

**PENN HILLS SD**

**K-12 Guidance Plan | 2024 - 2027**

**GUIDANCE PLAN PROFILE**

**PROFILE**

**LEA Name**

Penn Hills SD

**AUN**

103027352

**Address 1**

260 Aster St

**Address 2**

**City**

Pittsburgh

**State**

PA

**Zip Code**

15235

**LEAD COUNSELOR**

**Lead Counselor Name**

Lisa Lenore-Butler

**Lead Counselor Phone Number**

412-793-7000

**Extension**

7132

**Lead Counselor Email**

lbutle@phsd.org

**CHIEF SCHOOL ADMINISTRATOR**

**Chief School Administrator Name**

**Dr John Mozzocio**

## Chief School Administrator Phone Number

(412) 793-7000 - 1282

## Extension

**Chief School Administrator Email**

jmozzo@phsd.k12.pa.us

## **GUIDANCE MISSION STATEMENT AND CTE PROGRAMS**

### **GUIDANCE MISSION STATEMENT AND CTE PROGRAMS**

**1. Enter your school's Guidance Services Mission Statement that reflects the school's mission and includes reference to the three domains (academic, career, social/emotional), and equity and access for all students (600 character limit).**

The mission of the Penn Hills School District school counseling program is to ensure that all students are given the opportunity to realize their potential through a comprehensive school counseling program centered on an engaging curriculum that encourages the highest level of student achievement through their growth in academic, career, and social/emotional domains. In partnership with all stakeholders, school counselors will help all students to be successful lifelong learners.

**2. Does your school offer PDE-approved Career and Technical Education (CTE) programs or send students to a Career and Technical Center (CTC) or to another school that offers PDE-approved CTE programs?**

Yes

**If a district, indicate the school/CTC your students attend to gain PDE-approved CTE instruction. If a CTC, list your member districts. (1000 character limit).**

The Penn Hills School District provides students the opportunity to attend Forbes Road Technical Center. Other school districts attending this CTE include; Allegheny Valley, East Allegheny, Gateway, Highlands, Plum Borough, Riverview, Wilkinsburg and Woodland Hills.

## **339.31 BOARD-APPROVED GUIDANCE PLAN**

### **339.31 BOARD-APPROVED GUIDANCE PLAN**

**3. Is your K-12 Guidance Plan approved by your School Board or Joint Operating Committee?**

**Yes**

**Enter date when last approved by Board/JOC.**

**2024-02-28**

**339.32(1) CAREER AND TECHNICAL CURRICULA**

**339.32(1) CAREER AND TECHNICAL CURRICULA**

**4. Does your school provide career guidance services curriculum to assist all students with unbiased occupational and educational information necessary for realistic career planning?**

The career guidance services curriculum should align to Career Education and Work Standards and evidence required by Future Ready PA Index. Curriculum should be available during Perkins and APE/339 compliance reviews.

Yes

**5. Does your school maintain a monthly calendar or monthly listing of K-12 career guidance services offered, organized by domain (academic, career, social/emotional) and grade level? The calendar should include ongoing activities to assist all students (and their parents) with career planning to meet student needs and interests.**

Yes

|  |  |
|--|--|
| <b>Upload Monthly Guidance Services Calendar/List (12 pages maximum)</b> |  |
| Calendar MS.docx   | 339 - Calendar 9-12.docx                     |
|  | Elementary Calendar of Services for 339.docx |

# Monthly Counseling Calendar Grades K-5

Key: Guidance Curriculum- green  
Prevention, Intervention and Responsive Services-Blue  
Individual Student Planning-Red  
System Support- Purple

| <u>July</u>   |  | <u>January</u>   |  |
|---|--|--|--|
| Academic: N/A   |  | Academic: Discipline support, MTSS team meetings, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans GMDT/MDT support, Student scheduling, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Classroom coverages, data collection   |  |
| Career: N/A   |  | Career: Counseling department meetings, Professional conferences and trainings, Classroom lessons on Xello Career Platform   |  |
| Personal/Social: N/A  |  | Personal/Social: Individual counseling, Discipline support, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Restorative practice (HIVE) duties, cafeteria and arrival/dismissal duties, data collection, Conflict mediation, Agency referrals/consultations, Reinforcement of school-wide positive behavior support plan  |  |
| <u>August</u>   |  | <u>February</u>  |  |
| Academic: Discipline support, MTSS team meetings, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans GMDT/MDT support, Student scheduling, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Classroom coverages, data collection  |  | Academic: Discipline support, MTSS team meetings, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, Student scheduling, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Classroom coverages, data collection  |  |
| Career: Counseling department meetings, Professional conferences and trainings  |  | Career: Counseling department meetings, Professional conferences and trainings, Classroom lessons on Xello Career Platform   |  |
| Personal/Social: Individual counseling, Discipline support, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Restorative practice (HIVE) duties, cafeteria and arrival/dismissal duties, data collection, Conflict mediation, Agency referrals/consultations, Reinforcement of school-wide positive behavior support plan |  | Personal/Social: Individual counseling, Discipline support, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Restorative practice (HIVE) duties, cafeteria and arrival/dismissal duties, data collection, Conflict mediation, Agency referrals/consultations, Reinforcement of school-wide positive behavior support plan and arrival/dismissal duties, data collection, Conflict mediation, Agency referrals/consultations, Reinforcement of school-wide positive behavior support plan |  |

| <u>September</u>  | <u>March</u>  |
|---|---|
| Academic: Discipline support, MTSS team meetings, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans GMDT/MDT support, Student scheduling, Records requests/review, Counseling department meetings, Student/classroom observations, Faculty meetings, Professional conferences and trainings, Classroom coverages, data collection  | Academic: Discipline support, MTSS team meetings, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, PSSA training, testing coordination and facilitation, Student scheduling, Records requests/review, Counseling department meetings, Student/classroom observations, Faculty meetings, Professional conferences and trainings, Classroom coverages, data collection   |
| Career: Counseling department meetings, Professional conferences and trainings,   | Career: Counseling department meetings, Professional conferences and trainings,   |
| Personal/Social: Individual counseling, Discipline support, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Restorative practice (HIVE) duties, cafeteria and arrival/dismissal duties, data collection, Conflict mediation, Agency referrals/consultations, Reinforcement of school-wide positive behavior support plan | Personal/Social: Individual counseling, Discipline support, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Restorative practice (HIVE) duties, cafeteria and arrival/dismissal duties, data collection, Conflict mediation, Agency referrals/consultations, Reinforcement of school-wide positive behavior support plan |
| <u>October</u>  | <u>April</u>  |
| Academic: Discipline support, MTSS team meetings, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans GMDT/MDT support, Student scheduling, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Classroom coverages, data collection  | Academic: Discipline support, MTSS team meetings, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, PSSA testing coordination and facilitation, Student scheduling, Records requests/review, Counseling department meetings, Student/classroom observations, Faculty meetings, Professional conferences and trainings, Classroom coverages, data collection   |
| Career: Counseling department meetings, Professional conferences and trainings,   | Career: Counseling department meetings, Professional conferences and trainings,   |
| Personal/Social: Individual counseling, Discipline support, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Restorative practice (HIVE) duties, cafeteria and arrival/dismissal duties, data collection, Conflict mediation, Agency referrals/consultations, Reinforcement of school-wide positive behavior support plan | Personal/Social: Individual counseling, Discipline support, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Restorative practice (HIVE) duties, cafeteria and arrival/dismissal duties, data collection, Conflict mediation, Agency referrals/consultations, Reinforcement of school-wide positive behavior support plan |
| <u>November</u>   | <u>May</u>  |
| Academic: Discipline support, MTSS team members, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers,   | Academic: Discipline support, MTSS team members GIEP/IEP/504 Plan team members, Consultation with parents, teachers, administrators and students, Behavior  |



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|---|---|
| administrators and students, Behavior plans<br>GMDT/MDT support, Student scheduling, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Classroom coverages, data collection  | plans, GMDT/MDT support, PSSA testing coordination and facilitation, Kindergarten screenings, Student scheduling, Records requests/review, Counseling department meetings, Student/classroom observations, Faculty meetings, Professional conferences and trainings, Classroom coverages, data collection   |
| Career: Counseling department meetings, Professional conferences and trainings  | Career: Counseling department meetings, Professional conferences and trainings  |
| Personal/Social: Individual counseling, Discipline support, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Restorative practice (HIVE) duties, cafeteria and arrival/dismissal duties, data collection, Conflict mediation, Agency referrals/consultations, Reinforcement of school-wide positive behavior support plan | Personal/Social: Individual counseling, Discipline support, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Restorative practice (HIVE) duties, cafeteria and arrival/dismissal duties, data collection, Conflict mediation, Agency referrals/consultations, Reinforcement of school-wide positive behavior support plan |
| <b><u>December</u></b>  | <b><u>June</u></b>  |
| Academic: Discipline support, MTSS team meets, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans GMDT/MDT support, Student scheduling, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Classroom coverages, data collection   | Academic: Discipline support, MTSS team members, GIEP/IEP Plan team members, - 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, Student scheduling, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Classroom coverages, data collection   |
| Career: Counseling department meetings, Professional conferences and trainings  | Career: Counseling department meetings, Professional conferences and trainings  |
| Personal/Social: Individual counseling, Discipline support, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Restorative practice (HIVE) duties, cafeteria and arrival/dismissal duties, data collection, Conflict mediation, Agency referrals/consultations, Reinforcement of school-wide positive behavior support plan | Personal/Social: Individual counseling, Discipline support, GIEP/IEP team members, 504 Plan Coordinators, Consultation with parents, teachers, administrators and students, Behavior plans, GMDT/MDT support, Records requests/review, Counseling department meetings, Student/classroom observations, Professional conferences and trainings, Restorative practice (HIVE) duties, cafeteria and arrival/dismissal duties, data collection, Conflict mediation, Agency referrals/consultations, Reinforcement of school-wide positive behavior support plan |

## Monthly Counseling Calendar Grades 6-8

| <u>July</u>  | <u>January</u>   |
|--|--|
| <b>Academic:</b><br>Master schedule maintenance, Create student schedules  | <b>Academic:</b><br>Individual counseling, Parent meetings, 504 development, IEP meetings, Consult with staff, Classroom guidance lessons, Department Meetings   |
| <b>Career:</b>   | <b>Career:</b><br>Classroom guidance lessons, FRCTC 8th grade presentations, 8th grade FRCTC visit, 8th grade planning for HS courses, individual meeting with 8th grade students re:HS, Department Meetings   |
| <b>Personal/Social:</b>  | <b>Personal/Social:</b><br>Individual counseling, Parent meetings, 504 development, IEP meetings, Consult with staff, Classroom guidance lessons, Crisis intervention, Observations, SAP meetings, Peer mediation, SOS (alternative to suspension) group, grief & loss group<br>Department Meetings,<br><i>OTHER DUTIES: Lunch/bus/detention duties/class coverages, district guidance meetings, prepare 8th grade HS course selection</i> |
| <u>August</u>  | <u>February</u>  |
| <b>Academic:</b><br>Individual counseling, Building tours, Student orientation, New student record review, Master schedule maintenance, Create student schedules review student grades   | <b>Academic:</b><br>Individual counseling, Building tours, Student orientation, New student record review, Master schedule maintenance, Create student schedules review student grades   |
| <b>Career:</b><br>Classroom guidance lessons: Xello Career readiness platform  | <b>Career:</b><br>Classroom guidance lessons: Xello Career readiness platform, Black History Month lessons   |
| <b>Personal/Social:</b><br>Classroom Lessons: Second Step program, Edgenuity<br>Crisis intervention, Observations, SAP meetings, Peer mediation, grief & loss group, Department Meetings,<br><i>OTHER DUTIES: Run and distribute schedules</i>                           | <b>Personal/Social:</b><br>Classroom Lessons: Second Step program, Edgenuity<br>Crisis intervention, Observations, SAP meetings, Peer mediation, grief & loss group, Department Meetings,<br><i>OTHER DUTIES: Lunch/bus/detention duties/class coverages</i>   |
| <u>September</u>   | <u>March</u>   |
| <b>Academic:</b><br>Individual counseling, Building tours, Student orientation, New student record review, Master schedule maintenance, Create student schedules review student grades   | <b>Academic:</b><br>Individual counseling, Building tours, Student orientation, New student record review, Master schedule maintenance, Create student schedules review student grades   |
| <b>Career:</b><br>Classroom guidance lessons: Xello Career readiness platform  | <b>Career:</b><br>Classroom guidance lessons: Xello Career readiness platform, Woman's History Month   |
| <b>Personal/Social:</b><br>Classroom Lessons: Second Step program, Edgenuity<br>Crisis intervention, Observations, SAP meetings, Peer mediation, grief & loss group, Department Meetings,<br><i>OTHER DUTIES: Lunch/bus/detention duties/class coverages, Open House</i> | <b>Personal/Social:</b><br>Classroom Lessons: Second Step program, Edgenuity<br>Crisis intervention, Observations, SAP meetings, Peer mediation, grief & loss group, Department Meetings,<br><i>OTHER DUTIES: Lunch/bus/detention duties/class coverages, district guidance meetings</i>   |
| <u>October</u>   | <u>April</u>   |
| <b>Academic:</b><br>Individual counseling, Building tours, Student orientation, New student record review, Master schedule maintenance, Create student schedules review student grades   | <b>Academic:</b><br>Individual counseling, Building tours, Student orientation, New student record review, Master schedule maintenance, Create student schedules review student grades   |
| <b>Career:</b><br>Classroom guidance lessons: Xello Career readiness platform  | <b>Career:</b><br>Classroom guidance lessons: Xello Career readiness platform  |
| <b>Personal/Social:</b><br>Classroom Lessons: Second Step program, Edgenuity   | <b>Personal/Social:</b><br>Classroom Lessons: Second Step program, Edgenuity   |

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|---|--|
| Crisis intervention, Observations, SAP meetings, Peer mediation, grief & loss group, Department Meetings,<br><i>OTHER DUTIES: Lunch/bus/detention duties/class coverages, district guidance meetings</i>  | Crisis intervention, Observations, SAP meetings, Peer mediation, grief & loss group, Department Meetings,<br><i>OTHER DUTIES: Lunch/bus/detention duties/class coverages, district guidance meetings, PSSA administration.</i>   |
| <b><u>November</u></b>  | <b><u>May</u></b>  |
| <b>Academic:</b><br>Individual counseling, Building tours, Student orientation, New student record review, Master schedule maintenance, Create student schedules review student grades  | <b>Academic:</b><br>Individual counseling, Building tours, Student orientation, New student record review, Master schedule maintenance, Create student schedules review student grades   |
| <b>Career:</b><br>Classroom guidance lessons: Xello Career readiness platform   | <b>Career:</b><br>Classroom guidance lessons: Xello Career readiness platform  |
| <b>Personal/Social:</b><br>Classroom Lessons: Second Step program, Edgenuity<br>Crisis intervention, Observations, SAP meetings, Peer mediation, grief & loss group, Department Meetings,<br><i>OTHER DUTIES: Lunch/bus/detention duties/class coverages, district guidance meetings, turkey drive</i>  | <b>Personal/Social:</b><br>Classroom Lessons: Second Step program, Edgenuity<br>Crisis intervention, Observations, SAP meetings, Peer mediation, grief & loss group, Department Meetings,<br><i>OTHER DUTIES: Lunch/bus/detention duties/class coverages, district guidance meetings, elementary and middle school move up day, PSSA make-ups, Keystone administration</i> |
| <b><u>December</u></b>  | <b><u>June</u></b>   |
| <b>Academic:</b><br>Individual counseling, Building tours, Student orientation, New student record review, Master schedule maintenance, Create student schedules review student grades  | <b>Academic:</b><br>Individual counseling, Building tours, Student orientation, New student record review, Master schedule maintenance, Create student schedules review student grades   |
| <b>Career:</b><br>Classroom guidance lessons: Xello Career readiness platform   | <b>Career:</b><br>Classroom guidance lessons: Xello Career readiness platform  |
| <b>Personal/Social:</b><br>Classroom Lessons: Second Step program, Edgenuity<br>Crisis intervention, Observations, SAP meetings, Peer mediation, grief & loss group, Department Meetings,<br><i>OTHER DUTIES: Lunch/bus/detention duties/class coverages, district guidance meetings, holiday gift drive, Algebra Keystone administration</i> | <b>Personal/Social:</b><br>Classroom Lessons: Second Step program, Edgenuity<br>Crisis intervention, Observations, SAP meetings, Peer mediation, grief & loss group, Department Meetings,<br><i>OTHER DUTIES: Lunch/bus/detention duties/class coverages, district guidance meetings, summer school information</i>  |

## Monthly Counseling Calendar Grades 9-12

| <u>July</u>   |  | <u>January</u>   |  |
|---|--|--|--|
| <b>Academic:</b><br>Scheduling (new students, resolving scheduling conflicts, scheduling request changes); Enrollment of new students; Academic advisement  |  | <b>Academic:</b><br>Scheduling (new students, scheduling request changes, adjustments of schedules for 2 <sup>nd</sup> semester, CSE returning students integration); Enrollment of new students; Parent/teacher conferences; IEP/ 504/ GIEP meetings; Weekly counseling department meetings; Assistance with scheduling process for next year.  |  |
| <b>Career:</b>  |  | <b>Career:</b><br>Scholarship information announcements; Classroom Presentations – Planning for next school year; ELP (Emerging Leaders Program), Partner Up   |  |
| <b>Personal/Social:</b>   |  | <b>Personal/Social:</b><br>Responsive services (mediations, crisis interventions, individual counseling); SAP, New Directions Counseling; Mediations   |  |
| <u>August</u>   |  | <u>February</u>  |  |
| <b>Academic:</b><br>Scheduling (new students, resolving scheduling conflicts, scheduling request changes; revision of schedules due credit recovery grades and CSE grades and IEP goals); Enrollment of new students; Parent/teacher conferences; IEP/ 504/ GIEP meetings; Weekly counseling department meetings  |  | <b>Academic:</b><br>Scheduling (new students, scheduling request changes, Next Year Schedule Requests); Enrollment of new students; Parent/teacher conferences; IEP/ 504/ GIEP meetings; Weekly counseling department meetings; Forbes Road CTC Tour; Classroom presentation for scheduling; Classroom Presentations – Planning for next school year; Individual assistance with scheduling for next year and post-secondary planning. |  |
| <b>Career:</b><br>Scholarship information announcements; ELP (Emerging Leaders Program), Partner Up   |  | <b>Career:</b><br>Scholarship information announcements; National College Fair; Forbes Road CTC Tour; Forbes Road CTC classroom presentations; ELP (Emerging Leaders Program), Partner Up  |  |
| <b>Personal/Social:</b><br>Responsive services (mediations, crisis interventions, individual counseling); SAP, New Directions Counseling; Mediations  |  | <b>Personal/Social:</b><br>Responsive services (mediations, crisis interventions, individual counseling); SAP, New Directions Counseling; Mediations   |  |
| <u>September</u>  |  | <u>March</u>   |  |
| <b>Academic:</b><br>Scheduling (new students, resolving scheduling conflicts, scheduling request changes; revision of schedules due to credit recovery grades and CSE grades and IEP goals); Enrollment of new students; Attend IEP/ 504/ GIEP meetings; Individual counseling sessions with students; Academic advisement; Letters of recommendation; Coordination of post-secondary visitations at our school; Assist with submission of applications to College Board and Send Edu when applicable; Weekly counseling department meetings; Classroom Presentations – High school orientation per grade level |  | <b>Academic:</b><br>Scheduling (new students, scheduling request changes); Enrollment of new students; Parent/teacher conferences; IEP/ 504/ GIEP meetings; Weekly counseling department meetings; AP Exam planning and registration; Classroom Presentations – Topic by grade level   |  |
| <b>Career:</b>  |  | <b>Career:</b>   |  |

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|---|--|
| Scholarship information announcements;<br>Coordination of post-secondary visitations at our school; ASVAB coordination and testing;<br>Classroom Presentations – High school orientation per grade level; ELP (Emerging Leaders Program), Partner Up  | Scholarship information announcements; Xello for grades 9-12 (classroom presentations); ELP (Emerging Leaders Program), Partner Up (interview day)   |
| <b>Personal/Social:</b><br>Responsive services (mediations, crisis interventions, individual counseling); SAP, New Directions Counseling; Mediations  | <b>Personal/Social:</b><br>Responsive services (mediations, crisis interventions, individual counseling); SAP, New Directions Counseling; Mediations   |
| <b><u>October</u></b>   | <b><u>April</u></b>  |
| <b>Academic:</b><br>Scheduling (new students, scheduling request changes); Enrollment of new students; Academic Advisement; Parent/teacher conferences; IEP/ 504/ GIEP meetings; Coordination of post-secondary visitations at our school; Weekly counseling department meetings                                  | <b>Academic:</b><br>Scheduling - Enrollment of new students; Academic advisement; Parent/teacher conferences; IEP/ 504/ GIEP meetings; Weekly counseling department meetings; 8 <sup>th</sup> -9 <sup>th</sup> grade private/parochial school parent and student informational meeting |
| <b>Career:</b><br>Scholarship information announcements;<br>Coordination of post-secondary visitations at our school; PHEAA Financial Aid Night; ASVAB interpretation meeting; ELP (Emerging Leaders Program), Partner Up   | <b>Career:</b><br>Scholarship information announcements; ELP (Emerging Leaders Program), Partner Up  |
| <b>Personal/Social:</b><br>Responsive services (mediations, crisis interventions, individual counseling); SAP, New Directions Counseling; Mediations  | <b>Personal/Social:</b><br>Responsive services (mediations, crisis interventions, individual counseling); SAP, New Directions Counseling; Mediations   |
| <b><u>November</u></b>  | <b><u>May</u></b>  |
| <b>Academic:</b><br>Scheduling (new students, scheduling request changes); Enrollment of new students; Academic advisement; Parent/teacher conferences; IEP/ 504/ GIEP meetings; Coordination of post-secondary visitations at our school; Weekly counseling department meetings; Classroom Presentations – Xello | <b>Academic:</b><br>Scheduling (resolving conflicts, scheduling request changes); Academic advisement; Parent/teacher conferences; IEP/ 504/ GIEP meetings; Keystone Testing (proctoring, makeups); Weekly counseling department meetings; AP Exam administration                      |
| <b>Career:</b><br>Scholarship information announcements;<br>Coordination of post-secondary visitations at our school; Penn Hills High School Career and College Fair; Classroom Presentations – Xello; ELP (Emerging Leaders Program), Partner Up   | <b>Career:</b><br>Scholarship information announcements; ELP (Emerging Leaders Program), Partner Up  |
| <b>Personal/Social:</b><br>Responsive services (mediations, crisis interventions, individual counseling); SAP, New Directions Counseling; Mediations  | <b>Personal/Social:</b><br>Responsive services (mediations, crisis interventions, individual counseling); SAP, New Directions Counseling; Mediations   |
| <b><u>December</u></b>  | <b><u>June</u></b>   |
| <b>Academic:</b><br>Scheduling (new students, scheduling request changes); Enrollment of new students; Academic advisement; Parent/teacher conferences; IEP/ 504/ GIEP meetings; Keystone Testing (proctoring, makeups); Weekly counseling department meetings  | <b>Academic:</b><br>Scheduling. Parent/teacher conferences; Academic advisement; IEP/ 504/ GIEP meetings; Finalization of grades; Summer school recommendations; Athletic eligibility inquiries; Weekly counseling department meetings   |

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| <b>Career:</b><br>Scholarship information announcements; ELP<br>(Emerging Leaders Program), Partner Up   | <b>Career:</b>   |
| <b>Personal/Social:</b><br>Responsive services (mediations, crisis<br>interventions, individual counseling); SAP, New<br>Directions Counseling; Mediations | <b>Personal/Social:</b><br>Responsive services (mediations, crisis interventions,<br>individual counseling); SAP, New Directions Counseling;<br>Mediations |

## **339.32(2) EDUCATIONAL CAREER PLAN**

### **339.32(2) EDUCATIONAL CAREER PLAN**

**6. Does your school/CTC guidance services action plan maintain written strategies for developing and sustaining an individual student career plan that addresses academic and technical preparation, postsecondary education, and training via individual and group counseling and assessment?**

The student career plan should align to Career Education and Work Standards and evidence required by Future Ready PA Index. The Career Plan should be available during Perkins and APE/339 compliance reviews.

Yes

## **339.32(3) OCCUPATIONAL INFORMATION**

### **339.32(3) OCCUPATIONAL INFORMATION**

**7. Does your school maintain a listing of diverse external resources, organized by the Career Clusters, that includes topics such as career readiness, work-based learning experiences, and postsecondary and technical training options?**

Yes

**Upload List of Career Resources (13 pages maximum)**

K12GP 339.32(3), FRCP Item 7 (option 2).docx



| School  |   |
|---|---|
| External Resources by National Career Cluster |   |
| Career Cluster                                | Career Resource Links   |
| Agriculture, Food & Natural Resources         | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Architecture & Construction                   | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Arts, A/V Technology, & Communications        | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Business Management & Administration          | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Education & Training                          | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Finance                                       | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Government & Public Administration            | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Health Science                                | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Hospitality & Tourism                         | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Human Services                                | Xello, Forbes Road Career and Technology Center,  |

|   |   |
|---|---|
|   | HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program  |
| Information Technology                      | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Law, Public Safety, Corrections, & Security | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Manufacturing                               | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Marketing                                   | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Science, Technology, Engineering & Math     | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
| Transportation, Distribution & Logistics    | Xello, Forbes Road Career and Technology Center, HBCU Panel. HBCU College Fair, HBCU Career Fair, Need Incorporated, Emerging Leaders Program |
|   |   |

**339.32(4) CUMULATIVE RECORDS**

**339.32(4) CUMULATIVE RECORDS**

**8. Does your school maintain a document showing major career guidance service goals and objectives that reflect a general big idea, followed by specific and measurable outcomes that use the data?**

The document should include details on how guidance staff gather and utilize cumulative student data and records.

Yes

**Upload career guidance service goals and objectives document (3 pages maximum).**  
template for smart goal section cumulative Ch 339 cumulative records 6-8.docx 339 - Cumulative Records 9-12.docx  
records section.docx

## Annual Program Goals & Objectives

**School:** Penn Hills Elementary School

**Grades:** K-5

| Smart Format  | Academic   | Career   | Personal/Social  |
|---|--|--|--|
| <b><u>SPECIFIC:</u></b><br>What is the specific issue based on your schools' data?                      | Poor academic performance due to poor school attendance.                           | K-1-will engage in counselor lead career lessons to increase personal interests and career awareness.<br><br>2-5-Students will complete the Xello online career program. | A high number of behavior referrals due to poor bus behavior.  |
| <b><u>MEASURABLE:</u></b><br>How will we measure the effectiveness of our interventions?                | Improved academic performance of student body as a result of increased attendance. | All students will be able to identify at least one personal interest as it relates to the world of work.   | Data will show a decreased number of bus behavior referrals after attending Bus School.                    |
| <b><u>ATTAINABLE:</u></b><br>What outcome would stretch us but is still attainable                      | For academics to improve in truant students by 10%.                                | For 90-95% of students in grades 2-5 to complete the Xello program and for K-1 to engage in career lesson with school counselor.   | The intervention of Bus School will result in a 25% decrease in school bus behavior referrals school wide. |
| <b><u>RESULTS:</u></b><br>Is the goal reported in results- oriented data (process, perception, outcome) | Goal will be measured by using process data.                                       | Goal will be measured by using process data.   | Goal will be measured by process data  |
| <b><u>TIMELINE:</u></b><br>When will the goal be accomplished?  | Will be monitored each 9 weeks.  | By the end of the school year.   | By the end of the school year.   |

## Annual Program Goals & Objectives

**School:** Linton Middle School

**Grade:** 6-8

| Smart Format  | Academic   | Career  | Personal/Social   |
|---|--|---|---|
| <b><u>SPECIFIC:</u></b><br>What is the specific issue based on your schools' data?                      | Students failing two or more classes.  | Students not exploring careers of interest and possible careers.  | Student discipline referrals at Linton Middle School  |
| <b><u>MEASURABLE:</u></b><br>How will we measure the effectiveness of our interventions?                | Number of students failing two or more classes at the end of each nine weeks.  | Students will complete grade level Xello program goals which will assist students in identifying their interests and will align their interests to careers. | Decrease the amount of discipline referrals each nine weeks by 10%.                             |
| <b><u>ATTAINABLE:</u></b><br>What outcome would stretch us but is still attainable                      | 80% of students will not fail two or more classes.   | 80% of Linton middle school students will complete their grade level Xello program activities.  | Linton middle school discipline referrals will be reduced each nine weeks by 10%                |
| <b><u>RESULTS:</u></b><br>Is the goal reported in results- oriented data (process, perception, outcome) | Process – 600 students<br>Perception – review of student grades.<br>Outcome – 80% of students will not fail two or more classes. | Process – 600 students<br>Perception – review of Xello program activities.<br>Outcome- 80% of all students will complete the required Xello activities.     | Goal will be measured by process data.<br>Outcome – Discipline referrals will be reduced by 10% |
| <b><u>TIMELINE:</u></b><br>When will the goal be accomplished?  | Aug of current school year through June of current school year.  | 80% of Linton middle school students will complete their grade level Xello program activities.  | Each nine weeks discipline referrals will be reviewed.  |

## Annual Program Goals & Objectives

**School – High School**

**Grade – 9-12<sup>th</sup>**

| <b>Smart Format</b>   | <b>Academic</b>   | <b>Career</b>   | <b>Personal/Social</b>  |
|---|---|---|---|
| <b><u>SPECIFIC:</u></b><br>What is the specific issue based on your schools' data?                      | Reduce the number of students in grades 9-12 failing more than 1 course.  | Students in grades 9, 10, 11 will engage and participate in the Xello lessons presented by the counselors   | New Directions counselors will engage students in grades 9-11 social, problem solving, and critical thinking skills through lessons.      |
| <b><u>MEASURABLE:</u></b><br>How will we measure the effectiveness of our interventions?                | Using interim progress reports, reviewing daily grade books, One on one counseling with student(s), parent/ teacher meetings. After school tutoring (Safe Spaces) | Through the use of Xello students in 80% or more of students in grades 9-11 will be able to identify at least 1 career and pathway to achieve goal. | The lessons will help reduce identified students getting removed from the classroom by 25% or more.                                       |
| <b><u>ATTAINABLE:</u></b><br>What outcome would stretch us but is still attainable                      | The number of students in each grade level that are failing 2 or more core classes will decrease by 25%.  | 80% or more of students in grades 9, 10, 11 will complete a career lesson in Xello.   | The number of identified students in grades 9-11 will reduce by 25% or more after participating in lessons.                               |
| <b><u>RESULTS:</u></b><br>Is the goal reported in results- oriented data (process, perception, outcome) | Outcome-data such as using report cards (quarterly), transcripts (Yearly).  | Outcome data- Reviewing the career completion reports in Xello.   | Outcome Data- Review data provided by New Directions counselor (Monthly).<br><br>Students being able to understand their decision making. |
| <b><u>TIMELINE:</u></b><br>When will the goal be accomplished?  | By then end of the of the 2nd, 3rd & 4th nine weeks   | By the end of the school year.  | By the end of year and On-going.  |

**339.32(5) ORIENTATION TO CAREER AND TECHNICAL OPTIONS**

**339.32(5) ORIENTATION TO CAREER AND TECHNICAL OPTIONS**

9. Does your school maintain a listing of career guidance service activities (e.g. events, tours, and interventions) organized by grade level and focused on increasing awareness of career and technical education opportunities among all K-12 students, parents, educators, postsecondary, businesses, and community agency stakeholders?

Yes

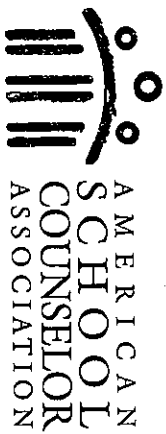
**Upload CTE career guidance services activities and opportunities documents (5 pages maximum).**

|  |  |   |
|--|--|---|
| Career Resources K-12 March 20 2023 (1).docx         | 339 - CTE Guidance Service Activities 9-12 (1).docx                          | Curriculum Action Plan - 9th.docx<br>Curriculum Action Plan - 10th.docx<br>Curriculum Action plan Kindergarten 2024 page 1.docx |
| Curriculum Action Plan - 11th.docx                   | Curriculum Action Plan - 12th.docx   | Curriculum Action Plan First Grade 2024 page 1.docx   |
| Kindergarten Curriculum Action Plan 2024 page 2.docx | 8th action plan.docx   | 5th grade action plan.pdf   |
| curriculum action plan first grade page 2.docx       | 7th Grade Curriculum Action Plan.docx<br>6th Grade Action Plan_18184ab9.docx | School Counseling Curriculum Action Plan 2024 Final.docx  |

## SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

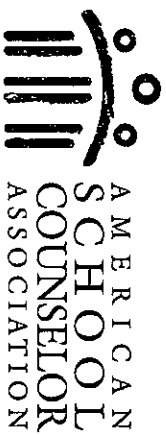
| Grade Level | Lesson Topic  | ASCA Domain and Mindsets & Behaviors Standard(s) | Curriculum and Materials   | Projected Start/End                   | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used)                     | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person |
|-------------|---|--|--|---------------------------------------|--|---|---|----------------|
| K           | School wide expectations "Bee Your Best"/Bus Safety | LS.1<br>SMS.2<br>SMS.9                           | Counselor created "I Can Bee My Best at PHES" book; "Color the Bus Behavior worksheet from TPT   | Ongoing during the month of September | Approximately 203 students                           | Student practice while counselor observes                                     | Student worksheet   | Lisa Butler    |
| K           | Bullying and Harassment                             | SMS.1<br>SS.2<br>SMS.4                           | The Book "Lucy and the Bully" by Claire Alexander, "Hurtful Behaviors" worksheet from TPT  | Ongoing during the month of October   | Approximately 203 students                           | On-going questioning with class   | Student worksheet   | Lisa Butler    |
| K           | "Big Deals/Little Deals"/Conflict Resolution        | SMS.1<br>SS.2<br>SMS.7                           | The "Big Deals/Little Deals and bywhat the to do when they happen to you" electronic book; Counselor made Big Deals/Little Deals worksheet | Ongoing during the month of November  | Approximately 203 students                           | Ongoing questioning during electronic book                                    | student worksheet   | Lisa Butler    |
| K           | Making Good Choices                                 | SMS.1<br>SS.5<br>SMS.2<br>SMS.7                  | Character Education book "I Can Make Good Choices"; "I Can Make Good Choices" worksheet from TPT   | Ongoing during the month of December  | Approximately 203 students                           | Ongoing questioning during the book as well as while completing the worksheet | Student worksheet   | Lisa Butler    |
| K           | Career Exploration and Awareness                    | 13.1.3.D<br>13.1.3.E                             | Xello online career platform   | Ongoing during the month of January   | Approximately 203 students                           | Activities and questions presented throughout the program.                    | Xello collects data and houses it in a student portfolio from K-12          | Lisa Butler    |
| K           | Career exploration                                  | 13.1.3.D<br>13.1.3.E                             | The book "Clothesline Clues to Jobs People Do" by Deborah Hembrook and Kathryn Helling; "When I Grow up" worksheet                         | Ongoing during the month of February  | Approximately 203 students                           | Questions presented throughout the story                                      | Student worksheet   | Lisa Butler    |





## SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

| Grade Level | Lesson Topic  | ASCA Domain and Mindsets & Behaviors Standards | Curriculum and Materials   | Projected Start/End                   | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used)                     | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person |
|-------------|---|--|--|---------------------------------------|--|---|---|----------------|
| K           | School wide expectations "Bee Your Best"/Bus Safety | LS.1<br>SMS.2<br>SMS.2<br>SMS.9                | Counselor created "I Can Bee My Best at PHES" book; "Color the Bus Behavior worksheet from TPT   | Ongoing during the month of September | Approximately 203 students                           | Student practice while counselor observes                                     | Student worksheet   | Lisa Butler    |
| K           | Bullying and Harassment                             | SMS.1<br>SS.2<br>SMS.4                         | The Book "Lucy and the Bully" by Claire Alexander; "Hurtful Behaviors" worksheet from TPT  | Ongoing during the month of October   | Approximately 203 students                           | On-going questioning with class   | Student worksheet   | Lisa Butler    |
| K           | "Big Deals/Little Deals"/Conflict Resolution        | SMS.1<br>SS.2<br>SMS.7                         | The "Big Deals/Little Deals and bywhat the to do when they happen to you" electronic book; Counselor made Big Deals/Little Deals worksheet | Ongoing during the month of November  | Approximately 203 students                           | Ongoing questioning during electronic book                                    | student worksheet   | Lisa Butler    |
| K           | Making Good Choices                                 | SMS.1<br>SS.5<br>SMS.2<br>SMS.7                | Character Education book "I Can Make Good Choices"; "I Can Make Good Choices" worksheet from TPT   | Ongoing during the month of December  | Approximately 203 students                           | Ongoing questioning during the book as well as while completing the worksheet | Student worksheet   | Lisa Butler    |
| K           | Career Exploration and Awareness                    | 13.1.3.D<br>13.1.3.E                           | Xello online career platform   | Ongoing during the month of January   | Approximately 203 students                           | Activities and questions presented throughout the program.                    | Xello collects data and houses it in a student portfolio from K-12          | Lisa Butler    |
| K           | Career exploration                                  | 13.1.3.D<br>13.1.3.E                           | The book "Clothesline Clues to Jobs People Do" by Deborah Hembrook and Kathryn Heling; "When I Grow up" worksheet                          | Ongoing during the month of February  | Approximately 203 students                           | Questions presented throughout the story                                      | Student worksheet   | Lisa Butler    |



## SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

| Grade Level | Lesson Topic                      | ASCA Domain and Mindsets & Behaviors Standard(s) | Curriculum and Materials   | Projected Start/End  | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used)            | Outcome Data (Achievement, attendance and/or behavior data to be collected)            | Contact Person |
|-------------|-----------------------------------|--|--|--|--|--|--|----------------|
| K           | Emotional Regulation/Self-Control | SMS.2<br>SS.2<br>SMS.7<br>SMS.9                  | Character Education Book "Self-Discipline and Self-Control"; "A Bowl of Self-Control" worksheet from TPT | Ongoing during the month of March                            | Approximately 230 students                           | Each page of the book includes a question for the students to answer | Student worksheet  | Lisa Butler    |
| K           | Kindness/Inclusion                | SMS.1<br>SS.2<br>SS.4                            | The Book "Taste Your Words" by Bonnie Clark; counselor created whole classroom kindness activity         | Ongoing during the month of April<br>*IF PSSA TESTING ALLOWS | Approximately 230 students                           | Whole classroom activity on identifying kind words                   | Record answers to whole class activity; counselor created worksheet if time permits    | Lisa Butler    |
| K           | Empathy                           | SMS.1<br>SS.2<br>SS.4                            | Sesame Street video on Empathy; empathy situation cards; counselor created worksheet                     | Ongoing during the month of May                              | Approximately 230 students                           | Empathy situation cards activity                                     | Record answers to empathy situation cards; counselor created worksheet if time permits | Lisa Butler    |
|             |                                   |  |  |  |  |  |  |                |
|             |                                   |  |  |  |  |  |  |                |



# SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

| Grade Level | Lesson Topic                      | ASCA Domain and Mindsets & Behaviors Standard(s) | Curriculum and Materials  | Projected Start/End                      | Process Data (Projected number of students affected) | Perception Data (Type of surveys/assessments to be used)            | Outcome Data (Achievement, attendance, and/or behavior data to be collected) | Contact Person |
|-------------|-----------------------------------|--|---|--|--|---|--|----------------|
| 1st Grade   | Career Awareness and Exploration  | 13.1.3.D<br>13.1.3.E                             | "Careers and Community Helpers" Digital Game from TPT: Counselor created worksheet                                      | Ongoing throughout the month of February | Approximately 240 students                           | Student answers throughout the Digital game                         | Counselor created worksheet if time permits                                  | Lisa Butler    |
| 1st Grade   | Emotional Regulation/Self-Control | SMS.1<br>SMS.2<br>SMS.7<br>SS.5                  | The Book "1, 2, 3 A Calmer Me" by Brenda S. Miles and Colleen A. Patterson; Counselor created worksheet to go with book | Ongoing throughout the month of March    | Approximately 240 students                           | Counselor observations of students practicing methods from the book | Counselor created worksheet  | Lisa Butler    |
| 1st Grade   | Kindness/Inclusion                | SMS.1<br>SS.2<br>SS.54<br>SS.5                   | The book "Have You Filled a Bucket Today" by Carol McCloud; "I am a Bucket Filler" cut and paste worksheet from TPT     | Ongoing throughout the month of April    | Approximately 240 students                           | Continuous questioning throughout the story                         | Cut and paste worksheet  | Lisa Butler    |
| 1st Grade   | Empathy                           | SMS.1<br>SS.2<br>SS.4<br>SS.5                    | The Book "Hey, Little Ant" by Phillip and Hannah Hoose; Behaviors that Squish/Behaviors that are Kind cards             | Ongoing throughout the month of May      | Approximately 240 students                           | Student answers to sorting cards                                    | Recording of student answers to sorting cards                                | Lisa Butler    |
|             |                                   |  |   |  |  |   |  |                |



# UNSELLING CORE CURRICULUM ACTION PLAN

| Grade Level | Lesson Topic  | ASCA Domain and Mindsets & Behaviors Standard(s) | Curriculum and Materials  | Projected Start/End                              | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used)                 | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person |
|-------------|---|--|---|--|--|---|---|----------------|
| 1st Grade   | School Wide Expectations "Bee Your Best"/Bus Safety | SMS.1<br>SMS.2<br>SMS.9<br>SS.5                  | "I Can Bee My Best in First Grade at Penn Hills Elementary" counselor created book; "Safe or Unsafe bus behavior cut and paste worksheet from TPT | Ongoing throughout the month of <b>September</b> | Approximately 240 students                           | Counselor observations of students acting out expectations from the story | Cut and paste worksheet   | Lisa Butler    |
| 1st Grade   | Bullying/Harassment                                 | SS.2<br>SS.4<br>SMS.1                            | The book "The Legend of Spookley the Square Pumpkin" by Joe Troiano; "Is it Bullying?" clip it/worksheet from TPT                                 | Ongoing throughout the month of <b>October</b>   | Approximately 240 students                           | Continuous questioning throughout the reading of the story                | Student worksheet   | Lisa Butler    |
| 1st Grade   | Big Deals/Little Deals                              | SMS.1<br>SMS.7<br>SS.2                           | The electronic book "Big Deals/Little Deals and What to Do When They Happen to You"; "Cut, Sort and Glue Bid Deals Little Deals" worksheet        | Ongoing throughout the month of <b>November</b>  | Approximately 240 students                           | Continuous questioning throughout the electronic book                     | Student cut and paste worksheet   | Lisa Butler    |
| 1st Grade   | Making Good Choices                                 | SMS.1<br>SMS.2<br>SMS.7<br>SS.5                  | "Good Choice/Bad Choice clip cards"; clothespins, "Good Choices" worksheet from TPT   | Ongoing throughout the month of <b>December</b>  | Approximately 240 students                           | Each student's answer to their clip card                                  | Student worksheet   | Lisa Butler    |
| 1st Grade   | Career Exploration and Awareness                    | 13.1.3.D<br>13.1.3.E                             | Xello online career platform  | Ongoing throughout the month of <b>January</b>   | Approximately 240 students                           | Activities and questions presented throughout the program                 | Xello collects data and houses it in a student portfolio from K-12          | Lisa Butler    |

|   |               |                  |  |                    |     |                  |                              |              |
|---|---------------|------------------|--|--------------------|-----|------------------|------------------------------|--------------|
| 2 | Career/ Xello | Career Standards | 1. Student Chromebooks<br>2. Xello App | January<br>Ongoing | 202 | Xello Completion | Behavior<br>Career Awareness | Loyal Jasper |
|   |               |                  |  |                    |     |                  |                              |              |

| Grade Level | Lesson Topic  | ASCA Domain and Mindsets & Behaviors Standard(s) | Curriculum and Materials                    | Projected Start/End | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used) | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person |
|-------------|---------------|--|---|---------------------|--|---|---|----------------|
| 2           | Career/ Xello | Career Standards                                 | 1. Student Chromebooks<br>2. Xello App      | February<br>Ongoing | 202  | Xello Completion  | Behavior<br>Career Awareness  | Loyal Jasper   |
|             |               |  |   |                     |  |   |   |                |
| 2           | Empathy       | B SS 4   | 1. Empathy PowerPoint<br>2. Worksheet       | March<br>Ongoing    | 202  | Worksheet   | Behavior  | Loyal Jasper   |
|             |               |  |   |                     |  |   |   |                |
| 2           | Kindness      | M 1<br>M 2<br>B SMS 2<br>B SS 2                  | 1. "Kolor Me Kind" Activity<br>2. Worksheet | April<br>Ongoing    | 202  | Worksheet   | Behavior  | Loyal Jasper   |
|             |               |  |   |                     |  |   |   |                |



## SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

| Grade Level | Lesson Topic                          | ASCA Domain and Mindsets & Behaviors Standard(s)   | Curriculum and Materials  | Projected Start/End | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used) | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person |
|-------------|---------------------------------------|--|---|---------------------|--|---|---|----------------|
| 2           | Bee Your Best and Bus Safety          | M1<br>M2<br>M3<br>B SMS 2<br>B SMS 9               | 1. Bee Your Best Matrix<br>2. Chair (For Demonstration)<br>3. Backpack (For Demonstration)<br>4. Exit Tickets | September Ongoing   | 202  | Exit Ticket   | Attendance Behavior   | Loyal Jasper   |
| 2           | Bullying                              | M1<br>M2<br>B SMS 1<br>B SS 2<br>B SS 4<br>B SMS 2 | 1. <i>Legend of Spookley the Square Pumpkin</i> Storybook<br>2. Worksheets<br>3. Bookmarks                    | October Ongoing     | 202  | Worksheet Bookmark  | Behavior  | Loyal Jasper   |
| 2           | Big Deals and Little Deals            | B SMS 1<br>B SS 5<br>B SS 9<br>B SS 8<br>M 5       | 1. Squeal Vs. Big Deal Worksheets<br>2. Pencils<br>3. Crayons   | November Ongoing    | 202  | Worksheet   | Behavior  | Loyal Jasper   |
| 2           | Emotional Regulation and Self Control | B SMS 1<br>B SS 8<br>B SMS 7<br>M 1                | 1. <i>PowerPoint</i><br>2. Worksheet  | December Ongoing    | 202  | Worksheet   | Behavior  | Loyal Jasper   |

|   |                        |  |                               |                |     |           |          |              |
|---|------------------------|--|-------------------------------|----------------|-----|-----------|----------|--------------|
| 2 | Choices/Accountability | B SMS 1<br>B SMS 2<br>B SS 5<br>B SS 9 | 1. PowerPoint<br>2. Worksheet | May<br>Ongoing | 202 | Worksheet | Behavior | Loyal Jasper |
|   |                        |  |                               |                |     |           |          |              |
|   |                        |  |                               |                |     |           |          |              |

| Grade Level | Lesson Topic                 | ASCA Domain and Mindsets & Behaviors Standard(s) | Curriculum and Materials  | Projected Start/End  | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used) | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person |
|-------------|------------------------------|--|---|----------------------|--|---|---|----------------|
| 3           | Bee Your Best and Bus Safety | M1<br>M2<br>M3<br>B SMS 2<br>B SMS 9             | 1. Bee Your Best Matrix<br>2. Chair (For Demonstration)<br>3. Backpack (For Demonstration)<br>4. Exit Tickets | September<br>Ongoing | 225  | Exit Ticket   | Attendance Behavior   | Loyal Jasper   |

| Grade Level | Lesson Topic            | ASCA Domain and Mindsets & Behaviors Standard(s) | Curriculum and Materials                           | Projected Start/End | Process Data (Projected number of students attended) | Perception Data (Type of surveys/ assessments to be used) | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person |
|-------------|-------------------------|--|--|---------------------|--|---|---|----------------|
| 3           | Career/ Xello           | Career Standards                                 | 1. Student Chromebooks<br>2. Xello App             | February<br>Ongoing | 225  | Xello Completion  | Behavior<br>Career Awareness  | Loyal Jasper   |
| 3           | Empathy                 | B SS 4   | 1. Boxes for Demonstration<br>2. Review Worksheets | March<br>Ongoing    | 225  | Worksheet   | Behavior  | Loyal Jasper   |
| 3           | Kindness                | M 1<br>M 2<br>B SMS 2<br>B SS 2                  | 1. PowerPoint<br>2. Review Activity                | April<br>Ongoing    | 225  | Worksheet   | Behavior  | Loyal Jasper   |
| 3           | Choices/ Accountability | B SMS 1<br>B SMS 2<br>B SS 5<br>B SS 9           | 1. PowerPoint Slides<br>2. Review Activity         | May<br>Ongoing      | 225  | Worksheet   | Behavior<br>Responsibility  | Loyal Jasper   |
|             |                         |  |  |                     |  |   |   |                |



|   |   |  |   |                     |     |                  |                              |              |
|---|---|--|---|---------------------|-----|------------------|------------------------------|--------------|
| 3 | Bullying                                    | M1<br>M2<br>B SMS 1<br>B SS 2<br>B SS 4<br>B SMS 2 | 1. PowerPoint<br>2. Worksheet                                       | October<br>Ongoing  | 225 | Worksheet        | Behavior                     | Loyal Jasper |
| 3 | Big Deals and<br>Little Deals               | B SMS 1<br>B SS 5<br>B SS 9<br>B SS 8<br>M 5       | 1. Squeal vs. Little Deal<br>Worksheets<br>2. Pencils<br>3. Crayons | November<br>Ongoing | 225 | Worksheet        | Behavior                     | Loyal Jasper |
| 3 | Emotional<br>Regulation and<br>Self Control | B SMS 1<br>B SS 8<br>B SMS 7<br>M 1                | 1. PowerPoint<br>2. Work Packets                                    | December<br>Ongoing | 225 | Work Packet      | Behavior                     | Loyal Jasper |
| 3 | Career/ Xello                               | Career Standards                                   | 1. Student Chromebooks<br>2. Xello App                              | January<br>Ongoing  | 225 | Xello Completion | Behavior<br>Career Awareness | Loyal Jasper |

| ASCA Domain and Mindsets & Behaviors Standards |                               |                              |   | Process Data<br>(Projected number of students affected) | Perception Data<br>(Type of surveys/ assessments to be used) | Outcome Data<br>(Achievement, attendance and/or behavior data to be collected) | Contact Person   |
|--|-------------------------------|------------------------------|---|---|--|--|------------------|
| 4th  | "Bee Your Best"<br>Bus Safety | 16.3 K<br>16.4.K             | School Bus Video<br>Bus Safety          | September<br>235  | Being Our Best<br>Bus Safety Quiz                            | (PHES) YOU WAIT<br>Being Our Best  | School Counselor |
| 4th  | Bullying/Harassment           | 16.2K A<br>16.2K B<br>16.2KC | 2 Apples<br>Call To Apples<br>Worksheet | October<br>235  | Call To Apples Worksheet<br>Apples                           | Behavior   | School Counselor |
| 4th  | Big Deals/Little Deals        | L.1<br>BFS.1                 | Big Deals/Little Deal<br>Game           | November<br>235   | Big Deal/Little Deal activity                                | Big Deal/ Little Deal<br>Situations  | School Counselor |
| 4th  | Positive Choices              | B2<br>B3                     | You Tube Video<br>Making Choices        | December<br>235   | Exit Ticket,<br>Worksheet                                    | Accountability / Choices   | School Counselor |

|     |               |                            |                                     |          |       |  |                                |                  |
|-----|---------------|----------------------------|-------------------------------------|----------|-------|--|--------------------------------|------------------|
| 4th | XELLO/Careers | Career Standards<br>13.2.5 | Mission Skills                      | January  | - 235 | XELLO completion   | Career Standards               | School Counselor |
| 4th | XELLO/Careers | Career Standards<br>13.1.5 | Mission: Goal Setting               | February | 235   | XELLO completion   | Career Standards               | School Counselor |
| 4th | Self Control  | B.3                        | Video on Self Control (Story Booth) | March    | 235   | Self-Control Assessment                                  | Behavior / making good choices | School Counselor |
| 4th | Kindness      | B.4<br>B.5                 | Bundle of Kindness                  | April    | 235   | Kindness Word Search                                     | Being Respectful               | School Counselor |
| 4th | Empathy       | L.1<br>L.3                 | Empathy quiz<br>Self-Regulation     | May      | 235   | Empathy quiz,<br>Empathy reflection sheet<br>Exit ticket | Self-Awareness Feelings        | School Counselor |



## SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

| 5th | Lesson                                | ASCA Domain and Mindsets & Behaviors Standard(s) | Curriculum and Materials   | Projected Start/End | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used) | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person   |
|-----|---------------------------------------|--|--|---------------------|--|---|---|------------------|
| 5th | *Bee Your Best School Wide Bus Safety | 16.3K.B<br>16.3K.A                               | Bee Your Best (PHES) Bus Safety Video School Bus Safety sheet                          | September           | 250  | Bus safety/ Bee Your Best Expectations.                   | (PHES) YOU WAIT Being Our Best expectations                                 | School Counselor |
| 5th | Bullying                              | 16.2K.A<br>16.2K.B<br>16.2K.C                    | The book "Bully" Video on Bullying   | October             | 250  | Bullying worksheet  | Behavior  | School Counselor |
| 5th | Big Deals/Little Deals                | L.1.<br>B-FS.1                                   | "Big Deals/Little Deals" You tube (Big Deals/Little Deals) Big Deals/Little Deals game | November            | 250  | Big Deal/Little Deal Game                                 | Big Deal/Little Deal Situations   | School Counselor |
| 5th | Positive Choices                      | B.2<br>B.3                                       | You Tube Video Kids Making Tough Choices American Kids                                 | December            | 250  | Exit ticket:  | Accountability/ Choices   | School Counselor |
| 5th | XELLO                                 | Career standards 13.4.5                          | Mission Learning/Boss Bios Worksheet/ Entrepreneur                                     | January             | 250  | XELLO completion  | Career standards  | School Counselor |
| 5th | XELLO                                 | Career Standards 13.3.5                          | Mission learning Success   | February            | 250  | XELLO completion  | Career Standards  | School Counselor |

|                 |              |                          |   |       |     |  |                |                  |
|-----------------|--------------|--------------------------|---|-------|-----|--|----------------|------------------|
| 5 <sup>th</sup> | Self-Control | B.2<br>B.3               | Self-Assessment<br>checklist,                   | March | 250 | Worksheet on Self Control<br>Self-Assessment       | Behavior       | School Counselor |
| 5 <sup>th</sup> | Kindness     | 16.5<br>16.2B<br>16.25.A | Video, Worksheet<br>A Little Bit of<br>Kindness | April | 250 | You Tube Video "Kindness<br>Word Search (Kindness) | Respectful     | School Counselor |
| 5 <sup>th</sup> | Empathy      |                          | The Book "Standing<br>In My Shoes               | May   | 250 | Standing in My Shoes"<br>Worksheet<br>Exit Ticket  | Self Awareness | School Counselor |



## SCHOOL COUNSELLING CORE CURRICULUM ACTION PLAN

| 6th | Lesson                  | ASCA Domain and Mindset & Behaviors Standard(s) | Curriculum and Materials                           | Projected Start/End           | Process Data (Projected number of students affected) | Perception Data (Type of survey/s/ assessments to be used)       | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person                         |
|-----|-------------------------|---|--|-------------------------------|--|--|---|--|
| 6th | School Subjects at Work | CEW Standard 13.1.8                             | Xello College & Career Readiness Software Platform | Aug-October Repeats Quarterly | 210  | Successful completion of School Subjects at work Lesson in XELLO | Successful Completion of the requirements to address the CEW standard       | 6 <sup>th</sup> Grade School Counselor |
| 6th | Decision Making         | CEW Standard 13.3.8                             | Xello College & Career Readiness Software Platform | Aug-October Repeats Quarterly | 220  | Successful completion of the Decision Making Lesson in XELLO     | Successful Completion of the requirements to address the CEW standard       | 6 <sup>th</sup> Grade School Counselor |
| 6th | Interests               | 13.1.B  | Xello College & Career Readiness Software Platform | Aug-October                   | 220  | Successful completion of the Decision Making Lesson in XELLO     | Successful Completion of the requirements to address the CEW standard       | 6 <sup>th</sup> Grade School Counselor |
| 6th | Time Management         | 13.3.E  | Xello College & Career Readiness Software Platform | Repeats Quarterly             | 220  | Successful completion of the Decision Making Lesson in XELLO     | Successful Completion of the requirements to address the CEW standard       | 6 <sup>th</sup> Grade School Counselor |



## SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

| 7th | ASCA Domain and Mindsets & Behavior Standards    | Curriculum and Materials                           | Projected Start/End           | Process Data (Projected number of students affected) | Perception Data (Type of survey/s/ assessments to be used) | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person             |  |
|-----|--|--|-------------------------------|--|--|---|----------------------------|--|
| 7th | Biases and Career Choices<br>CEW standard 13.1.8 | Xello College & Career Readiness Software Platform | Aug-October Repeats Quarterly | 220  | Biases and Career Choices Lesson in XELLO                  | Successful Completion of the requirements to address the CEW standards      | 7th Grade School Counselor |  |
| 7th | Skills<br>CEW standard 13.3.8                    | Xello College & Career Readiness Software Platform | Aug-October Repeats Quarterly | 220  | Skills Lesson in XELLO                                     | Successful Completion of the requirements to address the CEW standards      | 7th Grade School Counselor |  |
| 7th | Learning Styles<br>CEW standard 13.1.H           | Xello College & Career Readiness Software Platform | Aug-October Repeats Quarterly | 220  | Learning Styles Lesson in XELLO                            | Successful Completion of the requirements to address the CEW standards      | 7th Grade School Counselor |  |
| 7th | Self-Advocacy<br>CEW standard 13.3.B,C           | Xello College & Career Readiness Software Platform | Aug-October Repeats Quarterly | 220  | Self-Advocacy Lesson in XELLO                              | Successful Completion of the requirements to address the CEW standards      | 7th Grade School Counselor |  |
| 7th | Explore Career Matches<br>CEW standard 13.1.E, H | Xello College & Career Readiness Software Platform | Aug-October Repeats Quarterly | 220  | Explore Career Lesson in XELLO                             | Successful Completion of the requirements to address the CEW standards      | 7th Grade School Counselor |  |

|                 |  |                                 |             |   |     |                                      |  |  |  |
|-----------------|--|---------------------------------|-------------|---|-----|--------------------------------------|--|--|--|
|                 | Mindsets and Goals                       | MS 2,5<br>BS SMS- 6,7<br>SS 3,5 | Second Step | Aug-<br>October<br>Repeats<br>Quarterly | 220 | Participation in Second Step Program | Student Work<br>Lesson Progress<br>Informal Observations | 7 <sup>th</sup> Grade<br>School<br>Counselor |  |
| 7 <sup>th</sup> | Recognizing Bullying and Harassment      | BS, SS 8,9                      | Second Step | Aug-<br>October<br>Repeats<br>Quarterly | 220 | Participation in Second Step Program | Student Work<br>Lesson Progress<br>Informal Observations | 7 <sup>th</sup> Grade<br>School<br>Counselor |  |
| 7 <sup>th</sup> | Thoughts, Emotions & Decisions           | BS, SMS 2,7, 10                 | Second Step | Aug-<br>October<br>Repeats<br>Quarterly | 220 | Participation in Second Step Program | Student Work<br>Lesson Progress<br>Informal Observations | 7 <sup>th</sup> Grade<br>School<br>Counselor |  |
| 7 <sup>th</sup> | Managing Relationships & Social Conflict | BS SMS 1,2<br>SS 1,5,9          | Second Step | Aug-<br>October<br>Repeats<br>Quarterly | 220 | Participation in Second Step Program | Student Work<br>Lesson Progress<br>Informal Observations | 7 <sup>th</sup> Grade<br>School<br>Counselor |  |





## SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

| 8th | Lesson                         | ASCA Domain and Mindsets & Behaviors Standard  | Curriculum and Materials                           | Projected Start/End           | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used)                          | Outcome Data (Achievement, attendance and/or behavior data to be collected)                       | Contact Person                         |
|-----|--------------------------------|--|--|-------------------------------|--|--|---|--|
| 8th | Getting Experience             | CEW Standard 13.2.8                            | XELLO College & Career Readiness Software Platform | Aug-October Repeats Quarterly | 256  | Successful lesson completion of the Biases and Career Choices Lesson in XELLO      | High school course taking patterns, course choice enrollment, high school honor course enrollment | 8 <sup>th</sup> Grade School Counselor |
| 8th | Discover Learning Pathways     | CEW standard 13.1.8 Individualized career plan | XELLO College & Career Readiness Software Platform | Aug-October Repeats Quarterly | 256  | Successful lesson completion of the Discover Learning Pathways Lesson in XELLO     | High school course taking patterns, course choice enrollment, high school honor course enrollment | 8 <sup>th</sup> Grade School Counselor |
| 8th | Entrepreneurship Investigation | CEW Standard 13.4.8                            | XELLO College & Career Readiness Software Platform | Aug-October Repeats Quarterly | 256  | Successful lesson completion of the Entrepreneurship Investigation Lesson in XELLO | High school course taking patterns, course choice enrollment, high school honor course enrollment | 8 <sup>th</sup> Grade School Counselor |
| 8th | Jobs and Employers             | CEW Standard 13.2.11                           | XELLO College & Career Readiness Software Platform | Aug-October Repeats Quarterly | 256  | Successful lesson completion of the Entrepreneurship Investigation Lesson in XELLO | High school course taking patterns, course choice enrollment, high school honor course enrollment | 8 <sup>th</sup> Grade School Counselor |
| 8th | Transition to High School      | CEW Standard 13.1.8                            | XELLO College & Career Readiness Software Platform | Aug-October Repeats Quarterly | 256  | Successful lesson completion of the Transition to High School Lesson in XELLO      | High school course taking patterns, course choice enrollment, high school honor course enrollment | 8 <sup>th</sup> Grade School Counselor |



## SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

| 9th | Lesson  | ASCA Domain and Mindsets & Behaviors Standard(s)  | Curriculum and Materials   | Projected Start/End      | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used)               | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person            |
|-----|---|---|--|--------------------------|--|---|---|---------------------------|
| 9   | Student Orientation                                     | A:A1.1/5<br>A:A2.2<br>A:B2.1<br>16.1.12.D<br>16.1.12.A/B/E<br>13.1.3H<br>13.2.3D<br>13.1.5F/H | Lecture, Handouts, Powerpoint  | Fall Semester            | All 9 <sup>th</sup> grade students                   | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | Informal Observations   | PHHS Counselors           |
| 9   | Exploring Career Factors                                | 13.1.11   | Lecture, English Classes, Penn Hills Way Classes, Small Group and 1 v 1 Meetings, Handouts, Multimedia | Fall and Spring Semester | All 9 <sup>th</sup> grade students                   | Exploring Career Factors Lesson in XELLO                                | Informal Observations   | PHHS Counselors, Teachers |
| 9   | Workplace Skills & Attitudes                            | 13.2.11   | Lecture, English Classes, Penn Hills Way Classes, Small Group and 1 v 1 Meetings, Handouts, Multimedia | Fall and Spring Semester | All 9 <sup>th</sup> grade students                   | Workplace Skills & Attitudes Lesson in XELLO                            | Informal Observations   | PHHS Counselors, Teachers |
| 9   | Scheduling Presentations, Classroom Scheduling Sessions | A:A3.3<br>A:A2.2<br>A:B1.1/3<br>A:B2.3/6<br>16.1.12.D<br>13.1.3A/B<br>13.3.3A                 | Lecture, Handouts, Powerpoint  | Spring Semester          | All 9 <sup>th</sup> grade students                   | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | Informal Observations   | PHHS Counselors           |

|   |                                       |   |   |                          |   |   |                                |
|---|---------------------------------------|---|---|--------------------------|---|---|--------------------------------|
|   |                                       | 13.3.5F<br>13.1.8F/G/H<br>13.1.8H<br>13.1.11E           |   |                          |   |   |                                |
| 9 | Forbes Road CTC Tour and Presentation | 13.1.11.A/B/C/D/E/F<br>13.2.11.A/B/E<br>13.3.11.A/D/F/G | Tour of facility and presentation of programs | Spring Semester          | All 9 <sup>th</sup> grade students                        | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | PHHS Counselors, Forbes Staff  |
| 9 | ASVAB Results                         | 13.1.11 A/B/C/E/F/G/H<br>13.2.11 C/D<br>13.3.11 A/G     | Lecture, Handouts, Powerpoint                 | Fall and Spring Semester | 9 <sup>th</sup> Grade Students that participated in ASVAB | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | Military Reps, PHHS Counselors |
| 9 | ND Group                              |   | Handouts                                      | Fall and Spring Semester | 5-6 Students  | New Directions Reflection Sheet; Pre/ Post Tests                        | PHHS Counselors                |



## SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

| 10th | Lesson                    | ASCA Domain and Mindsets & Behaviors Standard(s)  | Curriculum and Materials   | Projected Start/End      | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used)               | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person            |
|------|---------------------------|---|--|--------------------------|--|---|---|---------------------------|
| 10   | Student Orientation       | A:A1.1/5<br>A:A2.2<br>A:B2.1<br>16.1.12.D<br>16.1.12.A/B/E<br>13.1.3H<br>13.2.3D<br>13.1.5F/H | Lecture, Handouts, Powerpoint  | Fall Semester            | All 10 <sup>th</sup> grade students                  | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | Informal Observations   | PHHS Counselors           |
| 10   | Work Values               | 13.1.11   | Lecture, English Classes, Financial Literacy Classes, Small Group and 1 v 1 Meetings, Handouts, Multimedia | Fall and Spring Semester | All 10 <sup>th</sup> grade students                  | Work Values Lesson in XELLO   | Informal Observations   | PHHS Counselors, Teachers |
| 10   | Career and Lifestyle Cost | 13.3.11   | Lecture, English Classes, Financial Literacy Classes, Small Group and 1 v 1 Meetings, Handouts, Multimedia | Fall and Spring Semester | All 10 <sup>th</sup> grade students                  | Career and Lifestyle Cost Lesson in XELLO                               | Informal Observations   | PHHS Counselors, Teachers |
| 10   | Entrepreneurial Skills    | 13.4.11   | Lecture, English Classes, Financial Literacy Classes, Small Group and 1 v 1 Meetings, Handouts, Multimedia | Fall and Spring Semester | All 10 <sup>th</sup> grade students                  | Entrepreneurial Skills Lesson in XELLO                                  | Informal Observations   | PHHS Counselors, Teachers |

|    |   |  |   |                          |  |   |                                |
|----|---|--|---|--------------------------|--|---|--------------------------------|
|    |   |  |   |                          |  |   |                                |
| 10 | Scheduling Presentations, Classroom Scheduling Sessions | A:A3.3<br>A:A2.2<br>A:B1.1/3<br>A:B2.3/6<br>16.1.12.D<br>13.1.3A/B<br>13.3.3A<br>13.3.5F<br>13.1.8F/G/H<br>13.1.8H<br>13.1.11E | Lecture, Handouts, Powerpoint                 | Spring Semester          | All 10 <sup>th</sup> grade students            | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | PHHS Counselors                |
| 10 | Forbes Road CTC Tour and Presentation                   | 13.1.11.A/B/C/<br>D/E/F<br>13.2.11.A/B/E<br>13.3.11.A/D/F/<br>G  | Tour of facility and presentation of programs | Spring Semester          | Interested 10 <sup>th</sup> grade students     | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | PHHS Counselors, Forbes Staff  |
| 10 | ASVAB Results   | 13.1.11 A/B/C/<br>E/F/G/H<br>13.2.11 C/D<br>13.3.11 A/G  | Lecture, Handouts, Powerpoint                 | Fall and Spring Semester | 10th Grade Students that participated in ASVAB | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | Military Reps, PHHS Counselors |
| 10 | ND Group  |  | Handouts                                      | Fall and Spring Semester | 5-6 Students                                   | New Directions Reflection Sheet; Pre/ Post Tests                        | PHHS Counselors                |



## SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

| 11th | Lesson              | ASCA Domain and Mindsets & Behaviors Standard(s)  | Curriculum and Materials   | Projected Start/End      | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used)               | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person            |
|------|---------------------|---|--|--------------------------|--|---|---|---------------------------|
| 11   | Student Orientation | A:A1.1/5<br>A:A2.2<br>A:B2.1<br>16.1.12.D<br>16.1.12.A/B/E<br>13.1.3H<br>13.2.3D<br>13.1.5F/H | Lecture, Handouts, Powerpoint  | Fall Semester            | All 11 <sup>th</sup> grade students                  | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | Informal Observations   | PHHS Counselors           |
| 11   | Career Backup Plans | 13.1.11   | Lecture, English Classes, Career Awareness Classes, Small Group and 1 v 1 Meetings, Handouts, Multimedia | Fall and Spring Semester | All 11 <sup>th</sup> grade students                  | Career Backup Plans Lesson in XELLO                                     | Informal Observations   | PHHS Counselors, Teachers |
| 11   | Defining Success    | 13.1.11   | Lecture, English Classes, Career Awareness Classes, Small Group and 1 v 1 Meetings, Handouts, Multimedia | Fall and Spring Semester | All 11 <sup>th</sup> grade students                  | Defining Success Lesson in XELLO  | Informal Observations   | PHHS Counselors, Teachers |
| 11   | Job Interviews      | 13.3.11   | Lecture, English Classes, Career Awareness Classes, Small Group and 1 v 1 Meetings, Handouts, Multimedia | Fall and Spring Semester | All 11 <sup>th</sup> grade students                  | Job Interviews Lesson in XELLO  | Informal Observations   | PHHS Counselors, Teachers |

|    |   |  |                               |                 |                                     |   |                       |                               |
|----|---|--|-------------------------------|-----------------|-------------------------------------|---|-----------------------|-------------------------------|
|    |   |  |                               |                 |                                     |   |                       |                               |
| 11 | Scheduling Presentations, Classroom Scheduling Sessions | A:A.3.3<br>A:A.2.2<br>A:B1.1/3<br>A:B2.3/6<br>16.1.12.D<br>13.1.3A/B<br>13.3.3A<br>13.3.5F<br>13.1.8F/G/H<br>13.1.8H<br>13.1.11E | Lecture, Handouts, Powerpoint | Spring Semester | All 11 <sup>th</sup> grade students | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | Informal Observations | PHHS Counselors               |
| 11 | Penn Hills College Fair                                 | A:A1.1/2/3<br>A:A.3.5<br>A:B1.1<br>A:B1.4/5<br>A:B2.7<br>16.1.12.D<br>16.2.12.C  | Handouts                      | Fall Semester   | All 11 <sup>th</sup> Grade Students | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | Informal Observations | PHHS Counselors, College Reps |
| 11 | Penn Hills HBCU Fair and Panel                          | A:A1.1/2/3<br>A:A.3.5<br>A:B1.1<br>A:B1.4/5<br>A:B2.7<br>16.1.12.D<br>16.2.12.C  | Handouts                      | Fall Semester   | All 11 <sup>th</sup> Grade Students | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | Informal Observations | PHHS Counselors, College Reps |

|    |   |  |                                  |                                |   |  |                       |   |
|----|---|--|----------------------------------|--------------------------------|---|--|-----------------------|---|
| 11 | Penn Hills<br>Career Fair               | A:A1.1/2/3<br>A:A3.5<br>A:B1.1<br>A:B1.4/5<br>A:B2.7<br>16.1.12.D<br>16.2.12.C | Handouts                         | Spring<br>Semester             | All 11th Grade<br>Students                              | Survey: Pre/ Post Tests,<br>Needs Assessment,<br>Program/ Activity<br>Evaluation | Informal Observations | PHHS<br>Counselors,<br>Trade<br>Schools<br>Reps, Local<br>Union Reps,<br>Business<br>Reps |
| 12 | College/<br>University<br>Campus Visits | 16.1.12.D<br>16.2.12.A<br>13.1.11.A/B/C/<br>D/F/H                              | Lecture, Powerpoint,<br>Handouts | Fall and<br>Spring<br>Semester | Interested 11 <sup>th</sup><br>Grade Students           | Survey: Pre/ Post Tests,<br>Needs Assessment,<br>Program/ Activity<br>Evaluation | Informal Observations | PHHS<br>Counselors,<br>College/<br>University<br>Reps                                     |
| 11 | ASVAB Results                           | 13.1.11 A/B/C/<br>E/F/G/H<br>13.2.11 C/D<br>13.3.11 A/G                        | Lecture, Handouts,<br>Powerpoint | Fall and<br>Spring<br>Semester | 11th Grade<br>Students that<br>participated in<br>ASVAB | Survey: Pre/ Post Tests,<br>Needs Assessment,<br>Program/ Activity<br>Evaluation | Informal Observations | Military Reps,<br>PHHS<br>Counselors  |
| 11 | ND Group                                |  | Handouts                         | Fall and<br>Spring<br>Semester | 5-6 Students  | New Directions Reflection<br>Sheet; Pre/ Post Tests                              | Informal Observations | PHHS<br>Counselors  |





## SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

| 12th | Lesson                  | ASCA Domain and Minsets & Behaviors Standard(s)   | Curriculum and Materials   | Projected Start/End      | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used)               | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person                |
|------|-------------------------|---|--|--------------------------|--|---|---|-------------------------------|
| 12   | Student Orientation     | A:A1.1/5<br>A:A2.2<br>A:B2.1<br>16.1.12.D<br>16.1.12.A/B/E<br>13.1.3H<br>13.2.3D<br>13.1.5F/H | Lecture, Handouts, Powerpoint  | Fall Semester            | All 12 <sup>th</sup> grade students                  | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | Informal Observations   | PHHS Counselors               |
| 12   | Xello                   | C:A1.1/2/3/7<br>16.1.12.B   | Lecture, English Classes, Small Group and 1 v 1 Meetings, Handouts, Multimedia | Fall and Spring Semester | All 12 <sup>th</sup> grade students                  | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | Informal Observations   | PHHS Counselors, Teachers     |
| 12   | Penn Hills College Fair | A:A1.1/2/3<br>A:A3.5<br>A:B1.1<br>A:B1.4/5<br>A:B2.7<br>16.1.12.D<br>16.2.12.C                | Handouts   | Fall Semester            | All 12 <sup>th</sup> Grade Students                  | Survey: Pre/ Post Tests, Needs Assessment, Program/ Activity Evaluation | Informal Observations   | PHHS Counselors, College Reps |

|    |   |  |  |                                |   |  |                            |  |
|----|---|--|--|--------------------------------|---|--|----------------------------|--|
| 12 | ASVAB Results   | 13.1.11 A/B/C/<br>E/F/G/H<br>13.2.11 C/D<br>13.3.11 A/G                        | Lecture, Handouts,<br>Powerpoint   | Fall and<br>Spring<br>Semester | 12th Grade<br>Students that<br>participated in<br>ASVAB | Survey: Pre/ Post Tests,<br>Needs Assessment,<br>Program/ Activity<br>Evaluation | Informal Observations      | Military Reps,<br>PHHS<br>Counselors   |
| 12 | Pennsylvania<br>State System<br>of Higher<br>Education<br>Panel | A:A1.1/2/3<br>A:A3.5<br>A:B1.1<br>A:B1.4/5<br>A:B2.7<br>16.1.12.D<br>16.2.12.C | Lecture, Handouts,<br>Powerpoint   | Spring<br>Semester             | All 12 <sup>th</sup> Grade<br>Students                  | Survey: Pre/ Post Tests,<br>Needs Assessment,<br>Program/ Activity<br>Evaluation | Informal Observations      | PHHS<br>Counselors,<br>College Reps    |
| 12 | Partner Up  |  | Lecture, Handouts,<br>Powerpoint, Field<br>Trips, Mock<br>Interviews/ Role Plays | Fall and<br>Spring<br>Semester | 20 –25 12 <sup>th</sup><br>Grade Students               | Partner Up Lessons; Pre/<br>Post Tests   | End of the year Interviews | Partner Up<br>Reps, PHHS<br>Counselors |
| 12 | ND Group  |  | Handouts   | Fall and<br>Spring<br>Semester | 5-6 Students  | New Directions Reflection<br>Sheet; Pre/ Post Tests                              | Informal Observations      | PHHS<br>Counselors                     |

|    |   |  |   |                                |   |  |                       |   |
|----|---|--|---|--------------------------------|---|--|-----------------------|---|
| 12 | Penn Hills<br>HBCU Fair and<br>Panel    | A:A1.1/2/3<br>A:A3.5<br>A:B1.1<br>A:B1.4/5<br>A:B2.7<br>16.1.12.D<br>16.2.12.C | Handouts  | Fall<br>Semester               | All 12th Grade<br>Students  | Survey: Pre/ Post Tests,<br>Needs Assessment,<br>Program/ Activity<br>Evaluation | Informal Observations | PHHS<br>Counselors,<br>College Reps   |
| 12 | Penn Hills<br>Career Fair               | A:A1.1/2/3<br>A:A3.5<br>A:B1.1<br>A:B1.4/5<br>A:B2.7<br>16.1.12.D<br>16.2.12.C | Handouts  | Spring<br>Semester             | All 12th Grade<br>Students  | Survey: Pre/ Post Tests,<br>Needs Assessment,<br>Program/ Activity<br>Evaluation | Informal Observations | PHHS<br>Counselors,<br>Trade<br>Schools<br>Reps, Local<br>Union Reps,<br>Business<br>Reps |
| 12 | Financial Aid<br>Night                  | C:A1.6<br>C:A1.7<br>C:A2.9<br>16.1.12.D<br>13.3.3D<br>13.3.5D                  | Lecture, Powerpoint,<br>Handouts, PHEAA<br>Representative | Spring<br>Semester             | All 12 <sup>th</sup> Grade<br>Students and<br>Parents/<br>Guardians | Survey: Pre/ Post Tests,<br>Needs Assessment,<br>Program/ Activity<br>Evaluation | Informal Observations | PHHS<br>Counselors,<br>PHEAA Rep  |
| 12 | College/<br>University<br>Campus Visits | 16.1.12.D<br>16.2.12.A<br>13.1.11.A/B/C/<br>D/F/H                              | Lecture, Powerpoint,<br>Handouts                          | Fall and<br>Spring<br>Semester | Interested 12 <sup>th</sup><br>Grade Students                       | Survey: Pre/ Post Tests,<br>Needs Assessment,<br>Program/ Activity<br>Evaluation | Informal Observations | PHHS<br>Counselors,<br>College/<br>University<br>Reps                                     |

## CTE Guidance Service Activities

### Student Awareness

| Grade | Intervention/<br>Program/Events | Stakeholder<br>Delivering | Data Used<br>Success Indicator | Begin & End | Contact<br>Person                       |
|-------|---------------------------------|---------------------------|--------------------------------|-------------|---|
| 10-12 | Forbes Road                     |                           |                                |             | Megan Tomley                            |
| 12    | Partner Up                      |                           |                                |             | Mrs. Lejune<br>Williams-<br>Clements    |
| 12    | Emerging Leaders<br>Program     |                           |                                |             | Brooke Lowe                             |
| 9-12  | New Directions<br>Counselor     |                           |                                |             | Mr. Tom<br>Kilcrease                    |
| 9-12  | NEED Incorporated               |                           |                                |             | Cheryl Biggs                            |
| 9-12  | Safe Spaces                     |                           |                                |             | Dion Dupree                             |
| 11-12 | HBCU Fair                       |                           |                                |             | High School<br>Counselors               |
| 11-12 | HBCU Panel and<br>Discussion    |                           |                                |             | High School<br>Counselors               |
| 11-12 | College Fair                    |                           |                                |             | High School<br>Counselors               |
| 11-12 | Career Fair                     |                           |                                |             | High School<br>Counselors               |
| 9-10  | Forbes Road CTC<br>Tour         |                           |                                |             | High School<br>and Forbes<br>Counselors |
| 9-12  | Xello                           |                           |                                |             | Counselors                              |
|       |                                 |                           |                                |             |   |
|       |                                 |                           |                                |             |   |

### Parent Awareness

| Intervention/<br>Program Events   | Date                             | Stakeholder<br>Delivering | Data Used<br>Success Indicator | Contact<br>Person                    |
|-----------------------------------|----------------------------------|---------------------------|--------------------------------|--------------------------------------|
| Financial Aid Night               | January/<br>February<br>annually |                           |                                | Amy Sawdey                           |
| 9 <sup>th</sup> Grade Orientation | August                           |                           |                                | Building<br>Principal/<br>Counselors |
| Open House                        | October                          |                           |                                | Building<br>Principal/<br>Counselors |
|                                   |                                  |                           |                                |                                      |

## **339.32(6) CAREER PLACEMENT SERVICES**

### **339.32(6) CAREER PLACEMENT SERVICES**

**10. Does your school provide career guidance services to all students that include provisions for the placement and transition from school to postsecondary work/college/military?**

**Yes**

**Upload career placement services document (3 pages maximum).**

**339 - Career Placement Services 9-12.docx**

**Career Placement and Transition Services  
for all students from school to work, college or military**

| <b>School</b> |               |   |            |                         |          |
|---------------|---------------|---|------------|-------------------------|----------|
| Grade         | # of Students | Guidance Activity that leads to . . .               | Employment | Postsecondary Education | Military |
| 12            | 20-30         | Partner Up  | X          |                         |          |
| 12            | 30-40         | ELP (Emerging Leaders Program)                      |            | X                       |          |
| 10-12         | 20-100        | ASVAB   |            |                         | X        |
| 9-12          | ALL           | Xello – Classroom Lessons                           | X          | X                       |          |
| 11-12         | 600           | Penn Hills High School College Fair                 | X          | X                       | X        |
| 11-12         | 600           | HBCU College Fair                                   | X          | X                       |          |
| 11-12         | 600           | Penn Hills High School Career Fair                  | X          | X                       |          |
| 9-12          | ALL           | NEED  | X          | X                       |          |
| 11-12         | 600           | Individual Reps for College/ Trade School/ Military |            | X                       | X        |
| 9-12          | ALL           | Safe Spaces   | X          |                         |          |

## **Organizing Career Resources K-12**

| <b>Resource Types</b>           | <b>List Resources</b>   |
|---------------------------------|---|
| <b>Organizations/Agencies</b>   | Forbes Road Career and Technology Center,   |
| Intermediary Organizations      |   |
| Umbrella Organizations          | Penn Hills Chamber of Commerce  |
| Community/State Agencies        | Pittsburgh Job Corps, PDE Academic Standards for Career Education and Work, Partner Up, NEED.   |
| <b>Networking Opportunities</b> |   |
| Individual Contacts             | Megan Tomley and Katie Bischak—Forbes CTC<br>PDE Educational consultant- TBD<br>College/University/Trade and Technical School Representatives<br>Military Representatives<br>Partner Up-Lejune Williams-Clements<br>Emerging Leaders Program- Brooke Lowe<br>N.E.E.D- Cheryl Biggs  |
| Community/Business Meetings     | School Counseling Advisory Council  |
| Community Events                | National College Fair, Penn Hills High School College Fair, Penn Hills High School Career Fair, PHEAA Financial Aid Night, 8 <sup>th</sup> grade parent scheduling information night, National HBCU College Fair, Penn Hills High School HBCU Fair, Neighborhood Resilience Project Peer to Peer Teen Leadership Group and Collaboration with The Pittsburgh Steelers,, UPMC Expect Respect and UPMC Creating Peace, Safe Spaces, Omega Psi Phi Inc. Annual Talent Show, N.E.E.D Black College Tour, Community and Family Builders Mindfulness Training, Western Penn Hills Community Action training, CURE Violence. |
| <b>Online/ Onland</b>           | pacareerstandards.com, pacareerzone.com, Xello K-12   |
| Internet Based Links            | and Xello parent portal, educationplanner.org, asvab.com, collegeboard.com, finaid.com, fafsa.gov   |

|                        |  |
|------------------------|--|
| Media/Advertising      | PHSD Website, Marquee Announcements, Twitter Feed, School Messenger system, PHSD Facebook page           |
| Publications/Documents | PA Career Guide, HS Guidance Newsletter, Student Planners grade 1-5. Xello curriculum, Student Messenger |

### **Individualized Academic/Career Plan -**

The Penn Hills School District utilizes the Xello Online Program for students in Grades K–12.

Each student who participates in Xello will have an electronic portfolio stored online.

All students, beginning in 8<sup>th</sup> grade will have a Career Portfolio generated through Xello that will follow all students through their High School Graduation.



## Educator Awareness

| Intervention/<br>Program Events | Date | Stakeholder<br>Delivering | Data Used<br>Success Indicator | Contact<br>Person |
|---------------------------------|------|---------------------------|--------------------------------|-------------------|
|                                 |      |                           |                                |                   |
|                                 |      |                           |                                |                   |
|                                 |      |                           |                                |                   |

**339.32(7) CONSULTATION WITH TEACHERS AND ADMINISTRATORS**

**339.32(7) CONSULTATION WITH TEACHERS AND ADMINISTRATORS**

**11. Does your school maintain a delivery system that includes academic and career guidance curriculum, prevention and intervention for social/emotional development, and student planning and support?**

The delivery system should reflect direct (face-to-face) and indirect (independent research) career guidance services organized by grade level as evidence that all students receive formal and informal career consultation with teachers and administrators.

Yes

**Upload delivery system document (13 pages maximum).**

Delivery system with tiers.docx

# COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

## Penn Hills Elementary School Grades K-5

Key: Guidance Curriculum- green  
Prevention, Intervention and Responsive Services-Blue  
Individual Student Planning-Red  
System Support- Purple

| <b>Guidance Curriculum</b><br>Provide developmental, comprehensive guidance program content in a systematic way to all students PreK-12                                | <b>Prevention, Intervention and Responsive Services</b><br>Addresses school and student needs   | <b>Individual Student Planning</b><br>Assists students and parents in development of academic and career plans                                      | <b>System Support</b> Includes program, staff and school support activities and services  |
|--|---|---|---|
| <b>Purpose</b><br>-Student awareness<br>-Skill development and application of skills needed to achieve academically and be career and college ready by graduation      | <b>Purpose</b><br>-Prevention<br>-Intervention and Responsive services to groups and/or individuals   | <b>Purpose</b><br>-Individual student academic and occupational planning,<br>-Decision making, goal setting and preparing for academic transitions. | <b>Purpose</b><br>-Program delivery and support   |
| <b>Academic</b><br>-Whole classroom lessons to support academic success and address career readiness standards   | <b>Academic</b><br>-Individual counseling<br>-Solutions team<br>-Group counseling<br>-Address attendance concerns<br>-Discipline support<br>-School Wide Positive Behavior Support Plan | <b>Academic</b><br>-GIEP/IEP/504 Plan team members<br>-Consultation with parents, teachers, administrators and students<br>-Behavior plans          | <b>Academic</b><br>-GMDT and MDT support<br>-PSSA coordination and testing facilitation<br>-Scheduling<br>-Records request<br>-Department meetings<br>-Student/classroom observations<br>-Open house<br>-Faculty meetings<br>-Professional conferences and trainings<br>-Curriculum planning/writing<br>-Records review<br>-Classroom coverages |
| <b>Career</b><br>-Whole classroom lessons on career awareness<br>-Xello online career platform activities<br>-Implementation of PA Career Education and Work Standards | <b>Career</b><br>-Group counseling<br>-Parent information evenings  | <b>Career</b><br>-Provide extra time to individual students to complete Xello missions and activities.  | <b>Career</b><br>-Department meetings<br>-Professional conferences and trainings<br>-Curriculum planning/writing<br>-Xello updates and online trainings   |

|  |  |  |   |
|--|--|--|---|
| <b>Personal/Social</b><br>-Whole classroom lessons on interpersonal skills   | <b>Personal/Social</b><br>-Individual counseling<br>-Solutions team<br>-Crisis intervention<br>-Group counseling<br>-Conflict mediation<br>-Agency referrals/consultations<br>-Parent information evenings<br>-CPI training<br>-Reinforcement of school-wide positive behavior support plan<br>-Address attendance concerns<br>-Discipline support | <b>Personal/Social</b><br>-GIEP/IEP/504 Plan team members<br>-Consultation with parents, teachers, administrators and students<br>-Behavior plan | <b>Personal/Social</b><br>-GMDT and MDT support<br>-Records request<br>-Department meetings<br>- Student/classroom observations<br>-Professional conferences and trainings<br>-Curriculum planning/writing<br>-Records review<br>- Detention/hall/cafe<br>-teria/dismissal duties<br>-Data collection |
| <b>Counselor Role</b><br>-Curriculum and PA Standards implementation<br>-Whole classroom or structured groups<br>-Consultation with parents and teachers | <b>Counselor Role</b><br>-Individual counseling<br>-Small group counseling<br>- Consultation with parents and teachers<br>-Consultation with outside agencies<br>-Crisis<br>-Schedule and facilitate 504 Plan, special education and gifted meetings   | <b>Counselor Role</b><br>-Gifted screening assessment<br>-Consult with parents and teachers  | <b>Counselor Role</b><br>-Develop and manage program<br>-Develop and sustain relationships and partnerships<br>-Consultation with Advisory Council, District School Counselors and stakeholders   |
| <b>Percentage of Time</b><br>- 20%   | <b>Percentage of Time</b><br>- 30%   | <b>Percentage of Time</b><br>- 20%   | <b>Percentage of Time</b><br>- 30%  |

# COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

Linton Middle School – 6-8

Key: Guidance Curriculum-green  
 Prevention, Intervention and Responsive Services-blue  
 Individual Student Planning-red  
 System Support-purple

| <b>Guidance Curriculum</b>   | <b>Prevention, Intervention and Responsive Services</b>   | <b>Individual Student Planning</b>   | <b>System Support</b>  |
|--|---|--|--|
| Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.  | Addresses school and student needs.   | Assists students and parents in development of academic and career plans.  | Includes program, staff and school support activities and services.  |
| <b>Purpose</b>   | <b>Purpose</b>  | <b>Purpose</b>   | <b>Purpose</b>   |
| Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.               | Prevention, Intervention and Responsive services to groups and/or individuals.  | Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.   | Program delivery and support.  |
| <b>Academic</b>  | <b>Academic</b>   | <b>Academic</b>  | <b>Academic</b>  |
| Class presentations of H.S. student handbook.<br><br>Presentation to parents of H.S./Scheduling for H.S.<br><br>Class lessons to support academic success. | Individual counseling for academic, personal and career related concerns.<br><br>Collaborate with teachers, parents and administrators.<br><br>Consult with teachers and parents regarding struggling students.<br><br>Coordinate and facilitate parent teacher conferences to assess academic progress.<br><br>Retention meetings.<br><br>Discipline support.<br><br>Address attendance concerns | Meet with all at risk to fail students.<br><br>Attend IEP meetings.<br><br>Schedule all new students' placement.<br><br>Schedule 504 meetings with parents, teachers, and psychologists.<br><br>Behavior plans | PSSA coordination<br><br>MDE<br><br>ER Review<br><br>Facilitate meetings<br><br>Scheduling<br><br>Student/Class observations<br><br>Open House<br><br>Professional conferences and trainings<br><br>Curriculum writing<br><br>Records review<br><br>Class coverage |

|   |   |   |  |
|---|---|---|--|
| <b>Career</b><br><br>HS Course selection presentation to students and parents.<br><br>XELLO | <b>Career</b><br><br>Parent info evenings<br>FRCTC presentations and Visit<br><br>Individual student career meetings                | <b>Career</b><br><br>HS Course selection.<br>FRCTC presentation and visit<br><br>XELLO  | <b>Career</b><br><br>Guidance plan development.<br>Professional conferences and trainings  |
| <b>Personal/Social</b><br><br>Classroom guidance lessons.<br><br>Individual Counseling      | <b>Personal/Social</b><br><br>Peer Mediation.<br>Crisis Intervention<br><br>SAP<br><br>Open house<br><br>Student, teacher mediation | <b>Personal/Social</b><br><br>Counseling covering, but not limited to, family, peers, emotional issues, individual issues, grief and loss, truancy.<br><br>Parent calls and meetings. | <b>Personal/Social</b><br><br>Consult with local community agencies and volunteers<br><br>Student/class observations<br><br>Open house<br><br>Records review<br><br>Detention/hall/café/dismissal duties |
| <b>Percentage of Time</b><br><b>20%</b>   | <b>Percentage of Time</b><br><b>30%</b>   | <b>Percentage of Time</b><br><b>20%</b>   | <b>Percentage of Time</b><br><b>30%</b>  |

# COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

Penn Hills High School – 9-12

| <b>Guidance Curriculum</b>   | <b>Prevention, Intervention and Responsive Services</b>                        | <b>Individual Student Planning</b>   | <b>System Support</b>  |
|--|--|--|--|
| Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.                                  | Addresses school and student needs.  | Assists students and parents in development of academic and career plans.  | Includes program, staff and school support activities and services.                  |
| <b>Purpose</b>   | <b>Purpose</b>   | <b>Purpose</b>   | <b>Purpose</b>   |
| Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation. | Prevention, Intervention and Responsive services to groups and/or individuals. | Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions. | Program delivery and support.  |
| <b>Academic</b>  | <b>Academic</b>  | <b>Academic</b>  | <b>Counselor Related</b>   |
| Classroom lessons to support academic success  | Individual counseling sessions; Small group academic interventions             | Individual scheduling sessions; Individual student conferences   | IEP meetings; 504 meetings; TEP meetings; Counselor meetings; Curriculum development |
| <b>Career</b>  | <b>Career</b>  | <b>Career</b>  | <b>Non-Counselor Related</b>   |
| Utilization of Career Cruising program   |  | Individual sessions focused career cruising; District website listing resources  | Lunch duty; Metal detector duty; dismissal duty, Test administration                 |
| <b>Personal/Social</b>   | <b>Personal/Social</b>   | <b>Personal/Social</b>   |  |
| Small group themes   | SAP/ Solutions team; Small group counseling; Individual responsive services    | Responsive services; Small group themes  |  |
| <b>Percentage of Time</b>  | <b>Percentage of Time</b>  | <b>Percentage of Time</b>  | <b>Percentage of Time</b>  |
| 25%  | 25%  | 25%  | 25%  |

## **339.32(8) AND (9) STAKEHOLDER INVOLVEMENT**

### **339.32(8) AND (9) STAKEHOLDER INVOLVEMENT**

**12. Does your school maintain a career guidance service action planning chart or document that shows how each stakeholder group (students, parents, educators, postsecondary, businesses, community agencies) benefits from and/or assists with the delivery of guidance services?**

Yes

#### **a. Students**

Students will participate in individual student planning to develop goals related to their interests, abilities and future plans. The counselors work to develop rapport, trust, and an understanding with students as well as to provide academic, career, & personal/social assistance to all students. Student reps from the elementary, middle and high schools will have an opportunity to present their experiences in the school counseling program as part of the advisory council.

#### **b. Parents**

Recognizes that guardians have an integral part in assisting their children as they progress through their academic career; by focusing and building upon the skills needed to be successful in personal/social, academic and career development. The "Parent Portal" component of Xello is used to engage parents in their child's career development and post-secondary planning. Parents can provide input to the school counseling program through their participation and service on the advisory council.



## **339.32(10) FOLLOW-UP STUDIES**

### **339.32(10) FOLLOW-UP STUDIES**

**14. Does your school conduct follow-up studies to determine the effectiveness of your career guidance services curriculum that includes study results and how the information collected is utilized to improve career guidance services?**

The follow-up study should be available during Perkins and APE/339 compliance reviews.

Yes

**Describe one aspect of your follow-up study including the stakeholder group and number of responses, and indicate how the data collected was utilized to improve career guidance services (1000 character limit).**

Students will participate in individual student planning to develop goals related to their interests, abilities and future plans. The counselors work to develop rapport, trust, and an understanding with students as well as to provide academic, career, & personal/social assistance to all students. Student reps from the elementary, middle and high schools will have an opportunity to present their experiences in the school counseling program as part of the advisory council. Post graduate survey 1 year out, information gathered by the technology department to assess post grad career plan-college, career, military, trades

## SIGNATURES AND ASSURANCES

## ASSURANCE OF QUALITY AND ACCOUNTABILITY

## Lead Counselor

Date \_\_\_\_\_

# CHIEF SCHOOL ADMINISTRATOR

**Chief School Administrator**

Date \_\_\_\_\_

**13. Does your school conduct at least one career guidance services stakeholder group meeting per year and maintain minutes that show discussion of career and postsecondary planning, and career curriculum and assessment, along with details on how the discussion leads to action steps and solutions that enhance career guidance services?**

The minutes should include a listing of all members of the stakeholder group with their name, job title, affiliation, and whether present or absent at the meeting. Agenda, minutes, and action plan should be available during Perkins and APE/339 compliance reviews.

Yes

**c. Postsecondary**

Students will become aware of various options available after high school. Institutions can conduct recruiting visits and facilitate presentations meet staff and faculty and visit campuses. In addition, students will be able to participate in co-ops outside of the building as well as real life work experiences while in the school setting. We have partnerships with post-secondary institutions that support our College and Career readiness goals K through 12.

**d. Educators**

All partners will be educated about Career Standards and post-secondary career options available to students through their participation on the advisory council, information sessions during professional development days, the school counseling website and presentations. The School Counselors partner with classroom teachers to implement personal/ social, academic and career lessons to the students. The outcome is that students will make educated decisions that will lead to a successful future.

**e. Businesses**

Members of the business community will provide opportunities for students to job shadow, provide support to the counseling program in the area of workplace expectations, and serve on the advisory council. The business community will provide the advisory council with an understanding of the value of positive social interactions, teamwork, goal-setting, communication, and the academic skills needed in the workforce.

**f. Community Agencies**

The business community will benefit from a better developed pool of graduating students ready to enter the workforce. As our partners, members of the business community will provide opportunities for students to job shadow, provide support to the counseling program in the area of workplace expectations, and serve on the advisory council.