

# **Pennridge School District**



## **Chapter 339 K-12 Comprehensive Counseling Program 2021-2022**

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## A. Counselor Related Items of the Plan 1-3

### 1. School Counselors and Assignments

Elementary Schools:

School	Counselor	Email	Student Ratio
<b>Bedminster</b>	Judy Gilotti	jgilotti@penncridge.org	428:1
<b>Deibler</b>	Sondi Alderfer	salderfe@penncridge.org	345:1
<b>Grasse</b>	Allie Riegel	ariegel@penncridge.org	397:1
<b>Guth</b>	Krista Sheldon	ksheldon@penncridge.org	420:1
<b>Sellersville</b>	Cassandra Bryant	cbryant@penncridge.org	294:1
<b>Seylar</b>	Melissa Kunakorn	mkunakor@penncridge.org	390:1
<b>West Rockhill</b>	Judy Schuster	jschuste@penncridge.org	333:1

Middle Schools:

School	Counselor	Email	Student Ratio
<b>Central</b>	Stacey DeMichele	sdemichele@penncridge.org	290:1
	Eric Toomey	etoomey@penncridge.org	286:1
<b>North</b>	Nicole Marchese	nmarches@penncridge.org	427:1
	Laura Russo	lrusso@penncridge.org	192:1
<b>South</b>	Kelly Schutte	kschutte@penncridge.org	298:1
	Laura Russo	lrusso@penncridge.org	139:1

High School:

Class of	Counselor	Email	Student Ratio
<b>2025</b>	Erik Henrysen	ehenryse@penncridge.org	290:1
	Mary Ann Moffett	mmoffett@penncridge.org	290:1
<b>2024</b>	Yesenia Cuthbert	ycuthbert@penncridge.org	277:1
	Dean Behrens	dbehrens@penncridge.org	277:1
<b>2023</b>	Lori D'Angelo	Ldangelo@penncridge.org	306:1
	Shannon O'Sullivan	sosulliv@penncridge.org	306:1
<b>2022</b>	Ashley Plawa	abierman@penncridge.org	296:1
	Jennifer Pennebacker	jpennebacker@penncridge.org	296:1

Additional Supports:

<b>Level</b>	<b>Counselor</b>	<b>Organization</b>	<b>Role</b>
<b>Elementary</b>	TBD	Bucks County IU	Behavior Specialist
<b>Elem/Middle</b>	Alicia Landgraf	Pennridge S.D.	Social Worker
<b>Middle</b>	Christine Mumbauer	Lakeside Counseling	Crisis
<b>Middle</b>	Lauren Ziegler	Lakeside Counseling	ES Support
<b>Elem/Middle</b>	Kristen Deery	Bucks County IU	Behavior Specialist
<b>High</b>	Gwen Damiani	Lakeside Counseling	Crisis
<b>Middle</b>	Amy Bennett	Bucks County IU	Behavior Specialist
<b>Elementary</b>	Wendy Gartenberg	Lakeside Counseling	ES Support
<b>High</b>	Gina Galardi	Lakeside Counseling	ES Support
<b>High</b>	Laura Moyer	Lakeside Counseling	ES Support
<b>High</b>	Joe Werner	Pennridge S.D.	Social Worker
<b>High</b>	Joe Martin	Family Foundation Partnership (FFP)	Behavior Specialist

## 2. Role of the School Counselor: ASCA

Role	Level	Evidence of Role
<b>Leader</b>	Elementary	All elementary counselors design and implement a comprehensive K-5 guidance program, participate on district level committees (SEL, Chapter 339, Career Pathways) and provide staff development at the building and district level about such topics as Mindfulness, Social Thinking, Chapter 339, and state assessments, participate in ASCA webinars of various topics to keep current on relevant school counseling topics, participate in ASCA continuing education courses, and follow ASCA Ethical Standards, coordinate 504 plans including conducting 504 evaluations, writing 504 plans and coordinating services
	Middle	All middle school counselors design and implement a comprehensive 6-8 guidance program, participate on district level committees (SEL, Chapter 339, Career Pathways) and provide staff development at the building and district level about topics such as Chapter 339, SAP and state assessments, coordinate transition between grade and building levels, coordinate 504 plans including conducting 504 evaluations, writing 504 plans and coordinating services
	High School	All high school counselors design and implement a comprehensive 9-12 guidance program, provide college and career information to students and families in an unbiased and diplomatic manner, participate on district level committees (SEL, Chapter 339, Career Pathways) and provide staff development at the building and district level about topics such as Chapter 339 and Naviance, coordinate transition between grade and building levels,

<b>Advocate</b>	Elementary	All elementary counselors identify and examine developmental and external factors that may influence academic success and help students access needed resources through communication and collaboration with relevant stakeholders, understand and support the unique needs of the diverse school populations through observation and data analysis, ensure equitable access to school resources, Provide referrals to school district social worker/behavior specialist to help students access needed resources,
	Middle	All middle school counselors identify and examine developmental and external factors that may influence academic success and help students access needed resources through: communication and collaboration with relevant stakeholders; understand and support the unique needs of the diverse school populations; observation and data analysis; ensure equitable access to school resources; provide referrals to school district social worker/behavior specialist and crisis counselor to help students access needed resources.
	High	All high school counselors identify and examine developmental and external factors that may influence academic success and help students access needed resources through communication and collaboration with relevant stakeholders, understand and support the unique needs of the diverse school populations through observation and data analysis, ensure equitable access to school resources, provide referrals to school district social worker/behavior specialist, crisis counselor to help students access needed resources,

<b>Collaborator</b>	Elementary	All elementary counselors develop and maintain positive relationships with school administration, staff, parents and community members to promote student achievement through implementation of ASCA's Academic, Career and Personal/Social Standards, participate on SAP, MDE, Child Study Teams, IST and Attendance Teams, communicate with community-based resources such as Children and Youth services, Penn Foundation to provide students access to resources
	Middle	All middle school counselors develop and maintain positive relationships with school administration, staff, parents and community members to promote student achievement through implementation of ASCA's Academic, Career and Personal/Social Standards, participate on SAP, MDE, Child Study Teams, IST and Attendance Teams, communicate with community-based resources such as Children and Youth services, Penn Foundation to provide students access to resources
	High	All high school counselors develop and maintain positive relationships with school administration, staff, parents and community members to promote student achievement through implementation of ASCA's Academic, Career and Personal/Social Standards, participate on SAP, MDE, Child Study Teams, IST and Attendance Teams, communicate with community-based resources such as Children and Youth services, Penn Foundation to provide students access to resources

<p><b>Systemic Change Agent</b></p>	<p>Elementary</p>	<p>All elementary counselors analyze academic and attendance data to help determine barriers to students' academic achievement and social/emotional development and implement strategies to help eliminate identified barriers in collaboration with stakeholders, conduct school wide guidance needs assessments and utilize results to determine improvements to meet the needs of all students, analyze behavioral data to help implement school wide behavior expectations for all students, analyze on a yearly basis on the effectiveness on our K-12 Comprehensive Counseling Program, empower students to articulate their concerns through creating meaningful relationships with students</p>
	<p>Middle</p>	<p>All middle counselors analyze academic and attendance data to help determine barriers to students' academic achievement and social/emotional development. Counselors will implement strategies to help eliminate identified barriers (collaboration with stakeholders; conduct school-wide guidance needs assessments; utilize results to determine improvements; analyze behavioral data to help implement school wide behavior expectations; conduct an annual analysis of the effectiveness of our K-12 Comprehensive Counseling Program.</p>
	<p>High School</p>	<p>All high school counselors analyze academic and attendance data to help determine barriers to students' academic achievement and social/emotional development and implement strategies to help eliminate identified barriers in collaboration with stakeholders, conduct school wide guidance needs assessments and utilize results to determine improvements to meet the needs of all students, analyze behavioral data to help implement school wide behavior expectations for all students, analyze on a yearly basis on the effectiveness on our K-12 Comprehensive Counseling Program, empower students to articulate their concerns through creating meaningful relationships with students</p>



### 3. Job Description linked to the Counselor Evaluation Process

Examples or areas of responsibility listed in the counselor job description linked to the evaluation process

#### Elementary School Counselor

<p>Domain 1  Planning and Preparation</p>	<p>Counselors provide individual and small group counseling based upon extensive knowledge of counseling theory, child development, and best practices. A comprehensive guidance counseling program is delivered to all students focusing on academic, personal/social, and career areas. Counselors share knowledge of local community resources with all stakeholders. The school counselors design and implement relevant prevention programs for all students. The comprehensive guidance program integrates CEW standards, ASCA standards, and PDE guidelines across all grade levels. Counselors participate as a consultant on Instruction Support Team, Multidisciplinary Evaluation, and Individualized Education Planning Team providing assistance with record reviews, data analysis, and interventions to meet individual student needs. Coordination of gifted screening process.</p>
<p>Domain 2  Environment</p>	<p>Counselors maintain and support appropriate rapport and respect with students, families, staff, and community members that promotes a positive learning climate. The counseling department is cognizant and consistently follows school district policy and procedures, including suicide risk assessments. Through the use of established routines counselor's function in an efficient manner allowing for flexibility in their schedules. Counselors organizes, administers and interrupts state standardized assessments. Counselors play a vital role in the development and implementation in school wide positive behavior expectations. Counselors create a positive and inviting physical space to conduct comprehensive counseling activities.</p>
<p>Domain 3  Delivery</p>	<p>Counselors conduct on-going written or oral communication with students, staff and parents to relay and/or gather information and maintain relationships. Counselors utilize questioning and discussion technics in guidance lessons and individual or small group sessions. Provide orientation activities for students and parents new to the school, and also facilitate the transition of students from each grade level. Counselors respond to crisis intervention in a team approach by assessing the situation, providing support to the student and family, and making appropriate referrals. Counselors promote awareness of counseling programs and services to students and parents using print and digital formats. Counselors provide services to students and parents in a timely and effective manner. Counselors facilitate effective career exploration, goal setting, planning, and decision making by means of interest inventory, computer technology, and other strategies. Counselors collect and use data for the purpose of improving programs and services to students.</p>
<p>Domain 4  Professional Development</p>	<p>Counselors pursue professional opportunities to enhance counseling skills; which may include membership in PSCA, ASCA, and/or attend relevant conference, webinars, and district in-services. Counselors secure and review and maintain student records under the ASCA and Pennridge guidelines. Counselors uphold the ASCA ethical standards. Counselors participate in a professional learning community and share best practices.</p>

## Middle School Counselor

<p>Domain 1 Planning and Preparation</p>	<p>Counselors provide individual and small group counseling based upon extensive knowledge of counseling theory, child development, and best practices. A comprehensive guidance counseling program is delivered to all students focusing on academic, personal/social, and career areas. Counselors share knowledge of local community resources with all stakeholders. The school counselors design and implement relevant prevention programs for all students. The comprehensive guidance program integrates CEW standards, ASCA standards, and PDE guidelines across all grade levels. Counselors participate as a consultant on Instruction Support Team, Multidisciplinary Evaluation, and Individualized Education Planning Team providing assistance with record reviews, data analysis, and interventions to meet individual student needs. Coordination of gifted screening process.</p>
<p>Domain 2 Environment</p>	<p>Counselors maintain and support appropriate rapport and respect with students, families, staff, and community members that promotes a positive learning climate. The counseling department is cognizant and consistently follows school district policy and procedures, including suicide risk assessments. Through the use of established routines counselor's function in an efficient manner allowing for flexibility in their schedules. Counselors organizes, administers and interrupts state standardized assessments. Counselors play a vital role in the development and implementation in school wide positive behavior expectations. Counselors create a positive and inviting physical space to conduct comprehensive counseling activities.</p>
<p>Domain 3 Delivery</p>	<p>Counselors conduct on-going written or oral communication with students, staff and parents to relay and/or gather information and maintain relationships. Counselors utilize questioning and discussion technics in guidance lessons and individual or small group sessions. Provide orientation activities for students and parents new to the school, and also facilitate the transition of students from each grade level. Counselors respond to crisis intervention in a team approach by assessing the situation, providing support to the student and family, and making appropriate referrals. Counselors promote awareness of counseling programs and services to students and parents using print and digital formats. Counselors provide services to students and parents in a timely and effective manner. Counselors facilitate effective career exploration, goal setting, planning, and decision making by means of interest inventory, computer technology, and other strategies. Counselors collect and use data for the purpose of improving programs and services to students. Counselors assist students in the selection of courses appropriate to their goals. Counselors assist the administration in the scheduling process.</p>
<p>Domain 4 Professional Development</p>	<p>Counselors pursue professional opportunities to enhance counseling skills; which may include membership in PSCA, ASCA, and/or attend relevant conference, webinars, and district inservices. Counselors secure and review and maintain student records under the ASCA and Pennridge guidelines. Counselors uphold the ASCA ethical standards. Counselors participate in a professional learning community and share best practices.</p>

## High School Counselor

<p>Domain 1 Planning and Preparation</p>	<p>Counselors provide individual and small group counseling based upon extensive knowledge of counseling theory, child development, and best practices. A comprehensive guidance counseling program is delivered to all students focusing on academic, personal/social, and career areas. Counselors share knowledge of local community resources with all stakeholders. The school counselors design and implement relevant prevention programs for all students. The comprehensive guidance program integrates CEW standards, ASCA standards, and PDE guidelines across all grade levels. Counselors participate as a consultant on Instruction Support Team, Multidisciplinary Evaluation, and Individualized Education Planning Team providing assistance with record reviews, data analysis, and interventions to meet individual student needs. Coordination of gifted screening process.</p>
<p>Domain 2 Environment</p>	<p>Counselors maintain and support appropriate rapport and respect with students, families, staff, and community members that promotes a positive learning climate. The counseling department is cognizant and consistently follows school district policy and procedures, including suicide risk assessments. Through the use of established routines counselor's function in an efficient manner allowing for flexibility in their schedules. Counselors organizes, administers and interrupts state standardized assessments. Counselors play a vital role in the development and implementation in school wide positive behavior expectations. Counselors create a positive and inviting physical space to conduct comprehensive counseling activities.</p>
<p>Domain 3 Delivery</p>	<p>Counselors conduct on-going written or oral communication with students, staff and parents to relay and/or gather information and maintain relationships. Counselors utilize questioning and discussion technics in guidance lessons and individual or small group sessions. Provide orientation activities for students and parents new to the school, and also facilitate the transition of students from each grade level. Counselors respond to crisis intervention in a team approach by assessing the situation, providing support to the student and family, and making appropriate referrals. Counselors promote awareness of counseling programs and services to students and parents using print and digital formats. Counselors provide services to students and parents in a timely and effective manner. Counselors facilitate effective career exploration, goal setting, planning, and decision making by means of interest inventory, computer technology, and other strategies. Counselors collect and use data for the purpose of improving programs and services to students. Counselors assist students in the selection of courses appropriate to their goals. Counselors assist students and parents with the process of selection and application to post-secondary educational institutions. Counselors assist the administration in the scheduling process.</p>
<p>Domain 4 Professional Development</p>	<p>Counselors pursue professional opportunities to enhance counseling skills; which may include membership in PSCA, ASCA, and/or attend relevant conference, webinars, and district in-services. Counselors secure and review and maintain student records under the ASCA and Penridge guidelines. Counselors uphold the ASCA ethical standards. Counselors participate in a professional learning community and share best practices.</p>

## B. Program Delivery Related Items of the Plan 4-9

### 4. School Counseling Department Mission Statement

District Mission Statement
<p>It is paramount that our students graduate with knowledge of their talents, passions, and what is necessary for them to remain lifelong learners and productive citizens. These objectives need to be accomplished in a community-centered environment that is safe, welcoming, nurturing, student-centered and respectful of all.</p> <p>As such, the mission statement of the Pennridge School District is as follows: <b><i>Pennridge School District strives to provide all students with a well-rounded educational experience where they acquire the 21st Century skills necessary for a successful future.</i></b></p> <p><b>Belief Statement</b></p> <ul style="list-style-type: none"><li>• Every individual has worth and deserves dignity.</li><li>• All students must achieve fundamental/basic academic skills.</li><li>• All students should be able to communicate effectively.</li><li>• All students should be able to effectively integrate decision-making, problem-solving and information analysis to become life-long learners.</li><li>• High expectations for staff and students promote excellence.</li><li>• It is the joint responsibility of staff, parents, and community to provide an educational environment that will enable all individuals to realize their potential.</li></ul>
K-12 School Counseling Mission Statement
<p>The mission of the Pennridge School District counseling program is to provide a comprehensive, student-centered experience that supports the academic, career education awareness, and social-emotional development of our students. Our services strive to provide and prepare students with 21st Century skills to successfully navigate their post-graduation endeavors.</p> <p><b><u>Our Beliefs:</u></b></p> <p>*<i>We advocate</i> for every student.</p> <p>*<i>We partner</i> with parents, staff, and the community for the benefit of every student.</p> <p>*<i>We strive</i> to ensure that every student graduates from the Pennridge School District with the knowledge, skills, and perseverance to excel in a diverse, changing society.</p>

**5. Program Calendar by Domain and Level:**

**6. Program Delivery by Tier and System Support:**

<b>Elementary School Level</b>	<b>Curriculum- (Tier 1)</b>	<b>Responsive- (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non- Counselor Related</b>
September					
<b>Academic:</b> Social Thinking Lessons (B)(D)(Se)	X	X			
Study Skills Lessons (D) (Gr) (S)	X				
<b>Career:</b> Responsibility of a learner lessons/small group (B) (Gr) (Gu) (S) (Se) (WR)	X	X			
Growth Mindset Lessons(Gr)	X				
Career Awareness Lessons (B)	X				
<b>Social/Emotional:</b> Introduce the school counselor Lessons (B) (D) (Gr) (Gu) (S) (Se) (WR)	X				
Respect for Self and Others Lessons (B) (Gr) (S) (Se) (WR)	X				
Understanding Feelings Lessons (B) (D) (Gr) (S) (Se) (WR)	X				
Anti- Bullying Lessons (B) (WR)	X				
New Student Welcome (Gr) (S) (Se)	X				
Scheduling and Coordination of NOVA/Peace works(D) (S)				X	
October					
<b>Academic:</b> Brain Based Learning Lessons (B) (WR)	X				
Study Skills Lessons (B) (D) (Gr) (S)	X				
Growth Mindset Lessons(Gr)	X				
<b>Career:</b> Career Awareness Lessons (B)	X				
Social Thinking Lessons (B) (D) (Gu) (S) (Se)	X	X			
Problem Solving/Peacemaking Lessons (D) (Gr) (Gr) (Gu) (S) (Se)	X				
Goal Setting Lessons (B) (D) (Gr) (S) (Se)	X				
<b>Social/Emotional:</b> Red Ribbon Week (D,G, S, Se, W)	X				
Character Counts Week (B)	X				
Anti-Bullying Lessons (B) (Se) (WR)	X				
Understanding Feelings Lessons (B) (D) (Gr) (Se) (WR)	X	X			
Friendship/Social Skills Lessons (Gr) (S) (Se)	X	X			
Zones of Regulation(Gr) (Gu)		X			
Empathy Lesson (WR)	X				

November					
<b>Academic:</b> Study Skills Lessons (D) (Gr) (Gu) (S)	X				
Social Thinking Lessons (B) (D) (Gu) (S)	X	X			
Brain Based Learning Lessons/Small Group (B) (WR)	X	X			
<b>Career:</b> Career Awareness Lessons (B) (S)	X				
Study Skills Lessons (D) (S) (Se) (WR)					
Goal Setting Lessons (D) (Gr) (S) (Se)	X				
Problem Solving/Peacemaking Lessons (D) (Gr) (Gu)	X				
<b>Social/Emotional:</b> Empathy Lessons(Gr) (S)	X				
Tolerance/Accepting Differences Lessons(Gr) (Se)	X				
Anti-Bullying Lessons (D) (Gu) (S) (Se)	X				
Friendship/Social Skills Lessons (D) (Gr) (Gu) (Se)	X	X			
Zones of Regulation Lessons(Gr) (Gu) (S) (S e)	X				
Holiday Assistance – Giving Tree (B) (D) (Gr) (Gu) (Se)					10hrs/yr(B) 10hrs/yr(D) 15hr/yr(Gr) 15hr/yr(Gu) 15hr/yr(S)
Inventory Guidance Supplies/Budget (B) (D) (Gr) (Gu) (S) (Se)				X	
Parent Conferences (B) (D) (Gr) (Gu) (S) (Se)				X	
December					
<b>Academic:</b> Study Skills Lessons (B) (D) (Gr) (Gu) (S) (WR)	X				
Brain Based Learning Lessons (B) (WR)	X				
Growth Mindset Lessons (Gr)	X				
<b>Career:</b> Goal Setting Lessons (D) (Gr) (S) (WR)	X				
Problem Solving/Peacemaking Lessons (D) (Gr)	X				
Social Thinking/Expected Behavior Lessons (D) (S)	X	X			
<b>Social/Emotional:</b> Tolerance Lessons (D) (Gr)	X				
Empathy Lessons (D) (S)	X				
Respecting Differences Lessons (Gr)	X				
Understanding Feelings Lessons (Gr)	X				
Holiday Assistance – Giving Tree (B) (D)(Gr) (Gu) (S)					10hrs/yr(B) 10hrs/yr(D) 25hr/yr(Gr) 25hr/yr(Gu) 25hr/yr(Se)

Girl Power Small Group (B) (S)		X			
Friendship/Social Skills Lessons (D) (Gr) (Gu)	X	X			
Zones of Regulation Lessons (Gr) (Gu) (S)	X				
January					
<b>Academic:</b> Study Skills Lessons (D) (Gr) (S) (WR)	X				
Growth Mindset Lessons(Gr)	X				
<b>Career:</b>	X				
Social Thinking Lessons (B) (D)	X	X			
Career Awareness Lessons(Gr) (Gu) (S) (WR)	X				
<b>Social/Emotional:</b> Social Thinking (Se)	X				
Anti-Bullying Lessons(Gr) (Gu) (S) (Se) (WR)	X				
Empathy Lessons (B) (D) (Gr) (Gu) (Se) (WR)	X				
Friendship Lessons (B) (D) (Gr) (Gu) (Se)	X	X			
Social Skills classroom lesson/group (B) (D) (Gr) (Gu) (S) (Se)	X	X			
Understanding Feelings Lessons (Se) (WR)	X				
Conflict Resolution Lessons (B) (D) (Gr) (S) (Se) (WR)	X				
Zones of Regulation (Gu)		X			
Brain Based Learning (WR)	X				
February					
<b>Academic:</b> Social Thinking Lessons (B) (Se)	X				
<b>Career:</b> Good Worker Habits small Group (B) (Se) (WR)		X			
Growth Mindset Lessons (Gr)	X				
Career Awareness Lessons (B) (D) (Gr) (Gu) (S)	X				
<b>Social/Emotional:</b> Empathy Lessons (D) (Gr) (Gu) (Se) (WR)	X				
Friendship Lessons (B) (D) (Gr) (Gu) (Se) (WR)	X	X			
Problem Solving Lessons (D) (Gr) (Se)	X				
Social Skills Lessons (B) (D) (Gr) (Gu) (Se)	X	X			
Anti-Bullying Lessons (Gr) (Gu) (Se) (WR)	X				
Understanding Feelings Lessons (B) (Se) (WR)	X				
Parent Conferences (B) (D)				X	
Zones of Regulation		X			
March					
<b>Academic:</b> SAC - PSSA Test Coordination (B) (D) (Gr) (Gu) (S) (Se)					X
Test Taking Skills Lessons (B) (S) (WR)	X	X			
<b>Career:</b> Good Worker Habits (Se) (WR)	X				

Career Awareness Lessons (D) (Gu) (Se)					
<b>Social/Emotional:</b> Friendship Lessons/Small Groups (B) (D) (Gr) (Gu) (Se) (WR)	X	X			
Social Skills Lessons (D) (Gr) (Gu) (S) (Se)	X				
Empathy Lessons (D) (Se)	X				
Anti-Bullying Lessons (Gr) (Gu) (Se)	X				
Understanding Self and Friends (Se) (WR)	X				
Brain Based Learning Lessons (B) (Gu)	X				
Coping with Stress Lessons (B) (Gr) (Gu) (S)	X				
April					
<b>Academic:</b> SAC - PSSA Test Administration/Coordination (B) (D) (Gr) (Gu) (S)					X
<b>Career:</b> Problem Solving Lessons	X				
Career Awareness Lessons (B) (D) (Gu)	X				
<b>Social/Emotional:</b> Social Thinking Lessons	X				
Brain Based Learning Lessons (B)	X				
Coping with Stress Lessons (B) (Gu) (WR)	X				
May					
<b>Academic:</b> Middle School Transition (B) (D) (Gr) (Gu) (S) (Se)				X	
<b>Career:</b> Career Awareness Lessons (B) (Gr) (S) (Se) (WR)	X				
Problem Solving Lessons (D) (Gr)	X				
<b>Social/Emotional:</b> Understanding feelings Lessons	X				
Social Thinking Lessons (D)	X	X			
Conflict Resolution Lessons (Gr) (WR)	X				
June					
<b>Academic:</b>					
<b>Career:</b> Career Awareness Lessons (B) (D) (Se)	X				
<b>Social/Emotional:</b> Transition grades K-4 (B) (D) (Gr) (Gu) (S)				X	
Friendship Lessons (Gr) (WR)	X				
Teamwork Lessons (WR)	X				
July					
<b>Academic:</b>					
<b>Career:</b>					
<b>Social/Emotional:</b>					
August					



<b>Academic:</b> Back to School Night (Se)				X	
<b>Career:</b>					
<b>Social/Emotional:</b>					

Ongoing Counselor Related Activities	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/ Career Counseling	System Support; Counselor Related	System Support: Non-Counselor Related Calculate Hours per Year
<b>Academic:</b> Agency Contacts/Meetings				X	
Instructional Support Team				X	
504 Plan Meetings				X	
SWIS Data Input and Review				X	
SAP Team				X	
Gifted Screening				X	
Gifted Team				X	
Classroom Observations				X	
Faculty/Data Meetings				X	
Homebound Paperwork					X
<b>Career:</b> District Guidance Meetings				X	
District Professional Development				X	
<b>Social/Emotional:</b> Individual/Small Group Counseling		X			
School Wide Behavior Programming		X	X		
At-Risk Assessments					
Parent Conferences				X	
Coordination of Check In Check Out				X	
Individual Behavior Plans				X	
Planning for School Wide Positive Behavior Plan				X	
Planning for SEL School Wide Activities				X	
Agency Contacts. Meetings				X	
School Wide Duties including lunch, recess, bus, announcement				X	90 hr./yr. (B) 108 hr. / yr. (D) 18 hr. /yr. (Gr) 70 hr./yr. (Gu) 125 hr. /yr. (S) 45 hr/yr (Se)

					140 hr. /yr. (WR)
Disciplinary Support/Resolution					150 hr. (S)
CPI					x
Managing Court Orders (D)					5 hr./yr.(D)
Homework Help Club (D)					36 hr. /yr (D)

Middle School Level	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
September					
<b>Academic:</b> new student – schedule and tours			X		
Schedule changes			X		
<b>Career:</b> Intro to Naviance 6 <sup>th</sup> grade	X				
<b>Social/Emotional:</b> Intro to Counselor Services	X				
New student groups		X			
October					
<b>Academic:</b>					
<b>Career:</b> Tech School Assembly 8 <sup>th</sup> grade	X				
Tech School Tour for interested 8 <sup>th</sup> graders		X			
<b>Social/Emotional:</b> Red Ribbon Week	X				
Student groups set up				X	
November					
<b>Academic:</b> MS Course Selection updates				X	
<b>Career:</b> Career Lesson 7 <sup>th</sup> – unique traits/intro to career cluster	X				
Promote Tech School Open House with announcements/blackboard				X	
SkillsUSA Field Trip planning (North)		X			
<b>Social/Emotional:</b> Nova Presentation – Bullying 7 <sup>th</sup> grade	X				
Giving Tree set up					X
Parent and teacher conference and follow up		X			
December					

<b>Academic:</b> Meet with HS admin and MS teachers for course recommendations				X	
Tech School Counselor Meeting				X	
<b>Career:</b> Career lesson 6 <sup>th</sup> – Foundations/intro to career cluster	X				
Career lesson 8 <sup>th</sup> – Intro to career clusters	X				
SkillsUSA Field Trip planning (North)		X			
<b>Social/Emotional:</b> Giving Tree set up and distribution					X
January					
<b>Academic:</b> Assembly for HS course selection	X				
Matrix to teachers for MS course selection				X	
Course Override Forms Processing				X	
Tech School Applications				X	
SAC – accommodation meetings					X
<b>Career:</b> Career lesson 8 <sup>th</sup> – career cluster finder/tech school info	X				
Career lesson 7 <sup>th</sup> – career cluster finder/SWAT	X				
Skills USA Competition (North)	X				
<b>Social/Emotional:</b>					
February					
<b>Academic:</b> 8 <sup>th</sup> grade course requests Power School entry for HS	X		X		
Tech School Applications				X	
Course Override Forms Processing				X	
Present 8 <sup>th</sup> grade Foreign Language/Reading options	X		X		
SAC – Develop test schedule and small group for PSSAs					X
8 <sup>th</sup> grade individual scheduling meetings	X		X		
Student Led Conferences		X			
<b>Career:</b> Career lesson 6 <sup>th</sup> – Career Cluster Finder/Tech School info	X				
Individual meetings with 8 <sup>th</sup> graders about course selection	X		X		
<b>Social/Emotional:</b>					
March					
<b>Academic:</b> Matrix to Elem Teachers for 6 <sup>th</sup> grade transition				X	
Get trained to be building SAC					X
SAC – Train staff for testing					X
SAC – Test prep					X
SAC – Develop test schedule and small group for Keystones					X
Tech School Counselor Meeting				X	

IEP transition meetings for 5 <sup>th</sup> grade		X			
<b>Career:</b> Career Lesson 7th – goal setting	X				
6 <sup>th</sup> grade tech tour of all programs	X				
<b>Social/Emotional:</b> Rachel’s Challenge	X				
April					
<b>Academic:</b> Meet with teacher to review courses for students/send letter				X	
SAC – Test prep, administration, make-up, collection, and shipment					X
Review course selection numbers for principal				X	
5 <sup>th</sup> Grade Parent Night		X			
<b>Career:</b>					
<b>Social/Emotional:</b>					
May					
<b>Academic:</b> SAC – test prep, administration, make up, collection and shipment for Keystones					X
<b>Career:</b> Artifact collection for Future Index				X	
<b>Social/Emotional:</b> Training for tour guides for 5 <sup>th</sup> grade orientation		X			
Counselor meeting to review transfer of case load 8 <sup>th</sup> grade				X	
Counselor/IST meeting to review transfer of case load 5 <sup>th</sup> grade				X	
5 <sup>th</sup> grade orientation tours	X				
June					
<b>Academic:</b> preparing 8 <sup>th</sup> grade files for transition to PHS					X
<b>Career:</b>					
<b>Social/Emotional:</b>					
July					
<b>Academic:</b> Touring/Testing for placement of new students				X	
Creating schedules for new students				X	
<b>Career:</b> Curriculum planning – MS Counselors					X
<b>Social/Emotional:</b>					
August					
<b>Academic:</b> Touring/Testing for placement of new students				X	
Creating schedule for new students				X	
504 Review with teachers					X
Back to School Night	X				
<b>Career:</b> Curriculum planning – MS Counselors					X
<b>Social/Emotional:</b> Planning for student contacts and groups		X		X	X

Ongoing Counselor Related Activities	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/ Career Counseling	System Support; Counselor Related	System Support: Non-Counselor Related Calculate Hours per Year
<b>Academic:</b> Agency Contacts/Meetings				X	
Instructional Support Team				X	
SAP Team				X	
Gifted Screening				X	
Blackboard Announcements				X	
Faculty/Department Meetings				X	
Student Schedule Changes				X	
Homebound Assignment/Paperwork					X
<b>Career:</b> District Professional Development					
<b>Social/Emotional:</b> Team Meetings				X	
Child Study Team				X	
System Support Team				X	
SAP Team Meeting		X		X	
SAP Intervention Meeting with Parent/Student		X			
At-Risk Assessments				X	
Group Counseling		X			
Individual Counseling for Emotional Needs/Concerns		X			
Individual Counseling Relating to Peer Conflict		X			
504 plan review/duties		X			
504 Service Agreement Plan Meetings with Parent/Student		X			
Parent communication and meetings				X	
School Wide Duties – class coverage, bus duty, evening activities					X

<b>High School Level</b>	<b>Curriculum- (Tier 1)</b>	<b>Responsive- (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non- Counselor Related</b>
September					
<b>Academic:</b>					
Grade Level assemblies (9-12)	X				
Back to School night (9-12)				X	
PSAT Prep and registration					X
Application Process Classroom lessons (12)	X				
Level Changes (9-12)			X		
New Tech applications (9-12)			X		
<b>Career:</b>					
Naviance- Do what you are assessment (9)	X				
Naviance- Career Interest Profiler (11)	X				
Individual Career Counseling meetings (11)			X		
<b>Social/Emotional:</b>					
Classroom goal-setting lesson (9)	X				
On-going individual counseling (9-12)			X		
October					
<b>Academic:</b>					
Level Changes (9-12)			X		
<b>Career:</b>					
College and Career Fair (9-12)	X				
Naviance- Learning Style Inventory (10)	X				
Naviance- Supermatch College search (11)	X				
College Selection Parent/Student night (9-12)	X				
Financial Aid Night (9-12)	X				
<b>Social/Emotional:</b>					
On-going individual counseling			X		
November					
<b>Academic:</b>					
Review first marking period grades (9-12)				X	
Parent and Teacher Conferences (9-12)	X				

Dual Enrollment Advising Sessions (11-12)		X			
Bucks County Community College Application (12)		X			
<b>Career:</b>					
HOBY Presentation, application and selection (10)	X				
Naviance- Supermatch College Search (11)	X				
<b>Social/Emotional:</b>					
Penn State Lehigh Valley- Come Dream with Us event (9)		X			
On-going individual counseling			X		
December					
<b>Academic:</b>					
Begin Course Selection Planning (9-12)				X	
PSAT Results and Presentations (11-12)					X
Upper Bucks Tech School mid-year meetings (9-12)				X	
Keystones (9-12)					X
<b>Career:</b>					
Naviance- Career Interest Profiler (10)	X				
School-wide College Day- (9-12)	X				
<b>Social/Emotional:</b>					
On-going individual counseling			X		
January					
<b>Academic:</b>					
Student Bucks County tech school tours (9)	X				
School-wide course selection presentations (9-11)	X				
Mid-term exams and grade reviews (9-12)				X	
8 <sup>th</sup> grade parent night (12)	X				
8 <sup>th</sup> grade Transition meetings (12)			X		
8 <sup>th</sup> grade course selection presentations (9-12)	X				
Course selection preparation				X	
<b>Career:</b>					
ASVAB Testing (9-12)			X		
<b>Social/Emotional:</b>					
On-going individual counseling (9-12)			X		
February					
<b>Academic:</b>					

8 <sup>th</sup> grade course selection presentations (9-12)	X				
Individual student meetings to discuss course selections (9-11)			X		
Parent/Teacher Conferences (9-12)	X				
Classroom course presentation lessons (9-11)	X				
<b>Career:</b>					
Junior college application classroom lessons (11)	X				
<b>Social/Emotional:</b>					
On-going individual counseling			X		
March					
<b>Academic:</b>					
Scheduling numbers and meetings with administration (9-12)				X	
Individual student course selection meetings (9-12)			X		
<b>Career:</b>					
Student RAMS Periods- Resume Writing Workshops (12)		X			
Classroom lessons- Exploring College and Career Options (10)	X				
Classroom lessons- Orange Folders post-secondary information (11)	X				
Classroom lessons- small group College and Career awareness and exploration (9)	X				
Upper Bucks Technical School meeting				X	
<b>Social/Emotional:</b>					
On-going individual counseling			X		
April					
<b>Academic:</b>					
AP Testing Preparation (9-10)					X
Individual student course selection meetings (9-11)			X		
Review of quarter grades (9-12)				X	
<b>Career:</b>					
Student RAMS Periods- Resume Writing Workshops (12)		X			
<b>Social/Emotional:</b>					
On-going individual counseling (9-12)			X		
May					
<b>Academic:</b>					
Dual Enrollment student meetings (10-11)		X			
AP Testing (9-10)					X
Scheduling Conflicts (9-11)			X		



Individual student course selection meetings (9-11)			X		
Underclassmen Awards (9-11)	X				
Keystone Testing (9-12)					X
Senior Award Counselor/Administration meetings (9-12)				X	
Senior Academic Dinner (12)	X				
Senior Awards (12)	X				
<b>Career:</b>					
Student RAMS Period- Resume Writing Workshops (12)		X			
Naviance Day- Goal Setting Reflection (9)	X				
Naviance Day- Student Brag Sheets (11)	X				
<b>Social/Emotional:</b>					
On-going individual counseling			X		
June					
<b>Academic:</b>					
Scheduling Conflicts (9-11)			X		
Individual student course selection meetings (9-11)			X		
Checking individual student credits and failing courses (9-12)				X	
Summer School letters and courses (9-12)				X	
<b>Career:</b>					
Artifact collection review (9-12)				X	
Individual Senior Surveys (12)	X				
<b>Social/Emotional:</b>					
Senior Graduation (12)	X				
On-going individual counseling			X		
July					
<b>Academic:</b>					
New student enrollment and course selections (9-12)				X	
On-going preparation for the upcoming school year (9-12)				X	
Addressing any scheduling conflicts (9-12)				X	
<b>Career:</b>					
<b>Social/Emotional:</b>					
August					
<b>Academic:</b>					
New student enrollment and courses selections (9-12)				X	
On-going preparation for the upcoming school year (9-12)				X	

Addressing any scheduling conflicts (9-12)				X	
<b>Career:</b>					
College application packet mailed home to students				X	
<b>Social/Emotional:</b>					
Link Crew Student Orientation	X				

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support; Counselor Related	System Support: Non-Counselor Related
<b>Academic:</b>					
New Student Enrollment			X		
504 Meetings		X			
504 reviewing and updating documents				X	
IEP Meetings		X			
Check-in's with D&F list students			X		
Homebound				X	
Schedule Changes				X	
Transcript histories				X	
Dual Enrollment			X		
Team House Meetings				X	
Cyber School- meetings, course selection, transcript history			X		
Classroom Coverage					X
Scholarships (12)				X	
RAMS Breakfast (9-12)		X			
Twilight (12)				X	
Keystone Recovery Credits				X	
NCAA Review and updates with students			X		
Arranging homework for absent students				X	
Individual parent and/or student academic planning meetings		X	X		
<b>Career:</b>					
Student Naviance Days (9-12)	X				
Developing college and career curriculum (9-12)				X	
College Applications- meeting deadlines, communicating with admissions representatives, completing necessary documents				X	
Career internship program				X	
Military visits (9-12)		X			
College Visits (912)		X			
Individual parent and/or student college/career planning meetings		X	X		
<b>Social/Emotional:</b>					
Small group conflict mediation and peer issues		X			

Individual and small group incident reports and bullying concerns		X	X		
Facilitate meetings between teachers, parents and/or students		X			
SAIP meetings		X			
Suicide assessments			X		
Individual student meetings in areas of social/emotional			X		
Writing letters of recommendation				X	
Bus Duty					X
Trouble shooting school-wide issues and concerns				X	
Social media communication with stakeholders; Twitter, guidance website, blackboard, smore's, CANVAS				X	
Contacting children and youth agencies				X	
Social security benefits applications				X	
Professional development and goal planning				X	
Link Crew- on-going student involvement, new student ambassadors and activities	X				
Meet with at-risk students			X		
Attend monthly Principal/parent meetings				X	

## Concept 7: Guidance Curriculum Action Plan Tool

### 7. Curriculum Action Plan:

#### Kindergarten Curriculum Action Plan

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Introduce the School Counselor	13.1.3.C 13.1.3.E	<i>A Helping Hand</i> by Tommy S. Berg Counselor Created Marvel S. Moose by Marco <i>Pickle Packetr</i> by Patricia Kienzle	Aug/Sept	400	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	
Understanding Feelings	13.2.3.A 13.3.3.B 16.1.K.A. 16.1.K.B 16.1.K.C A:A1.1 A:A1.4 AC:A1.4 APS:A1.5	<i>Felicia Flower</i> by MARCO <i>DUSO</i> buy AGS <i>Jellybean Jamboree</i> by Susan Jelleborg <i>Feelings</i> by Susan Canizares <i>I have Feelings</i> by Jana N Hunter <i>The Hurt</i> by Teddi Doleski <i>10 things to do instead of Hitting</i> .By Sunburst Video Media <i>Have you Filled a Bucket Today</i> . By Carol McCloud	Sept-Jun	400	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	
Social Thinking	13.2.3.A 13.3.3.B 13.3.3.C 16.2.K.B 16.2.K.C 16.3.K.B A:A3.1 APS:A1.8 APS:A2.6	<i>Whole Body Listening Larry at School</i> by Elizabeth Sautter and Kristen Wilson <i>Eye Power and Playtime with Zeebu</i> <i>Playtime with Zeebu</i>	Sept-Jun	400	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	

## Concept 7: Guidance Curriculum Action Plan Tool

### Grade 1 Curriculum Action Plan

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Introduce the School Counselor	13.1.3.C 13.1.3.E	<i>A Helping Hand</i> by Tommy S. Berg Counselor Created	Aug/Sept	475	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (WR)	
Social Thinking	13.2.3.A 13.3.3.B 13.3.3.C 16.2.K.B 16.2.K.C 16.3.K.B A:A3.1 APS:A1.8 APS:A2.6	<i>Whole Body Listening Larry at School</i> by Elizabeth Sautter and Kristen Wilson <i>Hunter's Best Friend at School</i> by Lauren Malone Elliott <i>Wombat Walkabout</i> by Carol Diggory Shields	Sept/Jun	475	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (WR)	
Conflict Resolution	13.2.3.A 13.3.3.B 16.1.5.A 16.1.5.B 16.2.5.A 16.2.5.C 16.2.5.D 16.3.5.C	Peacemaking Skills for Little Kids <i>How are You Peeling</i> by Freyman and Elfers <i>Hands Are Not For Hitting</i> by Martine Agassi <i>The Me Inside</i> by S Nelson	Sept/Jun	475	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (WR)	
Study Skills	13.2.3.A 13.3.3.A A:A:A1.3 A:A2.2 A:A3.1 A:B1.3	<i>Study Skills 1</i> by Marco PAL Puppet <i>Whole Body Listening</i> by Sautter and Wilson Howard Wigglebottom Learns to Listen by Binkow and Cornelison The Biscotti Kid – You Tube	Sept/Jun	475	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (WR)	
Brain Based Learning Growth Mindset	13.2.3.E 13.3.3.B 13.3.3.C 16.1.5.B 16.3.5.A A:A1.4 A:A2.2 A:A2.4 A:A3.1 A:B1.6	<i>Class Dojo Videos Chapter 1, 2 and 3</i> <i>The Mindup Curriculum K-2</i> by Scholastic <i>Puppy Mind</i> by Andrew Jordan Nance	Sept/Jun	Up to 475	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (WR)	

## Concept 7: Guidance Curriculum Action Plan Tool

### Grade 2 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Study Skills	A:A1.5 A:A3.5 A:B1.3 16.1.5.B 16.3.5.A 13.2.3.A 13.3.3.A 13.3.3.B 13.3.3.C	<i>Study Skills II</i> by Marco Barney Bear Puppet <i>Listen Buddy</i> by Lynn Munsinger Counselor Created <i>Hocus Pocus Learn to Focus</i> by Randy Cazell	Sept-Jun	545	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	
Conflict Resolution Skills	13.2.3.A 13.3.3.B PS:B1.4 PS:B1.6 16.2.5.D 16.2.12.D	<i>DINO solve-</i> By Marco	Sept-Jun	545	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	
Interpersonal Skills Friendship	13.2.3.A 13.3.3.B PS:A2.1 PS:A2.3 PS:A2.6 PS:A2.7 16.2.K.A 16.1.K.C	<i>Storytelling Guidance</i> by Melinda Saenz Vilegas <i>Children's Storybook Guidance</i> by Stefanie Weber <i>A Bad Case of Tattle Tongue</i> Book & Activities by Julia Cook <i>Who is Your School Counselor</i> by Lisa Miller and Connie Brown <i>How to be a Friend</i> by Laurie Krasny Brown and Marc Brown	Sept-Jun	545	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	
Problem Solving	13.2.3.A 13.3.3.A 13.3.3.B A:B1.2 A:B1.3 A:A3.2 16.2.K.D 16.1.K.D	<i>Big Deals/Little Deals</i> by Kim Edmister	Sept-Jun	545	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	

## Concept 7: Guidance Curriculum Action Plan Tool

Social Thinking	13.2.3.A 13.3.3.A 16.2.K.B 16.2.K.C 16.3.K.B A:A3.1 APS:A1.8 APS:A2.6	<i>Whole Body Listening Larry at School</i> by Elizabeth Sautter and Kristen Wilson <i>You Are a Social Detective</i> by Michelle Garcia Winner	Sept-Jun	545	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	
Brain Based Learning Growth Mindset	16.1.5.B 16.3.5.A A:A1.4 A:A2.2 A:A2.4 A:A3.1 A:B1.6	<i>The MindUp Curriculum Pre-K-2</i> by Scholastic Class Dojo Videos Chapter 1,2 and3	Sept-Jun	Up to 475	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	



## Concept 7: Guidance Curriculum Action Plan Tool

### Grade 3 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Anti-Bullying	13.2.3.A A:A3.1 A:A2.3 PS:A1.8 PS:A2.6 PS:A2.7 PS:B1.8 PS:C1.6 16.1.5.A 16.2.5.B 16.2.5.E 16.3.5.A	<i>Eliminating Bullying</i> by Youth Light <i>I didn't know I was a Bully</i> M. Richards <i>The Mouse, The Monster &amp; Me</i> Pat Palmer <i>Technology Tail</i> by Julia Cook <i>Bully B.E.A.N.S.</i> by Julia Cook <i>Trouble Talk</i> , by Trudy Ludwig <i>Just Kidding</i> by Trudy Ludwig <i>I didn't Know I was a Bully.</i>	Sept. – Jun	578	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	
Career Exploration	13.1.3.A 13.1.3.B 13.1.3.G 13.2.3.C 13.3.3.A	Counselor created documents	Sept. – Jun	578	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	*Letter to friend or relative describing 3 interests *Describe 3 habits that make you successful in school and how they relate to a career.
Social Thinking	13.2.3.A 13.3.3.B 16.2.K.B 16.2.K.C 16.3.K.B A:A3.1 APS:A1.8 APS:A2.6	Whole Body Listening <i>Larry at School</i> by Elizabeth Sautter and Kristen Wilson <i>You Are a Social Detective</i> by Michelle Garcia Winner	Sept. – Jun	578	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	
Brain Based Learning	16.1.5.B 16.3.5.A A:A1.4 A:A2.2 A:A2.4 A:A3.1 A:B1.6	<i>Mind Up Curriculum 3-5</i> by Scholastic	Sept. – Jun	578	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	

## Concept 7: Guidance Curriculum Action Plan Tool

### Grade 4 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Study Skills	13.1.5.H 13.2.5.E 13.3.5.A 13.3.5.B 13.3.5.C 13.3.5.E A:A1.5 A:A3.5 A:B1.3 16.1.5.B 16.3.5.A	<i>Making the Link</i> By Lisa King <i>SMART Goal Setting</i> by Arina Nikitina <i>Study Skilled . . .</i> <i>NOT</i> by Julia Cook <i>Guidance with Good Measure</i> by Anthony Pearson	Sept-June	544	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	*Schedule of home and school activities
Empathy	13.2.5.A 13.3.5.B PS:B1.4 PS:B1.6 16.2.5.D 16.2.12.D	<i>Bella The Empathy Adventure</i> by Sandy Ragona Counselor Created <i>Teaching Children about Empathy, The Social Emotion</i> by Tonia Caselman	Sept. – Jun	544	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	
Interpersonal Skills	13.2.5.A 13.3.5.B 13.3.5.C PS:A2.1 PS:A2.3 PS:A2.6 PS:A2.7 16.2.K.A 16.1.K.C	<i>A Bad Case of Tattle Tongue Book &amp; Activities</i> by Julia Cook <i>Who is Your School Counselor</i> by Lisa Miller and Connie Brown <i>Character Building Activities for Kids</i> by Darlene Mannix	Sept. – Jun	544	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	

## Concept 7: Guidance Curriculum Action Plan Tool

Problem Solving	13.2.5.A 13.3.5.E A:B1.2 A:B1.3 A:A3.2 16.2.K.D 16.1.K.D	<i>The Coping Skills Workbook</i> by Lisa Schab	Sept. – Jun	544	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	
Social Thinking	13.2.5.A 13.3.5.E 16.2.K.B 16.2.K.C 16.3.K.B A:A3.1 APS:A1.8	<i>Whole Body Listening Larry at School</i> by Elizabeth Sautter and Kristen Wilson <i>You Are a Social Detective</i> by Michelle Garcia Winner	Sept. – Jun	544	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	
Brain Based Learning/Growth Mindset	16.1.5.B 16.3.5.A A:A1.4 A:A2.2 A:A2.4 A:A3.1 A:B1.6	<i>The MindUp Curriculum Pre-3-5</i> by Scholastic <i>The Three Questions</i> by Jon Mindset Matters by Lisa King uth	Sept. – Jun	544	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	
Career Awareness	13.1.5.D 13.2.5.G 13.3.5.H A:C:A1.1	<i>Coin Clue</i> By Rod Durgin Counselor Created <i>Dream Catchers</i> by JIST Career Solutions	Sept. – Jun	544	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	*Essay describing a career I want to do when I grow up *Essay defining teamwork and providing an example of teamwork

## Concept 7: Guidance Curriculum Action Plan Tool

### Grade 5 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Career Awareness	13.1.5.A 13.1.5.B 13.1.5.D 13.1.5.F 13.1.5.H 13.2.5.A 13.3.5.B 13.3.5.G A:C:A1.1 A:C:A1.3 A:C:A1.6 A:C:A1.7 A:C:A2.1 A:C:A2.7 A:C:2.8 A:C:B1.2 A:C:B1.5 A:C:B1.6 A:C:B2.1 A:C:C1.1 A:C:C1.2 A:C:C1.4 A:C:C2.1	<i>Career Exploration game</i> , Rick Tron Publications <i>Dream Catchers</i> “Strength and Weakness worksheet JIST works Dream Catcher “Modern Fable of Three Little Pigs” Discover Career Exploration Game “ I can Be Series” Counselor Created <a href="http://www.vacareerview.org">www.vacareerview.org</a> <i>Clue: Careers Learning Understanding Exploring</i> by Coin Educational Products <i>I Want To Be Series</i> by Dan Liebman <i>More Career Fun</i> by Marianne Vandawalker <i>The Career Connection</i> by Amanda Clough <i>Journeys to Jobs</i> by Debra Wosnik <i>Children’s Dictionary of Occupations</i> by William Hopke and Barbara Parramore	Sept-Jun	585	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	*Interest Inventory
Entrepreneurship	13.4.5.A	Counselor Created	Sept-Jun	582	Classroom	School Counselor	Mrs. Gilotti (B) Mrs. Alderfer (D) Ms. Riegel (G) Mrs. Sheldon (Gu) Ms. Bryant (S) Ms. Kunakorn (Se) Ms. Schuster (Wr)	*Letter to Business owner *Essay If I owned a business. . . Including defining entrepreneurship

## Concept 7: Guidance Curriculum Action Plan Tool

### Grade 6 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Intro to School Counselor and Naviance	13.1.8.B 16.1.8.A 16.1.8.C 16.2.8.E A:A2.3 C:A1.3	Counselor created, Naviance	September	591	Classroom	School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	
Career Awareness	13.1.8.A 13.1.8.B 13.1.8.G 13.1.8.H 13.1.8.E 13.2.8.B 13.3.8.G A:C1.2 A:C1.6 A:A3.3 A:B2.7 A:C1.3 C:A1.1 C:A1.2 C:A1.3 C:A1.5 C:A1.7 C:B1.2 C:B1.4 C:B1.5 C:B1.6 C:B1.7 C:B2.1 C:B2.5 16.1.8.A 16.1.8.B	Counselor created, Naviance	December to March	591	Classroom and UBCTS	School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	*Career Cluster Finder *Identify and favorite career cluster *Match up Career Clusters to UBCTS programs
Red Ribbon Week	16.1.8.C 16.2.8.E 16.3.8.A 16.3.8.C PS:A1.1 PS:A1.2 PS:B1.2 PS:B1.4 PS:C1.6	SAP Team Created	October	591	Classroom	Building Faculty	Building SAP Team	

## Concept 7: Guidance Curriculum Action Plan Tool

	PS:C1.8							
Technical School Tour	13.1.8.A 13.1.8.B 13.1.8.C 13.1.8.D 13.1.8.F 13.1.8.H 13.2.8.B C:A1.2 C:A1.3 C:B1.4 C:B1.7 C:C1.7	Buses	March	591	Upper Bucks Tech School	School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	*Reflection of tour to UBCTS *Identify non-traditional careers related to UBCTS
5 <sup>th</sup> Grade Orientation	16.3.8.B 13.1.8.F 13.3.8.A 13.3.8.E A:A1.2 A:A1.5 A:A2.1 A:A2.2 A:A2.3 A:A3.1 A:A3.2 A:A3.4 C:C2.1 PS:A2.3 PS:A2.8 PS:B1.2 PS:C1.2 PS:C1.5 PS:C1.6	Counselor/IST created	May	600	Auditorium	School Counselor	School Counselor/IST/ Principals	

## Concept 7: Guidance Curriculum Action Plan Tool

### Grade 7 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
How Relationships Affect Goal Achievement	16.1.8.A 16.1.8.B 16.1.8.C 16.1.8.D 16.2.8.A 16.3.8.C C:A1.6 C:A1.7 PS:A1.3 PS:B1.2 PS:B1.8	Counselor created	September	542	Classroom	School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	
Self-Awareness	16.1.8.A 16.1.8.B C:A1.3 C:B1.2 C:B1.5 C:B1.6 C:C1.2 C:C1.3 C:C2.1 PS:A1.2 PS:A1.10 13.1.8.A 13.1.8.B 13.1.8.G 13.2.8.B 13.2.8.D	Counselor created, Naviance	October	542	Classroom	School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	
Career Acquisition	16.1.8.A 16.1.8.D 13.1.8.F 13.2.8.C 13.2.8.D 13.2.8.E A:B2.1 A:B2.4 A:B2.5 C:A1.5 C:A1.6 C:A1.7 PS:A1.3 PS:B1.1 PS:B1.2	Counselor created, Naviance	February	542	Classroom	School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	*Complete Career Key *Identify and favorite careers *Resume building/Goal Setting

## Concept 7: Guidance Curriculum Action Plan Tool

	PS:B1.9 PS:B1.10 PS:B1.12							
Red Ribbon Week	16.1.8.C 16.2.8.E 16.3.8.A 16.3.8.C PS:A1.1 PS:A1.2 PS:B1.2 PS:B1.4 PS:C1.6 PS:C1.8	SAP Team Created	October	542	Classroom	Building Faculty	Building SAP Team	
NOVA Presentation	13.3.8.B 13.3.8.C PS:A2.1 PS:A2.3 PS:B1.2 PS:C1.5 PS:C1.9 16.1.8.C 16.2.8.B 16.2.8.D 16.2.8.E 16.3.8.A 16.3.8.C	NOVA	November	542	Auditorium	School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	
World Language/Reading Presentation	16.1.8.D 13.1.8.A 13.1.8.B 13.1.8.D 13.1.8.E 13.1.8.F A:B2.1 A:B2.3 C:A1.5 C:A1.6 C:B1.8 PS:A2.4 PS:A2.6 PS:A2.7	Foreign Language Teacher created and Counselor created	February	542	Auditorium	Foreign Language Teacher and School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	



## Concept 7: Guidance Curriculum Action Plan Tool

### Grade 8 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Career Exploration and Reflection	13.1.8.A 13.1.8.B 13.1.8.D 13.1.8.E 13.1.8.F 13.2.8.B 13.3.8.A 13.3.8.G A:C1.3 A:C1.6 C:A1.1 C:B1.2 C:B1.5 C:B1.6 C:C1.3 C:B1.3	Counselor created, Naviance	October-December	622	Classroom	School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	
Career Portfolio	13.1.8.C 13.1.8.B 13.1.8.D 13.1.8.F 13.1.8.G 13.1.8.H 13.2.8.A 13.2.8.D 13.2.8.E A:C1.6 A:B1.4 A:B2.1 A:B2.2 A:B2.3 A:B2.5 A:B2.6 A:B2.7 A:C1.5 A:C1.6 C:B1.1 C:B1.3 C:B2.2 C:B2.4 C:B2.5	Counselor created, Naviance	January-February	622	Classroom	School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	*Career Portfolio

## Concept 7: Guidance Curriculum Action Plan Tool

Tech School Assembly	13.1.8.A 13.1.8.B 13.1.8.C 13.1.8.D 13.1.8.E 13.1.8.F 13.1.8.H 13.1.8.E A:B1.4 A:B2.7 C:A1.2 C:B1.2	Tech School Presenters, Projector and Microphone	October	622	Auditorium	School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	
Red Ribbon Week	16.1.8.C 16.2..8.E 16.3.8.A 16.3.8.C PS:A1.1 PS:A1.2 PS:B1.2 PS:B1.4 PS:C1.6 PS:C1.8	SAP Team Created	October	622	Classroom	Building Faculty	Building SAP Team	

## Concept 7: Guidance Curriculum Action Plan Tool

High School Course Selection Assembly	16.1.8.D 13.1.8.D 13.1.8.F 13.1.8.H 13.3.8.A 13.3.8.E 13.3.8.G A:A2.1 A:A2.2 A:A2.3 A:A3.2 A:B1.3 A:B1.7 A:B2.7 A:C1.2 A:C1.6 C:A2.8 C:A2.9 C:B1.1 C:B1.3 PS:B1.12	High School Presenters, Projector and Microphone	January	622	Auditorium	School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	
Powerschool Course Requests Entry	16.1.8.D 13.1.8.D 13.1.8.F 13.1.8.H 13.3.8.A 13.3.8.E 13.3.8.G A:C1.3 C:A1.5 C:A1.7 C:A2.9 C:B1.1 C:B1.8 C:C1.1 C:C1.3 PS:A1.10 PS:B1.12	PowerSchool and Computers	February	622	Classroom	School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	
Individual Course Selection Meetings for HS	16.1.8.D 13.1.8.G C:A1.2 C:A1.3 C:A1.5 C:B1.1 C:B1.1 C:B1.2 C:B2.2 PS:A1.11	Counselor created	February	622	Classroom	School Counselor	Ms. Marchese, Mrs. DeMichele, Ms. Russo, Mr. Toomey Ms. Schutte	*Individual course selection meetings

## Concept 7: Guidance Curriculum Action Plan Tool

### Grade 9 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Intro to Counselor Goal-Setting Lesson	13.1.11.A. 13.1.11.B 13.1.11.G 13.1.11.H A:A1.3 A:A1.4 A:A1.5 A:A2.4 A:A3.1 A:B2.1 A:B2.4 PS:A1.4 PS:B1.12 PS:B1.9 C:A1.6 16:1	lesson on goal-setting. Naviance created goal-setting activity	September- November	600	Classroom	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	Setting Goals
College and Career Day	C:A1.2 C:A1.7 C:A2.4 C:A2.8 C:C1.1 PS:A1.1 PS:A2.2	College and Career Presentations in the classroom	November- December	600	Classroom	School Counselor Teachers	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	
College and Career Awareness and Exploration	13.1.11.A.B.C.D A:A3.2 A:B1.7 A:B2.5 A:B2.7 C:A1.1.4 C:B2.1.2.4 16.1.12.D	Lesson on college and career exploration. Naviance activity	January- June	600	Classroom	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	College Search Reflection

## Concept 7: Guidance Curriculum Action Plan Tool

Naviance Days	13.1.11.A 13.2.11.B 13.1.11.H 13.2.11C A:A2.4 A:A3.3.4 A:B2.2.4.7 C:A1.3 C.B1.6 PS.B1.9	Naviance Assessments, College and Career Exploration, Self-reflection	September-June	600	Classroom	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	"Do What You Are" Assessment  College Day Reflection  "Game Plan" Assessment  Goal Reflection Survey
Course Selection/ Future Planning	13.1.11.B.F A:B2.3.6 A:C1.6	Course selection presentation	January-February	600	Classroom	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	
Link Crew	A:A3.2.5 A:B1.4 PS:A1.1.2.3.4.5.6.7.8.9.10.11.12 PS A2.1.2.3.4.5.6.7.8 PS.B1.7.10.11 PS:C1 16.2.A.B.C.D.E 16.3. A.B.C	Team building activities	September-June	600	Classroom	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	

## Grade 10 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Exploring College and Career Options lesson	13.1.11.A 13.1.11.B 13.1.11.C 13.1.11.D 13.1.11.F 13.1.11.G A:C1.6 C:A2.6	Naviance college/career exploration lesson and activity created by counselor.	September-January	600	Classroom	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	"Career Interest Profiler"
College and Career Day	C:A1.2 C:A1.7 C:A2.4 C:A2.8 C:C1.1 PS:A1.1 PS:A2.2	College and Career Presentations in the classroom	November-December	600	Classroom	School Counselor Teachers	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	
Naviance Days	13.1.11.A 13.2.11.B 13.1.11.H 13.2.11.C A:A2.4 A:A3.3.4 A:B2.2.4.7 C.B1.6 C:A1.3 PS.B1.9	Naviance Assessments, College and Career Exploration, Self-reflection	September-June	600	Classroom	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	"Learning Style Inventory" Assessment  College Day Reflection  "Game Plan" Assessment  "Career Interest Profiler" Reflection
Course Selection/Future Planning	13.1.11.B.F A:B2.3.6 A:C1.6	Course selection presentations	January-February	600	Classroom	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	

## Grade 11 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
College and Career Fair	13.1.11.D 13.1.11.F 13.2.11.B C:A1.2 C:A1.7 C.C1.3	College and Career Representatives	October	600	Gymnasium	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	
College and Career Day	C:A1.2 C:A1.7 C:A2.4 C:A2.8 C:C1.1 PS:A1.1 PS:A2.2	College and Career Presentations in the classroom	November-December	600	Classroom	School Counselor Teachers	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	
Naviance Days	13.1.11.A 13.2.11.B 13.1.11.H 13.2.11.C 13.3.11.A A:A2.4 A:A3.3.4 A:B2.2.4.7 C:A1.3 C.B1.6 PS.B1.9	Naviance Assessments, College and Career Exploration, Self-reflection	September-June	600	Classroom	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	"Super Match" College Search Activity  "College Day" Reflection  "Game Plan" Reflection  Junior Year College and Career Planning Survey
Course Selection/Future Planning	13.1.11.B.F 13.2.11.C A:B2.3.6 A:C1.6	Course selection presentations.	January-February	600	Classroom	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	

College Planning/Application Process Lesson	13.1.11.A 13.1.11.B 13.1.11.C 13.1.11.D 13.1.11.F 13.11.11.G 13.2.11.C	College and Career planning lesson Application Process materials	January-June	600	Classroom	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	
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### Grade 12 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
College and Career Fair	13.1.11.D 13.1.11.F 13.2.11.B C:A1.2 C:A1.7 C.C1.3	College and Career Representatives	October	600	Gymnasium	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	
College and Career Day	C:A1.2 C:A1.7 C:A2.4 C:A2.8 C:C1.1 PS:A1.1 PS:A2.2	College and Career Presentations in the classroom	November-December	600	Classroom	School Counselor Teachers	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	
Neviance Days	13.1.11.A 13.2.11.B 13.1.11.H 13.2.11.C 13.3.11.A A:A2.4 A:A3.3.4 A:B2.2.4.7 C:A1.3 C.B1.6 PS.B1.9	Neviance Assessments, College and Career Exploration, Self-reflection	September-June	600	Classroom	School Counselor	Mrs. Plawa Mrs.Pennebacker Mrs. Moffett Mr. Henrysen Mrs. Cuthbert Mr. Beherens Mrs.D'Angelo Mrs.O'Sullivan	"College Day" Reflection  "Game Plan" Reflection  Class of 2019 March Survey



## 8. Annual Program Goals:

Pennridge School District K-12 Counseling Department believes all students can be life-long learners. We strive to provide each student with a challenging, accepting, and safe school environment that encourages academic, social/emotional, and community experiences. We believe it is the joint responsibility of educators, parents, students, and the community to develop 21<sup>st</sup> century learning skills such as: collaboration, critical thinking, problem solving, and digital literacy. We have developed program goals with these thoughts in mind.

LEVEL: Elementary

Smart Format	Academic	Career	Social/Emotional
Specific: What is the specific issue based on your schools' data?	By the end of first grade, 75% of students will identify a skill they mastered through practice and perseverance by the end of the 2021-2022 school year	Increase awareness and exposure to the programs offered at the Upper Bucks County Technical School in grade 5 from 0% to 75% through classroom presentations of the "What's So Cool About The Tech School?" video by the end of the 2021-2022 school year.	By the end of second grade, 75% of all students will identify at least two healthy ways of dealing with conflict in the 2021-2022.
Measurable: How will we measure the effectiveness of our interventions?	Measure by accurate student response to perseverance activity	Measure by counting student attendance at viewing of "What's So	Measure by accurate student response to conflict resolution activity

		Cool About the Tech School.”	
Attainable: What outcome would stretch us but is still attainable	75% of first graders students will indicate a skill they mastered	75% of fifth graders will view the “What’s So Cool About Tech School” video	75% of second grade students will indicate two healthy strategies to deal with conflict
Results: IS the goal reported in results-oriented data (process, perception, and outcome?)	The results will be gathered by the elementary school counselors and documented in the current K-12 Guidance Plan	The results will be gathered by the elementary school counselors and documented in the current K-12 Guidance Plan	The results will be gathered by the elementary school counselors and documented in the current K-12 Guidance Plan
Timeline: When will our goal be accomplished?	By the end of the academic year	By the end of the beginning of April	By the end of the academic year

Results for 21-22	Academic	Career	Social/Emotional

LEVEL: Middle School

Smart Format	Academic	Career	Social/Emotional
Specific: What is the specific issue based on your schools' data?	8 <sup>th</sup> grade students will create a career plan that includes current academic standing and future course planning that relates to their career interests	6 <sup>th</sup> grade students will participate in a tour of the Upper Bucks Technical School	7 <sup>th</sup> grade students will identify their personal Holland Code
Measurable: How will we measure the effectiveness of our interventions?	Measured by completed career plan	Measured by completed UBCTS Reflection Survey	Measured by completed Holland Code Reflection
Attainable: What outcome would stretch us but is still attainable	95% of 8 <sup>th</sup> grade students	75% of the 6 <sup>th</sup> grade students	90% of the 7 <sup>th</sup> grade students
Results: Is the goal reported in results-oriented data (process, perception, and outcome?)	The results will be documented by Naviance Task Completion Report	The results will be documented by Naviance Task Completion Report	The results will be documented by Naviance Task Completion Report
Timeline: When will our goal be accomplished?	At the end of the 8 <sup>th</sup> grade academic year	At the end of the 3 <sup>rd</sup> Marking Period	At the end of the 3 <sup>rd</sup> Marking Period

Results for 21-22	Academic	Career	Social/Emotional

LEVEL: High School

Smart Format	Academic	Career	Social/Emotional
Specific: What is the specific issue based on your schools' data?	11 <sup>th</sup> grade students will participate in an Academic RAMS day	9 <sup>th</sup> grade students will participate in College/Career Naviance days.	10 <sup>th</sup> grade students will reflect on Naviance assessment to identity their personal goals needs.
Measurable: How will we measure the effectiveness of our interventions?	Measured by data from RAMS enrollments and teacher input	Measured by tasks in Naviance	Measured by tasks in Naviance
Attainable: What outcome would stretch us but is still attainable	85% of 11 <sup>th</sup> grade students	80% if 9 <sup>th</sup> grade students.	85 % of 10 <sup>th</sup> grade.
Results: IS the goal reported in results-oriented data (process, perception, and outcome?)	The results will be documented by Edficiency enrollment report	The results will be documented by Naviance Task completion report	The results will be documented by Naviance Task completion report
Timeline: When will our goal be accomplished?	At the end of the 11 <sup>th</sup> grade academic year	At the end of the 9 <sup>th</sup> grade academic year	At the end of the 10 <sup>th</sup> grade academic year

Results for 21-22	Academic	Career	Social/Emotional

## 9. Individualized Academic & Career Plan 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
<b>K</b>	Tour of school helpers, nurse, principal, custodian, counselor, etc 13.1.3.E	Students listen to others speak in morning meeting 13.2.3.A	Students learn school routines and practice good work habits. 13.3.3.A	
<b>1</b>	Students identify interests and abilities in Being a Writer 13.1.3.A	Listening to others and explain their own thinking in EDM 13.2.3.A	Students know different types of money.  13.3.3.D	
<b>2</b>	Community Helpers Soc. Studies Curriculum  13.1.3.D	Students learn about and practice teamwork in EDM 13.2.3.E	Students learn habits of successful student in guidance. 13.3.3.A	
<b>3</b>	Students write about friends and hobbies in Unit 1 writing  13.1.3.A	Students speak in front of peers and listen to presentations in S.S./Sci. 13.2.3.A	Students identify areas of improvement through peer conferencing in Being a Writer 13.3.3.C	
<b>4</b>	Students identify their preferences for working conditions 13.1.5.E	Students give examples of good work habits in guidance 13.2.5.E	Students create a personal schedule.  13.3.5.E	Students Identify possible entrepreneurial opportunities for their age; lemonade stand, bake sale 13.4.3.C
<b>5</b>	Career Interest Inventory  13.1.5.D	Students write a letter to a business owner. 13.2.5.C	Students learn about and practice teamwork during science experiments. 13.3.5.C	Students can explain entrepreneurship.  13.4.5.A

<b>6</b>	Career Cluster Finder 13.1.8.A	Career Cluster Finder 13.2.8.B	Introduction to the notion that college is not for all. 13.3.8.G	
<b>7</b>	Career Key 13.1.8.B	Resume/Goal Setting 13.2.8.C		
<b>8</b>	UBCTS Presentation 13.1.8.D	Career Portfolio 13.3.D	HS Course Selection Assembly 13.3.8.E	
<b>9</b>	Do What You Are Inventory 13.1.11.A	Students practice teambuilding and communication skills during College/Career exploration 13.2.11.E	Goal setting classroom lesson 13.3.11.A	
<b>10</b>	Career Interest Profiler 13.1.11.B	Career Interest Profiler Reflection 13.2.11.B	Students learn group dynamics, managing/leadership and problem-solving skills in Health/PE classes. 13.3.11.C	
<b>11</b>	College and Career Fair 13.1.11.D	Students learn to request letters of recommendation during post-secondary in-class lesson 13.2.11.C	Review Career Portfolio to access with post- secondary decisions 13.3.11.G	
<b>12</b>	Game Plan Reflection 13.1.11.F	Post-secondary student meetings 13.2.11.D		

## **Section Two: Academic and Career Plan Process**

The Pennridge School District will begin the Academic and Career Plan and Portfolio process in 6<sup>th</sup> grade. The portfolio will be comprised of electronic and hard copies, the electronic portion of the portfolio will be stored in the District's Naviance account. The School Counselors will be responsible for maintaining the electronic and hard copies of all students' academic and career plan portfolios.

### **Student Development of Their Plan:**

Sixth grade students will use Naviance to take the Career Cluster Finder to identify which cluster matches their personality. Students will then be able to explore career clusters more in depth by researching them on Naviance and finally identifying at least two career clusters that they are interested in. Students will complete a matching activity in Naviance that matches the career clusters to the Upper Bucks Technical School (UBCTS) and identify which programs at UBCTS is a non-traditional career for girls and boys. All sixth-grade students will tour the UBCTS and be asked to complete a reflection on the programs they saw.

In seventh grade students will use Naviance to take the Career Key and discover their Holland Career Codes. Students will then be able to explore careers more in depth by researching them on Naviance and finally identifying at least two careers that they are interested in.

In eight grade students will use Naviance to continue to explore careers and match their interests to 9<sup>th</sup> grade course selection. All eight grade students will be presented an overview of UBCTS and interested students will attend a detailed tour of three programs of their choosing. Students will complete a career reflection plan which is an electronic copy format (Google Slide and link in Naviance). The School Counselor will meet with all 8<sup>th</sup> graders on an individual basis to review their course selections for 9<sup>th</sup> grade.

The ninth-grade students will continue career exploration through Naviance. Students will develop personal goals in the areas of academic, career, and social/emotional and will reflect on their goals throughout the school year. Students will work with their peers in the classroom to explore post-secondary education and career options, as well as, complete Naviance assessments to increase awareness of their individual interests and abilities. Students will have presentations on preparing for graduation, post-secondary options and course selection. Students will receive communication through

guidance department newsletters, CANVAS and Naviance announcements, the guidance website and the guidance Twitter page.

The tenth- grade students will reflect on their skills and interests and identify career paths. Students will use Naviance for continued post-secondary and career exploration. The tenth-grade will have presentations on preparing for graduation, post-secondary options and course selection. Students will receive communication through guidance department newsletters, CANVAS and Naviance announcements, the guidance website and the guidance Twitter page.

The eleventh-grade students will have presentations on preparing for graduation, post-secondary options, course selection, scholarships and the college application process. Throughout the school year students will investigate the world of work to make informed decisions, review strategies to achieve future goals, discuss the relationship of personal qualities to education, training and work, and review decision making and goal-setting. Students will have the opportunity to participate in a college fair and meet with various post-secondary representatives throughout the school year. Students will receive communication through guidance department newsletters, CANVAS and Naviance announcements, the guidance website and the guidance Twitter page.

The twelfth-grade students will take the steps towards reaching their post-secondary goals. Students will receive post-secondary and job application support and transition services. Students will have the opportunity to participate in a College Fair, Financial Aid Night, College Admissions Night and meet with various post-secondary representatives throughout the school year. Students will receive communication through guidance department newsletters, CANVAS and Naviance announcements, the guidance website and the guidance Twitter page.

### **Parental Engagement:**

Parents will be informed using the school newsletter, posting career activities through Seesaw, and asking the PTG to use meeting to share information with parents

During eight grade year parents will be contacted via Blackboard to review the Academic and Career Plan with their student.



During ninth through twelfth grades, parents will be informed through guidance department newsletters, CANVAS and Blackboard Connect announcements, the guidance website and the guidance Twitter page. Parents are invited to attend on-going evening events at the high school.

### **Faculty Engagement:**

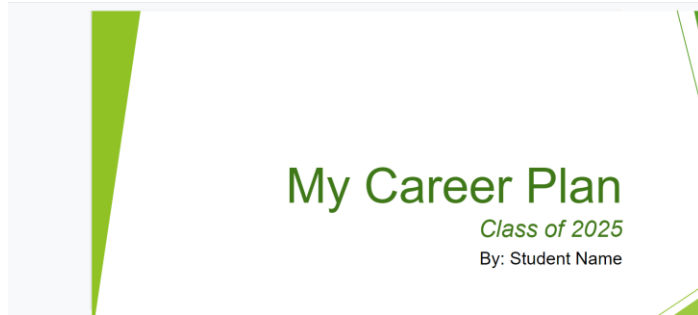
The School Counselors in elementary school will meet with teachers and administrators during before and after school meetings to share information about the plan. The school counselors will also be available to meet with grade levels to discuss incorporating career development activities and language into their instruction.

The School Counselors in middle school will speak with grade level teachers regarding the process and development of the plan at grade level meetings. Teachers will be encouraged to weave in career and college exploration within their curricular areas. At the district level the Curriculum Office is rewriting all K-12 curriculum and will be making it a priority to weave in the career and work standards.

The School Counselors in the high school will speak with grade level teachers regarding the process and development of the plan at grade level meetings. At the district level, the school-wide curriculum will begin to look at incorporating career and college awareness and exploration to meet the career and work standards.

**Plan/Portfolio Sustainability and Review:** Students will review their plan through various methods throughout the school year. Students will have the opportunity to make appropriate changes to meet their academic, college and career and social/emotional goals. Senior students will finalize their portfolio by completing their senior exit survey indicating their plans following graduation.

## 8th Grade Career Plan:



## Career Cluster Finder Results

► Use the snipping tool and paste your results here (you may need to resize the image)

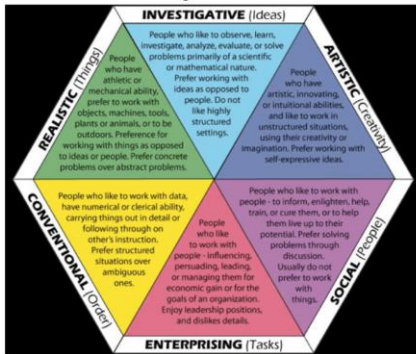
My three favorite career clusters are:

Top Cluster:

Cluster #2

Cluster #3

## My Holland Code Results



Based on the Career Key results in Naviance, my top three Holland codes are:

List your top code:

List your #2code:

List your #3code:

## My Favorite Careers

The careers that I favorited in Naviance are:

Career Choice #1:

► What you like about the career?

► Why do you feel it is a good match for you - think interests and abilities?

Career Choice #2:

► What you like about the career?

► Why do you feel it is a good match for you - think interests and abilities?

## Planning for High School

While in high school, the level(s) of courses I plan on taking are...

- Academic
- Honors
- AP
- UBCTS

Click in the box and type an "x" for any that apply.

I am planning to take the following electives in 9th grade to help prepare me for my career goals. (List the electives you requested during course selection)

Click to add subtitle

## Post-secondary Options



In order to achieve my career goal, the level of education and/or training I plan to pursue (select from the options above)

Click to add subtitle

## My Career Goal

When explaining your career goal, include your **SPARK**, your **interests**, **strengths**, and/or **skills**, and the related **career** that interests you.

Example of career goal: **My spark is animals** and **my interests include helping others**. I would like to find a career that allows me to work with animals who are in need. Therefore, **my career goal is to become a Veterinarian**.

My career goal:

Click to add subtitle

## 8<sup>th</sup> Grade Reflection of Career Goal

- ▶ Reflect back on slides 2, 3 and 4. Do your favorite career clusters, Holland Code results, and the careers you favorited match your career goal? Explain why or why not?

Click to add subtitle

- ▶ Skills/qualities/habits that I need to improve in order to achieve my career goal...

Click to add subtitle

## To the adults in my life...

Please help support me in my future career goal by (list here all of the ways your parents/guardians can help to support you or provide more opportunities for you to achieve your goal)

Click to add subtitle

---

### 10. Stakeholder Engagement:

#### STAKEHOLDER: EDUCATOR

By creating a comprehensive K-12 career readiness program, educators will benefit by expanding their knowledge base to help prepare students for future career demands and trends. Teachers will be educated on career standards and methods of delivery, this will be done through collaboration with the school counseling department, and curriculum supervisors. This partnership will lead to awareness of career options available to students and staff and will guide future instruction.

Educators will contribute to the program by connecting their curriculum to various aspects of career standards, which can enhance their programs by making them meaningful and linked to a tangible future for their students. Educators will be in the position to facilitate personal and educational growth in unique and significant ways for all students.

#### STAKEHOLDER: PARENTS

Parents will gain an understanding of a comprehensive career readiness program by understanding how they can best help their child experience a successful educational experience. Parents will begin to understand the importance of future planning and will be able to participate and share knowledge of their student's spark. By exposing parents to information pertaining to the Chapter 339 and the CTC will enable parents and counselors to effectively communicate and work together to foster the student's career development.

When parents partner with educators in career development and are given the tools to help their children explore and plan their career future, the impact will be greatly increased when combined with the efforts of the school district.

#### **STAKEHOLDER: BUSINESS & COMMUNITY**

A key component of a prosperous community is a rigorous educational system. Businesses have an invested interest in schools bringing forth students ready to meet the everchanging demands of the 21<sup>st</sup> century workplace. In order, to ensure that students graduate with the knowledge needed to enter the world of work, community businesses connect with schools to offer students hands on experiences. A comprehensive K-12 career readiness program will allow for the success of the community's businesses to open their doors to students, creating a healthy relationship between the two.

The business community will significantly contribute to the K-12 career readiness program by providing real work experiences for high school students. Through participation in career fairs, job shadow experiences, and internship opportunities, the business community will provide essential tools students need in order to assist them in targeting and fine-tuning their interests, applying their post-secondary planning skills sets, exploring their career options, and practicing on-the-job training.

#### **STAKEHOLDER: POSTSECONDARY**

The higher education community will benefit from a K-12 career readiness program because they will be receiving students who have participated in a comprehensive developmental career readiness program, which includes a career pathways program. As a result, the students who will be attending their two-year, four-year college, technical/trade school, community college, apprentice program and the military will be more focused. Students will be less likely to change their majors, transfer to various colleges, or to discontinue their education because they will make better decisions about their post-secondary plans. The K-12 counseling program will benefit from building partnerships with post-secondary institutions. College representatives will also help expand our students' knowledge base of post-secondary options through participation in high school visits, college fair attendance.

**10. School Guidance Program Advisory Council:**

**Development of Advisory Council: October 11<sup>th</sup>**

**A. First Meeting Date: \_\_\_ November 2<sup>nd</sup> \_\_\_\_\_**

**B. Second Meeting Date: \_\_\_ June 1<sup>st</sup> 8:30 \_\_\_\_\_**

<b>Stakeholder Group</b>	<b>Name</b>	<b>Title &amp; Organization</b>
<b>STUDENT</b>		
<b>PARENT &amp; GUARDIAN</b>		
	Erin Reichert	Parent/Teacher
<b>EDUCATOR &amp; ADMINISTRATOR</b>		
	Cara Gurysh	Principal
	Ken Erhman	Teacher
<b>BUSINESS &amp; COMMUNITY</b>		
	Patricia/Caleb Torrice	Taborra Farms
<b>POST SECONDARY</b>		

## D. Career Pathway Awareness Items of the Plan 12-13

### 11. Career and Postsecondary Resources Supporting the CEW Standard Strands and Career Pathways (or Clusters)

CEW Strands	Sixteen Career Clusters <a href="https://www.acteonline.org/career-clusters-2/">https://www.acteonline.org/career-clusters-2/</a>	
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

## ONLINE & OTHER RESOURCES

### • Career - Exploration and Planning

- [www.khanacademy.com](http://www.khanacademy.com) - Career Exploration, interview with entrepreneurs, college admissions, test prep and course preparation. Pa areerstandards.com – Main PA website for career development and the Core Standards for Career Education and Work. [Click here to go to the website PA Career Standards website.](#)
- Pacareerzone.com – PA Department of Education-recommended career exploration site- Free! Includes three major pieces: "Assess Yourself," "Explore Job Families," and "Budget Your Life." See the "Grow" link at the top of

the home page where users can create a login and record their progress each time they visit the site and review their previous work (features a resume builder, reference list builder, cover letter builder, and journaling functions; among others).

- [www.educationplanner.org](http://www.educationplanner.org) – PHEAA-sponsored site, with career exploration, college matching; postsecondary exploration- very interactive, with links to O\*NET and numerous other resources; including checklists for what to look for in a postsecondary institution and what to do during postsecondary visits.
- [www.onetonline.org](http://www.onetonline.org) – Links to My Next Move, and My Next Move for Veterans. Updated Bright Outlook Occupations feature is included within the O\*NET site which helps users to more accurately target careers where new job opportunities should be in the future. In addition, the Browse by Industry searches within the O\*NET sites are also updated to reflect more current employment patterns.
- [www.pacareercoach.org](http://www.pacareercoach.org) – Designed to help participants find a good career. Provides the most current local data on wages, employment Job postings and associated education and training. ➤ Personalized results based on education.
- [www.mynextmove.org](http://www.mynextmove.org) – O\*NET-related, user-friendly career exploration site.
- [www.myfuture.com](http://www.myfuture.com) – College and Career Information and Military.
- [www.careertech.org](http://www.careertech.org) – Nationwide, Career Technical Education (CTE) programs are changing, evolving and innovating to better serve the country's needs. CTE is preparing students of all ages to help drive America's success and vitality. Further, it is creating an educational environment that integrates core academics with real-world relevance.
- [www.careertech.org/resources/clusters/interest-survey.html](http://www.careertech.org/resources/clusters/interest-survey.html) – Career Cluster survey.



- [www.roadtripnation.org](http://www.roadtripnation.org) – Video/TV series on people interview others on their career path and spark.
- [www.asvab.com](http://www.asvab.com) – Aptitude and interest inventory for high school students.
- **Career Information Decision Systems (Site Licenses with a cost)**
  - [www.careergaame.com](http://www.careergaame.com) – Elementary career interest tools.
  - [www.xap.com](http://www.xap.com) – former college and career site from Bridges.
  - [www.carcercruising.com](http://www.carcercruising.com) - K-12 career development site.
  - [www.coinproducts.com](http://www.coinproducts.com) - K-12 career development site.
  - [www.naviance.com](http://www.naviance.com) – K-12 career development site.
  - [www.searchinstitute.org](http://www.searchinstitute.org) – Sparks Curriculum K-12.
- **Workforce Information:**
  - [www.bls.gov/k12](http://www.bls.gov/k12) – Bureau of Labor Statistics! Many resources and information for students and educators.
  - [www.paworkforce.state.pa.us](http://www.paworkforce.state.pa.us) – PA Workforce (labor market data, high-priority occupations, etc.).
  - [www.careeronestop.org](http://www.careeronestop.org) – Sponsored by the US Department of Labor.

- [winwin.workforce3one.org/](http://winwin.workforce3one.org/)– Labor market Information, many resources, sponsored by the US Dept. of Labor, Employment and Training Administration.
- [www.bls.gov/ooh](http://www.bls.gov/ooh) – Occupational Outlook Handbook. Number of new jobs (projected); Growth rate (projected)
- [www.keystoneedge.com](http://www.keystoneedge.com) – Innovation, technology and entrepreneurship in PA
- [money.usnews.com/careers/best-jobs/rankings](http://money.usnews.com/careers/best-jobs/rankings) – US News Best Jobs (Top 100)
- [www.cwds.state.pa.us](http://www.cwds.state.pa.us) – Commonwealth Workforce Development System, PA CareerLink. Information for job seekers and employers in PA.
- [www.guintcareers.com](http://www.guintcareers.com) – Great site for job seekers of any age. Tips on numerous job search- related topics.
- [www.educationplanner.org](http://www.educationplanner.org) – Free website from PHEAA. Outstanding Pa. site for college and career information.
- [www.collegeboard.com](http://www.collegeboard.com) – College and Career and Testing Information Site. Nationally recognized.
- [www.gettingthemthere.org](http://www.gettingthemthere.org) – Developed by Pa. Bureau of Career and Technical Education for Post-Secondary.
- [www.mymajors.com](http://www.mymajors.com) – College major website.
- [www.myplan.com](http://www.myplan.com) – College Board site. Excellent major finder.
- [www.whatcanidowithismajor.com](http://www.whatcanidowithismajor.com) – Connects majors to careers.

- [www.bls.gov/ooh](http://www.bls.gov/ooh) - Bureau of Labor Statistics - career information on duties, education and training, pay, and outlook for hundreds of occupations.
- <https://www.onetcenter.org/> - O-net resource center
- **College Planning - Costs / Financial Aid**
  - [www.collegeboard.com](http://www.collegeboard.com) - prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the Advanced Placement Program.
  - [www.phcaa.org](http://www.phcaa.org) – PHEAA's home page.
  - [www.fafsa.gov](http://www.fafsa.gov) – Free Application for Federal Student Aid.
  - [www.finaid.org](http://www.finaid.org) – The SmartStudent™ Guide to Financial Aid.
  - [www.fastweb.com](http://www.fastweb.com) – Free scholarship search.
  - [www.youcandealwithit.com](http://www.youcandealwithit.com) – Paying back that student loan; budgeting tips.
  - [www.federalstudentaid.ed.gov](http://www.federalstudentaid.ed.gov) – General financial aid info.
  - [www.dircct.ed.gov](http://www.dircct.ed.gov) – U.S. Department of Education's Direct Loan Program.
  - [www.collegenavigator.gov](http://www.collegenavigator.gov) - Find the right college for you!
  - [www.finaid.org](http://www.finaid.org) - Find everything from loans and grants to graduate school fellowships and education tax benefits to tuition payment plans.

- **Other Resources**

- [www.pasca-web.org](http://www.pasca-web.org) – PA. School Counselors site, PA Companion Guide and Tools.
- [www.princetonreview.org](http://www.princetonreview.org) – Information on College Majors and Careers.
- [www.huffingtonpost.org](http://www.huffingtonpost.org) – Information on College Majors and Careers.
- [cew.georgetown.edu](http://cew.georgetown.edu) – Studies between, career, education and the workforce.

- **Media / Advertising**

- Social Media
- Digital Billboard
- Connect-Ed
- Musical and Theater Programs

- **Publication / Documents**

- Choosing Your Path Guide Book
- Choices: A Guide to PA Career Schools
- Book of Majors, Jobs and Careers Planning
- PA Career Guide

## 12. Career and Technology Center Strategies:

### STUDENT AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	Stakeholder Delivering	Data used success indicator
4	Introduction to UBCTS to students	October	Counselors	Reflection
5	Career Day	May	Counselor/Parent	Reflection
5	Video – “What’s so Cool About Tech School”	November	Counselor	Reflection
6	Career Cluster match up to UBCTS	November	Counselor	Reflection
6	All students in 6 <sup>th</sup> grade visit Tech School	March	Counselor	Reflection
8	UBCTS information session	October	Counselor	Reflection
8	UBCTS tour for interested students	October	Counselor	Reflection

**PARENT AWARENESS:**

<b>Intervention, Program, or Event</b>	<b>Start &amp; End Dates</b>	<b>Stakeholder Delivering</b>	<b>Engagement Method</b>
UBCTS Open House	November	UBCTS	Face to Face
Communication with Parents	Monthly	UBCTS	Email
UBCTS attend course selection night	January	UBCTS	Face to Face

**EDUCATOR AWARENESS:**

<b>Intervention, Program, or Event</b>	<b>Start &amp; End Dates</b>	<b>Stakeholder Delivering</b>	<b>Engagement Method</b>
Opportunity to tour UBCTS with 6 <sup>th</sup> and 8 <sup>th</sup> grade	October or March	UBCTS	Face to Face
MS and HS Counselors attend UBCTS for meeting	Fall and Spring	UBCTS	Face to Face
All Elem Counselors visited UBCTS	Winter 2020	UBCTS	Face to Face

## APPENDIX

### **Career Education and Work Standards**

#### **13.1.11 Career Awareness and Preparation**

- A. Relate careers to individual interests, abilities, and aptitudes.
- B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
- D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:
  - Career days
  - Career portfolio
  - Community service
  - Cooperative education
  - Graduation/senior project
  - Internship
  - Job shadowing
  - Part-time employment
  - Registered apprenticeship
  - School-based enterprise

E. Justify the selection of a career.

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

- Associate degree
- Certificate / licensure
- Entrepreneurship
- Industry training
- Military training

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

H. Review personal high school plan against current personal career goals and select post-secondary opportunities based upon personal career interests.

### **13.2.11 Career Acquisition**

A. Apply effective speaking and listening skills used in a job interview.

B. Apply research skills in searching for a job.

- CareerLinks
- Internet
- Networking
- Newspapers
- Professional associations
- Resource books (*Occupational Outlook Handbook, PA Career Guide*)



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

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

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

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

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

### 13.3.11 Career Retention & Advancement

A. Evaluate personal attitudes and work habits that support career retention and advancement.

B. Evaluate team member roles to describe and illustrate active listening techniques:

- Clarifying
- Encouraging
- Reflecting
- Restating
- Summarizing

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

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

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

- Charitable contributions
- Fixed/variable expenses
- Gross pay
- Net pay

- Other income
- Savings
- Taxes

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

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

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

#### **13.4.11 Entrepreneurship**

A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.

B. Analyze entrepreneurship as it relates to personal character traits.

C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:

- Community Based Organizations
- (chambers of commerce, trade/technical associations, Industrial Resource Centers)
- Financial institutions
- School-based career centers
- Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers)
- Venture capital