

Saucon Valley School District

Regular Meeting of the Board of Education

April 11, 2023 – 7 pm

High School Audion

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Welcome to the meeting of the Saucon Valley School Board. Our objective is to serve the students, parents, and residents of our community. You are an important part of this meeting and we look forward to your questions and comments.

We are all here for the same reason. All opinions are welcomed and equally valuable. Our only request is that we address each other with civility and respect. Our courtesy toward each other is the best way to show our students how much we respect them as well.

Notice to Public - *This is to notify all in attendance at the Saucon Valley School Board meeting that the district is video and audio taping the meeting and the meeting will be posted for public viewing according to district policy.*

Agenda

6:00 pm – Support Contract, Lawsuit

- I. **Call to the Order** – Susan Baxter, *President, presiding*
- II. **Pledge of Allegiance**
- III. **Recording of Attendance** – *Judith Riegel, Secretary*
- IV. **Motion to Approve Agenda**
- V. **Announcement of Executive Session** – Support Contract, Lawsuit
- VI. **Approval of Minutes** – March 28, 2023
- VII. **Recognition** – None
- VIII. **Presentation** –
 - A. High School Representative – Alana Weirbach
 - B. Big Panthers ~ Little Panthers – Amy Braxmeier
- IX. **Superintendent’s Report** – *Jaime Vlasaty, Superintendent*
- X. **Courtesy of the Floor to Visitors – Agenda Items Only** – *Visitors should state their name and address.*

XI. Presentation of Bills – David Bonenberger

- A. General Expenditures – \$138,996.41
- B. Cafeteria Expenditures – \$22,260.91
- C. Health Benefits – None
- D. Capital Projects – None

Recommendations for Approval

Presentation of Bills

- 1. Approve the above presentation of bills.

Recommendation: To approve all motions and recommendations as listed above in Presentation of Bills.

XII. Treasurer’s Report – Cedric Dettmar/David Bonenberger

- A. Cash Investment and Bond Activity - None
- B. Condensed Board Summary Report - None
- C. Capital Project Finance Report - None
- D. Budget Transfers - \$920.00
- E. Middle School Activity Report – January 31, 2023 & February 28, 2023
- F. High School Activity Report – None

Recommendations for Approval

Treasurer’s Report

- 1. Approve the above Treasurer’s Report

Recommendation: To approve all motions and recommendations as listed above in Treasurer’s Report

XIII. AGENDA ITEMS

A. Education

Items/Projects for Discussion

- A. Discussion of Policy 707, 913 and 915
- B. Academic & Personnel Committee Summary – 4/5/2023

Recommendations for Approval

K-12 School Counseling Plan

- 1. Approve the K-12 School Counseling Plan.

1st Reading Policy 121*

- 2. Approve the 1st reading of the following policy:
121 - Field Trips

Recommendation: To approve all motions and recommendations as listed above in Education.

B. Personnel

Items/Projects for Discussion

- A. None

Recommendations for Approval

Retirement

- 1. Approve the retirement of Gale Zaino, full-time bus driver effective July 1, 2023.

Homebound Instructor

- 2. Approve Chad Shirk as a Homebound Instructor for the 2022-2023 school year at \$40.00/hour.

Maternity Leave Revision

- 3. Approve the revised maternity leave for Amanda Hicks, elementary counselor, from 12/13/22 - 5/1/23 to 11/28/22 - 4/17/23.

Recommendation: To approve all motions and recommendations as listed above in Personnel.

C. Facilities

Items/Projects for Discussion

- A. None

No Recommendations for Approval

Recommendation: No recommendations

D. Finance

Items/Projects for Discussion

- A. None

2022-2023 Budget Timeline for the 2023-2024 School Year

May 31, 2023 - *District Deadline* to adopt the 2023-2024 proposed final budget and upload the signed Certification of Use of PDE-2028 into the Consolidated Financial Reporting System application.

June 10, 2023 (20 days prior to final budget adoption deadline) – *District Deadline* to make the 2023-2024 Proposed Final Budget available for public inspection on PDE-2028.

June 20, 2023 (10 days prior to final budget adoption deadline) – *District Deadline* to offer public notice of its intent to adopt the 2023-2024 final budget.

Recommendations for Approval

2023-2024 Colonial Intermediate Unit General Operating Budget

1. Approve the Colonial Intermediate Unit #20 General Operating Budget for the fiscal year July 1, 2023, to June 30, 2024, in the total amount of \$3,987,425.00. Saucon Valley's portion is \$24,353.77, a 2.5% increase from 2022-2023.

Paper/Janitorial Products Bid Award

2. Approve the award of bid for paper/janitorial products for 2023-24 in the amount of \$18,577.90 through Northampton-Monroe-Pike County Joint Purchasing. Attachment

Melmark Contract

3. Approve the attached contract with Melmark for Student #12794 at a cost of \$670/day for education services and \$888/day for residential services for the school year 2022-2023.

2023-2024 Bethlehem Area Vocational-Technical School Budget

4. Approve the Bethlehem Area Vocational-Technical School Budget for the fiscal year July 1, 2023 to June 30, 2024, in the total amount of \$14,356,746.00. Saucon Valley's portion is \$1,015,792.00 this is an increase of \$140,436.00 from 2022-2023.

Northampton Community College

5. Approve the Northampton Community College 2023-2024 Budget in the amount of \$7,081,489.00 Saucon Valley's portion is \$291,232.00. This is a \$1,791.00 increase from 2022-2023.

Educational Development Software

6. Approve an agreement with Educational Development Software for an annual aSAP subscription in the amount of \$2,375.00 coming from the PCCD grant.

Recommendation: To approve all motions and recommendations as listed above in Finance

E. Community Updates

- **Hellertown/Lower Saucon Chamber of Commerce** – *John Conte*
- **Saucon Valley Foundation for Educational Innovation** – *Tracy Magnotta*

F. Northampton Community College – *Susan Baxter* (Meetings are on the first Thursday of every month)

G. Bethlehem Area Vo-Tech School – *Cedric Dettmar and Bryan Eichfeld* (Meetings are on the first Tuesday of every month)

H. Colonial Intermediate Unit – *Dr. Shamim Pakzad*
(Meetings are on the fourth Wednesday of every month)

I. New Business –

J. Old Business –

K. Citizens' Inquiries and Comments – *Visitors should state their name and address.*

L. Announcements

Future Meetings ~ April 25, 2023
May 9, 2023

M. Motion to Adjourn Meeting

The Saucon Valley School District does not discriminate on the basis of race, color, national origin, age, sex, or handicap.

The Business Meeting of the Board of Directors of the Saucon Valley School District was held on Tuesday, March 28, 2023, in the High School Audion. Present were Directors Susan Baxter, John Conte, Cedric Dettmar, Bryan Eichfeld, Michael Karabin, Tracy Magnotta, Shamim Pakzad, and Shawn Welch. Director Laurel Erickson-Parsons was absent. Also present were Judith Riegel, Board Secretary, Mark Fitzgerald, District Solicitor, and Jaime Vlasaty, Superintendent

- I. **Call to the Order** – 7:08 pm - Susan Baxter, *President, presiding*
- II. **Pledge of Allegiance**
- III. **Recording of Attendance** – *Judith Riegel, Secretary*
8-yes, 1-absent (Erickson-Parsons)
- IV. **Motion to Approve Agenda** – Director Dettmar, seconded by Director Welch moved to approve the Agenda. Vote: 8-yes, 0-no, 1-absent (Erickson-Parsons)
- V. **Announcement of Executive Session** – Special Education, Personnel, Support Staff
- VI. **Approval of Minutes** – Director Welch, seconded by Director Dettmar moved to approve the minutes as corrected for March 14, 2023. Vote: 8-yes, 0-no, 1-absent (Erickson-Parsons)
- VII. **Recognition** – None
- VIII. **Presentation** –
 - A. High School Representative – Alana Weirbach
 - B. CLIU 20 – 2023-2024 Budget – Dr. Christopher Wolfel
 - C. Bethlehem Area Vo-Tech School – Adam Lazarchak
- IX. **Superintendent’s Report** – *Jaime Vlasaty, Superintendent* - None
- X. **Courtesy of the Floor to Visitors – Agenda Items Only** –
 - D. Carpenter – Commented on changes to policies listed on the agenda.
- XI. **Presentation of Bills** – *David Bonenberger*
 - A. General Expenditures – \$ 460,566.04
 - B. Cafeteria Expenditures – \$ 28,316.20
 - C. Health Benefits – \$386,808.81
 - D. Capital Projects – None
 1. Approve the above Presentation of Bills.

Director Dettmar, seconded by Director Conte moved to approve the Presentation of Bills. Vote: 8-yes, 0-no, 1-absent (Erickson-Parsons)

XII. Treasurer's Report – Cedric Dettmar/David Bonenberger

- A. Cash Investment and Bond Activity
- B. Condensed Board Summary Report
- C. Capital Project Finance Report
- D. Budget Transfers - \$22,828.83
- E. Middle School Activity Report - None
- F. High School Activity Report - None

1. Approve the above Treasurer's Report

Director Dettmar, seconded by Director Welch moved to approve the Treasurer's Report. Vote: 8-yes, 0-no, 1-absent (Erickson-Parsons)

XIII. AGENDA ITEMS**A. Education**

1. Approve the 2023-2024 School Calendar.

Director Conte, seconded by Director Eichfeld moved to approve Education Item #1. Vote: 8-yes, 0-no, 1-absent (Erickson-Parsons)

2. Approve the first reading of the following Policies:

Policy 707 – Use of School Facilities

Policy 913 – Non-School Organizations/Groups/Individuals

Policy 915 – School Affiliated Organizations

Director Pakzad, seconded by Director Welch moved to approve Educational Item #2. Vote: 7-yes, 1-no (Karabin), 1-absent (Erickson-Parsons)

3. Approve a settlement agreement for student #12794.

Director Welch, seconded by Director Conte moved to approve Education Item #3. Vote: 8-yes, 0-no, 1-absent (Erickson-Parsons)

B. Personnel

1. Approve the resignation of Mark Pages, high school/middle instrumental music teacher effective March 30, 2023.

Director Eichfeld, seconded by Director Conte moved to approve Personnel Item #1. Vote: 6-yes, 2-no, (Baxter, Pakzad) 1-absent (Erickson-Parsons)

2. Approve Brian Campbell as High School/Middle School Instrumental Music Teacher Long-Term Substitute, Bachelors, Step 2 at \$56,425 prorated, effective March 27, 2023.

Director Dettmar, seconded by Director Welch moved to approve Personnel Item #2. Vote: 8-yes, 0-no, 1-absent (Erickson-Parsons)

3. Approve unpaid time off for:
 Deb Kelahan, high school dedicated day-to-day substitute, from April 3, 2023 to approximately April 17, 2023.
 Douglas Thompson, custodian, March 21, 2023.
4. Approve the rescinding of Louis Marchetti as the High School Play Production Staff.
5. Approve the following co-curricular positions for the 2022-23 school year:
 Lindsay Murray – MS Play Choreography - \$505
 Michael Sanders – MS Play Production Staff - \$505
 Todd Burkel – HS Play Production - \$505
6. Approve James Peer, Equipment Manager for the 2022-2023 school year with a stipend of \$2,650.00.
7. Approve the following paraprofessional resignations:
 Jamie Oldford her last day will be April 5, 2023.
 Sergio Lowenberg-Rivera his last day was January 12, 2023.
8. Approve Harrison Henne as the High School Volleyball Coach with a stipend TBD.
9. Approve Carolina Rosa as a part-time Non-instructional Paraprofessional at an hourly rate & benefits per the current Educational Support Staff Compensation & Benefits Plan, effective March 29, 2023.
10. Approve Barbara Germanetti as a Part-Time Bus Driver, with salary and benefits per the current Educational Support Professional Contract, effective upon completion of employment paperwork.

Director Karabin, seconded by Director Welch move to approve Personnel Items #3 – 10.
 Vote: 8-yes, 0-no, 1-absent (Erickson-Parsons)

C. Facilities

1. Approve the attached list of Surplus/Obsolete items.

Director Karabin, seconded by Director Conte move to approve Facilities Item #1.
 Vote: 8-yes, 0-no, 1-absent (Erickson-Parsons)

D. Finance

- A. Finance Committee Summary – March 15, 2023

2022-2023 Budget Timeline for the 2023-2024 School Year

May 31, 2023 - *District Deadline* to adopt the 2023-2024 proposed final budget and upload the signed Certification of Use of PDE-2028 into the Consolidated Financial Reporting System application.

June 10, 2023 (20 days prior to final budget adoption deadline) – *District Deadline* to make the 2023-2024 Proposed Final Budget available for public inspection on PDE-2028.

June 20, 2023 (10 days prior to final budget adoption deadline) – *District Deadline* to offer public notice of its intent to adopt the 2023-2024 final budget.

1. Approve PowerSchool/SafeSchool Integration set up at a cost of \$2,810.00 with funds coming from Title II.

Director Dettmar, seconded by Director Welch move to approve Finance Item #1.
Vote: 8-yes, 0-no, 1-absent (Erickson-Parsons)

2. Motion to approve a form contract under the KPN Keystone Purchasing Network cooperative purchasing program for roofing work to be completed by Weatherproofing Technologies, Inc. with a Contract Sum in the amount of \$3,137,669.89, authorizing the Administration and Solicitor's Office to finalize the terms of the form written agreement, and authorizing the Administration to sign the written agreement on behalf of the School District.
3. Motion to approve a form contract under the KPN Keystone Purchasing Network cooperative purchasing program for window replacement work to be completed by SJ Thomas Company, Inc. with a Contract Sum in the amount of \$2,800,00.00, authorizing the Administration and Solicitor's Office to finalize the terms of the form written agreement, and authorizing the Administration to sign the written agreement on behalf of the School District.
4. Motion to approve a form contract under the COSTARS cooperative purchasing program for HVAC work to be completed by ASL Mechanical with a Contract Sum in the amount of \$1,480,956.00, authorizing the Administration and Solicitor's Office to finalize the terms of the form written agreement, and authorizing the Administration to sign the written agreement on behalf of the School District.

Director Dettmar, seconded by Director Welch move to approve Finance Items #2-4.
Vote: 8-yes, 0-no, 1-absent (Erickson-Parsons)

5. Approve the agreement with Just Play Sports Solutions for Team System – Pro-License for Football for a total amount of \$4,575.00 for a 3-year period 2023 – 2026. The cost will come out of the Athletic Department budget.

Director Dettmar, seconded by Director Welch move to approve Finance Items #2-4.
Vote: 8-yes, 0-no, 1-absent (Erickson-Parsons)

E. Community Updates

- **Hellertown/Lower Saucon Chamber of Commerce** – *John Conte*
- **Saucon Valley Foundation for Educational Innovation** – *Tracy Magnotta*

F. Northampton Community College – *Susan Baxter*

G. Bethlehem Area Vo-Tech School – *Cedric Dettmar and Bryan Eichfeld*

H. Colonial Intermediate Unit – *Dr. Shamim Pakzad*

I. New Business – None

J. Old Business – None

K. Citizens' Inquiries and Comments – *Visitors should state their name and address.*

L. Announcements

Future Meetings ~ April 11, 2023
April 25, 2023

M. Motion to Adjourn Meeting

Director Welch, seconded by Director Conte moved to adjourn the meeting.

Vote: 7-yes, 0-no, 2-absent (Erickson-Parsons, Magnotta)

9:34 PM

ATTEST _____

Secretary

President

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PG - PLGIT GENERAL **Payment Dates:** 03/27/2023 - 06/30/2023

Payment Numbers: 0000062992 - 0000063047

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards

Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000062992	03/27/2023	J & J / MAIN STREET LEASING	jazz band 3/27/23		2,088.90
0000062993	04/03/2023	NSAN INC.	EDUC SOFT & LIC - BUS OFC		550.00
0000062994	04/04/2023	PP & L ELECTRIC UTILITIES	ELECTRIC - PLANT OPERATIONS		1,973.75
0000062995	04/04/2023	ROYAL TEES PRINTING LLC	T-shirts		821.00
0000062996	04/12/2023	AHOLD FINANCIAL SERVICES	Blanket PO For FCS		213.56
0000062997	04/12/2023	ALL PHASE ELECTRIC SUPPLY	Supplies		2,647.41
0000062998	04/12/2023	AMAZON CAPITAL SERVICES	3/28/23 reorder pots and pans	Supplies for 4th grade	1,623.85
0000062999	04/12/2023	AMERICHEM	SUPPLIES - PLANT OPERATIONS		70.00
0000063000	04/12/2023	BAVTS	VO-TECH TUITION 9-12		46,072.00
0000063001	04/12/2023	BETHLEHEM CATHOLIC HS INSTRUMENTAL MUSIC DEPT	3/21/23 band		320.00
0000063002	04/12/2023	C.J. WAGNER BOWLING SUPPLIES	SUPPLIES BASKETBALL GIRLS VAR	SUPPLIES BASKETBALL GIRLS JV	725.60
0000063003	04/12/2023	CAROLINA BIOLOGICAL SUPPLY CO.	Supplies		39.16
0000063004	04/12/2023	CURTIS POWER SOLUTIONS	Repair/Maintenance Equipment	REPAIRS & MAINTENANCE	3,439.72
0000063005	04/12/2023	DOROTHY GANSSLE	SENIOR CITIZENS TAX REBATE		500.00
0000063006	04/12/2023	EAS WATER COFFEE PAPER	MAINT SUPPLIES - MS	MAINT SUPPLIES - HS	360.21
0000063007	04/12/2023	FREEDOM LACROSSE CLUB OF BETHLEHEM	ATHLETICS DUES LACROSSE B VAR		375.00
0000063008	04/12/2023	Fun and Function	sensory room supplies/furniture		5,797.99
0000063009	04/12/2023	GENERAL HEALTHCARE RESOURCES LLC	SPEC ED - OTHER PROF SERVICE	PROF SERVICES - MS L SUPPORT	6,423.42
0000063010	04/12/2023	GRAVITAS PUBLICATIONS INC.	curriculum	BOOKS & PERIODICALS SP PR 5-8	79.97
0000063011	04/12/2023	HARAKAL CONSTANCE	CONTR SERVICE SWIMMING BOYS VA	CONTR SERVICE SWIMMING GIRLS V	100.00
0000063012	04/12/2023	HONORS GRADUATION	3/29/23 Purp Cords		319.00

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PG - PLGIT GENERAL **Payment Dates:** 03/27/2023 - 06/30/2023

Payment Numbers: 0000062992 - 0000063047

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards

Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000063013	04/12/2023	INTEGRITEC INC.	Boiler Room Chemical Treatment		465.00
0000063014	04/12/2023	INTERSTATE TAX SERVICE INC.	UNEMPLOYMENT COMPENSATION		348.62
0000063015	04/12/2023	JENNIFER STINNER	DUES & FEES BUS OFFICE		107.00
0000063016	04/12/2023	KB GRAPHICS	SUPPLIES POD		37.50
0000063017	04/12/2023	LARA McCARTHY	INSTR PRG OUTSIDE - OTR PROF SVC - MS - COMP		200.00
0000063018	04/12/2023	LARRY & ANTHONY FERRARO	3/10/23 SSC dip	3/27/23 Diplomas	2,359.81
0000063019	04/12/2023	LEHIGH UNIVERSITY	ATHLETICS DUES TENNIS B VAR	ATHLETICS DUES TENNIS BOYS JV	200.00
0000063020	04/12/2023	LINCOLN INVESTMENT	OTHER EMPLOYEE BENEFITS		9,520.00
0000063021	04/12/2023	LISA MICHELLE BASARA	TRANSP - CONTRACT CARRIERS - COMP ED		4,400.00
0000063022	04/12/2023	LOWE AND MOYER GARAGE INC.	SUPPLIES - TRANSPORTATION		155.48
0000063023	04/12/2023	LOWER SAUCON TWP P.D.	ATHLETICS - SECURITY - PLAYOFF/DISTRICTS		199.76
0000063024	04/12/2023	LOWE'S	SUPPLIES - ARTS AND THEATRE		962.96
0000063025	04/12/2023	MICROBAC LABORATORIES INC.	Pool Water Testing		224.97
0000063026	04/12/2023	MUSIC & ARTS	Repair/Maintenance Equipment	Supplies for Elem Band	339.34
0000063027	04/12/2023	NORTH EAST PARTS GROUP LLC.	SUPPLIES - TRANSPORTATION		755.63
0000063028	04/12/2023	NORTHEAST JANITORIAL SUPPLY	SUPPLIES - PLANT OPERATIONS		1,185.10
0000063029	04/12/2023	PAPCO	GASOLINE - TRANSPORTATION		8,613.19
0000063030	04/12/2023	PENNSYLVANIA TRUST	PURCHASED PRO&TECH SVCS		6,400.00
0000063031	04/12/2023	PP & L ELECTRIC UTILITIES	ELECTRIC - PLANT OPERATIONS		2,936.56
0000063032	04/12/2023	PRINTFORCE LLC.	3/9/23 envelopes		400.00
0000063033	04/12/2023	ROBERT FREY	TRAVEL-CONFERENCES/SEMINARS		305.42

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PG - PLGIT GENERAL **Payment Dates:** 03/27/2023 - 06/30/2023

Payment Numbers: 0000062992 - 0000063047

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards

Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000063034	04/12/2023	ROSS BODY & FRAME WORKS INC.	Towing Services		350.00
0000063035	04/12/2023	RUCH KAREN	SENIOR CITIZENS TAX REBATE		250.00
0000063036	04/12/2023	SAINTS LOGISTICS INC.	SECURITY SERVICES - DISTRICT		3,157.00
0000063037	04/12/2023	SAUCON VALLEY SENIOR HIGH	MISC EXP - SPEC ED 9-12		150.00
0000063038	04/12/2023	SBP CONSULTING INC.	TITLE II PROF TRAIN & DEV	TITLE II - PROF ED TRN & DEV	500.00
0000063039	04/12/2023	SEAN FENOFF	TRAVEL ATHLETICS POD		43.92
0000063040	04/12/2023	SERVICE TIRE TRUCK CENTERS	ADD FUNDS TO PO 23-560		237.00
0000063041	04/12/2023	ST. LUKE'S HOSPITAL	Driver Physicals/D & A Testing		55.00
0000063042	04/12/2023	STOTZ & FATZINGER OFF.SUPPLY	GENERAL SUPPLIES		322.53
0000063043	04/12/2023	THE SHERWIN WILLIAMS CO.	SUPPLIES - PLANT OPERATIONS		53.54
0000063044	04/12/2023	UGI SOUTH	NATURAL GAS - PLANT OPERATIONS		101.15
0000063045	04/12/2023	VERIZON WIRELESS	TELEPHONE	COMMUNICATION - ATHLETICS	2,158.70
0000063046	04/12/2023	WEAVER RONALD E.	SENIOR CITIZENS TAX REBATE		250.00
0000063047	04/12/2023	XEROX FINANCIAL SERVICES	LEASE PRINCIPAL EXPENDITURES	DUE TO/FROM CAFETERIA FUND	11,316.04

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PG - PLGIT GENERAL **Payment Dates:** 03/27/2023 - 06/30/2023

Payment Numbers: 0000062992 - 0000063047

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards

Sort: Payment Number

10 - GENERAL FUND	133,601.76
Grand Total All Funds	133,601.76
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	0.00
Grand Total Manual Checks	0.00
Grand Total Other Disbursement Non-negotiables	0.00
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	133,601.76
Grand Total All Payments	133,601.76

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - FULTON BANK Payment Dates: 03/30/2023 - 06/30/2023

Payment Categories: Direct Deposits
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
D000000664	04/12/2023	FOX ROTHSCHILD LLP	SOLICITOR RETAINER		5,250.00 <i>D</i>
D000000665	04/12/2023	GLENN R. BROWN	SALARY	MILEAGE	144.65 <i>D</i>
10 - GENERAL FUND					5,394.65
Grand Total All Funds					5,394.65
Grand Total Credit Cards					0.00
Grand Total Direct Deposits					5,394.65
Grand Total Manual Checks					0.00
Grand Total Other Disbursement Non-negotiables					0.00
Grand Total Procurement Card Other Disbursement Non-negotiables					0.00
Grand Total Regular Checks					0.00
Grand Total All Payments					5,394.65

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: CP - CAFE - PLGIT Payment Dates: 03/31/2023 - 06/30/2023

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000003652	04/12/2023	GOLD STAR FOODS, INC.	FOOD		319.64
0000003653	04/12/2023	HERSHEY'S CREAMERY COMPANY	NON-REIMB FOOD COSTS		403.66
0000003654	04/12/2023	MORABITO BAKING CO.	FOOD		270.65
0000003655	04/12/2023	PENN JERSEY PAPER CO. LLC	SUPPLIES		395.46
0000003656	04/12/2023	POCONO MOUNTAIN DAIRIES	MILK	FOOD	3,667.28
0000003657	04/12/2023	SINGER EQUIPMENT COMPANY	SUPPLIES		553.19
0000003658	04/12/2023	SYSCO OF CENTRAL PA	FOOD		16,651.03
50 - CAFETERIA					22,260.91
Grand Total All Funds					22,260.91
Grand Total Credit Cards					0.00
Grand Total Direct Deposits					0.00
Grand Total Manual Checks					0.00
Grand Total Other Disbursement Non-negotiables					0.00
Grand Total Procurement Card Other Disbursement Non-negotiables					0.00
Grand Total Regular Checks					22,260.91
Grand Total All Payments					22,260.91

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

**SAUCON VALLEY SCHOOL DISTRICT
BUSINESS OFFICE**

BUDGETARY TRANSFER FORM
2022-2023

Date: April 11, 2023

		TRANSFER AMOUNT				
		IN	OUT	ACCOUNT TITLE	REASON FOR TRANSFER	
1	TO	10-1241-890-000-30-000-000-000-0000	150.00		MISC EXP - SPEC ED 9-12	BALANCE ACCOUNT
	FROM		150.00	SUPPLIES - ACADEMIC SUPP 9-12	TRANSFER OF FUNDS	
2	TO	10-1110-650-000-30-000-000-000-0000	770.00		REG INSTR ED SOFT LIC 9-12	BALANCE ACCOUNT
	FROM		770.00	FIELD TRIPS ACTIVITIES 9-12	TRANSFER OF FUNDS	

Total Transfer: \$ 920.00

SAUCON VALLEY MIDDLE SCHOOL
 FINANCIAL REPORTS
 JANUARY 31, 2023
 CLUB ACCOUNT FUND

BEGINNING BALANCE	\$	37,760.37
INCOME		297.81
EXPENSES		1,807.02
ENDING BALANCE	\$	36,251.16

CLUB ACCOUNT	ENDING BALANCE
ART CLUB	19.20
BAND	5,702.01
CHEERLEADING	625.63
CHORUS	10,863.55
COMMUNITY SERVICE	386.69
GIRLS VOLLEYBALL	4,728.53
HONOR SOCIETY	440.48
I-TEAM	450.47
KNITTING CLUB	266.37
MATH COUNTS	-
ODYSSEY OF THE MIND	2.61
READING OLYMPICS	2.79
SEAPEARCH/ROBOTICS	3,120.11
SKI CLUB	804.67
STUDENT COUNCIL	446.53
YEARBOOK	6,782.11
5TH GRADE	528.65
6TH GRADE	-
7TH GRADE	738.35
8TH GRADE	319.71
INTEREST	22.70
TOTALS	\$ 36,251.16

Dr. Lensi Nikolav
 Principal

SAUCON VALLEY MIDDLE SCHOOL
 FINANCIAL REPORTS
 FEBRUARY 28, 2023
 CLUB ACCOUNT FUND

BEGINNING BALANCE	\$	36,251.16
INCOME		7,692.32
EXPENSES		500.00
ENDING BALANCE	\$	43,443.48

CLUB ACCOUNT	ENDING BALANCE
ART CLUB	19.20
BAND	7,775.01
CHEERLEADING	625.63
CHORUS	15,596.55
COMMUNITY SERVICE	386.69
GIRLS VOLLEYBALL	4,728.53
HONOR SOCIETY	440.48
I-TEAM	450.47
KNITTING CLUB	266.37
MATH COUNTS	-
ODYSSEY OF THE MIND	2.61
READING OLYMPICS	318.29
SEAPEARCH/ROBOTICS	3,120.11
SKI CLUB	804.67
STUDENT COUNCIL	499.53
YEARBOOK	6,782.11
5TH GRADE	528.65
6TH GRADE	-
7TH GRADE	738.35
8TH GRADE	319.71
INTEREST	40.52
TOTALS	\$ 43,443.48

Dr. Lensi Nikolav
 Principal

Saucon Valley School District

Policy

Title – 707 Use of School Facilities

Section – Community

Adopted – May 8, 2007

Revised –

Content

Purpose

School facilities of this district should be made available for community purposes, provided that such use does not interfere with the educational program of the schools. This policy only addresses the use of school district property and facilities by non-school sponsored entities and individuals. This policy does not address the use of facilities by school-sponsored extracurricular and co-curricular clubs and activities and school sponsored athletic activities.

Authority

It is the policy of the Board of School Directors of the Saucon Valley School District to make available the facilities of the school district to organizations, associations, and individuals of the community for civic, cultural, educational, and recreational activities when the scheduling of these activities does not interfere with the educational program of the district.

The Saucon Valley School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, or age^[MOU1] in making available the facilities of the school district. The Administration shall post a "Notice of Non-Discrimination" and make the notice available as required by law. All activities hosted by Group II entities, as defined below, must adhere to and observe the district's non-discrimination policies.

Requests from organizations outside the district will ~~also~~ be given consideration.

Definitions

Group I- Board-approved, school district sponsored extracurricular, co-curricular, and athletic activities

Group II- school affiliated organizations, as defined in Policy 915

Group III – non-profit, school age athletic leagues ("municipal athletic leagues") operated
144016173.3

by Hellertown Borough and Lower Saucon Township

Group IV - non-profit civic, service, or athletic organizations offering educational, cultural, or recreational enrichment activities for district students [MOU2][JJH3]

Group V- all other organizations and individuals permitted to use district facilities

Delegation of Responsibility

The Administration is charged with the responsibility of reviewing each request for use of facilities and, if all requirements are met, scheduling the use of the facilities. The Facilities use schedule shall be posted on the district web page.

Requests which fail to qualify for inclusion under the guidelines will be directed to the Board of School Directors for consideration.

The Board reserves the right to deny permission to use Saucon Valley District facilities when it deems this action to be in the best interests of the school district.

Fee charges will be determined by the nature of the use and the use, school-related or non-profit within the district, or commercial group number of the entity making the request [MOU4]. ~~The School Board will annually approve a list of school-related organizations for which all or some of the conditions and fees may be waived.~~ Rules and Regulations for the use of school buildings and facilities will be provided to the organizations requesting the use of the facilities.

Guidelines

The Rental Fee Schedule for use of school facilities will be reviewed and approved annually and included as part of the Rules and Regulations.

Classifications of eligible organizations using school facilities ~~shall be defined in the Rules and Regulations for the Use of School Buildings, Facilities and Equipment~~ are defined as Group I, Group II, Group III, Group IV, and Group V.

Application Process

An individual or community group that falls into Group II, Group III, Group IV, and Group V requesting permission to use school buildings, facilities or school property must submit a written request on the prescribed application in advance of the proposed date to the Superintendent [MOU5] or designee.

The application must specify the portion of the school facilities requested for use; proposed activities; number of individuals participating; and the date, time, and duration of the proposed event(s). All ~~wage~~ requests shall be for a specific date or dates, not for an undefined time period.

Along with the completed application, the individual or group must submit the following:

1. Evidence of organizational liability to limits required by district guidelines.
2. Documentation evidencing the school district shall be held harmless by the user for any liability that arises from use of school facilities by the individual or group.

Application Evaluation

No application to use school facilities shall be approved if the proposed activity would result in any of the following:

1. Conflict with any school-sponsored/Group I activity.
2. Access to school facilities closed due to renovations, maintenance, cleaning, the school calendar, or Board action.
3. Access to school facilities containing equipment or furnishings which would be detrimental to the operation of a district program if damaged or operated by an unqualified operator.
4. The proposed use would prevent or encumber district personnel from preparing school facilities for their primary purpose, because of the nature or duration of the activity.

Limitations

When individuals and community groups receive written permission to use school facilities under this policy, such use shall be conditioned upon strict compliance with the following:

1. Individuals shall not use, access, or enter upon any portions of the school facilities or their contents not specified in the approved written request form.
2. Individuals shall refrain from any conduct or activities not specifically identified in the approved written request form.
3. When advertising or promoting activities held at school facilities, individuals and ~~community groups~~ entities in Group III, IV, and V shall clearly and prominently communicate that the activities are not being sponsored by the school district^[MOU6] by including such language in all advertisements and proposal material: "This event/activity is not approved or sponsored by the Saucon Valley School District or its Board of Directors." Notices and promotional materials may not use the terms "Saucon Valley" or "SVSD" and when describing the location of the event may only reference the street address and room number, when applicable.^[JJH7]
4. School equipment used in conjunction with requested facilities shall be identified when the application is submitted. Users of school equipment must accept liability for any damage to or loss of equipment that occurs while in their use. Where rules so specify, no equipment may be used except by a qualified operator, provided by the school.

4.5. The proposed use by an entity in Group II, III, IV, or V shall commence no
144016173.3

earlier than 6:00 p.m. on a school day.

The School Board may require police supervision for traffic or safety control when anticipated attendance will exceed 200 people^[MOU8]. The District, in consultation with law enforcement, may require additional security measures if appropriate. The District shall have sole discretion to determine whether to impose additional security measures.

Prohibited Activities

Everyone using school facilities must adhere to Saucon Valley School District policies and regulations. All civil infractions will be referred to local law enforcement agencies, i.e., illegal parking, vandalism, use of obscene language, etc.

The following activities are strictly prohibited in school facilities when individuals and community groups are granted written permission to use said school facilities:

1. Possession, use or distribution of illegal drugs and/or alcoholic beverages.
2. Possession of weapons.
3. Conduct that would alter, damage or be injurious to any district property, equipment, or furnishings.
4. Conduct that would constitute a violation of the Pennsylvania Crimes Code, and/or state and federal laws and regulations.
5. Gambling, games of chance, lotteries, raffles, or other activities requiring a license under the Local Option Small Games of Chance Act, unless such activity has been expressly authorized by the Board or administration.
6. Use of tobacco/vaping products.

Violations

The school district reserves the right to remove from school district premises or revoke any previously granted permission to use school facilities from any individual or community group who fails to comply with the terms and conditions of this policy and established procedures.

In the event an individual or community group violates this policy or the terms under which permission was granted to use school facilities, that individual or community group forfeits the right to submit future written requests to use school district property, unless otherwise decided by the Board.

Fee Schedule

Use of school facilities for activities directly related to the educational program and district operations shall be without cost to users, except that the user shall be responsible for extra custodial fees and any fees associated with traffic, safety control^[MOU9], or additional security measures required by the District pursuant to this policy.

Special Rules And Regulations

Opening of Buildings – The building and facility will not be opened until the person

responsible for the activity is present.

Spectators –

1. Practices or Rehearsals – Parents/Guardians of participants and their children are permitted during practices or rehearsals.
2. Meets or Performance – Adults and children under eighteen (18) accompanied by an adult are permitted at meets or performances. Children under eighteen (18) will only be permitted without being accompanied by an adult ONLY if the organization using the facilities provides adequate supervision.

Compensation of School Personnel – Organizations using school facilities shall make all payments directly to the school district. No reimbursement directly to the employee is permitted. Tips also are not permitted.

Cancellations – Cancellation of scheduled use of school facilities must be reported to the Business Administrator preferably at least seven (7) days in advance. This advance notification is required for notification of custodians or others designated to supervise the use of the facility and to release the facility for another group which may desire to use it. If the cancellation is not cleared with the Business Administrator in time to permit proper notification of school personnel engaged for the activity, the organization will be required to pay all costs involved [MOU10][JH11].

Participation [MOU12][JH13]

SAUCON VALLEY SCHOOL DISTRICT
ADMINISTRATION BUILDING
2097 POLK VALLEY ROAD
HELLERTOWN, PA 18055

RULES AND REGULATIONS
FOR THE USE OF
SCHOOL BUILDINGS, FACILITIES, AND EQUIPMENT

STATEMENT

It is the policy of the Board of Directors of the Saucon Valley School District (Policy 707) to make available the facilities of the school district to responsible organizations, associations, and individuals of the community for civic, cultural, educational, and recreational activities, when the scheduling of these activities does not interfere with the educational program of the district.

Representatives of organizations requesting the use of school buildings and facilities are required to satisfy administration that they are responsible persons and officially represent responsible organizations. They must guarantee orderly behavior and, through the signing of an agreement form, indicate their willingness to abide by the Board's rules and regulations. The primary responsibility for the proper use of buildings and facilities within these administrative regulations rests upon the individual who signs the agreement form. **All activities must have adult supervision.**

The Board of School Directors will be notified monthly of the facilities scheduled use.

Rev. 20072023

A. **ELIGIBILITY**

Classifications of Eligible Organizations Using School Facilities:

Eligible clubs, Classes, groups, **or and** organizations are permitted to use school facilities. A list of charges by classes of users is included as *Attachment A* to these administrative regulations. These charges are listed in this manner to facilitate changes as needed from time to time as the cost of salaries and utilities change.

Group I **Board-approved, school district sponsored extracurricular, co-curricular, and athletic activities**

Group II **School affiliated organizations, as defined in Policy 915**

Group III **Non-profit, school age athletic leagues ("municipal athletic leagues") operated by Hellertown Borough and Lower Saucon Township**

Group IV Non-profit civic, service, or athletic organizations offering educational, cultural, or recreational enrichment activities for district students

Group V All other organizations and individuals permitted to use district facilities~~GROUP I - APPROVED SCHOOL DISTRICT ACTIVITIES~~

~~**GROUP II** - NON-PROFIT CIVIC, SERVICE, OR ATHLETIC ORGANIZATIONS WITHIN THE SCHOOL DISTRICT BOUNDARIES.~~

~~**GROUP III** - NON-PROFIT CIVIC, SERVICE, OR ATHLETIC ORGANIZATIONS OUTSIDE THE SCHOOL DISTRICT BOUNDARIES~~

~~**GROUP IV** - INDIVIDUAL/ORGANIZATIONS FOR COMMERCIAL PURPOSES, LOCATED WITHIN THE SCHOOL DISTRICT BOUNDARIES~~

~~**GROUP V** - INDIVIDUAL/ORGANIZATIONS FOR COMMERCIAL PURPOSES, LOCATED OUTSIDE THE SCHOOL DISTRICT BOUNDARIES~~

B. SCHEDULING PROCEDURES

1. Scheduling Priorities: School-sponsored activities (Group I) shall always have first priority for the use of District facilities. Priority for other activities shall be as follows::

a. Group II

b. Group III

c. Group IV

4-d. Group V

a. SCHOOL ACTIVITIES

~~School Activities shall always have first priority for all space. All applications will be processed according to date of receipt of application.~~

~~b. SCHOOL-RELATED ORGANIZATIONS~~

~~These are organizations that are:~~

- ~~(1) primarily servicing Saucon Valley School District residents of school age.~~
- ~~(2) primarily in existence to support and/or enhance the programs, goals, and mission of the District.~~

~~e. ORGANIZATIONS IN THE DISTRICT~~

~~Organizations located within the attendance area of the Saucon Valley School District will generally have next priority in the use of school facilities.~~

2. ~~No Charges Assessed~~Scheduling Records:

a. SCHOOL ACTIVITIES (GROUP I)

The principal of each school shall provide the Business Office with a list of all regularly scheduled after-hour school-sponsored (Group I) activities for the school year as well as a monthly list of all non-recurrent events.

b. MASTER CALENDARSCHOOL-RELATED ORGANIZATIONS

The person in charge of a Group II, III, IV, and V shall provide the Business Office with a list of all scheduled dates at least two weeks in advance of the first meeting. The Business Office will maintain a master calendar indicating the scheduled use of school facilities within the District. The calendar will include the name of the organization, the building, facility, and equipment which will be used, and the dates and times of usage. A copy of the approved application will be filed in conjunction with the calendar to provide additional information regarding the use of the facility on any given date. Civic, service, or athletic organizations of the Saucon Valley School District requesting use of facilities to hold an event that will directly benefit the District, school, or children of the District will be charged for only the additional cost of services required to conduct the activity, (if any) i.e., any payment to personnel or other expenses to conduct activity. (Board Policy No. 707)

~~The person in charge shall provide the Business Office with a list of all scheduled dates at least two weeks in advance of the first meeting.~~

~~Note: All such activities must have adult supervision.~~

C. APPLICATION PROCEDURE

1. Filing of Application

Organizations desiring to use school facilities shall file on the prescribed school district form (Attachment B) an application with the Business Office at least three weeks before the proposed date of activity. Failure to adhere to this ~~time-~~timeline may result in the application not being considered. The application will indicate the time, type, and location of the facilities desired, equipment requested, the purpose of the activity, and the organization or group requesting such use. The application must be signed by an appropriate official of the organization.

2. Responsibility of Person Signing Application^{[MOU1][JJH2]}

~~The~~ At least one person who signs the application (a "Responsible Person") must be a District resident and is responsible for ~~assuring~~ensuring that all

rules and regulations of the Saucon Valley School District will be properly implemented. A Responsible Person must be present at all activities held on District property for the duration of the events. The use of the facilities shall be limited to the specific hours stated on the approved application. Custodians or any other school employee will not be responsible to enforce the regulations of the School District. If infractions of the rules and regulations are reported, the use of the school facilities will be immediately denied that organization until a satisfactory understanding can be reached regarding future use^[MOU3].

~~3. Master Calendar~~

~~The Business Office will maintain a master calendar indicating the scheduled use of school facilities within the District. The calendar will include the name of the organization, the building, facility, and equipment which will be used, and the dates and times of usage. A copy of the approved application will be filed in conjunction with the calendar to provide additional information regarding the use of the facility on any given date. [MOU4]~~

D. GENERAL CONDITIONS

1. Inclement Weather - Groups II, III, IV, and V will not be permitted to use school facilities when schools are closed due to inclement weather.
2. Drugs and Alcohol - Intoxicating beverages or narcotics are prohibited on all school properties and at all sponsored activities. Any person under the influence of alcohol or narcotics will not be permitted to remain on the school property, and will be referred to local law enforcement agencies.
3. Smoking/Use of Tobacco Products - Smoking and the use of tobacco products is prohibited on all school premises and at all sponsored activities.
4. Indecent Language - Profane, obscene, and indecent language is prohibited at all times.
5. Area Restriction - It is required that the members of the organization using school facilities and spectators when involved in the activity use ONLY the areas for which approval is given. It is the responsibility of the person signing the application to see that this regulation is carefully followed.
6. Responsibility for Damage to Facilities - The organization assumes full responsibility for any and all damages to buildings, facilities, or equipment resulting from its use thereof.
7. Custodial Care of Facilities - Generally, there must be one or more custodians on duty at all times when school facilities, including the football field, are in use. Buildings and equipment must be left in a clean and orderly fashion. The custodian is to report any known violations of the rules and regulations regarding use of school facilities to District Administration.
8. Decorations - Decorations or signs by non-school groups are permitted on school building walls only with the approval of the school building principal. All decorations must be removed from the building by 7:00 AM the following day.
9. Facilities may not be filled beyond rated capacity.
10. Sponsors or supervisors of an activity must be present at the start and must remain on the premises until all participants have left the facility.
11. The building principal, or other administrator responsible for approving applications, may impose such additional reasonable restrictions or conditions as he/she shall determine according to the nature of the proposed use as set forth on the application.

E. SPECIAL RULES AND REGULATIONS

1. Opening of Buildings - The building and facility will not be opened until the person responsible

for the activity is present.

2. Spectators

- a. Practices or Rehearsals – parents or guardians of participants and their children are permitted during practices or rehearsals. No other persons are permitted. All are restricted to areas essential to the function.

- b. Meets or Performances – Adults and children under eighteen accompanied by an adult are permitted at meets or performances. Children under eighteen will be permitted without being accompanied by an adult ONLY if the organization using the facilities provides adequate supervision.
3. District Equipment - Organizations requesting use of District equipment shall include the specific equipment and details on the application. Special equipment, such as a scoreboard, kitchen equipment, sound system, and stage lighting, must be operated by District personnel. The organization will be responsible for any required compensation of District personnel.
4. Compensation of District Personnel – Organizations using District facilities shall make all payments directly to Saucon Valley School District. No reimbursement directly to an employee is permitted. Tips also are not permitted.
5. Insurance – Each organization using District facilities will be required to furnish a certificate of insurance with minimum coverage providing not less than \$1,000,000 limit per occurrence for bodily injury and/or property damage liability.
- ~~6.~~ Cancellations - Cancellation of scheduled use of District facilities must be reported to the Business Office at least seven days in advance. This advance notification is required for notification of custodians or others designated to supervise the use of the facility and to release the facility for
- ~~6.~~ use by another group. If the cancellation is not cleared with the Business Office in time to permit proper notification of school personnel engaged for the activity, the organization will be required to pay all costs involved.

F. RULES AND REGULATIONS RELATING TO SPECIFIC FACILITIES

AUDITORIUM

Requests for use of stage facilities, lighting, and installation of scenery shall be clearly indicated on the application for use of facilities.

Use of the auditorium sound and lighting systems must be requested and coordinated through the Business Office.

Note: A technician will be designated by the district to operate the sound and lighting systems for all functions in the High School Auditorium.

Organizations using the auditorium are responsible for any damage to seating or other equipment.

Equipment, costumes, or clothing belonging to the organization must be removed from the school property by 7:00 AM the following school day.

GYMNASIUMS

Reservations for gymnasiums can be made for a period no longer than the normal sport season of the proposed activity. Physical education and athletic equipment desired by the organization must be requested in advance on the application form.

Physical education supplies and/or other school supplies are NOT available to any organization using school facilities.

Street shoes are not permitted on gymnasium floors for athletic-type events.

Seating facilities will be made available for spectators in gymnasiums where permanent bleachers have

been provided with advance request of at least 48 hours.

CLASSROOMS

The use of classrooms is permitted. Specific rooms must be requested on the application form.

CAFETERIA DINING AREA

The cafeteria dining area may be used under the same conditions as a classroom when the kitchen is not part of the agreement.

CAFETERIA KITCHEN

The cafeteria kitchen may be used for preparing meals for organizations, provided that at least one District kitchen employee must be on duty if the kitchen is used by any organization for preparing foods or meals. Wages will be paid at the prevailing rate. Dishes and utensils or other supplies and equipment are **not** available for use by caterers.

SWIMMING POOL

All pool regulations must be followed and a minimum of one lifeguard must be on duty when the pool is in use. Coordination with the Saucon Valley Recreational Swim Program will be provided by the Business Office. The organization will be responsible for the cost of the lifeguard, if not under the auspices of the Saucon Valley Recreational Swim Program.

REST ROOMS

All rest rooms within the leased area shall be accessible to authorized users of facilities and shall remain open and available. Users are responsible for any vandalism that may occur.

OUTDOOR FACILITIES

OUTDOOR FACILITIES can be reserved for a period no longer than the normal sport season of the proposed activity. No equipment other than that required for conducting the sport can be moved on fields without special permission.

BASEBALL FIELDS may be used only for baseball and not for sports which require any change in the length or placement of bases, pitcher's mound, etc. The field must be maintained in satisfactory condition. This includes leveling and dragging under the supervision of District personnel, if required. The deliberate throwing of balls into screens during batting practice is prohibited.

PLAYGROUND FACILITIES - Adequate supervision for organizations using the playground facilities shall be provided until all children leave the premises.

FOOTBALL STADIUM - The stadium may be used for appropriate sports from Monday through Saturday, when available. The field must be properly maintained during the course of the event and any damage to the field will be the responsibility of the organization. NOTE: All eligible civic groups, service organizations, or athletic organizations who use the stadium with waiver of rental fees will be responsible for the payment of District personnel who will open and close the facility and who will clean the premises after the event.

STADIUM LIGHTS - The use of the stadium lights will be charged at an hourly rate for the use, based on current PPL rates, unless waived.

G. TRAFFIC RESTRICTIONS

1. Traffic/Parking - Organizations using campus facilities are required to provide adequate supervision to assure that automobiles or trucks are not parked on sod areas, play areas, or in restricted areas which could constitute a hazard in case of an emergency. Organizations using the facilities shall obey and ensure the enforcement of school district traffic and parking policies.
2. Police Supervision/Other Security Measures – When the District determines that police supervision^[MOU5] or other security measures, including, but not limited to private security guards, is/are required at any event, the District will inform the requesting user to contract for services accordingly and the user will be billed for all costs. Usually, any event with more than two hundred (200) participants will require Police Supervision^[MOU6] or other security measures. The District shall, in its sole discretion, determine whether police supervision or other security measures are required. Notwithstanding the foregoing, the requesting user is ultimately responsible for the safety and security of attendees at an event, and the District’s decision not to require police supervision or other security measures does not shift any liability for injuries, damages, claims, or lawsuits from the requesting user to the District.

H. FEE SCHEDULE AND HANDLING OF CHARGES PROCEDURE

1. The “*Fee Schedule for Use of School Buildings, Facilities, and Equipment*” is included with this administrative regulation as Attachment A. A description of the various classes of organizations is found under Section A.I. entitled “*Classifications of Eligible Organizations Using School Facilities*” on Page 1 of the rules and regulations.
2. Payment is due immediately upon receipt of appropriate billing by the District. Payment shall be made by check drawn to the order of the *Saucon Valley School District* and sent to: Saucon Valley School District Business Office, 2097 Polk Valley Road, Hellertown, Pa 18055.

I. CLOSING

The Saucon Valley School District hopes your event is a huge success.

We strive to provide you with all the necessary information and assistance in securing the use of our facilities.

Please contact us if you have any questions, concerns, or suggestions.

Saucon Valley School District
2097 Polk Valley Road
Hellertown, PA 18055

AFFIDAVIT

We certify that we have read and understand the rules and regulations of the Saucon Valley School District concerning the use of school buildings, facilities, and equipment, and further that we forever release the Saucon Valley School District, their Board of Directors, agents, and employees from all claims, actions, and charges whatsoever arising out of the event(s) conducted on the aforementioned date(s) for which this Application for Use of Facilities is submitted.

That upon prompt notice, we will defend all actions, suits, complaints or legal proceedings of any kind brought against the Saucon Valley School District, their Board of Directors, agents, and employees.

Further, we ~~would~~shall hold harmless and indemnify the above from any expenses and judgments or decrees recovered against them as a result of the said use of these facilities.

Name of Organization

Signature of Responsible Official

Signature of Responsible Official

Address

Address

Contact Phone Number

Contact Phone Number

SAUCON VALLEY SCHOOL DISTRICT FACILITY USE FEE SCHEDULE

Group I- Board-approved, school district sponsored extracurricular, co-curricular, and athletic activities

Group II- school affiliated organizations, as defined in Policy 915

Group III – non-profit, school age athletic leagues (“municipal athletic leagues”) operated by Hellertown Borough and Lower Saucon Township

Group IV - non-profit civic, service, or athletic organizations offering educational, cultural, or recreational enrichment activities for district students

Group V- all other organizations and individuals permitted to use district facilities

ELEMENTARY – MIDDLE SCHOOL AREAS:	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V
Elementary Multi-Purpose/Cafeteria	Free	\$100	\$200	\$175	
Middle School Multi-Purpose /Cafeteria	Free	\$100	\$200	\$175	
Elementary/Middle School Stage	Free	\$20	\$25	\$40	
Gymnasium – Elementary	Free	\$100	\$200	\$175	
Gymnasium – Middle School	Free	\$150	\$250	\$200	
Classroom(s) or Large Group Instruction Room	Free	\$20/hr	\$25/hr	\$25/hr	

HIGH SCHOOL AREAS:	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V
High School Cafeteria	Free	\$100	\$200	\$175	
High School Auditorium	Free	\$225	\$400	\$500	
Auditorium with Balconies	Free	\$250	\$450	\$600	
Sound System Equipment Use					
Sound/Lighting Technician Required	Free	\$10	\$15	\$20	
Sound/Lighting Technician (Mic/Basic Use)	Free	\$15/hour	\$20/hour	\$20/hour	
Sound/Lighting Technician for Productions/Dance Recitals (min. 2 Techs)	Free	\$20/hr each	\$30/hr each	\$30/hr each	
Auditorium – Rehearsal Sessions (No Public)	Free	\$150	\$250	\$200	
High School Gymnasium	Free	\$150	\$250	\$200	
Gymnasium – Practice Sessions	Free	\$35/hr	\$55/hr	\$55/hr	
High School Pool	Free	\$35/hr	\$60/hr	\$60/hr	
Swimming Timing System	Free	\$15	\$20	\$25	
Classroom/LGI	Free	\$20/hr	\$25/hr	\$25/hr	

CAMPUS FIELDS:	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V
Practice Fields	Free	\$105	\$125	\$135	
Games Fields (Soccer, Field Hockey, Baseball, Softball) No Preparation	Free	\$20/game	\$50/game	\$50/game	
Games Fields (Soccer, Field Hockey, Baseball, Softball) Prepared/Lined for Game (Labor included)	\$10/game	\$75/game	\$100/game	\$100/game	
Stadium – (Game Manager & Custodian Required)	Free	\$300	\$400	\$500	
Stadium Lights	\$10/hr	\$50/hr	\$50/hr	\$50/hr	
Tennis Courts	Free	\$5/hr/court	\$10/hr/court	\$10/hr/court	

The charges listed on this Fee Schedule are base rates and do not include the cost of personnel. Custodial/Maintenance Personnel must be present and will be paid at the prevailing rate, including any cost incurred for clean-up including athletic fields.

Any civic, service, or athletic organization of the Saucon Valley School District holding an event whose sole purpose is to advance or benefit the interests of the District or the school children of the District, whether or not an administrative fee is charged, shall make payment for any applicable cost of service. “Cost of Service” means any payments to personnel or other expenses paid by the District required to conduct the event or activity.

Note: A technician will be designated by the District to operate the sound and lighting systems for all functions in the High School Auditorium.

Saucon Valley School District

Policy

Title – 913 Non-School Organizations/Groups/ Individuals

Section – Community

Adopted – August 14, 2017

Revised – April 27, 2020

Content

The Board recognizes that non-school organizations, groups, and individuals may wish to utilize the district as a means to engage the school community in activities ~~and/or to distribute or post non-school materials~~. The Board directs that requests for such utilization from non-school organizations, groups, or individuals shall be governed by this policy.

Activities ~~or school-related information and materials from non-school organizations, groups, and individuals~~ that are integrated with or presented as a part of the district's curriculum, an approved school event, or student organization are approved and governed by Board policies related to curriculum and student activities, and are not governed by this policy, even if coordinated with non-school organizations.

It is the policy of the Board that district facilities be used in accordance with the guidelines established in Board policy and applicable law.

The Superintendent or designee shall develop administrative regulations to implement this policy.

Guidelines

~~The Board recognizes that the school community may benefit from receiving information from non-school organizations, groups, and individuals, provided the distribution and posting of such information does not interfere with the educational program of the schools.~~ The district's primary responsibility shall be to maintain a safe and orderly school environment and to protect the rights of all members of the school community.

The Board prohibits ~~advertisement, promotion, or distribution~~ the dissemination of materials by non-school organizations, groups, or individuals in Group III, Group IV, and Group V during instructional time, on school property on school days, at school-

sponsored activities occurring on or off of school property, or directly to students through facilitation by the Board. The district will not disseminate materials from non-school organizations in Group III, Group IV, and Group V. This prohibition against dissemination of non-school materials by entities in Group III, Group IV, or Group V does not apply to events held on school property by entities in Group II.~~or at school-sponsored locations or activities not otherwise open to non-school organizations, groups, or individuals.~~

The Board directs that the review and consideration of the use of school district facilities by non-school organizations ~~any activities or non-school materials~~ requested under this policy shall not discriminate on the basis of ~~content or~~ viewpoint.

Definitions

Non-school organizations, groups, or individuals shall mean those entities ~~that are not part of the school program, school-sponsored activities, or organized pursuant to the Pennsylvania School Code or Board policy~~ identified in Group III, Group IV, and Group V, as defined below. When employees or Board members act on behalf of a non-school organization or group, or on their own behalf, this policy applies to them. Students are governed by a separate and distinct Board policy regarding student expression and distribution and posting of materials.

Group I- Board-approved, school district sponsored extracurricular, co-curricular, and athletic activities

Group II- school affiliated organizations, as defined in Policy 915

- Group III – non-profit, school age athletic leagues (“municipal athletic leagues”) operated by Hellertown Borough and Lower Saucon Township

Group IV - non-profit civic, service, or athletic organizations offering educational, cultural, or recreational enrichment activities for district students

- Group V- all other organizations and individuals permitted to use district facilities

Non-school materials shall mean any printed, technological, tangible, digital, or written materials, regardless of form, source, or authorship, that are prepared by an entity in Group III, Group IV, or Group V. ~~prepared by non-school organizations, groups, or individuals for posting or general distribution that are not prepared as a part of the curricular or approved extracurricular programs of the district, including but not limited to, fliers, invitations, announcements, pamphlets, posters, Internet bulletin boards, non-school organization websites, and the like.~~

~~Distribution shall mean issuing non-school materials to others on school property or during school-sponsored events; placing upon desks, tables, on or in lockers; or engaging in any other manner of delivery of non-school materials to others while on school property or during school functions.~~

~~Posting shall mean publicly displaying non-school materials on school property or at school-sponsored events, including but not limited to affixing such materials to walls, doors, bulletin boards, easels, the outside of lockers, on district-sponsored websites, through other district-owned technology, and the like.~~

Prohibited activities ~~and materials~~ shall mean activities ~~and materials~~ that:

1. Violate federal, state or local laws, Board policy or district rules or regulations.
2. Are libelous, defamatory, obscene, lewd, vulgar, or profane.
3. Advocate for the use or advertise the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students, such as tobacco/nicotinevaping products, alcohol, or illegal drugs.
4. Incite violence, advocate use of force or threaten serious harm to the school or community.
5. ~~Are likely to or do m~~Materially or substantially disrupt or interfere with the educational process, such as school activities, school work, ~~or~~ discipline, or safety ~~as well as safety~~ and order on school property or at school functions.

- 6-5. Interfere with, or advocate interference with, the rights of any individual or the safe and orderly operation of the schools and their programs.
- 7-6. Primarily promote commercial enterprises.
- 8-7. Promote or express an opinion on a political party, candidate, or ballot measure.
- 9-8. Violate written district administrative regulations or procedures on time, place and manner for posting and distribution of otherwise protected expression.

Non-school Materials

~~The Board requires that non-school organizations, groups, or individuals who wish to distribute or post non-school materials on school property shall submit them to the building principal. The building principal shall inform the Superintendent or designee of requests received from non-school organizations, groups, and individuals. Prohibited activities and materials shall not be permitted.~~

~~If approval is granted by the building principal, the non-school organization, group, or individual shall comply with Board policy and administrative regulations, and the district's time, manner, and place restrictions for distribution and posting of materials.~~

~~Materials issued by non-school organizations, group, or individuals shall not be distributed during instructional time or school-sponsored activities.~~

Non-school Activities

Activities sponsored by non-school organizations, groups, or individuals shall not occur during instructional time or school-sponsored activities.

Requests by non-school organizations, groups, or individuals to ~~invite or promote student participation in non-school activities~~ use district facilities shall comply with Board policy and administrative regulations ~~on distribution and posting of materials~~.

Community Activities Involving Students

The Board recognizes the social and educational values that may be derived from student participation in various activities sponsored by community organizations but specifies that unreasonable demands on the time and energies of students and staff be prevented.

Requests for student participation in community-sponsored activities must be made in writing to the Superintendent or designee.

The school schedule may not be interrupted unless the majority of students involved benefit from participation.

Participating students may not leave the school district unless the Board policy for field trips has been followed or the Board has granted special permission.

Fundraising

~~Students may engage in speech incident to fund-raising activities provided such speech does not occur during instructional time, create a substantial disruption to the school environment, or constitute prohibited activity or materials.~~

~~Any student(s), student group, class, or parent or adult group organized to foster the activities of district students shall receive the prior approval of the Superintendent or his/her designee in order to engage in any fundraising activities.~~

Fundraising by non-school organizations, groups, or individuals is prohibited on school property or in the name of the school.

Any staff member wishing to solicit funds on school property or in the name of the school district must receive permission from the Board.

Funds solicited for special purposes are not to be commingled with regular or special accounts of the district.

This policy does not apply to fundraising for district-sponsored or school affiliated organization activities.

Staff members shall not release the names, addresses, or telephone numbers of students or staff members to any outside individual or agency for fundraising purposes.

Scholarships/Awards

The Board is appreciative of the generosity of organizations that offer scholarships or awards to deserving students; but, in accepting such offers, the Board directs that established guidelines be observed.

No information, either academic or personal, shall be released from a student's record for the purpose of selecting a scholarship or award winner without the permission of the student who is eighteen (18), or the parents/guardians of a student who is younger, in accordance with the Board's policy on student records.

The type of scholarship or award, and any pertinent restrictions, shall be approved by the Board.

All pertinent information regarding the proposed scholarship or award shall be submitted for review by the Superintendent or designee prior to the date on which it is to be presented.

The building principal, together with a committee of staff members designated by the principal, shall be involved in the selection of the recipient of an award or scholarship.

Travel Services/Foreign Trips

Solicitation and sale of travel services for foreign trips to students may be permitted with the approval of the Board.

Sellers of travel services to students must meet the following criteria:

1. Belong to an association of certified sellers of travel.
2. Provide proof of insurance.
3. Submit references.
4. Provide proof of a performance bond.
5. Include in all information provided to students and parents/guardians that use of tobacco/nicotine, alcohol, and controlled substances will be prohibited.
6. Include in all information provided to students and parents/guardians that the activity is not a school-sponsored event

SAUCON VALLEY SCHOOL DISTRICT

SECTION: Community

TITLE: SCHOOL AFFILIATED
ORGANIZATIONS

ADOPTED: September 10, 2013

REVISED:

915. SCHOOL AFFILIATED ORGANIZATIONS	
Purpose	<p>The Board recognizes and appreciates the interest and support of school affiliated organizations of parents and interested community residents. The Board also recognizes the need for a clear working relationship between these organizations and the schools and that without the countless hours offered by the members of these groups, district programs, educational, athletic and non-athletic, would suffer. The following policy statements have been adopted in order to maintain current good relationships with existing school affiliated organizations and to provide a model for establishment and operation of future organizations. In this regard, equity principles and compliance benchmarks described in Title IX law must be used to guide fundraising in all organization and compliance with the Pennsylvania Equity in Interscholastic Athletics Disclosure Bill must be used to guide fundraising for all athletic related fundraising.</p>
Definition:	<p>School Affiliated Organizations (SAO) are defined as those organizations that utilize the name of the school district or any of its schools or programs, and directly affect curricular or extracurricular programs operated by the school.</p>
Authority:	<p>Pennsylvania School Law establishes the individual School Districts as the sole local policy making body. In matters of district policy and operating procedures, the Board of School Directors Board will retain final authority. The authority must be recognized and respected by all school affiliated organizations.</p> <p>School affiliated organizations must receive annual approval of the Board prior to using district or school names and operating in relations <u>to</u> the school district's programs.</p>

<p>Guidelines:</p>	<p>Organizations grandfathered in under this policy include:</p> <p>Saucon Valley Athletic Booster Club, Saucon Valley Music Connection, Saucon Valley Fine Arts, Saucon Valley PTO/PTA/PTG, Alumni Association, Saucon Valley Education Foundation, Football Booster, Wrestling Booster, and Boys' Soccer Booster. These groups shall be required to adhere to the Guidelines as described more fully below.</p> <p>Board Approval of any new organizations shall be requested through the Superintendent. Action by the Board will be taken at a public meeting after a review of the following information, which should be presented with the request for approval:</p> <ol style="list-style-type: none">1. Statement of need for the organization2. Proposed name of the organization3. Proposed program affiliation4. Proposed Constitution/By-Laws5. Name of person currently responsible for the conduct of the organization. <p>A copy of each organization's current Constitution/By-Laws shall be kept on file in the District Office. The Board reserves the right to revoke the approval of any organization, with its reasons stated in writing, provided that the representatives of the organization have been given the opportunity to be heard prior to the Board's action. Revocation of approval by the Board will result in termination of all relationships with the district, school, and/or its programs for a minimum of 1 year before a group may reapply for approval.</p> <p>Accounts and financial reports of school affiliated organizations shall be established and maintained according to prudent business practices</p> <p>All school affiliated organizations are expected to maintain accurate financial records that reflect appropriate use of funds in accordance with the organization's by-laws, Pennsylvania State Law, and Federal Law. Each entity must sign an affidavit of compliance with policy and the documentation of finance and the filing with the IRS as a Schedule C, 1120 incorporation, or a 501(c)(3) organization to be a recognized school affiliated entity.</p> <p>A treasurer's report for each organization, outlining each individual expense and each source of revenue, shall be prepared and presented to the</p>
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<p>Fundraising Activities/Spending:</p>	<p>membership of the organization at regularly held meetings. A yearly revenue and expense report shall be prepared and presented to the Saucon Valley District Office by June 30th for the current school year for review by the administration.</p> <p>Funds raised in the name of the school district or its schools or programs shall be used to benefit the pupils of the school district or the programs they are involved in unless otherwise specified in the budget of the organization and approved by its membership such as the Alumni Association.</p> <p>Game/Performance uniforms <u>for school-sponsored activities</u> are the responsibility of the school district. School Affiliated Organizations may not supplant the school district's responsibility by purchasing/donating uniforms worn for competitions and/or performances during the regularly schedule season or playoffs. This does not include recognition/reward apparel that may be earned due to team successes for or beyond the regular season.</p> <p>Fundraising Activities conducted within the school system by pupils using the names of the system or any of its respective schools and by school affiliated organizations, shall first be approved by the Superintendent or his/her designee for each school affiliated organization</p> <p>All fundraising activities shall be conducted in compliance with school district regulations and need to be approved by the district. Fundraising for the year should be scheduled in advance listing each activity and who will be conducting the event.</p> <p>The district holds the right to deny or change fundraisers if there are competing fundraiser or it is believed that the fundraising efforts in the district would be in excel and place a burden on the persons performing the fundraising endeavor or is a stress on the resources of the community</p> <p>No organization may have more than a total of twelve (12) fundraisers of any type, community level, and/or building level, unless granted permission by the building principal. Membership drives, concession stands, or raffles are not to be counted in the allowance for the number of fundraisers. In addition, fundraisers or events in which 100% of profits are donated to a charity do not count as a fundraiser. For example,</p>
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an event in support of the American Cancer Society would not count as a fundraising event for the organization.

Proposals for fundraisers that contain multiple events shall be limited to two a year [JJH1] per organization and will be reviewed along with the other requested fundraisers for the year. For example, a hoagie sale each month for eight (8) consecutive months. [JJH2]

Fundraising activities, other than concession stand use, that are to occur on school district property that have space requirements must have approval via completion of the Saucon Valley Use of Facilities form in the District Office.

Fundraisers that are in the form of collection of items; example: box tops, soda tabs, recycling will not count toward the limit of fundraisers for the year.

Records of school fundraising activities may be subject to audit, ~~as are any other accounts within the school system~~

Profits derived from any sale or fundraising effort by a school affiliated organizations shall be used only to benefit the students or the programs they are involved in but may not, in any case, be used for salaries or additional payment for organization officers, directors, advisors, or coaches.

Monies spent by ~~school affiliated organizations~~ SAOs for the benefit of the programs they support must be spent in accordance ~~to with the SAO's bylaws and all laws connected with~~ applicable to their organization. ~~The Board must approve prior to purchase or acceptance and~~ any donation, equipment, or tangible item(s) purchased for the direct benefit of the school or its students beyond ~~an SAO's the regular base function~~ [JJH3] ~~and/or activities of that entity provided by the district unless the amount is de-minimis in nature must be accepted and approved by the board prior to purchase or acceptance.~~

~~All revenue sources and expenditures must be logged on the financial ledger sheets. All expenditures that are conducted by the organization in the function of approved fundraising efforts does not need to a have approval~~ [JJH4]

Any small games of chance permits will be the responsibility of the fundraising group to obtain.

<p>Delegation of Responsibility:</p>	<p>Any accounting, tax regulations, forms, or tax returns that need to be filed is the responsibility of the fundraising group.</p> <p>The Superintendent shall be the chief liaison between the Board and school affiliated organizations.</p> <p>School administrators shall be involved in all decision and planning affecting their respective pupils, programs, facilities, and/or buildings.</p> <p>Copies of the following shall be provided to the District Office on an annual basis:</p> <p><u>By September 1st of each year:</u> Copy of Constitution and/or Bylaws Names of Officers and contact information Listing of fundraising events for the year by each group</p> <p><u>By June 30th of each year:</u> Copy of minutes of all meetings from the current school year Copy of Financial Reports from the current school year Annual Report (Activities conducted during the previous year and plans for the next year) Recommendation to the Superintendent and the Board</p>
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Academic and Personnel Committee – April 5, 2023

The Academic and Personnel Committee of the Saucon Valley School Board met on April 5, 2023, in the District Office Conference Room.

The following items were on the committee agenda:

1. Math Pathways: Dr. Nikolov presented and will be bringing it back to the committee after revisions.
2. 2022-23 Middle School Schedule – Dr. Nikolov presented the potential Middle School Schedule.
3. Policies –
 - Policy 121 Field Trips
 - Policy 200 Enrollment of Students
 - Policy 200-AR-3 Enrollment Classifications
 - Policy 202 Eligibility of Nonresident Students
 - Policy 202-AR Eligibility of Nonresident Students
 - Policy 203 Immunizations and Communicable Disease
 - Policy 204 Attendance
 - Policy 204-AR-0 Compulsory Attendance/Unexcused Absences
 - Policy 217 Graduation
 - Policy 217-AR-5 Pathways to Graduation
 - Policy 221 Dress and Grooming
 - Policy 251 Students Experiencing Homelessness, Foster Care, and Other Educational Instability
 - Policy 251-AR-0 Homeless Students
 - Policy 810 Transportation

Recommendations:

The committee recommended sending Policy 121 to the Board for the first reading. All other policies will be brought back to the May 3, 2023, Academic & Personnel Committee Meeting.

K-12 School Counseling Plan

Comprehensive College and Career Readiness Plan

2023-2028

Saucon Valley School District



Saucon Valley School District
2097 Polk Valley Rd
Hellertown, PA 18055
610-838-7001
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Chapter 339 Counseling Plan

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1. School Counselors & Assignments

Counselor Name	School, Caseload/Role	Ratio
Amanda Hicks <i>amanda.hicks@svpanthers.org</i>	Elementary, grades K-2 610-838-7001 x-4706	393:1
Kelly Wehr <i>kelly.wehr@svpanthers.org</i>	Elementary, grades 3-4 610-838-7001 x-4705	290:1
Grant Geiger <i>grant.geiger@svpanthers.org</i>	Middle, grades 5-6 610-838-7001 x-3707	308:1
Thomas Baldo <i>thomas.baldo@svpanthers.org</i>	Middle, grades 7-8 610-838-7001 x-3706	331:1
Rachel Alderfer <i>rachel.alderfer@svpanthers.org</i>	High, last names A-L 610-838-7001 x-2715	310:1
Joanna Suriel <i>joanna.suriel@svpanthers.org</i>	High, last names M-Z 610-838-7001 x-2714	341:1
Katie Fisher <i>kathryn.fisher@svpanthers.org</i>	High, Career and Collegiate Counselor 610-838-7001 x-2706	651:1

2. Role of the School Counselor

Role	Level	Evidence of Role
Leader	Elementary	<ul style="list-style-type: none"> - Designing, implementing, and analyzing a comprehensive K-12 school counseling curriculum. - Analyzing program results (curriculum, assessment data, student needs), and consider program's effectiveness for changing dynamics. - Providing instruction to students ensuring development of competencies promoting the knowledge, attitudes and skills needed for student achievement, success and development. - Following ASCA Ethical Standards for School Counselors to demonstrate high standards of integrity, leadership and professionalism. - Acting as a liaison between key stakeholders to improve student success and support for personal goals. -The K-12 School Counselors work with other stakeholders to overcome barriers to learning (attendance and students' individual needs serviced through their 504s).
	Middle	<ul style="list-style-type: none"> -School counselors work with other staff to ensure that the needs of the students are being met in the domains of academic, social/emotional, and future readiness. -The K-12 School Counselors work with other stakeholders to overcome barriers to learning (attendance and students' individual needs serviced through their 504s). - Acting as a liaison between key stakeholders to improve student success and support for personal goals.
	High School	<ul style="list-style-type: none"> -School counselors assist students' academic transition from middle school to high school. -Provide information to students and parents on topics including transition to high school, program planning, college admissions testing, college application process, and post-secondary options -Following ASCA Ethical Standards for School Counselors to demonstrate high standards of integrity, leadership and professionalism. - Supporting school based programs to promote positive student behaviors and student academic success. - Facilitate meetings and develop action plans for students with staff, administrators, and parents to plan current and future courses and requirements to successfully graduate.
Advocate	Elementary	<ul style="list-style-type: none"> - Promoting a positive and nurturing school environment in which all students feel connected and safe. - Proactively striving to create equitable access to educational, personal/social and career exploration opportunities to all students. - Coordinating and facilitating individuals, small group, and large group lessons and activities. - Responding to students' needs in a prompt and professional manner that identifies and addresses needs while in crisis. - Identifying and collaborating with community resources and building partnerships that can be utilized to meet student needs and bolster student achievement. - Participating on school-based intervention teams.
	Middle	<ul style="list-style-type: none"> - Proactively striving to create equitable access to educational, personal/social and career exploration opportunities to all students. - Identifying, responding, and addressing students' needs. - Identifying and collaborating with community resources that can be utilized to meet student needs and bolster student achievement. - Participating on school-based Tier 2 and Tier 3 intervention teams (SAP, MTSS, attendance, 504/IEP/GIEP teams) .
	High	<ul style="list-style-type: none"> - Identify and evaluate barriers impeding students' social and academic development. - Collaborating with staff and people in the community to provide career connections and post secondary training opportunities.

		- Communicate with parents and outside agencies to support students and families with personal and social/emotional supports for all students' success.
Collaborator	Elementary	<ul style="list-style-type: none"> - Providing professional development to teachers. - Communicating with parents/guardians, staff, administration, and post-secondary education providers to reduce/eliminate barriers to learning. - Providing community outreach. - Soliciting feedback from stakeholders. - Serving as counseling liaison on a variety of committees.
	Middle	<ul style="list-style-type: none"> - Providing professional development to teachers. - Communicating with parents/guardians, staff, and administration to reduce/eliminate barriers to learning. - Serving as counseling liaison on a variety of committees (MTSS, SAP).
	High	<ul style="list-style-type: none"> -Communicating with parents/guardians, administration, staff, post-secondary educational providers to assist in post graduation transition and planning. - Develop relationships with community and stakeholders to build educational opportunities for students. -Collaborating with parents/guardians, administration, stakeholders to create an equitable learning environment for all students and reduce barriers to learning.
Systemic Change Agent	Elementary	<ul style="list-style-type: none"> - Reinforcing district guidelines and practices that address societal issues. - Identifying systemic barriers through data analysis. - Setting realistic goals and establishing action plans.
	Middle	<ul style="list-style-type: none"> - Identifying systemic barriers through data analysis. - Setting realistic goals and establishing action plans.
	High School	<ul style="list-style-type: none"> - Identifying systemic barriers through data analysis. - Analyze data to create realistic goals and assist in the creation of action plans - Create an open, encouraging environment for students to share concerns and empower students to take responsibility over their education

3. Job Description linked to the Counselor Evaluation Process

SVSD SCHOOL COUNSELOR JOB DESCRIPTION:

Board approved October 9, 2018

Qualifications:

- A valid Pennsylvania teaching certificate as school counselor
- Ability to interact and work well with others
- Provides educational leadership
- Ability to have the visual acuity to read large amounts of literature and correspondence
- Capability to communicate with staff, students, and community stakeholders

Responsibilities:

- Assist with monitoring progress of students assigned to them and actively interact with students to support positive social interaction, maintenance of passing grades/appropriate credits and steady attendance.
- Meet with assigned students through individual and small and large group settings throughout the school year.
- Participate in special education student meetings as needed
- Update 504 plans yearly and monitor progress
- Prepare students for post-secondary transition readiness through annual compliance with Chapter 339
- High school counselors will assist with identification of post secondary option and financial aid awareness support for families
- High school counselors will provide students with scholarship application information.
- Attend and/or facilitate parent/teacher conferences and assist in developing an action plan upon request by parent and school personnel
- Make referrals to appropriate agencies to assist the students and their families
- Keep informed of the most current research-based literature and practices in school counseling
- Attend professional conferences and related counseling workshops
- Provide topical and periodic instruction for students and professional development for staff when requested
- Participate in meetings with teachers and staff to address student issues
- Assist in the administration and preparation of standardized testing procedures and interpret test results to parents, teachers, and students
- Will participate in registration, scheduling, and placement.
- Facilitate in the collection of information and aide in the procedures to identify special student needs and assist with follow up services
- Conduct orientation sessions for new students and their parents/guardians
- Middle and high school counselors will provide information about career awareness and programming at Bethlehem Area Vocational-Technical School to teachers, parents, and students
- Participate in crisis management activities
- Conduct student mediation sessions
- Middle and high school counselors will assist in developing and correcting student scheduling issues
- Help support students transition between grade levels
- Provide individual and group short-term counseling services to students on various issues and topics
- Conduct in-classroom observations of students when needed

4. Counseling Department Mission Statement

District Mission Statement

The Saucon Valley School District, in partnership with the community, will empower growth, inspire creativity, and embrace diversity through an engaging and challenging educational experience, locally and globally for every student every day within it's available ways and means.

K-12 School Counseling Mission Statement

The mission of Saucon Valley School District's school counseling program is to provide a comprehensive, developmental program addressing academic, career and personal/social needs of all students. Saucon Valley School District's counselors are professionals who work with educators, students, families, business/community members and post-secondary institutions. The counseling department assists students to become effective, responsible citizens and productive members of the workforce, while addressing their unique academic, career pathways and personal/social needs.

5. Program Calendar & 6. Program Delivery

Elementary School

AUGUST	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
SEPTEMBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
Back to School Night (grades K-4)	X			X	
Minute Meetings (grades K-4)	X		X		
Toys vs Tools Lesson (grade 2)	X				
CAREER:					
Minute Meetings (grades K-4)	X		X		
PERSONAL/SOCIAL:					
Back to School Night (grades K-8)	X			X	
Minute Meetings (grades K-4)	X		X		
Mindfulness Intro Lesson (grade K)	X				
Tattle Tongue Lesson (grade 1)	X				
OCTOBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
Study Skills Bingo (grade 4) **	X				
Annual Administrative Agreement (Grades K-4)				X	
PERSONAL/SOCIAL:					
Personal Space Lesson (grade K)	X				
Respect Lesson (grade 1)	X				
Zones of Regulation Lesson (grade 2)	X				
Unity Day (grades K-4)	X				
Perspective Lesson (grade 3) **	X				
NOVEMBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related

			Counseling		
ACADEMIC:					
Regina's Big Mistake Lesson (grade K)	X				
Parent/Teacher Conferences (grades K-8)	X			X	
CAREER:					
K-12 Advisory Council fall meeting				X	
PERSONAL/SOCIAL:					
Empathy Pie Lesson (grade 2)	X				
Empathy/Getting Along (grade 3)**	X				
Bullying Lesson #1 (grade 4)**	X				
Parent/Teacher Conferences (grades K-8)	X			X	
K-12 Advisory Council fall meeting				X	
DECEMBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related
PERSONAL/SOCIAL:					
What Bugs Me/Getting Along Lesson (Grade 3)**	X				
Bullying/Getting Along Lesson #2 (Grade 4)**	X				
Holiday Helpers (grades K-8)		X		X	
JANUARY	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related
ACADEMIC:					
Early Intervention Parent Meetings (grade pre-K)			X	X	
PERSONAL/SOCIAL:					
Test Anxiety Lesson (Grade 3)	X				
Bullying/Getting Along Lesson #3 (Grade 4)**	X				
SWPBS Anti-Bullying Classroom Lesson (grades K-4)	X			X	
Friendship Scavenger Hunt Lesson (grade 1)	X				
FEBRUARY	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related
ACADEMIC:					
NSCW (National School Counselor Week) Spirit Week (grades K-4)	X			X	

CAREER:					
NSCW (National School Counselor Week) Spirit Week (grades K-4)	X			X	
PERSONAL/SOCIAL:					
NSCW (National School Counselor Week) Spirit Week (grades K-4)	X			X	
Zones of Regulation Lesson (grade K)	X				
Peer Pressure (Grade 4) *	X				
MARCH	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related
ACADEMIC:					
Kindergarten Registration Days (grade K)	X			X	
CAREER:					
'My Dream' Career classroom lessons (grades K)	X		X		
'First grade Interests' Career classroom lessons (grades 1)	X		X		
'Study Skills' Career classroom lessons (grade 2)	X		X		
Resume Classroom Lesson (Grade 3)	X		X		
Color Quiz Interest Inventory (Grade 4) -Lesson #1*	X		X		
PERSONAL/SOCIAL:					
Accepting & Respecting Differences Lesson (grade 2)	X				
APRIL	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related
ACADEMIC:					
PSSA assistance, extra time proctoring (grades 3-8)				X	
CAREER:					
Smart Futures lessons (grades K-8)	X		X		
PERSONAL/SOCIAL:					
Conflict Resolution/Kelso's Choice Lesson (grade 1)	X				
Friendship/Conflict Resolution Lesson (grade K)	X				
MAY	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related
ACADEMIC:					
PSSA assistance, extra time proctoring (grades 3-8)				X	

Student Files Review (grades K-4)	X	X		X	
Fifth grade transition meetings (grade 4)	X			X	
CAREER:					
Career Cafe Intro lessons (grades 2)	X		X		
Color Quiz Interest Inventory (Grade 4) -Lesson #2*	X		X		
Career Day (grades K-4) **	X		X		
PERSONAL/SOCIAL:					
Student Files Review (grades K-4)	X	X		X	
Fifth grade transition tours (grade 4)		X			
JUNE	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related

Ongoing K-12 School Counselor Activities

ELEMENTARY SCHOOL	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
SAP and CST meetings		X		X	
504 Coordination & Evaluations		X			X
Special Education observations				X	
SAIP attendance meetings		X			X
IEP/GIP/504 meetings			X		
Small Group Services		X			
CAREER:					
Smart Futures Coordination	X				
Career Cafe Lessons (grades 2-4)	X		X		
Classroom Career Curriculum Lessons (K-4)	X		X		
Maintain development of K-4 Career Portfolio			X	X	
PERSONAL/SOCIAL:					
SAP and CST meetings		X		X	
504 Coordination & Evaluations					X

SWPBS Recognitions & planning	X	X		X	
Special Education observations				X	
Individual Check-ins, Conflict Resolution Meetings		X	X		
BackPack Pals Coordination				X	
Teacher Coverage, AM/PM Duty					X
CHC, CARON Groups		X			
Check-In/Check-out		X			
Small Group Services		X			
Crisis Management and Responsive Services		X		X	
Maintain student counseling files				X	
New student orientations			X		

Middle School

AUGUST	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
Student Scheduling				X	
PERSONAL/SOCIAL:					
School Tour	X				
SEPTEMBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
Back to School Night (grades 5-8)	X			X	
CAREER:					
PERSONAL/SOCIAL:					
Back to School Night (grades K-8)	X			X	
MS SAP presentation - Back to School Night	X				
OCTOBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
NOVEMBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic /Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
Parent/Teacher Conferences (grades K-8)	X			X	
K-12 Advisory Council fall meeting				X	
CAREER:					
K-12 Advisory Council fall meeting				X	
PERSONAL/SOCIAL:					
Parent/Teacher Conferences (grades K-8)	X			X	
K-12 Advisory Council fall meeting				X	
DECEMBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					

8th Grade Scheduling				X	
PERSONAL/SOCIAL:					
Holiday Helpers (grades K-8)		X		X	
JANUARY	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
Scheduling 8th grade students			X		
CAREER:					
Scheduling 8th grade Students			X		
FEBRUARY	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
HS Class Meetings and Presentations for Registration (grade 8)	X			X	
Parent Night Program of Studies and Registration High School (grades 8 - 11)	X				
MARCH	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
PSSA assistance, test organization- 504 student groups				X	
APRIL	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
PSSA assistance, extra time proctoring (grades 3-8)				X	
CAREER:					
Smart Futures lessons (grades K-8)	X		X		
MAY	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
PSSA assistance, extra time proctoring (grades 3-8)				X	
Student Files Review (grades 5-8)	X	X		X	
CAREER:					

8th grade field trip to BAVTS	X				
5th grade field trip to BAVTS	X				
PERSONAL/SOCIAL:					
Student Files Review (grades 5-8)	X	X		X	
JUNE	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related
ACADEMIC:					
Student grade review - retention, promotion, summer school			X		
Student Files Review (5-8)	X				

Ongoing K-12 School Counselor Activities

MIDDLE SCHOOL	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related
ACADEMIC:					
504 Coordination & Evaluations					X
SAIP attendance meetings					X
Collaborative meetings with student supports		X		X	
Special Education observations				X	
IEP/GIEP/504 meetings			X		
CAREER:					
Smart Futures Coordination	X				
PERSONAL/SOCIAL:					
SAP and CST meetings		X		X	
504 Coordination & Evaluations					X
Maintain student counseling files				X	
Individual Check-ins, Conflict Resolution Meetings		X			
Crisis Management and Responsive Services		X		X	
Teacher Coverage					X
Assist with student discipline to comply with school rules					X

High School

AUGUST	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
Assist with revising student schedules based on student requests (grade 9 - 12)	X		X	X	
Create schedules and communicate with students and parents new to the school or district. (grades 9 - 12)	X		X	X	
CAREER:					
Meet to discuss College and Career Success courses, assign to students and grade levels, and review student requirements by grade level. (grade 9 - 12)	X		X	X	
PERSONAL/SOCIAL:					
SEPTEMBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
Back to School Night (grades 9 - 12)	X			X	
College Application Meetings (grade 12)			x		
MTSS Review (grades 9 - 12)		X	X		
CAREER:					
Senior College Night (grade 12)	X				
Grade Level Meetings (grade 9 - 12)	X			X	
College and Career Readiness Class (grade 12)	X		X	X	
ASVAB testing (grades 10 - 12)	X			X	
Smart Futures (grade 9)	X			X	
PERSONAL/SOCIAL:					
SAP and PBIS presentations to school (grades 9 - 12)		X			
OCTOBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
PSAT/SAT Administration (grades 9-11)	X			X	
MTSS Review (grades 9 - 12)		X	X		
School Day SAT Administration (Grade 12)	x				
CAREER:					

Financial Aid Night (grades 9-12)	X			X	
College/Career Readiness classes (grade 12)	X		X	X	
Smart Futures (grade 9)	X			X	
PERSONAL/SOCIAL:					
Renew/Check-in Check-Out (grades 9-12)		X	X		
NOVEMBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic /Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
K-12 Advisory Council fall meeting				X	
Graduation Requirements for Juniors meeting (grade 11)	X		X	X	
MTSS Review (grades 9 - 12)		X	X		
CAREER:					
K-12 Advisory Council fall meeting				X	
Career Lessons in Career Exploration Class (grade 9)	X			X	
College/Career Readiness classes (grade 12)	X		X	X	
Smart Futures (grade 9)	X			X	
PERSONAL/SOCIAL:					
K-12 Advisory Council fall meeting				X	
Renew/Check-In Check-Out (grades 9-12)		X	X		
Thanksgiving Goodie Box (grades 9 - 12)				X	
DECEMBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
Graduation Pathway Reviews (11th graders)	X		X	X	
MTSS Review (grades 9 - 12)		X	X		
MTSS grade 12 meeting	X	X			
CAREER:					
Junior College Information Night (grade 11)	X			X	
Smart Futures (grade 9)	X			X	
Collaboration with English Teachers for Resume Writing (grade 10)	X		X	X	
College & Career Readiness Classes (grade 12)	X		X	X	
PERSONAL/SOCIAL:					

Renew/Check-In Check-Out (grades 9-11)		X	X		
Holiday Helpers (grades 9 - 12)					X
JANUARY	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related
ACADEMIC:					
Schedule Changes (grades 9 - 12)		X	X		
MTSS Review (grades 9 - 11)		X	X		
11th Grade Information Night	X		X		
CAREER:					
Smart Futures (grade 9)	X			X	
College and Career Readiness (grade 11 and 12)	X		X	X	
PERSONAL/SOCIAL:					
Renew/Check-In Check-Out (grades 9-12)		X	X		
FEBRUARY	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related
ACADEMIC:					
Presentations for Registration and Pathways (grades 9 - 11)	X			X	
Parent Night Program of Studies and Registration High School (grades 8 - 11)	X				
Assist with grades 9 - 11 with scheduling for next year	X		X	X	
Present to 8th graders large group for high school scheduling in related arts class.	X			X	
Present to 8th grade in SS classes and give out schedule choice sheets.					
Work with MS staff to register 8th grade students on PowerSchool for classes next year.					
CAREER:					
Large group discussions on career pathways and classes (grades 9 - 12)	x				
BAVTS Application Presentation (grade 9 - 10)	X			X	
Smart Futures (grade 9)	X			X	
College and Career Readiness (grade 11)	X		X	X	
PERSONAL/SOCIAL:					
Individual Meetings with students for classes to take next year (grades 9 - 11)		X	X		
MARCH	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related

			Counseling		
ACADEMIC:					
Finalizing all students class registration requests (grades 9 - 11)	X				
SAT testing (grades 10 and 11)	X			X	
Contact parents of seniors in danger of not graduating		X	X		
CAREER:					
College and Career Readiness (grade 11)	X		X	X	
Smart Futures (grade 9)	X			X	
PERSONAL/SOCIAL:					
Renew/CICO (grades 9 - 12)			X		
APRIL	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related
ACADEMIC:					
ACT testing (grades 11 and 12)	X			X	
CAREER:					
11th grade Job Shadowing/Pathways Presentation	X				
Smart Futures (grade 9)	X				
College and Career Readiness (grade 11)	X		X	X	
PERSONAL/SOCIAL:					
Renew/CICO (grades 9 - 12)		X	X		
MAY	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related
ACADEMIC:					
Contact parents and students in danger of failing (grades 9 - 12)		X	X		
AP Test Organization and Implementation with Teachers (grades 9 - 12)	X			X	
Keystone Organization and Implementation (grades 9 - 11)					X
CAREER:					
Senior Survey			X		
Reviewing all seniors graduation requirements			X		
Smart Futures (grade 9)					
College and Career Readiness (grade 11)	X		X	X	
Assist with Resume and Job Application in English Classes (grade 10)	X			X	

Complete and update ECP (grade 8 - 11)	X		X		
PERSONAL/SOCIAL:					
Renew/CICO review for the year (grades 9 - 12)		X	X		
JUNE	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
Send out final transcripts to colleges (grade 12)			X		
Send out letters and communication to parents of students that require summer school or will be retained due to credit deficiency.	X			X	
PERSONAL/SOCIAL:					
Assist with Senior Graduation events				X	

Ongoing K-12 School Counselor Activities

HIGH SCHOOL	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
ACADEMIC:					
MTSS				X	
504 coordination meetings					X
Tutoring support embedded in the school day					X
Classroom observations				X	
Collaborative meetings with student supports		X		X	
GIEP Meetings					X
Post Secondary Planning Meetings			X		
CAREER:					
Individual post graduation meetings			X		
College Representative Visits on Campus			X		
Collaborative meetings with representatives from CTE				X	
Co-teach College Career Readiness	X				
PERSONAL/SOCIAL:					
RENEW					
CICO/PBIS	X	X		X	
CHC, CARON Groups		X			

Social -emotional educational assembly	X				
SAP		X		X	
SAIP meetings					X

7. Curriculum Action Plan

Elementary

Kindergarten								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person
Personal Space	B-SMS 1 B-SMS 2 B-SMS 9	<ul style="list-style-type: none"> Personal Space Camp by Julia Cook Counselor ppt My Personal Space Bubble worksheet 	Sept	118	kindergarten classrooms	<ul style="list-style-type: none"> Completion of My Personal Space Bubble 	School Counselor	School Counselor
Regina's Big Mistake	M 2 M 6 B-LS 2 B-SMS 6	<ul style="list-style-type: none"> Regina's Big Mistake by Marissa Moss Counselor ppt My Beautiful Mistake worksheet 	Nov	118	kindergarten classrooms	<ul style="list-style-type: none"> Completion of My Beautiful Mistake 	School Counselor	School Counselor
Zones of Regulation	B-SMS 2 B-SMS 7 B-SMS 9	<ul style="list-style-type: none"> On Monday When It Rained by Cheryl Kachenmeister Counselor ppt Zones of Regulation classroom sign 	Jan/ Feb	118	kindergarten classrooms	<ul style="list-style-type: none"> Student demonstration 	School Counselor	School Counselor
Career (My Dream)	M 3 M 6 B-LS 7 CEW 13.1.3.B CEW 13.1.3.D	<ul style="list-style-type: none"> Whose Hat is This? by Sharon Katz Cooper Counselor ppt My Dream worksheet 	March	118	kindergarten classrooms	<ul style="list-style-type: none"> Completion of My Dream 	School Counselor	School Counselor
Friendship/ Conflict Resolution	M 2 B-SS 2 B-SS 6 B-SS 9	<ul style="list-style-type: none"> Alicia's Best Friends by Lisa Jahn-Clough My Best Friends/ How to Make Friends worksheet 	March/ April	118	kindergarten classrooms	<ul style="list-style-type: none"> Student demonstration Completion of My Best Friends worksheet 	School Counselor	School Counselor

Smart Futures	13.1.3.A 13.1.3.B	<ul style="list-style-type: none"> Smart Futures app Student iPads 	April	118	kindergarten classrooms	<ul style="list-style-type: none"> Completion of a minimum of 2 activities 	classroom teacher	School Counselor
Career Day	13.1.3.D 13.1.3.E 13.1.3.F 13.1.3.G 13.1.3.H 13.3.3.G	<ul style="list-style-type: none"> Guest Speakers Presentation materials Reflection sheet 	May	118	kindergarten classrooms	<ul style="list-style-type: none"> Completion of Career Day reflection sheet 	classroom teacher	School Counselor
1st Grade								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person
Minute Meeting	M 3 B-SS 1 B-SS 3 B-33 8	<ul style="list-style-type: none"> Minute Meeting Google Form Smile Likert Scale 	Sept	148	first grade hallway	<ul style="list-style-type: none"> Google Form submission 	School Counselor	School Counselor
Tattle Tongue	B-LS 1 B-SMS 7 B-SS 1	<ul style="list-style-type: none"> A Bad Case of Tattle Tongue by Julia Cook Counselor ppt Tattle Rules classroom poster 	Sept	148	first grade classrooms	<ul style="list-style-type: none"> Student demonstration 	School Counselor	School Counselor
Respect	M 2 B-SS 2 B-SS 3	<ul style="list-style-type: none"> Counselor ppt Respect worksheet Respect Reflections worksheet 	Nov	148	first grade classrooms	<ul style="list-style-type: none"> Completion of Respect worksheet 	School Counselor	School Counselor
Friendship Scavenger Hunt/ Zones of Regulation	M 2 B-SMS 7 B-SS 1 B-SS 6	<ul style="list-style-type: none"> Counselor ppt Friendship Scavenger Hunt handout Zones of Regulation classroom poster 	Jan/ Feb	148	first grade classrooms	<ul style="list-style-type: none"> Participation/ compilation of Scavenger Hunt 	School Counselor	School Counselor
Career (First Grade Interests)	M 3 M 6 B-LS 7 CEW 13.1.3.A CEW 13.1.3.B CEW 13.1.3.D	<ul style="list-style-type: none"> Whose Tools Are These? by Sharon Katz Cooper Counselor ppt First Grade worksheet 	March	148	first grade classrooms	<ul style="list-style-type: none"> Completion of First Grade worksheet 	School Counselor	School Counselor
Conflict Resolution (Kelso's)	M 2 B-SMS 7 B-SS 2	<ul style="list-style-type: none"> Counselor ppt 	March/ April	148	first grade classrooms	<ul style="list-style-type: none"> Student demonstration 	School Counselor	School Counselor

Choice)	B-SS 9	<ul style="list-style-type: none"> • Kelso's Choice posters 						
Smart Futures	CEW 13.1.3.C 13.1.3.D	<ul style="list-style-type: none"> • Smart Futures app • Student iPads 	April	148	first grade classrooms	<ul style="list-style-type: none"> • Completion of a minimum of 2 activities 	classroom teacher	School Counselor
Career Day	CEW 13.1.3.D 13.1.3.E 13.1.3.F 13.1.3.G 13.1.3.H 13.3.3.G	<ul style="list-style-type: none"> • Guest Speakers • Presentation materials • Reflection sheet 	May	148	first grade classrooms	<ul style="list-style-type: none"> • Completion of Career Day reflection sheet 	classroom teacher	School Counselor

2nd Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person
Minute Meeting	M 3 B-SS 1 B-SS 3 B-33 8	<ul style="list-style-type: none"> • Minute Meeting Google Form • Smile Likert Scale 	Sept	128	second grade hallway	<ul style="list-style-type: none"> • Google Form submission 	School Counselor	School Counselor
Toys vs Tools	B-SMS 1 B-SMS 2 B-SMS 6	<ul style="list-style-type: none"> • Counselor ppt • Toys vs Tools classroom poster • TOYS/TOOL flipsheet 	Sept	128	second grade classrooms	<ul style="list-style-type: none"> • Student participation 	School Counselor	School Counselor
Zones of Regulation/ Responsibility	B-SMS 1 B-SMS 2 B-SMS 7 B-SS 9	<ul style="list-style-type: none"> • Counselor ppt • Kahoot! online game • Zones of Regulation /Responsibility classroom poster • Student iPads 	Nov	128	second grade classrooms	<ul style="list-style-type: none"> • Student participation 	School Counselor	School Counselor
Empathy Pie	M 2 B-SS 2 B-SS 4	<ul style="list-style-type: none"> • Counselor ppt • Empathy Pie Recipe worksheet 	Jan/ Feb	128	second grade classrooms	<ul style="list-style-type: none"> • Completion of Empathy Pie Recipe worksheet 	School Counselor	School Counselor
Career (Study Skills)	M 6 B-LS 3 B-LS 7 CEW 13.1.3.C CEW 13.2.3.E CEW 13.3.3.A	<ul style="list-style-type: none"> • Counselor ppt • My Study Skills worksheet 	March	128	second grade classrooms	<ul style="list-style-type: none"> • Completion of My Study Skills worksheet 	School Counselor	School Counselor

Accepting/ Respecting Differences (Glyph)	M 2 B-SS 2 B-SS 10	<ul style="list-style-type: none"> Counselor ppt Glyph outlines for students Glyph Key 	March/ April	128	second grade classrooms	<ul style="list-style-type: none"> Student demonstration 	School Counselor	School Counselor
Smart Futures	13.1.3.A 13.1.3.B 13.2.3.E 13.3.3.B 13.3.3.C 13.1.3.D 13.2.3.C 13.2.3. A 13.2.3. E	<ul style="list-style-type: none"> Smart Futures app Student iPads 	April	128	second grade classrooms	<ul style="list-style-type: none"> Completion of a minimum of 2 activities 	classroom teacher	School Counselor
Career Cafe Introduction Lesson	CEW 13.1.5.G 13.2.3.D	<ul style="list-style-type: none"> Counselor ppt Level of Edu worksheet 	May	128	second grade classrooms	<ul style="list-style-type: none"> Completion of Career Cafe level of edu 	School Counselors	School Counselor
Career Day	CEW 13.1.3.D 13.1.3.E 13.1.3.F 13.1.3.G 13.1.3.H 13.3.3.G	<ul style="list-style-type: none"> Guest Speakers Presentation materials Reflection sheet 	May	128	second grade classrooms	<ul style="list-style-type: none"> Completion of Career Day reflection sheet 	classroom teacher	School Counselor

3rd Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person
Minute Meeting	M 3 B-SS 1 B-SS 3 B-33 8	<ul style="list-style-type: none"> Minute Meeting Google Form 	Sept	142	third grade hallway	<ul style="list-style-type: none"> Google Form submission 	School Counselor	School Counselor
Friendship/Point of View*	M1 B-LS 9-ES B-SS 1-ES B-SMS 7-ES	<ul style="list-style-type: none"> Counselor ppt Optical Illusions 	October	142	third grade classroom	<ul style="list-style-type: none"> Student Participation 	School Counselor	School Counselor
Empathy/Getting Along*	B-SS4-S/E BSMS10-S/E	<ul style="list-style-type: none"> Counselor ppt Video Scenarios / Shoes 	Nov	142	third grade classroom	<ul style="list-style-type: none"> Student Participation 	School Counselor	School Counselor
What Bugs Me/Getting Along*	M1-S/E BLS1-S/E BSMS7-S/E BSS5-S/E BSS6-S/E	<ul style="list-style-type: none"> Counselor ppt "Wheel of Choices" What Bugs Me Worksheet 	Dec	142	third grade classroom	<ul style="list-style-type: none"> Student Participation Worksheet 	School Counselor	School Counselor
Test Anxiety	M2-A M5-S/E BLS3-A	<ul style="list-style-type: none"> Test Anxiety Self Assessment Anti Test Anxiety Society by Julia Cool 	Jan	142	third grade classroom	<ul style="list-style-type: none"> Student Assessment 	School Counselor	School Counselor

Career (Resume)	M4 M6 BLS4 BLS7 CEW 13.1.5.E CEW 13.1.5.H	<ul style="list-style-type: none"> • Kahoot! • Resume • Powerpoint • Interview 	March	142	third grade classrooms	<ul style="list-style-type: none"> • Completion of Resume 	School Counselor	School Counselor
Smart Futures	13.1.3.D 13.1.3.E 13.3.3.A 13.4.3.A 13.2.3.B	<ul style="list-style-type: none"> • Smart Futures app • Student iPads 	April	142	third grade classrooms	<ul style="list-style-type: none"> • Completion of a minimum of 2 activities 	classroom teacher	School Counselor
Career Day	CEW 13.1.3.D 13.1.3.E 13.1.3.F 13.1.3.G 13.1.3.H 13.3.3.G	<ul style="list-style-type: none"> • Guest Speakers • Presentation materials • Reflection sheet 	May	142	third grade classrooms	<ul style="list-style-type: none"> • Completion of Career Day reflection sheet 	classroom teacher	School Counselor
Career Cafe (Lessons 1-3)	CEW 13.1.5.G 13.2.3.D	<ul style="list-style-type: none"> • Counselor ppt • 5-Pathways Career Cafe worksheets 	ongoing	142	third grade classrooms	<ul style="list-style-type: none"> • Completion of Career Cafe worksheets 	School Counselors	School Counselor

4th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person
Minute Meeting	M 3 B-SS 1 B-SS 3 B-33 8	<ul style="list-style-type: none"> • Minute Meeting Google Form 	Sept	144	5th Grade classrooms	<ul style="list-style-type: none"> • Google Form submission 	School Counselor	School Counselor
Study Skills Bingo*	MS-A BLS3-A BLS4-A BSMS8-A	<ul style="list-style-type: none"> • Counselor ppt • Study Skills bingo chips • Study Skills bingo cards 	Oct	144	fourth grade classrooms	<ul style="list-style-type: none"> • Exit ticket recording favorite study skills system 	School Counselor	School Counselor
Bullying/Getting Along Lessons (#1-3)	BSS1-S/E BLS1-S/E BSMS7-S/E BSS2-S/E BSS5-S/E BSS7-S/E BSS8-S/E	<ul style="list-style-type: none"> • Counselor ppt • MM data • ABCD of Bullying • NBC video clip • Plickers • IPAD 	Nov-Jan	144	fourth grade classroom	Plickers data	School Counselor	School Counselor
Peer Pressure	BSS6-S/E BSS8-S/E BSS9-S/E	<ul style="list-style-type: none"> • Counselor ppt • scenarios • poster • worksheet 	Feb	144	fourth grade classroom	role play activity	School Counselor	School Counselor
Career Cafe (Lessons 4-5 and	CEW 13.1.5.G CEW 13.2.3.D	<ul style="list-style-type: none"> • Counselor ppt 	ongoing	144	fourth grade classrooms	<ul style="list-style-type: none"> • Completion of Career 	Hicks/Wehr	School Counselor

Reflection)		<ul style="list-style-type: none"> • 5-Pathways Career Cafe worksheets 				Cafe worksheets		
Career (Color Quiz - 2 Lessons)	M4 M6 BLS4 CEW 13.1.5.B CEW 13.1.5.H	<ul style="list-style-type: none"> • IPADS • The Color Quiz Interest Inventory • Counselor PPT 	March -May	144	fourth grade classrooms	<ul style="list-style-type: none"> • Completion of Color Quiz Assessment 	School Counselor	School Counselor
Smart Futures	CEW 13.1.3.D 13.1.3.E 13.2.3.E 13.3.3.B 13.3.3.C 13.3.3.A 13.1.3.C 13.3.3.F	<ul style="list-style-type: none"> • Smart Futures app • Student iPads 	April	144	fourth grade classrooms	<ul style="list-style-type: none"> • Completion of a minimum of 2 activities 	classroom teacher	School Counselor
Career Day	CEW 13.1.3.D 13.1.3.E 13.1.3.F 13.1.3.G 13.1.3.H 13.3.3.G	<ul style="list-style-type: none"> • Guest Speakers • Presentation materials • Reflection sheet 	May	144	fourth grade classrooms	<ul style="list-style-type: none"> • Completion of Career Day reflection sheet 	classroom teacher	School Counselor
4th Grade Transition Orientation		<ul style="list-style-type: none"> • Presentation materials • Reflection sheet 	May	144	5th Grade LGI	<ul style="list-style-type: none"> • Completion of Career Day reflection shee 	classroom teacher	School Counselor

Middle School

5 th Grade								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person
Smart Futures	CEW 13.3.3.G 13.4.3.A 13.2.3.C 13.1.3.G 13.2.3.D 13.3.3.E	<ul style="list-style-type: none"> Smart Futures app Student iPad 	Jan/May 2023	142	fifth grade classrooms	<ul style="list-style-type: none"> Completion of a minimum of 2 activities 	classroom teacher	school counselor
5th Grade Field Trip to BAVTS	CEW 13.1.5.D 13.1.5.F 13.1.5.H	<ul style="list-style-type: none"> BAVTS speakers presentation items 	May 2023	142	BAVTS	<ul style="list-style-type: none"> Completion of 5th GRade BAVTS reflection sheet 	classroom teacher	5th Grade Team Leader
6 th Grade								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person
Smart Futures	CEW 13.1.8.F 13.2.8.C 13.2.8.E 13.4.8.A 13.4.8.B 13.3.8.C	<ul style="list-style-type: none"> Smart Futures app Student iPad 	Jan/May 2022	169	sixth grade classrooms	<ul style="list-style-type: none"> Completion of a minimum of 2 activities 	classroom teacher	school counselor
7 th Grade								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person
Smart Futures	CEW 13.1.8.B 13.1.8.A 13.3.8.D 13.2.8.C	<ul style="list-style-type: none"> Smart Futures app Student iPad 	Jan/May 2022	156	seventh grade classrooms	<ul style="list-style-type: none"> Completion of a minimum of 2 activities 	classroom teacher	school counselor
8 th Grade								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person
Smart Futures	CEW 13.2.8.E, 13.3.8.E 13.3.3.8.A, 13.1.8.C, 13.3.8.F, 13.4.8.C 13.1.8.E	<ul style="list-style-type: none"> Smart Futures app Student iPad 	Jan/May 2023	172	eighth grade classrooms	<ul style="list-style-type: none"> Completion of a minimum of 2 activities 	classroom teacher	school counselor
Education Career Plan (ECP)	CEW 13.1.11.B,F,G,H	<ul style="list-style-type: none"> Student iPad Google 	Jan/May 2023	172	eighth grade classrooms	Completion of ECP	School Counselor	School Counselor

		Drive						
High School Course Selection Sessions	CEW 13.1.11.B,F,G,H	<ul style="list-style-type: none"> • Student IPad • Scheduling sheet • Schoology 	Jan/May 2023	172	eighth grade classrooms	Completion of high school course selection	School Counselor	School Counselor

High School

9 th Grade								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person
Smart Futures Lessons 1-15	CEW 13.1.11.A,B,D,E,F,G,H 13.2.11.A,B 13.3.11 A,B,D 13.4.11.A	<ul style="list-style-type: none"> Smart Futures app Student iPad 	Aug/May 2022	165	English classes	Completion of all assigned activities	classroom teacher	Teachers and School Counselors
Update ECP	CEW 13.1.11.B,F,G,H; 13.2.11 C, D	<ul style="list-style-type: none"> Student iPad Google Drive 	May	165	LGI	Completion of grade update and copy in student Career Folder	Counselors	School Counselors
Update ECP Reflection	CEW 13.1.11.B,F,G,H; 13.2.11 C, D	<ul style="list-style-type: none"> Student iPad Google Drive 	May	165	LGI	Completion of grade update and copy in Career Folder	Counselors	School Counselors
BAVTS Presentation and Registration	CEW 13.1.11 B,D,E, 13.2.11 B, 13.3.11 B,	<ul style="list-style-type: none"> BAVTS website Student iPad 	January	165	LGI	Completion of online application	Counselors	Counselors
PSAT Administration	A:B1.1, B1.2	<ul style="list-style-type: none"> Collegeboard PSAT Bulletin and Testing Materials 	October	165	high school classrooms	Test Results	School Counselors	School Counselors
Course Selection Meetings	A:C1.6, B2.3, C1.1 CEW 13.1.8.H	<ul style="list-style-type: none"> Program of Studies Credit Check PowerSchool 	February - April	165	Counseling Office	Completed Student Course Requests	School Counselors and Administrators	School Counselors
10 th Grade								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person
Resume	CEW 13.2.11 D, E; 13.2.11 C; 13.3.11 A, G	<ul style="list-style-type: none"> Naviance Student iPad 	May	151	English Literature classes	Completion of assignment in Naviance and screenshot to Schoology	English teacher	Fisher
Job Application	CEW 13.2.11 D, E; 13.2.11 C; 13.3.11 A, G	<ul style="list-style-type: none"> Naviance Student iPad 	May	151	English Literature Classes	Completion of assignment and upload to Schoology	English Teachers	Fisher
Update ECP	CEW 13.1.11 A, D, F, G, H; 13.2.11 C, D	<ul style="list-style-type: none"> Student iPad Google Drive 	May	151	LGI	Completion of grade update and copy in student Career Folder	School Counselors	School Counselors

ECP Reflection	CEW 13.1.11.B,F,G,H; 13.2.11 C, D	<ul style="list-style-type: none"> Student iPad Google Drive 	May	151	LGI	Completion of grade update and copy in student Career Folder	School Counselors	School Counselors
PSAT Administration	A:B1.1, B1.2	<ul style="list-style-type: none"> Collegeboard PSAT Bulletin and Testing Materials 	October	151	high school classrooms	Test Results	School Counselors	School Counselors
Course Selection Meetings	A:C1.6, B2.3, C1.1 CEW 13.1.8.H	<ul style="list-style-type: none"> Program of Studies Credit Check PowerSchool 	February - April	151	Counseling Office	Completed Student Course Requests	School Counselors and Administrators	School Counselors

11th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standards	Contact Person
Pre College Visit Survey	CEW 13.1.11	<ul style="list-style-type: none"> Schoology Student iPad 	November	150	Post Secondary Institution	<ul style="list-style-type: none"> Completion of assignment and upload to Schoology 	School Counselors	School Counselors
Post College Visit Survey	CEW 13.1.11	<ul style="list-style-type: none"> Schoology Student iPad 	November	150	Post Secondary Institution	<ul style="list-style-type: none"> Completion of assignment and upload to Schoology 	School Counselors	School Counselors
Update ECP	CEW 13.1.11 A, D, F, G, H; 13.2.11 C, D	<ul style="list-style-type: none"> Google Drive Student iPad 	May	150	Grade Level Meetings; Auditorium/LGI	<ul style="list-style-type: none"> Completion of assignment and upload to Google Drive 	School Counselors	School Counselors
Update ECP Reflection	CEW 13.1.11 A, D, F, G, H; 13.2.11 C, D	<ul style="list-style-type: none"> Google Drive Student iPad 	May	150	Grade Level Meetings; Auditorium/LGI	<ul style="list-style-type: none"> Completion of assignment and upload to Google Drive 	School Counselors	School Counselors
PSAT Administration	A:B1.1, B1.2	<ul style="list-style-type: none"> Collegeboard PSAT Bulletin and Testing Materials 	October	150	high school classrooms	Test Results	School Counselors	School Counselors
Course Selection Meetings	A:C1.6, B2.3, C1.1 CEW 13.1.8.H	<ul style="list-style-type: none"> Program of Studies Credit Check PowerSchool 	February -April	150	Counseling Office	Completed Student Course Requests	School Counselors and Administrators	School Counselors
Keystone Graduation Pathway Meeting	CEW 13.1.11.H A:B2.3; A:B2.1,	<ul style="list-style-type: none"> Keystone Graduation Pathways Form 	September-May	150	Counseling Office	Completed Pathways form	School Counselors and Administrators	School Counselors
Junior Parent Night	A:C1.6; 13.2.3.D; CEW 13.1.8.G	<ul style="list-style-type: none"> Google Slides Presentation SAT and ACT testing information 	January	150	LGI	Not Evaluated	School Counselors	School Counselors

12th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person
College and Career Readiness Course	CEW 13.1.11, 13.2.11,13.3.11, 13.4.11	<ul style="list-style-type: none"> Schoology Student iPad 	August-	170	Classroom	<ul style="list-style-type: none"> Submission of assignments on Schoology Completion of job shadow/community service 	School Counselor/Classroom Teacher	School Counselors
Industry Based Work Experience	CEW 13.1.11.A,B,D,E,F; 13.2.11.A.C; 13.3.11.F, G; 13.4.11.A	<ul style="list-style-type: none"> Student ipad Schoology 	9th grade - January of senior year	170	Community	<ul style="list-style-type: none"> Submission of documents in Schoology 	School Counselors	School Counselors
Common App/Naviance Workshop	CEW 13.2.11.C	<ul style="list-style-type: none"> Student iPad Naviance Internet to access Common Application 	September	170	Library	<ul style="list-style-type: none"> Successful linking of Naviance and Common App via Naviance 	School Counselor	School Counselor
Lehigh Valley Career Link Presentation	CEW 13.1.11.D,F,H, 13.2.11.B	<ul style="list-style-type: none"> PowerPoint Presentation Flyers 	October	50	LGI	<ul style="list-style-type: none"> Student Participation 	CareerLink Representative	School Counselor
How to Choose a College Lesson	CEW 13.1.11.B,E,F,H; 13.2.11.C	<ul style="list-style-type: none"> Student iPad Schoology 	September	170	Classroom	<ul style="list-style-type: none"> Student Participation 	School Counselor/Classroom Teacher	School Counselor
College Essay Lesson	CEW 13.2.11.C	<ul style="list-style-type: none"> Student iPad Schoology 	September	170	Classroom	<ul style="list-style-type: none"> Student Participation 	School Counselor/Classroom Teacher	School Counselor
College Admissions Overview	CEW 13.1.11.A,B,D,F,H; 13.2.11.C, 13.3.11.A,G	<ul style="list-style-type: none"> Student iPad Schoology 	October	170	Classroom	<ul style="list-style-type: none"> Student Participation 	School Counselor/Classroom Teacher	School Counselor
Financial Aid Lesson	CEW 13.3.11.D; 13.4.11.C	<ul style="list-style-type: none"> Student iPad Schoology 	October	170	Classroom	<ul style="list-style-type: none"> Student Participation 	School Counselor/Classroom Teacher	School Counselor
My Career Journey Assignment	CEW 13.1.11.A,B,D,F,H; 13.2.11	<ul style="list-style-type: none"> Student iPad Schoology Google Slides Schoology 	December	170	Classroom	<ul style="list-style-type: none"> Submission of Google Slides Presentation 	School Counselor/Classroom Teacher	School Counselor
Senior College Night	A:C1.6; 13.2.3.D; CEW 13.1.8.G	<ul style="list-style-type: none"> Google Slides Presentation Common Application Naviance 	September	170	LGI	<ul style="list-style-type: none"> Not Evaluated 	School Counselors	School Counselors

8. Annual Program Goals Program Goals for the 2022-23 School Year

Elementary Level

	Academic	Career	Personal/Social
<u>Specific:</u> What is the specific issue based on school data?	31% of third grade students performing below 40th percentile on MAP math assessment	Students in grades K-2 produce 1 piece of Career Readiness evidence through counseling curriculum. District has transitioned to using Smart Futures career curriculum to meet the Future Ready Index requirements reported to PDE	To decrease negative behavior in the classroom by decreasing the number of students who receive a SWIS referral by 25%
<u>Measurable:</u> How will we measure the effectiveness of our interventions?	Decrease percent of students performing below 40th percentile by 20%	Measure completion of 2 additional pieces of evidence in grades K-2 in the Smart Future curriculum	Measure number of SWIS discipline referrals for current second grade students and decrease by 25%
<u>Attainable:</u> What outcome would stretch us but is still attainable.	Baseline data: 42 students Target data: 34 students	98% of students in grades K-2 complete 2 pieces of evidence for their career portfolio using Smart Futures curriculum Baseline data: n/a Target data: 98% of K-2 students	Baseline data (2021-22): 28/130 Target data (2022-23): 21/130
<u>Results-Oriented:</u> Is the goal reported in result-oriented data (process, perception and outcome?)	Results monitored through BOY, MOY, and EOY MAP performance	Results monitored through Smart Futures program	Results monitored through SWIS program
<u>Timeline:</u> When will our goal be accomplished?	By the end of the 2022-23 school year	By the end of the 2022-23 school year	By the end of the 2022-23 school year

School District
Program Goals for the 2022-23 School Year
Middle School Level

	Academic	Career	Personal/Social
Specific: What is the specific issue based on school data?	7 percent of 7th and 8th grade students failed two or more content areas in Quarter One.	To increase the number of students meeting the Future Ready Index requirements by implementing the Smart Futures curriculum.	To increase students' average daily attendance (ADA) rate for students currently equal to or less than 85 ADA.
Measurable: How will we measure the effectiveness of our interventions?	Decrease percentage of students failing two or more content areas by 27 percent (6 students).	Measure completion of two pieces of evidence per grade level in grades 5-8 in the Smart Future curriculum	Improve 35% of the 43 students ADA to 85% or above.
Attainable: What outcome would stretch us but is still attainable.	Baseline data: 22 students Target data: 6 students	95 percent of grade 5-8 students will complete two pieces of evidence in the Smart Future curriculum	Baseline data: 43 students Target data: 15 students
Results-Oriented: Is the goal reported in result-oriented data (process, perception and outcome?)	Results will be monitored quarterly by Quarter 2-Quarter 4 grades.	Results monitored through Smart Futures program	Results reported through PowerSchool attendance reports
Timeline: When will our goal be accomplished?	By the end of the 2022-2023 school year	By the end of the 2022-2023 school year	By the end of the 2022-2023 school year

**School District
Program Goals for the 2022-23 School Year
High School Level**

	Academic	Career	Personal/Social
Specific: What is the specific issue based on school data?	To reduce the number of students failing 1 or more required courses for the year.	To increase the number of students completing the Industry-Based Learning Experience as outlined by the Future Ready Index.	To reduce the number of habitually absent students with 15 or more absences.
Measurable: How will we measure the effectiveness of our interventions?	Based on yearly grades from the past 3 years.	We will compare the Industry-Based Learning submissions in the College and Career Ready Schoology course with the data reported to the Future Ready Index over the past 3 years.	Based on attendance reports from the past three years.
Attainable: What outcome would stretch us but is still attainable.	Reduce the number of failing students by 20%. (2021-22 total 44 students; 2020-21 was 66 students; 2019-20 was 45 students)	To increase the number of seniors to 90%.	Reduce the number of students absent by 30%. (2021-22 total 51 students; 2020 - 21 total 160 students; 2019-20 82 students)
Results-Oriented: Is the goal reported in result-oriented data (process, perception and outcome?)	Results and data based from reports in PowerSchool for the past three years, and summer school sign up lists from the past two years. (Average number of students failing past three years 48.)	Results monitored through College and Career Ready 12 course in Schoology and compared to Future Ready data.	Results and data based from reports in PowerSchool for the past three years. (Average number of students with 15 or more days absent from school 98 for the past three years.)
Timeline: When will our goal be accomplished?	By the end of the 2022-2023 school year.	By the end of the 2022-2023 school year.	By the end of the 2022-2023 school year.

9. Individualized Academic & Career Process and Portfolio

Section One: Career Development Intervention Chart: Tier One Interventions

Grade	CEW 13.1 Career Awareness	CEW 13.2 Career Acquisition	CEW 13.3 Career Retention	CEW 13.4 Entrepreneurship
K	<ul style="list-style-type: none"> Smart Futures “My Interests” (Activity #1) Career (Counselor led) - “My Dream” 	•	•	•
1	<ul style="list-style-type: none"> Smart Futures “Community Roles” Career (Counselor led)- “Interests” 	•	<ul style="list-style-type: none"> Smart Futures: “Successful Attitudes and Work Habits” 	•
2	<ul style="list-style-type: none"> Smart Futures: “My Interests” (Activity #1) Career (Counselor led) - “Study Skills” 	<ul style="list-style-type: none"> Smart Futures: “Cooperation in Group Settings” (Activity #5) Smart Futures: “Writing a Personal Letter” (Activity #13) Smart Futures: “How to be an ULTRA good listener” (Activity #14) Career (Counselor led) - “Study Skills” 	<ul style="list-style-type: none"> Smart Futures: “Cooperation in Group Settings” (Activity #5) Smart Futures: “How Money is Used” (Activity #8) Career (Counselor led) - “Study Skills” 	•
3	<ul style="list-style-type: none"> Career (Counselor led) - “Resume” 	<ul style="list-style-type: none"> Smart Futures: “Researching Job Opportunities” (Activity #12) 	<ul style="list-style-type: none"> Smart Futures: “Successful Attitudes and Work Habits” (Activity #6) 	<ul style="list-style-type: none"> Smart Futures: What is Entrepreneurship? (Activity #10)
4	<ul style="list-style-type: none"> Smart Futures “6 Career Paths” (Activity #2) Smart Futures: “What is a Career Plan?” (Activity #7) Career (Counselor led) - “Interest Survey” 	<ul style="list-style-type: none"> Smart Futures: “Applying Successful Attitudes and Work Habits” (Activity #5) Smart Futures: “What is a Career Plan?” (Activity #7) 	<ul style="list-style-type: none"> Smart Futures: “Applying Successful Attitudes and Work Habits” (Activity #5) 	<ul style="list-style-type: none"> Smart Futures: “Risks and Rewards of Entrepreneurship” (Activity #6)
5	<ul style="list-style-type: none"> Smart Futures: “Career Training Programs” (Activity #9) 	<ul style="list-style-type: none"> Smart Futures: “Speaking Skills” (Activity #10) 	<ul style="list-style-type: none"> Smart Futures: “Speaking Skills” (Activity #10) Smart Futures: “Budgeting” (Activity #15) 	<ul style="list-style-type: none"> Smart Futures: “Character Traits of Real Entrepreneurs” (Activity #13)
6	<ul style="list-style-type: none"> Smart Futures “Career Clusters and Pathways” (Activity #1) 		<ul style="list-style-type: none"> Smart Futures “Conflict Resolution” (Activity #3) 	<ul style="list-style-type: none"> Smart Futures “Learning from Entrepreneurs” (Activity #4)
7	<ul style="list-style-type: none"> Smart Futures “My Interests Survey” (Activity #5) Smart Futures “My Work Values Survey” (Activity #6) Smart Futures “Knowledge Skill Ability Survey” (Activity 7) 	<ul style="list-style-type: none"> Smart Futures “Career Research” (Activity #8) Smart Futures “Budgeting” (Activity #9) 	<ul style="list-style-type: none"> Smart Futures “Budgeting” (Activity #9) 	•
8	<ul style="list-style-type: none"> Smart Futures “Career Acquisition Documents” (Activity #10) Smart Futures “Changing Workplace” (Activity #13) Smart Futures “Economics of Jobs” (Activity #15) Smart Futures “Explore your CTC” (Activity #16) 	<ul style="list-style-type: none"> Smart Futures “Goal Setting” (Activity #11) 	<ul style="list-style-type: none"> Smart Futures “Goal Setting” (Activity #11) Smart Futures “Learning Style Survey” (Activity #12) Smart Futures “Changing Workplace” (Activity #13) 	<ul style="list-style-type: none"> Smart Futures “My Business Plan” (Activity #14)
9	<ul style="list-style-type: none"> Smart Futures “New Thinking About Career Success” (Activity 1) Smart Futures “My Personality Type” (Activity 2) 	<ul style="list-style-type: none"> Smart Futures “My Personality Type” (Activity 2) Smart Futures “Experiencing Careers While Still in School” (Activity 8) 	<ul style="list-style-type: none"> Smart Futures “Active Listening” (Activity 13) Smart Futures “Personal Budget” (Activity 15) BAVTS Presentation and Registration 	<ul style="list-style-type: none"> Smart Futures “New Thinking About Career Success” (Activity 1) Smart Futures “The Entrepreneur Within” (Activity 14)

	<ul style="list-style-type: none"> • Smart Futures “Preparation for Career” (Activity 4) • Smart Futures “Abilities and Aptitudes” (Activity 5) • Smart Futures “Personal Interests” (Activity 6) • Smart Futures “Career Clusters and Pathways” (Activity 7) • Smart Futures “Experiencing Careers While Still in School” (Activity 8) • Smart Futures “Selecting your Career Goal” (Activity 9) • Smart Futures “My Programs or Majors” (Activity 10) • Smart Futures “My School and College Survey” (Activity 11) • Smart Futures “Active Listening” (Activity 13) • BAVTS Presentation and Registration • Course Selection Meetings • Update ECP • ECP Reflection 	<ul style="list-style-type: none"> • Smart Futures “Selecting your Career Goal” (Activity 9) • Smart Futures “Job Interview” (Activity 12) • Smart Futures “Job Application” (Activity 3) • BAVTS Presentation and Registration • Update ECP • ECP Reflection 		
10	<ul style="list-style-type: none"> • Update ECP • ECP Reflection • Course Selection Meetings 	<ul style="list-style-type: none"> • Resume • Job Application • Update ECP • ECP Reflection 	<ul style="list-style-type: none"> • Resume • Job Application 	
11	<ul style="list-style-type: none"> • College visit Pre-survey • College visit post-survey • Update ECP • ECP Reflection • Course Selection Meetings • Keystone Graduation Pathway meeting • Junior Parent Night 	<ul style="list-style-type: none"> • College visit pre-survey • College visit post-survey • Update ECP • ECP Reflection • Financial Aid Night Presentation 		
12	<ul style="list-style-type: none"> • Industry-Based Work Experience • College and Career Ready 12 • Lehigh Valley CareerLink Presentation • How to Choose a College Lesson • College Admissions Overview • SeniorCollege Night 	<ul style="list-style-type: none"> • Industry-Based Work Experience • College and Career Ready 12 • Common App/Naviance Workshop • Lehigh Valley CareerLink Presentation • How to Choose a College Lesson • College Essay Lesson • College Admissions Overview 	<ul style="list-style-type: none"> • Industry-Based Work Experience • College and Career Ready 12 • College Admissions Overview • Financial Aid Lesson 	<ul style="list-style-type: none"> • Industry-Based Work Experience • College and Career Ready 12 • Financial Aid Lesson

Section 2: Individualized Academic/Career Plan

Demographics and Logistics:

The individual K-12 academic career plan begins in Kindergarten with career lessons for all students and continues throughout elementary, middle, and high school. Each year, students will complete pieces of career evidence documenting their career plan. Pieces of career evidence will be stored in an electronic portfolio in Google Drive and also in *Smart Futures*. Each individual portfolio will be maintained by the school counselor of record in collaboration with district administrators, building administrators, district technology staff, classroom

teachers, and support staff. The portfolio will contain a minimum of 6 pieces of evidence in grades K-5, 6 pieces of evidence in grades 6-8, 8 pieces of evidence in grades 9-11, and the appropriate documentation for the Industry-Based Work Experience to be completed before high school graduation.

Interventions and Assessments:

Elementary School:

The elementary career activities and interventions that are administered are as follows: Students in Kindergarten will complete a “My Dream is to be...” activity facilitated by the school counselor and one Smart Futures Activity. In 1st grade, students will complete one activity in Smart Futures and a counselor-led interest activity called “Find Your Future”. The career evidence that will be collected in 2nd grade includes Smart Futures Activities #1 “My Interests”, #5 “Cooperation in Group Settings”, #8 “How Money is Used”, #13 “Writing a Personal Letter”, and #14 “How to be an ULTRA Good Listener”, and a counselor-facilitated lesson on study skills called “Work Habits”. In 3rd grade, students will complete a resume activity led by the school counselor and Smart Futures Activities #6 “Successful Attitudes and Work Habits, #10 “What is Entrepreneurship?” and #12 “Researching Job Opportunities”. Finally, in 4th grade students will complete a school counselor-led Interest Inventory along with Smart Futures Activities #2 “Career Paths”, #5 “Applying Successful Attitudes and Work Habits”, #6 “Risks and Rewards of Entrepreneurship”, and #7 “What is a Career Plan?”

Middle School:

The middle school career activities and interventions that are administered are as follows: Students in 5th grade go on a field trip to Bethlehem Area Vocational Technical School and complete a reflection sheet. They will also complete Smart Futures Activities #9 “Career Training Programs”, #10 “Speaking Skills”, #13 “Character Traits of Real Entrepreneurs”, and #15 “Budgeting”. 6th grade students will complete Smart Futures Activities #1 “Career Clusters and Pathways”, #3 “Conflict Resolution”, and #4 “Learning from Entrepreneurs”. Students in 7th grade will complete Smart Futures Activities #5 “My Interests Survey”, #6 “My Work Values Survey”, #7 “Knowledge Skill Ability Survey”, #8 “Career Research” and #9 “Budgeting”. As 8th grade students prepare for the transition to high school, they attend high school course selection sessions, create an Educational Career Plan(ECP), and complete an ECP reflection. In addition to these activities, 8th grade students complete Smart Futures Activities #10 “Career Acquisition Documents”, #11 “Goal Setting”, #12 “Learning Style Survey”, #13 “Changing Workplace”, #14 “My Business Plan”, #15 “Economics of Jobs” and #16 “Explore your CTC”.

High School:

In order to ensure that their course selection aligns with their post secondary goals, students in grades 9, 10, and 11 will update their Educational Career Plan and complete a reflection on this document each year. In addition, 9th grade students will complete Activities 1-15 in Smart Futures. In 10th grade, students will complete a job application and resume in Naviance. In 11th grade, students will attend a field trip to a local community college or university and complete a Pre and Post College Visit Survey. All students are required to complete an Industry-Based Work Experience as a graduation requirement and will submit the appropriate documentation and reflection for their experience.

Parental Engagement

Elementary parents are part of helping children share about their interests through activities like: About Me posters, sharing about their heritage, and writing activities. Parents are also included in Career Day and Career Cafes and are encouraged to participate and share about their careers. Parents of middle school students are exposed to the programming at Bethlehem Area Vocational Technical school when their students attend the

field trip there. There is a parent night for parents of 8th grade students where high school course selection and the high school Program of Studies is explained. Parents of high school students can attend various parent sessions throughout the year in the evenings including Junior Night, Senior College Night, Financial Aid Night, and High School Scheduling Night. Information about career graduation requirements, college visits, trade schools, scholarships, and educational opportunities are also communicated in the principal's weekly newsletter.

Individual Academic/Career Plan (example)

K	"My Dream" is to be a... Smart Futures Activity
1	Find Your Future Smart Futures Activity
2	"I'm Proud to be a 2nd Grader" & Work Habits Smart Futures Activity #1 - My Interests Smart Futures Activity #5 - Cooperation in Group Settings Smart Futures Activity #8 - How Money is Used Smart Futures Activity #13 - Writing a Personal Letter Smart Futures Activity #14 - How to be an ULTRA Good Listener
3	Resume Smart Futures Activity #6 - Successful Attitudes and Work Habits Smart Futures Activity #10 - What is Entrepreneurship Smart Futures Activity #12 - Researching Job Opportunities
4	Holland Inventory Assessment Smart Futures Activity #2 - Career Paths Smart Futures Activity #5 - Applying Successful Attitudes and Work Habits Smart Futures Activity #6 - Risks and Rewards of Entrepreneurship Smart Futures Activity #7 - What is a Career Plan?
5	BAVTS Field Trip Reflection Sheet Smart Futures Activity #9 - Career Training Programs Smart Futures Activity #10 - Speaking Skills Smart Futures Activity #13 - Character Traits of Real Entrepreneurs Smart Futures Activity #15 - Budgeting
6	Smart Futures Activity #1 - Career Clusters and Pathways Smart Futures Activity #3 - Conflict Resolution Smart Futures Activity #4 - Learning from Entrepreneurs
7	Smart Futures Activity #5 - My Interests Survey Smart Futures Activity #6 - My Work Values Survey Smart Futures Activity #7 - Knowledge Skill Ability Survey Smart Futures Activity #8 - Career Research Smart Futures Activity #9 - Budgeting

8	<p>Educational Career Plan (ECP) ECP Reflection Smart Futures Activity #10 - Career Acquisition Documents Smart Futures Activity #11 - Goal Setting Smart Futures Activity #12 - Learning Style Survey Smart Futures Activity #13 - Changing Workplace Smart Futures Activity #14 - My Business Plan Smart Futures Activity #15 - Economics of Jobs Smart Futures Activity #16 - Explore Your CTC</p>
9	<p>Educational Career Plan (ECP) ECP Reflection Smart Futures Activities #1-15 PSAT Individualized Course Selection</p>
10	<p>Educational Career Plan (ECP) ECP Reflection Resume Job Application PSAT Individualized Course Selection</p>
11	<p>Educational Career Plan (ECP) ECP Reflection Pre College Visit Survey Post College Visit Survey PSAT Individualized Course Selection</p>
12	<p>Industry-Based Work Experience Documents My Career Journey</p>

Section Three: Student Academic and Career Portfolio Image

***See appendix for additional documentation

College & Career Ready: 10th Grade ECP Reflection

The goal of SVHS College & Career Readiness is to ensure that you consider your post-high school goals as you plan and select courses during your four years in high school. Engaging in goal-related conversations makes your high school education more relevant while also preparing you to make more informed post-high school decisions. Complete the prompts below as you reflect on your 10th grade year.

ACADEMICS

What courses did you enjoy this year?

What courses did you NOT connect with this year?

Why did you NOT connect with these courses?

SKILLS

What strengths did you learn about yourself this year?

How will these strengths help you as you pursue a college or career after high school?

What is a weakness that you would like to overcome?

Where/how were you a leader this year?

COLLEGE & CAREER

What clubs and activities (in school and out of school) were you involved in this year?

What do you plan to do after high school (2 year college, 4 year college, military, workforce)?

Based on your interests, what careers are you interested in?

What steps did you take this year to work toward your college/career goals?

Education and Career Plan ECP SmartTip →

Starting the ECP process before students enter high school will help students make thoughtful course selections for 9th grade. This may be done as part of the high school orientation and course selection process. Young people can develop and refine their ECPs throughout high school and work with their navigators to track their progress towards acquiring the knowledge, skills, qualifications, and experiences needed to achieve their college and career goals.

Education and Career Plan (ECP) of: _____

NAME OF PARENT/GUARDIAN: _____

EMAIL: _____

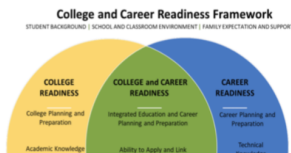
EMAIL: _____

CLASS OF: _____

PHONES: _____

What does it mean to be college *and* career ready?

Young people need support as they develop their college and career readiness. To be both college and career ready means that a young person has the knowledge and skills to gain access to and complete postsecondary education and to secure an entry level position that begins a rewarding career progression. The college and career readiness framework below, based on a review of research and interviews with experts, identifies 11 essential components of college and career readiness.



This ECP tool is to help you plan and track your progress towards college and career readiness. By connecting college and career preparation, this tool can help you:

- Identify your career interests and goals.
- Connect your career goals with the specific qualifications, education, and training required for entry into those careers.
- Outline a course plan for high school that helps you meet your postsecondary education and career goals.
- Record your activities and accomplishments in both college readiness and career readiness.

Through collaboratively building ECPs with young people, navigators are better able to help them identify the steps and actions needed to move from where they are to where they want to go. The ECP should be a living document that is updated regularly so that students can revise as their goals, interests, and circumstances change and they explore potential careers in greater depth. Ideally, these updates are done collaboratively with navigators, but young people can work individually through this process or enlist parents or family members to support them. When possible, engaging parents and guardians in updates to students' ECPs keeps them informed and invested in the college and career readiness journeys.

The three circles (on the left) visualize college and career readiness framework. The two interlocking circles define college readiness (on the left), career readiness (on the right), and the intersection where college and career readiness come together

10. School District Stakeholders Engagement

Students	How students will benefit from the K-12 School Counseling Program	How students assist with the delivery of the K-12 School Counseling Program
	<p>Students benefit from support and guidance for personal and academic needs, while continuing to expand on their knowledge of their personal strengths and interests to further develop their career pathway.</p>	<p>Students will participate in activities through counselor and teacher-led lessons and presentations.</p>
	<p>By creating a comprehensive K-12 School Counseling Program, our students will benefit by gaining an awareness of a wide range of career opportunities, and by identifying resources available to them which can help them determine a career pathway best suited to their academic, personal and social strengths.</p> <p>Students will benefit by building skills, knowledge, and attitudes necessary to become healthy, productive adults. Their participation in the activities will encourage individual development.</p>	<p>Students are both beneficiaries of and participants in a comprehensive K-12 School Counseling Program. As they engage in grade-specific career exploration activities, assessments and reflections, they can redirect their own pathway based on identifiable results and continue the research and reflection cycle.</p> <p>In collaboration with all the stakeholders, students can share their experience and expertise with other students and supplement their peers' education and exposure to various career pathways. For example, students can participate in forums or school-wide workshops in which they share their summer job, volunteer, travel, or training experiences with other students.</p>

Educators	How educators benefit from the K-12 School Counseling Program	How educators assist with the delivery of the K-12 School Counseling Program
	<p>Teachers benefit from the support, input, and data counselors provide to address student academic and behavioral needs while also accessing support and resources for our students to be safe and successful.</p>	<p>Teachers will work with counselors to support the school counseling program by becoming familiar with web-based career applications, assisting students with activities in these applications, and supporting students' educational, career, and personal/social needs.</p>
	<p>By creating a comprehensive K-12 School Counseling Program, our educators will benefit by having resources to expand their knowledge base in order to prepare their students for future career trends and to attain their goals in the academic, career and personal/social domains. Information will be delivered through a variety of means including district professional development and building-wide meetings.</p>	<p>Educators will be an integral part of the Program by connecting their curriculum to various aspects of career exploration and facilitating the personal and educational growth of all students in a positive learning climate. In collaboration with the counseling staff, educators will work cooperatively, communicate effectively and develop an understanding of each other's programs.</p>

Stakeholder: Educator

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Inform faculty/administration about the integration of Plan into current curriculum.	Increase awareness of K-12 School Counseling Plan integration into the curriculum from 0% to 90% for all faculty and administrators	13.1.3-11 A, G-H 13.2.3-11 A-C 13.3.3-11 A,E	K-12	Presentation to the faculty and administration during professional development prior to the school year	Number of staff attending professional development meetings	Winter
Increase knowledge of staff about various post-secondary options.	Increase awareness of all post-secondary options from 0% to 90% for all faculty and administrators.	13.1.3-11 D-G 13.2.3-11 B 13.4.3-11 B	K-12	Presentation to the faculty and administration during professional development throughout the school year. Survey teachers about their classes.	Number of staff participating in the professional development meetings	Spring

Parents	How parents/guardians benefit from the K-12 School Counseling Program	How parents/guardians assist with the delivery of the K-12 School Counseling Program
	The program will expand the knowledge base of parents by their understanding how they can best help students experience a successful education while remaining engaged in the process and exploring future planning as their students discover the "spark".	Parents are a significant component of our K-12 School Counseling Plan. As partners in the education of their children, parents will benefit from this collaboration by seeing the value of a comprehensive consideration of all post-secondary options.

Stakeholder: Parents

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Educate parents about the K-12 School Counseling Plan	Increase awareness of K-12 School Counseling Plan from 0% to 90% for all parents.	13.1.3-11 A-C, F 13.2.3-11 B, D-E 13.3.3-11 C	K-12	Presentation to parents during Parent Council meetings in each building prior to the school year. Show career videos.	Number of parents attending meetings	Spring
Inform Parents about integration of the K-12 School Counseling Plan into current curriculum.	Increase awareness of K-12 School Counseling Plan integration into the curriculum from 0% to 90% for parents.	13.1.3-11 A, G-H 13.2.3-11 A-C 13.3.3-11 A, E	K-12	Presentation to parents during Parent Council meetings in each building prior to the school year.	Number of parents attending meetings	Spring

Increase knowledge of parents about various post-secondary options.	Increase awareness about various post-secondary options from 0% to 90% for all parents.	13.1.3-11 D-G 13.2.3-11 B 13.4.3-11 B	K-12	Presentation to parents during Parent Council meetings throughout the school year. Survey parents about post-secondary education.	Number of parents participating in meetings, completing surveys.	Spring
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Business & Community	How business/community partners benefit from the K-12 School Counseling Program	How business/community partners assist with the delivery of the K-12 School Counseling Program
	Businesses and community agencies will benefit from the program through collaboration and sharing of resources. Sharing ideas, resources and opportunities will allow input from these agencies so that students will be more prepared for the world of work in the future. In consideration for the increased job opportunities and lack of educated and skilled potential employees, business and community agencies will have the opportunity to assist in curriculum and program development to benefit their companies and the greater community.	Business and community partners will be an integral part of the development and implementation of the Program by being members of the initial Advisory Board. With their support, the Program will develop relationships in the creation of potential employment and community services experiences for our students. Working in collaboration with the school district and the counseling program, business and community members may provide mentoring, job shadowing, field trips, presentations and community service experiences as part of every student's Career Portfolio.

Stakeholder: Business/Community

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Recognize need for connects between district and community	Establish links to business and community during the school year.	13.1.3-11 D, F 13.2.3-11 B-D 13.3.3-11 C 13.4.3-11 C	All	Organize a committee to investigate various business and community connects to the school district.	Resources developed.	2022-2023
Develop a job shadowing program	Creation of a library of available job shadowing positions available from 0% to 25% of students.	13.1.11 d, E, H 13.2.11 C-E 13.3.11 A-B 13.4.11 A-B	11-12	Establish contact library of business and community members interested in participating. Advertise programs to students and parents.	Number of students participating.	2022-2023

Post secondary	How postsecondary partners benefit from the K-12 School Counseling Program	How postsecondary partners assist with the delivery of the K-12 School Counseling Program
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	<p>Post-secondary partners will benefit from the K-12 School Counseling Plan through a better understanding of our school community. These partners will be aware of our district profile and the credentials earned by students through our rigorous curriculum. The Plan offers students comprehensive knowledge of various options available after high school and will assist them in making appropriate and well-thought-out decisions pertaining to their future. This will minimize students changing their college major, transferring to a different educational institution, or stopping further education completely.</p>	<p>Our partnership with post-secondary educational institutions benefits our students by offering direct access to knowledge regarding expectations for success at these institutions as well as employability in their chosen career. Through presentations at our school students understand the academic rigor and preparation needed for their future. Our partners will encourage students to complete campus visits, participate in college career fairs, and access online information. As part of our Advisory Council, these partners will offer professional development content for staff and administration.</p>
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Stakeholder: Postsecondary

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
<p>Invite post-secondary representatives to make presentations to students about career options.</p>	<p>Schedule visits for post-secondary representatives from 0% to 50% of secondary classrooms.</p>	<p>13.1.11 D, F 13.2.11 B-E 13.3.11 A-F 13.4.11 A-C</p>	<p>9 - 12</p>	<p>Create a topic list for discussion during classroom visits. Contact classroom teachers to establish connection to the curriculum. Contact post-secondary representatives and establish a schedule of visits to classrooms.</p>	<p>Number of presentations scheduled.</p>	<p>2022-2023</p>
<p>Access statistics related to post-graduation plans of graduates.</p>	<p>Analysis data from post-graduation plans from 0% to 95% of our graduates</p>	<p>13.1.11 B-F 13.2.11 B, D 13.3.11 F 13.4.11 A, B</p>	<p>12</p>	<p>Received approval to purchase a program from National Clearinghouse. Access data from Naviance (Alumni Tracker). Compare data.</p>	<p>Results of data reviewed from the program.</p>	<p>2022-2023</p>

11. School Counseling Program K-12 Advisory Council

Stakeholder Group	Name	Title & Organization	Attendance Meeting #1 (Fall 2022)	Attendance Meeting #2 (Spring 2023)
Student				
	Peter Albino	Sophomore	X	
	Roberta Silverthorn	Sophomore	X	
Parent & Guardian/ Business and Community				
	Jennifer Bright	Bright Communication /Parent	X	
	Jessica King	Blue Barnyard Farm/Parent	X	
	Amy Ramsberger	Parent	X	
	Pamela Silverthorn	Parent	X	
	Jennifer Schriffert	St. Luke's Health Network/Parent	X	
Educator & Administrator				
	Rachel Alderfer	SVHS Counselor	X	
	Thomas Baldo	SVMS Counselor	X	
	Amy Braxmeier	SVES Principal	X	
	Jillian Brodhead	SVSD Director of Special Education	X	
	Kaitlyn Dennington	SVES Special Education Teacher	X	
	Katie Fisher	SVSD College and Career Counselor	X	
	Robert Frey	SVSD Athletic Director	X	
	Grant Geiger	SVMS School Counselor	X	
	Mike Karabin	SVSD Board Member	X	
	Brianna Kenney	SVHS Teacher	X	
	Lensi Nikolov	SVMS Principal	X	
	Walter Pawlowski	SVHS Principal	X	
	Sarah Roncoloto	SVES Teacher	X	
	Michael Sakelarides	SVMS Assistant Principal	X	
	Chad Saylor	SVHS Special Education Teacher	X	
	Joanna Suriel	SVHS Counselor	X	
	Kelly Wehr	SVES Counselor	X	
	Shawn Welch	SVSD Board Member	X	
Postsecondary				
	Christina Luey	Penn State Lehigh Valley	X	
	Scott Mattingly	Desales University	X	

12. Career and Postsecondary Resources

CEW Strands	Sixteen Career Clusters https://www.acteonline.org/career-clusters-2/	
13.1 Career Awareness & Planning 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship	Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology, & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science	Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections, & Security Manufacturing Marketing Science, Technology, Engineering, & Mathematics Transportation, Distribution, & Logistics

Organizations & Agencies

Intermediary Organizations: <i>Connecting, Collaborating, Convening Organizations</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
ACT	13.1, 13.2	Education & Training
American School Counselors Association	13.1, 13.2	Human Services
College Board	13.1, 13.2	Education & Training
Lehigh Valley Workforce Investment Board	13.1, 13.2, 13.3	All clusters
PA CareerLink LV	13.1, 13.2, 13.3	All clusters
Lehigh Career Pathways	13.1, 13.2, 13.3	All clusters
National Association of College Admissions Counselors (NACAC)	13.1, 13.2	Education & Training
Pennsylvania School Counselors Association	13.1, 13.2	Human Services
Pennsylvania Association of College Admissions Counselors (PACAC)	13.1, 13.2	Education & Training
Southern Regional Educational Board, PA Dept of Education	13.1	All clusters
US Army Recruiters	13.1, 13.2	Government & Public Administration
US Air Force Recruiters	13.1, 13.2	Government & Public Administration
US Coast Guard Recruiters	13.1, 13.2	Government & Public Administration
US Marine Corp Recruiters	13.1, 13.2	Government & Public Administration
US Navy Recruiters	13.1, 13.2	Government & Public Administration

Umbrella Organizations: <i>Organizations that represent a large group of business organizations with a common mission</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Intermediate Unit #20	13.1, 13.2, 13.3, 13.4	Education & Training
Greater LV Chamber of Commerce	13.4	All clusters
LV Builders Association	13.2, 13.4	Architecture & Construction

Community & State Organizations: Agencies representing community and state initiatives, service to communities		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Northampton County Resource Guide	13.3, 13.2	All clusters
Saucon Valley Rotary Club	13.1, 13.2, 13.3, 13.4	All clusters
Saucon Valley Foundation for Educational Innovation	13.1	All clusters
United Way, PA CareerLink of LV, Youth Workforce Development Council of LV	13.1, 13.2, 13.3	All clusters
Community Services for Children	13.1	All clusters
LV Community Foundation	13.4	All clusters
Valley Youth House	13.2, 13.3	All clusters
Caron Foundation	13.2, 13.3	All clusters

Networking Opportunities

Individual Contacts: Contacts acquired through networking and interaction		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Bradley Reeves, LCCC, Admissions, 610-769-1334	13.1, 13.2	All clusters
Nancy Dischinat: LV Workforce Investment Board, 610-841-1122	13.1, 13.2, 13.3	All clusters
Angie Vazquez, LV CareerLink 610-841-1005	13.1, 13.2, 13.3	All clusters
Frank Facchiano: Greater Lehigh Valley Chamber of Commerce - 610-739-1515	13.4	All clusters
Richard Sniscak: Lehigh County Career Pathways, 610-351-5600	13.1, 13.2, 13.3	All clusters
Davis Lewis: United Way of LV, 610-807-5705	13.1, 13.2, 13.3	All clusters

Community & Business Meetings: Meetings, which bring cross/community members together to promote growth to further a cause		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Lehigh County Career Pathways	13.1, 13.2, 13.3	All clusters
Hellertown Rotary Club	13.1, 13.2, 13.3, 13.4	All clusters

Community Events: Conferences, Workshops, Grand Openings		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Back to School Nights	13.1, 13.2	Education & Training
6th Grade Orientation	13.1, 13.2	Education & Training
Financial Aid Night	13.1, 13.2	Finance
High Schools College Information Night	13.1, 13.2	Education & Training
Local & Regional College Fairs	13.1	All clusters

Online & Other Resources

Internet Based Links: <i>Websites educating others and promoting career development and related topics</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
www.pacareerzone.com	13.1, 13.2, 13.3	All clusters
www.collegboard.com	13.1, 13.2	Education & Training
www.learnhowtobecome.org	13.1, 13.2, 13.3	Education & Training
www.search-institute.org	13.1, 13.2	Education & Training
www.schoolcounselor.org	13.1, 13.2, 13.3	Education & Training
www.studentaid.ed.gov	13.1, 13.2	Finance
www.pacareerstandards.com	13.1, 13.2, 13.3, 13.4	Education & Training
www.ncaa.com	13.1, 13.2	Health Science
www.naviance.com	13.1, 13.2	Education & Training
www.actstudent.com	13.1, 13.2	Education & Training
www.educationplanner.org	13.1, 13.2, 13.3	All clusters
www.onetonline.org	13.1, 13.2, 13.3, 13.4	All clusters
www.pacareercoach.org	13.1, 13.2, 13.3	All clusters
www.mynextmove.org	13.1, 13.2, 13.3, 13.4	All clusters
www.myfuture.com	13.1, 13.2, 13.3	All clusters
www.careertech.org	13.1, 13.2, 13.3, 13.4	All clusters
www.roadtripnation.org	13.1, 13.2, 13.3	All clusters
www.asvab.com	13.1, 13.2, 13.3	Government & Public Administration
www.succeed.naviance.com	13.1, 13.2, 13.3	All clusters
www.bls.gov/k12	13.1, 13.2, 13.3, 13.4	All clusters
www.paworkforce.state.pa.us	13.1, 13.2, 13.3	All clusters
www.careeronestop.org	13.1, 13.2, 13.3	All clusters
www.bl.gov/ooh	13.1, 13.2, 13.3, 13.4	All clusters
www.keystoneedge.com	13.1, 13.4	All clusters
www.cwds.state.pa.us	13.1, 13.2, 13.3	All clusters
www.mymajors.com	13.1	Education & Training
www.myplan.com	13.1, 13.2, 13.3	All clusters
www.pheaa.org	13.1	All clusters
www.fafsa.gov	13.1	Finance
www.finaid.org	13.1	Finance
www.fastweb.com	13.1	All clusters
www.federalstudentaid.ed.gov	13.1	Finance
www.direct.ed.gov	13.1	All clusters
www.princetonreview.org	13.1	Education & Training

Media & Advertising: <i>Various marketing methods that provide contacts, career awareness, ideas and workforce information</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
All Elementary Schools Principal's Weekly Newsletter	13.1, 13.2	Arts, A/V Technology, & Communications

All Middle Schools Principal's Weekly Newsletter	13.1, 13.2	Arts, A/V Technology, & Communications
All High Schools Principal's Weekly Newsletter	13.1, 13.2	Arts, A/V Technology, & Communications
All Elementary Schools Websites	13.1, 13.2	Arts, A/V Technology, & Communications
All Middle Schools Websites	13.1, 13.2	Arts, A/V Technology, & Communications
All High Schools Websites	13.1, 13.2	Arts, A/V Technology, & Communications
Email Blasts to Students and Parents	13.1, 13.2	Arts, A/V Technology, & Communications

Publication & Documents: <i>Hard copy materials that offer contacts and career/workforce information</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Johnson & Johnson: "Be Someone. Be A Nurse" Booklet	13.1, 13.2, 13.3	Health Sciences
PA Career Guide	13.1, 13.2, 13.3	All clusters
PA Workforce Investment Board: PA Center for Health Careers Toolkit	13.1, 13.2	All clusters
Career Success for People with Physical Disabilities – Sharon F Kissane	13.1, 13.2	All clusters
50 Best Jobs for Your Personality – Michael Farr and Laurence Shatkin	13.1, 13.2	All clusters
Great Jobs for English Majors – Julie DeGalan & Stephen Lambert	13.1, 13.2, 13.3	All clusters
Military Careers – U.S. Department of Defense	13.1, 13.2	Government & Public Administration
FBI Careers – Thomas H. Ackerman	13.1, 13.2	Government & Public Administration
Cybercareers – Mary Morris & Paul Massie	13.1, 13.2	All clusters
Careers for Music Lovers – Jeff Johnson	13.1, 13.2	Arts, A/V Technology & Communications
Careers for Car Buffs – Richard Lee and Mary Price Lee	13.1, 13.2	Transportation, Distribution, & Logistics
Valley Youth House – Transitional Living Program and Supportive Housing Program Brochures	13.1, 13.2, 13.3	All clusters

Post-Secondary Options

Postsecondary Options: <i>Colleges, Apprenticeships, Military, Vocational Training</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Northampton County Community College	13.1, 13.2, 13.3, 13.4	Education & Training
Lehigh Community College	13.1, 13.2, 13.3, 13.4	Education & Training
Bloomsburg University	13.1, 13.2, 13.3, 13.4	Education & Training
California University	13.1, 13.2, 13.3, 13.4	Education & Training
Cheyney University	13.1, 13.2, 13.3, 13.4	Education & Training
Clarion University	13.1, 13.2, 13.3, 13.4	Education & Training
East Stroudsburg University	13.1, 13.2, 13.3, 13.4	Education & Training
Edinboro University	13.1, 13.2, 13.3, 13.4	Education & Training
Indiana University	13.1, 13.2, 13.3, 13.4	Education & Training
Kutztown University	13.1, 13.2, 13.3, 13.4	Education & Training
Lock Haven University	13.1, 13.2, 13.3, 13.4	Education & Training
Mansfield University	13.1, 13.2, 13.3, 13.4	Education & Training
Millersville University	13.1, 13.2, 13.3, 13.4	Education & Training
Shippensburg University	13.1, 13.2, 13.3, 13.4	Education & Training
Slippery Rock University	13.1, 13.2, 13.3, 13.4	Education & Training

West Chester University	13.1, 13.2, 13.3, 13.4	Education & Training
Pennsylvania State University	13.1, 13.2, 13.3, 13.4	Education & Training
Pittsburgh University	13.1, 13.2, 13.3, 13.4	Education & Training
Temple University	13.1, 13.2, 13.3, 13.4	Education & Training
US Army	13.1, 13.2, 13.3, 13.4	Government & Public Administration
US Army Reserves	13.1, 13.2, 13.3, 13.4	Government & Public Administration
US Army ROTC	13.1, 13.2, 13.3, 13.4	Government & Public Administration
US Marine Corp	13.1, 13.2, 13.3, 13.4	Government & Public Administration
US Navy	13.1, 13.2, 13.3, 13.4	Government & Public Administration
US Navy ROTC	13.1, 13.2, 13.3, 13.4	Government & Public Administration
US Air Force	13.1, 13.2, 13.3, 13.4	Government & Public Administration
US Merchant Marines	13.1, 13.2, 13.3, 13.4	Government & Public Administration
US Coast Guard	13.1, 13.2, 13.3, 13.4	Government & Public Administration

13. Career and Technology Center Strategies

Student Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Beginning & End	Location	Contact Person
5	Field trip to the vocational technical school	Students from BAVTS	Spring	BAVTS	Middle School Counselors
8	Field trip to the vocational technical school	Students from BAVTS	Spring	BAVTS	Middle School Counselors
8	Participate in Career Day.	Community Members	Spring	SVMS	Middle School Counselors
9	Presentation on opportunities at BAVTS	School Counselors	January	SVHS	High School Counselors
9-12	CTC & Career Information in Program of Studies	School Counselors, Administrators	Spring	SVHS	High School Counselors

Parent Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Beginning & End	Location	Contact Person
5-8	Back-to-school Night display of BAVTS trips with student images and information.	School Counselors	Fall	SVMS	Middle School Counselors
5, 8	Permission for students to visit BAVTS	School Counselors	Spring	SVMS	Middle School Counselors
9-12	CTC & Career Information in Program of Studies	School Counselors, Administrators	Spring	SVHS	High School Counselors

Educator Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Beginning & End	Location	Contact Person
K-12	Information session from BAVTS	BAVTS Staff	Every Fall	SVSD	Counseling Department Chair
5, 8	Field trips with students to learn about programs available at BAVTS	BAVTS Staff	Spring	BAVTS	Middle School Counselors
9-12	CTC & Career Information in Program of Studies	School Counselors, Administrators	Spring	SVHS	High School Counselors

9	Presentation on opportunities at BAVTS	School Counselors	January	SVHS	High School Counselors
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Book Policy Manual

Section 100 Programs

Title Field Trips

Code 121

Status Active

Adopted

Purpose

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important component of the instructional program of the schools. Properly planned and executed field trips can:

1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help students relate academic learning to the reality of the world outside of school.
4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational.
5. Afford students the opportunity to study real things and real processes in their actual environment.

Definition

For purposes of this policy, a **field trip** shall be defined as any trip by students away from school premises that is an integral part of approved planned instruction, is conducted as a first-hand educational experience not available in the classroom, and is supervised by a teacher or district employee.

Authority

~~The Board shall approve~~ Annually a list of potential field trips shall be provided to the Superintendent or designee. ~~All proposed field trips not listed must be approved individually by the Board.~~

The Board shall approve only those field trips that take students more than sixty (60) miles from this district.

Students on field trips remain under the supervision and responsibility of this Board and are subject to its rules and regulations.

The Board does not endorse, support nor assume responsibility in any way for any district staff member who takes students on trips ~~without district approval~~ **not approved by the Board or Superintendent**. No staff member may solicit district students for such trips within district facilities or on district grounds without Board permission.

Delegation of Responsibility

The Superintendent or designee shall develop ~~procedures~~ **administrative regulations** for the operation of field trips.

Approval Of Field Trips

The approval of field trips will be given at the discretion of the building principal and the Assistant Superintendent or designee.

Plans for an overnight or out-of-state trip, but within the continental United States, must be approved by the Superintendent and the School Board.

Plans for foreign tours must be approved by the Superintendent and the School Board.

Guidelines

Field trips shall be governed by guidelines which ensure that:

1. The safety and well-being of students will be protected at all times.
2. Permission of the parent/guardian is sought and obtained before any student may participate.
3. The principal approves the purpose, itinerary and duration of each proposed trip.
4. Each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its value.[2]
5. The effectiveness of field trip activities is monitored and evaluated continuously.
6. Teachers are allowed flexibility and innovation in planning field trips.
- 7. No field trip will be approved unless it contributes to the achievement of specified instructional objectives.**
- 8. Transportation requests must be submitted 6 weeks before the trip.**
- 7-9. Nurses must receive field trip request paperwork 4 weeks before the trip.**

~~Students must be current in their coursework for all classes prior to going on a field trip.~~

In order for any student to participate in any school-sponsored trip, all financial obligations for the trip and all discipline obligations must be met prior to departure.

Students may be excluded from field trips at the discretion of the principal. ~~and/or study tour planner.~~

Administration of Medication

The Board directs planning for field trips to start early in the school year and to include collaboration between administrators, teachers, nurses, parents/guardians and other designated health officials.

Decisions regarding administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.[3][4]

Medication shall be administered in accordance with applicable laws, regulations, Board policies and district procedures.[5][6]

Chaperones

Chaperones who accompany the student should be selected or approved by the building principal, with the number of chaperones to be determined by the size of the group.

To chaperone a trip, the number of teachers from the same department shall be limited only by the number required to give adequate coverage. It is recommended that at least two (2) chaperones accompany each bus. In the case of mixed group it is strongly urged that both a male and a female are included as chaperones.

Field Trip to Foreign Countries

The following regulations and guidelines shall apply to field trips planned, organized and conducted during the school term for senior high students enrolled in modern foreign language classes.

1. Field trips to a foreign country shall be foreign language oriented, and shall include only senior high students who have completed at least two (2) years of study in the language of the country to which the trip is to be taken.
2. The field trip shall be scheduled to include a school vacation period. Trips will not be approved unless a portion of the trip includes scheduled school vacation days. If a sufficient number of students are interested in a field trip which requires a chaperone, the trip may be scheduled each year with approval of the Superintendent or designee.
3. Only senior high school students may participate in the field trips to foreign countries. Students participating in such trips shall have an academic average of C or better in the foreign language. Should limitation on the number of students desiring to make the trip to a foreign country become necessary, priority will be given to seniors. If further selection is necessary, the academic averages of students in the foreign language shall be the determining factor in selecting students who will make the trip.
4. Students may participate in field trips to foreign countries only if the field trip is chaperoned by professional employees of the school district and approved by the Superintendent and the Board.
5. All expenses for field trips to foreign countries shall be borne by the students and the parent/guardians, including expenses for travel from Hellertown to the point of departure and the return trip.
6. All students participating in foreign language field trips must show evidence of adequate personal insurance.
7. Chaperones for field trips to foreign countries shall be recommended to the Superintendent by the senior high school principal. The Superintendent shall exercise final approval of all chaperones.

Legal

1. 24 P.S. 517

2. Pol. 105
3. Pol. 103.1
4. Pol. 113
5. Pol. 210
6. Pol. 210.1
- 24 P.S. 510

NORTHAMPTON/MONROE/PIKE COUNTY JOINT PURCHASING BOARD
SUMMARY OF BID AWARDS
2023-2024 SCHOOL YEAR

Item #	District	Company Awarded	Brand Name Awarded	Case Qty	Price/Case	Total Amount
FT-1	SauconValley SD	Pennsylvania Paper	Captiva FT100	50	\$ 15.65	\$ 782.50
PT-1	SauconValley SD	Pennsylvania Paper	Scott 01980	30	\$ 46.34	\$ 1,390.20
TT-2	SauconValley SD	United Sales USA C	Nittany 58596U	140	\$ 47.28	\$ 6,619.20
XP-1	SauconValley SD	Liberty Paper	Marquee	280	\$ 34.95	\$ 9,786.00
	Saucon					\$ 18,577.90



Mission First. Every Individual, Every Day.

RESIDENTIAL STUDENT MONITORING & PLACEMENT AGREEMENT

FOR

This Agreement is by and between Melmark, Inc., an approved private school licensed by the Pennsylvania Department of Education, located in Delaware County, Pennsylvania (the “School”) and **Saucon Valley School District**, a Local Educational Agency whose address is 2097 Polk Valley Road, Hellertown, PA 18055 (the “LEA”).

The LEA recognizes its obligation to provide and fund a free and appropriate public education to (the “Student”) in accordance with the Individualized Educational Program (the “IEP”). The LEA desires the School to provide and the School has agreed to provide the services set forth in the IEP to the Student on the terms described in this Agreement. Melmark’s 24-hour educational and residential program has been identified as an appropriate placement at this time, which is operated by the School at the current intensive tuition fee of **\$670.00** per diem for educational services and **\$888.00** per diem for residential services for SY **2022-2023**, and at future rates to be approved by the Melmark Board of Directors. Note that the School’s approved intensive tuition fee does not include psychological testing, psychiatric consultations, audiology services, and related services for the blind or visually impaired. These services, if required by the IEP team, will be billed at the School’s standard rates in addition to the intensive tuition rate.

1. Services and Obligations

(a) The LEA acknowledges that it has reviewed the School’s program and believes that this program is sufficient and adequate for the School to implement the Student’s IEP. The School and the LEA agree that the Student’s initial program may be provided under an interim IEP. During the first 60 days after admission, the School’s interdisciplinary team will assess and evaluate the student’s short and long term needs. The IEP team will reconvene after 60 calendar days to determine the full appropriateness of placement at the School. This arrangement allows the School, in cooperation with the LEA and the student’s family, to fully identify long-term needs and the ability of the School to successfully meet those needs. Services at the School shall end upon discharge after a determination that the School cannot offer a final non-interim IEP.

(b) Should a less intensive staffing ratio than what was determined during the pre-placement IEP be required, the IEP team will be reconvened to address the Student's needs.

(c) The School provides therapy services (Speech and Language Therapy, Physical Therapy and Occupational Therapy) that are addressed via a proposal during the IEP Team Process. The School determines these services via clinical assessment that are based on student performance and the educational research with Autism Spectrum Disorders and other neurological disorders. Student data must demonstrate the need for each level of service. If the Student demonstrates progress with less restrictive models, those will be followed.

(d) The School shall comply with all elements of the IEP for the student and shall provide, in writing, to the Administrator of Special Education detailed documentation of such compliance through completion of required student progress reports.

(e) If identified in paragraph 1(a) above, the School will provide special accommodations in addition to basic program services and in accordance with the Student's IEP upon the execution of an individual price application or upon written authorization secured by the LEA from the parent/guardian for the School to access third party coverage.

(f) In carrying out their obligations under this Agreement and with respect to the Student, the School and the LEA shall comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), 20 U.S.C. § 1400 *et seq.*, the U.S. Department of Education regulations thereunder, including 34 C.F.R., Part B, Chapter III, Part 300, §§300.1 to 300.818, and any applicable State laws and regulations.

(g) Records of the Student shall be kept confidential by the School in accordance with the Federal Health Insurance Portability and Accountability Act of 1996, Pub. L. No. 104-191 ("HIPAA"), and the School shall protect personally identifiable information about the Student that is prohibited from disclosure pursuant to state or federal law under FERPA, IDEA, the Protection of Pupil Rights Amendment (PPRA), the National School Lunch Act, and 22 Pa. Code §12.31-§12.32, provided that the School may use such records to establish or collect its charges or invoices, or to defend itself or its employees or agents against accusations of wrongful conduct. The School may provide others with such records or the information contained therein if the School is obligated to disclose the same by law or by order of a court, governmental body or administrative agency. The School shall make available to the LEA and parent/guardian records of the Student.

(h) The School shall allow the LEA to monitor and evaluate the education of the student and shall make available, upon request, any records pertaining to the student to authorized school personnel from the LEA.

(i) Notwithstanding the fact that the School's 24-hour education residential program and price is based on 365 days, it is understood and agreed that the classroom component of the School may be closed for legal holidays and vacation periods according to a School calendar to be provided annually to the LEA and parents/guardians. Likewise, the School strives to have students

spend as much time as feasible in the family's home, if appropriate and indicated. To this end, School will work with family on home visits. All children will participate in the two (2) vacation closings per year, unless the student does not have a visiting resource or it is determined that visitation home for the whole vacation period would be a safety issue or otherwise inappropriate. The Chief Clinical Officer and the Executive Director will make the assessment of safety/appropriateness.

(j) The LEA represents and warrants that all information the LEA may have and information reasonably available to the LEA which is material to an understanding of the Student, the Student's behavior, educational capacity or history is contained in the IEP or has been provided to the School in writing. In addition, the parent and/or guardian represents and warrants that all information the parent and/or guardian may have and the information reasonably available to the parent and/or guardian which is material to an understanding of the Student, the Student's behavior, medical and educational capacity or history is contained in the IEP or has been provided to the School in writing.

(k) The School shall allow the LEA to conduct announced and unannounced site visits and to review all documents relating to the provision of special education services to its students at public expense. Access to documents for the LEA shall include general documents available to the public, documents specifically related to the student placed by the LEA, and other documents only to the extent they are necessary to verify and evaluate education services provided at public expense.

(l) The School shall provide quarterly progress reports to the LEA and legally entitled parent(s) or guardian(s).

2. Clinical

The School's assigned Case Manager for the Student will maintain regular contacts with all referring agencies, parents/guardians and LEAs as well as performing all related case management functions.

Individual and/or group counseling shall be provided by the School on an as needed basis, based on the outcome of assessment interviews, team recommendations, and/or as required in the IEP or Individualized Services Plan (ISP). Psychological testing and psychiatric consultations are available as determined necessary or appropriate. Any fees associated with the above named tests will be billed at a separate cost to the LEA.

3. Residential

The School's educational residential program teaches activities of daily living, recreational, leisure, hygiene and social skills through the systematic use of team based treatment planning in a safe, structured setting. The teaching of these skills occurs throughout the Student's day. The Student will receive staff supervision unless otherwise indicated in a Student's IEP or ISP.

4. Medical

The primary goal of the School's programs is to assist each student in reaching his or her greatest level of independence in the least restrictive environment possible while simultaneously protecting their legal rights. In an effort to accomplish this goal, the School employs the use of teaching and treatment procedures that have been scientifically demonstrated to be effective in the treatment and education of individuals with autism and/or neurological disabilities. In this way, the School is professionally and ethically bound to adhere to the basic principles as described in further detail in the Evidence-Based Treatment Consent which is distributed and signed by Parent(s) on an annual basis.

Preventive health care is provided including arrangements for annual and routine physical and dental examinations, routine lab work and vision/hearing screening. The School will provide access to medical care that is in a geographically proximate location to the School in Berwyn, Pennsylvania. The School also arranges for emergency medical/dental care. The Student's parent or legal guardian is responsible for all health care costs.

If the Student requires psychopharmacology, the Student will be served by the School's consulting Child Psychiatrist.

The School recognizes the increasing prevalence of student allergies and the life-threatening nature of allergies for many students. Parents of food-allergic students will provide documentation from the child's physician regarding the specific food allergen(s) including copies of skin allergen tests or blood lab results, an Epi-pen, appropriate orders for the administration of an Epi-pen and the Student's documented responses to the allergen(s).

Any student whose family requests dietary modifications without clear medical documentation of a food allergy will need to meet with the Team to determine if the cost and staff resources allow for modifications. The School will not provide those services as part of a student's program. If a parent wishes to provide fully prepared snacks and meals, the School will deliver them to their child. The School will not participate in any alternative treatments, including but not limited to, bio-medical interventions, dietary supplements and/or chelation therapy.

Gluten/casein free diets will not be implemented in the residential program unless there is medical documentation of severe food allergy. The School will not deliver gluten/casein free diets as an alternative treatment as in accordance with its Evidence-Based Practice Consent.

5. Medication Administration

A licensed physician must prescribe anti-psychotic medications if necessary. Except in an emergency, anti-psychotic medication shall not be administered without the informed, written consent of the parent or legal guardian or unless judicial approval is received. School will provide regular medical reviews with the family, the School, and with the consulting physician.

6. Family Involvement

The School requires a positive working relationship with the family of the Student. The assigned Case Manager shall regularly review the Student's progress with the parents. Visits and calls are encouraged as much as practical and in accordance with the Student's IEP/ISP or by this agreement. The School staff are available to provide parent training and support in accordance with discharge planning. The Student's parent or legal guardian is required to follow the School's Policies and Procedures as outlined for services to the Student.

Visits to the school shall not be disruptive or in any way interfere with the instructional program. All visits shall be subject to the authority of the School's senior management who may restrict or limit visitors as necessary in order to ensure appropriate delivery of services. The safety of the children is of utmost importance and takes top priority. In order to preserve the continuity of the educational services provided to our students and to maintain security, visitors are asked to adhere to the guidelines provided in the School Visitors policy.

Communication between Parents and the School shall follow the Guidelines for Verbal Phone Contact and the written Student Daily Communication Log as provided by the School to all Parents upon the Student's admission to the School. The School does not utilize electronic mail (Email) as a form of parental communication relative to a student's progress, clinical or educational issues.

The School agrees to provide the Student's IEP as it is approved by the Team. The School executes IEP's within the School's specific program structure. The LEA and parent or legal guardian acknowledge that the School has an extensive clinical and educational infrastructure designed on the peer-review research literature and approved by the Pennsylvania Department of Education. By accepting the program, it is understood that the IEP will be delivered within that program structure. The Student's parent or legal guardian is specifically required to participate in a collaborative manner to successfully achieve the Student's IEP goals. The outline of the program structure and parental expectations are reviewed with every family prior to admission through an orientation process, a written Family Handbook and extensive student and parent participation consents. The School expects full participation from the parents as the Student's goal is to reunify with the family to the least restrictive setting possible. The School understands that reunification may be different for each family but the expectation is all families will work towards reunification whether it is family visits, school vacation periods or a return to the home setting.

7. Behavior Management

The School has a clearly defined policy for managing the behavioral problems of physical aggression, chronic non-compliance, self-abuse, and other maladaptive behaviors. The procedures for handling these types of problems are also clearly stated in the policy. All family members, referring agencies and public school liaisons are required to familiarize themselves with these policies and procedures prior to this Agreement. The Behavior Management policy will be provided to the family prior to admission, as part of the Family Handbook. The policy requires review, and signed consent, prior to admission and implementation.

8. Reports

Annual and quarterly reports and special incident reports are routinely sent to the LEA and legally entitled parent(s)/guardian(s).

9. After-Care

The School provides written recommendations for follow-up services in the form of a discharge summary and is available for consultation and to assist with after-care services. The School shall contact the individual, or parent or guardian as appropriate within 30 days of discharge to determine if appropriate services are being delivered.

10. Transportation

The School shall not be responsible for providing and funding transportation for the Student from the Student's home to the School and from the School to the Student's home. The School will provide transportation within the confines and daily activity of the Residential program.

11. Agreements with Other Parties

(a) Parents, et al. Notwithstanding the fact that this is a contract between the School and the LEA, placement of the Student at the School is conditional upon an agreement between the School and the parents/guardians or person with legal responsibility to consent to the IEP and the School to: (i) pay incidental expenses and/or other expenses which the parents, et al. explicitly and voluntarily assume; (ii) notify the School of any change including, but not limited to, address or residence, divorce, guardianship and custody; (iii) consent to emergency medical care services, and (iv) to provide access to a health insurance plan for routine or emergency medical and dental care including a prescription drug benefit. Notwithstanding any prescriptions administered by the School's medical staff, the School is not responsible for the cost of medical and/or dental care including prescription drugs. If the parent or other responsible party is unable to enter into such an agreement with the School, or defaults, the LEA shall assume the aforementioned responsibilities.

(b) LEA Agreements with Other Parties. Any agreements entered into by the LEA with any other party pertaining to the Student, including with parents, state agencies or otherwise, which pertain to funding arrangements or any other matters, shall be fully disclosed to the School in writing prior to the placement of the Student at the School or at such time any such agreements are made if during the time of placement, by delivery of a copy of any such agreements to the School. School is not a party to any such agreements and is not bound by same.

12. Term

This Agreement shall take effect when services to the Student shall begin upon admission on or about April 11, 2023 and terminate according to the terms and conditions of Agreement. Notwithstanding anything to the contrary in this Agreement, the LEA's obligation to pay the School hereunder for services rendered to the Student shall continue at all times until the Student is actually discharged from the School (*e.g.*, upon graduation, removal, withdrawal, or enrollment in an alternative placement) or until another LEA or agency agrees to assume financial responsibility for the Student's placement at the School and the School has consented to same. In the event of a refusal of any LEA or agency to assume financial responsibility for the Student's placement at the School, the Student's parent(s), legal guardian(s), or person with legal responsibility for the Student agree to take physical custody of the Student upon demand.

13. Discharge and Termination

(a) The School agrees to use its best efforts to maintain the Student's placement. Notwithstanding the above Section 4, the School may discharge the Student under any of the following conditions:

- (1) By mutual agreement of the School, LEA and the Student's parent(s), legal guardian(s) or person with legal responsibility for the Student. The LEA shall convene an IEP review meeting within 10 days of receipt of notice from the School for the purpose of planning the Student's discharge. Discharge will be effective within 30 days of the IEP review meeting unless otherwise agreed to by all parties or required by law or otherwise required by order of Court or Special Education Hearing Officer.
- (2) By mutual agreement of the School, LEA and the Student's parent(s), legal guardian(s) or person with legal responsibility for the Student. In the event the LEA determines that the Student's discharge is necessary from the School, the LEA shall provide written notice to the School and convene an IEP review meeting for the purpose of planning the Student's discharge. Discharge will be effective within 30 days of the IEP review meeting unless otherwise agreed to by all parties or required by law or otherwise required by order of Court or Special Education Hearing Officer.
- (3) If: (i) the Student is no longer eligible for educational funding; (ii) the School has not entered into an agreement satisfactory to the School with a financially responsible person or agency regarding funding for the Student at the School after the Student has reached an ineligible age; and (iii) the School has given 30 days' notice to the LEA and the Student's parent(s), legal guardian(s) or person with legal responsibility for the Student at the School, the School will terminate the Student's placement if such an agreement regarding funding has not been entered into.

- (4) Any invoice, or portion thereof, submitted by the School for services provided to the Student remains unpaid for 45 days after the date of rendering of invoice provided that 10 days have elapsed after the School has sent notice to the LEA of non-payment.
- (5) The IEP does not accurately describe the Student, in that the Student requires a level of staff, services or support services beyond that regularly provided in the School's program unless accommodated under an individual price agreement. Then the School will follow the appropriate regulatory guidelines for reconvening the IEP Team Meeting to assess necessary accommodations.
- (6) The content of the initial referral packet does not accurately describe the Student, in that the Student requires a level of staff, services or support services beyond that regularly provided in the School's program unless accommodated under an individual price agreement; or case history is found to determine a level of service delivery not provided by the school.
- (7) The Student presents a clear and present threat to the health and safety of the Student or others, or some other unplanned circumstance which makes it inappropriate for the Student to remain in the program, in which case the Student will be discharged on an emergency basis.
- (8) The Student's parents/guardians or person with legal responsibility for the Student have failed to comply with the provisions of the agreement referred to in Section 3(a) above.
- (9) The LEA has failed to comply with the provisions of this Agreement.

(b) In the case of an emergency, the Student may be discharged immediately provided that the LEA has been given notice and a reasonable opportunity to convene an emergency IEP Team Meeting. Depending upon the nature of the emergency the School will consider a request from the LEA to delay termination of the Student for up to 14 days so that the LEA can convene the IEP meeting. Further, by mutual agreement between the School and the LEA, emergency termination can be further delayed for not more than an additional 14 days. In no event shall emergency termination be delayed beyond 28 days from the LEA's receipt of emergency discharge notice.

(c) The Student's absence from the School shall not constitute a termination of the Student's enrollment nor reduce any amount which the LEA is obligated to pay hereunder without the School's prior written consent thereto. The LEA shall receive notice of the Student's absence in excess of 14 consecutive days for purposes of convening an IEP Team Meeting.

14. Fiscal Obligations of the LEA

(a) The LEA shall pay the School as provided herein; such payment obligation shall be absolute and not subject to appropriation.

(b) The School shall render bills to the LEA on a regular monthly basis at the expiration of each calendar month for services provided in such month.

(c) The fee to be charged by the School shall be the per diem rate approved, from time to time, by the Melmark Board of Directors. In the event that the School should obtain an adjustment in the fees, the LEA shall pay the adjusted fees when effective and, in the event that such adjustment is retroactive, the LEA shall pay the School within 45 days after such fees are announced and billed, an amount representing the difference between sums previously paid for the prior period and the sum which would have been paid had the adjusted fees been in effect during such period. The School's fees are charged on an enrollment basis and are not discounted for absences. The School is prepared to implement continuity of operations plans in the event of natural disasters, pandemics, extended closures, power outages, war, acts of God and other casualties and its fees shall continue to be paid throughout.

(d) The LEA shall pay invoices rendered by the School within 45 days after receipt of invoice. In the event that the LEA shall fail to make payment within 45 days after receipt of invoice, the LEA shall pay interest on the amount outstanding from the date of invoice at the Pennsylvania statutory pre- and post-judgment rate of 6% per annum. Nothing contained herein shall be deemed to excuse or restrict the School's ability to terminate the Student's enrollment in the School should any amount remain unpaid as per the terms of Section 5(a)(4) above. Notwithstanding that interest may be payable with respect thereto, the obligation to make payments hereunder is absolute with regard to the fiscal year the invoice is received by the LEA.

(e) Wherever the LEA has entered into any express or implied agreement with any other party to fund any portion of the fee, the LEA shall nonetheless be responsible for funding the full fee and shall promptly pay to the School, upon receipt of the School's bill, any amount related to the fee which is unpaid by such other party or agency, and any cost or expenses incurred by the School in attempting to collect such amounts.

(f) The LEA shall be responsible for any costs or expenses incurred or to be incurred by the School in connection with the enforcement of this Agreement or the collection of amounts which are due to the School hereunder.

15. Remedies

(a) If damages are sustained by the School due to any act or omission for which the LEA is responsible, the LEA shall allow and make payment to the School of the amount of such damages sustained by the School.

(b) A party shall not be liable for failure to comply with the terms of this Agreement if such non-compliance is due to circumstances beyond its control. It is understood and agreed that funding, appropriations or the failure of a city or municipality to appropriate sufficient funds shall

not be deemed circumstances beyond the control of an LEA for purposes of this Agreement.

(c) Except as is provided in this Agreement, the right to damages hereunder shall not give the LEA the right to withhold or delay payment hereunder.

(d) No remedy by the terms of this Agreement conferred upon or reserved by any party hereto is intended to be exclusive of any other remedy, but each and every such remedy shall be cumulative and in addition to every other remedy given under this Agreement or existing at law or in equity or by statute on or after the date of the Agreement including, without limitation, the right to such equitable relief by way of injunction, mandatory or prohibitory, to prevent the breach or threatened breach of any of the provisions of this Agreement or to enforce the performance hereof.

16. Miscellaneous

(a) This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania and the parties irrevocably submit to the jurisdiction of the Court of Common Pleas of Northampton County, Pennsylvania or, if subject matter jurisdiction exists, the United States District Court for the Eastern District of Pennsylvania over any suit, action or proceeding arising out of or relating to this Agreement. Each party irrevocably waives, to the fullest extent permitted by law, any objection which it may now or hereafter may have to venue of any such suit, action or proceeding brought in such a court and any claim that any such suit, action or proceeding has been brought in an inconvenient forum. The parties agree that final judgment in any such suit, action or proceeding brought in such a court may be enforced in any court of proper jurisdiction by a suit upon such judgment provided that service of process in any such suit, action or proceeding shall have been effective upon the party or agent for service of process in one of the manners specified in Section 16(b) hereunder.

(b) All notices, requests, demands and other communications provided for hereunder shall be in writing and delivered or mailed by registered mail to the applicable party at the address indicated in the first paragraph of this Agreement or to such other address of which either party may, by registered mail, notify the other. All such notices, requests, demands and other communications shall, when mailed, be effective three (3) days after deposit in the mail or, if delivered, upon receipt.

(c) This Agreement, including the exhibits referred to herein, is complete; all promises, representations, understandings, warranties and agreements with reference to the subject matter hereof and all inducements to the making of this Agreement relied upon by either party hereto have been expressed herein or in the exhibits.

(d) This Agreement shall not be changed, modified or amended nor shall a waiver of its terms or conditions be deemed effective except by a writing signed by the parties hereto.

(e) This Agreement shall not be assignable by either party but shall nonetheless be binding upon the respective successors and assigns of the parties hereto. Notwithstanding the

foregoing, the School may assign its rights to payment as evidence by the School's accounts receivables; the LEA may assign this Agreement, with the prior written consent of the School, in the event that the residence of the parent or guardian changes, it being understood, however, that the School is under no obligation to consent to any such assignment.

(f) In the event that a dispute arises relating to this Agreement, the LEA and the School agree that prior to initiating a court action they will access an alternative dispute resolution process. If a satisfactory resolution of the dispute is not forthcoming from the alternative dispute resolution process within 30 days, or if no such process is agreeable to the parties, the School or LEA may then immediately initiate legal action to protect their rights under this Agreement.

(g) The invalidity or enforceability of any provision hereof shall in no way effect the validity of enforceability of any other provision.

(h) The School accepts students of any race, color, religious affiliation, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religious affiliation, national or ethnic origin in administration of its educational policies, admissions policies, or other school-administered programs.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

The individuals executing this Agreement in their representative capacity hereby acknowledge that they have the authority to bind the representative party to the Agreement.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as of:

MELMARK PENNSYLVANIA

DATE

SAUCON VALLEY SCHOOL DISTRICT

DATE

PARENT/GUARDIAN

DATE



EDS

Home of
**HIBster, HIBsterVention,
aSAP! & Onspire**

Educational Development Software

131 Berwick Road, Johnstown, PA 15904
866.315.2306
F: 814.262.7410
sales@hibreporting.com

February 22, 2023

Quote No. 33230161

Quote Expires Jun 30, 2023
Subscription Starts Jul 1, 2023
Subscription Ends Jun 30, 2024

Quote for aSAP!

Saucon Valley School District
Jaime Vlasaty, Superintendent

Module	Total
aSAP student assistance software	\$2,375.00
An annual aSAP subscription includes account setup, maintenance, hosting and unlimited customer support.	
aSAP training session	\$4,000.00
One free virtual training session provided by Educational Development Software. The virtual training session may last up to two hours.	

If the training is canceled/rescheduled less than a week prior to the agreed-upon start date, the district will be charged a portion of the cost:
One (1) day prior — 75% | Two (2) days prior — 50% | Three-five (3-5) days prior — 25%

This quote is an approximation based on the current subscription. EDS reviews all subscriptions 60 days prior to the yearly renewal date; at that time, an official invoice will be mailed to the business office (the invoice can also be emailed, if requested). We request that districts budget an additional 10% for renewals — while we strive to make that a rare occurrence, an increase in our own costs may make it a small possibility.

Total Due: \$2,375.00

» Please note: Pricing for HIBster, HIBsterVention, aSAP, C3 and R3 is based on total student enrollment in the school district. Pricing for PD3 is based on certificated staff in the district. «

To accept this quote, please sign below and return

Name (Printed) _____ Title _____

Signature _____ Date _____

Billing Address _____

City _____ State _____ ZIP _____