



**Manheim Central School District  
K-12 Comprehensive Counseling Program**

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**February 2025**

# Manheim Central School District Chapter 339 Counseling Plan

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# 1. School Counselors & Assignments

## CONCEPT 1: COUNSELOR NAMES, LOCATION (BUILDING), & RATIOS

*(ASCA Recommended Ratio 250:1)*

Counselor's Name	Location (Building)	Student Ratio
Heather Coonan	Baron Elementary	358
Darren Keller	Doe Run Elementary	330
Melissa Terch	Doe Run Elementary	340
Christina Mercandetti	Manheim Central Middle School	428
Bianca Palmer	Manheim Central Middle School	433
Linda Locker	Manheim Central High School	295
Shane Martin	Manheim Central High School	315
Nicolle Matos	Manheim Central High School	280

## 2. Role of the School Counselor

Role	Level	Evidence of Role
<b>Leader</b>	Elementary	<p>The Manheim Central school counselors serve as leaders by effectively managing and implementing a comprehensive and developmental school counseling program addressing the academic, career and personal/social needs of all students. The MCSD school counselors work with students and their families, teachers, administrators and community groups and are called to be leaders in various ways.</p> <p>The MCSD school counselors demonstrate leadership by serving as members on the:</p> <ul style="list-style-type: none"> <li>● Elementary Student Assistance Program team (ESAP)</li> <li>● MTSS (Multi-Tiered System of Support) Team</li> <li>● Safe Schools Committee</li> <li>● Positive School Wide Behavior (PBIS) Committee</li> <li>● Social Services Fund Committee</li> <li>● Flight Team</li> <li>● Multi-Developmental Evaluation Team (MDE)</li> <li>● LCSCA/PSCA/ASCA Membership</li> </ul>
	Middle	<p>The Manheim Central school counselors serve as leaders by effectively managing and implementing a comprehensive and developmental school counseling program.</p> <p>The MCSD school counselors demonstrate leadership by serving as members on the:</p> <ul style="list-style-type: none"> <li>● Middle School Student Assistance Team (SAP)</li> <li>● MTSS (Multi-Tiered System of Support) Team</li> <li>● Safe Schools Committee</li> <li>● Positive School Wide Behavior (PBIS) Committee</li> <li>● Social Services Fund Committee</li> <li>● Flight Team</li> <li>● Multi-Developmental Evaluation Team (MDE)</li> <li>● LCSCA/PSCA/ASCA Membership</li> </ul>
	High School	<p>The Manheim Central school counselors serve as leaders by effectively managing and implementing a comprehensive and developmental school counseling program.</p> <p>The MCSD school counselors demonstrate leadership by serving as members on the:</p> <ul style="list-style-type: none"> <li>● High School Student Assistance Team (SAP)</li> <li>● Safe Schools Committee</li> <li>● Positive School Wide Behavior (PBIS) Committee</li> <li>● Social Services Fund Committee</li> </ul>

		<ul style="list-style-type: none"> <li>• Flight Team</li> <li>• Multi-Developmental Evaluation Team (MDE)</li> <li>• LCSCA/PSCA/ASCA Membership</li> </ul>
<b>Advocate</b>	Elementary	<p>The Manheim Central school counselors promote student achievement by advocating for students' academic, career, and personal/social developmental needs.</p> <p>The MCSD school counselors demonstrate advocacy by:</p> <ul style="list-style-type: none"> <li>• facilitating individual, small group, and classroom lessons and activities to assist students in removing barriers to their success.</li> <li>• promoting a proactive approach that strives to meet the needs of all students.</li> <li>• responding to student needs in a prompt and professional manner</li> <li>• assessing the need for internal (ESAP, SBOP) and external mental health referrals for students when appropriate.</li> </ul>
	Middle	<p>The Manheim Central school counselors promote student achievement by advocating for students' academic, career, and personal/social developmental needs.</p> <p>The MCSD school counselors demonstrate advocacy by:</p> <ul style="list-style-type: none"> <li>• facilitating individual, small group, and classroom lessons and activities to assist students in removing barriers to their success.</li> <li>• promoting a proactive approach that strives to meet the needs of all students.</li> <li>• responding to student needs in a prompt and professional manner</li> <li>• assessing the need for internal (SAP, SBOP) and external mental health referrals for students when appropriate.</li> </ul>
	High	<p>The Manheim Central school counselors promote student achievement by advocating for students' academic, career, and personal/social developmental needs.</p> <p>The MCSD school counselors demonstrate advocacy by:</p> <ul style="list-style-type: none"> <li>• facilitating individual counseling and classroom lessons and activities for personal and academic growth.</li> <li>• promoting a proactive approach that strives to meet the needs of all students.</li> <li>• responding to student needs in a prompt and professional manner</li> <li>• assessing the need for internal (SAP, Check and Connect) and external mental health referrals for students when appropriate.</li> </ul>
<b>Collaborator</b>	Elementary	<p>The Manheim Central School counselors with stakeholders in order to develop and enhance their comprehensive school counseling program. Through collaboration school counselors can access additional resources, build relationships and a sense of community</p> <p>The MCSD school counselors demonstrate collaboration by:</p> <ul style="list-style-type: none"> <li>- working with educators, parents and community stakeholders to identify and address student needs.</li> </ul>

		<ul style="list-style-type: none"> <li>- Serve as members of grade-level and intervention teams, building-level and district-wide teams</li> <li>- team with local organization to best support student mental health</li> <li>- Seeking to connect with varied resources to develop a K-12 School Counseling Program Advisory Council</li> <li>- completing transition meetings with middle school counselors to support students transitioning to a new school building.</li> </ul>
	Middle	<p>The Manheim Central School counselors with stakeholders in order to develop and enhance their comprehensive school counseling program. Through collaboration school counselors can access additional resources, build relationships and a sense of community</p> <p>The MCSD school counselors demonstrate collaboration by:</p> <ul style="list-style-type: none"> <li>- working with educators, parents and community stakeholders to identify and address student needs.</li> <li>- Serve as members of grade-level and intervention teams, building-level and district-wide teams</li> <li>- team with local organization to best support student mental health</li> <li>- Seeking to connect with varied resources to develop a K-12 School Counseling Program Advisory Council</li> <li>- completing transition meetings with elementary counselors and high school counselors to support students transitioning to a new school building.</li> </ul>
	High	<p>The Manheim Central School counselors with stakeholders in order to develop and enhance their comprehensive school counseling program. Through collaboration school counselors can access additional resources, build relationships and a sense of community</p> <p>The MCSD school counselors demonstrate collaboration by:</p> <ul style="list-style-type: none"> <li>- working with educators, parents and community stakeholders to identify and address student needs.</li> <li>- Serve as members of grade-level and intervention teams, building-level and district-wide teams</li> <li>- team with local organization to best support student mental health</li> <li>- Seeking to connect with varied resources to develop a K-12 School Counseling Program Advisory Council</li> <li>- completing transition meetings with middle school counselors to support students transitioning to a new school building.</li> </ul>
<b>Systemic Change Agent</b>	Elementary	<p>The Manheim Central school counselors have a unique position to identify systemic barriers to student achievement, as well as collaborate with all parties who impact student success. School counselors have access to school wide achievement, attendance, and behavioral data to assist in identifying and removing barriers that prevent all students from achieving postsecondary and career readiness.</p>

	Middle	The Manheim Central school counselors have a unique position to identify systemic barriers to student achievement, as well as collaborate with all parties who impact student success. School counselors have access to school wide achievement, attendance, and behavioral data to assist in identifying and removing barriers that prevent all students from achieving postsecondary and career readiness.
	High School	The Manheim Central school counselors have a unique position to identify systemic barriers to student achievement, as well as collaborate with all parties who impact student success. School counselors have access to school wide achievement, attendance, and behavioral data to assist in identifying and removing barriers that prevent all students from achieving postsecondary and career readiness.

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

Domain	<u>Domain Descriptors</u>	Elementary= E Middle School= M High School= HS
<b>Domain 1</b> <i>Planning and Preparation</i>	<ul style="list-style-type: none"> <li>● 1A: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques</li> <li>● 1B: Demonstrating Knowledge of Child and Adolescent Development</li> <li>● 1C: Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services</li> <li>● 1D: Demonstrating Knowledge of Resources</li> <li>● 1E: Designing Coherent Service Delivery</li> <li>● 1F: Use of Assessments and Data to Provide Supports and Interventions</li> </ul>	<ol style="list-style-type: none"> <li>1. Participate and collaborate as needed in a variety of team processes designed to ensure students' academic success (i.e. ESAP, MTSS, PBIS). <b>E, M, HS</b></li> <li>2. Participate in threat assessment and suicide risk assessment protocol with learners in crisis, ensuring timely and compassionate responses for students in crisis. <b>E, M, HS</b></li> <li>3. Ensures every student has access to the school counseling program through various means including individual student planning, responsive services, and system support. <b>E, M, HS</b></li> <li>4. Participate in behavioral consultation with teachers and parents in the creation of behavior plans. <b>E</b></li> <li>5. Support coordination of PSSA testing. <b>E</b></li> <li>6. Coordination of MTSS meetings to document concerns for learners and support plan interventions. <b>E</b></li> <li>7. Assist in the development of Student Attendance Improvement Plans in collaboration with the Building Administration and Home and School Liaison/School Social Worker. <b>M, HS</b></li> <li>8. Serve as testing coordinator, ensuring all assessments are administered efficiently and effectively. <b>E, HS</b></li> </ol>
<b>Domain 2</b> <i>Environment</i>	<ul style="list-style-type: none"> <li>● 2A: Creating an Environment of Respect and Rapport</li> <li>● 2B: Establishing a Culture for Learning</li> <li>● 2C: Managing Procedures</li> <li>● 2D: Managing Student Behavior</li> <li>● 2E: Organizing the Environment</li> </ul>	<ul style="list-style-type: none"> <li>●               <ol style="list-style-type: none"> <li>1. Establish supportive relationships with family units to ensure students' social and emotional needs essential to success in school are met. <b>E, M</b></li> <li>2. Collect time on task observations and share reports. <b>E</b></li> <li>3. Collaborate on parent contact and the process associated with educational evaluations, including PTE requests and consents, ability screenings and NOREPS, promoting a holistic approach to student support. <b>E</b></li> <li>4. Carry out gifted screenings for learners using the KBIT ability test, OT/PT evaluations and participate in whole class ability screenings. <b>E</b></li> <li>5. Create and monitor 504 plan implementation, including case management., ensuring that accommodations are effectively implemented. <b>E, M, HS</b></li> </ol> </li> </ul>
<b>Domain 3</b> <i>Delivery</i>	<ul style="list-style-type: none"> <li>● 3A: Communicating Clearly and Accurately</li> <li>● 3B: Using Questioning and Discussion Strategies</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide character education and career lessons in the classroom. <b>E</b></li> <li>2. Provide lessons on career readiness and creation of the career artifacts. <b>E</b></li> <li>3. Provide brief, solution-focused counseling with students. <b>E, M, HS</b></li> </ol>

	<ul style="list-style-type: none"> <li>● 3C: Engaging Students in Learning and Development</li> <li>● 3D: Using Assessment in Service Delivery</li> <li>● 3E: Demonstrating Flexibility and Responsiveness</li> </ul>	<ol style="list-style-type: none"> <li>4. Facilitate and provide small group education and support for learners with social and emotional needs. <b>E, M</b></li> <li>5. Academic advising to assist individual students in establishing personal goals and developing future plans. <b>M, HS</b></li> <li>6. Coordinate college and career readiness and the development/maintenance of student portfolio. <b>M, HS</b></li> </ol>
<p><b>Domain 4</b> <i>Professional Development</i></p>	<ul style="list-style-type: none"> <li>● 4A: Reflecting on Professional Practice</li> <li>● 4B: Maintaining Accurate and Confidential Records</li> <li>● 4C: Communicating with Stakeholders</li> <li>● 4D: Participating in a Professional Community</li> <li>● 4E: Growing and Developing Professionally</li> <li>● 4F: Showing Professionalism</li> </ul>	<ol style="list-style-type: none"> <li>1. Apply leadership, advocacy, and collaboration skills as part of a comprehensive school counseling program to promote student achievement and systemic change that enhances student achievement and well-being. <b>E, M, HS</b></li> <li>2. Consult with building administration to coordinate support service for students, faculty, and families within the school district. <b>E, M, HS</b></li> <li>3. Participate in MC Social Service Fund referrals. <b>E, M, HS</b></li> <li>4. Coordinate services and support with Mental Health providers. <b>E, M, HS</b></li> <li>5. Participate in School Counselor meetings as a K-12 School Counseling Department. <b>E, M, HS</b></li> <li>6. Collaborate with Administration and Department Lead Teachers to review, edit, and update the Academic Curriculum Guide. <b>E, M, HS</b></li> <li>7. Perform other tasks and assume other responsibilities as assigned by Administration. <b>E, M, HS</b></li> </ol>

## 4. Counseling Department Mission Statement

### District Mission Statement

*Ignite passion and purpose to empower Difference Makers*

#### Visions Statement:

1. Recognizes that learning has no limits, is flexible, continuous and lifelong.
2. Considers risk-taking and making mistakes to be inherent to learning which allows for trying something new without fear of failure.
3. Establishes high expectations for all and desires that all learners grow academically, socially, and emotionally through robust learning opportunities.
4. Maintains safe spaces for all where everyone is valued for their individuality, trust is established, and relationships are nurtured.
5. Believes that all members of the community share the responsibility for collaboratively growing our learners so they can pursue their gifts and abilities.

#### We Believe...

- A quality education encompasses standards of excellence in every curricular area, which provides all students with the opportunity to reach their individual potential.
- Share accountability and collective responsibility by all stakeholders (students, staff, parents, and community), are essential to maximize student success.
- In fostering a culture of positive student interactions and school spirit through a variety of curricular and co-curricular activities.
- Learning requires a safe, secure, and nurturing environment where character is developed, relationships are valued, and there is mutual trust and respect among all stakeholders.

### K-12 School Counseling Mission Statement

The vision of Manheim Central School District's school counseling department is to provide a comprehensive, developmental program addressing the academic, career and personal/social needs of all students. In partnership with district and community stakeholders, our school counselors prepare students to become responsible citizens who are lifelong learners.

## 5. Program Calendar & 6. Program Delivery

### District-Wide

Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
<b>August</b>					
<b>Academic</b>					
Open House (Grades K-12)	X			X	
New Student Orientations (Grades K-12)	X			X	
Transitioning Grade Orientations (Grades K,5,9)				X	
Scheduling (Grade 5-12)				X	
Review of Records (Grade K-12)				X	
School Counselor Department Meetings				X	
<b>Career</b>					
Open House (Grades K-12)	X			X	
School Counselor Department Meetings				X	
<b>Social/Emotional</b>					
Meeting with new students (K-12)			X		
PBIS Planning	X			X	
School Counselor Department Meetings				X	
<b>September</b>					
<b>Academic</b>					
Back to School Night (K-12)	X			X	
Connection to School Survey (Grades K-12)	X			X	
Check and Connect Kick-Off (Grades 5-12)		X			
<b>Career</b>					
Back to School Night (K-12)	X			X	
Planning College and Career Activities for the School Year (Grades K-12)	X				
Connection to School Survey (Grades K-12)	X			X	
Check and Connect Kick-Off (Grades 5-12)		X			
<b>Social/Emotional</b>					
Back to School Night	X			X	
Minute Meetings (5th-8th)			X		

PBIS Kick-Off Assembly/School-wide Behavior Expectations	X			X	
Connection to School Survey (Grades K-12)	X			X	
Follow Up Check Ins based on survey data (Grades K-12)			X		
Check and Connect Kick-Off (Grades 5-12)		X			
Needs Assessment Given (Grades 5-8)	X				
<b>Month Domain Item</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic / Career Counseling</b>	<b>System Support</b>	<b>System Support: Non-Counselor Related</b>
<b>October</b>					
<b>Academic</b>					
PSAT (Grades 10-11)					X
SAT Grade (11-12)					X
<b>Career</b>					
8th & 10th Grade CTC Lesson and Field Trip	X				
Begin Yes! Event Planning (Grades 6-8)	X				
Biztown Lessons Begin (5th Grade)	X				
<b>Social/Emotional</b>					
Identifying students for Coby groups (9-12)		X		X	
Tier 2 Universal Screener (Grade 5-8)		X			
Creating, Organize, and Begin Small Groups (Grades K-12)		X			
Holiday Outreach Program Begins (Grades K-12)		X		X	
<b>Month Domain Item</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic / Career Counseling</b>	<b>System Support</b>	<b>System Support: Non-Counselor Related</b>
<b>November</b>					
<b>Academic</b>					
Parent- Teacher Conferences (Grades K-12)		X	X	X	
Grade Consultation/Improvement Plans Begins (Grades 5-12)		X	X		
Begin Course Selection- Curriculum Guide	X				
<b>Career</b>					
Parent- Teacher Conferences (Grades K-12)		X	X	X	
Veteran's Day Assembly (Grades 5-8)	X				
Financial Aid Night				X	
AP Exam Registration (Grades 10-12)					X

CTC Presentations (Grades 10-11)	X				
<b>Social/Emotional</b>					
Parent- Teacher Conferences (Grades K-12)		X	X	X	
Begin Backpack Program (Grades K-12)		X		X	
Begin Coby's Groups (Grades 9-12)		X			
Begin Compass Mark Groups (Grades K-4)		X			
Begin Groups Based on Needs Assessments (Grades 5-8)		X			
<b>Month Domain Item</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic / Career Counseling</b>	<b>System Support</b>	<b>System Support: Non-Counselor Related</b>
<b>December</b>					
<b>Academic</b>					
CTC Applications (Grades 10-11)		X			
<b>Career</b>					
Biztown Interviews (Grades 5)	X				
<b>Social/Emotional</b>					
Holiday outreach program (K-12)		X		X	
Connection to School Survey (Grades K-12)	X			X	
<b>Month Domain Item</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic / Career Counseling</b>	<b>System Support</b>	<b>System Support: Non-Counselor Related</b>
<b>January</b>					
<b>Academic</b>					
In Danger of Failing Report Generated (Grades 5-12)		X	X	X	
Course Selection Begins (Grades 9-11)	X			X	
Calculate class rank and GPA at the end of semester (9-12)				X	
Send mid-year transcripts (12)			X	X	
<b>Career</b>					
<b>Social/Emotional</b>					
PBIS Booster Assembly (Grades K-8)	X			X	
PBIS Refresher Lessons/Behavior Expectations Booster (Grades K-8)	X			X	
Organizing 2nd Set of Groups (Grades 5-8)		X		X	

Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
<b>February</b>					
<b>Academic</b>					
Parent Night for H.S. Course Selection (Grade 8)	X			X	
Course Selection (Grades 9-11)	X			X	
Parent-Teacher Conferences (Grades 9-12)		X	X	X	
Send In danger of failing letters (Grades 5-12)		X		X	
<b>Career</b>					
Junior Achievement Yes! Event (Grades 6-8)	X				
<b>Social/Emotional</b>					
Compass Mark Groups (Grades 5&6)					
Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
<b>March</b>					
<b>Academic</b>					
AP Exam Registration (Grades 10-12)					X
Review all course selection sheets and graduation requirements (Grades 9-11)	X			X	
Parent-Teacher Conferences (Grades 9-12)		X	X	X	
Course Selection (Grades 9-11)	X			X	
PSSA preparation and planning (Grades 3-4)					X
Parent- Teacher Conferences (Grades K-8)		X	X	X	
<b>Career</b>					
Biztown Field Trip (Grade 5)	X				
Junior Achievement Young Women's Future Symposium	X				
Parent- Teacher Conferences (Grades K-8)		X	X	X	
<b>Social/Emotional</b>					
Implement 2nd round of Coby's Groups (Grades 9-12)		X			
Sexual Abuse Prevention Lesson (Grade 3)	X				
Parent- Teacher Conferences (Grades K-8)		X	X	X	
Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
<b>April</b>					
<b>Academic</b>					

Hershey Park Hiring Event (Grades 8-12)	X		X	X	
Preparing AP testing materials					X
Parent- Teacher Conferences (Grades 9-12)		X	X	X	
Finalization of the Master Schedule for next school year					
PSSA School Assessment Coordinator (Grades 3-4)					X
PSSA School Support (Grades 5-8)					X
Meet with in danger of failing students (Grades 5-12)					
<b>Career</b>					
Hershey Park Hiring Event (Grades 8-12)	X		X	X	
Completion of Individual Career Plan (Grade 8)					
Parent- Teacher Conferences (Grades 9-12)		X	X	X	
<b>Social/Emotional</b>					
Parent- Teacher Conferences (Grades 9-12)		X	X	X	
<b>Month</b> Domain Item	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic / Career Counseling</b>	<b>System Support</b>	<b>System Support: Non-Counselor Related</b>
<b>May</b>					
<b>Academic</b>					
Proctor AP Exams					X
Course Selection with students (Grade 8)	X		X	X	
Course Selection lesson (Grade 8)	X			X	
8th grade Course Selection Parent Night	X			X	
In Danger of Failing Letters Sent to Families (Grades 5-12)					
In Danger of Failing Phone Calls Home (Grades 5-12)					
Transition Meetings with Counselor (Grade 4-9)	X	X		X	
Step Up Day (Grades 4-8)	X				
Class list (pinks/blues) collaboration with teachers and admin (K-3)	X			X	
Scheduling for next school year (K-8)	X		X	X	
<b>Career</b>					
Course Selection Presentation (Grade 8)	X				
Career Classroom Lessons and CCR artifact portfolio collection (Grades K-4)	X				
Junior Achievement Lessons (Grades K-4)	X				
<b>Social/Emotional</b>					
Transition Meetings with Counselor (Grade 4-9)	X	X		X	
Step Up Day (Grades 4-8)	X				
Class list (pinks/blues) collaboration with teachers and admin (K-3)	X			X	

Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
<b>June</b>					
<b>Academic</b>					
Finalize Retention Lists (Grades 5-12)	X				
Register Students for Credit Recovery (Grades 5-12)	X				
Review Final Report Cards (Grades 5-8)	X				
Calculate Class Rank and GPA (Grade 9-12)					X
Send Final Transcripts (Grade 12)	X				X
Attend Graduation (Grade 12)				X	
<b>Career</b>					
<b>Social/Emotional</b>					
Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
<b>July</b>					
<b>Academic</b>					
Review Schedules	X		X		

## Elementary School Ongoing

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
<b>Academic</b>					
504 plan facilitators: initial and renewals, reviewing plans with teachers		X		X	
review records of new students		X		X	
Student Services Team Meetings		X		X	
Facilitate MTSS google docs and attend MTSS Meetings		X		X	
PTE requests		X		X	
Administer KBIT screener				X	
Classroom Coverage					X
<b>Career</b>					
IEP/504 Agreement updates/reviews		X	X	X	X
CCR Artifact Organization			X	X	
Ongoing Coordination of College and Career Readiness Requirements	X			X	
<b>Social/Emotional</b>					
Lesson Planning and prep	X				
Agency paperwork and Pre-service meetings or correspondence with BHRS agencies		X			
PurposeFULL People classroom lessons on Courage, Perseverance,	X			X	

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
<b>Academic</b>					
504 plan facilitators: Initial and renewals, reviewing plans with teachers		X		X	
review records of new students		X		X	
Student Services Team Meetings		X		X	
Gratitude, Empathy, Cooperation, Respect, and Creativity					
ESAP and SBOP referrals, EASP team participation, case management, and team meetings		X		X	
Student Services Team Meetings		X		X	
Small Group instruction (social skills, lunch bunches, etc.)		X		X	
Individual counseling-check and connect		X	X		
Intervention with learners in crisis		X	X		
CYA consultation and referral				X	
Crafting Behavior plans		X	X	X	
Time on Task observations		X		X	
OT/PT screening referrals				X	

## Middle School Ongoing

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
<b>Academic</b>					
IEP/504 Agreement updates/reviews		X	X	X	X
Make OT/PT Referrals		X			X
MTSS Meetings		X		X	
SAIP Attendance Meetings		X		X	
Administer K-BIT Screening		X			X
Attend weekly grade team meetings	X			X	
Monitor MCVA cyber student progress	X		X	X	
Collaborate with special education teachers on behavior plans, IEP Goals		X		X	
WEB Program Coordinators	X	X		X	
Attend conferences/trainings and in-service training				X	
Scheduling New Students	X		X	X	
<b>Career</b>					
IEP/504 Agreement updates/reviews		X	X	X	X
CCR Artifact Organization	X		X	X	
Ongoing Coordination of College and Career Readiness Requirements	X			X	
<b>Social/Emotional</b>					
Risk Assessments		X		X	
Threat Assessments		X		X	
SAP Team Members		X		X	
Small Groups based on student needs		X		X	
CYA consultation and referral		X		X	
Student Service Meetings	X	X	X	X	
Crisis Support		X		X	
Individual Counselor		X	X	X	
PBIS Team Support		X		X	
Maintain Counselor Notes				X	
CYA Consultation and Referral		X		X	
Contact for Social Services Holiday Help		X		X	
Organize Names for Groups. Coordinate with Group Facilitator		X		X	
Run Small Groups Based on Need		X		X	
Conflict Resolution		X	X	X	
Check and Connect Coordinator and Mentor		X		X	

## High School Ongoing

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
<b>Academic</b>					
Assist with college applications	X				
College planning meetings with students	X				
IEP/504 Agreement updates/reviews	X	X			
Track academic standing (promotion/retention)	X	X	X	X	
Testing (AP, SAT, PSAT)				X	X
<b>Career</b>					
College planning meetings with students	X				
Letters of Recommendation	X				
IEP/504 Agreement updates/reviews	X				
Chamber Girls planning and field trips	X				
Career and Technology Center Tours and Application	X		X	X	
<b>Social/Emotional</b>					
Risk/Threat Assessment		X		X	
SAP/Comprehensive Support Team		X		X	
Individual Counseling		X			
Crisis Support		X			

## 7. Curriculum Action Plan

### Elementary

Kindergarten								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicators
Example	Mindsets/Behaviors, CEW Standards, SIS Domains	Curriculum & Materials	Month					
Courage	M 1, M 4, M 5/B-LS 2, B-SMS 1, B-SMS 6, B-SMS 7, B-SMS 10, B-SS 8.	<ul style="list-style-type: none"> <li>It's Hard to be 5 book by Jamie Lee Curtis</li> </ul>	September	All K learners	Classroom	School Counselor	Coonan, Keller, Terch	"What I like about Kindergarten" reflection sheet
Perseverance	M 3, M 4, M 5/B-SMS 4, B-SMS 5, B-SMS 6.	<ul style="list-style-type: none"> <li>Giraffes Can't Dance book</li> </ul>	October	All K learners	Classroom	School Counselor	Coonan, Keller, Terch	The Power of Yet activity page
Gratitude	M 1/B-SS 1, B-SS 3	<ul style="list-style-type: none"> <li>Brain Pop Jr. Gratitude video clip</li> <li>Thank you letter template</li> </ul>	November	All K learners	Classroom	School Counselor	Coonan, Keller, Terch	Thank you letter
Empathy	M 2/B-SS 2, B-SS 4, B-SS 5, B-SS 10	<ul style="list-style-type: none"> <li>Brain Pop Jr. Empathy video</li> <li>OK to be Different book</li> </ul>	January	All K learners	Classroom	School Counselor	Coonan, Keller, Terch	Activity based
Cooperation	M 1, M 2, M 5/B-SMS 1, B-SMS 2, B-SMS 10, B-SS 1, B-SS 6, B-SS 9	<ul style="list-style-type: none"> <li>Crayon Box that Talked book</li> </ul>	February	All K learners	Classroom	School Counselor	Coonan, Keller, Terch	Hand flower class creation
Respect	M 1/ B-LS 1, B-SMS 1, B-SMS 2, B-SMS 6, B-SMS 7, B-SMS 9, B-SS 9	<ul style="list-style-type: none"> <li>When I Feel Angry book</li> </ul>	March	All K learners	Classroom	School Counselor	Coonan, Keller, Terch	Activity based practice of coping skills
Creativity/ Careers	Career Awareness 13.1.5	<ul style="list-style-type: none"> <li>When I Grow Up book by Al Yankovic</li> </ul>	May	All K learners	Classroom	School Counselor	Coonan, Keller, Terch	"When I Grow Up I want to be a ..." career artifact
1 <sup>st</sup> Grade								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicators
Example	Mindsets/Behaviors, CEW Standards, SIS Domains	Curriculum & Materials	Month					
Courage	M 1, M 4, M 5/B-LS 2, B-SMS 1, B-SMS 6, B-SMS 7, B-SMS 10, B-SS 8.	<ul style="list-style-type: none"> <li>Wemberly Worried book by Kevin Henkes</li> </ul>	September	All of Grade 1	Classroom	School Counselor	Coonan, Keller, Terch	Practice of coping skills
Perseverance	M 3, M 4, M 5/B-SMS 4, B-SMS 5, B-SMS 6.	<ul style="list-style-type: none"> <li>Talking to your Brain Powerpoint/interactive lesson</li> </ul>	October	All of Grade 1	Classroom	School Counselor	Coonan, Keller, Terch	Activity based
Gratitude	M 1/B-SS 1, B-SS 3	<ul style="list-style-type: none"> <li>Thank you letter template</li> </ul>	November	All of Grade 1	Classroom	School Counselor	Coonan, Keller, Terch	Thank you letter
Empathy	M 2/B-SS 2, B-SS 4, B-SS 5, B-SS 10	<ul style="list-style-type: none"> <li>We're All Wonders book</li> </ul>	January	All of Grade 1	Classroom	School Counselor	Coonan, Keller, Terch	We're all Wonders reflection

<b>Cooperation</b>	M 1, M 2, M 5/B-SMS 1, B-SMS 2, B-SMS 10, B-SS 1, B-SS 6. B-SS 9	<ul style="list-style-type: none"> <li>• <u>Don't Squeal Unless It's a Big Deal</u> book</li> </ul>	February	All of Grade 1	Classroom	School Counselor	Coonan, Keller, Terch	Activity based practice
<b>Respect</b>	M 1/ B-LS 1, B-SMS 1, B-SMS 2, B-SMS 6, B-SMS 7, B-SMS 9. B-SS 9	<ul style="list-style-type: none"> <li>• Brain Pop Jr. Anger video clip</li> </ul>	March	All of Grade 1	Classroom	School Counselor	Coonan, Keller, Terch	Activity based practice of coping skills
<b>Creativity/ Careers</b>	Career Awareness 13.1.5	<ul style="list-style-type: none"> <li>• Brain Pop Jr. Community Helpers video clip</li> </ul>	May	All of Grade 1	Classroom	School Counselor	Coonan, Keller, Terch	Career artifact reflection

### 2nd Grade

Lesson / Program Content	<small>ASCA</small> <small>Mindsets/Behavior</small> <b>CEW Domain</b> <small>SIS Domain</small>	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicators
<b>Example</b>	<b>Mindsets/Behaviors, CEW Standards, SIS Domains</b>	<b>Curriculum &amp; Materials</b>	<b>Month</b>					
<b>Courage</b>	M 1, M 4, M 5/B-LS 2, B-SMS 1, B-SMS 6, B-SMS 7, B-SMS 10, B-SS 8.	<ul style="list-style-type: none"> <li>• <u>What Do You Do With a Problem?</u> book</li> </ul>	September	All of Grade 2	Classroom	School Counselor	Coonan, Keller, Terch	Activity based practice
<b>Perseverance</b>	M 3, M 4, M 5/B-SMS 4, B-SMS 5, B-SMS 6.	<ul style="list-style-type: none"> <li>• Llama video</li> <li>• group activity materials</li> </ul>	October	All of Grade 2	Classroom	School Counselor	Coonan, Keller, Terch	Activity based practice
<b>Gratitude</b>	M 1/B-SS 1, B-SS 3	<ul style="list-style-type: none"> <li>• Thank you letter template</li> </ul>	November	All of Grade 2	Classroom	School Counselor	Coonan, Keller, Terch	Thank you letter
<b>Empathy</b>	M 2/B-SS 2, B-SS 4, B-SS 5. B-SS 10	<ul style="list-style-type: none"> <li>• "All About Empathy for kids" video clip</li> <li>• <u>Be You</u> book</li> </ul>	January	All of Grade 2	Classroom	School Counselor	Coonan, Keller, Terch	Activity based reflection
<b>Cooperation</b>	M 1, M 2, M 5/B-SMS 1, B-SMS 2, B-SMS 10, B-SS 1, B-SS 6. B-SS 9	<ul style="list-style-type: none"> <li>• <u>Teamwork isn't my thing</u> book by Julia Cook</li> </ul>	February	All of Grade 2	Classroom	School Counselor	Coonan, Keller, Terch	Teamwork/group activities
<b>Respect</b>	M 1/ B-LS 1, B-SMS 1, B-SMS 2, B-SMS 6, B-SMS 7, B-SMS 9. B-SS 9	<ul style="list-style-type: none"> <li>• "All About Anger for kids" video clip</li> </ul>	March	All of Grade 2	Classroom	School Counselor	Coonan, Keller, Terch	Activity based practice of coping skills
<b>Creativity/ Careers</b>	CEW Growth and Advancement 13.3.5 Personal Interest and Career Planning 13.4.5 Employability 13.2.5	<ul style="list-style-type: none"> <li>• Career/skills and cooperation clip and reflection page</li> </ul>	May	All of Grade 2	Classroom	School Counselor	Coonan, Keller, Terch	Career artifact reflection

### 3rd Grade

Lesson / Program Content	<small>ASCA</small> <small>Mindsets/Behavior</small> <b>CEW Domain</b> <small>SIS Domain</small>	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicators
<b>Example</b>	<b>Mindsets/Behaviors, CEW Standards, SIS Domains</b>	<b>Curriculum &amp; Materials</b>	<b>Month</b>					
<b>Courage</b>	M 1, M 4, M 5/B-LS 2, B-SMS 1, B-SMS 6, B-SMS 7, B-SMS 10, B-SS 8.	<ul style="list-style-type: none"> <li>• Kelso's Choice video clips</li> </ul>	September	All of Grade 3	Classroom	School Counselor	Coonan, Keller, Terch	Kelso's Wheel practice
<b>Perseverance</b>	M 3, M 4, M 5/B-SMS 4, B-SMS 5, B-SMS 6.	<ul style="list-style-type: none"> <li>• Determination Brain Pop video clip</li> </ul>	October	All of Grade 3	Classroom	School Counselor	Coonan, Keller, Terch	Activity based practice
<b>Gratitude</b>	M 1/B-SS 1, B-SS 3	<ul style="list-style-type: none"> <li>• Gratitude A-Z</li> <li>• Thank you letter template</li> </ul>	November	All of Grade 3	Classroom	School Counselor	Coonan, Keller, Terch	Thank you letter

<b>Empathy</b>	M 2/B-SS 2, B-SS 4, B-SS 5.B-SS 10	<ul style="list-style-type: none"> <li>• “World Faces” video clip</li> <li>• Diversity scavenger hunt</li> </ul>	January	All of Grade 3	Classroom	School Counselor	Coonan, Keller, Terch	Activity based practice and scavenger hunt
<b>Cooperation</b>	M 1, M 2, M 5/B-SMS 1, B-SMS 2, B-SMS 10, B-SS 1, B-SS 6. B-SS 9	<ul style="list-style-type: none"> <li>• cooperation video clips</li> </ul>	February	All of Grade 3	Classroom	School Counselor	Coonan, Keller, Terch	Teamwork/ cooperation challenge
<b>Respect</b>	M 1/ B-LS 1, B-SMS 1, B-SMS 2, B-SMS 6, B-SMS 7, B-SMS 9. B-SS 9	<ul style="list-style-type: none"> <li>• Sunburst “When Should You Tell?” video</li> </ul>	March	All of Grade 3	Classroom	School Counselor	Coonan, Keller, Terch	Review and Discussion
<b>Creativity/Careers</b>	CEW Growth and Advancement 13.3.5 Personal Interest and Career Planning 13.	<ul style="list-style-type: none"> <li>• “Dream Job” video clip</li> <li>• Interests and skills match</li> </ul>	May	All of Grade 3	Classroom	School Counselor	Coonan, Keller, Terch	Career (interests and skills) artifact reflection

4th Grade								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicators
<b>Example</b>	<b>Mindsets/Behaviors, CEW Standards, SIS Domains</b>	<b>Curriculum &amp; Materials</b>	<b>Month</b>					
<b>Courage</b>	M 1, M 4, M 5/B-LS 2, B-SMS 1, B-SMS 6, B-SMS 7, B-SMS 10, B-SS 8.	<ul style="list-style-type: none"> <li>• Sunburst “Harrassment...I Was Just Kidding” video clips</li> </ul>	September	All of Grade 4	Classroom	School Counselor	Coonan, Keller, Terch	Activity based reflection
<b>Perseverance</b>	M 3, M 4, M 5/B-SMS 4, B-SMS 5, B-SMS 6.	<ul style="list-style-type: none"> <li>• Teamwork tower activity</li> </ul>	October	All of Grade 4	Classroom	School Counselor	Coonan, Keller, Terch	Activity based
<b>Gratitude</b>	M 1/B-SS 1, B-SS 3	<ul style="list-style-type: none"> <li>• Gratitude A-Z</li> <li>• Thank you letter template</li> </ul>	November	All of Grade 4	Classroom	School Counselor	Coonan, Keller, Terch	Thank you letter
<b>Empathy</b>	M 2/B-SS 2, B-SS 4, B-SS 5.B-SS 10	<ul style="list-style-type: none"> <li>• “The Sneetches” video clip</li> </ul>	January	All of Grade 4	Classroom	School Counselor	Coonan, Keller, Terch	Discussion and reflection
<b>Cooperation</b>	M 1, M 2, M 5/B-SMS 1, B-SMS 2, B-SMS 10, B-SS 1, B-SS 6. B-SS 9	<ul style="list-style-type: none"> <li>• Sunburst “We Can All Get Along” video clips</li> </ul>	February	All of Grade 4	Classroom	School Counselor	Coonan, Keller, Terch	Activity based reflection
<b>Respect</b>	M 1/ B-LS 1, B-SMS 1, B-SMS 2, B-SMS 6, B-SMS 7, B-SMS 9. B-SS 9	<ul style="list-style-type: none"> <li>• BrainPop Conflict Resolution video clip</li> </ul>	March	All of Grade 4	Classroom	School Counselor	Coonan, Keller, Terch	BrainPop quiz and challenge activities
<b>Creativity/Careers</b>	M 6/ (13.1.A, 13.1.B, 13.1.D)	<ul style="list-style-type: none"> <li>• PA CareerZone website</li> </ul>	May	All of Grade 4	Classroom	School Counselor	Coonan, Keller, Terch	Career research artifact

## Middle School

5 <sup>th</sup> Grade								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicators
Example	Mindsets/Behaviors, CEW Standards, SIS Domains	•						
PurposeFULL People	B-LS 4., B-LS 6., B-LS 7., B-LS 9., B-SMS 1., B-SMS 5., B-SMS 6., B-SMS 7., B-SMS 9., B-SMS 10., B-SS 1., B-SS 2., B-SS 3., B-SS 4., B-SS 6., B-SS 7., B-SS 8., B-SS 9., B-SS 10.	Character Strong	All School Year	All of Grade 5	Classroom	Homeroom Teacher	Mercandetti, Palmer	Activity Based
JA Biztown	13.1.5 13.2.5 13.3.5 13.4.5	Junior Achievement	September-March	All of Grade 5	Classroom	Homeroom Teacher	Mercandetti, Palmer	Biztown Workbook, Biztown CCR Artifacts
Subject Area CCR Lesson (ELA, Math, Science, Social Studies, Art, Music, and Health)	13.1.5 13.2.5 13.3.5 13.4.5	Teacher created	All School Year	All of Grade 5	Classroom	Subject Area Teacher	Mercandetti, Palmer	Subject Area Artifacts in Career Portfolio

6 <sup>th</sup> Grade								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicators
Example	Mindsets/Behaviors, CEW Standards, SIS Domains	•						
Character Strong SEL Lessons	B-LS 4., B-LS 6., B-LS 7., B-LS 9., B-SMS 1., B-SMS 5., B-SMS 6., B-SMS 7., B-SMS 9., B-SMS 10., B-SS 1., B-SS 2., B-SS 3., B-SS 4., B-SS 6., B-SS 7., B-SS 8., B-SS 9., B-SS 10.	Character Strong	All School Year	All of Grade 6	Classroom	Homeroom Teacher	Mercandetti, Palmer	Activity Based
JA YES! Event	13.1.8 13.2.8 13.3.8 13.4.8	Junior Achievement	December	All of Grade 6	Classroom	Homeroom Teacher	Mercandetti, Palmer	CEW Artifacts in Career Portfolio
Subject Area CCR Lesson (ELA, Math, Science, Social Studies, Tech Ed, Music, and STEM)	13.1.8 13.2.8 13.3.8 13.4.8	Teacher Created	All School Year	All of Grade 6	Classroom	Subject Area Teacher	Mercandetti, Palmer	Subject Area Artifacts in Career Portfolio

7 <sup>th</sup> Grade								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicators
Example	Mindsets/Behaviors, CEW Standards, SIS Domains	•						
Character Strong SEL Lessons	B-LS 4., B-LS 6., B-LS 7., B-LS 9., B-SMS 1., B-SMS 5., B-SMS 6., B-SMS 7., B-SMS 9., B-SMS 10., B-SS 1., B-SS 2., B-SS 3., B-SS 4., B-SS 6., B-SS 7., B-SS 8., B-SS 9., B-SS 10.	Character Strong	All School Year	All of Grade 7	Classroom	Homeroom Teacher	Mercandetti, Palmer	Activity Based
JA YES! Event	13.1.8 13.2.8 13.3.8 13.4.8	Junior Achievement	December	All of Grade 7	Classroom	Homeroom Teacher	Mercandetti, Palmer	CEW Artifacts in Career Portfolio
Subject Area CCR Lesson (ELA, Math, Science, Social Studies, Tech Ed, Music, and STEM)	13.1.8 13.2.8 13.3.8 13.4.8	Teacher Created	All School Year	All of Grade 7	Classroom	Subject Area Teacher	Mercandetti, Palmer	Subject Area Artifacts in Career Portfolio
8 <sup>th</sup> Grade								
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicators
Example	Mindsets/Behaviors, CEW Standards, SIS Domains	•						
Career and Technology Center Lesson and Tour	13.2.8	Teacher Created	Fall	All of Grade 8	Lancaster County Campuses	Homeroom Teacher	Mercandetti, Palmer	Reflection Form in Career Portfolio
Character Strong SEL Lessons	B-LS 4., B-LS 6., B-LS 7., B-LS 9., B-SMS 1., B-SMS 5., B-SMS 6., B-SMS 7., B-SMS 9., B-SMS 10., B-SS 1., B-SS 2., B-SS 3., B-SS 4., B-SS 6., B-SS 7., B-SS 8., B-SS 9., B-SS 10.	Character Strong	All School Year	All of Grade 8	Classroom	Homeroom Teacher	Mercandetti, Palmer	Activity
JA YES! Event	13.1.8 13.2.8 13.3.8 13.4.8	Junior Achievement	December	All of Grade 8	Classroom	Homeroom Teacher	Mercandetti, Palmer	CEW Artifacts in Career Portfolio
Subject Area CCR Lesson (ELA, Math, Science, Social Studies, Tech Ed, Music, and STEM)	13.1.8 13.2.8 13.3.8 13.4.8	Teacher Created	All School Year	All of Grade 8	Classroom	Subject Area Teacher	Mercandetti, Palmer	Subject Area Artifacts in Career Portfolio

# High School

9 <sup>th</sup> Grade								
Lesson / Program Content	ASCA Mindset / Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicators
Example	Mindsets/Behaviors, CEW Standards, SIS Domains	•						
Career Portfolio	13.1.11 13.2.11 13.3.11 13.4.11	• Computer	Ongoing	All Students	Classroom	All Teachers	Administration	
Graduation Plan and Course Selection	13.1.11; 13.2.11 13.1.11	Course Selection Document and Transcript	Spring	All Freshman	Student Services Office	Educator	Martin, Locker, Matos	
10 <sup>th</sup> Grade								
Lesson / Program Content	ASCA Mindset / Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicators
Example	Mindsets/Behaviors, CEW Standards, SIS Domains	•						
Career Portfolio	13.1.11 13.2.11 13.3.11 13.4.11	Computer	Ongoing	All Students	Classroom	All Teachers	Administration	
PSAT Testing	13.1.11	PSAT Brochure/Test Scores	Fall	All Sophomores	Student Services Office		Martin, Locker, Matos	
Graduation Plan and Course Selection	13.1.11 13.2.11 13.1.11	Course Selection Document and Transcript	Spring	All Sophomores	Student Services Office	Educator	Martin, Locker, Matos	
11 <sup>th</sup> Grade								
Lesson / Program Content	ASCA Mindset / Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicators
Example	Mindsets/Behaviors, CEW Standards, SIS Domains	•						
Career Portfolio	13.1.11 13.2.11 13.3.11 13.4.11	Computer	Ongoing	All Students	Classroom	All Teachers	Administration	
Graduation Plan and Course Selection	13.1.11 13.2.11 13.1.11	Course Selection Document and Transcript	Spring	All Juniors	Student Services Office	Educator	Martin, Locker, Matos	
Financial Aid	13.1.11	FAFSA documents	Fall	All Juniors	Student Services Office	FAFSA advisor	Martin, Locker, Matos	
Career and Technology Center Tour	13.1.11 13.2.11 13.3.11	Transportation and exploration of programs	Fall	All interested juniors	Mount Joy CTC	Counselors	Martin, Locker, Matos	
12 <sup>th</sup> Grade								

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SIS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicators
Example	Mindsets/Behaviors, CEW Standards, SIS Domains	•						
Graduation Plan and Course Selection	13.1.11 13.2.11 13.4.11	Course Selection Document and Transcript Review	Spring	All Seniors	Student Services Office	Educator	Martin, Locker, Matos	Graduation Plan and Course Selection
Scholarship information and application completion	13.1.11 13.2.11	Diploma, Scholarship awards, College acceptance	Ongoing	All Seniors	Student Services	Counselors	Martin, Locker, Matos	

## 8. Annual Program Goals 2025-2028 School Year

### Elementary Level

	Academic	Career	Personal/Social
<p><b>Specific:</b> What is the specific issue based on school data?</p>	<p>Using multiple data points to identify the barriers to learner success and coordinate supports. We also will use universal screening and individual assessments to determine potential inclusion in the gifted program.</p>	<p>Elementary learners may have a limited awareness of their own interests and how those interests may relate to career opportunities. Additionally, based on input from our district Advisory Council, there is a need for increased parent involvement in students' career exploration opportunities.</p>	<p>Ensuring learners feel connected to caring adults at school is fundamental to learner engagement. School counselors will connect with learners and gather information on connectedness for the 2025-2028 school year</p>
<p><b>Measurable:</b> How will we measure the effectiveness of our interventions?</p>	<p>We will use district assessment data to drive our decisions throughout the Tier 1, Tier 2, and Tier 3 process.</p>	<p>The effectiveness of our career activities will be measured by the learner's ability to identify their own personality type and careers that may relate well to their personality.</p> <p>We will increase parental awareness and involvement by sharing access to their child's career portfolio on Schoology, through parent newsletter communications.</p>	<p>Data and information will be collected using learner surveys in grades 1-4. Learners who verify they feel disconnected, will be referred to small groups, individual check and connect or school counseling support, or ESAP services as appropriate.</p>
<p><b>Attainable:</b> What outcome would stretch us but is still attainable.</p>	<p>Collaboration with Principals, Counselors, and Tier 2 team to develop a consistent process for identifying students and assign students appropriate interventions.</p>	<p>For the 2025-28 school years, 90% of 4th grade learners will be able to identify three personality types that best describe themselves as a result of participating in career awareness lessons.</p> <p>Parents will receive communication to inform them of career opportunities for their students.</p>	<p>100% of learners feel connected and cared about at their elementary school.</p>
<p><b>Results-Oriented:</b> Is the goal reported in result-oriented data (process, perception and outcome?)</p>	<p><b>Process-</b> Tier 2 team will continue to work with staff to provide a stronger understanding of goal setting and progress monitoring and data collection to assess learner growth over time.</p> <p><b>Perception-</b> If learners receive the appropriate support and interventions, they will be successful in the classroom.</p> <p><b>Outcome-</b> Academic goals will be created and learner progress will be monitored.</p>	<p><b>Process-</b> All fourth grade learners will participate in career awareness lessons.</p> <p><b>Perception-</b> Identify three personality types that describe them as a result of career awareness lessons.</p> <p><b>Outcome -</b> Learners will be able to identify three personality types that best describe themselves after the career awareness lessons.</p>	<p><b>Process-</b> Analyze the results of the learner survey in grades 1-4. Follow up with learners and identify them for support as appropriate.</p> <p><b>Perception-</b> That learners feel listened to, supported and cared about.</p> <p><b>Outcome-</b> Learners social and emotional needs are met, and they will be more engaged in school.</p>

<p><b>Timeline:</b> When will our goal be accomplished?</p>	<p>The goal is to improve academic success each year, and evaluate year by year.</p>	<p>The goal is to provide various career exploration opportunities each school year and to increase parent involvement in the awareness of a student's career portfolio. This will be evaluated each school year and will be accomplished by the end of the 2028 school year.</p>	<p>The goal is to improve personal/social success each year, and evaluate year by year.</p>
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## Middle School Level

	Academic	Career	Personal/Social
<p><b>Specific:</b> What is the specific issue based on school data?</p>	<p>Teams will use district criteria to determine which learners will be referred to Tier 2 supports to monitor the whole child (academic and behavioral concerns).</p>	<p>Middle school learners need continued exposure to career exploration in order to make connections to their content areas and their individual career goals. Additionally, based on input from our district Advisory Council, there is a need for increased parent involvement in students' career exploration opportunities.</p>	<p>Ensuring learners feel connected to caring adults at school is fundamental to student engagement. Middle school learners who indicated on the student survey that they felt uncared for at school will be identified.</p>
<p><b>Measurable:</b> How will we measure the effectiveness of our interventions?</p>	<p>We will use district assessment data to drive our decisions throughout the Tier 2 process.</p>	<p>Each learner will have a career plan created with the necessary number of artifacts by the end of 8th grade. Parents will be notified of career exploration opportunities and how to access their students' career portfolio on Schoology.</p>	<p>Data and information will be collected using learner surveys in grades 5-8. Learners who verify they feel disconnected, will be referred to small groups, individual check and connect or school counseling support, or SAP services as appropriate. The Student Services team will continually look at data to put appropriate supports into place.</p>
<p><b>Attainable:</b> What outcome would stretch us but is still attainable.</p>	<p>Collaboration with Principals, Counselors, and Tier 2 team to develop a consistent process for identifying students and assigned students appropriate interventions. This would also include professional development for staff.</p>	<p>100% of participating students will identify their abilities, interests, and relate those results to potential careers.  Parents will receive communication throughout the school year to inform them of career opportunities for their students.</p>	<p>This goal will be measured at the start, middle, and end of the school year. The outcome would be a 90% reduction in the number of learners who feel disconnected from school and exhibit at risk behavior based on multiple survey results. The team will monitor if the needs match the supports provided.</p>
<p><b>Results-Oriented:</b> Is the goal reported in result-oriented data (process, perception and outcome?)</p>	<p><b>Process-</b> Tier 2 team will continue to work with staff to provide a stronger understanding of goal setting and progress monitoring and data collection to assess learner growth over time. The Tier 2 team will continuously gather data on how teachers are using MTSS.  <b>Perception-</b> If students receive the appropriate support and interventions, they will be successful in the classroom.</p>	<p><b>Process-</b> Interest inventories, current career portfolio, college and career exposure, industry related field trips, etc. All learning facilitators connected their core content standards to the CEW standards.  <b>Perception-</b> Students will have an increased understanding of their interests and careers that may match the results of their personal interests, goals, and matched inventories.</p>	<p><b>Process-</b> Analyze the results of the student survey. Follow up with students and identify them for support as appropriate.  <b>Perception-</b> That learners feel listened to, supported and cared about.  <b>Outcome-</b> 90% of identified learners' feel connected to school by the end of the school year. This is completed by sharing data with teachers and administrators.</p>

	<b>Outcome</b> - Increased teacher accountability and understanding throughout the Tier 2 process. 90% of teachers will have a clearer understanding of the Tier 2 process.	<b>Outcome</b> - 100% of 8th grade students will have an individual career plan by the end of the 2025-2028 school years which matches their goals and interests as they transition into high school.	
<b>Timeline:</b> When will our goal be accomplished?	The goal is to align appropriate Tier 2 interventions with specific student's needs to ensure intervention success by the end of the 2028 school year.	The goal is to provide various career exploration opportunities throughout each school year and to increase parent involvement in the development and awareness of a student's career portfolio. This will be evaluated each school year and will be accomplished by the end of the 2028 school year.	The goal is to improve student connectedness to school and to improve personal/social success each year, and evaluate year by year.

## High School Level

	Academic	Career	Personal/Social
<b>Specific:</b> What is the specific issue based on school data?	Reducing the amount of failures in 9th and 10th grade	More students are unsure of their career plans after graduation. Increase parent involvement in the career exploration process.	Throughout the past few years we have seen an increase in truancy.
<b>Measurable:</b> How will we measure the effectiveness of our interventions?	We will meet with students who fail a course. We will track failures per marking period to determine if our meetings are being effective	Learners will be exposed to more internship opportunities and business/career courses. Data will be reviewed at the end of the school year based on what students are reporting their plans are for after graduation.	We are increasing the amount of support for students that are truant (small group, individual meetings, etc). We will track students' attendance throughout the year.
<b>Attainable:</b> What outcome would stretch us but is still attainable.	Reduce failures by 10% each marking period by meeting with students who fail.	Reduce the amount of students who are "unsure" of their plans after graduation by 10%. Career plan projects will be included in parent communication.	Reduce the amount of SAIPs (Student attendance improvement plan) by 10%.
<b>Results-Oriented:</b> Is the goal reported in result-oriented data (process, perception and outcome?)	<b>Process</b> - Counselors and administrators will work together to identify, track, and support students that fail multiple courses during the school year <b>Perception</b> - With early identification and support students will be more proactive in creating better academic habits. <b>Outcome</b> - Early intervention and increased supports will reduce failures by 10%	<b>Process</b> - Opportunities will be provided to students fostering career exploration and post-secondary options. <b>Perception</b> - If students are given more opportunities and experiences, they will have more clarity in their future aspirations. <b>Outcome</b> - More exploration and research about post-secondary opportunities will decrease the amount of students "unsure" of their plans after graduation by 10%.	<b>Process</b> - Counselors and administration will work together to identify and track students habitually truant and determine a plan of action for each student <b>Perception</b> -If students are identified early and supported, they will limit their time out of school <b>Outcome</b> - Early intervention and increased supports will decrease truancy by 10%
<b>Timeline:</b> When will our goal be accomplished?	Academic meetings are scheduled at the end of each Semester for students who have failed a core course.	Our "Connectedness Survey" indicates students' career readiness. It is done twice a year and we will review data after each assessment.	Our Coordinating Council team meets bi-weekly to review student concerns, including truancy.



## 9. Individualized Academic & Career Process and Portfolio

### Section One: Career Development Intervention Chart: Tier One Interventions

Grade	CEW 13.1 Career Awareness	CEW 13.2 Career Acquisition	CEW 13.3 Career Retention	CEW 13.4 Entrepreneurship
<b>K</b>	<ul style="list-style-type: none"> <li>• Career Lesson (13.1.A, 13.1.B, 13.1.D)</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• JA Ourselves lessons</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Community Helpers Career Lesson ( 13.1.B, 13.1.D)</li> <li>• JA Our Families lessons (13.1.3A, 13.1.3.C, 13.1.3D, 13.1.3.E),</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• JA Our Families lessons (13.3.3.D)</li> </ul>	<ul style="list-style-type: none"> <li>• JA Our Families lessons (13.4.3.A, 13.4.3.B, 13.4.3.C)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Career Lesson (13.1.A, 13.1.D, 13.1.E)</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• JA Our Community lessons</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Two Career Lessons (13.1.A, 13.1.B, 13.1.C, 13.1.D, 13.1.H)</li> <li>• JA Our City lessons (13.1.3A)</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• JA City lessons (13.3.3.D)</li> </ul>	<ul style="list-style-type: none"> <li>• JA Our City lessons (13.4.3.A,, 13.4.3.C)</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• PA CareerZone lessons ((13.1.A, 13.1.B,, 13.1.D, 13.1.F)</li> </ul>	<ul style="list-style-type: none"> <li>• PA CareerZone lesson (13.2.A, 13.2.B)</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• JA Our Region lessons (13.4.5 A, 13.4.5 B, 13.4.5 C)</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• ELA Career Lesson (5)</li> <li>• JA Biztown Lessons</li> <li>• Art Career Lesson (5)</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies Career Lesson (5)</li> <li>• JA Biztown Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Science Career Lesson (5)</li> <li>• JA Biztown Lessons</li> <li>• Health Career Lesson (5)</li> </ul>	<ul style="list-style-type: none"> <li>• Math Career Lesson (5)</li> <li>• JA Biztown Lessons</li> <li>• Music Career Lessons (5)</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• ELA Career Lesson (6)</li> <li>• JA YES! Event Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies Career Lesson (5)</li> <li>• JA YES! Event Lessons</li> <li>• Technology Education Career Lesson (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Science Career Lesson (6)</li> <li>• JA YES! Event Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Math Career Lesson (6)</li> <li>• JA Biztown Lessons</li> <li>• STEM Career Lesson (6)</li> <li>• Music Career Lesson (6)</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>• ELA Career Lesson (7)</li> <li>• JA YES! Event Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• History Career Lesson (7)</li> <li>• JA YES! Event Lesson</li> <li>• Computer Science (5)</li> </ul>	<ul style="list-style-type: none"> <li>• Science Career Lesson (7)</li> <li>• JA YES! Event Lessons</li> <li>• FLEX Career Lessons (7)</li> </ul>	<ul style="list-style-type: none"> <li>• Math Career Lesson (7)</li> <li>• JA Biztown Lessons</li> <li>• Music Career Lesson (7)</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>• ELA Career Lesson (8)</li> <li>• JA YES! Event Lessons</li> <li>• Creation of Individual Career Plan</li> </ul>	<ul style="list-style-type: none"> <li>• History Career Lesson (8)</li> <li>• JA YES! Event Lessons</li> <li>• Creation of Individual Career Plan</li> <li>• CTC Lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Science Career Lesson</li> <li>• JA YES! Event Lessons</li> <li>• Creation of Individual Career Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Math Career Lesson (8)</li> <li>• JA Biztown Lessons</li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>• Scheduling meetings (13.1.B)</li> <li>• JA Inspire (9)</li> </ul>	<ul style="list-style-type: none"> <li>• JA Inspire (9)</li> </ul>	<ul style="list-style-type: none"> <li>• JA Inspire (9)</li> </ul>	<ul style="list-style-type: none"> <li>• JA Inspires (9)</li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>• CTC Presentation (13.1.F)</li> <li>• JA Inspire (10)</li> </ul>	<ul style="list-style-type: none"> <li>• JA Inspire (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Personal Budget FCS (13.3.C)</li> <li>• JA Inspire (10)</li> </ul>	<ul style="list-style-type: none"> <li>• JA Inspire (10)</li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>• CTC Presentation (13.1.F)</li> <li>• JA Inspire (11)</li> </ul>	<ul style="list-style-type: none"> <li>• JA Inspire (11)</li> </ul>	<ul style="list-style-type: none"> <li>• PostSecondary applications CTC (13..3F)</li> <li>• JA Inspire (11)</li> </ul>	<ul style="list-style-type: none"> <li>• JA Inspire (11)</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>• Internships (13.1.D)</li> <li>• Completion of Career Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Career Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Career Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Career Plan</li> </ul>

## Section Two: Academic and Career Plan Process

1. Demographics	Process Description
<ul style="list-style-type: none"> <li>• What grade will the Plan and Portfolio start?</li> </ul>	- Kindergarten
<ul style="list-style-type: none"> <li>• Will the plan/portfolio be electronic, hard copy or both?</li> </ul>	- Both
<ul style="list-style-type: none"> <li>• Who will be responsible for maintaining the portfolio?</li> </ul>	- Teachers, Counselors, and Administration]
<ul style="list-style-type: none"> <li>• What demographic information will be included on the student portfolio?</li> </ul>	- Name, Grade, Student ID number
2. Interventions, Assessments & Decisions	Process Description by Grade based on when the plan starts. What the students can know and do at each grade level and in each strand of the Career Education and Work Standards.
Grade 6	Students participate in the YES Event, subject specific career lessons to help students gain an appreciation for the importance that financial and career decisions will play in their lives as young adults. Students will develop a middle school career portfolio.
Grade 7	Students participate in the YES Event and subject specific career lessons to help students gain an appreciation for the importance that financial and career decisions will play in their lives as young adults.
Grade 8	Students participate in the YES Event, explore CTC options, career exploration lessons, activities, and self-assessments, HS course selection, and creation of Individual Career Plan to be executed in HS.
Grade 9	Students use results of self-assessments, career development experiences, and achievements to develop a comprehensive 9-12 academic course selection plan or career pathway related to individual career goals. Evaluate and review annually with counselor, teacher, and parent input. (13.1)
Grade 10	Develop a career portfolio which includes the following career acquisition documents linked to your career plan: job application; cover letter; resume; thank you letter; postsecondary application; letter of recommendation request. (13.2)
Grade 11	Self-assess time management strategies. Describe steps needed to improve areas of weakness and how those improvements can lead to successful personal and work situations. (13.3)
Grade 12	Reflect on participation in career fairs and days, career assemblies, career panels, and speakers (13.4)

<b>Student Development of their Plan: Interventions and decisions by students and families during each grade</b>	
Students will collect artifacts at each grade level and upload to their College and Career Readiness portfolio. Students and teachers will have ongoing conversations regarding their artifacts in the portfolio. Families are encouraged to have conversations regarding individual career plans and post-secondary opportunities as well as providing information to families for exposure to career options. Additionally, families are strongly encouraged to participate in the high school course selection process.	

<b>3. Parent &amp; Guardian Engagement</b>	<b>What strategies will be used to inform parents/guardians to engage them in the Academic/Career Plan and Portfolio process for their children?</b>
<b>Level of Parents &amp; Guardians</b>	<b>Awareness &amp; Engagement Strategies</b>
<b>Elementary Parents &amp; Guardians</b>	Parents are invited to volunteer for career related events and activities. Parents are made aware of " Back To School" nights to meet with teachers and counselors.
<b>Middle School Parents &amp; Guardians</b>	Parents are invited to volunteer for career related events and activities such as the field trip to JA Biztown and the JA YES! Event. Parents are made aware of " Back To School" nights to meet with teachers and counselors, as well as when their learner will be making their schedule. Students are encouraged to work with their parents to build a schedule that best fits their post-secondary plan.
<b>High School Parents &amp; Guardians</b>	Parents are made aware of " Back To School" nights to meet with teachers and counselors, as well as when their learner will be making their schedule. Students are encouraged to work with their parents to build a schedule that best fits their post-secondary plan.

<b>4. Faculty/Administrator Engagement</b>	<b>What strategies will be used to inform teachers/administrators in the process of development, maintenance and presentation of the plan and portfolio in elementary, middle and high school?</b>
<b>Level of Parents &amp; Guardians</b>	<b>Awareness &amp; Engagement Strategies</b>
<b>Elementary</b>	School Counselors create content lessons aligned to specific career standards. School Counselors work with students to complete artifacts, upload to portfolio, and help manage the requirements of the student career portfolio.
<b>Middle School</b>	Teachers create content lessons aligned to specific career standards. Teachers work with students to complete artifacts, upload to portfolio, and help manage the requirements of the student career portfolio.
<b>High School</b>	Teachers work with students to complete artifacts, upload to portfolio, and help manage the requirements of the student career portfolio.

<b>5. Plan/Portfolio Sustainability and Review</b>	<b>What strategies will be developed to assist students with updating and sustaining the plan/process?</b>
<b>How will the plan and portfolio be revisited each year while in middle school and high school?</b>	Middle School: There are several designated times where teachers will conference with students to help manage the requirements of the student career portfolio High School: Students have an extended homeroom one day a week to participate in lessons and have time to work on their Career Portfolio.
<b>What process will be used for the student to present the information on their plan at various times (i.e. Exit Interview or other events)?</b>	<b>Middle School &amp; High School: Student shares career plan and portfolio to homeroom or designated teacher to ensure satisfactory completion of portfolio and College and Career Readiness requirements.</b>

**Section Three: Student Academic and Career Portfolio  
Middle School Individual Career Plan (Grade 8):**

## **Middle School Career Plan**

- This individualized form can be used as a tool to guide your thought process and map your progress over your high school career. It is intended to be a planning tool to assist you in better understanding yourself and also support exploration of life after graduation.
- By the end of grade 8, one piece of career portfolio evidence for the 6-8 grade band must include the student's individualized career plan.
- Today, you will complete your Individualized Career Plan!
- CEW Standard: 13.3

### **Basic Information**

First and Last Name: \_\_\_\_\_ Grade: 8

Date: \_\_\_\_\_

Baron Time Teacher - Put a checkmark next to your Baron Time's Teacher's name.

\_\_\_ Bartlett

\_\_\_ Lubeskie

\_\_\_ Lombardo

\_\_\_ Edgar

\_\_\_ McCoy

\_\_\_ Sick

\_\_\_ Enck

\_\_\_ Moore

\_\_\_ Schoenbaum

\_\_\_ Fraley-Hogg

\_\_\_ Neiffer

\_\_\_ Shelly

\_\_\_ Hibshman

\_\_\_ Eberly

### **About Me**

Answer the questions below in the open space. Some questions include check all that apply, multiple choice, or short answer. When completing short answer questions please use complete sentences and proper grammar to the best of your abilities. This career plan will follow you to high school -- we want you to be proud of your work and develop a career plan that is meaningful to you!

What do you enjoy most (hobbies, subjects in school, etc.)?

Explain why?

What skills come naturally to you? \*Put a checkmark next to all apply\*

- Leadership
- Communication
- Critical Thinking
- Problem Solving
- Teamwork
- Helping Others
- Flexibility (willingness to change or compromise with or for others)
- Time Management
- Coping Skills
- Creativity
- Work Ethic (dedication and reliability to classwork and learning)
- Motivation

What are some things people ask you to help them with? \*Put a checkmark next to all apply\*

- Taking care of others
- Helping to resolve conflict
- Organizing items, materials, or things
- Being a good friend
- Responsible decision making
- Offering to help
- Empathy (being able to understand how someone else feels)
- Being on time and showing up
- Being a good listener

What are your values? Why are they important to you? \*Put a checkmark next to all apply\*

- Respect
- Responsibility
- Safety
- Loyalty
- Perseverance (continuing to try)
- Accountability (being reliable for your actions and your behaviors)
- Integrity (being honest)
- Empathy (being able to understand how someone else feels)
- Discipline (following a routine)

Do you prefer to lead, work as a team member, or work alone? \*Put a checkmark next to ONE option\*

- Work as a leader
- Work as a team member
- Work alone

To what extent have you begun thinking about, exploring, or planning your life after high school graduation, whether that includes more school, a job, volunteer work, or anything else?

(Circle the number, 1 being "not at all" and 5 being "very much")

1                      2                      3                      4                      5

How confident are you in your ability to develop realistic goals for finding a future career?

(Circle the number, 1 being "not at all" and 5 being "very much")

1                      2                      3                      4                      5

What is most important to you regarding your future (ex. working in an office, not working weekends, salary, etc.) Why?

Do you like to lead, work as a team, or work alone? Explain why?

Is there anything getting in your way of achieving your current career goals?

Please create an account at [pacareerzone.org](http://pacareerzone.org) using your school email and password. Complete the Mini Interest Profiler. Using the feedback from the PA Career Zone- Interest Profiler, what 3 careers matched your interests and skills?

## **Goal Setting**

Create a goal you want to set for yourself as a 9th-grade student.

What courses will you need in high school to support your career goals? Why?

What is something you are most excited about as you think about transitioning to Manheim Central High School?

Based on your interests and skills, what extracurricular activities would support your career goals? Why?

## High School Individual Career Plan (Grade 9):

Career Plan  
Part I

# CAREER PLAN

“Let go of who you think you’re supposed to be; embrace who you are.” – Brené Brown



Respond to the questions below to begin developing an awareness of yourself and how YOU connect to the future YOU want to BUILD.

1. How would you describe your personality? Why?

2. Share at least two or more values that are important to you. Explain why they are important.

3. What are your strengths as an individual? Give at least one example that supports your response.

Career Plan  
Part I

# CAREER PLAN

continued...



Respond to the questions below to begin developing an awareness of yourself and how YOU connect to the future YOU want to BUILD.

4. Describe one area in your life that you would like to continue to grow or improve in. Share why that area is important to you.

5. What are you most proud of to date? Why?

6. Describe the people in your life that can best support you in reaching your goals. If you feel like you don't have anyone to support you, brainstorm a list of people you would like to surround yourself with to be your support system.

# CAREER PLAN

continued...



Respond to the questions below to begin developing an awareness of yourself and how YOU connect to the future YOU want to BUILD.

7. Name one person you can connect with at the high school and why.

8. What is one misconception that people have about you? How do you correct this misconception?

9. Share a quote, song, word or other item that motivates you? Why?

## High School Individual Career Plan (Grade 10):

Career Plan  
Part II



# Career Plan: Part II

*"Never give up on a dream just because of the time it will take to accomplish it. The time will pass anyway." - Earl Nightingale*

1. Paint a picture of what you think your personal life will look like when you are 30 years old. Consider your family, hobbies, home, friends, etc. Respond in the box below.

2. Describe what you think your career will look like when you are 30 years old. Respond below.

3. How does your dream career and personal life aspirations align with what you value, your strengths and your personality? Explain why they do or do not align in the space below.





Career Plan  
Part II

# Career Plan Cont'd

4. How do you plan to create a healthy balance between your dream career and the personal life you wish to live? Explain below.

5. How are your current actions in and out of school supporting your future career and personal life goals? If they are not aligned, what behaviors do you need to practice to align now to the future. Share below.

6. Additional Comments/Notes/Questions About Your Career Plan. Write in the box below.



# High School Individual Career Plan (Grade 11):

Career Plan  
Part III

## Career Plan: Part III

"If your plan doesn't work, change the plan, not the goal."

### Directions

Use the guide to set a SMART goal to help you reach your career goal(s). Need a quick lesson on SMART goal setting? Watch [here](#).

As you consider your goal think about the following questions: (1) **To achieve your dream career, what skills will you need to be successful?** and (2) **What type of post-secondary plans will support your dream career and the skills necessary?** (This could be an apprenticeship, internship, on-site job training, trade school, or a college education.)

### State your Goal

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Career Plan  
Part III

## Career Plan: Part III

"If your plan doesn't work, change the plan, not the goal."

Specific: Does the goal make sense? Is it clear?

Measurable: Is your goal measurable? Can you track its progress?

Attainable: Is your goal attainable, yet challenging?

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# Career Plan: Part III

"If your plan doesn't work, change the plan, not the goal."

Relevant: Why is this goal significant to you? \_\_\_\_\_

Timely: When will you achieve this goal? \_\_\_\_\_

Other: Who will you share this goal with to help hold you accountable? \_\_\_\_\_

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## 10. Manheim Central School District Stakeholders Engagement

Students	How students will benefit from the K-12 Guidance Program	How students assist with the delivery of the K-12 Guidance Program
<b>K-4th Grade</b>	<p>Students will receive a curriculum focused on academic, career, and personal/social skills in order to make educated decisions that will lead to their successful future. Selected students will participate on an advisory council.</p> <p>In K-4th grade, students will begin to explore their interests and abilities and how they relate to careers.</p>	<p>Students are in the beginning stages of developing a career identity from kindergarten through the 4th grade by becoming more observant and aware of opportunities within the community in which they live.</p>
<b>5th- 8th Grade</b>	<p>Students will receive a curriculum focused on academic, career, and personal/social skills in order to make educated decisions that will lead to their successful future. Selected students will participate on an advisory council.</p> <p>Students will play an active role in planning to develop goals related to their interests, abilities, and future plans.</p>	<p>By exploring and developing a career identity in grades 5th-8th grade, they will become more aware of possible post-secondary opportunities available to them.</p> <p>Students will be given the opportunity to begin identifying specific post-secondary opportunities to their interests in 8th grade.</p> <p>Students within this model will be able to provide feedback to counselors regarding program effectiveness. Their input will assist counselors in the design and implementation of programs that are efficient, effective, and utilize methods that are best suited in reaching their peer group.</p>
<b>9th-12th Grade</b>	<p>Students benefit by having a structured and cohesive plan throughout their K-12 years. Students will play an active role in developing goals related to their interests, abilities, and future plans.</p>	<p>Students will begin making decisions and further develop their career plan from 9th-12th grade by choosing appropriate courses, finalizing career assessments that will help them determine what specific career/educational pathway to follow.</p>

Educators	How educators benefit from the K-12 Guidance Program	How educators assist with the delivery of the K-12 Guidance Program
	<p>Counselors and teachers will provide lessons focusing on the personal/social, academic, and career domains in order to help students make educated and reasonable decisions that will lead to a successful future. They impact our program by collaborating with us in meeting our goals for the school counseling program in identifying "at risk" academic and mental health support. They implement prevention and remediation strategies to help our students meet their academic, career, and personal/social goals.</p> <p>Educators will be asked to promote the beliefs and mission of the school counseling program and will serve on the advisory council.</p>	<p>By creating a comprehensive K-12 career program, educators will benefit by expanding their knowledge base in order to help prepare students for future career trends. Educators will continue as professionals within their field and leaders to the students they serve, but will also have the opportunity to learn about other options that can assist students in becoming significant contributors to our society. Educators will be represented on the district advisory council.</p>

**Stakeholder: Educator**

<b>"Big Idea"</b>	<b>Program Goals</b>	<b>Standards</b>	<b>Grade Level</b>	<b>Activities Interventions</b>	<b>Data</b>	<b>Timeline</b>
Transparency in sharing school counselor generated data	Academic, Career, and Personal/Social Goals K-12	13.1-13.4	K-12	Present data to educators during faculty meetings, professional development, and other relevant meetings.	Participation	Annually: Fall/Spring Meetings
Educate professional staff about 339 Program	Academic, Career, and Personal/Social Goals K-12	13.1-13.4	K-12	Advisory Council Meeting K-12 Presentation to Administration and School Board	Participation	Annually: Fall/Spring Meetings
Educate professional staff about post secondary options and create awareness of career including vocational and technical careers	Academic and Career	13.1-13.4	K-12	CCR presentations at faculty meetings, JA events, WIB Industry tours, PD speakers, LCCTC presentation, Classroom speakers	Participation	Throughout school year

<b>Parents</b>	<b>How parents/guardians benefit from the K-12 Guidance Program</b>	<b>How parents/guardians assist with the delivery of the K-12 Guidance Program</b>
<b>K-12th Grade</b>	Parents play an integral part in helping their children as they move through their school years focusing and building upon the skills needed to be successful in the area of personal, social, academic, and career development. Parents support our students by holding their children academically and socially accountable through monitoring their grades, discipline, and attendance reports; attending meetings at school for program progress; and participating in advisory council.	The K-12 comprehensive program will benefit from parent involvement because they have the greatest impact on their child's attitudes and behaviors. When parents become partners 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. Parents will be represented on the district advisory council.

**Stakeholder: Parents**

<b>"Big Idea"</b>	<b>Program Goals</b>	<b>Standards</b>	<b>Grade Level</b>	<b>Activities Interventions</b>	<b>Data</b>	<b>Timeline</b>
Educate Parents/Guardians on course selection process and graduation requirements	Present Curriculum Guide information	13.1.8 13.3.8 13.4.8 13.1.11 13.2.11 13.3.11 13.4.11	8-12	Parent/Guardian course selection presentation	Discussion/ Feedback from stakeholders' attendance  Sign-in sheets	February-May each year
Educate parents about the K-12 Guidance 339 Plan.	During the 2024-2025 school year, the counseling department will successfully implement two meetings of the	13.1.3 13.3.3 13.4.3 13.1.5 13.3.5 13.4.5 13.1.8	K-12	Parents will participate in the advisory counsel meetings.	Discussion/ Feedback from stakeholders' attendance  Sign-in	October and February

	advisory counsel to increase all stakeholders' knowledge of K-12 program and develop new initiatives.	13.3.8 13.4.8 13.1.11 13.2.11 13.3.11 13.4.11  B-LS (1-10) B-SMS (1-10) B-SS (1-9)			sheets  Participation	
Educate parents about the Lancaster County Career and Technology Center (CTC) and all post-secondary options.	During 8th, 10th, and 11th grade students will attend the CTC open house.	13.1.8  13.3.8  13.1.11  13.3.11	Grades 8, 10, 11	Counselors will present CTC information to students about the various programs that are offered.	Participation	Twice per school year
Invite and encourage parent/guardian participation in career development	Career Development program goals K-12	13.1-13.4	K-12	JA Program volunteers, Classroom speakers, Career fairs, field trips, parent newsletters.	Participation	Ongoing

<b>Business &amp; Community</b>	<b>How business/community partners benefit from the K-12 Guidance Program</b>	<b>How business/community partners assist with the delivery of the K-12 Guidance Program</b>
	The business community will provide the advisory council with an understanding of the value of positive social interactions, teamwork, goal-setting, communication, and the academic skills needed in the workforce. The business community will then benefit from a better developed pool of graduating students ready to enter the workforce.	The business community will significantly contribute to the K-12 program by providing real world experiences for the students of the Manheim Central School District. Through participation in Career Fairs, Job Shadow experiences, providing internship opportunities, the business community will be providing 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 them on the job training. Businesses and community members will be represented on the district advisory council.

**Stakeholder: Business/Community**

<b>"Big Idea"</b>	<b>Program Goals</b>	<b>Standards</b>	<b>Grade Level</b>	<b>Activities Interventions</b>	<b>Data</b>	<b>Timeline</b>
<b>Business Partnerships</b>	Attain career exploration and business exploration	13.1-13.4	K-12	Career Fair Junior Achievement k-12 - Community, Our City, Our Region - Biztown, YES Day	Worksheet and Reflection Handouts	Ongoing

				- Real Life, STEM		
<b>Internship/Job Shadowing-</b>	Attain career and occupation experience	CEW 13.1.11 CEW 13.2.11 CEW 13.3.11 CEW 13.4.11	11/12	Students are given information about internships in course selection presentations with high school counselors. Students are responsible for acquiring their internship/work study experience with the aide of the MCHS Coordinator of Post Secondary Transitions	Work logs and Reflection	Ongoing
<b>Community Investment</b>	Knowledge of and service to the community	<b>13.1.11-13.4.11</b>	9-12	Going Beyond Day (HS) Hershey Park partnership	Work logs and Reflection	Ongoing

<b>Post secondary</b>	<b>How postsecondary partners benefit from the K-12 Guidance Program</b>	<b>How postsecondary partners assist with the delivery of the K-12 Guidance Program</b>
	Post-secondary partners will assist the Manheim Central School District school counseling program in preparing the students for success beyond high school. They can provide services such as classroom presentations focused on employability, opportunities for students to meet with departments at the university level, and meaningful conversations between college students and high school students. Their role on the advisory council will be to help guide the program in preparing our students for postsecondary success.	The K-12 counseling program will benefit from building partnerships with post-secondary institutions. These partnerships will assist in developing college level courses instructed at Manheim Central High School that will continually increase the academic rigor and the preparation for our students. College representatives will also help expand students' knowledge base of post secondary options through participation in high school visits, classroom presentations, college fair attendance, and mentoring programs. Post-secondary institutions will be represented on the district advisory council.

### Stakeholder: Postsecondary

<b>"Big Idea"</b>	<b>Program Goals</b>	<b>Standards</b>	<b>Grade Level</b>	<b>Activities Interventions</b>	<b>Data</b>	<b>Timeline</b>
Students will be more engaged in understanding post-secondary options.	High School students will participate in institution presentations during the school day.	13.1.11 13.3.11	10th-12th Grade	Individual post secondary institutions will set up appointments to meet with interested students.	Sign- In Sheets	All Year Long
Students will be more engaged in understanding post-secondary options.	During the school year, students will be able to navigate an online resource (i.e., PA Career Zone, Career Portfolio).	13.1.8 13.3.8	8th Grade	Eighth grade students will begin to develop their online Career Plan Process.	Online Resources and Assessments	April

Educate post-secondary partners about 339 program	Career programming K-12	13-1-13.4	K-12	Advisory Council Meetings	Participation	Annually
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## 11. School Guidance Program K-12 Advisory Council

Stakeholder Group	Name	Title & Organization	Attendance Meeting #1	Attendance Meeting #2
<b>Student</b>				
	Reagan Weise	HS Student	x	x
<b>Parent &amp; Guardian</b>				
	Andy Sensenig	Parent	x	
	Allison Gehman	Elementary Teacher	x	x
	Katie Gibble	Elementary/Middle		
<b>Educator &amp; Administrator</b>				
	Amy Beechy	School Board	x	x
	Kim Marroli	Elementary Principal	x	
	Diane Heistand	Special Education Teacher	x	x
	Elizabeth Bender	Middle School Assistant Principal	x	x
	Travis Lenz	MS Teacher	x	
	Abby Reiner	MS Teacher	x	x
	Keisha McCauley	HS Assistant Principal	x	x
	Amanda Richards	Elementary Teacher	x	
	Adreienne Kametz	HS Special Education Teacher	x	x
	Laura Houck	Elementary Teacher	x	x
	Myrna Beachy	Elementary Support Staff	x	x
	Leslie Schlosser	Lancaster CTC		
	Marissa Fisher	High School Teacher/Internship Coordinator		
	Krystle Nemeth	Director of Curriculum & Instruction		x
	Ryan Axe	Superintendent	x	x
	Amy Flannery	Assistant Superintendent	x	x
<b>Business &amp; Community</b>				
	Katie Mummau	Zion Lutheran Church	x	
	Melissa Derdarian	PA Counseling Services	x	x
	Dwight Gehman	Manheim BIC	x	x
	Celeste Cantees	CSG Residential	x	
	Mindy Fee	Government	x	
	Scott Funk	Mayor	x	
	Catherine Palm	CSG	x	x
	Aaron Abbott	Buch Funeral Home		
	Aubrey Smith	Pleasant View	x	

	<b>Michael Clair</b>	<b>School Board MCSD</b>	<b>x</b>	
	<b>Catherine Palm</b>	<b>CSG</b>	<b>x</b>	<b>x</b>
	<b>Janelle Haying</b>	<b>Pleasant View</b>	<b>x</b>	<b>x</b>
<b>Postsecondary</b>				
	<b>Tazaiel Whitfield</b>	<b>Millersville University</b>	<b>x</b>	
	<b>Dr Behun</b>	<b>Millersville University</b>		

# Manheim Central School District

## 12. Career and Postsecondary Resources

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

### Organizations & Agencies

<i>Intermediary Organizations: Connecting, Collaborating, Convening Organizations</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Lancaster County Career and Technology Center	13.1, 13.2, 13.3, 13.4	Education & Training
Intermediate Unit #13	13.1, 13.2, 13.3	All Clusters
MCFee	13.1, 13.2, 13.3, 13.4	All Clusters
Harrisburg Area Community College	13.1, 13.2, 13.3, 13.4	Education & Training
MCEA Education Foundation	13.1, 13.2, 13.3, 13.4	All Clusters
Elizabethtown College	13.1, 13.2, 13.3, 13.4	Education & Training
Lancaster Bible College	13.1, 13.2, 13.3, 13.4	Education & Training
Lebanon Valley College	13.1, 13.2, 13.3, 13.4	Education & Training
Millersville University	13.1, 13.2, 13.3, 13.4	Education & Training
Penn State University	13.1, 13.2, 13.3, 13.4	Education & Training
Saint Joseph's University Lancaster *Formerly PA College of Health Sciences	13.1, 13.2, 13.3, 13.4	Education & Training
Thaddeus Stevens College of Technology	13.1, 13.2, 13.3, 13.4	Education & Training
Pleasant View Communities	13.1, 13.2, 13.3	All Clusters

<i>Umbrella Organizations: Organizations that represent a large group of business organizations with a common mission</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Chamber of Commerce: Manheim	13.1, 13.2, 13.3, 13.4	Business Management & Administration
Junior Achievement	13.1, 13.2, 13.3, 13.4	All Clusters
The Manheim Rotary Club	13.1, 13.2, 13.3, 13.4	All Clusters
Ministerium	13.1, 13.2, 13.3, 13.4	All Clusters
Abbott & Fenner	13.1, 13.2, 13.3, 13.4	All Clusters
MId Penn Bank	13.1, 13.2, 13.3	All Clusters
The Women's Club of Manheim	13.1, 13.2, 13.3, 13.4	All Clusters

Coby Family Services	13.1, 13.2, 13.3	All Clusters
Ephrata National Bank Trust	13.1, 13.2, 13.3	All Clusters
LANCO Federal Credit Union	13.1, 13.2, 13.3	All Clusters
Lancaster Dollars for Higher Education	13.1, 13.2, 13.3	All Clusters
LutherCare	13.1, 13.2, 13.3	All Clusters
PACAC	13.1, 13.2, 13.3, 13.4	All Clusters
PSCA	13.1, 13.2, 13.3, 13.4	All Clusters

<b>Community &amp; State Organizations: Agencies representing community and state initiatives, service to communities</b>		
<b>Resource Type</b>	<b>CEW Strand(s) 13.X</b>	<b>Career Cluster or District Pathway</b>
ABC Keystone	13.1, 13.2, 13.3, 13.4	Education & Training, Business Management and Administration, Architecture & Construction
Career Ready Lancaster!	13.1, 13.2, 13.3, 13.4	All Clusters
Career Link	13.1, 13.2, 13.3, 13.4	All Clusters
Junior Achievement	13.1, 13.2, 13.3, 13.4	All Clusters
Financial Aid Night	13.1, 13.2, 13.3	Education & Training, Finance
ACE Mentoring Program	13.1, 13.2, 13.3, 13.4	All Education & Training, Business Management and Administration, Architecture & Construction

## Networking Opportunities

<b>Individual Contacts: Contacts acquired through networking and interaction</b>		
<b>Resource Type</b>	<b>CEW Strand(s) 13.X</b>	<b>Career Cluster or District Pathway</b>
Lancaster County School Counselors Association	13.1, 13.2, 13.3, 13.4	All Clusters
Career Ready Lancaster	13.1, 13.2, 13.3, 13.4	All Clusters
Lancaster County Chamber of Commerce	13.1, 13.2, 13.3, 13.4	All Clusters
Pleasant View Communities	13.1, 13.2, 13.3, 13.4	All Clusters
Baron Insurance Group	13.1, 13.2, 13.3, 13.4	All Clusters
Ruhl's Insurance Group	13.1, 13.2, 13.3, 13.4	All Clusters
Manheim Christian Day School	13.1, 13.2, 13.3, 13.4	All Clusters
Brethren Village Retirement Community	13.1, 13.2, 13.3, 13.4	All Clusters
BP & Neal	13.1, 13.2, 13.3, 13.4	All Clusters
Unto	13.1, 13.2, 13.3, 13.4	All Clusters
Blessings of Hope	13.1, 13.2, 13.3, 13.4	All Clusters

<b>Community &amp; Business Meetings: Meetings, which bring cross/community members together to promote growth to further a cause</b>		
<b>Resource Type</b>	<b>CEW Strand(s) 13.X</b>	<b>Career Cluster or District Pathway</b>
Rotary Club	13.1, 13.2, 13.3, 13.4	All Clusters
Agricultural Advisory Committee meetings	13.1, 13.2, 13.3, 13.4	Agriculture, Food & Natural Resources, Business Management & Administration
Counselor Advisory Committee meetings	13.1, 13.2, 13.3, 13.4	All Clusters
Manheim Community Cares	13.1, 13.2, 13.3, 13.4	All Clusters

Lancaster Career and Technology Center Liaison Meetings	13.1, 13.2, 13.3, 13.4	Education & Training
IU13 Administrative meetings	13.1, 13.2, 13.3, 13.4	All Clusters
Manheim Historical Society	13.1, 13.2, 13.3, 13.4	All Clusters
Manheim Farm Show Committee	13.1, 13.2, 13.3, 13.4	All Clusters
Manheim Lions Club	13.1, 13.2, 13.3, 13.4	All Clusters
The Women's Club of Manheim	13.1, 13.2, 13.3, 13.4	All Clusters

**Community Events: *Conferences, Workshops, Grand Openings***

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Externships with Career Ready Lancaster	13.1, 13.2, 13.3, 13.4	Education & Training
Lancaster County Career & Technology Center tours	13.1, 13.2, 13.3, 13.4	Education & Training
Going Beyond Day	13.1, 13.2, 13.3, 13.4	Education & Training
LGH Health Careers Expo	13.1, 13.2, 13.3, 13.4	Education & Training, Health Science
Women in Stem Conference: Millersville University	13.1, 13.2, 13.3, 13.4	Education & Training, STEM
Rock Lititz Industry Tour	13.1, 13.2, 13.3, 13.4	Education & Training, STEM, Business Management and Administration, Arts, A/V Technology & Communication

**Online & Other Resources**

**Internet Based Links: *Websites educating others and promoting career development and related topics***

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
PA Career Zone	13.1,13.2,13.3,13.4	All Clusters
O*NET	13.1,13.2,13.3,13.4	All Clusters
Military.com	13.1,13.2,13.3,13.4	All Clusters
US Department of Labor	13.1,13.2,13.3,13.4	All Clusters
CollegeBoard	13.1,13.2,13.3,13.4	All Clusters
EverFI	13.1,13.2,13.3,13.4	All Clusters
Junior Achievement	13.1,13.2,13.3,13.4	All Clusters

**Media & Advertising: *Various marketing methods that provide contacts, career awareness, ideas and workforce information***

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
MCSD Annual Report	13.1,13.2,13.3,13.4	All Clusters
High School Job posting board	13.1,13.2,13.3,13.4	All Clusters
High School Course Catalog	13.1,13.2,13.3,13.4	All Clusters
MCSD Annual School Report	13.1,13.2,13.3,13.4	All Clusters
Notifications of upcoming career exploration activities on district website and social media.	13.1,13.2,13.3,13.4	All Clusters
Parent Newsletters	13.1,13.2,13.3,13.4	All Clusters
MCSD Business Directory	13.1,13.2,13.3,13.4	All Clusters
Educational Planning Guide	13.1,13.2,13.3,13.4	All Clusters

**Publication & Documents: *Hard copy materials that offer contacts and career/workforce information***

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
High School Job posting board	13.1,13.2,13.3,13.4	All Clusters
ASVAB Booklet	13.1,13.2,13.3,13.4	All Clusters

## Post-Secondary Options

Postsecondary Options: <i>Colleges, Apprenticeships, Military, Vocational Training</i>			
Resources	Description	CEW Strand(s) 13.X	Career Cluster or District Pathway
Lancaster County Career and Technology Center	The Career & Technology Center focuses on gaining relevant skills and preparation for a desired career.	13.1, 13.2, 13.3, 13.4	All Clusters
Associated Builders & Contractors pre-apprenticeship	The program prepares students with foundational knowledge applicable to any of the registered apprenticeship trades available through ABC Keystone.	13.1, 13.2, 13.3, 13.4	All Clusters
Thaddeus Stevens School of Technology Early Enrollment	The Early Enrollment program offers qualifying high school seniors the opportunity to complete their first college year at Thaddeus Stevens College of Technology simultaneously.	13.1, 13.2, 13.3, 13.4	All Clusters
ASVAB military assessment	The Armed Services Vocational Aptitude Battery (ASVAB) is an aptitude test given to students and results can be utilized for entry into the Armed Forces or for Civilian Exploration. (Students that take the ASVAB are under no obligation to join the military.)	13.1, 13.3	All Clusters
Dual Enrollment	Dual enrollment allows students to earn college credit while still attending high school.	13.1, 13.3, 13.4	All Clusters
Instant Decision Week	The goal of an instant decision day is to get students excited about their applications with acceptances.	13.1	All Clusters
Internships	Internships serve as an opportunity for students to explore their career options and college majors.	13.1, 13.3, 13.4	
College Board Website	Advanced Placement Testing, SAT, PSAT		
SAT/PSAT School Day	SAT and PSAT exam opportunity		

**13.1, 13.2, 13.3, 13.4**

## Manheim Central School District

## 13. Career and Technology Center Strategies

### Student Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
8	LCCTC Campus Tour	Counselors, Teachers, LCCTC staff	Career Cluster Interest Survey	Fall or Spring Semester	LCCTC Campuses- Mt. Joy, Brownstown, Willow Street	Christina Mercandetti & Bianca Palmer- MCSD Counselors Leslie Schlosser & Melissa Brown- CTC Counselors
10-11	LCCTC Presentation	HS Counselors	CTC Trip Attendance	Fall	MCHS	Linda Locker - MCSD
10-11	LCCTC Campus Tour	Counselors, Teachers, LCCTC staff	Fall Connectedness Survey Interest Survey after Tour Follow up meetings Total CTC enrollment	Fall	LCCTC Campuses- Mt. Joy, Brownstown, Willow Street	Linda Locker- MCSD Counselor Leslie Schlosser & Melissa Brown- CTC Counselors
10-11	LCCTC Open House	Counselors, Teachers, LCCTC staff	Attendance Sheet	Fall	LCCTC Campuses- Mt. Joy, Brownstown, Willow Street	Linda Locker- MCSD Counselor Leslie Schlosser & Melissa Brown- CTC Counselors
10-11	Individual CTC Tour	Counselors, Teachers, LCCTC staff	Individual Need	September - May	LCCTC Campuses- Mt. Joy, Brownstown, Willow Street	Linda Locker- MCSD Counselor Leslie Schlosser & Melissa Brown- CTC Counselors
10-11	CTC Application Process	MCHS School Counselors	Meeting with all interested students	November- January	MCHS	MCHS School Counselors
10-11	LCCTC Application Completion Groups	MCHS School Counselors	Meeting with all interested students	December	MCHS	MCHS School Counselors
9-12	LCCTC Website Links	MCSD Lead Counselor	Activity on Website	Ongoing	All Buildings	MCSD Lead Counselor
9-12	Baron News Network Announcement	MCSD Lead Counselor	Amount of Students Participating in Tour	Aug-Nov	MCHS	MCSD Lead Counselor

### Parent Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
8-12	Parent Night Presentation/Curriculum Guide	Counselors, Teachers, Admin	Attendance from Meeting	February -May	MCHS	MCHS School Counselors
10-12	Curriculum guide on HS website	Counselors, Admin	Data Website Analytics	Ongoing	MCSD website	MCHS School Counselors

<b>10-11</b>	<b>LCCTC Open House</b>	<b>Counselors, Teachers, LCCTC staff</b>	<b>Attendance Sheet</b>	<b>Fall</b>	<b>LCCTC Campuses- Mt. Joy, Brownstowns, Willow Street</b>	<b>Linda Locker- MCSD Counselor Leslie Schlosser &amp; Melissa Brown- CTC Counselors</b>
<b>K-12</b>	<b>Parent Newsletter</b>	<b>Counselors Admin</b>	<b>Digital Analytics</b>	<b>Ongoing</b>	<b>All Buildings</b>	<b>MCSD School Counselors</b>
<b>9-12</b>	<b>Communication (website)</b>	<b>Counselors Admin</b>	<b>Digital Analytics</b>	<b>Ongoing</b>	<b>High School</b>	<b>MCHS School Counselors</b>

### **Educator Awareness**

<b>Grade(s)</b>	<b>Intervention / Program / Events</b>	<b>Stakeholder Delivering</b>	<b>Data Used (Success Indicator)</b>	<b>Beginning &amp; End</b>	<b>Location</b>	<b>Contact Person</b>
<b>8-12</b>	<b>CTC Campus Tour</b>	<b>MCSD Lead Counselor</b>	<b>Tour Reflection</b>	<b>Fall or Spring</b>	<b>MCSD</b>	<b>MCMS &amp; MCHS School Counselors</b>
<b>9-12</b>	<b>Baron News Network Announcement</b>	<b>MCSD Lead Counselor</b>	<b>Amount of Students Participating in Tour</b>	<b>Aug-Nov</b>	<b>MCHS</b>	<b>MCSD Lead Counselor</b>
<b>9-12</b>	<b>Course Selection Presentation</b>	<b>MCSD Lead Counselor</b>	<b>Student Interest</b>	<b>Feb - May</b>	<b>MCHS</b>	<b>MCSD Lead Counselor</b>
<b>K-12</b>	<b>Workforce Development Board Industry Tours</b>	<b>LCWIB</b>	<b>Open to all K-12 teachers</b>	<b>June</b>	<b>Lancaster County WIB</b>	<b>MCSD School Counselors</b>
<b>8-12</b>	<b>CTC Open House</b>	<b>MCSD Lead Counselor</b>	<b>Open to all K-12 teachers</b>	<b>Ongoing</b>	<b>MCHS</b>	<b>MCSD Lead Counselor</b>
<b>K-12</b>	<b>PDE SAS Institute</b>	<b>PDE</b>	<b>Open to all K-12 teachers</b>	<b>Fall</b>	<b>My Learning Plan and Conference Evaluation</b>	<b>Assistant to the Superintendent</b>