 A. Relate careers to individual interests, abilities, and aptitudes.	Xello, Myers Briggs Survey, Websites, Laptops with Internet Access, Schoology	November - December, April - May	127	Prep for Success PVIS	Summarizing Strategies	Students and Teachers	Jill Youndt, Susan Martz
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	13.1.8 B. Relate careers to personal interests, abilities, and aptitudes.							
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	13.1.8.C. Explain how both traditional and nontraditional careers offer or hinder career opportunities							
	B-SS 1. Use effective oral and written communication skills and listening skills	13.1.8.D. Explain the relationship of career training programs to employment opportunities							
		13.1.8.E. Analyze the economic factors that impact employment opportunities.							
		G. Create an individualized career plan including.							
		13.2.8.A. Identify effective speaking and listening skills used in a job interview.							
		13.2.8.B. Evaluate resources available in researching job opportunities.							
		13.2.8.C. Prepare a draft of career acquisition documents.							

SEVENTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
		13.2.8.D. Develop an individualized career portfolio including components.							
		13.3.8.A. Determine attitudes and work habits that support career retention and advancement.							
		13.3.8.B. Analyze the role of each participant's contribution in a team setting.							
Bullying	B-SS 2. Create positive and supportive relationships with other students B-SS 4. Demonstrate empathy	13.3.8. C. Explain and demonstrate conflict resolution skills.	websites and videos	January, June	127	Prep for Success PVIS	Summarizing Strategies	Students and Teachers	Jill Youndt
7th Grade Transition (WEB Orientation)	B-LS 10. Participate in enrichment and extracurricular activities B-SS 2. Create positive and supportive relationships with other students B-SS 3. Create relationships with adults that support success B-SS 4. Demonstrate empathy B-SS 6. Use effective collaboration and cooperation skills B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities		WEB	August 21, 2020	127	WEB groups PVIS			Susan Martz, Chris Laudo
6th Grade Visit to PVIS	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities B-SS 2. Create positive and supportive relationships with other students B-SS 3. Create relationships with adults that support success B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment		6th grade students visit the Middle School	May	106	PVIS			Susan Martz, Christy Collins, Chris Laudo, Kelly Loder
Ms. Martz Visit to 6th Grade	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities B-SS 3. Create relationships with adults that support success		Counselor visits Elementary Schools	May	106	Salisbury Elementary and Paradise Elementary			Susan Martz, Chris Laudo, Kelly Loder
Teen Hope Screening	B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-LS 7. Identify long- and short-term academic, career and social/ emotional goals B-SMS 1. Demonstrate ability to assume responsibility B-SMS 2. Demonstrate self-discipline and self-control B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SMS 9. Demonstrate personal safety skills		achievement, aptitude and abilities	TBD	TBD				Susan Martz, Christy Collins, John Trovato

SEVENTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 3. Create relationships with adults that support success								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								
Careers-UTI	B-LS 6. Set high standards of quality	13.1.8.A. Relate careers to individual interests, abilities, and aptitudes.		TBD	TBD	PVIS			Josh Nixon (UTI Tech Institute), Susan Martz
	B-LS 10. Participate in enrichment and extracurricular activities	13.1.8.B. Relate careers to personal interests, abilities, and aptitudes.							
	B-SMS 3. Demonstrate ability to work independently	13.1.8.C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.							
	B-SMS 9. Demonstrate personal safety skills	13.1.8.D. Explain the relationship of career training programs to employment opportunities.							
	B-SS 3. Create relationships with adults that support success								
	B-SS 6. Use effective collaboration and cooperation skills								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								

EIGHTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
CTC Presentation - Careers	B-LS 4. Apply self-motivation and selfdirection to learning	13.1.8A. Relate careers to individual interests, abilities, and aptitudes.	CTC Presentation		106	PVIS		Students and Teachers	Ben Stiles
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	13.1.8.B. Relate careers to personal interests, abilities, and aptitudes.							
	B-SS 3. Create relationships with adults that support success	13.1.8.C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.							
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	13.1.8.D. Explain the relationship of career training programs to employment opportunities.							
College & CTC Field Trip- Careers	B-LS 4. Apply self-motivation and selfdirection to learning	13.1.8A. Relate careers to individual interests, abilities, and aptitudes.	College & CTC Field Trip (in person or virtual)- Campus, Laptop		106	CTC		Students and Teachers	CTC (Brownstown, Mt. Joy, Willow Street), Colleges, Susan Martz
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	13.1.8.B. Relate careers to personal interests, abilities, and aptitudes.							
	B-LS 10. Participate in enrichment and extracurricular activities	13.1.8.C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.							
	B-SMS 1. Demonstrate ability to assume responsibility	13.1.8.D. Explain the relationship of career training programs to employment opportunities.							
	B-SMS 9. Demonstrate personal safety skills								
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
UTI Field Trip - Careers	B-LS 6. Set high standards of quality	13.1.8.A. Relate careers to individual interests, abilities, and aptitudes.		Fall	TBD	PVIS			Josh Nixon (UTI Tech Institute), Susan Martz
	B-LS 10. Participate in enrichment and extracurricular activities	13.1.8.B. Relate careers to personal interests, abilities, and aptitudes.							
	B-SMS 3. Demonstrate ability to work independently	13.1.8.C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.							
	B-SMS 9. Demonstrate personal safety skills	13.1.8.D. Explain the relationship of career training programs to employment opportunities.							
	B-SS 3. Create relationships with adults that support success								
	B-SS 6. Use effective collaboration and cooperation skills								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
Course Selection Presentation (PVHS Counselors)	B-LS 6. Set high standards of quality	13.1.8.H. Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths.	PVHS Course Selection Sheet, Laptop	May	106				Susan Martz, Rebecca Scheuer, Jason Davis
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals								
Tour of High School / transition	B-SS 2. Create positive and supportive relationships with other student	13.1.8.H. Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths.		May	106				Susan Martz, Rebecca Scheuer, Jason Davis

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Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	B-SS 3. Create relationships with adults that support success								
	B-SS 5. Demonstrate ethical decisionmaking and social responsibility								
	B-SS 6. Use effective collaboration and cooperation skills								
	s B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
Construction Wars Field Trip to ABC	B-LS 6. Set high standards of quality	13.1.8 A. Relate careers to individual interests, abilities, and aptitudes.	All materials provided by ABC	TBD	TBD	ABC Manheim, PA		Businesses, Community, Students	Susan Martz
	B-LS 8. Actively engage in challenging coursework	13.1.8 B. Relate careers to personal interests, abilities, and aptitudes.							
	B-LS 10. Participate in enrichment and extracurricular activities	13.1.8.C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.							
	B-SMS 3. Demonstrate ability to work independently	13.1.8.D Explain the relationship of career training programs to employment opportunities.							
	B-SMS 9. Demonstrate personal safety skills								
	B-SS 3. Create relationships with adults that support success								
	B-SS 6. Use effective collaboration and cooperation skills								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
Careers/ Portfolio	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.1.8 A. Relate careers to individual interests, abilities, and aptitudes.	Xello, Websites, Laptops with Internet Access, Schoology	August - June	106				Ed Lapp
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	13.1.8 B. Relate careers to personal interests, abilities, and aptitudes.							
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	13.1.8.C. Explain how both traditional and nontraditional careers offer or hinder career opportunities							
	B-SS 1. Use effective oral and written communication skills and listening skills	13.1.8.D. Explain the relationship of career training programs to employment opportunities							
		13.1.8.E. Analyze the economic factors that impact employment opportunities.							
		G. Create an individualized career plan including.							
		13.2.8.A. Identify effective speaking and listening skills used in a job interview.							
		13.2.8.B. Evaluate resources available in researching job opportunities.							
		13.2.8.C. Prepare a draft of career acquisition documents.							
		13.2.8.D. Develop an individualized career portfolio including components.							
		13.3.8.A Determine attitudes and work habits that support career retention and advancement.							

EIGHTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
		13.3.8.B. Analyze the role of each participant's contribution in a team setting.							
		13.4.8. A. Compare and contrast entrepreneurship to traditional employment							
		13.4.8.B. B. Evaluate how entrepreneurial character traits influence career opportunities.							
		13.4.8. C. Identify and describe the basic components of a business plan							
PFS Lesson: Money in our Lives (Decision Making, Trade-Offs (Opportunity Costs), My life at 25)	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.1.8 B. Relate careers to personal interests, abilities, and aptitudes.		September / January	106	PVIS		Students and teachers	Lapp
	B-LS 4. Apply self-motivation and selfdirection to learning	13.1.8 C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.							
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	13.2.8 A. Identify effective speaking and listening skills used in a job interview.							
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	13.2.8B. Evaluate resources available in researching job opportunities							
	B-SMS 1. Demonstrate ability to assume responsibility								
	B-SMS 3. Demonstrate ability to work independently								
	B-SMS 4. Demonstrate ability to delay immediate gratification for longterm rewards								
	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals								
	B-SS 1. Use effective oral and written communication skills and listening skills								
PFS Lesson: Entrepreneurship (what is an entrepreneur, how to start a business, how to build a business, pitch your business)	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.4.8 A. Compare and contrast entrepreneurship to traditional employment	Xello, Websites, Schoology	October / February	106	PVIS		Students and teachers	Lapp
	B-LS 2. Demonstrate creativity	13.4.8 B. Evaluate how entrepreneurial character traits influence career opportunities.							
	B-LS 3. Use time-management, organizational and study skills	13.4.8 C. Identify and describe the basic components of a business plan							
	B-LS 4. Apply self-motivation and selfdirection to learning								
	B-LS 5. Apply media and technology skills								
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals								
	B-LS 8. Actively engage in challenging coursework								
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions								
	B-SMS 1. Demonstrate ability to assume responsibility								
	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals								

EIGHTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 5. Demonstrate ethical decisionmaking and social responsibility								
	B-SS 6. Use effective collaboration and cooperation skills								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								
PFS Lesson: Prepare for Success (Preparing for High School, Soft Skills, First Impressions)									
	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.3.8. A. Determine attitudes and work habits that support career retention and advancement.	Websites, Schoology	November / March	106	PVIS		Students and teachers	Lapp
	B-LS 3. Use time-management, organizational and study skills	13.3.8 B. Analyze the role of each participant’s contribution in a team setting.							
	B-LS 4. Apply self-motivation and	13.3.8 C. Explain and demonstrate conflict resolution skills							
	B-LS 6. Set high standards of quality	13.3.8 E. Identify and apply time management strategies as they relate to both personal and work situations.							
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals								
	B-LS 8. Actively engage in challenging coursework								
	B-LS 10. Participate in enrichment and extracurricular activities								
	B-SMS 1. Demonstrate ability to assume responsibility								
	B-SMS 2. Demonstrate self-discipline and self-control								
	B-SMS 6. Demonstrate ability to overcome barriers to learning								
	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities								
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 3. Create relationships with adults that support success								
	B-SS 6. Use effective collaboration and cooperation skills								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
PFS Lesson: Life After School (Decisions about College, Alternatives to 4-Year College, Career Exploration, A Budget for the Future)									
	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.3.8 D. Analyze budgets and pay statements	Websites, Schoology	April / May	106	PVIS		Students and teachers	Lapp

EIGHTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	B-LS 3. Use time-management, organizational and study skills	13.3.8 G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.							
	B-LS 4. Apply self-motivation and								
	B-LS 6. Set high standards of quality								
	B-LS 7. Identify long- and short-term academic, career and social/ emotional goals								
	B-LS 8. Actively engage in challenging coursework								
	B-LS 10. Participate in enrichment and extracurricular activities								
	s B-SMS 1. Demonstrate ability to assume responsibility								
	B-SMS 2. Demonstrate self-discipline and self-control								
	B-SMS 6. Demonstrate ability to overcome barriers to learning								
	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities								
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 3. Create relationships with adults that support success								
	B-SS 6. Use effective collaboration and cooperation skills								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								

NINTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Freshmen Orientation	M1. Self-confidence in ability to succeed	13.3.11. G.Evaluate the impact of lifelong learning on career retention and advancement	Boomerang Project lessons, student schedules, balloons	August	124	PVHS Gym and classrooms	exit survey, parent feedback	9th grade students, Parents, 11th and 12th grade leaders	Jason Davis Elizabeth Thurber Colleen Wenger
	M.3. Sense of belonging in the school environment	13.3.11 A. Evaluate personal attitudes and work habits that support career retention and advancement.							
	B-SS1. Use effective oral and written communication skills and listening skills								
	B-SMS 2. Demonstrate self-discipline and self-control								
	B-SS 2. Create positive and supportive relationships with other students (learners)								
	B-LS 6. Set high standards of quality								
	B-SS 6. Use effective collaboration and cooperation skills								
	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
Career E-Portfolio Introduction	M 2. Self-confidence in ability to succeed	13.1.11.A Relate careers to individual interests, abilities, and aptitudes.	Xello - Matchmaker, Learning Styles	October	124	classrooms	Digital Portfolio report	9th grade students, mentors	Greg Hundermark
	B-LS 5. Apply media and technology skills	13.1.11 B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.							
	B-LS 7. Identify long and short-term academic, career and social/emotional goals	13.1.11 G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.							
	B-SMS 5. Demonstrate perseverance to achieve long and short-term goals								
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 3. Create relationships with adults that support success								
	B-SS 6. Use effective collaboration and cooperation skills								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
S.M.A.R.T. Goal Setting	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	PA IS 16.1.12.B Demonstrate personal traits leading to positive relationships and life achievements.		November - January	124	classrooms	Digital Portfolio report	9th Grade students	Greg Hundermark

	B-LS 4. Apply self-motivation and self-direction to learning	13.1.11 H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.							
	B-LS 5. Apply media and technology skills								
	B-LS 6. Set high standards of quality								
	B-LS 7. Identify long and short-term academic, career and social/emotional goals								
	B-SMS 5. Demonstrate perseverance to achieve long and short-term goals								
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
	M 6. Positive attitude toward work and learning								
TeenHope Risk Assessment	B-SMS 1. Demonstrate ability to assume responsibility			October	124	Pequea Valley High School	TeenHope Risk Assessment	9th grade students	Jason Davis, Elizabeth Thurber
	B-SMS 2. Demonstrate self-discipline and self-control								
	B-SMS 7. Demonstrate effective coping skills when faced with a problem								
	B-SMS 9. Demonstrate personal safety skills								
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								
	M 1. Belief in development of whole self, including healthy balance of mental, social/emotional and physical well-being								
Career Readiness/Personal Finance	B-SMS 1. Demonstrate ability to assume responsibility	B-SS1. Use effective oral and written communication skills and listening skills	Career Readiness/Personal Finance 9th grade PVHS curriculum	August - January and	124		Final grade, 9th grade portfolio artifacts, completed career search	all 9th grade students	Greg Hundermark
	B-LS 7. Identify long and short-term academic, career and social/emotional goals	13.1.11.A Relate careers to individual interests, abilities, and aptitudes.		January - May					
	B-SS1. Use effective oral and written communication skills and listening skills	13.1.11 B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.							
9th Grade CORE Program	B-SMS 1. Demonstrate ability to assume responsibility	13.3.11. G.Evaluate the impact of lifelong learning on career retention and advancement.	9th grade CORE curriculum	August - May	9-15	PVHS	Report card performance, work ethic, skills, invitation to CORE 10 program	9th grade students	Josiah Moon
	B-SS1. Use effective oral and written communication skills and listening skills	13.3.11 A. Evaluate personal attitudes and work habits that support career retention and advancement.							

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary	13.1.11 B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.								
B-SMS 5. Demonstrate perseverance to achieve long and short-term goals									
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment									
M 6. Positive attitude toward work and learning									

TENTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
PSAT	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.11. A. Relate careers to individual interests, abilities and aptitudes	PSAT information booklet	October	96	Pequea Valley High School cafeteria	PSAT scores	Students	Jason Davis
	B-LS 3. Use time-management, organizational and study skills	13.1.11. B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.							
	B-LS 7. Identify long and short-term academic, career and social/emotional goals	13.1.11.F. Analyze the relationship between career choices and career preparation opportunities.							
	B-SS 1. Use effective oral and written communication skills and listening skills	PA IS 16.1.12.D Incorporate goal setting into college, career, and other life decisions.							
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
CTC Presentations and Tours	M. 3 Sense of belonging in the school environment	13.1.11. A. Relate careers to individual interests, abilities, and aptitudes.	CTC presentation	November	96	Willow Street CTC and Pequea Valley High School	Number of students who apply to CTC programs	Students	April Sutherland
	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success								
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes								
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	13.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.	Xello Interest inventory						
E-Portfolio Activities	M 2. Self-confidence in ability to succeed	13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. PA IS 16.1.12.B Demonstrate personal traits leading to positive relationships and life achievements.	Xello Interest inventory, saved careers, college searches, review of smart goals in portfolio, addition of academic artifacts	September - May	96	Pequea Valley High School	Completed portfolio checklist	Students	Alicia Trescavage
	B-LS 5. Apply media and technology skills								
	B-LS 6. Set high standards of quality								
	B-LS 7. Identify long and short-term academic, career and social emotional goals								
	B-SS 3. Create relationships with adults that support success								
	B-SS 6. Use effective collaboration and cooperation skills								
	B-SS 9. Deomonstrate social maturity and behaviors appropriate to the situation and environment								
ASVAB	13.1.11. A. Relate careers to individual interests, abilities and aptitudes	13.1.11. A. Relate careers to individual interests, abilities and aptitudes	ASVAB Career Guide	October	50			Students	Jason Davis
	13.1.11. B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.	13.1.11. B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.							
	13.1.11.F. Analyze the relationship between career choices and career preparation opportunities.	13.1.11.F. Analyze the relationship between career choices and career preparation opportunities.							
	PA IS 16.1.12.D Incorporate goal setting into college, career, and other life decisions.	PA IS 16.1.12.D Incorporate goal setting into college, career, and other life decisions.							

TENTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
10th Grade CORE Program	B-SMS 1. Demonstrate ability to assume responsibility	13.3.11. G. Evaluate the impact of lifelong learning on career retention and advancement.	10th Grade CORE Curriculum	August - May	9	PVHS	Report card performance, invitation to CORE 10 program	Students	Robert King
	B-SS1. Use effective oral and written communication skills and listening skills	13.3.11 A. Evaluate personal attitudes and work habits that support career retention and advancement.							
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary	13.1.11 B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.							
	B-SMS 5. Demonstrate perseverance to achieve long and short-term goals								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
	M 6. Positive attitude toward work and learning								
10th Grade Mentorship Program	B-SS 1. Use effective oral and written communication skills and listening skills	13.1.11. A. Relate careers to individual interests, abilities and aptitudes	Community/business mentors/ mock interview materials	October-April	123 students	PVHS	Pre/post surveys, personality assessments,	Mentors / Peers	Jared Erb
	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.11. B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.	DISC assessment						
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	13.1.11.F. Analyze the relationship between career choices and career preparation opportunities.	CliftonStrengths assessment						
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	PA IS 16.1.12.D Incorporate goal setting into college, career, and other life decisions.	MyPlanPA						
		13.11.D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: <input type="checkbox"/> Career days <input type="checkbox"/> Career portfolio <input type="checkbox"/> Community service <input type="checkbox"/> Cooperative education <input type="checkbox"/> Graduation/senior project <input type="checkbox"/> Internship <input type="checkbox"/> Job shadowing <input type="checkbox"/> Part-time employment <input type="checkbox"/> Registered apprenticeship							
	B-LS 6. Set high standards of quality								
B-LS 7. Identify long and short-term academic, career and social emotional goals									

ELEVENTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
CTC Presentations	M 2. Self-confidence in ability to succeed	13.1.11. A. Relate careers to individual interests, abilities, and aptitudes.	Power Point, video	November	135	Pequea Valley High School Auditorium		Students, CTC	Jason Davis, CTC rep
	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.							
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes								
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions								
CTC Tours	M 3. Sense of belonging to the school environment	13.1.11. A. Relate careers to individual interests, abilities, and aptitudes.	Student groups	November	135	Willow Street, Mount Joy, Brownstown CTC		Students/CTC/Community	Jason Davis
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	13.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.							
	B-SMS 2. Demonstrate self-discipline and self-control								
	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities								
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 3. Create relationships with adults that support success								
PSAT Test	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.11. B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.	PSAT testing material	October	50	Pequea Valley Annex	PSAT test results	Students	Jason Davis, Elizabeth Thurber
	B-LS 3. Use time-management, organizational and study skills								
	B-LS 7. Identify long and short-term academic, career and social/emotional goals								
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
PSAT Interpretation	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	PA IS 16.1.12.D Incorporate goal setting into college, career, and other life decisions.	PSAT (student) test results	January - March	50	Pequea Valley Counseling Office	PSAT test results report	Students	Jason Davis, Elizabeth Thurber
	B-LS 7. Identify long and short-term academic, career and social/emotional goals	13.1.11. F. Analyze the relationship between career choices and career preparation							
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	13.1.11 H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.							
College Planning	M 2. Self-confidence in ability to succeed	13.1.11.F. Analyze the relationship between career choices and career preparation opportunities.	Collegeboard.org, college calendar planner, electronic student future plan, student transcript	January - April	135	Pequea Valley Counseling Office	report cards, transcripts	Students	Jason Davis, Elizabeth Thurber
	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.							
	B-LS 4. Apply self-motivation and self-direction to learning								

ELEVENTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	B-LS 5. Apply media and technology skills								
	B- LS 6. Set high standards of quality								
	B-LS 7. Identify long and short-term academic, career and social/emotional goals								
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions								
	B-SMS 1. Demonstrate ability to assume responsibility								
	B-SS 1. Use effective oral and written communication skills and listening skills								
	B-SS 3. Create relationships with adults that support success								
	B-SS 5. Demonstrate ethical decision-making and social responsibility								
	B-SS 6. Use effective collaboration and cooperation skills								
	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary								
HACC Tour <i>**Have not been notified by HACC if this is being offered at present time for 22-23 school year</i>	M 3. Sense of belonging to the school environment	13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.		December	135	HACC - Lancaster Campus		Students, Community	Jason Davis, Elizabeth Thurber
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.							
	B-SMS 2. Demonstrate self-discipline and self-control	13.1.11.F Analyze the relationship between career choices and career preparation opportunities,							
	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	13.1.11 H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.							
	B-SS 2. Create positive and supportive relationships with other students								
	B-SS 3. Create relationships with adults that support success								
Workforce Investment Board Grant - Career Counselor	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.	Workforce Investment forms	August - May	40	PVHS		Students, Employers	Ana Soto /Jaime Roberts
	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.							
	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	13.1.11.F Analyze the relationship between career choices and career preparation opportunities,							
	B-SS 3. Create relationships with adults that support success	13.1.11 H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.							
Work-based learning opportunities: Work Study/Internships/Co-op/Apprenticeship	B- LS 6. Set high standards of quality	13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.	Work Study and Internship student log and supervisor evaluation	August - May	Dependant on the year	PVHS, various worksites	Positive feedback from supervisor	Students, Employers	Jared Erb
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.							

ELEVENTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	13.1.11.F Analyze the relationship between career choices and career preparation opportunities.							
	M 2. Self-confidence in ability to succeed	13.1.11 H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.							
	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success								
	B-LS 4. Apply self-motivation and self-direction to learning								
	B-SMS 1. Demonstrate ability to assume responsibility								
	B-SS 1. Use effective oral and written communication skills and listening skills								
Career Portfolio Artifact Collection	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	13.1.11. A. Relate careers to individual interests, abilities, and aptitudes.	Xello, Edge Factor, CareerOneStop, MyPlanPA	August-May	134				Alicia Trescavage
	B-LS 7. Identify long and short-term academic, career and social/emotional goals	13.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.							
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	PA IS 16.1.12.D Incorporate goal setting into college, career, and other life decisions.							
	B-SS 3. Create relationships with adults that support success	13.1.11. F. Analyze the relationship between career choices and career preparation							
	B-SMS 3. Independent work	13.1.11 H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.							
	B-SMS 4. Delayed gratification for long-term goals	13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.							
	B-SMS 5. Perseverance to achieve long and short-term goals								

TWELFTH GRADE CURRICULUM ACTION PLAN

Lesson Content/Program Content	ASCA Mindsets/Behaviors	CEW Domain	Curriculum and Materials	Start and End Dates	# of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Student College/Career Exit Plan	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.11.F. Analyze the relationship between career choices and career preparation opportunities.	Google Doc Senior Exit Plan	September - December	130	Pequea Valley High School	Completed exit plan	students	Jason Davis, Elizabeth Thurber
		13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career e-portfolio.							
	B-LS 6. Set high standards								
	B-LS 7. Identify long and short-term academic, career and social/emotional goals	PA IS 16.1.12.D Incorporate goal setting into college, career, and other life decisions.							
	B-SMS 5. Demonstrate perserverance to achieve ong and short-term goals								
B-SS 1. Use effective oral and written communication skills and listening skills									
Financial Aid Information Program	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.11.F. Analyze the relationship between career choices and career preparation opportunities..	FAFSA and PHEAA brochures, financial aid powerpoint	November	130	Pequea Valley High School	Parent/student feedback	Students, parents	Jason Davis, Elizabeth Thurber, Sonya Mann-McFarlane
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions								
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment								
FAFSA Completion Night	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	13.1.11.F. Analyze the relationship between career choices and career preparation opportunities..	lap tops, FAFSA website, FAFSA worksheet	October	8	Pequea Valley High School room 106	Completed FAFSA	Students, parents	Jason Davis, Elizabeth Thurber, Sonya Mann-McFarlane
	B-LS 3. Use time-management, organizational and study skills								
	B-SS 3. Create relationships with adults that support success								
Alumni Day	B-LS 10. Participate in enrichment and extracurricular activities	13.1.11 H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.		December	80	Pequea Valley High School Auditorium	Feedback from students, completed college applications, completed senior college/career exit plan	Students	Jason Davis, Elizabeth Thurber
	B-SMS 1. Demonstrate ability to assume responsibilty								
Workforce Investment Board Grant - Career Counselor	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.	Workforce Investment forms	August - May	30	PVHS		Students, Employers	Jamie Roberts
	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.							
	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	13.1.11.F Analyze the relationship between career choices and career preparation opportunities,							
	B-SS 3. Create relationships with adults that support success	13.1.11 H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.							

Work-based opportunities: Work Study/Internships/Co-op/Apprenticeship									
	B- LS 6. Set high standards of quality	13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.	Work Study and Internship student log and supervisor evaluation	August - May	Dependant on the year	PVHS, various worksites	Positive feedback from supervisor	Students, Employers	Jared Erb
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.							
	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	13.1.11.F Analyze the relationship between career choices and career preparation opportunities,							
	M 2. Self-confidence in ability to succeed	13.1.11 H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.							
	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	13.2.11.B. Apply research skills in searching for a job.							
	B-LS 4. Apply self-motivation and self-direction to learning	13.3.11.D. Analyze, revise, and apply an individualized career portfolio to chosen career path.							
	B-SMS 1. Demonstrate ability to assume responsibility								
	B-SS 1. Use effective oral and written communication skills and listening skills								

Pequea Valley School District K-12 Comprehensive School Counseling Plan

PVSD Career Resources

Description:

There are a variety of resources available to students of the Pequea Valley School District. In order to increase accessibility, they have been organized into the table below. Resources are categorized as Organizations/Agencies, Networking Opportunities, and Online Resources. This list is not exhaustive, but is continuously changing and growing to reflect the needs of our population and the most updated resources in and around our district.

Resource Types	List of Resources
<u>Organizations/Agencies</u>	
Intermediary Organizations	<ul style="list-style-type: none"> ● Lancaster County Career and Technical Center ● Harrisburg Area Community College ● Harrisburg University ● Thaddeus Stevens College of Technology ● Millersville University ● Elizabethtown College ● Pennsylvania College of Health Sciences ● Lancaster County School Counselors Assoc ● Pennsylvania School Counselors Assoc ● Lancaster/Lebanon Flight Team ● Lancaster Bible College ● Associated Builders and Contractors Keystone Chapter ● Manufacturer’s Association
Umbrella Organizations	<ul style="list-style-type: none"> ● Rotary ● Intermediate Unit 13

Pequea Valley School District

K-12 Comprehensive School Counseling Plan

Community / State Agencies	<ul style="list-style-type: none"> ● Office of Vocational Rehabilitation (OVR) United Way ● The Factory Food Bank ● The Lancaster Chamber of Commerce ● Workforce Development Board ● STEM Alliance ● Inspire Lancaster ● Career Ready Lancaster ● Career Link ● The Factory Ministries ● Crisis Intervention ● Children & Youth ● Philhaven ● Teen Hope/Samaritan ● PA Counseling Services ● Community Services Group ● Military Representatives ● The Brush Brush Bus
<u>Networking Opportunities</u>	
Individual Contacts	<ul style="list-style-type: none"> ● Adam Nagle - Director - The Factory Ministries ● Tim Rogers- Grace Point Church, local ministers network ● Cathy Rychalsky- Lancaster County Workforce Investment Board ● Kathleen Prime- High Associates ● Ken Walton- Haller Enterprises ● Sandy Strunk- Lancaster County STEM Alliance ● Randall McCarty- Clark Associates ● Heather Valudes- Lancaster County Chamber of Commerce ● Business owners ● PVSD Administrators ● Parents ● Learning Facilitators ● College Representatives ● Community College Representatives ● Military Representatives
Community / Business Meetings	<ul style="list-style-type: none"> ● Together Initiative

Pequea Valley School District

K-12 Comprehensive School Counseling Plan

Community Events	<ul style="list-style-type: none"> ● Spring Fling ● Internship/Work Study Fair ● Day in A Life Job Shadowing Day at LGH ● First Choice Discovery Mentor Program (10th Grade) ● Senior Portfolio Presentations ● 9th grade Orientation ● Meet the Teacher Night ● Junior Achievement- Women in Business ● Pennsylvania State Counselors Conference ● Lancaster County School Counselors Association ● Pennsylvania Masonic Youth Bullying Workshops ● Conestoga Valley College Fair ● Family Fun Night ● Trunk or Treat ● Donuts with Grownups
<u>Online Resources</u>	
Internet Based Links	<ul style="list-style-type: none"> ● College Board ● MyPlanPA ● Sapphire-Parent Portal ● Xello ● PHEAA website ● Fastweb ● Education Planner ● Paper Boat App-Community Helpers ● Skype in Education ● Everfi ● Edge Factor ● PA Career Zone ● Studentaid.gov ● Schoology
Media / Advertising	<ul style="list-style-type: none"> ● Lancaster County Career & Technical Center Program Guide
Publications/Documents	<ul style="list-style-type: none"> ● PHEAA Financial Aid Materials ● Pennsylvania Career Guide

Pequea Valley School District K-12 Comprehensive School Counseling Plan

Individualized Academic & Career Plan

Description:

Pequea Valley School District facilitates activities to address career awareness, exploration, and planning in kindergarten through grade 12. The formal Academic & Career Plan and Digital Portfolio Process begins in grade 3 and continues through grade 12. Students create and maintain an authentic showcase of their accomplishments, skills, passions, interests, abilities, and career plans which serves to connect them to their first choice beyond graduation. Through direct instruction in groups and individually with learning mentors, students create a personal archive of academic accomplishments, volunteer and work experience, extracurricular interests and activities, and internship experiences. The digital portfolio chronicles career exploration and planning, including several interest/skills/learning assessments, S.M.A.R.T. goals and postsecondary plans. Digital portfolios are developed in grade 6, adding digital folders for every grade. Students maintain their digital portfolios on Schoology with the support of teachers at every level. Students will include demographic information that enhances the resume building process, including student name, address and phone number.

A table outlining the career awareness, exploration, and planning process as utilized by Pequea Valley School District can be found below, followed by a more detailed description of the Individualized Academic & Career Plan and Digital Portfolio process that begins in grade 3.

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Grade	Career Development Interventions for All Students
K	Career Town on Xello, Career-based pretend play, Social/emotional skill development
1	Career Town on Xello, Community Helper professions unit, Social/emotional skill development
2	Career Town on Xello, Social/emotional skill development
3	Career Awareness lessons in Xello - Interests/School Subjects, Social/emotional skill development
4	Career awareness lessons in Xello - Tools for Success/Goal-Setting, Social/emotional skill development
5	Career awareness lessons in Xello - Learning and Future Success/Facing Big Challenges/Careers in Science, Everfi Financial Literacy Curriculum (optional), Social/emotional skill development
6	Career Matchmaker Assessment in Xello, Career awareness lessons in Xello - Decision-Making/School Subjects at Work, CTC Field Trip, Everfi Financial Literacy Curriculum (optional), Social/emotional skill, development
7	Career Matchmaker Assessment, My Skills Assessment, Myers Briggs Personality Assessment, career guest speakers, STEM, digital portfolio, Manufacturing Day Field Trip
8	CTC presentation, College & CTC field trip, career guest speakers, STEM, digital portfolio, Manufacturing Day Field Trip
9	Career Matchmaker Assessment, STEM, Career Readiness/Personal Finance, digital portfolio
10	Personal Finance, PSAT, ASVAB, pacareerzone inventories, digital portfolio, Xello Abilities Profiler, Internship Fair, College Fair, Curriculum Fair
11	CTC junior presentation, CTC junior tours, CTC application process, College Admissions visits, individual junior planning conference, personality color assessment, Personal Finance, Internship Fair, College Fair
12	Individual senior planning conference, College admissions visits, digital portfolio, Internship Fair, College Fair, Digital Portfolio Presentation

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Self-Assessments:

Pequea Valley Elementary Schools:

Students complete various self-assessments: an Interest and Skills Inventories, Career Matchmaker Assessment, Personality Assessment, and Learning Style Inventory. The assessments begin in grade 3 and the results are incorporated into the elective choosing process at the end of grade 6.

Pequea Valley Intermediate School:

The following self-assessment interventions will be used with Pequea Valley 7th and 8th grade students to support the academic & career plan and digital portfolio:

- Career Matchmaker
- Career Skills Assessment
- Myers Briggs Personality Assessment
- Learning Style Inventory
- Multiple Intelligences Assessment

Results of these self-assessment interventions will be submitted to the digital portfolios for future use. Students will analyze the results and use the information to create SMART goals, and select careers for research. 8th grade students will complete 5 high school transition activities that require them to reflect on presentations about high school core courses, clubs, electives, and extracurricular activities and how the results of their interventions serve to guide their choices in high school.

Pequea Valley High School:

The following self-assessment interventions will be used with Pequea Valley 9th through 12th grade students to support the academic career plan and digital portfolio:

- PSAT
- ASVAB
- Career Abilities Profile
- Career Matchmaker
- Pacareerzone.org assessments
- Modified DISC Assessment
- CliftonStrengths
- MyPlanPA

Students in grades 9 – 12 review the resume building and job skills sections of Xello with their counselor, graduation experience coordinator, and/or mentor. The students use the core and

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elective course artifacts gathered and information from assessments and experiences to create a graduation experience presentation. The presentation highlights academic, athletic, and extracurricular achievements as well as career research, culminating with the student's postsecondary plan.

Parental Engagement in the Academic & Career Plan:

Elementary:

School counselors post a summary of Xello lessons as they are being completed to give parents/guardians a glimpse into each career lesson their students are working through.

Secondary:

Information about the academic career plan and digital portfolio is available to parents on the school district website, in administrative newsletters, at the curriculum fair, and during parent conferences and evening presentations. Students can share their digital portfolios and career plan with their parents at any time, through schoology.

Faculty Engagement in the Academic & Career Plan:

Elementary:

School counselors inform teachers about the Xello lessons as they are being completed. They are encouraged to add any career related work to each student's Xello storyboard.

Secondary:

Teachers are informed about the academic & career plan at the intermediate school through both faculty meetings and individual/team meetings. The counselor and teachers support the plan by assisting students to add evidence to their portfolio when applicable (STEM & Prep for Success classes, etc.) High school teachers are informed at faculty meetings, department meetings, while helping individual students select academic artifacts, and at the end of the year graduation experience digital portfolio presentations.

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Academic & Career Plan/Digital Portfolio Sustainability and Review:

Elementary:

Students begin completing self-assessments in 3rd grade. Throughout the entire process, students have continual access to their assessments and academic & career plan information through Xello.

Secondary:

7th and 8th grade students add evidence to their portfolios various times throughout the school year as well as during Prep for Success class. They have access to their Career Readiness portfolio in their Google Drive and/or Xello.

Students will take the Career Readiness/Personal Finance course in 9th grade and continue to contribute to their portfolios. They will revisit their plans every year by meeting 4 times with their digital portfolio mentor and completing activities and assignments on the annual checklist, including short and long term annual SMART goals. Students will also meet with their school counselor individually or in small groups to review course selections, credits, and discuss future career and educational goals. Following course selection class meetings, curriculum fair, and information provided by high school teachers, students make their course selections, share with their parents and obtain signatures. In the fall of senior year, students meet individually with their school counselor to review their career & academic plans and create specific post-secondary goals. Information gathered throughout high school is used to support students with goals. Students will use their digital portfolio and academic & career plans to develop a graduation experience presentation as a culmination of their high school tenure.

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Career and Technical Center Strategy

Pequea Valley School District Efforts to Increase CTC Awareness:

In order to effectively assist all students in obtaining their first choice upon graduation, we endeavor to increase awareness of the opportunities available through the Career and Technical Center. The School Counseling Department employs strategies with students, parents, and educators. Information about the strategies and interventions can be found in the tables below.

Parent Awareness				
Intervention / Program / Events	Stakeholder Delivering	Data Used / Success Indicator	Begin & End	Contact Person
CTC Open House (virtual for 20-21)	CTC School Counselors	Number of parents in attendance	November	School counselors
9th grade Orientation information meeting (virtual for 20-21)	PVHS counselors/administrators	Number of parents in attendance	Before start of school	School counselors

Educator Awareness				
Intervention / Program / Events	Stakeholder Delivering	Data Used / Success Indicator	Begin & End	Contact Person
PLC on 339	Counselor & Admin	Staff participation	Ongoing through the year	Cathy Koenig
Educators Attend CTC Trip (Postponed for 20-21)	Counselor	Attendance	January	School Counselors

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Student Awareness					
Grade	Intervention / Program / Events	Stakeholder Delivering	Data Used / Success Indicator	Begin & End	Contact Person
K					
1					
2					
3					
4					
5					
6	CTC visit; CTC discussion as part of individual career counseling session	School Counselor	Pre and post assessments about CTC knowledge; Percent of completed sessions	January - May	CTC Staff, School Counselor
7					
8	CTC presentation, CTC field trip	Community/Business, School Counselor	Student Attendance, post CTC survey	May	Susan Martz
9	Match CTC programs to Digital Portfolio saved careers (when applicable)	Digital Portfolio Mentor	Student explores career interest and CTC options	Ongoing throughout the year	Teachers and/or counselors
10	CTC Meeting with CTC Representative	Community/Business, School Counselor	Student Attendance, post meeting CTC survey	November-December	Jason Davis, Elizabeth Thurber
11	Tour CTC for full day, Attend ½ CTC	Community, PVHS Counselors, CTC staff	Student enrollment	Aug-June	CTC staff, counselors
12	Attend full day CTC	CTC staff PVHS school counselors	Student enrollment	Aug-June	CTC staff, counselors



Pequea Valley School District

Elementary School Counselor

Job Category:	Professional	Reports To:	Building Principal
Positions Supervised:	None	Department/Group:	Curriculum & Instruction
Location:	As Assigned	Travel Required:	Occasional
Work Schedule:	188 Days – 7 hours per day; additional day may be required by Board	Position Type:	Full-time
Level/Salary Range:	Per Collective Bargaining Agreement	FLSA:	Exempt

Position Summary

Position is responsible for creating a nurturing and enriching learning environment that inspires each individual to excel through exposing students to a variety of social and emotional development strategies on their journey towards post-secondary success. This position is also responsible for implementing developmentally appropriate transitional activities to enhance learners' perspective and outlook. Also, collaborating with school personnel, community agencies, and families to address the social/emotional, academic, and career needs of learners. Elementary Counselors are also responsible for planning and delivering effective interventions promoting learner growth and achievement aligned with district curriculum using various assessment measures.

Essential Functions

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential function outlined below. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform these essential functions.

Essential Functions

- Address academic/career/social/emotional needs through individual counseling, support groups, classroom instruction, and grade level presentations.
- Assist staff and parents with determining students' needs and support services.
- Collaborate with district staff to communicate concerns with students and parents regarding attendance, social/emotional and academic concerns.
- Assist in determining eligibility of students for school/community programs.
- Consistently develop and maintain programs and interventions that promote positive self-image, self-esteem, problem-solving, decision-making, and conflict-resolution skills.
- Refer students/families to school based services and community agencies.
- Attend K-6 team, department, grade level, IST and meetings as needed for consultation.
- Attend MDE, IEP, GIEP meetings of identified students.
- Determine eligibility, write, and maintain 504 plans for eligible students.
- Assist in developing and implementing modifications and accommodations as outlined in students' 504 plan and Individualized Educational Programs (IEP).



Pequea Valley School District

Elementary School Counselor

- Complete academic record updates, maintain cumulative records, facilitate student enrollments/withdrawals/changes to programming, and collaboratively construct student schedules utilizing the district's student information system and other approved data management software.
- Assist building principal in developing all PV learners' and learning facilitator's year-round master schedule.
- Assist in the organization and supervision of standardized exams including, but not limited to, the PSSA and CDT tests.
- Maintain open lines of communication to all stakeholders involved with learning through blogs, newsletters, announcements, and other forms of media.
- Assist in planning, organizing, and implementing a transitioning program from elementary to middle school.
- Collect data via record review, observation, formative/summative/standardized assessments to assist the psychologist, Social Worker, Spec Ed, personnel and/or outside organizations to provide support that removes educational barriers.
- Implement *Learning Focused* strategies when delivering student instruction.
- Incorporate knowledge of counseling based content, pedagogy, and resources while utilizing multiple sources of learner data and assessments to promote learner health and well-being.
- Integrate technology when delivering instruction that aligns with district technology goals.
- Utilize knowledge of socioeconomic and cultural background differences of the school population to develop differentiated student career/learning paths.
- Knowledge of content, pedagogy, and educational resources pertaining to teaching and instruction.
- Communicates with administration, parents, other teachers, and counselors on student progress.
- Assist in promoting a safe and effective learning environment through the use of district and school-wide positive behavior interventions and supports program.
- Participate in the school Positive Behavior Intervention and Supports Team and help to develop and implement school-wide policies and procedures influencing school climate and culture.
- Maintain an orderly, stimulating, and flexible learning atmosphere.
- Assist in the district's Mass Customized Learning vision by developing individual student schedules, portfolios, transition plans, post-secondary interests, and career planning.
- Provide career education to all students' K – 6. Provide career awareness, exploration, and planning to students K-6.
- Interact appropriately according to the moral and ethical standards abiding by the Code of Professional Practice and Conduct for Educators as set forth by the State of Pennsylvania. Meet and interact with public and employees in routine situations, which require tact, discretion and courtesy
- Participates in professional learning communities, faculty meetings and/or district committees as well as cooperates and collaborates with other staff during school-sponsored activities.
- Attend and prepare for parent/teacher conferences as well as IEP / 504 meetings as requested.
- Participates cooperatively with administration on performance evaluations with a growth mindset.
- Cooperates in school-wide supervision of students.
- Develop contingency plan in the event of absence.
- Plan for and provide student support groups based on identified needs within student population.
- Perform any other duty/assignment as deemed appropriate by the administration or Director of Student Services.

Other Functions

- Maintains regular and punctual attendance.
- Abide by all the policies and protocols set forth by the Pequea Valley School Board, as well as applicable Federal and State laws.
- The ability to effectively communicate and facilitate learning in English.
- Must be able to follow all required emergency protocols.
- Must be able to follow school-related procedures as directed by administration.
- Handle confidential information with complete security consistent with district privacy policy.



Pequea Valley School District

Elementary School Counselor

- Oral Comprehension and Expression - The ability to listen to and understand information and ideas.
- Written Comprehension - The ability to read and understand information and ideas.
- Reading Comprehension - Understanding written sentences and paragraphs in work related texts.
- Basic technology skills.
- Ability to communicate effectively and help others.
- Successful work background.

Position Qualifications

Education and Certification

- Post-secondary degree in school counseling.
- Must have a valid Pennsylvania Teacher Certificate in the area of school counseling.

Experience

- Successful work/counseling experience.

Other Requirements

- Must obtain State and Federal clearances in accordance with required mandates.
- Valid Pennsylvania Driver's License.

Physical Demands

- **Not Applicable** - Activity is not applicable to this occupation.
- **Occasionally** - Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
- **Frequently** - Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
- **Constantly** - Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Stand	Frequently	<u>Lift / Carry</u>	
Walk	Constantly	10 lbs or less	Constantly
Sit	Constantly	11-20 lbs	Occasionally
Handling / Fingering	Constantly	21-50 lbs	Occasionally
Reach Outward	Constantly	51-100 lbs	Not Applicable
Reach from above shoulder	Frequently	Over 100 lbs.	Not Applicable
Climb	Occasionally	<u>Push / Pull</u>	
Crawl	Occasionally	12 lbs or less	Occasionally
Squat or Kneel	Occasionally	13 - 25 lbs	Occasionally



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Elementary School Counselor

Bend	Occasionally	26 - 40- lbs	Occasionally
		41-100 lbs	Occasionally

Other Physical Requirements

- Vision (Near, Color, Depth Perception)
- Sense of Sound (Ability to hear fire alarms and bells and PA system)
- Sense of Touch
- Ability to speak clearly and distinctly

Work Environment

- Work is performed in all areas of district buildings, grounds, vehicles, and/or any area in which a district activity or function is taking place.
- Exposed to varying degrees of temperature relative to the conditions occurring in nature outside.

Last Updated By:	Pequea Valley Administration	Date:	7/7/17
Reviewed By:	Pequea Valley Administration	Date:	7/7/17
Approved By:	Pequea Valley Superintendent	Date:	7/7/17

The School District has reviewed this job description to ensure that essential functions and position qualifications have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the School District reserves the right to change this job description and/or assign tasks for the employee to perform, as the School District may deem appropriate.



Pequea Valley School District

Secondary School Counselor

Job Category:	Professional	Reports To:	Building Principal
Positions Supervised:	None	Department/Group:	Student Services
Location:	As Assigned	Travel Required:	Occasional
Work Schedule:	188 Days 7 hours per day; additional days may be required by Board	Position Type:	Full-time
Level/Salary Range:	Per Collective Bargaining Agreement	FLSA:	Non-Exempt

Position Summary

The secondary school counselor is responsible for collaborating with school personnel, community agencies, and families to address the social/emotional, academic, and career needs of students. The secondary counselor is also responsible for planning and delivering effective interventions that promote student growth and achievement aligned with District curriculum using various assessment measures and ensuring that learners have a safe and optimal learning environment.

Essential Functions

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential function outlined below. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform these essential functions.

Essential Functions

- Address academic/career/social/emotional needs through individual counseling, support groups, classroom instruction, and grade level presentations.
- Assist staff and parents with determining students' needs and support services.
- Collaborate with district staff to communicate concerns with students and parents regarding attendance, social/emotional and academic concerns.
- Assist in determining eligibility of students for school/community programs.
- Consistently develop and maintain programs and interventions that promote positive self-image, self-esteem, problem-solving, decision-making, and conflict-resolution skills.
- Refer students/families to school based services and community agencies.
- Attend student services, K-12 team, department and SAP meetings as needed for consultation.
- Attend MDE, IEP, GIEP meetings of identified students.
- Determine eligibility, write, and maintain 504 plans for eligible students.
- Implement modifications and accommodations and effectively communicate learner progress, including attending and preparing for parent/Learning Facilitator conferences, as well as IEP / 504 meetings as requested.
- Serve as an active participant within the SAP Program, Crisis Team, & department and/or provide consultation/assistance as needed.



Pequea Valley School District

Secondary School Counselor

- Complete academic record updates, maintain cumulative records, facilitate student enrollments/withdrawals/changes to programming, and collaboratively construct student schedules utilizing the district's student information system and other approved data management software.
- Assist building principal in developing all PV learners' and learning facilitator's year-round master schedule.
- Collect data via record review, observation, formative/summative/standardized assessments to assist the psychologist, Social Worker, Spec Ed, Alt Ed personnel and/or outside organizations to provide support that removes educational barriers.
- Assist in the organization and supervision of standardized exams including, but not limited to, PSAT, ASVAB, PSSA, Keystone, and AP Testing.
- Assist in transitioning program from middle school to high school.
- Assist in the implementation of apprenticeships, work-study programs, and internships.
- Maintain cumulative records, facilitate student enrollments/withdrawals/changes to programming, and collaboratively construct student schedules with building resources.
- Maintain open lines of communication to all stakeholders involved with the student through blogs, newsletters, announcements, and other forms of media.
- Work with students to research and implement post-secondary plans.
- Adapt lessons, meetings, and teaching modalities to meet the needs of learners' various learning styles, socioeconomic, and cultural backgrounds represented by the school's population demographic.
- Incorporate knowledge of counseling based content, pedagogy, and resources while utilizing multiple sources of learner data and assessments to promote learner health and well-being.
- Maintain a safe and effective learning environment that is orderly, engaging, and flexible and participates in school wide positive behavior system.
- Participate in the school Positive Behavior Intervention and Supports Team and help to develop and implement school-wide policies and procedures influencing school climate and culture.
- Integrate technology when delivering instruction that aligns with district technology goals.
- Interact appropriately according to the moral and ethical standards abiding by the Code of Professional Practice and Conduct for Educators as set forth by the State of Pennsylvania.
- Participates cooperatively with administration on performance evaluations with a growth mindset.
- Perform other duties as assigned by the Building Principal and Director of Student Services.
- Participate in faculty meetings and district committees as required.
- Cooperate and collaborate with other staff during school-sponsored activities.
- Cooperates in school wide supervision of learners.
- Must be able to follow all required emergency protocols and school-related procedures as directed by administration.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the learning environment.

Other Functions

- Maintains regular and punctual attendance.
- Abide by all the policies and protocols set forth by the Pequea Valley School Board, as well as applicable Federal and State laws.
- The ability to effectively communicate and facilitate learning in English.
- Must be able to follow all required emergency protocols.
- Must be able to follow school-related procedures as directed by administration.
- Handle confidential information with complete security consistent with district privacy policy.
- Oral Comprehension and Expression - The ability to listen to and understand information and ideas.
- Written Comprehension - The ability to read and understand information and ideas.
- Reading Comprehension - Understanding written sentences and paragraphs in work related texts.
- Basic technology skills.
- Ability to communicate effectively and help others.
- Successful work background.



Pequea Valley School District

Secondary School Counselor

Position Qualifications

Education and Certification

- Post-secondary degree in school counseling.
- Must have a valid Pennsylvania Teaching Certificate in the area of School Counseling.

Experience

Successful work/counseling experience.

Other Requirements

- Must obtain State and Federal clearances in accordance with required mandates.
- Valid Pennsylvania Driver's License.

Physical Demands

- **Not Applicable** - Activity is not applicable to this occupation.
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Climb	Occasionally	<u>Push / Pull</u>	
Crawl	Occasionally	12 lbs or less	Occasionally
Squat or Kneel	Occasionally	13 - 25 lbs	Occasionally
Bend	Occasionally	26 - 40- lbs	Occasionally
		41-100 lbs	Occasionally



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Secondary School Counselor

Other Physical Requirements

- Vision (Near, Color, Depth Perception)
- Sense of Sound (Ability to hear fire alarms and bells and PA system)
- Sense of Touch
- Ability to speak clearly and distinctly

Work Environment

- Work is performed in all areas of district buildings, grounds, vehicles, and/or any area in which a district activity or function is taking place.
- Exposed to varying degrees of temperature relative to the conditions occurring in nature outside.

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