

Chapter 339

K-12 Comprehensive Counseling Plan

Steelton-Highspire School District

3/1/2025

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Counselor Related Items

School Counselors and Assignments

Counselor's Name	Building	Ratio
Gina Lopez glopez@shsd.k12.pa.us	Steelton-Highspire Elementary School Grades K-3 717-704-3800 ext. 3852	473:1
Jennifer Rash jrash@shsd.k12.pa.us	Steelton-Highspire Elementary School Grades 4-6 717-704-3800 ext. 4142	372:1
Brittany Sunday bsunday@shsd.k12.pa.us	Steelton-Highspire Jr/Sr. High School Grades 7-9 717-704-3800 ext. 3858	334:1
Adrienne Albert aalbert@shsd.k12.pa.us	Steelton-Highspire Jr/Sr. High School Grades 10-12 717-704-3800 ext. 3863	325:1
LaPortia Hume lhume@shsd.k12.pa.us	College and Career Counselor Grades K-12 717-704-3800 ext. 3305	K-12

Role of the School Counselor: ASCA

The American School Counselors Association (ASCA) states, “School counselors are certified/licensed educators with a minimum of a master’s degree in School Counseling, qualified to address all students’ academic, career and social/emotional development needs. They serve a vital role in maximizing student success through leadership, advocacy, and collaboration.” At Steelton-Highspire school district, our counselors strive to support and address the needs of all students, in order for each student to reach their highest potential and become productive citizens in an ever changing society. All of our counselors demonstrate the following four roles:

Role	Evidence of Role
Leader: The school counselor as a leader effectively manages and implements a comprehensive developmental school counseling program. The leadership role of the school counselor includes the responsibilities listed.	<ul style="list-style-type: none">• Develop, manage, implement, and evaluate a comprehensive and developmental school counseling program.• Provide leadership, engaging all stakeholders in the delivery of services.• Assist students in achieving academic, career, and personal/social success.• Provide equity and access to all students K-12 considering their ethnic, cultural, racial, and sexual differences.• Work in collaboration with administration, teachers, parents(s)/guardian(s), and the community.• Support the school as a safe and welcoming learning community.• Serves as active members on school-based leadership and school improvement teams such as the Student Assistance Program (SAP) and Multi-Tiered System of Supports (MTSS) teams.• Modify the comprehensive K-12 Counseling Plan that follows PA’s Academic Standards for Career Education and Work.
Advocate: The school counselor advocates for students, for the counseling profession, and for change. They do so by removing barriers that prevent student learning and	<ul style="list-style-type: none">• Provide individual counseling services to address academic barriers in order to enhance student success.• Make mental health referrals for students as deemed appropriate.• Assess crisis situations and make ChildLine and Crisis referrals as needed.

<p>providing strategies for closing the equity and achievement gaps among students. The advocate role of the school counselor includes the responsibilities listed.</p>	<ul style="list-style-type: none"> • Ensure the academic, personal/social, and career development of all students. Offer educational opportunities to promote career and postsecondary exploration to all students. • Work to support success in a rigorous academic curriculum. • Develop programs to ensure every student has access to a caring adult. • Serve as members of the academic intervention teams. • Provide support for student learning and development through behavior plans, academic support, and check ins and outs.
<p>Collaborator: School counselors collaborate with all members of the school community and its stakeholders to create an environment that promotes student achievement and commitment to our school's mission statement. The collaborator role of the school counselor includes the responsibilities listed.</p>	<ul style="list-style-type: none"> • Routinely participate in grade level team meetings. • Responding to parent requests and concerns to better serve students. • Liaison between the school district and community organizations providing academic, career, and social/emotional services to students. • Offer information and programs to parents/guardians and students. • Share resources with all stakeholders. • Maintain an open communication style to foster an effective team culture and sense of community for the school system.
<p>Systemic Change Agent: School counselors collaborate and utilize data and observations to identify systemic barriers to student achievement and development within the academic, personal/social, and career domains. They work to remove any barriers that prevent all students from achieving their full potential. The systemic change agent role of the school counselor includes the responsibilities listed.</p>	<ul style="list-style-type: none"> • Connect the design, implementation, and management of the school counseling program to the mission of the school. • Gather and analyze data to support the need for change. • Identify and examine the critical data elements such as grades, test scores, attendance, promotion rates, special education enrollment, discipline, and referral data. • Identify goals and create action plans for students in collaboration with teachers and building leadership/support teams. • Develop intervention strategies and assist in implementing interventions to meet individual student needs. • Consult with administration to bring about needed program changes.

Job Description linked to the Counselor Evaluation Process

Counselor Level	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Environment	<u>Domain 3</u> Service Delivery	<u>Domain 4</u> Professional Development
Elementary	<p>Interprets information about student data including results from state and national tests; encourages and helps administrators and teachers to use these records and add pertinent information to them.</p> <p>Counsels new students, secures records, creates schedules, and orients them to the school.</p> <p>Arranges and participates in conferences with parents, teachers, nurses, administrators, and students on matters of discipline, attendance, scholarship, and welfare.</p> <p>Helps organize and implement programs for successful transitions of students from one level to the next. e.g., sixth to seventh grade.</p> <p>Assists with student scheduling, as</p>	<p>Counsels new students and orients them to the school.</p> <p>Promotes a welcoming, safe, and supportive environment for students.</p> <p>Provides SEL instruction and supports to establish positive social-emotional culture for mental health and learning.</p> <p>Implements positive behavior intervention and supports (PBIS) to help manage student behavior.</p> <p>Helps organize and implement programs for successful transitions of students from one level to the next. e.g., sixth to seventh grade.</p>	<p>Assist students in making appropriate educational, personal, and career decisions.</p> <p>Assists in collecting, storing and/or interpreting test results to parents, pupils and teachers.</p> <p>Assist the building staff and parents by providing relevant information concerning each student's educational development and potential.</p> <p>Uses appropriate counseling strategies and techniques utilizing questioning and discussion techniques to counsel students and assist them to:</p> <ul style="list-style-type: none"> • Understand the school and its environment. • Understand themselves in relation to others. 	<p>Maintains knowledge of new developments and seeks to update our programs in the areas of guidance and counseling.</p> <p>Assumes an active membership role on SAP or MTSS, including appropriate training.</p> <p>Maintains a systematic method of communication with all stakeholders.</p> <p>Maintains a systematic method of collecting and securing accurate student records, ensuring confidentiality.</p> <p>Participates in routine professional development.</p> <p>Collaborates with teachers to ensure students have access to appropriate support.</p> <p>Demonstrates professionalism with all stakeholders.</p>

	<p>appropriate.</p> <p>Serves on committees to develop curriculum, particularly as it pertains to guidance and counseling.</p> <p>Assists with preparation of district testing programs.</p> <p>Implements and oversees Smart Futures curriculum to meet state College and Career Readiness requirements.</p> <p>Continuous work on district 339 Plan to outline instructional outcomes and goals for comprehensive school counseling services.</p>		<ul style="list-style-type: none"> • Understand their progress in relation to their abilities and limitations. • Understand themselves in relation to education and vocational goals, opportunities and requirements. <p>Maintains a systematic method of communication with all stakeholders.</p> <p>Counsels new students and orients them to the school.</p> <p>Arranges and participates in conferences with parents, teachers, nurse, administrators, and students on matters of discipline, scholarship, and welfare.</p> <p>Helps organize and implement programs for successful transitions of students from one level to the next. e.g., sixth to seventh grade.</p> <p>Serves on committees to develop curriculum, particularly as it pertains</p>	
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			<p>to guidance, counseling, and college/career readiness..</p> <p>Serves as a liaison to agencies that provide student support.</p> <p>Assumes an active membership role on student assistance team (SAP), MTSS,PBIS, including appropriate training.</p>	
Middle	<p>Interprets information about student data including results from state and national tests; encourages and helps administrators and teachers to use these records and add pertinent information to them.</p> <p>Counsels new students, secures records, creates schedules, and orients them to the school.</p> <p>Arranges and participates in conferences with parents, teachers,nurses, administrators, and students on matters of</p>	<p>Counsels new students and orients them to the school.</p> <p>Promotes a welcoming, safe, and supportive environment for students.</p> <p>Provides SEL instruction and supports to establish positive social-emotional culture for mental health and learning.</p> <p>Implements positive behavior intervention and supports (PBIS) to help manage student behavior.</p> <p>Helps organize and implement programs for successful transitions of</p>	<p>Assist students in making appropriate educational, personal, and career decisions</p> <p>Assists in collecting, storing and/or interpreting test results to parents,pupils and teachers.</p> <p>Assist the building staff and parents by providing relevant information concerning each student's educational development and potential.</p> <p>Uses appropriate counseling strategies and techniques utilizing questioning and</p>	<p>Maintains knowledge of new developments and seeks to update our programs in the areas of guidance and counseling</p> <p>Assumes an active membership role on SAP or MTSS, including appropriate training.</p> <p>Maintains a systematic method of communication with all stakeholders.</p> <p>Maintains a systematic method of collecting and securing accurate student records, ensuring confidentiality.</p>

	<p>discipline, attendance, scholarship, and welfare.</p> <p>Helps organize and implement programs for successful transitions of students from one level to the next. e.g., sixth to seventh grade.</p> <p>Assists with student scheduling, as appropriate.</p> <p>Serves on committees to develop curriculum, particularly as it pertains to guidance and counseling.</p> <p>Assists with preparation of district testing programs.</p> <p>Implements and oversees Smart Futures curriculum to meet state College and Career Readiness requirements.</p> <p>Continuous work on district 339 Plan to outline instructional outcomes and goals for comprehensive school counseling services.</p>	<p>students from one level to the next. e.g., sixth to seventh grade.</p>	<p>discussion techniques to counsel students and assist them to:</p> <ul style="list-style-type: none"> • Understand the school and its environment. • Understand themselves in relation to others. • Understand their progress in relation to their abilities and limitations. • Understand themselves in relation to education and vocational goals, opportunities and requirements. <p>Maintains a systematic method of communication with all stakeholders.</p> <p>Counsels new students and orients them to the school.</p> <p>Arranges and participates in conferences with parents, teachers, nurse, administrators, and students on matters of discipline, scholarship, and welfare.</p> <p>Helps organize and</p>	<p>Participates in routine professional development.</p> <p>Collaborates with teachers to ensure students have access to appropriate support.</p> <p>Demonstrates professionalism with all stakeholders.</p>
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			<p>implement programs for successful transitions of students from one level to the next. e.g., sixth to seventh grade.</p> <p>Serves on committees to develop curriculum, particularly as it pertains to guidance, counseling, and college/career readiness..</p> <p>Serves as a liaison to agencies that provide student support.</p> <p>Assumes an active membership role on student assistance team (SAP), MTSS,PBIS, including appropriate training.</p>	
High School	<p>Interprets information about student data including results from state and national tests; encourages and helps administrators and teachers to use these records and add pertinent information to them.</p> <p>Counsels new students, secures records, creates</p>	<p>Counsels new students and orients them to the school.</p> <p>Promotes a welcoming, safe, and supportive environment for students.</p> <p>Provides SEL instruction and supports to establish positive social-emotional culture for mental health and learning.</p>	<p>Assist students in making appropriate educational, personal, and career decisions</p> <p>Assists in collecting, storing and/or interpreting test results to parents,pupils and teachers.</p> <p>Assist the building staff and parents by providing</p>	<p>Maintains knowledge of new developments and seeks to update our programs in the areas of guidance and counseling</p> <p>Assumes an active membership role on SAP or MTSS, including appropriate training.</p> <p>Maintains a systematic method of communication</p>

	<p>schedules, and orients them to the school.</p> <p>Arranges and participates in conferences with parents, teachers, nurses, administrators, and students on matters of discipline, attendance, scholarship, and welfare.</p> <p>Helps organize and implement programs for successful transitions of students from one level to the next. e.g., sixth to seventh grade.</p> <p>Assists with student scheduling, as appropriate.</p> <p>Serves on committees to develop curriculum, particularly as it pertains to guidance and counseling.</p> <p>Assists with preparation of district testing programs.</p> <p>Implements and oversees Smart Futures curriculum to meet state College and Career Readiness requirements.</p>	<p>Implements positive behavior intervention and supports (PBIS) to help manage student behavior.</p> <p>Helps organize and implement programs for successful transitions of students from one level to the next. e.g., sixth to seventh grade.</p>	<p>relevant information concerning each student's educational development and potential.</p> <p>Uses appropriate counseling strategies and techniques utilizing questioning and discussion techniques to counsel students and assist them to:</p> <ul style="list-style-type: none"> • Understand the school and its environment. • Understand themselves in relation to others. • Understand their progress in relation to their abilities and limitations. • Understand themselves in relation to education and vocational goals, opportunities and requirements. <p>Maintains a systematic method of communication with all stakeholders.</p> <p>Counsels new students and orients them to the school.</p>	<p>with all stakeholders.</p> <p>Maintains a systematic method of collecting and securing accurate student records, ensuring confidentiality.</p> <p>Participates in routine professional development.</p> <p>Collaborates with teachers to ensure students have access to appropriate support.</p> <p>Demonstrates professionalism with all stakeholders.</p>
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	<p>Continuous work on district 339 Plan to outline instructional outcomes and goals for comprehensive school counseling services.</p>		<p>Arranges and participates in conferences with parents, teachers, nurse, administrators, and students on matters of discipline, scholarship, and welfare.</p> <p>Helps organize and implement programs for successful transitions of students from one level to the next. e.g., sixth to seventh grade.</p> <p>Serves on committees to develop curriculum, particularly as it pertains to guidance, counseling, and college/career readiness..</p> <p>Serves as a liaison to agencies that provide student support.</p> <p>Assumes an active membership role on student assistance team (SAP), MTSS,PBIS, including appropriate training.</p>	
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Primary Relationships:

The counselor shall be directly responsible to the principal and assistant principal(s) of the assigned building. The counselor shall work cooperatively with district and building staff and shall continually strive toward a relationship with the community that is conducive to the effective implementation of all district programs and services and to represent the district to the public in an engaging, pleasant and positive fashion.

Non-Counselor Related Duties:

- Review and maintain individual student folders including personal data.
- Secures records for and scheduling of new students.
- Participates in the administering of the school standardized testing program.
- Assists the principal in monitoring homebound instruction.
- Administration of district assessments.
- Supervising common areas, classrooms, or assigned extra duties; ie before/after school, lunch duty, etc.

Delivery System

Steelton-Highspire District Mission Statement

Together, we work with members of the board, district staff, and community to educate and develop the whole child to compete, produce, and lead in our ever-changing society.

K-12 School Counseling Mission Statement

The mission of the Steelton-Highspire Counseling Department is to provide a comprehensive K-12 school counseling program that addresses the academic, career, and social/emotional needs of all students. All stakeholders, including students, parents/guardians, educators/administrators, business/community partners, and post-secondary institutions, will collaborate to remove barriers to student learning. The program will provide all students with supportive opportunities to ensure they acquire the knowledge and skills necessary to achieve their full academic, career, and social-emotional potential in order to become prepared, responsible, and productive citizens.

Program Calendar/Program Delivery

Item Month/Domain/Item	Curriculum- (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
AUGUST					
Academic:					
Scheduling	X				
Back to School Night K-12				X	
Career:					
Social/Emotional:					

Item Month/Domain/Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
SEPTEMBER					
Academic:					
Scheduling/New Student Orientation (Grades K-12)			X	X	
Complete Check and Connect Referrals (Grades 1-10)		X			

Participate in Grade Level Presentations/Meetings	X				
Credit Review and Mapping for Graduation Tracking (Grades 9-12)			X		
Assist in Coordinating True Colors, Neighboring Academy, All You Can		X			
Participate in MTSS, SAP, and Check and Connect Meetings		X		X	
Career:					
Scholarship Planning			X	X	
Upward Bound Recruitment/Applications				X	
Smart Futures K-12	X				
Social/Emotional:					
Plan SEL Guidance Curriculum K-6	X	X			
Referring Students for PA Counseling and All You Can (K-12), Effective School Solutions (7-12)		X	X		
Ensure Implementation of 2nd Step (6th Grade)	X				
Analyze SWIS Data to Determine Tier 1 & 2 Interventions	X	X		X	
Participate in SAP/YCS Meetings		X		X	
Plan Small Group SEL Instruction		X			

Plan Individual Counseling Sessions		X			
Implement PBIS and Attend Meetings and Events	X			X	

Item Month/Domain/Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
OCTOBER					
Academic:					
ASVAB	X				
Review Progress Reports (Q1)				X	
AP Registration					X
Complete Check and Connect Referrals (Grades 1-10)		X			
Participate in MTSS, SAP, and Check and Connect Meetings		X		X	
Conduct Student Attendance Improvement Conferences		X			
Career:					
Smart Futures K-12	X				

Upward Bound Recruitment/Applications		X			
Social/Emotional:					
Red Ribbon Week	X				
Complete Referrals for PA Counseling		X			
SWIS Data to Determine Tier 1 & 2 Interventions	X	X			
Participate in SAP/YCS Meetings		X		X	
Small Group SEL Instruction		X			
Individual Counseling Sessions		X			
Implement PBIS and Attend Meetings and Events	X			X	
Botvin Too Good for Drugs	X				

Item Month/Domain/Item	Curric- (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
NOVEMBER					
Academic:					
Review and Print Academic Report Cards (Q1)				X	
AP Registration					X

DC Tech Applications			X		
Complete Check and Connect Referrals (Grades 1-10)		X			
Participate in MTSS, SAP, and Check and Connect Meetings		X		X	
Conduct Student Attendance Improvement Conferences		X			
Career:					
Smart Futures K-12	X				
DC Tech Applications				X	
College Campus Visit (Shippensburg)		X			
Financial Aid Workshop		X			
Social/Emotional:					
Children's Grief Awareness Day	X				
Thanksgiving for Needy Families				X	
Complete Referrals for PA Counseling		X	X		
SWIS Data to Determine Tier 1 & 2 Interventions		X			
Participate in SAP/YCS Meetings		X		X	
Provide Small Group SEL Instruction		X			

Individual Counseling Sessions		X			
Implement PBIS and Attend Meetings and Events	X			X	
Botvin Too Good for Drugs	X				

Item Month/Domain/Item	Curric- (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
DECEMBER					
Academic:					
Review Progress Reports (Q2)				X	
DC Tech Applications			X		
Complete Check and Connect Referrals (Grades 1-10)		X			
Participate in MTSS, SAP, and Check and Connect Meetings		X		X	
Conduct Student Attendance Improvement Conferences		X			
Career:					
Smart Futures K-12	X				

5th Grade Biztown	X				
DC Tech Applications				X	
HACC Trades Program Visit		X			
Financial Aid Night		X			
Social/Emotional:					
Christmas for Families in Need				X	
Complete Referrals for PA Counseling		X	X		
SWIS Data to determine Tier 1 & 2 Interventions	X	X			
Participate in SAP/YCS Meetings		X		X	
Provide Small Group SEL Instruction		X			
Individual Counseling Sessions		X			
Implement PBIS and Attend Meetings and Events	X			X	
Botvin Too Good for Drugs	X				

Item Month/Domain/Item	Curric- (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
JANUARY					

Academic:					
Review and Print Academic Report Cards (Q2)				X	
Schedule Changes			X	X	
Complete Check and Connect Referrals (Grades 1-10)		X			
DC Tech Applications				X	
Participate in MTSS, SAP, and Check & Connect Meetings		X		X	
Conduct Student Attendance Improvement Conferences		X			
Career:					
Smart Futures K-12	X				
DC Tech Applications				X	
TFEC Application Assistance Day		X			
Social/Emotional:					
D & A Program		X			
Complete Referrals for PA Counseling		X			
SWIS Data to Determine Tier 1 & 2 Interventions	X	X			
Participate in SAP/YCS Meetings		X		X	

Provide Small Group SEL Instruction		X			
Individual Counseling Sessions		X			
Implement PBIS and Attend Meetings and Events	X			X	

Item Month/Domain/Item	Curric- (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
FEBRUARY					
Academic:					
Review Progress Reports (Q3)				X	
Complete Check and Connect Referrals (Grades 1-10)		X			
DC Tech Applications				X	
Participate in MTSS, SAP, and Check and Connect Meetings		X		X	
Conduct Student Attendance Improvement Conferences		X			
Career:					
DC Tech Applications				X	

Smart Futures K-12	X				
College Campus Visit (Lincoln)		X			
College Campus Visit (Central Penn)		X			
Social/Emotional:					
SWIS Data to Determine Tier 1 & 2 Interventions	X	X			
Participates in SAP/YCS Meetings		X		X	
Small Group SEL Instruction		X			
Individual Counseling Sessions		X			
Implement PBIS and Attend Meetings and Events	X			X	

Item Month/Domain/Item	Curric- (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
MARCH					
Academic:					
Review and Print Academic Report Cards (Q3)				X	
PSSA Test Prep in 4 th -6 th Grade	X				

Complete Check and Connect Referrals (Grades 1-10)		X		X	
Participate in MTSS, SAP, and Check and Connect Meetings		X		X	
Conduct Student Attendance Improvement Conferences		X			
Career:					
Smart Futures K-12	X				
4th Grade Field Trip to the Oakes Museum	X				
Social/Emotional:					
SEL Guidance Curriculum K-6	X		X		
SWIS Data to Determine Tier 1 & 2 Interventions	X	X			
Participates in SAP/YCS Meetings		X		X	
Small Group SEL Instruction		X			
Individual Counseling Sessions		X			
Implement PBIS and Attend Meetings and Events	X			X	

Item Month/Domain/Item	Curric- (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career	System Support	Non- Counselor Related
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			Counseling		
APRIL					
Academic:					
Review Progress Reports (Q4)				X	
PSSA Testing			X		
Complete Check and Connect Referrals (Grades 1-10)		X		X	
Participate in MTSS, SAP, and Check and Connect Meetings		X		X	
Conduct Student Attendance Improvement Conferences		X			
Career:					
Smart Futures K-12	X				
Scholarship Interviews				X	
Social/Emotional:					
SWIS Data to Determine Tier 1 & 2 Interventions	X	X			
Participates in SAP/YCS Meetings		X		X	
Small Group SEL Instruction		X			
Individual Counseling Sessions		X			

Implement PBIS and Attend Meetings and Events	X			X	
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Item Month/Domain/Item	Curric- (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
MAY					
Academic:					
Review and Print Academic Report Cards (Q4)				X	
Keystone Testing		X			
AP Testing		X			
Complete Check and Connect Referrals (Grades 1-10)		X		X	
Participate in MTSS, SAP, and Check and Connect Meetings		X		X	
Conduct Student Attendance Improvement Conferences		X			
Career:					
Smart Futures K-12	X				
Social/Emotional:					

SEL Guidance Curriculum K-6	X		X		
SWIS Data to determine Tier 1 & 2 Interventions	X	X			
Participates in SAP/YCS Meetings		X		X	
Small Group SEL Instruction		X			
Individual Counseling Sessions		X			
Implement PBIS and Attend Meetings and Events	X			X	

Item Month/Domain/Item	Curric- (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support	Non- Counselor Related
JUNE					
Academic:					
Career:					
Social/Emotional:					

Elementary

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support; Counselor Related	System Support: Non-Counselor Related
Academic:					
Check and Connect Referrals and Meetings		X		X	
New Student Orientation			X		
Parent/Teacher Meetings (Academic Concerns)		X			
Grade Level Team Meetings	X			X	
IEP Meetings		X		X	
Participate in Development of 504 Plans		X		X	
MTSS/YCS Meetings		X		X	
Student Attendance Improvement Conferences		X		X	
Career:					

Smart Futures K-6	X		X		
Career Field Trips K-6	X				
Social/Emotional:					
PA Counseling Referrals		X			
Small Group SEL Instruction		X			
Individual Counseling		X		X	
Parent/Teacher Meetings (SEL/behavior concerns)				X	
Consult and Collaborate with Behavior Team		X		X	
Attend MTSS/SAP/YCS Meeting to Address SEL/Behavioral Concerns		X		X	
Implementation of PBIS and Attending Meetings and Events	X			X	
Botvin Too Good for Drugs	X				

Middle

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support; Counselor Related	System Support: Non-Counselor Related
Academic:					
New Student Scheduling/Orientation			X		
Attendance and Input at IEP meetings			X		
Coordinate 504 meetings and plans			X		
Arrange homework for extended absences			X		
ABC Construction		X			
Facilitate meetings between parents, students, and teachers.				X	
Check and Connect		X			
Career:					
Exploring Program				X	

Harrisburg Promise				X	
Smart Futures (7-8)	X				
Social/Emotional:					
SAP		X			
Crisis Response		X			
Individual Counseling		X			
Consultations for Outside Agencies				X	
Aggression Replacement Theory		X			
Communication with Teachers				X	
Communication with Parents/Guardians				X	
Effective School Solutions		X			
PA Counseling School Based OT		X			

High School

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support; Counselor Related	System Support: Non-Counselor Related
Academic:					
New Student Scheduling/Orientation			X		
Attendance and Input at IEP meetings			X		
Coordinate 504 meetings and plans			X		
Arrange homework for extended absences			X		
Faculty Meetings	X				
Parent Teacher Conferences		X			
Career:					
Career Fair (10-12)	X				
College Admission Reps (10-12)		X			
Smart Futures (9-12)	X				
SAT registration (11-12)			X		

College Applications (12)			X		
Evolve Youth Trades Program		X			
Financial Aid Workshop		X			
Financial Aid Night		X			
Social/Emotional:					
Individual Counseling			X		
Crisis Counseling			X		
Effective School Solutions		X			
PA Counseling School Based OT		X			
SAP		X			
Academic:					
Check and Connect		X			
MTSS				X	
SAP		X			

Curriculum Action Plans

Kindergarten Curriculum Action Plan

Lesson,Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Listening	Academic: Skills for Improving Learning	Counselor Developed Materials	September	130	Kindergarten Classrooms	Gina Lopez	Gina Lopez	
“Candy vs. Medicine” Red Ribbon Week	Acquire Personal Safety Skills	Counselor Developed Materials	October	130	Kindergarten Classrooms	Gina Lopez	Gina Lopez	
Tattling vs. Reporting	Acquire Interpersonal Skills	Counselor Developed Materials	November	130	Kindergarten Classrooms	Gina Lopez	Gina Lopez	
Bullying	Achieve School Success/ Acquire Interpersonal Skills	Counselor Developed Materials	December	130	Kindergarten Classrooms	Gina Lopez	Gina Lopez	
Respect	Acquire Self-knowledge, Interpersonal skills, Personal Safety Skills	Counselor Developed Materials	January	130	Kindergarten Classrooms	Gina Lopez	Gina Lopez	

Kindness	Acquire Interpersonal Skills	Counselor Developed Materials	February	130	Kindergarten Classroom	Gina Lopez	Gina Lopez	
Diversity/Cultural Awareness	Acquire Personal Skills/Knowledge to Achieve Career Goals	Counselor Developed Materials	March	130	Kindergarten Classrooms	Gina Lopez	Gina Lopez	
Career Exploration	Develop Career Awareness	Teacher/Counselor Developed Materials	November/April	130	Kindergarten Classrooms	Kindergarten Teachers and Counselor	Gina Lopez	
Citizenship	Achieve School Success; Acquire Knowledge to Achieve Career Goals; Self-Knowledge	Counselor Developed Materials	May	130	Kindergarten Classrooms	Gina Lopez	Gina Lopez	
Supplemental Lessons as needed	Academic/SEL	Counselor Developed Materials	September -May	130	Kindergarten Classrooms	Gina Lopez	Gina Lopez	
Junior Achievement	Academic	JA Developed Materials	November-December	130	Classrooms	JA Representative/ Classroom Teachers	Gina Lopez/ Penny Kehoe (JA)	

Grade 1 Curriculum Action Plan

Lesson,Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Listening	Skills for Improving Learning	Counselor Developed Lessons	September	124	1st Grade Classrooms	Counselor	Gina Lopez	
“Candy vs. Medicine”/ Red Ribbon Week	Acquire Personal Safety Skills	Counselor Developed Lessons	October	124	1st Grade Classrooms	Counselor	Gina Lopez	
Tattling vs. Reporting	Acquire Interpersonal Skills	Counselor Developed Lessons	November	124	1st Grade Classrooms	Counselor	Gina Lopez	
Bullying	Achieve School Success/ Acquire Interpersonal Skills	Counselor Developed Lessons	December	124	1st Grade Classrooms	Counselor	Gina Lopez	
Respect	Self- knowledge, Interpersonal skills, Personal Safety Skills	Counselor Developed Lessons	January	124	1st Grade Classrooms	Counselor	Gina Lopez	

Kindness	Acquire Interpersonal Skills	Counselor Developed Lessons	February	124	1st Grade Classrooms	Counselor	Gina Lopez	
Diversity/ Cultural Awareness	Acquire Personal Skills/ Knowledge to Achieve Goals	Counselor Developed Lessons	March	124	1st Grade Classrooms	Counselor	Gina Lopez	
Career Exploration	Develop Career Awareness	Teacher/Counselor Developed Lessons	November/April	124	1st Grade Classrooms	Teachers/ Counselor	Gina Lopez	
Citizenship	School Success; Knowledge to Achieve Goals; Self-Knowledge	Counselor Developed Lessons	May	124	1st Grade Classrooms	Counselor	Gina Lopez	
Supplemental Lessons as needed	Academic/ Career/SEL	Counselor Developed Lessons	September-May	124	1st Grade Classrooms	Counselor	Gina Lopez	
Junior Achievement	Academic	JA Developed Materials	November-December	124	Classrooms	JA Representative/ Classroom Teachers	Gina Lopez/ Penny Kehoe (JA)	

Grade 2 Curriculum Action Plan

Lesson,Event,	Career	Curriculum	Start &	# of	Location	Stakeholder	Contact	Indicator
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or Unit Theme	Standard or Mindset & Behavior	& Materials	End Dates	Students Taught		Teaching Standard	Person	
Diversity/ Cultural Awareness	Acquire Personal Skills/ Knowledge to Achieve Goals	Counselor Developed Lessons	September	106	Classroom	Counselor	Gina Lopez	
Safe Touch	Personal Safety Skills	YMCA Developed Lesson	October 16th-18th	106	Classroom	YMCA Personnel	Gina Lopez/ Danielle Mace	
Tattling vs. Reporting	Acquire Interpersonal Skills	Counselor Developed Lessons	November	106	Classroom	Counselor	Gina Lopez	
Bullying	School Success/ Acquire Interpersonal Skills	Counselor Developed Lessons	December	106	Classroom	Counselor	Gina Lopez	
Respect	Self- knowledge, Interpersonal skills, Personal Safety Skills	Counselor Developed Lessons	January	106	Classroom	Counselor	Gina Lopez	
Kindness	Acquire Interpersonal Skills	Counselor Developed Lessons	February	106	Classroom	Counselor	Gina Lopez	
Diversity cont.	Acquire Personal Skills/ Knowledge to Achieve Goals	Counselor Developed Lessons	March	106	Classroom	Counselor	Gina Lopez	

Career Exploration	Develop Career Awareness	Smart Futures Platform	November/April	106	Classroom	Teachers	Gina Lopez	
Citizenship	School Success; Knowledge to Achieve Goals; Self-Knowledge	Counselor Developed Lessons	May	106	Classroom	Counselor	Gina Lopez	
Supplemental Lessons- as needed	Career/ Academic/SEL	Counselor Developed Lessons	September-May	106	Classroom	Counselor	Gina Lopez	
Junior Achievement	Academic/ Career	JA Developed Materials	February-March	106	Classrooms	JA Representative/ Classroom Teachers	Gina Lopez/ Penny Kehoe (JA)	

Grade 3 Curriculum Action Plan

Lesson,Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Diversity/ Cultural Awareness	Acquire Personal Skills/ Knowledge to Achieve Goals	Counselor Developed Lessons	September	123	Classroom	Counselor	Gina Lopez	
Drug Awareness/ Red Ribbon Week	Self-knowledge/ Personal Safety Skills	Counselor Developed Lessons	October	123	Classroom	Counselor	Gina Lopez	
Bullying	School Success/ Acquire	Counselor Developed	November	123	Classroom	Counselor	Gina Lopez	

	Interpersonal Skills	Lessons						
Bullying pt 2	School Success/ Acquire Interpersonal Skills	Counselor Developed Lessons	December	123	Classroom	Counselor	Gina Lopez	
Respect	Self- knowledge, Interpersonal skills, Personal Safety Skills	Counselor Developed Lessons	January	123	Classroom	Counselor	Gina Lopez	
Kindness	Acquire Interpersonal Skills	Counselor Developed Lessons	February	123	Classroom	Counselor	Gina Lopez	
Diversity/ Acceptance II	Acquire Personal Skills/ Knowledge to Achieve Goals	Counselor Developed Lessons	March	123	Classroom	Counselor	Gina Lopez	
Career Development	Develop Career Awareness	Smart Futures Platform	November and April	123	Classroom	Classroom Teachers	Gina Lopez	
Citizenship	School Success; Knowledge to Achieve Goals; Self -Knowledge	Counselor Developed Lessons	May	123	Classroom	Counselor	Gina Lopez	
Junior Achievement	Academic/ Career	JA Developed Materials	February-March	123	Classrooms	JA Representative/ Classroom Teachers	Gina Lopez/ Penny Kehoe (JA)	

Grade 4 Curriculum Action Plan

Lesson,Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Introductions	Social/Emotional	Counselor Developed materials	Sept	115	4 th Grade Classrooms	Jennifer Rash	Jennifer Rash	Student Reflections
Smart Futures: My Personal Schedule	Career	Smart Futures	Oct	115	4 th Grade Classrooms	Jennifer Rash	Jennifer Rash	Smart Futures: Student Reflection
Smart Futures: Six Career Paths	Career	Smart Futures	Nov	115	4 th Grade Classrooms	Jennifer Rash	Jennifer Rash	Smart Futures: Student Reflection
Conflict Resolution : Using an I Statement	Social/Emotional	Counselor Developed materials	Dec	115	4 th Grade Classrooms	Jennifer Rash	Jennifer Rash	Group Participation
Smart Futures: Applying Successful Attitudes and Work Habits	Career	Smart Futures	Jan	115	4 th Grade Classrooms	Jennifer Rash	Jennifer Rash	Smart Futures: Student Reflection
Random Act of Kindness	Social/Emotional	Counselor Developed materials	Feb	115	4 th Grade	Jennifer Rash	Jennifer Rash	Group Reflections
Oakes Museum Field Trip	Social/Emotional	Oakes Museum	Mar	115	4 th Grade Classrooms	Messiah Univ	Jennifer Rash	Student Reflection
Think It or Say It	Social/Emotional	Counselor Developed materials	Mar	115	4 th Grade	Jennifer Rash	Jennifer Rash	Student Reflections

Puberty	Social/Emotional	Know to Grow	April	115	4 th Grade Classrooms	Byrnes Center	Jennifer Rash	
	Social/Emotional	Counselor Developed materials	May	115	4 th Grade	Jennifer Rash	Jennifer Rash	

Grade 5 Curriculum Action Plan

Lesson,Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Identity & Belonging	Social/Emotional	Counselor Developed materials	Sept	112	5 th Grade Classrooms	Jennifer Rash	Jennifer Rash	Student Reflections
What I Can/Can't Control	Social/Emotional	Counselor Developed materials	Oct	112	5 th Grade Classrooms	Jennifer Rash	Jennifer Rash	Group Participation
Safe2Say Presentation	Social/Emotional	Safe2Say	Nov	112	5 th Grade Classrooms	Safe2Say presenters	Jennifer Rash	Assembly
Biztown	Career	Biztown Curriculum	Dec	112	Biztown	5th Grade Teachers	Jennifer Rash	Portfolio Upload
Choices & Consequences	Social/Emotional	Counselor Developed materials	Jan	112	5th Grade Classrooms	Jennifer Rash	Jennifer Rash	Group Participation
Random Act of Kindness	Social/Emotional	Counselor Developed materials	Feb	112	5th Grade Classrooms	Jennifer Rash	Jennifer Rash	Student Reflections

Drug Prevention	Social Emotional	Huffin' N' Puffin'	Mar	112	5 th Grade Classrooms	Byrnes Center	Jennifer Rash	
Stress & Test Prep	Academic	Counselor Developed materials	April	112	5 th Grade Classrooms	Jennifer Rash	Jennifer Rash	Student Reflections
			May	112	5 th Grade Classrooms	Jennifer Rash	Jennifer Rash	

Grade 6 Curriculum Action Plan

Lesson,Event or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Organized for Success	Academic	Counselor Developed materials	Sept	120	6 th Grade Classroom	Jennifer Rash	Jennifer Rash	Student Reflections
Goal Setting	Academic	Smart Futures	Oct	120	6 th Grade Classroom	Jennifer Rash/Brandon Reed Porter	Jennifer Rash	Smart Futures: Student Reflection
Safe2Say	Social/ Emotional	Safe2Say Presenters	Nov	120	Auditorium	Safe2Say	Jennifer Rash	Assembly
Grief Awareness	Social/ Emotional	Counselor Developed materials	Nov	120	6 th Grade Classroom	Jennifer Rash	Jennifer Rash	Student Reflections
Too Good for Drugs	Social/ Emotional	Botvin	Oct-Dec	120	6 th Grade Classroom	All You Can, Inc	Ralph Rodriquez	Assessment Survey

Smart Futures: My Interest Survey	Career	Smart Futures	Jan	120	6 th Grade Classroom	Jennifer Rash/ Brandon Reed-Porter/ J. Feldser	Jennifer Rash	Smart Futures: Student Reflection and Career Project
Random Act of Kindness	Social/ Emotional	Counselor Developed materials	Feb	120	6th Grade Classrooms	Jennifer Rash	Jennifer Rash	Student Reflections
Interpersonal Communication	Social/ Emotional	Swimming with the Sharks	Mar	120	6th Grade Classroom	Byrnes Center	Jennifer	
Stress/ PSSA Prep	Academic	Counselor Developed materials	April	120	6 th Grade Classroom	Jennifer Rash/Brandon Reed Porter	Jennifer Rash	Student Reflections
Transition to HS	Academic/Socia l Emotional	Panel with MS/HS students & counselors	May	120	High School	Jennifer Rash & Counselors	Jennifer Rash	Student Reflections

Grade 7 Curriculum Action Plan

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Learning Style	Academic	Smart Futures & computer	January	102	Classroom	Educator	Brittany Sunday	My Interest Survey
Conflict Resolution	Social/ Emotional	Smart Futures & Computer	February	102	Classroom	Educator	Brittany Sunday	Conflict Resolution
Career Research	Career	Smart Futures & Computer	March	102	Classroom	Educator	Brittany Sunday	Career Research

All You Can	Social/ Emotional	Meeting space	Year round	20		All You Can, Inc	Brittany Sunday, Ralph Rodriguez	Student Reflection
Safe2Say	Social/ Emotional	Safe2Say, Projector	September	102	High School Cafeteria	Principal	Eleni Cordero, Brittany Sunday	
Drug and Violence Prevention	Social/ Emotional	Dauphin County D&A	August-June	102	Classroom	Dauphin County D&A	Mr. Mac, Brittany Sunday	
Latino Connection	Social/ Emotional	Latino Connection	September-Octo ber	102	Classroom	Latino Connection	Brittany Sunday	
Grief Awareness	Social/ Emotional	Butterflies	November	102	Media Center	Counselors	Adrienne Albert, Brittany Sunday	Grief Butterflies
Career Fair	Career	Meeting space, tables	April	102	High School Gym	Co-Op coordinator	Brittany Sunday LaPortia Hume	

Grade 8 Curriculum Action Plan

Lesson,Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
My Interest Survey	Career	Smart Futures & Computer	January	94	Classroom	Educator	Brittany Sunday LaPortia Hume	My Interest Survey
My Work Values	Career	Smart Futures & Computer	February	94	Classroom	Educator	Brittany Sunday LaPortia Hume	My Work Values
Learning from Entrepreneurs	Career	Smart Futures & Computer	March	94	Classroom	Educator	Brittany Sunday LaPortia Hume	Learning from Entrepreneurs
Safe2Say	Social/Emotional	Safe2Say, Projector	September	94	High School	Principal	Eleni Cordero,	

					Cafeteria		Brittany Sunday	
Mentalitea	Social/Emotional	Meeting Space	August-June	94	Classroom	Alissha Jones	Alissha Jones, Brittany Sunday	Student Reflections
Career Fair	Career	Meeting space, tables	April	94	High School Gym	Co-Op coordinator	LaPortia Hume	
All You Can	Social/Emotional	Meeting Space	Year Round	20	Steelton-Highspire	Ralph Rodriguez	Ralph Rodriguez, Brittany Sunday	Student Reflections
Latino Connection	Social/Emotional	Latino Connection	September-Oct ober	94	Classroom	Latino Connection	Brittany Sunday	Student Reflections
Drug and Violence Prevention	Social/Emotional	Dauphin County D&A	August-June	94	Classroom	Dauphin County D&A	Mr. Mac, Brittany Sunday	Student Reflections

Grade 9 Curriculum Action Plan

Lesson,Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
My Personality Type	Career	Smart Futures, computer	January	113	Classroom	Educator	Brittany Sunday LaPortia Hume	My Personality Type
Selecting Your Career Goal	Career	Smart Futures, computer	February	113	Classroom	Educator	Brittany Sunday, LaPortia Hume	Selecting Your Career Goal
Active Listening	Career	Smart Futures, Computer	March	113	Classroom	Educator	Brittany Sunday, LaPortia Hume	Active Listening

All You Can	Social/Emotional	Meeting Space	Year Round	20	Steelton-Highspire	Ralph Rodriguez	Ralph Rodriguez, Brittany Sunday	Student Reflections
True Colors	Academic, Social Emotional Career	Buses, Chaperone	Year Round	45 (9-12th)	Steelton-Highspire	Doug and Kevin Lawrence	Adrienne Albert, LaPortia Hume	Student reflections and surveys
Grade level meetings	Academic	Meeting space and projector	Quarterly	113	High School Cafeteria	Principal, Dean of Students	Brittany Sunday	Student Expectations
Career Fair	Career	Meeting space, tables, chairs,	May	113	High School Gym	Co-Op Coordinator	Michelle Warner LaPortia Hume	
Safe2Say	Social/ Emotional	Safe2Say, Projector	September	94	High School Cafeteria	Principal	Eleni Cordero, Brittany Sunday	
Upward Bound	Academic	Meeting space	Year Round	45 (9-12)	Steelton-Highspire	Jesse Onyango-Opiyo	Brittany Sunday	

Grade 10 Curriculum Action Plan

Lesson,Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
True Colors	Academic, Social & Emotional, Career	Buses Chaperone	Year Round	45 (9-12)	Steelton-Highspire	Doug and Kevin Lawrence	Adrienne Albert LaPortia Hume	Student reflections and surveys
Grade Level meetings	Academics	Meeting space and projector	Quarterly	109	High School Cafeteria	Principal, Dean of Students	Adrienne Albert	

Career Cluster & Pathways	Career	Smart Futures, computer	January	109	Classroom	Educator	Adrienne Albert	Career Cluster & Pathways
Abilities & Aptitude	Career	Smart Futures & computer	February	109	Classroom	Educator	Adrienne Albert	Abilities & Aptitude
Job Interviews	Career	Smart Futures & computer	March	109	Classroom	Educator	Adrienne Albert	Abilities & Aptitudes
Grief Awareness Day	Social Emotional	Meeting space, butterflies, tape, craft materials	November	109	Media Center	Counselor	Adrienne Albert	Grief Butterflies
Career Fair	Career	Meeting space, tables, chairs,	May	109	High School Gym	Co-Op Coordinator	Adrienne Albert	
Safe2Say	Social/ Emotional	Safe2Say, Projector	September	102		Principal Counselor	Eleni Cordero, Adrienne Albert	
Upward Bound	Academic	Meeting space	Year Round	45 (9-12)	Steelton-Highspire	Jesse Onyango-Opiyo Jenn Navickas	Adrienne Albert	

Grade 11 Curriculum Action Plan

Lesson,Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
True Colors	Academic, Social Emotional, Career	Buses, Chaperone	Year Round	45 (9-12)	Steelton-Highspire	Doug and Kevin Lawrence	Adrienne Albert LaPortia Hume	Student reflections and surveys

Grade Level meetings	Academics	Meeting space and projector	Quarterly	100	High School Cafeteria	Principal, Dean of Students, Counselor	Adrienne Albert LaPortia Hume	
ASVABS	Career Academics	meeting space, pencils	2x per year	100	High School Auditorium	Asvab Representative	LaPortia Hume	ASVAB Scores
Career Fair	Career	Meeting space, tables, chairs,	April	100	High School Gym	Co-Op Coordinator	LaPortia Hume Michelle Warner	
Jr. Achievement Real Life	Social Emotional	Meeting space, lunch for attendees, tables	November	100	High School Gym	Teacher & Counselor	Kara Manini, LaPortia Hume	
EVOLVE Trades Program	Career Academic	Meeting location transportation	September-May	13 (11th-12th)		Trish Robinson	Elenia Cordero Adrienne Albert	Final Grades
College Presentations	Academic, Career	Meeting space, projector	September-May	100	Media Center	Counselor	LaPortia Hume Adrienne Albert	
College Visits	Academic, Career	transportation	September-May	20 per visit	College Campus	Counselor	Adrienne Albert LaPortia Hume	
Grief Awareness Day	Social Emotional	Meeting space, butterflies, tape, craft materials	November	100	Media Center	Counselor	Adrienne Albert	Grief Butterflies
Experiencing Careers While in School	Career	Smart Futures, computer	January	100	Classroom	Educator	LaPortia Hume	Experiencing Careers While in School
My School & College Survey	Career	Smart Futures, computer	January	100	Classroom	Educator	LaPortia Hume	My School & College Survey
Personal Budget	Career	Smart Futures, computer	January	100	Classroom	Educator	LaPortia Hume	Personal Budget

The Entrepreneur	Career	Smart Futures, computer	January	100	Classroom	Educator	LaPortia Hume	The Entrepreneur
Safe2Say	Emotional	Safe2Say, Projector	September	102		Principal	Eleni Cordero, Adrienne Albert	
Upward Bound	Academic	Meeting space	Year Round	45 (9-12)	Steelton-Highspire	Jesse Onyango-Opiyo Jenn Navickas	Adrienne Albert	

Grade 12 Curriculum Action Plan

Lesson,Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Financial Aid Night	Career	PHEAA Material, projector, tables and chairs, refreshments	12/19/2024	57	Media Center	Tiffany DeVan	LaPortia Hume Adrienne Albert	Graduation and Transition rate
FAFSA Workshop	Career	PHEAA Materials, projector, tables and chairs	10/24/2024	57	Media Center	Tiffany DeVan	LaPortia Hume Adrienne Albert	Graduation and Transition Rate
Safe2Say	Social/Emotional	Safe2Say, Projector	September	102	Cafeteria	Principal	Eleni Cordero, Adrienne Albert	
Grief Awareness Day	Social Emotional	Meeting space, butterflies, tape, craft materials	November	100	Media Center	Counselor	Adrienne Albert	Grief Butterflies

Upward Bound	Academic	Meeting space	Year Round	45 (9-12)	Steelton-Highspire	Jesse Onyango-Opiyo	Adrienne Albert	
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Annual Program Goals

Level: Elementary

	Academic	Career	Social/Emotional
<u>SPECIFIC</u> : What is the specific issue based on your schools' data?	Increase student attendance rate in Grades K-6 by using 1:1 meetings for at-risk students, SAIPs with parents of students who are in violation of compulsory attendance, and referrals to Check-and-Connect or School Outreach program.	Students in K-6 grade will complete at least 8 Smart Futures career readiness activities.	Empower students to develop interpersonal skills through social and emotional lessons.
<u>MEASURABLE</u> : How will we measure the effectiveness of our interventions?	Will be measured by daily and monthly attendance reports.	Will be measured by activities completed and stored in students' Smart Futures portfolio.	Will be measured by SWIS data.
<u>ATTAINABLE</u> : What outcome would stretch us but is still attainable?	Improve student attendance by 10% from the prior school year.	95% of all students by 6th grade will have the required evidence (2 Activities in 3rd-6th Grade.)	Decreasing referrals by 15%.

<u>RESULTS:</u> Is the goal reported in results- oriented data (process, perception, and outcome?)	The results are reported based on the percentage of decreased absenteeism.	Students will have an awareness of different career paths and opportunities.	The results will be reported through the Swiss database and kept by the administrative team.
<u>TIMELINE:</u> When will our goal be accomplished?	By the end of the 24-25 academic school year.	By the end of the 24-25 academic school year.	By the end of the 24-25 academic school year.

Level: Middle School

	Academic	Career	Social/Emotional
<u>SPECIFIC:</u> What is the specific issue based on your schools' data?	Decrease the absentee rate in Grades 7-8 by using 1:1 meetings for at-risk students, SAIP with parents who are in violation of compulsory attendance, and using Check-and-Connect.	During the 2024-2025 school year, students will participate in at least 2 seminars/visits of guest speakers as they relate to college & career goals. They will complete a written reflection after each presentation	Decrease the number of SWIS referrals to less than 20% in the 2024-2025 school year by implementing a new strategy for addressing behavior referrals and use of Social & Emotional curriculum.
<u>MEASURABLE:</u> How will we measure the effectiveness of our interventions?	This will be measured through attendance records.	Will be measured by reflections completed and stored in students' portfolios.	Will be measured through SWIS data.
<u>ATTAINABLE:</u> What outcome would stretch us but is still attainable?	Decrease the absentees by 12% from the prior school year.	95% of all students will complete the reflection form.	Decreasing referrals by 15%.

RESULTS: Is the goal reported in results- oriented data (process, perception, and outcome?)	The results are reported based on the percentage of drop of absentees.	Students will be aware of the 16 career clusters and how they pertain to their career goals.	MTSS team will review behavior in SWIS data at monthly team meetings.
TIMELINE: When will our goal be accomplished?	By the end of the 24-25 academic school year	By the end of the 24-25 academic school year	By the end of the 24-25 academic school year

Level: High School

	Academic	Career	Social/Emotional
SPECIFIC: What is the specific issue based on your schools' data?	Decrease the absentee rate in Grades 9-12 by using 1:1 meetings for at-risk students, SAIP with parents who are in violation of compulsory attendance, and using Check-and-Connect.	Every student in grades 9-12 will meet annually with the college and career counselor to create a plan/goals for college and/or career upon graduation.	Increase the use of data collection related to class cuts in order to reduce incidents of referrals.
MEASURABLE: How will we measure the effectiveness of our interventions?	This will be measured through attendance records.	Measure by completion of college, career readiness survey and career portfolio.	Will be measured through Swis data.
ATTAINABLE: What outcome would stretch us but is still attainable?	Decrease the absentees by 12% from the prior school year.	95% of all students in grades 9-12 will complete the survey	Decreasing goals by 15%.

		and have a post-secondary goal.	
RESULTS: Is the goal reported in results- oriented data (process, perception, and outcome?)	The results are reported based on the percentage of drop of absentees.	Results will be reported and shared based on post-secondary options included in the survey.	The results will be reported through the Swis database and kept by the administrative team.
TIMELINE: When will our goal be accomplished?	By the end of the 24-25 academic school year	By the end of the 24-25 academic school year	By the end of the 24-25 academic school year

Individualized Academic & Career Plan Process and Portfolio

Section One: Career Development Intervention Chart: Tier I Interventions

Grade	CEW 13.1: Career Awareness	CEW 13.2: Career Acquisition	CEW 13.3: Career Retention	CEW 13.4: Entrepreneurship
K	Class Trip Career Exploration Lesson Junior Achievement	Citizenship, Respect, and Kindness Lessons		Career Exploration Lesson
1	Class Trip Career Exploration Lesson Junior Achievement	Citizenship, Respect, and Kindness Lessons		Career Exploration Lesson
2	Class Trip Career Exploration Lesson Junior Achievement	Citizenship, Respect, and Kindness Lessons		Career Exploration Lesson
3	Class Trip	Smart Futures- Writing a	Smart Futures- Successful	Smart Futures- How

	Smart Futures- My Interests Smart Futures- Using What You Learn in School Smart Futures- The Importance of Planning	Personal Letter Smart Futures- The Importance of Planning	Attitudes and Work Habits Smart Futures- How Money is Used Smart Futures- Lifelong Learning Smart Futures- The Importance of Planning	Money is Used Smart Futures- Character Traits of Entrepreneurs
4	Class Trip to Oakes Museum Smart Futures- Six Career Paths	Smart Futures- Applying Successful Attitudes & Work Habits	Smart Futures- My Personal Schedule Smart Futures- Applying Successful Attitudes & Work Habits	
5	Class Trip to Biztown	Biztown Application uploaded to Smart Futures Portfolio	Biztown reflection uploaded to Smart Futures Portfolio	Smart Futures- Character Traits of Entrepreneurs or Smart Futures- Steps of Creating a Good or Service
6	Class Trip Smart Futures- My Interest Survey Career Interest Panel	Smart Futures- Goal Planning	Smart Futures- Goal Planning	
7	Career Fair Smart Futures- Career Research	Smart Futures- Conflict Resolution	Smart Futures- Learning Style Survey Smart Futures- Conflict Resolution	

8	Class Trip Smart Futures- My Interest Survey, My Work Values Survey		Smart Futures- Goal Setting	New Career Electives Smart Futures- Learning from Entrepreneurs
9	Class Trip Career Fair Smart Futures- My Personality Type, Selecting Your Career Goal, Active Listening	Smart Futures- Job Application, Active Listening	Smart Futures- Active Listening, My Personality Type	Career Fair Guest Speakers College Presentations/Visits Smart Futures- The Entrepreneur Within
10	Class Trip Career Fair Guest Speakers Smart Futures- Career Clusters and Pathways, Abilities and Aptitudes	Smart Futures- Job Interviews		Career Fair Guest Speakers College Presentations/Visits Smart Futures- Job Interviews
11	Class Trip Career Fair Guest Speakers College Presentations/Visits Smart Futures- Experiencing Careers while in School, My School and College Survey	Career Fair Guest Speakers College Presentations/Visits Smart Futures- Experiencing Careers while in School	Smart Futures- My Personal Budget	Career Fair Guest Speakers College Presentations/Visits Smart Futures- The Entrepreneur Within
12	Class Trip	Career Fair		Career Fair

	Career Fair Guest Speakers College Presentations/Visits	Guest Speakers College Presentations/Visits		Guest Speakers College Presentations/Visits
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Academic and Career Plan Process

1. Demographics	Process Description
What grade will the Plan and Portfolio Start?	The portfolio will begin in 2nd and continue through 12th grade. The plan will begin in 6th grade and continue through 12th grade.
Will the plan/portfolio be electronic, hard copy or both?	The plan/portfolio will be electronically stored using Smart Futures.
Who will be responsible for maintaining the portfolio?	Each student is responsible for creating evidence. Teachers will assist students in completing lessons and artifacts for their portfolio. The school counselors and the college and career counselor will monitor progress on the portfolio over time.
What demographic information will be included in the student portfolio?	The student's name and graduation year.

2. Interventions,	Process Description- What the students know	Student Development of their
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Assessments, and Decisions	and can do at each grade level in each strand of the Career Education and Work Standards.	Plan: Interventions and Decisions by Students and Families
Grade 6	6th grade students will be familiar with different types of careers and entrepreneurship as well as the four CEW Standards: Career Awareness, Career Acquisition, Career Retention, and Entrepreneurship. They will become more familiar with their interests and abilities, the six career paths, and the risks and rewards of entrepreneurship. They will be able to use conflict resolution, collaboration, and speaking skills in a developmentally appropriate way.	Students will complete the following Smart Futures activities: My Interest Survey, and Goal Planning. Students will begin to create their Individualized Career Plan.
Grade 7	7th grade students will begin to identify their interests, work values and knowledge, skills and abilities. They will conduct career research and gather career acquisition documents. They will have an understanding of the economics of jobs and the changing workplace. They will continue to review the four CEW standards: Career Awareness, Career Acquisition, Career Retention, and Entrepreneurship.	Students will complete the following Smart Futures Activities: Learning Style Survey and Career Research. Students will continue to work on their Individualized Career Plan.
Grade 8	8th grade students will begin to understand their work values and should continue to hone in on their interests, skills, and abilities. They will create a career plan, set goals, and discover their personal learning style. At this point, they should be able to identify the four CEW standards: Career Awareness, Career Acquisition, Career Retention, and Entrepreneurship.	Students will complete the following Smart Futures activities: My Interest Survey and My Work Values Survey. Students will complete their Individualized Career Plan.
Grade 9	9th grade students will be able to identify their career goals and understand how their personality type may impact the	Students will complete the following Smart Futures Activities: My Personality Type, Selecting Your Career Goal, and Active

	career path they choose to take. They will be able to begin setting academic and career goals.	Listening. Students will meet with their counselors to discuss their career and academic plan for the next four years. Students will begin to implement their Individualized Career Plan.
Grade 10	10th grade students will be able to identify the career clusters and pathways. They will also become familiar with their abilities and aptitudes and how this can inform their career pathways and planning. They will also begin to learn how to engage in a job interview.	Students will complete the following Smart Futures Activities: Career Clusters and Pathways, Abilities and Aptitudes, and Job Interviews. Students will meet with their counselors to review their career and course schedules. Students will continue to implement their Individualized Career Plan.
Grade 11	11th grade students will complete the My School and College Survey related to post-secondary plans in relation to what steps they've already taken or plan to take. They will also engage in at least one experience in which they will either visit a college campus, partake in a job shadowing opportunity, attend a post-secondary presentation, or attend a career day. They must document this experience and do a corresponding reflection. Students are offered the opportunity to sit for the PSAT's in October, but are responsible for the cost. School counselors also meet with 11th grade students individually in the spring to discuss scheduling plans and revisit their Academic/Career plan.	Students will complete the following Smart Futures Activities: Experiencing Careers While in School, My School and College Survey, Personal Budget, and The Entrepreneur Within. Students will participate in the Jr. Achievement Real Life.
Grade 12	12th grade students will meet with their school counselor individually in the beginning days of the school year to discuss their Academic/Career plan and the final steps in	Students will attend college and technical training program visits. They will attend seminars offered by universities, trade

	high school to achieve their post-secondary goal. These students also participate in the “Real Life Day” event hosted by Junior Achievement. All 12th grade students are required to present their Academic/Career plan by way of the Susquehannock Graduation Project on an assigned date to a class of 10th grade students in Career Seminar.	programs, the armed forces, and other post-secondary paths. Students will complete college applications. Students will participate in the Jr. Achievement Real Life.
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3. Parental & Guardian Engagement	What strategies will be used to inform parents/guardians to engage them in the Academic/Career Plan and Portfolio process for their children?
Level of Parent & Guardians	Awareness and Engagement Strategies
Elementary Parents & Guardians	Parents/Guardians will be informed about the plan through the monthly District Newsletter. Smart Futures, the new medium, from grades 3-12 will be explained to parents in the newsletter and at parent/teacher conferences. Parents will be encouraged to join the K-12 Advisory Council to both provide feedback on the current plan and portfolio process and help determine ways to better engage all parents in the district. This information will also be posted on our webpage in our Department of Student Services Handbook.
Middle School Parents & Guardians	Parents/Guardians will be informed about the plan through the monthly school counselor newsletter. Smart Futures, the new medium, from grades 2-12 will be explained to parents in the newsletter and at parent/teacher conferences. Parents will be encouraged to join the K-12 Advisory Council to both provide feedback on the current plan and portfolio process and help determine ways to better engage all parents in the district. This information will also be posted on our webpage in our Department of Student Services Handbook.
High School Parents & Guardians	Parents/Guardians will be informed about the plan and portfolio process through many different means. Parents will be encouraged to join the K-12 Advisory Council to both provide

	<p>feedback on the current plan and portfolio process and help determine ways to better engage all parents in the district. Parents will also be informed of items relating to their child's post-secondary development through individual Senior Meetings. This information will also be posted on our webpage in our Department of Student Services Handbook.</p>
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4. Faculty/Administrator Engagement	What strategy 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?
Level of Educators & Administrators	Awareness and Engagement Strategies
Elementary	<p>College and career requirements and expectations will be outlined in the Department of Student Services Handbook and reviewed yearly at the back-to-school in-service meeting. Smart Futures resources will be stored in the handbook and also reviewed annually for new staff. These resources will outline the process for development, maintenance, completion, and presentation of the plan and portfolio. The counselors will support teachers, as requested, when implementing career lessons within the classroom at all grade levels. If requested, support will be provided at grade level/department meetings. There will be email reminders sent throughout the year to keep staff on track with deadlines.</p>
Middle School/Junior High	<p>College and career requirements and expectations will be outlined in the Department of Student Services Handbook and reviewed yearly at the back-to-school in-service meeting. Smart Futures resources will be stored in the handbook and also reviewed annually for new staff. These resources will outline the process for development, maintenance, completion, and presentation of the plan and portfolio. The counselors will support teachers, as requested, when implementing career lessons within the classroom at all grade levels. If requested, support will be provided at grade level/department meetings.</p>

	There will be email reminders sent throughout the year to keep staff on track with deadlines.
High School	College and career requirements and expectations will be outlined in the Department of Student Services Handbook and reviewed yearly at the back-to-school in-service meeting. Smart Futures resources will be stored in the handbook and also reviewed annually for new staff. These resources will outline the process for development, maintenance, completion, and presentation of the plan and portfolio. The counselors will support teachers, as requested, when implementing career lessons within the classroom at all grade levels. If requested, support will be provided at grade level/department meetings. There will be email reminders sent throughout the year to keep staff on track with deadlines.

5. Plan/Portfolio Sustainability and Review	What strategies will be developed to assist students with updating and sustaining the plan/process?
How will the plan and portfolio be revisited each year while in middle school and high school?	In each grade level, the plan and portfolio will be reviewed by each student's homeroom/advisory teachers. Teachers will implement Smart Futures lessons that will result in the student revisiting their plans and making updates as their interests/plans change. School counselors, as well as the college and career counselor, will also review student portfolios and meet with students who may need additional support to complete the plan.
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)?	By May of each school year, students will present the information in their plan to their classmates and teachers.

Section Three: Student Academic and Career Portfolio Image

New Thinking About Career Success

Summary

How do you feel about school (or your education) in general?

I feel like school is a good head start for me and the career i want to take part in. It prepares me for college and the career i want to have is 6-8 years of college.

What type of student and learner are you?

I am an active learner, I can't just learn from the teacher talking. I have to take part in what i'm learning so i can understand it.

After graduating from high school or earning their GED, what do most of your friends want to do next?

Most of my friends want to go to college like be famous or just live life.

After graduating from high school or earning your GED, what do your parents want you to do?

My parents want me to do college and graduate from college so i can choose a career path that i want for myself. They just want what i want at the end of the day.

After graduating from high school or earning your GED, what do you want to do?

I want to go to a really good college that suits me for at least 6-8 years so i can be a traveling agent because that's what i want to do.

What do you think about when you think of your future over the next 10 years?

I think about how my traveling career is gonna go i don't know if i'm gonna like it or not.

What will be the key to your career success?

The key to my career would be like being dedicated to my job and how i want it to play out. I think also it would be like me to stay on top of my work

Reflection

What kind of information will help you develop your education and career pathway?

I already know what career I want to pursue. I want to be a part of a traveling agency. I like to travel the world and I always wanted to explore it more than I already have. So I guess that's what influenced my choice for my career. I already know what skills you need for the career I want. You have to get comfortable without being comfortable, you have to actually study the cultures and you have to do research and find evidence in your work.

Badges Awarded



Level: 9-Adult

Preparation for Careers
New Thinking About Career Success


★ **I-Statement**
I understand that different careers require different types of education paths



Level: 9-Adult

Relationship Between Education and Career
New Thinking About Career Success

★ **I-Statement**
I understand that there are many paths to career success.



Level: 9-Adult

Risk and Rewards
New Thinking About Career Success

★ **I-Statement**
I understand how entrepreneurship relates to my career goals and career opportunities

Stakeholder Engagement

Stakeholder Engagement:

STUDENTS	How Students benefit from the K-12 Guidance Program	How Students assist with the delivery of the K-12 Guidance Program
	<p>The students of the Steelton-Highspire School District will be prepared to become confident lifelong learners and responsible citizens. Through participating in a comprehensive school counseling program students will receive the delivery of a continuum of counseling services from kindergarten through graduation. This continuum includes intervention and responsive services in the form of individual student meetings, student centered planning, recurring classroom lessons, and the provision of unique opportunities based on their desires and needs. Additionally, school counselors will facilitate collaboration with other stakeholder groups to relate career planning to the district curriculum and provide practical enrichment opportunities. These services allow for individual student planning that supports student's academic, career, and personal/social development and are designed to create and achieve goals related to student's interests, abilities, and future plans.</p>	<p>Steelton-Highspire School District students at the elementary level will begin to develop an awareness of many different types of careers and career paths. Students at the middle school level will establish a preference for some of the aforementioned careers of interest. Students at the high school level will begin to demonstrate competencies required for their careers of interest. At all levels, students will learn skills that they will need to obtain and retain future careers. Students will use counselors as advocates for this developmental process and seek resources in the areas of academic, career, and personal/social development. At the secondary level students will develop their Individualized Career Plan and will be responsible for maintaining their portfolio. Students will provide feedback on the effectiveness of counseling programs through surveys, attendance, and student representation on the K-12 Counseling Advisory Council which will guide the design, implementation and methodology of the guidance program.</p>

EDUCATORS	How Educators benefit from the K-12 Guidance Program	How Educators assist with the delivery of the K-12 Guidance Program
	<p>Educators will benefit directly and indirectly from a comprehensive career program. They will benefit directly through expanding their knowledge by keeping up with current and future career trends. This professional development will allow educators to discover contemporary careers suitable to their content area. Additionally, educators will be made aware of and be able to incorporate the PA Career Education and Work Standards into their content. Educators will also learn how the K-12 School Counseling Department can help augment instructional practices for students to be better connected to local career-related resources. These direct benefits will result in the indirect benefit of increased student engagement due to students being better able to see the direct parallels between curriculum and their desired postsecondary plans.</p>	<p>Educators – including administrators, teachers, school nurses, and paraprofessionals – will assist with the delivery of the K-12 program through a multitude of ways. This group of stakeholders will advocate for and value and significance of the school counselor role. Likewise, they will advocate for and value the impact of a comprehensive school counseling program in promoting a positive school environment and positively impacting the academic and career experiences of our students. Educators will support and help assess the effectiveness of the school counseling program through serving on the K-12 Advisory Council and consulting with counselors to connect course content to career development exploration and opportunities.</p>

STAKEHOLDER: EDUCATOR

“Big Idea”	Program Goal “Smart Format”	CEW Standard	Grade Level	Activities/ Interventions	Data	Timeline
SHSD teachers and counselors will implement the K-12 Guidance Plan to focus on the career development of students.	During each school year, teachers will assist students in grades 3rd-12th in completing 2 Smart Futures lessons and/or uploading 2 pieces of evidence on the platform. Students in grades K-2 will complete counselor developed lessons.	13.1.3.B, 13.1.5.B, 13.1.3.C, 13.1.3.D, 13.1.5.D, 13.1.3.E, 13.1.5.E, 13.1.3.F, 13.1.5.F, 13.1.3.G, 13.2.3.B, 13.2.5.B, 13.2.3.D, 13.2.5.D, 13.3.3.A, 13.3.5.A, 13.3.3.B, 13.3.5.B, 13.3.3.D, 13.3.5.D, 13.3.3.G, 13.3.5.G, 13.4.3.B, 13.4.3.C, 13.4.5.B, 13.4.5.C	K-12	See Curriculum Action Plans on pages 37-52.	The percentage of students that are in compliance (completing at least 2 SF lessons or uploading artifacts) by the end of the school year.	Implemented 2024-2025 school year. Required by the end of the 2025-2026 school year. Ongoing thereafter.
SHSD teachers and counselors in the 6th-8th grade band will assist	All students will have a completed Individualized	13.1.3.B, 13.1.5.B, 13.1.3.C, 13.1.3.D, 13.1.5.D, 13.1.3.E, 13.1.5.E, 13.1.3.F,	6-8	Smart Futures Individualized Career Plan (ICP)	The percentage of students that have their ICP completed by	Implemented 2024-2025 school year.

students in completing their Individualized Career Plan.	Career Plan by the end of 8th grade.	13.1.5.F, 13.1.3.G, 13.2.3.B, 13.2.5.B, 13.2.3.D, 13.2.5.D, 13.3.3.A, 13.3.5.A, 13.3.3.B, 13.3.5.B, 13.3.3.D, 13.3.5.D, 13.3.3.G, 13.3.5.G, 13.4.3.B, 13.4.3.C, 13.4.5.B, 13.4.5.C			the end of 8th grade.	Required by the end of the 2025-2026 school year. Ongoing thereafter.
SHSD counselors at the secondary level will create career and post secondary learning opportunities that touch on the diverse career pathways.	Counselors will bring in 2-5 guest speakers representing different career and post secondary paths. They will also plan 2-5 college and training/certification program visits off campus.	13.1.3.B, 13.1.5.B, 13.1.3.C, 13.1.3.D, 13.1.5.D, 13.1.3.E, 13.1.5.E, 13.1.3.F, 13.1.5.F, 13.1.3.G, 13.2.3.B, 13.2.5.B, 13.2.3.D, 13.2.5.D, 13.3.3.A, 13.3.5.A, 13.3.3.B, 13.3.5.B, 13.3.3.D, 13.3.5.D, 13.3.3.G, 13.3.5.G, 13.4.3.B, 13.4.3.C, 13.4.5.B, 13.4.5.C	10-12	Guest visits and field trips	The number of guest speakers and trips offered. Student attendance at these events.	Implemented 2024-2025 school year. Required by the end of the 2025-2026 school year. Ongoing thereafter.

PARENTS	How Parents/Guardians benefit from the K-12 Guidance Program	How Parents/Guardians assist with the delivery of the K-12 Guidance Program
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	<p>SHSD Parents will benefit from a comprehensive career program because their children will receive coordinated services in the classroom and school setting designed to prepare them for the challenges of the future and assist them in developing skills for learning and long-range planning. Parents will be provided with information to assist children in the planning of their current and future interests relating to postsecondary goals. Through efforts from the school counseling program, parents will have the opportunity to access and collaborate with outside services related to postsecondary planning.</p>	<p>The K-12 comprehensive program will benefit indirectly and directly from parent involvement. It will benefit indirectly because parents have the greatest impact on the development of their child's attitudes and behaviors towards academic, personal/social, and career matters. It will benefit directly from parents being partners in career development through representation on the SHSD K-12 Advisory Council and various opportunities to volunteer including Career Day, Junior Achievement events, and career speaking engagements.</p>
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STAKEHOLDER: PARENTS

"Big Idea"	Program Goal "Smart Format"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Increase parent/guardian involvement in the development and annual review of the K-12 Guidance Plan.	Increase the number of parents/guardians on the SHSD Advisory Council, by adding at least 2 representatives. Ensure the K-12 Guidance Plan is shared with parents annually.	13.1.3.G, 13.1.3.H, 13.1.5.G, 13.1.11.D, 13.1.11.G, 13.3.5.A, 13.3.8.A, 13.3.8.B, 13.3.8.F, 13.3.8.G, 13.3.11.C, 13.3.11.E, 13.3.11.G, 13.4.3.B, 13.4.11.B	K-12	Increase parent/guardian communications related to the plan and the advisory council. Hold advisory council meetings.	Number of parents on advisory council. Attendance from meetings.	2024-2026

Increase parent/guardian involvement in the implementation of the K-12 Guidance Plan.	Increase the number of parent/guardian volunteers during the implementation of Career Fairs and other related events/trips by 10%.	13.1.3.D, 13.1.3.E, 13.1.3.F, 13.1.3.G, 13.1.5.D, 13.1.5.E, 13.1.5.F, 13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.E, 13.1.8.F, 13.1.11.A, 13.1.11.B, 13.1.11.C, 13.1.11.F, 13.2.3.E, 13.2.5.E, 13.2.8.B, 13.2.8.E, 13.2.11.B, 13.2.11.E, 13.1.3.G, 13.1.5.A, 13.1.5.F, 13.1.5.G, 13.1.8.A, 13.1.8.F, 13.1.8.G, 13.1.11.A, 13.1.11.F, 13.1.11.G, 13.4.3.B, 13.4.5.B, 13.4.8.B, 13.4.11.B	K-12	Increase parent/guardian communications related to college, career, and post secondary planning events. Build rapport to identify volunteers and increase parent participation.	Number of parents/guardians attending events. Attendance from these events.	2025-2026
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Business & community	How Business/Community partners benefit from the K-12 Guidance Program	How Business/Community partners assist with the delivery of the K-12 Guidance Program
	Local businesses and community organizations will benefit from the district's comprehensive career program by working directly with the SHSD in developing the prerequisite skills that students need to excel in the workforce. In building early partnerships with SHSD students, this stakeholder group encourages students to	Local businesses and community organizations will assist with the district's comprehensive career program in an advising capacity. They will serve on the K-12 Advisory Council to contribute feedback to help assess the district's impact on students' career development. They will also provide direct opportunities for SHSD students to build awareness and acquire skills needed for the current and

	remain as members of the local labor force immediately upon graduation or return upon completion of postsecondary schooling.	developing workforce. This will be accomplished through field trips, speaking engagements, job shadowing experiences, and other methodologies to engage our K-12 students.
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STAKEHOLDER: BUSINESS & COMMUNITY

“Big Idea”	Program Goal “Smart Format”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Increase the engagement of local businesses and community organizations in the career and post secondary development of SHSD students.	Invite at least 3 local business and community members to Career Fairs. Have at least 2 representatives sitting on the SH advisory council.	13.1.3.D, 13.1.3.E, 13.1.3.F, 13.1.3.G, 13.1.5.D, 13.1.5.E, 13.1.5.F, 13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.E, 13.1.8.F, 13.1.11.A, 13.1.11.B, 13.1.11.C, 13.1.11.F, 13.2.3.E, 13.2.5.E, 13.2.8.B, 13.2.8.E, 13.2.11.B, 13.2.11.E, 13.1.3.G, 13.1.5.A, 13.1.5.F, 13.1.5.G, 13.1.8.A, 13.1.8.F, 13.1.8.G, 13.1.11.A, 13.1.11.F, 13.1.11.G, 13.4.3.B, 13.4.5.B, 13.4.8.B, 13.4.11.B	K-12	Coordination and communication with business and community stakeholders when planning the Career Fair. Implementing outreach strategies to engage this stakeholder group in the SHSD advisory council.	Number of business and community members attending the career fair and advisory council meetings. Attendance from these events.	2025-2026
Increase opportunities for	Invite local businesses and	13.1.3.F, 13.1.5.F, 13.1.11.F, 13.3.3.A,	7-12	Planning and coordination of	Number of events held, community	2025-2026

SHSD students to connect with businesses and community organizations for current and future career opportunities.	community organizations to come speak to students about potential career opportunities within their business/organization. Hold 2-5 events where these speakers come in.	13.3.5.A, 13.3.8.A, 13.3.11.A, 13.3.3.G, 13.3.5.G, 13.3.8.G, 13.3.11.G, 13.4.3.B, 13.4.5.B, 13.4.8.B, 13.4.11.B		guest speakers from local businesses and community organizations.	and business stakeholders, and student attendance at these events.	
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POST SECONDARY	How Postsecondary partners benefit from the K-12 Guidance Program	How postsecondary partners assist with the delivery of the K-12 Guidance Program
	Postsecondary stakeholders will enjoy a mutually beneficial partnership with the SHSD. Involvement with our comprehensive school counseling program will allow students to be better exposed to research platforms and resources. This will assist students in choosing to enter and remain with various postsecondary options including two-year and four-year colleges, technical and trade schools, apprenticeships or the workforce, and the military. These institutions will thus benefit from gaining students who have the emotional capacity and the academic skills to be successful in their postsecondary environments due to a strong foundation created from an academic plan and career portfolio.	Postsecondary partners will assist the SHSD school counseling program in preparing students for postsecondary success. Through being informed of research options for postsecondary endeavors and direct exposure to these endeavors, students' individualized career plans will be created, refined, and ultimately fulfilled. Exposure will include workshops, presentations, and direct engagement opportunities for students that allow them to be provided information they otherwise may be unable to obtain from counselors, teachers, or local business and community stakeholders. Postsecondary partners will also assist with the assessment of the comprehensive plan by serving on the K-12 Advisory Council.

STAKEHOLDER: POSTSECONDARY

“Big Idea”	Program Goal “Smart Format”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Increase student awareness of post-secondary options, both familiar and unfamiliar.	Increase awareness of post-secondary options for at least 75% of students.	13.1.3.F, 13.1.5.F, 13.1.11.F, 13.3.3.A, 13.3.5.A, 13.3.8.A, 13.3.11.A, 13.3.3.G, 13.3.5.G, 13.3.8.G, 13.3.11.G, 13.4.3.B, 13.4.5.B, 13.4.8.B, 13.4.11.B	K-12	Hold events including guest speakers and field trips related to post-secondary options and planning.	Student surveys and number of events.	Starting in 2024-2025 through an increase in speakers/trips. 2025-2026
Increase parent/guardian awareness of post-secondary options, both familiar and unfamiliar.	Increase awareness of post-secondary options for at least 50% of parents/guardians.	13.1.3.F, 13.1.5.F, 13.1.11.F, 13.3.3.A, 13.3.5.A, 13.3.8.A, 13.3.11.A, 13.3.3.G, 13.3.5.G, 13.3.8.G, 13.3.11.G, 13.4.3.B,	K-12	Invite parents and staff to the post-secondary college and career fair.	Attendance at events.	2025-2026

		13.4.5.B, 13.4.8.B, 13.4.11.B				
Educating our families on the value of post-secondary planning through parent workshops and other resources.	Hold at least one parent workshop and send resources at least 3 times a year.	13.1.3.F, 13.1.5.F, 13.1.11.F, 13.3.3.A, 13.3.5.A, 13.3.8.A, 13.3.11.A, 13.3.3.G, 13.3.5.G, 13.3.8.G, 13.3.11.G, 13.4.3.B, 13.4.5.B, 13.4.8.B, 13.4.11.B	9-12	Plan and hold parent workshops. Prepare and send out communications.	Attendance at workshops. Documentation of communications.	2025-2026

School Guidance Program Advisory Council:

First Meeting Date:11/12/2024

Second Meeting Date: 2/25/2025

Stakeholder Group	Name	Title & Organization	Attendance-Meeting #1	Attendance-Meeting #2
STUDENT				

	Cain Cancel	Student- SHSD Jr./Sr. High School		x
PARENT & GUARDIAN				
	Angel Jenrette-McDowell	Parent	x	
	LaShanna Grant	Parent	x	x
	Natalie Barbush	Parent	x	x
EDUCATOR & ADMINISTRATOR				
	Willie Slade	Assistant Superintendent	x	
	Samantha Neidlinger	Director of Student Services	x	x
	Megan Armstead	Elementary Principal	x	x
	Gina Lopez	Elementary School Counselor	x	x
	Eileen Donnelly	Grade 4 Classroom Teacher	x	x
	Michael Wanner	School Board President/Parent	x	
BUSINESS & COMMUNITY				
	Joe Porter	Community Organization- HBG Promise & True Colors	x	
POST SECONDARY				

	Tiffany Devan	PHEAA		x
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Career Pathway Awareness Items of the Plan 12-13

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

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

ORGANIZATIONS AND AGENCIES

Intermediary Organizations: *Connecting, Collaborating, Convening Organizations*

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Dauphin County Vocational Technical School	13.1, 13.2, 13.3, 13.4	Education and Training
Capital Region Partnership for Career Development	13.1, 13.2, 13.3, 13.4	Education and Training

PSU HARRISBURG	13.1, 13.2, 13.3, 13.4	Education and Training
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Umbrella Organizations: *Organizations that represent a large group of business organizations with a common mission*

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Capital Area Intermediate Unit 15	13.1	Education and Training

Community & State Organizations: *Agencies representing community and state initiatives, service to communities*

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Boy Scouts- Exploring Program	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Salvation Army-Dream it Believe it	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Career Link	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Junior Achievement	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Neighboring Academy	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
All You Can Inc.	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
True Colors	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Upward Bound	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Children Youth and Family	13.1, 13.2, 13.3, 13.4	Human Services
NHS Human Services	13.1, 13.2, 13.3, 13.4	Human Services
TrueNorth Wellness	13.1, 13.2, 13.3, 13.4	Human Services

WellSpan Phil Haven	13.1, 13.2, 13.3, 13.4	Human Services
Hempfield Behavioral Health	13.1, 13.2, 13.3, 13.4	Human Services
TeamCareBehavioral Health	13.1, 13.2, 13.3, 13.4	Human Services
PA Psychiatric Institute (PPI)	13.1, 13.2, 13.3, 13.4	Human Services
Community Services Group	13.1, 13.2, 13.3, 13.4	Human Services
PA Counseling	13.1, 13.2, 13.3, 13.4	Human Services
Case Management Unit (CMU)	13.1, 13.2, 13.3, 13.4	Human Services

NETWORKING OPPORTUNITIES

Individual Contacts: *Contacts acquired through networking and interaction*

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Ms. ABIGAIL ZIMMERS HACC HIGH SCHOOL TO COLLEGE PATHWAY NAVIGATOR OFFICE OF STUDENT SUCCESS AND ENROLLMENT MANAGEMENT HACC, CENTRAL PENNSYLVANIA'S COMMUNITY COLLEGE AIWHITEH@HACC.EDU		
Mr. KYLE WRIGHT OFFICE OF UNDERGRADUATE ADMISSIONS CAMPUS TOURS 1570 BALTIMORE PIKE LINCOLN UNIVERSITY, PA 19352 KWRIGHT@LINCOLN.EDU		

CELINA BERTOVIĆ AND WENDY ELLENBERGER CBERTOVIĆ@TFEC.ORG WELLENBERGER@TFEC.ORG		
DEREK BUTLER, M.A ASSOCIATE DIRECTOR OF ADMISSIONS YORK COLLEGE DBUTLER3@YCP.EDU 717-815-1549		
GRACE COOK-HUFFMAN ASSISTANT DIRECTOR OF ADMISSIONS JUNIATA COLLEGE COOKHUG@JUNIATA.EDU 814-641-3430		
EMANUEL APONTE DIRECTOR OF EDUCATION THETA OMICRON SIGMA CHAPTER PHI BETA SIGMA FRATERNITY INC. 717-678-0052 LHYN.APONTE@GMAIL.COM		
MILLERSVILLE ADMISSIONS OFFICE 717-871-4625		
CURTIS VOELKER, MPS EXECUTIVE DIRECTOR OF COLLEGE RELATIONS CENTRAL PENN COLLEGE (717) 728-2336 (717) 728-2505 (FAX) CURTISVOELKER@CENTRALPENN.EDU		

HEAVEN JFL FELLOW EAST COAST UNDERGRADUATE VOLUNTEER EC APA MARKETING & MEDIA (717) 466-8637 HEAVEN_POLES@NHMAIL.COM		
RACHEL FOGLE 717-577-2050 RFOGLE@HARRISBURGU.EDU		

Community & Business Meetings

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Advisory Council Meeting	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Parent and Community Engagement Meetings	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters

Community Events: *Conferences, Workshops, Grand Openings*

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
College and Career Fair	13.1, 13.2, 13.3, 13.4	Any of the 16 Career Clusters depending on student's interest.
Back to School Night	13.1, 13.2, 13.3, 13.4	Any of the 16 Career Clusters depending on student's interest.
Junior Achievement Workshops	13.1, 13.2, 13.3, 13.4	Any of the 16 Career Clusters depending on student's interest.

Scholarship Planning Nights	13.1, 13.2, 13.3, 13.4	Any of the 16 Career Clusters depending on student's interest.
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ONLINE & OTHER RESOURCES

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

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
studentaid.gov	13.1,13.2, 13.3	Finance
Collegeboard.org	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Pheaa.org	13.1, 13.2, 13.3	Finance
Smartfutures.org	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
education.pa.gov (PDE)	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
pacareerzone.com	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Holland Code	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
ACT	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
ASVAB	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
PDE website	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters

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

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
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SHSD District Newsletters	13.1, 13.2, 13.3	Marketing Education & Training Information Technology
SHSD Facebook	13.1, 13.2, 13.3	Marketing Education & Training Information Technology
School website - www.shsd.k12.ps.us	13.1, 13.2, 13.3	Marketing Education & Training Information Technology

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

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Scholarship/FAFSA Information	13.1, 13.2, 13.3	Finance
PHEAA Financial Aid Information	13.1, 13.2, 13.3	Finance
Military Information	13.1, 13.2, 13.3, 13.4	Any of the 16 Career Clusters depending on student's interest
Exploring Careers (ASVAB)	13.1, 13.2, 13.3, 13.4	Any of the 16 Career Clusters depending on student's interest

Post-Secondary Options

Postsecondary Options: *Colleges, Apprenticeships, Military, Vocational Training*

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
HACC	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Lincoln University	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
ASVAB	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Shippensburg University	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters

Career and Technology Center Strategies:

STUDENT AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	# of Students Taught	Location	Stakeholder Delivering	Contact Person	Indicator
8-11	DC Tech Application Process	January-April	about 60 (number may differ dependent upon how many applicants)	Jr/Sr High School	Brittany Sunday Adrienne Albert	Carolyn Sanders	Number of students accepted into DC Technical Program.
9-12	Neighboring Academy	Year long	21	Jr/Sr High School	Neighboring Academy	Dale Scott and Helen Spence	Number of students participating in the program.

5-12	All You Can	Year long	13	Jr/Sr High School	All You Can Inc.	Ralph Rodriguez	Number of students participating in the program.
9-12	PSU Upward Bound	Year long	45	Jr/Sr High School	Penn State University	Jessie Onyango-Opiyo	Number of students participating in the program.
9-12	True Colors	Year long	45	Jr/Sr High School	True Colors	Kevin and Doug Lawrence	Number of students participating in the program.

PARENT AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	# of Students Taught	Location	Stakeholder Delivering	Contact Person	Indicator
8-11	DC Tech Communication to Parents/Guardians	January	sent to all parents 8th-12th; roughly 300-400 parents	Jr/Sr High School	Brittany Sunday Adrienne Albert	Brittany Sunday Adrienne Albert	Number of students accepted into DC Technical Program.

EDUCATOR AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	# of Students Taught	Location	Stakeholder Delivering	Contact Person	Indicator
8-12	DC Tech Application Process- Provision of Application Materials	January-April	about 60 (number may differ dependent upon how many applicants)	Jr/Sr High School	Brittany Sunday Adrienne Albert	Brittany Sunday Adrienne Albert	Number of students accepted into DC Technical Program.