

Berlin Brothersvalley School District

Chapter 339

Future Ready PA Index

Comprehensive K-12

Career Development and College/Career Readiness Program

August 30, 2022

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Introduction

In Pennsylvania, School Counselors are integral in the academic, career and personal/social development of all PreK-12 students. A comprehensive guidance plan is required as part of Pennsylvania School Code in *Chapter 339 - Guidance*.

§ 339.31. Plan.

There shall be a written plan on file, approved by the local board of school directors, for the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade. The plan must include procedures to provide for guidance services to AVTSs.

Additionally, a comprehensive program of student services is required as part of Pennsylvania School Code in *Chapter 12 - Services to Students*. An abbreviated section is shown below.

§ 12.41. Student services.

(a) Each school entity shall prepare a written plan for the implementation of a comprehensive and integrated K-12 program of the student services based on the needs of its students. The plan shall be prepared and revised in accordance with the time frames and procedures described in § 4.13(a), (b), (d), (e) and (f) (relating to strategic plans). Services offered by community agencies in public schools shall be coordinated by and under the general direction of the school entity...

(b) Though the variety of student services offered will differ from school to school depending upon its size and the needs of its students, the following categories of services shall be provided by each school entity in planning its student services:

(1) Developmental services for students that address their developmental needs throughout their enrollment in school. Developmental services include guidance counseling, psychological services, health services, home and school visitor services and social work services that support students in addressing their academic, behavioral, health, personal and social development issues ...

(2) (c) Student services must:

(1) Be an integral part of the instructional program at all levels of the school system.

(2) Provide information to students and parents or guardians about educational opportunities of the school's instructional program and how to access these opportunities.

(3) Provide career information and assessments so that students and parents or guardians might become aware of the world of work and of a variety of career options available to individual students. 2

In addition, *Chapter 4 - Academic Standards and Assessment* references the Academic Standards, including Career Education and Work, which address the importance of career planning for all students related to labor market projections and workforce needs.

For complete language for the references above, visit the Pennsylvania School Board of Education website at: <http://www.pacode.com/secure/data/022/022toc.html>.

II. Guidance/Career Plan Committee/List of School Counselors and Assignments

Guidance/Career Plan Committee

Larry Ogle	School Board President
Dr. David Reeder	Superintendent
Brian Thompson	High School Principal
Martin Mudry	Elementary/Middle School Principal

Maria Murphy	Special Education Coordinator/Parent
Danielle Hay	School Social Worker
Eric Lauer	Curriculum Coach

Guidance Staff:	Title:	Counselor/Student Ratio:
Jenna Hankinson, M.Ed	E.S. Counselor K-4	1/286
Mark Smith, M.Ed	M.S. Counselor 5-8	1/225
Christy McMillen, M.Ed	H.S. Counselor 9-12	1/211

Steering Committee:
Somerset County Counselor Association

III. School-Counseling Department Core Beliefs

The counselors in Berlin Brothersvalley believe that:

- every student has dignity and worth.
- every student has the right to participate in the guidance counseling program.
- every student regardless of ethnic, cultural, racial, sexual orientation, gender, etc., differences and special needs are considered in the planning and implementation of the program.
- all students K-12 shall have access to a full-time state certified Masters degree level school counselor.

and that the Berlin Brothersvalley K-12 Career Program:

- be based on specific goals and developmental student competencies
- be planned and coordinated with other representatives of the school and community
- utilize the many combined resources of the community.
- be evaluated on specific goals and agreed upon student competencies
- actively involve students and others to monitor student results.

and that all Berlin Brothersvalley counselors:

- abide by the professional ethics of guidance and counseling as advocated by the American School Counselor Association.
- participate in professional development activities essential to maintain a quality guidance program.

IV. Philosophy of the School-Counseling Department

Philosophy Statement

The Berlin Brothersvalley School Guidance and Counseling Program believes that all students at all grade levels will have access to a full-time certified school counselor and have a right to participate in the guidance program. The

program will be based on specified goals and will be an integral part of the students' education, through which students prepare for meaningful and rewarding lives as productive members in a changing society.

V. School-Counseling Department Mission Statement

Mission Statement

The mission of the Berlin Brothersvalley School District's school counseling program is to provide all students with the academic, personal and social skills necessary to become responsible, productive and respectful individuals who develop into contributing members of society. The integrated program reflects the goals of the district's Comprehensive Plan and is developmentally appropriate. In partnership with students, staff, family, community members, and employers, the counseling program prepares all students to achieve success in school, attain skills that will make them college and career ready, become lifelong learners and live healthy and fulfilling lives.

VI. The Program Goals of the K-12 School-Counseling Program

School counseling is an essential component of Berlin Brothersvalley School's overall educational program, supporting academic success for each student. It is based on the belief that each student possesses intrinsic worth and specific rights, and is a unique and dynamic person capable of personal growth, lifelong learning and self-direction. The Berlin Brothersvalley comprehensive school counseling program supports the development of the competencies and skills that students will acquire to meet standards and expectations established by the state, the community and the district, and prepares our students to meet the challenges of life, work and citizenship.

The Berlin Brothersvalley Comprehensive School Guidance and Counseling Program is intentionally designed to be data driven and developmental, and contains sequential activities that are organized and implemented by certified school counselors, teachers, and administrators, and other staff who educate and collaborate with other key stakeholders such as students, parents/guardians, School Board Members and members of the local community. The program seeks to meet the needs of all students in three domains - academic, social/emotional, and career. The developmental aspect of the school counseling program focuses on attaining results related to skill acquisition and prevention, while the remedial aspect of the program ensures the provision of services that respond to immediate needs and concerns of students.

VII. Stakeholders

There are five key stakeholders that make the **Berlin Brothersvalley K-12 Career Program** possible. Education of these key stakeholders is essential to the programs success. These stakeholders are:

1. Students

- Provide a student perspective on curriculum, resources, and career development needs.
- Participate in and develop in-school and after-school activities that promote the goals of the developmental guidance program. (Ex. Leo Club, Community Service Projects, Student/Teacher volunteers, Outdoor Odyssey Mentoring, Peer Tutoring, etc.)

2. Parents

- Support the Guidance Program mission by addressing topics with their children that are shared via classroom lessons and newsletters
- Volunteer to educate students on career topics, help support the teachers and the academic curriculum, and promote guidance related events.

- Utilize the Parent Teacher Student Organization (PTSO) to support the mission of the guidance program through programming, events and financial assistance.

3. Educational

a: School Board

- Supports policies for delivering the guidance program as an integral part of the total educational process so that all of students' developmental needs are met.

b: Administration-District Superintendent

- Views all school personnel as having a part to play in Berlin's developmental guidance program.
- Requires accountability and evaluation of the progress toward goals, objectives, and student outcomes.
- Educates the School Board as to the goals and objectives of the developmental guidance program.

c: Building Principals

- Encourage staff members to upgrade skills and knowledge for implementing guidance programming.
- Encourage counselors to assume managerial role to facilitate the establishment of Berlin's developmental guidance program.
- Monitor program effectiveness for the goals, objectives, and student outcomes identified in the Developmental Guidance Program.

d: District Counselors

- Work with administration and supervisory staff to plan and develop Berlin's K-12 guidance curriculum.
- Assign staff and coordinate all curricular guidance activities.
- Coordinate the guidance program and the resources provided by teachers, parents, and others.
- Promote a comprehensive, pupil service developmental guidance model delivery system.

e: Teachers

- Recognize the value of developmental guidance.
- Use subject areas to assist students in developing personal/social, career, and learning competencies.
- Work as a team member to plan and implement guidance activities essential to the overall development of students.
- Educate students on the link between education and work and instruct students about educational opportunities both at the high school and post high school levels. Information is shared about opportunities available through the local Somerset County Technology Center and other technical/college facilities.

4. Business/Community Representatives

- Local Business and Community agencies support the academic goals of the guidance curriculum through educational programming they provide to the students.

- Local Business and Community agencies support the career goals of the guidance curriculum by providing Job shadowing opportunities, career partnerships and financial assistance for many students
- Local Business and Community agencies support the Interpersonal Skills goals of the guidance curriculum through community service opportunities provided to our students.
- The Local Chamber of Commerce works to educate students as to the needs the community and make links between businesses and the Berlin Brothersvalley School District.

5. Post-Secondary Partners

- The Somerset County Technology Center supports the Guidance mission through learning opportunities provided for students.
- Local Community Colleges provide educational opportunities and resources for students
- Educational and Career experiences are offered via the Somerset County Technology Center Program and college level classes taught at the high school level.

VIII. Role of the School Counselor

The Professional School Counselor's Role

The School Counselors at Berlin Brothersvalley School District have master's degrees in school counseling, meet the state certification/licensure standards, and abide by the laws of the state of Pennsylvania. Berlin School Counselors address all students' academic, personal/social and career development needs by designing, implementing, evaluating and enhancing the comprehensive school-counseling program that promotes and enhances student success. There are Professional school counselors employed in the elementary, middle and high schools at Berlin Brothersvalley School District.

The School Counselors at Berlin uphold the ethical and professional standards of ASCA and other applicable professional counseling associations, and promote the development of the school counseling program based on the following areas of the ASCA National Model: Foundation, delivery, management and accountability.

Foundation

Professional school counselors identify a philosophy based on school counseling theory and research/evidence-based practice that recognizes the need for all students to benefit from the school counseling program. Professional school counselors act on these philosophies to guide the development, implementation and evaluation of a culturally relevant and comprehensive school counseling programs. Professional school counselors create a mission statement supporting the school's mission and collaborate with other individuals and organizations to promote all students' academic, career and personal/social development.

Delivery

Professional school counselors provide culturally competent services to students, parents/guardians, school staff and the community in the following areas:

- *School Guidance Curriculum* - This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- *Individual Student Planning* - Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.
- *Responsive Services* - Responsive services consist of prevention and/or intervention activities to meet students' immediate and future needs. These needs can be necessitated by events and conditions in students' lives and the school climate and culture, and may require any of the following:

- individual or group counseling
- consultation with parents, teachers and other educators
- referrals to other school support services or community resources
- peer helping
- psycho-education
- intervention and advocacy at the systemic level
- confidential relationships with students to help them resolve and/or cope with problems and developmental concerns.

• **System Support** - consists of management activities establishing, maintaining, and enhancing the total school counseling program. These activities include professional development, consultation, collaboration, supervision, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state and national levels.

Management

Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of the school's needs. Processes and tools include:

- agreements developed with and approved by administrators for each school year addressing how the school counseling program is organized and what goals will be accomplished
- advisory councils include: students, parents/guardians, teachers, counselors, administrators and community members to review school counseling program goals and results and to make recommendations
- the use of student data to effect systemic change within the school system so every student receives the benefit of the school counseling program
- action plans for prevention and intervention services defining the desired student competencies and achievement results
- allotment of the professional school counselor's time in direct service with students as recommended in the ASCA National Model
- the use of annual and weekly calendars to keep students, parents/guardians, teachers, administrators, and community stakeholders informed and to encourage active participation in the school counseling program.

Accountability

Professional school counselors develop and implement data/needs-driven, standards-based and research-supported programs, and engage in continuous program evaluation activities. They also create results reports that demonstrate immediate, intermediate, and long-range effectiveness of comprehensive school counseling programs. Professional school counselors analyze outcome data to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated using an instrument based on the School Counselor Performance Standards found in the ASCA National Model, and the ASCA School Counselor Competencies. These standards of practice are expected of professional school counselors when implementing a school counseling program.

In the Berlin Brothersvalley School District, the role of the school counselor is to support the **Berlin Brothersvalley K-12 Career Program** by facilitating student development in academic, career and personal/social areas. The school counselor is a trained and certified professional, who works with students, administrators, teachers, parents and the community to promote a safe and successful learning environment. The school counselor assists all students within the total educational program to become effective learners, responsible citizens, and contributing members of society. On-going communication and information exchange with parents/guardians are vital to all aspects of the School Guidance and Counseling Program and is a key part of the counselor's role.

School counselors plan, implement and evaluate developmental **guidance curriculum** programs that address the needs and priorities of their individual schools. Their work is further differentiated by attention to age-specific developmental stages of student growth, and by the needs, tasks, and student interests related to those stages. These programs are determined by needs assessments, integrated into the existing curriculum, and taught in collaboration with classroom teachers.

School counselors coordinate **individual student planning** which consists of ongoing systemic activities designed to help individual students establish personal goals and develop future plans.

School counselors deliver **responsive services** to all students to meet their immediate needs and concerns. These services can be delivered through such strategies as consultation, individual and small group counseling, crisis counseling, referrals and peer facilitation.

System support is an essential element of school counseling. System support consists of management activities that establish, maintain and enhance the total school-counseling program. Counselors incorporate organizational processes and tools to ensure the program is structured, concrete, clearly delineated, and reflective of the school's needs. These processes and tools further ensure that the primary focus of the professional school counselor's time is the delivery of direct service with students.

School counselors engage in regular evaluation of their programs and practices to demonstrate program effectiveness in measurable terms, using immediate, intermediate, and long-range data to show the impact on students and student performance. These results are also used to inform the ongoing evolution of the counseling program. Counselors use their leadership and advocacy skills to promote systemic change by adhering to ethical, legal and professional standards that are outlined in the American School Counselor Association's National Model. The standards of practice additionally form the basis for evaluating the performance of counselors.

School counselors are involved regularly in updating and sharing their professional knowledge and skills. They consult, collaborate and team with colleagues, parents and administration regularly in order to provide information, to support the school community and to receive feedback on the emerging needs of students.

In addition, school counselors plan and manage tasks needed to support activities conducted in the school counseling program. This includes fulfilling responsibilities as a staff member, such as budgeting, facilities, policies and procedures and research and resource development.

Finally, school counselors advocate and educate others as to the role of the professional school counselor...

- a. As a Leader - Berlin Brothersvalley School Counselors work with the building principals and teachers to develop methods of delivery, lead in organized implementation, and assess data in order to maintain an effective school counseling program and improve student achievement.
- b. As an Advocate— Berlin Brothersvalley School Counselors identify and diminish barriers that

impede academic success, and provide support and direction to those students, parents or teachers who are in need.

- c. As a Collaborator— Berlin Brothersvalley School Counselors work as team members and liaisons between teachers, parents, and the community to discuss and develop the best educational and career plan for each student.
- d. As an Agent of Systemic Change— Berlin Brothersvalley School Counselors work with open minds to hear new options and develop alternative systems to lead each student to success. The driving goal is to not remain stagnant, but to make ever-increasing changes in curriculum and instruction that enhance our students' education and career opportunities.

IX. Advisory Council

A comprehensive K-12 **Career Program** needs the involvement of a district advisory council in order to make a measurable impact on student success. The Berlin Brothersvalley Advisory Council is comprised of those who have a vested interest in the school-counseling program. The advisory council meets annually. The council represents elementary, middle and high school level programs. Communication between these groups strengthens the comprehensiveness of the **Berlin Brothersvalley K-12 Career Program**.

The advisory council is a link between the school counseling program and the various groups to be served. Representatives of the advisory councils reflect the diversity of the school/community and include the following stakeholders.

Larry Ogline	School Board President
Dr. David Reeder	Superintendent
Brian Thompson	High School Principal
Martin Mudry	Elementary/Middle School Principal
Eric Lauer	Curriculum Coach
Maria Murphy	Special Education Coordinator/Parent

Guidance Staff:

Jenna Hankinson, M.Ed	Elementary School Counselor K-4
Mark Smith, M.Ed	Middle School Counselor 5-8
Christy McMillen, M.Ed	High School Counselor 9-12

Additional Advisors:

Somerset County Counselor Association Members

Students:

Heidi Coleman
Jennifer Countryman
Shay Fochtman

Parents/guardians:

Jill Marker
Erika Stern
Marilyn Cornell

Educators:

Heather Kush
Jayme Brooks
Beth Anderson

Business/Community Members:

David Saylor
Cathy Rohrs
Trudy Landis

Postsecondary Representatives:

Verna Carberry (School Counselor: SCTC)
Adam Bowser (Penn Highlands Community College)
Barb Zuchelli (Allegheny College of Maryland: Somerset Campus)

X. Program Calendars

Berlin Brothersvalley School Counselors work in conjunction with the district administrators to analyze how time is used within the program. A master calendar of events is developed for the district as well as for each individual building. The School Counselors also document guidance related events on the district's administration calendar. The School Counselors work in 3 Domains: Academic, Career, and Personal/Social. The percentage of time working in each area varies from day to day, week to week, and month to month.

Elementary Guidance Office
Calendar

September:

- Compile & distribute PSSA data for classroom teachers
- Enter PSSA data from previous year on tracking sheet
- Send home "Welcome Back" Guidance Newsletter
- Separate career folders by classroom and hand-out to teachers at beginning of year for grades K-4
- Make up new academic files for incoming Kindergarten students
- Review all Kindergarten files to be sure all required forms are included and send home 2nd request as needed (ie. Home Language Survey)
- Request that all classroom teachers send copies to the guidance office of anything that is sent home so that you have record of all correspondence for students' permanent file.
- Review and revise Protection from Abuse (PFA)/Custody Issues list and distribute to secretaries
- Run list of grades lower than 60% on Powerschool for review
- Conduct Guidance Lesson in each classroom
- Update the Elementary Guidance Webpage
- Print and distribute the Career Surveys to grades K-4

- Deliver Lions Quest Skills for Growing student workbooks to Kindergarten
- Ensure that the BOTVIN Program is being conducted in grades 3 & 4
- Ensure that Lions Quest lessons are conducted in grades K-2.
- Conduct weekly Elementary Student Assistance Program (ESAP) Meetings
- Ensure that Olweus Anti-Bullying lessons are conducted in each classroom.
- Participate in the weekly district SAP meetings in the administrative office.
- Update the Berlin Brothersvalley Emergency Operations Plan and disseminate a copy to the PA State Police, Berlin Borough Police and Ambulance Depts., Berlin Volunteer Fire Department, The Berlin Borough Emergency Manager and the Somerset County Emergency Management Agency.
- Chair the District Safety Committee Meeting (email meeting agenda, note concerns and actions of the committee and email meeting minutes to all offices to be posted)
- Attend meetings and trainings related to school counseling or school safety.

October:

- Mid-Term Progress Reports...print grades 2-4 on Powerschool, make copy for file and mail original home
- Request copies from Kindergarten & Grade 1 of anything sent home
- Update Progress Report Tracking Sheet (cc Mr. Mudry and Mr. Lauer)
- File Progress Report copies in academic files
- Run list of grades lower than 60% on Powerschool for review
- Conduct Guidance Lesson in each classroom
- Ensure that the BOTVIN Program is being conducted in grades 3 & 4
- Ensure that Lions Quest lessons are conducted in grades K-2.
- Conduct weekly Elementary Student Assistance Program (ESAP) Meetings
- Ensure that Olweus Anti-Bullying lessons are conducted in each classroom.
- Participate in the weekly district SAP meetings in the administrative office.
- Update the Berlin Brothersvalley Emergency Operations Plan
- Chair the District Safety Committee Meeting (email meeting agenda, note concerns and actions of the committee and email meeting minutes to all offices to be posted)
- Attend meetings and trainings related to school counseling or school safety.

November:

- Send home Guidance Newsletter with important dates
- Run list of grades lower than 60% on Powerschool for review
- Ensure that the BOTVIN Program is being conducted in grades 3 & 4
- Ensure that Lions Quest lessons are conducted in grades K-2.
- Conduct weekly Elementary Student Assistance Program (ESAP) Meetings
- Ensure that Olweus Anti-Bullying lessons are conducted in each classroom.
- Participate in the weekly district SAP meetings in the administrative office.

- Conduct Guidance Lesson in each classroom
- Coordinate Christmas donations for needy families
- Update the Berlin Brothersvalley Emergency Operations Plan
- Chair the District Safety Committee Meeting (email meeting agenda, note concerns and actions of the committee and email meeting minutes to all offices to be posted)
- Attend meetings and trainings related to school counseling or school safety.

December:

- End of Grading Period - report cards go home...print grades 1-4 on Powerschool, give report cards to classroom teachers for review and signature (they put in an envelope and send home with students)
- Send home to parents with report cards a copy of the students' Career Survey Results along with the parent letter
- Send home to parents with report cards the grades 3 & 4 PSSA results
- Update Progress Report Tracking Sheet (cc Principal)
- Run list of grades lower than 60% on Powerschool for review
- Conduct Guidance Lesson in each classroom
- Ensure that the BOTVIN Program is being conducted in grades 3 & 4
- Ensure that Lions Quest lessons are conducted in grades K-2.
- Conduct weekly Elementary Student Assistance Program (ESAP) Meetings
- Ensure that Olweus Anti-Bullying lessons are conducted in each classroom.
- Participate in the weekly district SAP meetings in the administrative office.
- Update the Berlin Brothersvalley Emergency Operations Plan
- Chair the District Safety Committee Meeting (email meeting agenda, note concerns and actions of the committee and email meeting minutes to all offices to be posted)
- Attend meetings and trainings related to school counseling or school safety.

January:

- Send out ATOMS information to parents
- Mid-Term Progress Reports...print grades 2-4 on Powerschool, make copy for file and mail original home
- Request copies from Kindergarten & Grade 1 of anything sent home
- Update Progress Report Tracking Sheet (cc Pam)
- File Progress Report copies in academic files
- Coordinate Mid-Year Possible Failure conferencing and action plan
- Conduct Guidance Lesson in each classroom
- Ensure that the BOTVIN Program is being conducted in grades 3 & 4
- Ensure that Lions Quest lessons are conducted in grades K-2.
- Conduct weekly Elementary Student Assistance Program (ESAP) Meetings

- Ensure that Olweus Anti-Bullying lessons are conducted in each classroom.
- Participate in the weekly district SAP meetings in the administrative office.
- Update the Berlin Brothersvalley Emergency Operations Plan
- Chair the District Safety Committee Meeting (email meeting agenda, note concerns and actions of the committee and email meeting minutes to all offices to be posted)
- Attend meetings and trainings related to school counseling or school safety.

February:

- Run list of grades lower than 60% on Powerschool for review
- Conduct Guidance Lesson in each classroom
- Ensure that the BOTVIN Program is being conducted in grades 3 & 4
- Ensure that Lions Quest lessons are conducted in grades K-2.
- Conduct weekly Elementary Student Assistance Program (ESAP) Meetings
- Ensure that Olweus Anti-Bullying lessons are conducted in each classroom.
- Participate in the weekly district SAP meetings in the administrative office.
- Update the Berlin Brothersvalley Emergency Operations Plan
- Chair the District Safety Committee Meeting (email meeting agenda, note concerns and actions of the committee and email meeting minutes to all offices to be posted)
- Attend any trainings related to school counseling or school safety.
- Update the Berlin Brothersvalley Emergency Operations Plan
- Chair the District Safety Committee Meeting (email meeting agenda, note concerns and actions of the committee and email meeting minutes to all offices to be posted)
- Attend meetings and trainings related to school counseling or school safety.

March:

- Prepare letter to parents regarding PSSA testing schedule
- End of Grading Period - report cards go home...print grades 1-4 on Powerschool, give report cards to classroom teachers for review and signature (they put in an envelope and send home with students)
- Update Progress Report Tracking Sheet (cc Principal)
- Prepare Kindergarten Registration materials and hand-outs
- Prepare PSSA Testing Materials
- Run list of grades lower than 60% on Powerschool for review
- Conduct Guidance Lesson in each classroom
- Ensure that the BOTVIN Program is being conducted in grades 3 & 4
- Ensure that Lions Quest lessons are conducted in grades K-2.
- Conduct weekly Elementary Student Assistance Program (ESAP) Meetings

- Ensure that Olweus Anti-Bullying lessons are conducted in each classroom.
- Participate in the weekly district SAP meetings in the administrative office.
- Update the Berlin Brothersvalley Emergency Operations Plan
- Chair the District Safety Committee Meeting (email meeting agenda, note concerns and actions of the committee and email meeting minutes to all offices to be posted)
- Attend meetings and trainings related to school counseling or school safety.

April:

- **PSSA TESTING**
- Mid-Term Progress Reports...print grades 2-4 on Powerschool, make copy for file and mail original home
- Request copies from Kindergarten & Grade 1 of anything sent home
- Update Progress Report Tracking Sheet (cc Pam)
- File Progress Report copies in academic files
- Collect & ship out completed testing materials
- Run list of grades lower than 60% on Powerschool for review
- Conduct Guidance Lesson in each classroom
- Ensure that the BOTVIN Program is being conducted in grades 3 & 4
- Ensure that Lions Quest lessons are conducted in grades K-2.
- Conduct weekly Elementary Student Assistance Program (ESAP) Meetings
- Ensure that Olweus Anti-Bullying lessons are conducted in each classroom.
- Participate in the weekly district SAP meetings in the administrative office.
- Update the Berlin Brothersvalley Emergency Operations Plan
- Chair the District Safety Committee Meeting (email meeting agenda, note concerns and actions of the committee and email meeting minutes to all offices to be posted)
- Attend meetings and trainings related to school counseling or school safety.

May:

- Do a Year-End Guidance Newsletter
- End of Grading Period - report cards go home...print grades 1-4 on Powerschool, take a copy for file, give report cards to classroom teachers for review and signature (they put in an envelope and send home with students)
- Update Master Tracking Sheet with final grades for Math/Reading (cc Pam)
- File final report cards in student academic files
- Collect all materials from classroom teachers (ie. career folders)
- Promote student files to next grade level
- Current year withdrawn student files should be taken out of blue folders and put in manila file to be stored in box
- Conduct Guidance Lesson in each classroom

- Ensure that the BOTVIN Program is being conducted in grades 3 & 4
- Ensure that Lions Quest lessons are conducted in grades K-2.
- Conduct weekly Elementary Student Assistance Program (ESAP) Meetings
- Ensure that Olweus Anti-Bullying lessons are conducted in each classroom.
- Participate in the weekly district SAP meetings in the administrative office.
- Update the Berlin Brothersvalley Emergency Operations Plan
- Chair the District Safety Committee Meeting (email meeting agenda, note concerns and actions of the committee and email meeting minutes to all offices to be posted)
- Attend meetings and trainings related to school counseling or school safety.

Daily/Weekly/Monthly (or as needed):

- **Copy records for new/withdrawn students**
- **Copy records for requests from agencies**
- **Compile ESAP info and submit end of year report to PDE**
- **Conduct Individual or Group Counseling Session**
- **Participate in IEP Meetings**
- **Ensure that the BOTVIN Program is being conducted in grades 3 & 4**
- **Ensure that Lions Quest lessons are conducted in grades K-2.**
- **Ensure that Olweus Anti-Bullying lessons are conducted in each classroom.**
- **Phone or meet with parents**
- **Consult with classroom teachers or building administrators**
- **Conduct Elementary Student Assistance Program (ESAP) Meetings**
- **Participate in the Weekly SAP Meeting with Administration**
- **Participate in weekly Professional Learning Community (PLC) Meetings with each grade level.**
- **Participate in Data Analysis Meetings quarterly**
- **Attend Conferences or Workshops for Professional Development**
- **Update Safety Concerns Document (custody and Protection from Abuse orders)**
- **Participate in Monthly Meetings of the Somerset County Counselor Association**
- **Present annually regarding School Counseling as a career at the University of Pittsburgh Johnstown**
- **Collect data and attend Meetings for students receiving behavioral health Services**
- **Make referrals for counseling or other services for students and families.**
- **Participate as a seated member of the Somerset County Children and Youth Multi-Disciplinary Team to assess re-abuse cases for Somerset County**
- **Collect data for students determined in need of a Multi-Disciplinary Evaluation by the School Psychologist**

Middle School Guidance Office Calendar

August:

- Compile, distribute, analyze PSSA and Keystone Exam data for classroom teachers
- Enter PSSA and Keystone Exam data from previous year on tracking sheet and distribute grade level specific data to each grade level (5th, 6th, 7th and 8th)
- Conduct new student registration and orientation
- Notify staff in entire school district of the Olweus Bullying schedule that the district will follow for the current school year
- Update student tracking sheets with new student academic records and distribute to staff members
- Update Middle School Guidance Counselor web page with important dates for parents
- Inventory supplies ordered for guidance office
- Assist middle school principal with finalizing student schedules before posting student schedules
- Post August newsletter on Middle School Guidance web page

September:

- Begin organizing and preparing for the new Middle School Student Council (officer and representative campaigns and elections)
- Conduct review lesson on the types of bullying recognized at B.B.M.S. at each grade level. (Kick-Off Lessons)
- Begin Project ALERT lessons in sixth, seventh and eighth grade
- Begin career awareness/career exploration and update career portfolio in fifth, sixth, seventh and eighth grade.
- Complete career survey for grades five, six, seven and eight. Two copies per student. One copy to go home in report card the first nine-week grading period, the other copy goes into individual student career portfolios.
- Disseminate P.S.S.A. Diagnostic and Keystone Exam data to teachers
- Post September newsletter on Middle School Guidance web page

October:

- Mid-Term Progress Reports...print grades 5-8 on Power School, make copy for file and mail original home to parents
- File Mid-Term Progress Report copies in academic files

- Meet with student council members to discuss plans for the current school year
- Continue Project ALERT lessons in sixth, seventh and eighth grade
- Continue career awareness/career exploration and update career portfolio in sixth, seventh and eighth grade.
- Post October newsletter on Middle School Guidance web page
- Inventory Keystone Exam materials for the re-test students in the high school
- Finish Project ALERT lessons in seventh and eighth grade

November:

- Prepare middle school report cards for the first nine-week grading period. Make copies of duplicate report cards for divorced/separated parents
- Prepare list of students who qualify for the honor roll and high honors. Submit list to Superintendent, principal, and local newspapers for advertisement
- Prepare failure list of students that earned a 69% or below in their classes and submit to principal
- Begin touching base with those students identified with a 69% or below on their first nine-week report card
- Update awards day tracking sheet with those students that qualified for the honor roll or high honors
- Compile boy versus girl data for first nine-week grading period
- Compile data for G.P.A. study
- Continue Project ALERT lessons in sixth grade
- Finish career awareness/career exploration and update career portfolio in fifth, sixth, seventh and eighth grade. File career folders.
- Post November newsletter on Middle School Guidance web page
- Finish Project ALERT lessons in seventh and eighth grade
- Meet with student council members

December:

- Mid-Term Progress Reports...print grades 5-8 on Power School, make copy for file and mail original home to parents
- File Mid-Term Progress Report copies in academic files
- Continue Project ALERT lessons in sixth grade
- Post December newsletter on Middle School Guidance web page

- Prepare list of students that qualify for I.U. 08 A.T.O.M.S. program
- Complete supply requisitions for next school year
- Meet with student council members
- Finish Project ALERT lessons in sixth grade

January:

- Prepare middle school report cards for the second nine-week grading period. Make copies of duplicate report cards for divorced/separated parents
- Prepare list of students who qualify for the honor roll and high honors. Submit list to Superintendent, principal, and local newspapers for advertisement
- Prepare failure list of students that earned a 69% or below in their classes and submit to principal
- Begin touching base with those students identified with a 69% or below on their second nine-week report card
- Update awards day tracking sheet with those students that qualified for the honor roll or high honors
- Compile boy versus girl data for second nine-week grading period
- Compile data for G.P.A. study
- Compile possible failure list for first semester, send possible failure letter home to parents and begin meeting with those students to develop academic plan
- Distribute A.T.O.M.S. literature to students that qualified as well as submitting return applications to teachers to fill out. Submit completed applications to I.U. 08
- Post January newsletter on Middle School Guidance web page
- Disseminate P.S.S.A. information (E.L.L. accommodations guidelines, 504 and I.E.P. student accommodations guidelines, and students without 504 and I.E.P. guidelines, P.D.E. Calculator Policy, Code of Conduct for Test Takers, Confidentiality Agreements, copy of the Test Security Certification, Handbook for Secure Test Administration) to staff members across the district
- Review P.S.S.A. Handbook for Assessment Coordinators and begin preparing for assessment administrators training meeting
- Begin preparing P.S.S.A. schedule for English Language Arts, Mathematics and Science
- Begin preparing Keystone Exam (Algebra 1) schedule for top eighth grade students who are scheduled to take the assessment
- Meet with student council members

February:

- Mid-Term Progress Reports...print grades 5-8 on Power School, make copy for file and mail original home to parents
- File Mid-Term Progress Report copies in academic files
- Finish Project ALERT lessons in sixth grade
- Meet with G.R.E.A.T. incentive program committee to discuss students who do not qualify for the monthly reward and discuss the activity for the month
- Post February newsletter on Middle School Guidance web page
- Finish P.S.S.A. schedule for English Language Arts, Mathematics and Science - review for glitches
- Finish Keystone Exam (Algebra 1) schedule - review for glitches
- Prepare and disseminate letter to parents regarding PSSA testing schedule
- Prepare P.S.S.A. material for administration (inventory, labels, etc.)
- Conduct P.S.S.A. assessment administrators training for district
- Post February newsletter on Middle School Guidance web page
- Meet with student council members

March:

- Prepare middle school report cards for the third nine-week grading period. Make copies of duplicate report cards for divorced/separated parents
- Prepare list of students who qualify for the honor roll and high honors. Submit list to Superintendent, principal, and local newspapers for advertisement
- Prepare failure list of students that earned a 69% or below in their classes and submit to principal
- Continue touching base with those students identified with a 69% or below on their third nine-week report card
- Meet weekly with students that are in danger of failing for the year
- Update awards day tracking sheet with those students that qualified for the honor roll or high honors
- Compile boy versus girl data for third nine-week grading period
- Compile data for G.P.A. study
- Post March newsletter on Middle School Guidance web page
- Meet with student council members

April:

- Mid-Term Progress Reports...print grades 5-8 on Power School, make copy for file and mail original home to parents

- File Mid-Term Progress Report copies in academic files
- Post April newsletter on Middle School Guidance web page
- Execute P.S.S.A. testing schedule for English Language Arts
- Execute P.S.S.A. testing schedule for Mathematics
- Execute P.S.S.A. testing schedule for Science
- Initiate P.S.S.A. make-ups for English Language Arts
- Initiate P.S.S.A. make-ups for Mathematics
- Initiate P.S.S.A. make-ups for Science
- Inventory P.S.S.A. materials (English Language Arts) for return to Data Recognition Corporation
- Inventory P.S.S.A. materials (Mathematics) for return to Data Recognition Corporation
- Inventory P.S.S.A. materials (Science) for return to Data Recognition Corporation
- Post April newsletter on Middle School Guidance web page
- Meet with student council members

May:

- Execute Keystone Exams schedule for Algebra 1
- Initiate Keystone Exams make-ups for Algebra 1
- Inventory Keystone Exams materials (Algebra 1) for return to Data Recognition Corporation
- Prepare middle school report cards for the fourth nine-week grading period. Make copies of duplicate report cards for divorced/separated parents
- Prepare list of students who qualify for the honor roll and high honors. Submit list to Superintendent, principal, and local newspapers for advertisement
- Prepare failure list of students that earned a 69% or below in their classes and submit to principal
- Meet weekly with students that are in danger of failing for the year
- Update awards day tracking sheet with those students that qualified for the honor roll or high honors
- Compile boy versus girl data for fourth nine-week grading period
- Compile data for G.P.A. study
- Execute Middle School Awards Day ceremony for students
- Recognize students that earned honor roll and high honors status for the entire year

- Recognize perfect attendance recipients
- Recognize student council members
- Post May and June newsletter on Middle School Guidance web page
- Update Master Tracking Sheet with final grades for Math/Reading/Science
- File final report cards in student academic files
- Collect all materials from classroom teachers (ie. career folders, Lion's Quest books)
- Promote student files to next grade level
- Current year withdrawn student files should be taken out of blue folders and put in manila file to be stored in box

Daily/Weekly/Monthly (or as needed):

Copy records for new/withdrawn students

Copy records for requests from agencies

Compile MSAP info

Conduct Individual or Group Counseling Session

Participate in IEP Meetings

Phone or meet with parents

Consult with classroom teachers or building administrators

Conduct Student Assistance Program (SAP) Meetings

Participate in the Weekly SAP Meeting with Administration

Attend Conferences or Workshops for Professional Development

Update Safety Concerns Document (custody and Protection from Abuse orders, etc.)

Participate in Monthly Meetings of the Somerset County Counselor Association

High School Calendar (9-12)

Month	Academic	Career	Personal / Social
Ongoing	• Individual Student Counseling • Teacher Consultations • Parent Conferences / Calls • Monitor Student Grades • Assist with BBHS Cyber Program • Coordinate SAP • College Board SSD Coordinator • Attend IEP Meetings • Update Naviance • Attend / Coordinate County Counselor Meetings • Participate in In-service Programs • Attend Workshops/ trainings as appropriate and assigned • Classroom Presentation based on need / request • Maintain CADCA PA certificate • Register students for SAT / ACT • Register students for NCAA • Attend Weekly Administration Team Meetings	• Individual Student Counseling • Teacher Consultations • Parent Conferences / Calls • Monitor Student Grades • Assist with BBHS Cyber Program • Coordinate SAP • College Board SSD Coordinator • Attend IEP Meetings • Update Naviance • Attend / Coordinate County Counselor Meetings • Participate in In-service Programs • Attend Workshops/ trainings as appropriate and assigned • Classroom Presentation based on need / request • Maintain CADCA PA certificate • Register students for SAT / ACT • Register students for NCAA • Attend Weekly Administration Team	• Advise Student Council and SADD • Individual Student Counseling • Teacher Consultations • Parent Conferences / Calls • Monitor Student Grades • Assist with BBHS Cyber Program • Coordinate SAP • College Board SSD Coordinator • Attend IEP Meetings • Update Naviance • Attend / Coordinate County Counselor Meetings • Participate in In-service Programs • Attend Workshops/ trainings as appropriate and assigned • Classroom Presentation based on need / request • Maintain CADCA PA certificate • Register students for SAT / ACT • Register students for NCAA

	• Enroll / schedule new students • College and Military rep meetings • Chaperon student recognition events • Administer Pledge Together Program • Contribute to monthly HS Newsletter • Participate in Graduation Project Committee • Counselor collaborates with teachers, parents, and school staff t meet the needs of the students • Process scholarship paperwork	Meetings • Enroll / schedule new students • College and Military rep meetings • Chaperon student recognition events • Administer Pledge Together Program • Contribute to monthly HS Newsletter • Participate in Graduation Project Committee • Coordinate and Promote opportunities and information • Meet with post – secondary representatives for undated program information • Coordinate meetings between post – secondary representatives • Assist students and parents with the post – secondary planning process • Process and complete transcript request for college • Counselor collaborates with teachers, parents, and school staff t meet the needs of the students • Process scholarship	• Attend Weekly Administration Team Meetings • Enroll / schedule new students • College and Military rep meetings • Chaperon student recognition events • Administer Pledge Together Program • Contribute to monthly HS Newsletter • Participate in Graduation Project Committee • Counselor collaborates with teachers, parents, and school staff t meet the needs of the students • Process scholarship paperwork • Crisis Intervention • Report Suspected Child Abuse as Mandated • Peer mediation as appropriate • Parent conferences • Student Referral to community programs • 504 Meetings •
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		paperwork	
August	• Enroll new students • Scheduling • Parent Conferences	• Update Website	• Participate in Parent conferences
September	• Grade 10 Presentation: Seeing things differently by using in school opportunities to determine careers • Senior Meetings • Proctor placements test for ACM students	• Conduct 9th grade interviews • Senior Meetings • Create / Distribute grade level information sheets for each student	• Advise Student Council and SADD
October	• Coordinate Dual Enrollment Registration • Coordinate and Proctor PSAT • Attend County Wide In-service	• Encourage 12th grade students to complete college applications by 10/31	• Chaperone Clara Barton Forum • Coordinate PAYS bi - yearly
November	• Parent Teacher Night • Coordinate Keystone Exam training / administrative duties / testing	• Attend annual PHEAA workshop • Coordinate ASVAB Administration • Coordinate 9th Grade SCTC experience • Chaperone 11th grade college fair • Parent Teacher Night	• Participate in parent conferences
December	• Grade 10 & 11 PSAT interpretation meeting	• Grade 10 & 11 PSAT interpretation meeting • Coordinate FASFA Night	
January	• Review Mid – Year Grades with students in jeopardy of failing	• Chaperone Farm Show Trip	• Chaperone Farm Show Trip • Classroom Lesson – services available through the

			counseling office
February	Individual Scheduling meeting for the following school year grades 8-11	- Individual Scheduling meeting for the following school year grades 8 – 11 - Proctor Accuplacer tests for Penn College	- Individual Scheduling meeting for the following school year grades 8 – 11 - Organize activities for RAK Week - National School Counseling week
March	- Coordinate ASVAB scores Interpretation Sessions for grades 10 and 11 8th grade scheduling meeting - Participate in Graduation Project Evaluation	- Coordinate ASVAB scores Interpretation Sessions for grades 10 and 11 8th grade scheduling meeting - Participate in Graduation Project Evaluation	
April	- Coordinate / Administer NOCTI - Coordinate / Proctor SAT	- Coordinate / Administer NOCTI - Coordinate / Proctor SAT	
May	- Incoming 8th grade parent meeting - Proctor AP Exam - Complete administration duties for Keystone prep - Coordinate and Proctor Keystone Exams - Assess / Notify students for credit recovery	- Incoming 8th grade parent meeting - Confirm college plans	
June	- Assist with Graduation practices and attend Graduation - Complete yearly SAP report	- Send out final transcripts - Submit Facility use forms and parade permit	
July - August	Administrative duties		

	as assigned		
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XI. Program Delivery:

Domains and Standards

The **Berlin Brothersvalley K-12 Career Program** strives to enable all students from Gr. K-12 to achieve success in school and to develop into contributing members of our society through activities pertaining to the academic, career and social/emotional domains derived from ASCA's *National Standards for Students (Competencies and Indicators)*, and the standards by the state of Pennsylvania for Career Education and Interpersonal skills. A table of Delivery is included.

School Counseling Curriculum

The ASCA National Standards

American School Counselors Association

National Standards for Student Competencies and Indicators

Overview

The purpose of a counseling program in a school setting is to promote and enhance the learning process. To that end, the school-counseling program facilitates student development in three broad areas: Academic Development, Career Development, and Personal/Social Development (Interpersonal Skills). The following chart describes the standards for each area.

1. Academic Domain

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical-thinking skills

A:B1.3 Apply the study skills necessary for academic success at each level

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

2. Career Domain

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a résumé

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

C:A2.9 Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the Internet to access career-planning information

C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

C:B1.8 Understand how changing economic and societal needs influence

employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience

C:B2.4 Select course work that is related to career interests

C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

Pennsylvania Academic Standards for Career and Education and Work

The state of Pennsylvania has established its own K-12 Career Education and Work Standards. (Appendix) The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. As a result, the Berlin Brothersvalley School District has chosen to utilize these standards to address the Career Education component of its K-12 Developmental Guidance Program rather than utilizing the ASCA Career Standards.

Career Awareness and Preparation 13.1.	Career Retention and Advancement 13.3
<i>A. Abilities and Aptitudes</i>	<i>A. Work Habits</i>
<i>B. Personal Interests</i>	<i>B. Cooperation and Teamwork</i>
<i>C. Non-Traditional Workplace Roles</i>	<i>C. Group Interaction</i>
<i>D. Local Career Preparation Opportunities</i>	<i>D. Budgeting</i>
<i>E. Career Selection Influences</i>	<i>E. Time Management</i>
<i>F. Preparation for Careers</i>	<i>F. Workplace Changes</i>
<i>G. Career Plan Components</i>	<i>G. Lifelong Learning</i>
<i>H. Relationship between Education and Career</i>	
Career Acquisition (Getting a Job) 13.2.	Entrepreneurship 13.4.
<i>A. Interviewing Skills</i>	<i>A. Risks and Rewards</i>
<i>B. Resources</i>	<i>B. Character Traits</i>
<i>C. Career Acquisition Documents</i>	<i>C. Business Plan</i>
<i>D. Career Planning Portfolios</i>	
<i>E. Career Acquisition Process</i>	

Berlin Brothervalley Career Development Implementation Plan
Grades K-3

13.1.3 Career Awareness and Preparation

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- Exploring Interests and Hobbies
- Identifying family roles and responsibilities
- Identifying the range of jobs in the community
- Describing types of work performed by teachers and community members
- Exploring differences in types of training needed for careers
- Discussing value of school work on careers

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Recognize that individuals have unique interests.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculums	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum
	Kindergarten (Classroom Teachers): Lion's Quest	Together Times Activity Books	Classroom Teachers	Lesson 2.1-I Am Special Lesson 2.2-We Are Like A Rainbow Lesson 2.3- The Many Things We Can Do

	Grade 1: Guidance Interest Inventories; Class discussions (pair/share): Lion's Quest lessons Grade 2: Writing prompts about likes and dislikes, interest inventories, career surveys, glyphs, interactive read a-louds, Lion's Quest, time capsule Grade 3: - "OWL About Me" Posters-Discussion of Gifts and Talents and recognition of personal and peer gifts and talents	Career folders; Lion's Quest resources and teacher observations lesson plans, student response, behavioral observation, classroom discussion -Posters and class discussions -Presentations of posters -Identification of gifts vs. talents in application test questions.	Classroom teachers Classroom Teachers Classroom Teachers LS Teacher	Career surveys; Teacher lesson plans/ reading curriculum; Lion's Quest: Skills for Growing Lion's Quest: Skills for Growing student career surveys time capsules writing notebooks/journals classroom/library books Owl Posters BOTVIN
B. Identify current personal interests	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculums	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets	Guidance Counselor	Career Folders Student Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum

	Kindergarten: Lion's Quest Grade 1: "All About Me" posters; Class discussions (pair/share) Lion's Quest lessons: Writer's Workshop Grade 2: Writing prompts about likes and dislikes, interest inventories, career surveys, glyphs, interactive read a-louds, Lion's Quest, time capsule Grade 3: Sharing Opportunities. Positive Sharing Communication in the classroom and among school community. Classroom Conversations MD/LS: High School: Career Clusters Interest Survey	Lion's Quest Lessons "All About Me" posters; Class discussions (pair/share) Lion's Quest lessons: Writer's Workshop Lesson plans, student response, behavioral observation, classroom discussion -Teacher Observations Lesson Plans, Checklist	Classroom Teachers Classroom teachers Classroom Teachers Classroom Teachers LS Teacher School Community Special Education Teacher	Together Times "All About Me" blank template; Teacher lesson plans/ reading curriculum; Lion's Quest: Skills for Growing; Writing paper Lion's Quest: Skills for Growing student career surveys time capsules writing notebooks/journals classroom/library books Various Literature Family Trees Student Objects that are shared Career Clusters Interest Survey, Life Skills Curriculum
C. Recognize that the roles of individuals at home, in the workplace and in the community, are constantly changing.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculums	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum

	Kindergarten: Transition from grade level to grade level Grade 1: "Fire Safety" presentation Grade 2: Lion's Quest, Woman's Week social studies unit, interactive read a-louds, one room schoolhouse field trip Grade 3: -School Staff Changing Classrooms and responsibilities -Extracurricular Staffing -Parents changing careers -Role Modeling of Adaptability	Guidance Lesson Plans/activity sheets Informal discussion Class Discussion Lesson plans, classroom discussion, written responses Student Observations	Classroom Teachers Fire Department Classroom Teachers Tour Guides Classroom Teachers LS Teacher Specials Teachers School Community	None Required Fire Company crew and equipment Lion's Quest: Skills for Growing classroom/library books videos personal experiences Personnel
D. Identify the range of jobs available in the community.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculums Kindergarten: ELA Lessons	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets Classroom discussions	Guidance Counselor Classroom Teachers	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum Leveled Reader-People

	Grade 1: Reading curriculum story: <u>Cool Jobs</u> Grade 2: Agriculture presentation, ELA curriculum, hospital field trip, Lion's Quest Grade 3: Career Day Dress Up: Spirit Week MD/LS: Career Exploration	Writing and class discussions Lesson plans, classroom discussion, written responses Student Conversations Classroom Conversations Student and Teacher Observations Lesson Plans	Classroom Teachers Classroom Teachers Classroom Teachers LS Teachers School Community Special Education Teacher	Who Help Big Book of Explorations Trade Books (ex. Russ & the Firehouse) Reading series: "Treasures" McMillan/McGraw Hill Lion's Quest: Skills for Growing Presenters Treasures curriculum Triumphs curriculum Personal experiences Costumes Various Books, Life Skills Curriculum
E. Describe the work done by school personnel and other individuals in the community.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculums	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum

	Kindergarten: Firefighter Visit/Somerset Grade 1: Unit 3, Lesson 5 "The People at School" Grade 2: Agriculture presentation, ELA curriculum, hospital field trip, Lion's Quest Grade 3: Main Selection Stories: (ie: First Day Jitters) MD/LS: Career Exploration of Fire Fighters, Nurses, Postal Workers, etc.	Observation/interaction Lion's Quest resources and teacher observations Lesson plans, classroom discussion, written responses -Classroom discussions -Weekly Assessments Lesson Plans	Classroom Teachers /Vol. Firemen Classroom Teachers Classroom Teachers Classroom Teachers LS Teacher Special Education Teacher	Resources provided by volunteer Firemen Lion's Quest: Skills for Growing resource guide Lion's Quest: Skills for Growing Presenters Treasures curriculum Triumphs curriculum Personal experiences ELA Curriculum Various Books, Hands on Exploration, Life Skills Curriculum
F. Explore how people prepare for careers.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculums Kindergarten: N/A	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum

	Grade 1: Firefighter presentation; Veteran's Day presentation	Classroom discussions; Writing activities	Fire Department; Veteran guest speakers	Fire Department; Local Veterans
	Grade 2: ELA curriculum, discussion	Lesson plans, classroom discussion	Classroom Teachers	Treasures curriculum Triumphs curriculum
	Grade 3: Literature Connections	-ELA Stories -Read Aloud Experiences	Classroom Teachers LS Teacher	ELA Curriculum
G. Explain why education and training plans are important to careers.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculums	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum
	Kindergarten: Learning Skills helps us get a job lesson	Informal discussions	Classroom Teachers	None Required
	Grade 1: Firefighter presentation; Veteran's Day presentation	Classroom discussions; Writing activities	Fire Department; Veteran guest speakers	Fire Department; Local Veterans
	Grade 2: ELA curriculum, discussion, Lion's Quest	lesson plans, classroom discussion	Classroom Teachers	Treasures curriculum Triumphs curriculum Lion's Quest: Skills for Growing
	Grade 3: N/A			

H. Explain how workers in their careers use what is learned in the classroom.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculums Kindergarten: N/A Grade 1: Teacher professional development/modeling of what is learned for use in the classroom; President's Day activities/literature Grade 2: ELA curriculum, discussion, Lion's Quest Grade 3: N/A	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets Teacher modeling and lesson plans; Classroom discussion; Teacher observation; Student written responses Lesson plans, classroom discussion	Guidance Counselor Classroom Teachers Classroom Teachers	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum Ongoing professional development; Classroom library Treasures curriculum Triumphs curriculum Lion's Quest: Skills for Growing
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13.2.3 Career Acquisition (Getting a job)

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- Identifying speaking and listening techniques

- Identifying resources available for a job search
- Composing a personal letter
- Discussing value of making a plan for the future
- Relating the importance of different workplace skills

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Identify appropriate speaking and listening techniques used in conversation.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculums	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum
	Kindergarten: Daily Routines *Writer's Celebration-Story time/Carpet time	Observation and Discussion	Classroom Teachers	Classroom and Library books
	Grade 1: "Morning Message"; Reading stories aloud to class; Listening/Speaking etiquette; Daily opening carpet activities	Teacher observation; classroom discussions and student responses	Classroom Teachers	Teacher prepared "Morning Messages"; Classroom library and morning carpet materials; Teacher-led instructions
	Grade 2: Lion's Quest, classroom discussion, shared writing, classroom projects, learning centers, guided reading/literacy groups	Lesson plans, classroom discussion, guided reading	Classroom Teachers	Lion's Quest: Skills for Growing

	Grade 3: Classroom Mingles -Partner Sharing and Conversation -Read-Aloud discussions -Partner Reading -Exposure to Various Languages MD/LS: Classroom Discussion on Manners	-Teacher Observations Teacher Observation	Classroom Teachers LS Teacher Special Education Teacher	Shared writing Learning centers Guided reading/literacy groups Group projects -Leveled Readers -Classroom Book Sets -3rd Grade Curriculum -BOTVIN Life Skills Curriculum
B. Discuss resources available in researching job opportunities, such as, but not limited to: • Internet • Magazines • Newspapers	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculum Kindergarten: N/A Grade 1: N/A Grade 2: Weekly reader, NIE (News in	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets classroom discussion	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum

	Education) Grade 3: Newspaper Reading Opportunities MD/LS: Viewing job opportunities in the newspaper	-Teacher Observations Teacher Observation	Classroom Teachers Classroom Teachers LS Teacher Librarian Special Education Teacher	Weekly readers Newspapers -NIE Life Skills Curriculum Newspapers in Education
C. Compose a personal letter.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculum Kindergarten: Writer's Workshop Grade 1: Writing personal letter to families during holidays; grade level cards and notes sent to various community members and school volunteers Grade 2: Thank you letters for classroom guests/visitors, holiday letters	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets Sending letters to personal friends Student letters and cards Written responses	Guidance Counselor Classroom Teachers Classroom Teachers	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum Writer's Workshop paper Letter and card Templates Writing templates

	Grade 3: Personal Letters to soldiers, shut-ins, pen pals, and Thank You Notes Main Selection Story: ie: Dear Juno MD/LS: Writing thank you letters to veterans	Letters and Teacher Observations Letter Composition	Classroom Teachers Classroom Teachers LS Teacher Librarian Special Education Teacher	-Writing paper and cards Life Skills Curriculum Writing Template
D. Identify the importance of developing a plan for the future.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculums Kindergarten: Grade 1: N/A Grade 2: Time capsules Grade 3: -Long Term Goal Plans: Behaviorally, Academically, Socially	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets EOY reflection -Sticker Books/Carnival - Mountaineers/Mountaineer Rewards -Studying throughout the	Guidance Counselor Classroom Teachers Classroom Teachers LS Teacher Specials Teachers	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum Time capsules -Stickerbooks/stickers -Mountaineers -Academic Materials for Study (WALT sheets)

		week -Development of Interpersonal Relationships via Role Playing	School Community	-Study Guides -BOTVIN
E. Discuss the importance of the essential workplace skills, such as, but not limited to: • Dependability • Health/safety • Team building • Technology	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculum	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum
	Kindergarten: Centers Time	Teacher Observation and Discussion	Classroom Teachers	None Required
	Grade 1: Teaching "time on task"; encouraging good speaking/listening skills; encouraging homework completion; team building through group activities; Lion's Quest lessons - Unit 4	Teacher observation and classroom discussions; completed work by students Lion's Quest resources	Classroom Teachers	Reading and math curriculum and daily lesson plans; Lion's Quest: Skills for Growing
	Grade 2: Lion's Quest, literacy groups, classroom games/activities	Classroom discussion, behavioral observation	Classroom Teachers	Lion's Quest: Skills for Growing Games/activities Literacy groups
	Grade 3: -Importance of Attendance -Importance of Honesty and Integrity -Role Modeling	-Classroom discussions and activities -Teacher observations -Parent Teacher	-Classroom	-3 rd Grade Hygiene Unit -BOTVIN

	-Table Group Activities/Small Groups -Introduction to Computer Skills and Coding -Importance of HYGEINE-NEW UNIT MD/LS: Hygiene and Career Related Lessons, Classroom Games	Communication Lesson Plans, Worksheets	Teachers -Specials Teachers -School Community Special Education Teacher	Life Skills Curriculum Worksheets, Classroom Games
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13.3.3 Career Retention and Advancement

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- Identifying positive work habits at school and at home
- Understanding cooperative participation in a group setting
- Understanding group interaction vocabulary
- Explaining the value of different monetary units
- Discussing scheduling time, at home and school
- Identifying how roles vary across family, friends, community
- Identifying the importance of lifelong learning

STATE STANDARDS	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Identify attitudes and work habits that contribute to success at home and school.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculum	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying

	Kindergarten: centers-self monitoring (two check work-best work/one check-needs improvement) Grade 1: Classroom "jobs"; homework completion with parent signature in agendas Lion's Quest lesson - Unit 3, Lesson 4 Grade 2: Games/activities, guided reading/literacy groups, learning centers, anti-bullying program Grade 3: -Cross Classroom Discussions and Daily Expectations -Agendas/Homework -Reading Logs -Quality Standards for Work	Plans/activity sheets Teacher Observation and Discussion Teacher observation; Parent signature in agendas; Lion's Quest resources Behavioral observation, classroom discussion, written response -daily monitoring of agendas, reading logs, student work, and organizational skills	Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers LS Teacher School Community	Curriculum None Required Job chart; Student agendas; Lion's Quest: Skills for Growing Games/activities Guided reading/literacy groups Olweus Anti-Bullying Program -agendas -reading logs -work area -homework -BOTVIN
B. Identify how to cooperate at both home and school.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculums	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum

	Kindergarten: Centers-working together, sharing, helping others Grade 1: Daily partner and group work; Daily homework completion Grade 2: Creation of rules together in class Grade 3: Daily behavior intervention and behavior modification program MD/LS: Discussion/collaboration of establishing classroom rules, Complete group collaboration activities (board games, card games, etc.) to enforce rules such as taking turns etc.	Teacher Observation and Discussion Teacher observation; Parent signature in agendas; Classroom discussion, written response -Teacher Observations Lists, Classroom Observation	Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers LS Teacher Special Education Teacher	None Required Teacher lesson plans and student agendas Writing prompt -Stickers and Stickerbooks -Mini-Mountaineers -Mountaineer Rewards -Sticker Carnival and year end -BOTVIN Life Skills Curriculum, Classroom Games
C. Explain effective group interaction terms, such as, but not limited to: • Compliment • Cooperate • Encourage • Participate	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculum	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum

	Kindergarten: Bullying/Centers/Lion's Quest Grade 1: Daily partner and group work Grade 2: Lion's Quest, guided reading, learning centers/literacy centers Grade 3: -Daily Cooperative Learning Group Expectations -Constructive Critiques: Praises and Pushes	Observation lesson materials Teacher observation Classroom discussion, behavioral response -Teacher Observations	Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers LS Teacher	-Monthly Olweus bullying lesson -Lion's Quest Lesson 3.6, 3.7, 3.8 Teacher lesson plans Lion's Quest: Skills for Growing Learning centers/literacy centers Guided reading -Praise/Push slips
D. Explain how money is used.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculum Kindergarten: Carpet Time/Math/Somerset	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets Observation Math lessons	Guidance Counselor Somerset Trust Bank Volunteer Presenter	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum Money, Trade Books and Poems

	Grade 1: "Class Store" math lesson; Spending money at the Book Fair and Christmas bazaars Grade 2: EveryDay Math lessons, Somerset Trust savings presentation Grade 3: -Token Sticker Economy System -Penny War/ Heifer International -Christmas Bazaar -Book Fair MD/LS: Coin recognition and values, CBI Trips	Math journals; Teacher observation Lesson plans, quizzes/tests, informal assessment, classroom discussion -Teacher Observations - Money Management Observations -Penny War Tracking sheets and graphs -Heifer International PPT and videos Lesson Plans, Data Tracking Sheets, Teacher Observation	Classroom teacher/paraprofessionals and parent volunteers Classroom Teachers Presenters Classroom Teachers LS Teacher PTSO Special Education Teacher	"Everyday Math" curriculum and student math journals; PTSO book fairs and Christmas bazaar EveryDay Math Curriculum Classroom presenters -Penny War Materials Life Skills Curriculum, CBI Trips, money manipulatives
E. Discuss how time is used at both home and school.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculum	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum

	Kindergarten: Daily Schedule/Centers Grade 1: "Time on task"; daily schedule Grade 2: EveryDay Math lessons Grade 3: -Keeping of Daily Schedule -Time Management within Class -Math Curriculum (Elapsed Time) -Homework Expectations MD/LS: Telling time to the hour and/or half hour	Teacher Observation and Discussion Teacher observation Lesson plans, quizzes/tests, informal assessment, classroom discussion -Reading Logs -Home-Link Completion -Math Fact Sheets -Student organization and timely attendance and adaptability -Loss of recess time Lesson Plans, Data Tracking Sheets, Teacher Observation	Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers LS Teacher Special Education Teacher	Daily Schedule Classroom schedule and lesson plans EveryDay Math Curriculum Classroom games/activities -Homework Life Skills Curriculum, Education City, worksheets, clock manipulatives
F. Identify the changes in family and friend's roles at home, at school and in the community.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculum	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying

	Kindergarten: Recess-skills/interpersonal relationships Grade 1: N/A Grade 2: Lion's Quest Grade 3: -School vs. Home expectations (Farm Field Trip) -Community interactions with staff and students -Sports events -Field Trips	Plans/activity sheets Informal discussion/observation Classroom discussion -Activity and Field Trip Reflections	Classroom Teachers Classroom Teachers Classroom Teachers LS Teacher School Community Community Members	Curriculum None Required Lion's Quest: Skills for Growing -Writing Samples
G. Define and describe the importance of lifelong learning.	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculum Kindergarten: N/A Grade 1: Encourage and promote "love of learning"	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets Classroom discussions; "read a-louds"; classroom	Guidance Counselor Classroom Teachers	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum Teacher lesson plans; Classroom libraries;

	Grade 2: Interactive read a-louds Grade 3: -Teacher Professional Development Days: Role Modeling -Verbal Praise for Learning Outside of School: Announcement Shout Outs! -Equipping students to research for answers: google/research writing	activities and lessons Classroom discussion -Teacher Observations -Use of technology in the class -Research writing unit	Classroom Teachers Classroom Teachers LS Teacher	Curriculum Classroom/library books -Computers, I-pads -BOTVIN
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13.4.3 Entrepreneurship

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- Understanding the concept of entrepreneurship
- Describing character traits of successful entrepreneurs
- Describing age appropriate business ideas

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Define entrepreneurship	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculums	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets	Guidance Counselor	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum

	Kindergarten: N/A Grade 1: N/A Grade 2: N/A Grade 3: N/A			
B. Describe the character traits of successful entrepreneurs, such as, but not limited to: • Adaptability • Creative thinking • Ethical behavior • Leadership • Positive attitude • Risk-taking	Guidance: Dissemination/Management of Individual Student Career Folders and Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculum Kindergarten: N/A Grade 1: N/A Grade 2: N/A Grade 3: -Community Interactions: Farm, Ice Cream Station, Bi-annual FFA Day -Makerspace Mondays	Individual Student Career Folders Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets -Makerspace: Design Briefs and presentations -Field Trips and Written Reflections	Guidance Counselor Classroom Teachers LS Teacher	Career Folders Student Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum -Makerspace Materials -Community Trips -Reflection Materials -BOTVIN
C. Describe age-appropriate	Guidance: Dissemination/Management of Individual Student Career Folders and	Individual Student Career Folders	Guidance Counselor	Career Folders Student

entrepreneurial opportunities, such as, but not limited to: • Bake sale • Crafts • Lemonade stand • Pet care	Career/Interest Surveys Guidance: Dissemination of Career/Interest Surveys and Explanatory Letters to Parents Guidance: Developmentally appropriate classroom guidance lessons/activities Guidance: Management of the Olweus Bullying and Lions Quest Skills for Growing Curriculums Kindergarten: N/A Grade 1: Pet care discussions and story Grade 2: N/A Grade 3: Through Literature -Main Selection Stories -Read a-loud Stories Math: Word Stories and Problems **Collins Writing Element MD/LS: Students participate in various Life Skills activities such as cooking activities throughout the school year such as Cup-O-Joe, Culinary Arts Inclusive Class, etc. and appropriate shredding activities	Individual Student Responses to the Career/Interest Surveys Lions Quest Skills for Growing Activity sheets/workbook Teacher Lesson Plans Olweus Bullying Activity Sheets Guidance Lesson Plans/activity sheets Classroom discussions; Written responses Teacher Observations Classroom Discussion Collins Writing Samples Lesson Plans, Teacher Observation	Classroom Teachers Classroom Teachers LS Teacher Special Education Teacher	Career/Interest Surveys Lions Quest Skills for Growing Curriculum Lions Quest Kindergarten Activity Books Classroom Guidance Lessons Olweus Bullying Curriculum Reading curriculum: McMillan/McGraw Hill series -Math Curriculum -ELA materials Life Skills Curriculum, food, cooking/baking supplies, Keurig, shredder
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Berlin Brothersvalley Career Development Implementation Plan
Grades 4 - 5

13.1.5 Career Awareness and Preparation

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- *Relating the impact of personal interests and abilities (A, B)*
- *Learning impact of change on traditional and non-traditional careers (C)*
- *Describing the range of community career training programs (D)*
- *Describing "on the job" factors that influence career choice (E)*
- *Discovering how people make career choices (F)*
- *Reviewing and revising the 9th -12th grade course selection plan, related to chosen career path (G)*
- *Connecting self to personal career options (H)*

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Describe the impact of individual interests and abilities on career choices.	Grade 5: Core Classes/ASAP, Classroom Economy	Classroom Discussion, E.L.A. Stories/Passages/Questions, Classroom Economy, Folder - Job Applications	Classroom Teachers	Journeys Reading Series, Daily American Newspaper, Classroom Economy Folder
	Grade 5: Reflection questions/career interest from "My Student Planner"	Classroom Discussion	Classroom Teachers	Teacher Lesson Plans, Student Planner
	Grade 5: Career Interest Survey	Classroom Discussion	Guidance Counselor	Survey Monkey, Internet, Computer
B. Describe the impact of personal interest and abilities on career choices.	Grade 5: Core Classes/ASAP, Classroom Economy	Classroom Discussion, E.L.A. Stories/Passages/Questions, Classroom Economy, Folder - Job Applications Classroom	Classroom Teachers	Journeys Reading Series, Classroom Economy Folders

	Grade 5: Lions Quest, "Together Times" Unit #1	Discussion/Completion of Unit #1	Classroom Teachers	Lions Quest, "Together Times" Unit #1, Teacher Lesson Plans
C. Relate the impact of change to both traditional and nontraditional careers	Grade 5: Lions Quest, "Talent Interview" Unit #5	Classroom Discussion/Completion of Unit #5	Classroom Teachers	Lions Quest, "Talent Interview" Unit #5, Teacher Lesson Plans
D. Describe the range of career training programs in the community such as, but not limited to: • Two-and-four year colleges • Career and technical education programs at centers (formerly AVTSS) and high schools • Career Links • Community/recreation centers • Faith-based organizations • Local industry training centers • Military • Registered apprenticeship • Vocational rehabilitation centers • Web-based training	Grade 5: Career Survey Grade 5: Web-Based Learning, Classroom Economy Grade 5: S.C.T.C. Tour	Career Survey/Classroom Discussion Classroom Discussion, Classroom Economy, Internet Research Evidence Classroom/Shop Discussion at S.C.T.C.	Guidance Counselor Classroom Teacher Classroom/Shop Teacher	Survey Monkey, Internet Computer Lab, Classroom Economy Series S.C.T.C. staff, handouts from each shop, survey.
E. Describe the factors that influence career choices, such as but not limited to: • Geographic location • Job description	Grade 5: Social Studies, Classroom Economy	Classroom Discussion, History Text with Passages and Comprehension Questions, Classroom Economy Discussion, Classroom Economy Folder -	Classroom Teachers	History Text Books, Classroom Economy Folders

Salaries/benefits • Work schedule • Working conditions	Grade 5: "Benefits of My Career" Grade 5: S.C.T.C. Tour	Job Applications Teacher prepared worksheet, Internet Classroom/Shop Discussion at S.C.T.C.	Classroom Teachers Classroom/Shop Teachers	Teacher Lesson Plans, Classroom Discussion, Internet S.C.T.C. staff
F. Investigate people's rationale for making career choices.	Grade 5: E.L.A. Passages Reading and Discussion, Classroom Economy Grade 5: Career Interest Survey Grade 5: S.C.T.C. Tour	Classroom Discussion, Classroom Observation, Classroom Economy Folder - Job Applications Career Survey/Classroom Discussion Classroom/Shop Discussion at S.C.T.C.	Classroom Teachers Guidance Counselor Classroom/Shop Teachers	Journeys Reading Series, Classroom Economy Folders Survey Monkey, Internet Handouts, Classroom/Shop Discussions
G. Identify the components of a career plan, such as, but not limited to: • Beginnings of career portfolio • Career goals • Individual interests and abilities • Training/education requirements and costs	Grade 5: Career Interest Survey Grade 5: S.C.T.C. Tour	Career Survey/Classroom Discussion Classroom/Shop Discussion at S.C.T.C.	Guidance Counselor Classroom/Shop Teachers	Survey Monkey, Internet Handouts, Classroom/Shop Discussions
H. Connect personal interests and abilities and academic strengths to personal career	Grade 5: Classroom Economy	Classroom Economy Folder - Job Applications	Classroom Teacher	Classroom Economy Folders

options.	Grade 5: Lion's Quest, "Together Times"	Discussion/Completion of Lions Quest, "Together Times"	Classroom Teachers	Lion's Quest, "Together Times"
	Grade 5: S.C.T.C. Tour	Classroom/Shop Discussion at S.C.T.C.	Classroom/Shop Teachers	Handouts, Classroom/Shop Discussions

13.2.5 Career Acquisition

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- *Practicing speaking and listening skills in conversation (A)*
- *Locating/reviewing various job search resources (B)*
- *Composing a business letter (C)*
- *Identifying individualized career portfolio components (D)*
- *Connecting essential workplace skills to daily activities (E)*

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Apply appropriate speaking and listening techniques used in conversation	Grade 4: Group work, sharing with class, partner work.	Observing presentation and communication skills, Class discussion	Classroom Teachers	Teacher lesson plans, Integrated content curriculum
	Grade 5: Oral reports and presentations, oral reading in core subject areas: Reading, Mathematics, History, Science, English, E.L.A.	Observation, role modeling - both peer and teacher modeling	Classroom Teachers	Textbooks, resource books, worksheets, handouts, Internet
	Grade 5: Small Cooperative Learning Groups, Peer Presentations	Informal Observations of communication skills, Conflict Resolution Skills, Class/Group Discussions	Classroom Teachers	A variety of materials conducive to small cooperative learning groups, lesson plans, presentation aids (ie. - Poster board, Index Cards, etc.)
B. Identify and review resources available in researching job opportunities, such as, but not limited to:	Grade 4: Introduction of variety of science-related careers.	Classroom activities	Classroom Teachers	Teacher Lesson Plans, Internet

• Internet • Magazines • Newspapers	Grade 5: Career Interest Survey Grade 5: Lion's Quest, "Together Times" Library Research Grade 5: Newspapers in Education	Career Survey/Classroom Discussion Completion of Lion's Quest, "Together Times", Research paper, Classroom Discussion Informal observations of class/group discussions.	Guidance Counselor Classroom Teachers Classroom Teachers	Survey Monkey, Internet Lion's Quest, "Together Times", Library, Internet Daily American Newspaper
C. Compose and compare a business and a personal letter.	Grade 5: Styles of Writing with E.L.A. Grade 5: Core subject areas: Reading, English, Writing, E.L.A.	Writing samples - student composed letters Lesson Plans, Teacher Modeling, Teacher Observation	Classroom Teachers Classroom Teachers	Journeys Reading Series Examples personal letters, and business letters, Internet
D. Identify individualized career portfolio components, such as, but not limited to: • Achievements • Awards/recognitions • Career exploration results • Career plans • Community service involvement/projects • Interests/hobbies • Personal career goals • Selected school work • Self-inventories	Grade 5: Study Skills O.A.R. (Organization And Responsibility) Presentation	Classroom Discussion	Guidance Counselor	PowerPoint, Computer, Smartboard

E. Apply to daily activities, the essential workplace skills, such as, but not limited to: • Commitment • Communication • Dependability • Health/safety • Personal initiative • Scheduling/time management • Team building • Technical literacy • Technology	Grade 4: Integrated daily lessons. Station work. Daily planner use.	Classroom discussion, Classroom observation, Completed assignments, Record keeping in planner	Classroom Teachers	Integrated daily lessons and responsibilities, Projects, Internet
	Grade 5: Lifelong skills used every day: planning, organizing, teamwork, self-monitoring	Teacher Lesson Plans, Student Planners, Teacher Modeling, Teacher Observations	Classroom Teachers	Student Planners
	Grade 5: Small Cooperative Learning Groups, Peer Presentations	Informal observations of communication skills, Conflict Resolution Skills, class/group discussion	Classroom Teachers	A variety of materials conducive to small cooperative learning groups, lesson plans, presentation aids (ie. - Poster board, Index Cards, etc.)
	Grade 5: S.C.T.C. Tour	Classroom/Shop Discussion at S.C.T.C.	Classroom/Shop Teachers	Handouts, Classroom/Shop Discussions

13.3.5 Career Retention and Advancement

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- *Explaining transfer of personal attitudes and work habits to the workplace (A)*
- *Relating the importance of working cooperatively with others (B)*
- *Discussing group interaction strategies (C)*
- *Learning/discussing budgeting concepts (D)*
- *Creating a personal schedule, home and school (E)*
- *Understanding role changes and their impact at home, school and work (F)*
- *Describing impact of personal interests and abilities on lifelong learning (G)*

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Explain how student attitudes and work habits transfer from the home and school to the workplace.	Grade 4: Daily interaction with students. Group work, stations, inquiry labs.	Classroom discussion, Classroom observation.	Classroom Teachers, Guidance Counselor, Principal.	Teacher lessons, integrated curriculum.
	Grade 5: Lion's Quest, "Together Times"	Lesson Plans	Classroom Teachers	Lion's Quest, "Together Times"
	Grade 5: Interpersonal Skills	Teacher Modeling, Teacher Observation, Classroom Discussions, Mid-Term Progress Notices, Report Card, Self-Evaluation	Classroom Teachers	Daily Interactions, Daily Discussions, PowerSchool, Computer
	Grade 5: Classroom Economy	Classroom Economy Folder - Bonuses and Fines	Classroom Teachers	Classroom Economy Materials
	Grade 5: S.C.T.C. Tour	Classroom/Shop	Classroom/Shop Teachers at	Handouts, Classroom/Shop

		Discussion at S.C.T.C.	S.C.T.C.	Discussions
B. Explain the importance of working cooperatively with others at both home and school to complete a task.	Grade 4: Daily interaction with students. Group work, stations, inquiry labs.	Classroom discussion, Classroom observation.	Classroom Teachers, Guidance Counselor, Principal	Teacher lessons, integrated curriculum.
	Grade 5: Lion's Quest, "Together Times"	Lesson Plans	Classroom Teachers	Lion's Quest, "Together Times"
	Grade 5: Bullying Kick-Off Presentation	Classroom Discussion, Classroom Interaction	Guidance Counselor	PowerPoint, Computer, Smart Board
	Grade 5: Olweus Bullying Program	Completion of bullying lesson schedule, Teacher Modeling	Classroom Teachers	Olweus Bullying Prevention Program Guide, Lesson Schedule
	Grade 5: Small Group Reflection Papers	Student written responses following a cooperative assignment.	Classroom Teachers	Group Reflection Page
	Grade 5: S.C.T.C. Tour	Classroom/Shop Discussion at S.C.T.C.	Classroom/Shop Teachers at S.C.T.C.	Classroom/Shop Discussions, Personal Experience
C. Identify effective group interaction strategies, such as, but not limited to: • Building consensus • Communicating effectively • Establishing	Grade 4: Daily interaction with students. Group work, stations, inquiry labs.	Classroom discussion, Classroom observation.	Classroom Teachers, Guidance Counselor, Principal	Teacher lessons, integrated curriculum.
	Grade 5: Lion's Quest, "Together Times"	Lesson Plans	Classroom Teachers	Lion's Quest, "Together Times"
	Grade 5: Bullying Kick-Off Presentation	Classroom Discussion, Classroom Interaction	Guidance Counselor	PowerPoint, Computer, Smart Board

ground rules • Listening to others	Grade 5: Olweus Bullying Program	Completion of bullying lesson schedule, Teacher Modeling	Classroom Teachers	Olweus Bullying Prevention Program Guide Lesson Schedule
	Grade 5: Small Cooperative Learning Groups, Peer Presentations	Informal observations of communication skills, conflict resolution skills, class/group discussion	Classroom Teachers	A variety of materials conducive to small cooperative learning groups, lesson plans, presentation aids (ie. - Poster board, Index Cards, etc.)
D. Explain budgeting.	Grade 5: Classroom Economy	Classroom Economy Folder - Auction and Rent Logs	Classroom Teachers	Classroom Economy Materials
E. Develop a personal schedule based on activities and responsibilities at both home and school.	Grade 5: Recording Homework Assignments	Homework tracking in daily planner	Classroom Teachers	School issued student planner
	Grade 5: Time Management Study Skills Unit	Classroom Discussion	Guidance Counselor	Study Skills Unit: Time Management
F. Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention	Grade 5: Classroom Discussions, Daily interactions with students, Classroom Economy	Classroom Discussion, Classroom Economy Folder	Classroom Teacher	Teacher Lesson Plans, Curriculum, Classroom Economy
G. Describe how personal interests and abilities impact	Grade 4: Daily interaction with students.	Classroom Discussion	Classroom Teacher	Teacher Lesson Plans, Curriculum

lifelong learning.	Grade 5: Core classes, ASAP, Reading Stories and Passages	Classroom Discussion	Classroom Teacher	Journeys Reading Series
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13.4.5 Entrepreneurship

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- *Identifying the risks and rewards of entrepreneurs (A)*
- *Discussing character traits of entrepreneurs, current and from the past (B)*
- *Relating entrepreneurial process of marketing goods/services to the public (C)*

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Identify the risks and rewards of entrepreneurship.	Grade 5: Classroom discussion, history projects.	Poster presentation, Classroom discussion	Classroom Teacher	Teacher Lesson Plans, Curriculum, Internet
B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.	Grade 5: Social Studies	Student performances on tests, class discussions of historical entrepreneurs	Classroom Teacher	History textbooks, Internet
	Grade 5: Classroom discussion, history projects.	Poster presentation, Classroom discussion	Classroom Teacher	Teacher Lesson Plans, Curriculum, Internet
C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:	Grade 5: Classroom discussion, history projects.	Poster presentation, Classroom discussion	Classroom Teacher	Teacher Lesson Plans, Curriculum, Internet

- Marketing
- Production
- Research and development
- Selection of goods and services

Berlin Brothersvalley Career Development Implementation Plan
Grades 6-8

13.1.8 Career Awareness and Preparation

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- *Completing Self Assessments (interest, aptitudes, personality, etc.) (A, B)*
- *Reviewing career options, based on assessments (A, B)*
- *Linking traditional and nontraditional careers to the workplace (C)*
- *Explaining connection between training programs and job opportunities (D)*
- *Analyzing economic factors impacting employment opportunities (e.g. competition, geographic location, global influences, job growth/openings) (E)*
- *Analyzing the impact of school subjects, extracurricular activities and community involvement on career planning (F)*
- *Reviewing and revising the 9th -12th grade course selection plan (F, G, H)*
- *Creating a Career Action Plan (G)*
- *Selecting personal electives and extracurricular activities that match career interests and academic strengths (H)*

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Relate careers to individual interests, abilities, and aptitudes	Grade 6: Career Portfolio + Interest Inventory, Career Survey	Career Portfolio, Career Survey	Guidance Counselor	Career Portfolio, Survey Monkey, Internet
	Grade 7: Career Portfolio + Interest Inventory, Career Survey	Career Portfolio, Career Survey	Guidance Counselor	Career Portfolio, Survey Monkey, Internet
	Grade 7: Vision Board	Lesson Plans, Vision Board Presentation	Classroom Teacher	Lesson Plans, Vision Boards, Teacher materials and rubrics
	Grade 8: Career Portfolio + Interest Inventory, Career Survey	Career Portfolio, Career Survey	Guidance Counselor	Career Portfolio, Survey Monkey, Internet

	Grade 8: ELA Scrapbook Project, All About Me Faces	Classroom Project, Grades	Classroom Teacher	Lesson Plans
	Grade 8: S.C.T.C. Tours	Classroom/Shop Discussion/Presentations at S.C.T.C.	Classroom/Shop Teacher	Classroom/Shop Discussion, Personal Experience
B. Relate careers to personal interests, abilities, and aptitudes	Grade 6: Career Portfolio + Interest Inventory, Career Survey	Career Portfolio, Career Survey	Guidance Counselor	Career Portfolio, Survey Monkey, Internet
	Grade 7: Career Portfolio + Interest Inventory, Career Survey	Career Portfolio, Career Survey	Guidance Counselor	Career Portfolio, Survey Monkey, Internet
	Grade 7: Vision Board	Lesson Plans, Vision Board Presentation	Classroom Teacher	Lesson Plans, Vision Boards, Teacher materials and rubrics
	Grade 8: Career Portfolio + Interest Inventory, Career Survey	Career Portfolio, Career Survey	Guidance Counselor	Career Portfolio, Survey Monkey, Internet
	Grade 8: ELA Scrapbook Project, All About Me Faces	Classroom Project, Grades	Classroom Teacher	Lesson Plans
	Grade 8: S.C.T.C. Tours	Classroom/Shop Discussion/Presentations at S.C.T.C.	Classroom/Shop Teacher	Classroom/Shop Discussion, Personal Experience
	Grade 8: My College Options Survey	Survey submitted to My College Options	Classroom Teacher (Science)	My College Options Survey
C. Explain how both traditional and nontraditional careers offer or hinder career opportunities	Grade 6: Daily interactions and discussions	Lesson plans, Classroom Discussions and Observations	Classroom Teacher	Classroom Materials

	Grade 7: Daily interactions and discussions	Lesson plans, Classroom Discussions and Observations	Classroom Teacher	Classroom Materials
	Grade 8: Daily interactions and discussions	Lesson plans, Classroom Discussions and Observations	Classroom Teacher	Classroom Materials
	Grade 8: S.C.T.C. Tours	Classroom/Shop Discussion/Presentations at S.C.T.C.	Classroom/Shop Teacher	Classroom/Shop Discussion, Personal Experience
	Grade 8: My College Options Survey	Survey submitted to My College Options	Classroom Teacher (Science)	My College Options Survey
D. Explain the relationship of career training programs to employment opportunities	Grade 6: Career Portfolio + Interest Inventory	Career Portfolio	Guidance Counselor	Career Portfolio
	Grade 6: Daily interactions and discussions	Lesson plans, Classroom Discussions and Observations Career Portfolio	Classroom Teacher	Classroom Materials
	Grade 7: Career Portfolio + Interest Inventory	Lesson plans, Classroom Discussions and Observations	Guidance Counselor	Career Portfolio
	Grade 7: Daily interactions and discussions	Career Portfolio	Classroom Teacher	Classroom Materials
	Grade 8: Career Portfolio + Interest Inventory	Lesson plans, Classroom Discussions and Observations	Guidance Counselor	Career Portfolio
	Grade 8: Daily interactions and	Classroom/Shop	Classroom Teacher	Classroom Materials

	discussions as problems and examples Grade 8: S.C.T.C. Tours	Discussion/Presentations at S.C.T.C. Classroom/Shop Discussion/Presentations at S.C.T.C.	Classroom/Shop Teacher	Classroom/Shop Discussion, Personal Experience
E. Analyze the economic factors that impact employment opportunities, such as, but not limited to: • Competition • Geographic location • Global influences • Job growth • Job openings • Labor supply • Potential advancement • Potential earnings • Salaries/benefits • Unemployment	Grade 6: Career Portfolio + The Career Game Explorer	Career Portfolio + Interest Inventory	Guidance Counselor	Career Portfolio, Occupational Outlook Handbook, Internet, The Career Game Explorer (Rick Trow)
	Grade 7: Career Portfolio + The Career Game Explorer	Career Portfolio + Interest Inventory	Guidance Counselor	Career Portfolio, Occupational Outlook Handbook, Internet, The Career Game Explorer (Rick Trow)
	Grade 8: Career Portfolio + The Career Game Explorer/Red Hot Jobs	Career Portfolio + Interest Inventory	Guidance Counselor	Career Portfolio, Occupational Outlook Handbook, Internet, The Career Game Explorer/Red Hot Jobs (Rick Trow)
	Grade 8: Colonial Economy	Lesson plans, Assimilations, Vocabulary, Discussions and Observations	Classroom Teacher	Classroom Materials
	Grade 8: S.C.T.C. Tours	Classroom/Shop Discussion/Presentations at S.C.T.C.	Classroom/Shop Teachers	Classroom/Shop Discussion, Personal Experience

F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation	Grade 6: Student Planners/Agenda	Classroom Discussion, Student	Classroom Teacher	Student Planners/Agenda, Classroom Materials
	Grade 7: Student Planners/Agenda, N.J.H.S., Extracurricular Eligibility, Daily Interactions and Discussions	Student Planners/Agenda, Weekly Eligibility Lists, Nine Week Reports, Report Card Grades	Classroom Teacher	Student Planners/Agenda, Classroom Materials
	Grade 8: Student Planners/Agenda, N.J.H.S., Extracurricular Eligibility, Daily Interactions and Discussions	Student Planners/Agenda, Weekly Eligibility Lists, Nine Week Reports, Report Card Grades	Classroom Teacher	Student Planners/Agenda, Classroom Materials
	Grade 8: S.C.T.C. Tours	Classroom/Shop Discussions/Presentations at S.C.T.C.	Classroom/Shop Teachers	Classroom/Shop Discussion, Personal Experience
	Grade 8: My College Options Survey	Survey submitted to My College Options	Classroom Teacher (Science)	My College Options Survey
G. Create an individualized career plan including, such as, but not limited to: • Assessment and continued development of career portfolio • Career goals • Cluster/pathway opportunities • Individual interests and abilities • Training/education requirements and financing	Grade 6: Career Portfolio + Interest Inventory, Career Survey	Career Portfolio, Career Survey	Guidance Counselor	Career Portfolio, Survey Monkey, Internet
	Grade 7: Career Portfolio + Interest Inventory, Career Survey	Career Portfolio, Career Survey	Guidance Counselor	Career Portfolio, Survey Monkey, Internet
	Grade 8: Career Portfolio + Interest Inventory, Career Survey	Career Portfolio, Career Survey	Guidance Counselor	Career Portfolio, Survey Monkey, Internet
	Grade 8: Scrapbook Project	Student Scrapbook	Classroom Teacher	Classroom Materials, Student Materials
H. Choose personal electives and extra-curricular activities based upon personal career interests,	Grade 8: Career Link Trip to S.C.T.C., and S.C.T.C. Trip	Interest survey for both. Shop/Classroom Discussions	Career Link staff, S.C.T.C. staff, Guidance Counselor	Guest speakers representing various careers and shops,

abilities and academic strengths	9 th grade course selections	9 th grade course selections sheets	High School Guidance Counselor	S.C.T.C. facility 9 th grade course selection sheet, B.B.S.D. web page for class descriptions, prerequisites, etc.
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13.2.8 Career Acquisition

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- *Naming speaking and listening skills needed for a job interview (A)*
- *Using various research resources in a job search (online and print resources) (B)*
- *Developing career acquisition documents (e.g. job application, letter of introduction, resume, letters of recommendation) (C)*
- *Creating an individualized career portfolio (D)*
- *Explaining essential workplace skills in getting a job (e.g. communication, dependability, health & safety regulations, scheduling, technology, team building, etc.) (E)*

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Identify effective speaking and listening skills used in a job interview	Grade 6: Project ALERT	Classroom Discussions/skits	Guidance Counselor	Project ALERT curriculum, Smartboard, Computer, Projector
	Grade 6: Skills for Adolescence - Unit #2	Lesson Plans, Classroom Project, Grades	Classroom Teacher	Lesson Plans, Teacher Materials
	Grade 7: Peer Presentations and Group Work	Lesson Plans, Classroom Project, Grades	Classroom Teacher	Lesson Plans, Teacher Materials
	Grade 7: Student-Led Conference	Completion by deadline	Instructional Coach	Google Docs, PowerPoint, classroom assessments
	Grade 8: Peer Presentations and Group Work	Lesson Plans, Classroom Project, Grades	Classroom Teacher	Lesson Plans, Teacher Materials
B. Evaluate resources available in researching job opportunities, such as, but not limited to: • Career Links	Grade 6: Career Portfolio + Interest Inventory, Career Survey	Career Portfolio, Career Survey	Guidance Counselor	Career Portfolio, Survey Monkey, Internet, Computer
	Grade 7: Career Portfolio + Interest Inventory, Career Survey	Career Portfolio, Career Survey	Guidance Counselor	Career Portfolio, Survey Monkey, Internet,

• Internet (i.e. O-NET) • Networking • Newspapers • Professional associations • Resource books (that is <i>Occupational Outlook Handbook</i>, <i>PA Career Guide</i>)	Grade 8: Career Portfolio + Interest Inventory, Career Survey	Career Portfolio, Career Survey	Guidance Counselor	Computer Career Portfolio, Survey Monkey, Internet, Computer
C. Prepare a draft of career acquisition documents, such as, but not limited to: • Job application • Letter of appreciation following an interview • Letter of introduction • Request for letter of recommendation • Resume	Grade 8: Scrapbook Project	Classroom Project, Lesson Plans	Classroom Teacher	Lesson Plans, Teacher Materials, Internet,
D. Develop an individualized career portfolio including components, such as, but not limited to: • Achievements • Awards/recognitions • Career exploration results • Career plans	Grade 6: Career Portfolio Grade 7: Career Portfolio	Career Portfolio documents Career Portfolio documents	Classroom Teacher, Guidance Counselor Classroom Teacher, Guidance Counselor	Career Portfolio, Occupational Outlook Handbook, Internet, The Career Game Explorer/Red Hot Jobs (Rick Trow) Career Portfolio, Occupational Outlook Handbook, Internet, The Career Game Explorer/Red

• Community service involvement/projects • Interests/hobbies • Personal career goals • Selected school work • Self-inventories	Grade 7: N.J.H.S.	N.J.H.S. Service Hours Log	N.J.H.S. Advisor	Hot Jobs (Rick Trow) N.J.H.S. Service Hours Log
	Grade 8: Career Portfolio	Career Portfolio documents	Classroom Teacher, Guidance Counselor	Career Portfolio, Occupational Outlook Handbook, Internet, The Career Game Explorer/Red Hot Jobs (Rick Trow)
	Grade 8: Student Council Officer Campaign Speeches	Campaign Speeches	Student Council Advisor	Sample Speeches, Powerpoint, Computer, Microphone, Podium
	Grade 8: N.J.H.S.	N.J.H.S. Service Hours Log	N.J.H.S. Advisor	N.J.H.S. Service Hours Log
	Grade 8: Scrapbook Project	Scrapbook Section Completion, Teacher Gradebook	Classroom Teacher	Lesson Plans, Teacher Materials, Internet
E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to: • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans with Disabilities Act,	Grade 6: Career Portfolio	Classroom Discussion	Guidance Counselor	Career Portfolio
	Grade 7: Career Portfolio	Classroom Discussion	Guidance Counselor	Career Portfolio
	Grade 7: Student Led-Conferences	Completion by deadline Classroom Discussions	Instructional Coach	Google Docs, PowerPoint, classroom assessments
	Grade 8: Career Portfolio	Classroom Discussion	Guidance Counselor	Career Portfolio
	Grade 8: History - Child Labor Laws	Lesson Plans, Essay, Text Dependent Questions	Classroom Teacher	Lesson Plans, Teacher Materials

Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology	Grade 8: S.C.T.C. Tours	Classroom/Shop Discussion/Presentations at S.C.T.C.	Classroom/Shop Teachers	Classroom/Shop Discussion, Personal Experience
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13.3.8 Career Retention and Advancement

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- *Determining personal attitudes, work habits for keeping a job and advancing (A)*
- *Understanding the importance of teamwork and each member's role (B)*
- *Learning/Practicing conflict resolution skills (e.g. group dynamics, negotiation, problem-solving, constructive criticism) (C)*
- *Understanding budgets and pay statements (D)*
- *Learning/Practicing Time Management Strategies for home and work (E)*
- *Relating impact on jobs and employment by changes to workplace law (e.g. Americans with Disabilities Act) (F)*
- *Identifying lifelong learning opportunities and their impact on keeping a job and being advanced to new positions (G)*

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Determine attitudes and work habits that support career retention and advancement.	Grade 6: Homework, Classroom Work, Student Council	Classroom Observations, Grades, Nine Week Grades, Mid-Term Progress Notices	Classroom Teachers	Lesson Plans, Teacher Materials, PowerSchool
	Grade 7: Homework, Classroom Work, Extracurricular Eligibility, Student Council, N.J.H.S.	Classroom Observations, Grades, Nine Week Grades, Mid-Term Progress Notices	Classroom Teachers	Lesson Plans, Teacher Materials, PowerSchool
	Grade 7: Student Led-Conferences	Completion by deadline	Instructional Coach	Google Docs, PowerPoint, classroom assessments
	Grade 8: Homework, Classroom Work, Extracurricular Eligibility, Student Council, N.J.H.S.	Classroom Observations, Grades, Nine Week Grades, Mid-Term Progress	Classroom Teachers	Lesson Plans, Teacher Materials, PowerSchool

	Grade 8: S.C.T.C. Tours	Notices Classroom/Shop Teacher Discussion	Classroom/Shop Teachers	Classroom/Shop Discussion, Personal Experience
B. Analyze the role of each participant's contribution in a team setting.	Grade 6: Project ALERT	Classroom Discussions/skits	Guidance Counselor	Project ALERT curriculum, Smartboard, Computer, Projector
	Grade 8: Self-Evaluations of Group Work	Lesson Plans, Classroom Observations	Classroom Teacher	Lesson Plans, Teacher Materials, PowerSchool
C. Explain and demonstrate conflict resolution skills: • Constructive criticism • Group dynamics • Managing/ leadership • Mediation • Negotiation • Problem solving	Grade 6: Bullying Kick-Off Lesson	Classroom Discussion	Guidance Counselor	Bullying Kick-Off Lesson, Computer, Projector
	Grade 6: Skills for Adolescence	Peer Discussions, Classroom Observations, Grades	Classroom Teacher	Rubrics, Teacher Materials
	Grade 7: Bullying Kick-Off Lesson	Classroom Discussion	Guidance Counselor	Bullying Kick-Off Lesson, Computer, Projector
	Grade 8: Bullying Kick-Off Lesson	Classroom Discussion	Guidance Counselor	Bullying Kick-Off Lesson, Computer, Projector
	Grade 8: E.L.A. Cooperative Group Work and Projects	Peer Discussions, Classroom Observations, Grades	Classroom Teacher	Rubrics, Teacher Materials
D. Analyze budgets and pay statements, such as, but not limited to: • Charitable contributions • Expenses	Grade 8: B.B.M.S. Career Awareness Powerpoint, 30 Days DVD (Morgan Spurlock)	Classroom Discussion/Presentation	Guidance Counselor	B.B.M.S. Career Awareness Powerpoint, Computer, Projector, 30 Days DVD (Morgan Spurlock)
	Grade 8: Math Problems and Examples, Stock Monitoring	Classroom Projects, Homework	Classroom Teacher	Teacher Materials, Internet

• Gross pay • Net pay • Other income • Savings • Taxes				
E. Identify and apply time management strategies as they relate to both personal and work situations	Grade 6: Career Portfolio Grade 7: Career Portfolio Grade 7: Student-Led Conferences Grade 8: Career Portfolio Grade 8: Completion of Essays and Homework, Study Island, Scrapbook	Classroom Discussion Classroom Discussion Completion by Deadline, Classroom Discussions Classroom Discussion Grades	Guidance Counselor Guidance Counselor Instructional Coach Guidance Counselor Classroom Teacher	Career Portfolio Career Portfolio Google Docs, PowerPoint, classroom assessments Career Portfolio Teacher Materials, Rubrics
F. Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations, and explain their impact on jobs and employment	Grade 6: Career Portfolio Grade 7: Career Portfolio Grade 8: Career Portfolio Grade 8: Classroom Discussions of Reading Material	Classroom Discussion Classroom Discussion Classroom Discussion Classroom Discussions, Classroom Observations	Guidance Counselor Guidance Counselor Guidance Counselor Classroom Teacher	Career Portfolio Career Portfolio Career Portfolio Teacher Reading Materials, Internet
G. Identify formal and informal lifelong learning opportunities that support career retention and	Grade 6: Career Portfolio Grade 7: Career Portfolio Grade 8: Career Portfolio	Classroom Discussion Classroom Discussion Classroom Discussion	Guidance Counselor Guidance Counselor Guidance Counselor	Career Portfolio Career Portfolio Career Portfolio

advancement	Grade 8: E.L.A. Independent Reading Selections	Conference Sheet	Classroom Teacher	Student Selected Reading Materials
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13.4.8 Entrepreneurship

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- *Comparing and contrasting entrepreneurship and traditional employment (A)*
- *Discovering impact of entrepreneurial character traits on career opportunities (B)*
- *Relating and describing the basic components of a business plan (C)*

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to: • Benefits • Job security • Operating costs • Wages	Grade 6: Career Portfolio	Classroom Discussion	Guidance Counselor	Career Portfolio, Internet, Occupational Outlook Handbook
	Grade 7: Career Portfolio	Classroom Discussions	Guidance Counselor	Career Portfolio, Internet, Occupational Outlook Handbook
	Grade 8: Career Portfolio	Classroom Discussions	Guidance Counselor	Career Portfolio, Internet, Occupational Outlook Handbook
	Grade 8: Classroom Discussions	Classroom Discussions, Classroom Observations	Classroom Teacher	Teacher Materials, Lesson Plans
	Grade 8: S.C.T.C. Tours	Classroom/Shop Discussions	Classroom/Shop Teachers	Classroom/Shop Discussion, Personal Experience
B. Evaluate how entrepreneurial character traits influence career	Grade 7: Classroom Discussions of Reading Material	Classroom Discussions and Observations	Classroom Teacher	Teacher Reading Materials, Internet

opportunities	Grade 8: Classroom Discussions of Reading Material	Classroom Discussions and Observations	Classroom Teacher	Teacher Reading Materials, Internet
C. Identify and describe the basic components of a business plan, such as, but not limited to: • Business idea • Competitive analysis • Daily operations • Finances/budget • Marketing • Productive resources (human, capital, natural) • Sales forecasting	Grade 8: Stock Monitoring	Classroom Discussions, Classroom Observations, Classroom Projects, Homework	Classroom Teacher	Teacher Materials, Internet

Berlin Brothersvalley Career Development Implementation Plan
Grade 9-12

13.1.11 Career Awareness and Preparation

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- Completing Self Assessments (interest, aptitudes, personality, etc.)
- Reviewing career options, based on assessments
- Researching careers matching self-assessment results
- Connecting changing workplace roles to new career opportunities
- Participating in and assessing career development opportunities (e.g. job shadow, internship, community service)
- Reviewing and revising the 9th -12th grade course selection plan, related to chosen career path
- Gaining knowledge and exploring secondary and postsecondary career training programs, all types
- Creating a Career Action Plan, through career portfolio process
- Selecting postsecondary opportunities based on Career Action Plan

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Relate careers to individual interests, abilities, and aptitudes	Grades 8-12 Life Skills Development • High Interest Jobs / Vocational Skills Unit Grade 9: • Complete Career Cluster Finder Survey (N), identify 3 clusters of interest, create a career cluster research project • Career Cluster Unit • Career Cluster Finder • Career Goal Setting Unit • 9th Grade Career Survey	Documents will be archived in graduation folders and completed in Naviance. Assignments (Collins writing and grading rubrics, spreadsheets, PowerPoint presentations) for grades that will serve as documentation for activities. Teacher developed rubric	Business Education Instructor, Computer Science Teacher, ELA 9 Instructor, ELA 12 Teacher, Grade Level Teachers, and Counselor	Naviance Graduation Project Folder Biology Rubric, Basic Computing Rubric Online Resources & Database (optional job shadowing reference) Internet, Holt McDougal Literature Grade 9 Textbook, 2012

	• Career Related Research Paper • Biology Career Project • Career Poster • Write a business letter to local businesses to explain interest in the organization and request information for future action. Grade 10: • Complete Career Cluster Finder • Career Interest Inventory • 10th Grade Career Survey Grade 11: • Complete Career Cluster Finder • Career Interest Inventory • Career Keys • 11th Grade Career Survey • StrengthsExplorer Grade 11 / 12 • Computer Careers / Security Unit Grade 12: • Complete Career Cluster Finder • Game Plan Survey • Graduation Plan Survey	Project Rubric Students will research and write about career field being pursued Documentation in Senior Project Binder		Internet and Somerset County online / Library
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	• Resume/Cover Letter • Career Related Research Paper • Career Research paper exploring and analyzing specific aspects of the career related to personal interests and goals			
B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals	Grades 9-12 Life Skills Development • High Interest Jobs / Vocational Skills Unit • Transition Planning Evaluation • Develop Transition goals with OVR Grade 9: • SCTC visit • Scheduling Meetings Grade 10: • Conduct a career interview and reflection assignment • Administer ASVAB and Interpretation with career data base • PSAT exam • Scheduling Meeting • After an introductory unit on what chemistry is and how it relates to various consumer products and careers that many people use/do, the students will list a career involving chemistry that they could realistically do and the	The students will complete an activity where they list a career involving chemistry that they could realistically do and the required education to attain that career. Students research and write about career fiend being pursued (Documentation in Senior Project Binder) Teacher developed	Chemistry Teacher, Grade Level Teachers and Counselor, ELA 12 Teacher, OVR	1. Teacher guided classroom discussions helping to illustrate how chemistry is in all of our daily lives. 2. A “Google Search” to find the educational requirements.

	required education to attain that career. Grade 11: • Health Quest Career Exploration Field Trip • Scheduling Meetings Grade 12: • Scheduling Meetings • Career Related Research Paper • Resume Cover letter • Career Research paper exploring and analyzing specific aspects of the career related to personal interests and goals Counseling 9-12: • Create an action plan with each student to optimize opportunities for career success through rigor and exploration of available BBHS curriculum. • Online learning styles questionnaires, multiple intelligences survey, eMonitoring Program (Naviance)	rubric reflective of assignment grade		Grade Level Instructors and High School Counselor ELA 12 Teacher
C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices	Grade 9: • Cell Organelle Assignment Examination • Examine how tools and progressive industry changed career opportunities throughout time. Grade 10: • Examine how tools and progressive industry changed career opportunities	Students will create lists, displays, and give examples throughout the units	Biology Teacher, English Teacher, Geography Teacher, Grade level Instructors, and School Counselor	Online recourses and various project based materials Representative supplied Materials

	throughout time Grade 11: • Entrepreneurial Experience – developing a product with persuasive appeal of ethos, pathos, and logos through “Shark Tank Activity” • Distant Learning Sheep Brain Dissection and Career Discussion Grade 11 & 12: • Career / Biological Science Specific Guest Speaker Presentation • Network to Cyber Security Expert Project Grade 12: • Career Interviews • Graduation Project Research Element Grade 9 – 12 • Classroom lessons involving: Exploring traditional/ non-traditional careers, OOH research, career research	Students will create / develop a new product – documentation through presentation and grading rubrics Document a summary of skills required and places that are hiring Written paper in graduation project		Textbooks and internet research with grading rubric
D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing	Grades 9-12 Life Skills Development • Cup Of Joe Skills Development Program • Job Shadowing / Job Coaching Opportunity • On the job training Opportunity • Cafeteria, Mail Delivery Grade 9:	Grading Rubric	Computer Technology Teacher, Grade Level Teachers and Counselor College Representatives	Online resources and various project based resources/

• Part-time employment • Registered apprenticeship • School-based enterprise	• SCTC visit Grade 10: • Career Interview / Reflection Assignment Assignment Grade 11: • College and Career Fair Experience • College Rep Visits • Career and Technical School Visits • Physics. PT. Alg3 / Geometry guest speaker from PIA discusses career opportunities • Physics / PT participate in business and industry tour • ACM Cyber Security / IBM Partnership Unit including internships, jobs and guest speakers Grade 12: • Graduation Project: industry – related mock interview and 8 hour job shadowing, complete team – based project, or community service • College Rep Visits • Career and Technical School Visits Counseling 9-12: • Career Café Advisory Event • Parent / Student information evening events with publications (FASFA, 8th Grade Scheduling, 9th Grade			
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	orientation, Grade level requirements pamphlet. • Opportunities for Enrichment and apprenticeships, bulletin boards, daily announcements and website information updated daily			
E. Justify the selection of a career.	Grades 8-12 Life Skills Development • High Interest Jobs / Vocational Skills Unit Grade 9: • Scheduling Meetings Grade 10: • Scheduling Meeting Grade 11: • Scheduling Meeting Grade 11 -12 • What do you Want to Do Writing • Cyber Security Unit (required training and job set exploratory) Grade 12: • Scheduling Meeting • Career Research paper exploring and analyzing specific aspects of the career related to personal interests and goals Counseling 9 – 12: • Individual Annual Career Counseling	Collins Writing Prompt Create a chart listing skills and training Final research paper	School Counselor, Spanish Educator, Technology Education Teacher, ELA 12 Teacher	Course Selection Sheets Spanish Text Books, internet
F. Analyze the relationship between career choices and	Grades 8-12 Life Skills Development • High Interest Jobs / Vocational Skills	Special Education Instructor,	Chemistry Teacher, School Counselor and SCTC teachers / Staff,	

career preparation opportunities, such as, but not limited to: • Associate degree • Baccalaureate degree • Certificate/licensure • Entrepreneurship • Immediate part/full time employment • Industry training • Military training • Professional degree • Registered apprenticeship • Tech Prep • Vocational Rehabilitation Centers	Unit Grade 9: • SCTC Exploration / Visit Grade 10: • Counselor Meeting / Schedule • After an introductory unit on what chemistry is and how it relates to various consumer products and careers that many people use/do, the students will list a career involving chemistry that they could realistically do and the required education to attain that career. Grade 11: • Counseling Meeting / Scheduling • Collage / Career Fair Trip • Career Prep 11 Research Project Grade 11 &12 • Cyber Security Unit Grade 12 • Career Research paper exploring and analyzing specific aspects of the career related to personal interests and goals 9 – 12 Counseling: • Create / annually review an action plan with each student to optimize opportunities for career success through rigor and exploration of available BBHS curriculum. • Post secondary / military representatives	Course Selection sheet / Supplement The students will complete an activity where they list a career involving chemistry that they could realistically do and the required education to attain that career. Course selection / supplement Research Paper Create a chart listing required education for various careers Research Paper	ELA 12 Teacher	1. Teacher guided classroom discussions helping to illustrate how chemistry is in all of our daily lives. 2. A “Google Search” to find the educational requirements. Writing Prompt/ grading rubric
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G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio	Grade 9: Grade 10: Grade 11: Grade 12: Counseling 9 – 12: • Graduation project / career portfolio update • Create / annually review an action plan with each student to optimize opportunities for career success through rigor and exploration of available BBHS curriculum		Grade Level Teachers and Counselor	
H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests	Grades 8-12 Life Skills Development • High Interest Jobs / Vocational Skills Unit Grade 9: Grade 10: • After an introductory unit on what chemistry is and how it relates to various consumer products and careers that many people use/do, the students will list a career involving chemistry that they could realistically do and the required education to attain that career. Grade 11: • Write a research paper comparing and contrasting three colleges, universities, and / or trade school, analyzing specific aspects of the chosen career related to personal interests and goals Grade 12: • Career Research paper exploring and	The students will complete an activity where they list a career involving chemistry that they could realistically do and the required education to attain that career. Final Research Paper	Chemistry Teacher, Special Ed Teacher, School Counselor	Course Selection Sheets, Internet, Naviance 1. Teacher guided classroom discussions helping to illustrate how chemistry is in all of our daily lives. 2. A “Google Search” to find the educational requirements.

	analyzing specific aspects of the career related to personal interests and goals Counseling 9 – 12: • Create / annually review an action plan with each student to optimize opportunities for career success • Various field trips to post secondary exploration opportunities (Campus tours, science day participation, guest speakers) • Career portfolio update • Through rigor and exploration of available BBHS curriculum.			
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13.2.11 Career Acquisition

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- *Practicing speaking and listening skills in the job interview process*
- *Using varied research skills in a job search (online and print resources)*
- *Refining and collecting career acquisition documents for career portfolio (e.g. job application, resume, postsecondary application, essays, letters of recommendation)*
- *Reviewing annually career portfolio contents for personal career decision making*
- *Applying essential workplace skills (e.g. communication, dependability, health and safety regulations, scheduling, technology, team building)*

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Apply effective speaking and listening skills used in a job interview	Grades 8-12 Life Skills Development • High Interest Jobs / Vocational Skills Unit Grade 9: • Mock Interview Unit	Mock Interview Worksheet w/student	Grade Level Teachers and Counselor, Spanish Instructor, Computer Technology Teacher, 12 Grade English Teacher	

	- Genetic Disorder Research & Presentation - Cyber Security Presentation Grade 9 – 12: - Listening Activities and Assessments Grade 10: Grade 11: - Job Shadowing Experiences - Life Hack Project - Mock Interview Grade 12: - Life Hack Project - Career Interview Questions & Discussion Grade 9 – 12 - Employability skills (listening, punctuality, non verbal cues)	involvement		Rubric / Prompt Project related materials
B. Apply research skills in searching for a job. - CareerLinks - Internet (i.e. O-NET) - Networking - Newspapers - Professional associations - Resource books (that is <i>Occupational Outlook Handbook</i>, <i>PA Career Guide</i>)	Grade 9: - Career Cluster Unit - Cyber Security Internet Search - Business letter unit – write letter to express interest and request information for further action Grade 10: - ASVAB Career Profiler Grade 11:	Final business letter assessment rubric Find job, discuss interest and application to self Students will write a research paper focusing on their	11th Grade English Teacher 12th Grade English Teacher	OOH website Monster.com Occupational Outlook Handbook website

	- Find a job project - Networking Letters - SAVAB Career Profiler Grade 11 & 12 - Cyber Security Jobs Search - Cyber Security / computer careers unit Grade 12: - Career Related Research Paper	chosen career FERPA, HIPPA, Copy write, Computer Fraud, and Abuse Act, Digital Millennium Act as part of law and computer use		
C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: - Job application - Letter of appreciation following an interview - Letter of introduction - Postsecondary education/training applications - Request for letter of recommendation - Resume	Grade 9: - Create a Resume in Google Drive - Job Application Unit Grade 10: - Update resume in Google Drive Grade 11: - Update Resume in Google Drive - After Researching process, Complete Job Application - Send Thank You Letter - Visit post – secondary institution / meet with an armed forces recruiter Grade 12: - Update Resume in Google Drive - Resume / cover letter writing	11th Grade Career Prep English Teacher	Grade Level Teachers and Counselor ELA 12 Teacher, ELA 9 Teacher 12 Grade English Teacher	Internet Rubric / template Online resources & Databases (optional job shadowing reference) Project related materials / examples Newspaper / Online job listing

	• Complete college admission application / have proof of admission / meet with recruiter/ industrial certification/ 3 completed job applications • After Interview Letters of appreciation • Create a job specific resume • Essential workplace skills & Workplace Scenarios Activity • Business Letter Unit – write a letter to a local business explaining interest in the organization	Students will write a thank you letter to interviewee, respond to various workplace scenarios and discuss the proper responses based on appropriate hard and soft skills		
D. Analyze, revise, and apply an individualized career portfolio to chosen career path.	Grade 9: • Advisory meetings Grade 10: • Advisory meetings Grade 11: • Advisory meetings Grade 12: • Advisory meetings Grade 9 -12 • Continues to update and evaluate career portfolio as related to graduation project		Grade Level Teachers and Counselor	
E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:	Grades 8-12 Life Skills Development • High Interest Jobs / Vocational Skills Unit Grade 9: Grade 10: Grade 11:	Workplace scenarios and generate responses	Grade Level Teachers and Counselor	Documents, Templates. Rubric

• Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology	• Ethics in the Workplace Grade 11 &12 • Cyber Security / Computer careers Unit Grade 12: • Physics / PT: Life lessons skills training in character. Lab experiments that require essential skills and use technology. Grade 9 -12 • Classroom lessons	Learn about FERPA, HIPPA, copyright, Computer Fraud and Abuse Act		
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13.3.11 Career Retention and Advancement

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- *Understanding personal attitudes and work habits for keeping a job and for advancing*
- *Learning/Practicing "team member" listening techniques (e.g. clarifying, summarizing, encouraging)*
- *Evaluating conflict resolution skills in the workplace (e.g. group dynamics, negotiation, problem-solving, constructive criticism)*
- *Developing a personal budget connected to career choice (e.g. gross pay, savings, taxes, charitable contributions)*
- *Evaluating Time Management Strategies, effective for home and work*
- *Strategizing/Learning about the global marketplace, adapting to change and moving forward professionally*
- *Understanding lifelong learning and its impact on keeping a job and being advanced to new positions*

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Evaluate personal	Grades 8-12 Life Skills Development		Grade Level Teachers	

attitudes and work habits that support career retention and advancement	- High Interest Jobs / Vocational Skills Unit Grades 9 - 12 - All classes are expected to develop and demonstrate the key elements that are required for success in a employment setting such as punctuality, following directions, working well with others, doing ones best, etc. - Classroom career lessons Grade 9: - Skills for the workplace Unit - Standard - 9.1.8.H Demonstrate and maintain materials, equipment and tools safely at work and performance spaces Grade 10: Grade 11: - Ethics Self Evaluation Grade 12:	Repeated tardiest result in detention Art Classroom participation grade Self Evaluation Quiz and Reflection	and Counselor, High School Principal	Quiz and Self Evaluation
B. Evaluate team member roles to describe and illustrate active listening techniques: - Clarifying - Encouraging - Reflecting - Restating - Summarizing	Grade 9: - Photo / Respiration Group Project Grade 10: Grade 11: - Following Direction Unit Grade 12: Grade 9 – 12: - Classroom lessons	Student evaluation Students create directions to a task for another student to grade	Grade Level Teachers and Counselor	Writing Prompt / Rubric
C. Evaluate conflict resolution skills as they relate to the workplace:	Grade 9 -12 Team Sports (Various units and lessons In the PE curriculum)	Grading Rubric emphasizing participation and	Grade Level Teachers Counselor, Physical education teacher, and Spanish Teacher	

• Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving	Grade 9: Grade 10: Grade 11: • Leadership Unit • Raise Request Letter • Group Teaching Project Grade 12:	cooperation		Writing Prompt / Rubric Spanish Textbook
D. Develop a personal budget based on career choice, such as, but not limited to: • Charitable contributions • Fixed/variable expenses • Gross pay • Net pay • Other income • Savings • Taxes	Grade 9: • Personal Budget • Checkbook Unit Grade 10: • Budgeting Unit (Geometry) Grade 11: Grade 12: • Budget Unit (Personal Finance and Principals of Technology)	Excel Spreadsheet	Business Educator Grade Level Teachers and Counselor	Documentation of income / expense sheet, Project Rubric,
E. Evaluate time management strategies and their application to both personal and work situations.	Grades 8-12 Life Skills Development • High Interest Jobs / Vocational Skills Unit Grade 9: • Standard 9.1.8.G explain the function and benefits of rehearsal and practice sessions. Grade 10: • “Memorizing the spelling and formulas” of selected polyatomic ions. Grade 11: • Workplace Ethics Unit Grade 9 -12:	Examples of practice sessions. A minimum of 4 quizzes utilized to verify the required information was acquired.	Art Instructor, Special Ed Teacher, Chemistry Teacher	Writing Prompt / Rubric 1. The polyatomic ion flashcards. 2. The quizzes used to measure the students acquisition of the

	Individual counseling available to all students			knowledge.
F. Evaluate strategies for career retention and advancement in response to the changing global workplace	Grades 8-12 Life Skills Development - High Interest Jobs / Vocational Skills Unit Grade 9: - Cyber security Unit Career Examination - Renaissance Unit – Changing Career Opportunities - Inventions / Economic Opportunities Unit Grade 10: Grade 11: - Skills Gap / Robots in Work Unit Grade 12: - Personal Finance Class	World History Instructor	Grade Level Teachers and Counselor, Computer Technology Teacher	Video Response Sheet Completion
G. Evaluate the impact of lifelong learning on career retention and advancement	Grade 9: - Cyber security Unit Career Examination Grade 10: Grade 11: Grade 12: - Scientific Journal / Article Critical Writing Grade 9 – 12 - Classroom Lessons, outside presentations in classrooms		Grade Level Teachers and Counselor, Computer Technology Teacher	Web resources

13.4.11 Entrepreneurship

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed by:

- *Comparing entrepreneurial and corporate environments to achieve personal career goals*
- *Recognizing entrepreneurial traits and how they match with personal traits*
- Developing a business plan, using community entrepreneurship resources (e.g. Chamber of Commerce, trade/technical Associations, entrepreneurial development centers)

STATE STANDARD	DESCRIPTION OF THE ACTIVITY/INTERVENTION	DOCUMENTATION (Describe how impact will be measured-evidenced)	STAKEHOLDER (Who helped deliver the activity(ies))	RESOURCES USED
A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities	Grades 8-12 Life Skills Development • Cup of Joe Skills Development Project Grade 9: • Build a Company Website Unit Grade 10 - 12: • Entrepreneurship Curriculum Grade 11: Grade 12:	Exams, Projects	Business Education Instructor, Grade Level Teachers and Counselor, Computer Technology Instructor	Grading Rubric
B. Analyze entrepreneurship as it relates to personal character traits	Grade 9: Grade 10: Grade 11: Grade 11 & 12 • Internet Industry Guest Speaker • ASVAB Grade 12:		Computer Technology Teacher	
C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not	Grade 9: Grade 10: Grade 11: • Business Plan Project	Creation of Business Plan		Business Plan packet /

limited to: • Community Based Organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers) • Financial institutions • School-based career centers • Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers) • Venture capital	• Business AG • Shark Tank Activity Grade 12: • FASFA Night			Grading Rubric
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3. Personal/Social Domain

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

PS:B1.1 Use a decision-making and problem-solving model

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 Know how to apply conflict resolution skills

PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

PS:B1.8 Know when peer pressure is influencing a decision

PS:B1.9 Identify long- and short-term goals

PS:B1.10 Identify alternative ways of achieving goals

PS:B1.11 Use persistence and perseverance in acquiring knowledge

and skills

PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)

PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse

PS:C1.9 Learn how to cope with peer pressure

PS:C1.10 Learn techniques for managing stress and conflict

PS:C1.11 Learn coping skills for managing life events

Pennsylvania Standards for Interpersonal Skills

The state of Pennsylvania has established its own Standards for Pre-K-12 Student Interpersonal Skills. These Standards are part of the State Board of Education's regulations of required education for all students in Pennsylvania. As a result, the Berlin Brothersvalley School District has chosen to utilize these PA standards to address the Student Interpersonal Skills of its K-12 Developmental Guidance Program rather than utilizing the ASCA Personal/Social Standards.

The Pennsylvania Student Interpersonal Skills Standards were crafted to address the skills students need to empower themselves and to successfully navigate the social world of family, school, college, and career connections not only in America but also in the world of the 21st century and the global marketplace. Student Interpersonal Skills are a key component in the development of young people, who are articulate, team players, responsible and goal oriented. In order that all students achieve to their potential, families, schools and the community must remove both academic and non-academic barriers to learning for optimal success.

The Student Interpersonal Skills Standards describe what students should know and do from Pre-Kindergarten through 12th grade. The standards provide a target for instruction for all educators, stakeholders, families and communities. These standards are not a curriculum but are to be used as a foundation for creating curriculum that is specific to each district's student population. These standards transcend grade levels and content areas. Interpersonal skills are not meant to be an area to be scheduled and addressed, but infused, promoted, modeled and expected throughout the family, school and community in every aspect of a student's day. Interpersonal skills can be explicitly taught when necessary in every classroom. Multiple opportunities for practice and a variety of assessment strategies need to be utilized for students to internalize these skills.

The Student Interpersonal Skills standards contain three standard categories that are designed to provide a Pre-Kindergarten - 12th grade continuum that reflects the demands of adult life in society, which can be disheartening to unprepared students. (Note that the Pre-Kindergarten and Kindergarten grade band provide the expectations for all students preparing to enter Grade 1.)

The standard categories are designed to be developed simultaneously.

16.1 Self-Awareness and Self-Management are skills to understand and manage behavior as a foundation for appropriate social interaction.

16.2 Establishing and Maintaining Relationships articulates skill components of healthy successful interactions with others.

16.3 Decision Making and Responsible Behavior addresses the knowledge and skills for making intelligent decisions, accepting the consequences of the choice, and engaging in positive social behavior.

Standards for Student Interpersonal Skills **Guiding Principles**

Student Interpersonal Skills are the foundation for multiple life achievements. These skills must be taught and supported within every content area and classroom by every teacher. All individuals, students, professional staff, and support staff within the school environment must model, encourage, support, and promote the development of these skills. The development of Student Interpersonal Skills goes beyond the school environment. It is the responsibility of the entire community. In order to help every student internalize and be able to demonstrate the Student Interpersonal Skills standards, there are overarching guiding principles that all must embrace:

□ Students are viewed as valuable and worthwhile individuals.

□ Students are respected.

□ Cultural differences are respected and accepted.

□ Families, schools, and communities must remove both academic and non-academic barriers to promote student achievement.

□ Learning is a social activity; therefore, it is critical for students to be able to function in social situations.

Standards for Student Interpersonal Skills

16.1 Self Awareness and Self-Management				
	16.1. GRADE PK-K	16.1. GRADES 1-5	16.1. GRADES 6-8	16.1. GRADES 9-12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>				
Managing Emotions and Behavior	16.1.K.A Distinguish between emotions and identify socially accepted ways to express them.	16.1.5.A Examine the impact of emotions and responses on view of self and interactions with others.	16.1.8.A Assess factors that influence emotional self-management and impact relationships at home, school, and community.	16.1.12.A Evaluate emotional responses in relation to the impact on self and others at home, school, work, and community.
Influence of Personal Traits on Life Achievements	16.1.K.B Recognize that everyone has personal traits which guide behavior and choices.	16.1.5.B Understand the impact of personal traits on relationships and school achievement.	16.1.8.B Analyze impact of a variety of personal traits on relationships and achievement throughout life.	16.1.12.B Demonstrate personal traits leading to positive relationships and life achievements.
Resiliency	16.1.K.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	16.1.5.C Identify adverse situations which all people encounter and healthy ways to address.	16.1.8.C Analyze adverse situations and identify appropriate protective factors and coping skills .	16.1.12.C Apply protective factors and healthy coping skills when encountered with adversity.
Goal Setting	16.1.K.D Establish goals independently and recognize their influence on choices.	16.1.5.D Describe the effect of goal setting on self and others.	16.1.8.D Apply goal setting into academic decisions.	16.1.12.D Incorporate goal setting into college, career, and other life decisions.

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16.2 Establishing and Maintaining Relationships				
	16.2. GRADE PK-K	16.2. GRADES 1-5	16.2. GRADES 6-8	16.2. GRADES 9-12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>				
Relationships	16.2.K.A Interact with peers and adults in a socially acceptable manner.	16.2.5.A Establish relationships that are positive and supportive of others.	16.2.8.A Analyze internal and external factors that influence relationships .	16.2.12.A Establish and maintain quality relationships that enhance personal, college, and career goals .
Diversity	16.2.K.B Identify similarities and differences between self and others.	16.2.5.B Recognize and tolerate the uniqueness of all people in all situations.	16.2.8.B Explain individual, social and cultural differences which increase vulnerability to bullying and abuse and strategies for prevention.	16.2.12.B Interact with family, work and community demonstrating respect, cooperation, and acceptance of differences in others.
Communication	16.2.K.C Engage in reciprocal communication with adults and peers.	16.2.5.C Explain the impact of communication on interactions with others.	16.2.8.C Analyze factors that impact communication .	16.2.12.C Use communication skills to effectively interact with others.
Managing Interpersonal Conflicts	16.2.K.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.	16.2.5.D Identify and apply appropriate ways to resolve conflict .	16.2.8.D Analyze various types of conflict and determine appropriate resolutions.	16.2.12.D Utilize appropriate conflict resolution skills effectively in home, school, and community.
Support: Asking for Help	16.2.K.E Ask for and accept offers of help when needed or appropriate.	16.2.5.E Determine who, when, where, or how to seek help for solving problems.	16.2.8.E Evaluate problems or situations to determine when and what additional support is needed.	16.2.12.E Access appropriate support when necessary to resolve a problem or situation.

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Standards for Student Interpersonal Skills

16.3. Decision Making and Responsible Behavior				
	16.3. GRADE PK-K	16.3. GRADES 1-5	16.3. GRADES 6-8	16.3. GRADES 9-12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>				
Decision Making Skills	16.3.K.A Interpret the consequences of choices.	16.3.5.A Recognize that there are consequences for every decision which are the responsibility of the decision maker.	16.3.8.A Examine the impact of decisions on personal safety, relationships , and group interactions.	16.3.12.A Evaluate conflicts considering personal, ethical , legal, safety, and civic impact of the consequences and acceptance of final choice.
Understanding Social Norms	16.3.K.B Recognize there are socially acceptable ways to behave in different places.	16.3.5.B Demonstrate knowledge of how social norms affect decision making and behavior.	16.3.8.B Examine how social norms and expectations of authority influence personal decisions and actions.	16.3.12.B Express acceptance of social norms of different societies and cultures .
Responsible Active Engagement	16.3.K.C Actively engage in assisting others when appropriate.	16.3.5.C Actively engage in creating an environment that encourages healthy relationships.	16.3.8.C Actively engage in healthy relationships and positive responsibility when observing negative behavior .	16.3.12.C Actively engage in creating and promoting an environment that encourages healthy relationships (upstanders vs. bystanders) and positive responsibility as an observer of negative behavior .

At the elementary level, the Comprehensive Guidance Program (CGC) partners with parents to promote school success by assisting students in learning the skills and attitudes necessary to be successful. It emphasizes decision-making skills and awareness of future educational and vocational possibilities. The CGC Program promotes development of positive self-concept and the acquisition of skills in interpersonal relationships.

At the middle school level, the CGC Program focuses on the rapidly changing needs of young adolescents. The CGC Program at this level is especially sensitive to the developmental struggles of middle school students for identity while, at the same time balancing the demands for academic, career, and social competence, and for community involvement. The activities begun at the elementary level are continued. However, they are adjusted to fit the special needs of middle school students. In addition, school counselors work with students and their parents to begin to explore education/career plans that will cover graduation requirements and beyond. These plans take into account students' interests, abilities, and educational and career goals.

At the high school level, the CGP further builds on the elementary and middle school curricula, assisting students in becoming responsible adults who can develop realistic and fulfilling life plans based on clear understandings of themselves and their needs, interests, and skills. The education/career plans developed in the middle school are reviewed and updated periodically in accordance with students' post-graduation educational and occupational goals. Continued attention is given to assisting students to develop competence in decision making, career planning, working with others, taking responsibility for personal behavior, and contributing to the community.

XII. PROGRAM STRUCTURE: FIVE PROGRAM COMPONENTS

1. Guidance Curriculum

The Guidance Curriculum at Berlin Brothersvalley consists of guidance activities presented systematically through the classroom and structured groups K-12. The curriculum is organized around the four areas of academic, career, personal/social, and community contribution. While Berlin Brothersvalley school counselors are responsible for organizing and facilitating the implementation of the guidance curriculum, the support of teachers and administrators is critical. Examples of topics covered include:

Academic Development

Elementary

Listening Skills
Following Directions
Decision Making
Test-Taking Skills Test-
Organizational Skills
Goal Setting
Effective Communication Skills

Middle School

Student Advocacy
Study Skills
Goal Setting
Taking Skills
Organizational Skills
Strengths/Interests
Essential Skills

High School

4 Year Course Selection Planning
Aptitude/Interest Inventories
Organizational Skills
Goal Setting
Transcript Reviews
Standardized Testing
Portfolios

Career Development

Elementary

Strengths/Interests
Working Together
School/Work Skills
Career Path Awareness

Middle School

Work Values
Interests Inventories
Academics to Work Connection
Career Path Exploration

High School

Vocational Skills
Career Center Services
Career-Related Learning
Experiences
Technology Skills
Resume Writing
SCTC Education
Mock Interviews
Job Shadows

Personal and Social Development

Elementary

Self-Awareness
Accepting Differences
Self-Acceptance
Personal Safety
Decision Making
Social Skills/Friendship Skills
Conflict Resolution
Harassment/Bullying Awareness
Resiliency
Healthy Life Choices

Middle School

Transition Skills
Empathy Skills
Decision-Making
Social Skills
Personal Responsibility
Self Respect/Image
Interpersonal Skills
Harassment/Bullying Awareness
Conflict Management
Responsible Use of Social Media

High School

Personal Responsibility
Respecting Self and Others
Interpersonal Communication
Decision Making Skills
Self Advocacy
Safety and Survival Skills
Problem Solving Skills
Responsible Use of Social Media
Harassment/Bullying Awareness

Community Involvement

Elementary

Awareness of Community Needs
Opportunities
Cooperating in Groups
Community-based Programs
Leadership Skills
Learning Opportunities
Identifying Shared Attitudes/Responsibility to Community
Beliefs and Values
Participation in Community Projects

Middle School

Volunteerism

Service Learning

Leadership Skills

High School

Volunteer

Service

School Leadership Opportunities
Co-curricular Activities

2. Individual Planning

In the Individual Planning component, Berlin Brothersvalley school counselors, working closely with parents, assist all students to plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students develop individual education/career plans, evaluate their educational, vocational and personal goals, and consider their personal contribution to the greater community. Delivered individually or in small groups, school counselors plan and direct activities that focus on personalized planning for next steps. Individual planning is implemented through individual appraisal, educational, vocational and transition planning.

Individual planning is an important tool to help students as they move toward College and Career Readiness. Individual planning is not the same thing as individual counseling. Student planning helps focus students' academic and career goals. The Career Education and Work Standards feature individual planning in the first strand entitled Career Awareness and Planning. These standards are Pennsylvania-specific and counselors become the *natural champions* of their integration across all academic standards. "All students are required to have an individualized career and post-secondary plan by the end of Grade 10. Addressing all students' future plans enhances the counselor's role as advocate and collaborators within the system so that all staff become involved with this process.

Individual Appraisal: School counselors, in collaboration with other staff, work with students to help them analyze their abilities, interests, skills, and achievement for developing immediate and long-range plans.

Elementary School

Goal setting
Academic progress

Middle School

Needs assessments
Interest/value inventories

High School

Course selection
Interest inventories
PSAT/SAT/ACT tests

Educational and Vocational Planning: School counselors, in collaboration with other staff, work with students individually to use personal-social, educational, and career information in personal, educational, and vocational planning. Schools involve students and parents in planning programs that meet individual student needs so as to:

Elementary School

Personal educational planning
Behavior success planning
Career strand exploration
SCTC Education

Middle School

Develop career portfolio
Develop academic portfolio
Research career opportunities
SCTC Education

High School

4-year plan
Transcript review
SCTC Education

Transition Planning: School counselors assist students in the transition from school to school, school to career and school to community.

Elementary School

Interest inventories
Forecasting assistance
Service projects

Middle School

Orientation activities
Technical schools review
Service projects

High School

Research colleges
Transition assistance
Career Activities
College applications and scholarships
SCTC Planning
SAT, FAFSA,

3. Prevention, Intervention and Responsive Service

Berlin Brothersvalley School counselors become aware of student issues, concerns, needs, and problems through a variety of sources, including student self-referral, and referrals from faculty, family members, community representatives, friends and/or fellow students. They deliver prevention, intervention, and responsive services to meet the immediate issues affecting the Comprehensive K-12 School Counseling Programs students. Prevention, intervention, and responsive services are available for ALL students. Prevention and intervention services include, but are not limited to, one or more of the following:

- individual counseling • group counseling • family counseling
- school-based referral • community-based referral • peer assistance
- mentor assistance • short-term crisis counseling • consultation
- classroom activities • dissemination of information • workshops

While responsive services are generally delivered to individual and small groups of students, prevention and intervention services can be delivered in a direct setting (individual and group counseling), as a workshop or structured curriculum, or in an indirect manner (consultation or outside referral). These services support each student's growth and development in the academic, career, and personal/social domains. Students are most successful when school counselors collaborate and consult with administration, faculty, staff, families, and community partners in delivering appropriate prevention, intervention, and responsive services and assist students in meeting the standards. Furthermore, how successful a school or district is in reaching its improvement goals is highly dependent on the degree to which all school members collaborate and work as a team toward this goal.

Pennsylvania counselors are involved in the Student Assistance Programs at all levels. Tiers II & III of the delivery system and RtII are designed for interventions with individual and small groups of students. Pennsylvania has numerous resources for school counselors to enhance responsive services for all students. The Resiliency/Wellness Approach and the Interpersonal and School Climate Standards are important in responsive services for all students.

The table below is a sample of these services in all three domains:

Prevention		Intervention	Responsive Services
Students served	All students	Referred Students	Students in crisis
Delivery Setting	Classroom Large Group Classroom Workshop	Small Group Individual Consultation	Small Group Individual Consultation Referral
Academic Domain Examples	Elementary: Student Assistance Program	High School: Group Advising/Student Assistance Program	Middle School: Student Assistance Program
Career Domain Examples	High School Individual Career Plan	Middle School Small group career exploration	Elementary: Career/Exit Interviews
Personal/Social Domain Examples	Middle School: Bullying Prevention Program	Elementary: Bullying Prevention Program	High School: SAP Referral

a. Counseling

Individual/Crisis Counseling: Counseling is provided by Berlin Brothersvalley school counselors on an individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental

tasks. The Counselors provide crisis intervention and skill-building and assist in referring ongoing therapeutic needs to community resources. Individual counseling topics include:

Personal	Behavioral	Academic	Crisis
Self-esteem	Anger Management	Work/study habits	Individual counseling
Family relationships	Personal hygiene	Goal setting	Referral services
Peer relationships	Substance abuse	Academic success planning	
Divorce	Violence prevention		
Death/ grief	Social skills		
Sexuality	Assertiveness training		
Stress	Truancy/tardiness		

Small Group Counseling: Counseling is provided on a small group basis for students dealing with relationships, personal concerns, or normal developmental tasks. Small group counseling assists students in solving problems and building skills.

b. Consultation

As consultants, school counselors may confer directly with teachers, parents, administrators, and other helping professionals to assist students in the school setting. Counselors assist students in dealing more effectively with developmental or adjustment needs. Consultation topics include:

Students	Parents	Teachers and staff	Community agencies
Academic performance	Academic performance	Academic performance	Student behavior
Behavior	Behavior	Behavior	Academic performance
Social/emotional skills	Social/emotional skills	Teaching techniques	Family issues
Ind. Ed. Plans (IEP)	Parenting skills	Classroom management	Emotional issues
Transitions	Substance abuse	Substance abuse	Educational programs
Substance Abuse	Transitions	Ind. Ed. Plans (IEP)	Substance abuse

c. Collaboration

Effective communication between the Berlin Brothersvalley School District Comprehensive Guidance Program and all stakeholders requires the formation of collaborative structures within the school and with the community. These structures may include site councils and program advisory committees. They may also include partnerships with employers and other community members to generate learning experiences, program resources, and individual student supports.

Berlin Brothersvalley School Counselors Collaborate with:

Parents

Parent education
Communication/networking
Academic planning
College/career awareness programs
One-on-one parent conferencing
Interpretation of assessment results

Teachers

Classroom guidance activities
Academic support, including learning style assessment and education to help students succeed academically

Classroom speakers

At-risk student identification and implementation of interventions to enhance success

Administrators

School climate

Behavioral management plans

School-wide needs assessments

Student data and results

Student assistance team building

Students

Peer education

Peer support

Academic support

School climate

Leadership development

Community

Job shadowing, service learning

Crisis interventions

Referrals

Parenting classes

Support groups

Career education

****These examples are not intended to be all-inclusive**

d. Coordination

Berlin Brothersvalley School Counselors coordinate guidance activities, educational activities and meetings to address student/parent issues. They also coordinate student schedules and transitions.

e. Case-Management

Berlin Brothersvalley School Counselors are responsible for managing student files that contain both educational records and confidential records. The Counselors may help to manage students' social/emotional/behavioral needs for both in-school and out-of-school treatment. The School Counselors attend planning meetings both in school and in the community to ensure students' they receive needed services.

f. Referrals

Referrals are made when the student's needs or issues are beyond the scope and impact of a school guidance program. Berlin Brothersvalley school counselors make parents aware of community resources such as mental health service providers and agencies, employment and training programs, juvenile services and social services.

4. System Support

The system support and integration component addresses the need for the involvement of guidance and counseling staff in the maintenance and enhancement of the overall district plan. Berlin Brothersvalley school counselors contribute their knowledge and skills by implementing the program throughout the school and overseeing program content. To enhance student learning, Berlin Brothersvalley school counselors provide leadership and advocacy for the integration of the program framework, content, resources, and program components into the overall school improvement plan. Responsibilities consist of the following:

a. Professional Development

Staff roles and responsibilities for the Berlin Brothersvalley School District's Comprehensive Guidance Program are explicit in program plans, position descriptions, and performance indicators. School counselors are committed to and supported in accessing ongoing professional development to maintain current professional standards and practices in the field. Staff development is provided to upgrade skills and knowledge of all staff involved in the delivery of the program. Staff evaluations address the assigned program activities and individual development needs.

b. Action Plans

The Berlin Brothersvalley School Counselors develop Action Plans in the spring of each year for the next school year. These Action Plans are developed in collaboration with each building administrator and reviewed with the Advisory Council each year. The action plans address school counseling curriculum and school improvement or closing-the-gap competencies. The action plan addresses the needs of the students discovered by the data collected.

c. Program Management/Agreements

Program management is discussed weekly with the Superintendent and Building Principals. Student issues or programming concerns are discussed and solutions brainstormed.

d. Program Evaluation

Berlin Brothersvalley School District's Comprehensive Guidance Program is data-driven and results-oriented. Continuous program improvement requires ongoing review and evaluation mechanisms.

Student Progress – The Berlin Brothersvalley School District's Comprehensive Guidance Program exists to support the school's mission and individual student success. Review and analysis of individual, group, and aggregate data on student progress provide the foundation for program evaluation and program improvement activities. This review process is ongoing at Berlin Brothersvalley and is done by the School Counselors, Building Administrators, Teachers, and Special Education Coordinator.

Staff Development – Staff roles and responsibilities for the Berlin Brothersvalley School District's Comprehensive Guidance Program are explicit in program plans, position descriptions, and performance indicators. The School counselors are committed to and supported in accessing ongoing professional development to maintain current professional standards and practices in the field. Staff development is provided to upgrade skills and knowledge of all staff involved in the delivery of the program. Staff evaluations address the assigned program activities and individual development needs.

Program Planning and Evaluation – Program planning and evaluation for Berlin Brothersvalley School District's Comprehensive Guidance Program is an integral part of the overall district improvement planning and evaluation process. Initial planning establishes program objectives and sets a course of action. Regular program evaluations provide accountability measures and data to assist in improvement plans. These ongoing evaluation activities are part of the district's total assessment process.

e. Consultation with Staff

Professional Staff – Berlin Brothersvalley School District's Comprehensive Guidance Program requires the participation of all school staff to provide comprehensive, integrated services to each student. Professional staff guides the program team as it plans, designs, implements, documents, and evaluates the program. The presence and leadership of licensed school counselors enhances the likelihood of program success.

f. Community Outreach

The Berlin Brothersvalley School Counselors collaborate with community partners to provide career related and educational programming for students. Students participate in numerous community service projects and do job shadowing throughout the community. In addition, Community Leader's conduct presentations for K-12 students.

Community members are informed of the District's Strategic Planning Goals via the school website and District Newsletters.

g. Public Relations

The District Superintendent supervises all public relations with the media-outlets; however, the school counselors often play a crucial role in the day-to-day relations with the students' families. The Berlin Brothersvalley School Counselors take this responsibility seriously and work to maintain a good working relationship with the parents and other members of the community.

h. Technology

The Berlin Brothersvalley school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet and takes responsible steps to protect students and others from harm.

i. Tools for System Support

1. School Counseling Description in School Calendars
2. School Counseling Department web-pages on the Berlin Brothersvalley School District Website
3. School Counseling Newsletters
4. District Newsletters
5. Newspapers, radio and other local media
6. School Mailings
7. Parent Education Programs and Trainings

XIII. Organizing Career/Postsecondary Resources

Resource Types	List Resources
Organizations/Agencies	

Intermediary Organizations	JARI SOAR Goodwill Industries Southern Alleghenies Regional Career Force Devel. PA Free Enterprise
Umbrella Organization	Somerset Chamber of Commerce Somerset County Builder's Association Rural Electric Company Somerset County Camp Cadet Outdoor Odyssey Big Brothers/Big Sisters Boys and Girl Scouts of America 4-H Programs Girls and Boys Club of America
Community/State Agencies	Career Link United Way Goodwill Industries Somerset County SADD Somerset County Drug and Alcohol Twin Lakes Somerset County Children and Youth Services Somerset County Employment Office Hirum G. Andrews
Networking Opportunities	
Individual Contacts	Greta Lowry: Outdoor Odyssey Armed Forces Recruiters Academic Recruiters from over 30 post-secondary schools Goodwill Industries Board of Family Services Tableland Family Center SCI Somerset
Community/Business Meetings	Young Famers Lions Club Local Ministerial Group Somerset County Counselor Association
Community Events	College Career Fair Financial Aide Workshops Berlin Community Fair Somerset County Fair SCTC Tour and Parent Night
Online/On-land	
Internet Based Links	<u>ACRN - Career Development Toolkit:</u> acrn.ovae.org/counselortk/career-plan.htm <u>The Career Game by Rick Trow Productions:</u>

	www.careergame.com/ Virtual Job Shadow www.virtualjobshadow.com/ Occupational Outlook Handbook: www.bls.gov/oco/ Pennsylvania Career Education & Work (CEW) Standards Toolkit : www.pacareerstandards.com/ Explore careers: mappingyourfuture.org/planyourcareer/ mycareerchoices.org pathfinder.org collegeboard.org
Media/Advertising	Somerset Daily American WJAC-TV Johnstown Tribune Democrat The New Republic Local Radio District Newsletter Guidance Newsletters
Publications/Documents	Occupational Outlook Handbook Careers Are Everywhere in Pennsylvania Activity Book Developmental Guidance Classroom Activities for use with the National Career Developmental Guidelines K-12 Career Direction: A Practical Guide for Planning Your Future Career Counseling: Applied Concepts of Life Planning Go Places: A User's Guide to PHEAA's Early Awareness Program COIN Workbooks

XIV. Individualized Academic/Career Plan





Berlin Brothersvalley School District

CAREER CONCEPTS PORTFOLIO

This is your Career Concepts Portfolio. It will be kept for you in the career center. When you graduate or transfer to another school, you will take this folder with you.

What you record in this folder will help you complete your educational and career goals and plans. It will also assist you in completing job application forms and resumes.

PATHWAYS

College Prep

College Prep ~ Agriculture

College Prep ~ Computer Science

Information Management

SCTC ~ Tech Ed

Vocational Agriculture



High School Test Results:

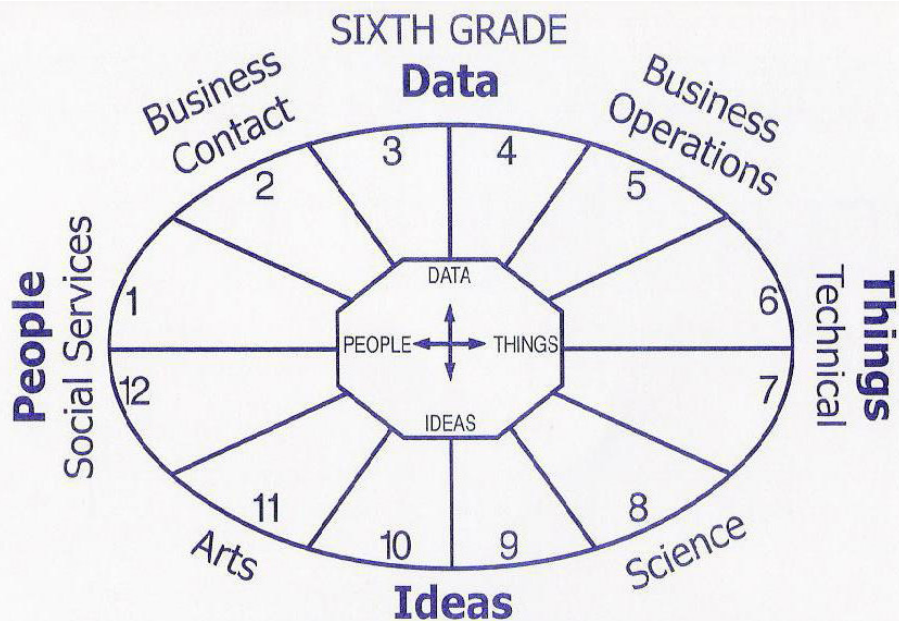
ASVAB

PSAT

SAT

ACT

Other



SIXTH GRADE - Rank these work preferences from 1 (most important) to 11.

Date: _____

Career Cluster: _____

Job Region: _____

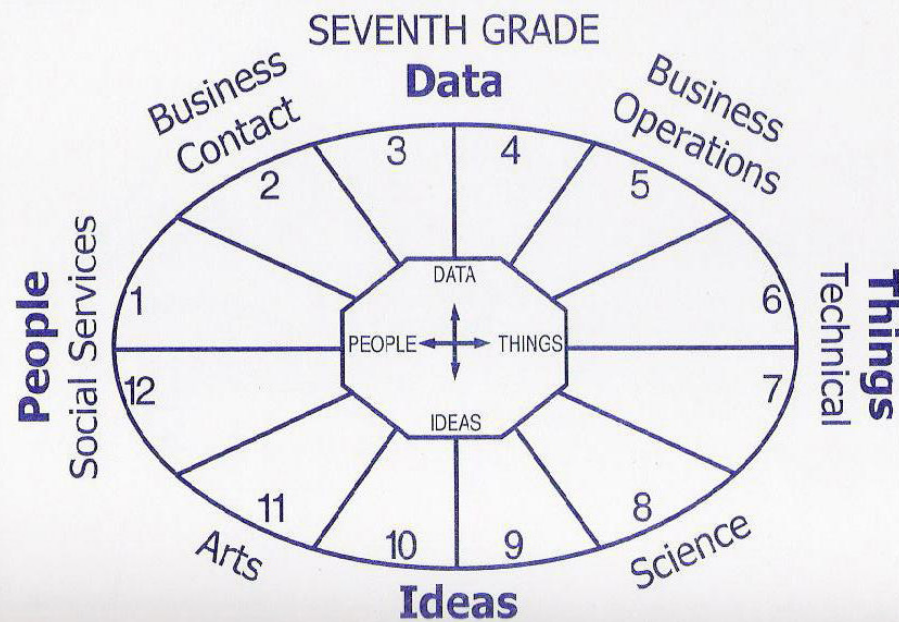
Job(s): _____

1. _____

2. _____

3. _____

- ___ Pay
- ___ Status/prestige
- ___ Responsibility
- ___ Job security
- ___ Working alone
- ___ Working with others
- ___ Creativity
- ___ Location of job
 - ☐ indoor
 - ☐ outdoor
 - ☐ urban
 - ☐ rural
- ___ Physical labor
- ___ Desk job
- ___ Other



SEVENTH GRADE - Rank these work preferences from 1 (most important) to 11.

Date: _____

Career Cluster: _____

Job Region: _____

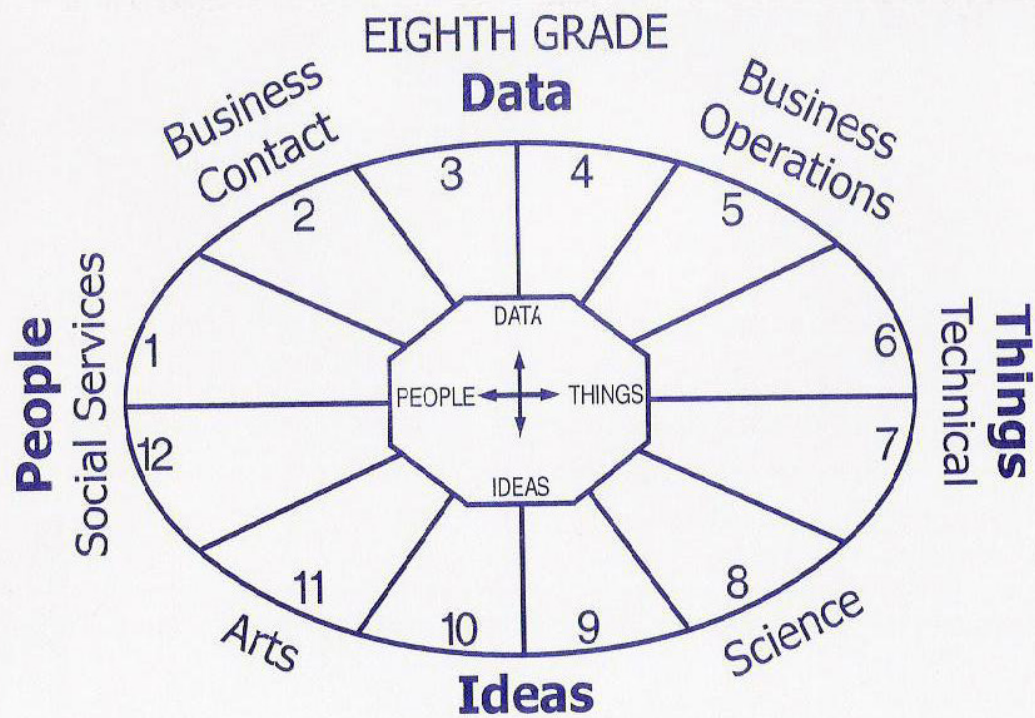
Job(s): _____

1. _____

2. _____

3. _____

- ___ Pay
- ___ Status/prestige
- ___ Responsibility
- ___ Job security
- ___ Working alone
- ___ Working with others
- ___ Creativity
- ___ Location of job
 - ☐ indoor
 - ☐ outdoor
 - ☐ urban
 - ☐ rural
- ___ Physical labor
- ___ Desk job
- ___ Other



EIGHTH GRADE - Rank these work preferences from 1 (most important) to 11.

Date: _____

Career Cluster: _____

Job Region: _____

Job(s):

1. _____

2. _____

3. _____

- ___ Pay
- ___ Status/prestige
- ___ Responsibility
- ___ Job security
- ___ Working alone
- ___ Working with others
- ___ Creativity
- ___ Location of job
 - ☐ indoor
 - ☐ outdoor
 - ☐ urban
 - ☐ rural
- ___ Physical labor
- ___ Desk job
- ___ Other

What are your aptitudes?

Type of Aptitude	6th			7th			8th			9th			10th			11th			12th		
	GOOD	BETTER	BEST	GOOD	BETTER	BEST	GOOD	BETTER	BEST	GOOD	BETTER	BEST	GOOD	BETTER	BEST	GOOD	BETTER	BEST	GOOD	BETTER	BEST
General - Good understanding of facts, options, and reasoning; related to school achievement.																					
Verbal - Good understanding of words and ideas and their meanings; able to use words and ideas easily and clearly.																					
Numerical - Good at doing arithmetic and problems; works quickly and accurately.																					
Spatial - Good at visualizing shapes, widths, depths; mentally can visualize in three dimensions.																					
Form Perception - Good at observing detail in objects and drawings; can distinguish between shapes.																					
Clerical Perception - Good at observing all details and noticing errors in spelling, punctuation, etc.; accurate in recording detail.																					
Motor Coordination - Good at moving eyes and hands or fingers together to do a job rapidly and smoothly.																					
Finger Dexterity - Good at moving fingers quickly and accurately to work with small objects.																					
Manual Dexterity - Good at working with hands.																					
Eye-hand-foot Coordination - Good at moving hands and feet together as needed quickly and accurately.																					
Color Discrimination - Good at noticing differences and similarities between colors and shapes of colors.																					

Rating your personal values

Think about which values are most important to you and mark the square to the right of the value	6th			7th			8th			9th			10th			11th			12th		
	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
Fame - Do you want a career that will make you famous? If you do not want to be famous throughout the country do you want to be well-known in your state?																					
Money - Is it important to you to earn a lot of money?																					
Power - Do you like having power over other people? Would you rather be a boss than someone who takes orders?																					
Religion - Will your religion come before all other areas of your life-style? Will the demands of your job take second place to your religious activities?																					
Humanitarianism - Is helping other people one of the most satisfying things you do? Will you insist on a career in which you do something to help people and society?																					
Family - Do you want to stay close to your family members? Would you turn down opportunities that take you away from your family?																					
Health - Is your physical and mental health more important than anything else? Must you work only in the most healthful environment?																					
Fine Arts - Do you value art, music and drama? Would you prefer a career in which you can appreciate and add to the beauty in the world?																					
Creativity - Do you feel the need to create new things? Would you sacrifice security for a chance to create?																					
Social Contact - Is it important to you to work with other people? Do you try to avoid situations in which you will be working alone?																					

	Paid work experience	Vcluntear work experience	Hobbies	Best school subjects
<i>6th grade</i>	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
<i>7th grade</i>	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
<i>8th grade</i>	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
<i>9th grade</i>	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
<i>10th grade</i>	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
<i>11th grade</i>	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
<i>12th grade</i>	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

Part A • 6th Grade*"You and the world of work"*

- ☐ Visions computer lab
- ☐ Self-appraisal
- ☐ Choice Jr.
- ☐ Career awareness videos
- ☐ 6th grade orientation
- ☐ Project DARE
- ☐ Service learning orientation
- ☐ Quest
- ☐ PRIDE
- ☐ Conflict mediation
- ☐ School and County Student Rights and Responsibility Handbook
- ☐ Cooperative learning activities
- ☐ Multi-cultural comparisons, observances and achievements
- ☐ Project presentation/critiques
- ☐ Preparation for PSSA
- ☐ Preparation for CRT's
- ☐ Study and organizational skills
- ☐ Activity card filled out

Part B • 7th Grade*"Exploring occupations and your abilities"*

- ☐ Visions computer lab
- ☐ Career awareness videos
- ☐ Job•O ~ Career exploration
- ☐ Stress management
- ☐ Health curriculum
- ☐ PRIDE
- ☐ Winning Colors
- ☐ Conflict mediation
- ☐ School and County Student Rights and Responsibility Handbook
- ☐ Cooperative learning activities
- ☐ Multi-cultural comparisons, observances and achievements
- ☐ Project presentation/critiques
- ☐ Preparation for PSSA
- ☐ Preparation for CRT's
- ☐ Study and organizational skills
- ☐ Activity card filled out

Part C • 8th Grade*"Planning your high school program"*

- ☐ Develop a 4 year plan/ 9th grade schedule
- ☐ Visions computer lab
- ☐ Career awareness videos
- ☐ Quest
- ☐ PRIDE
- ☐ 9th grade orientation
- ☐ Conflict mediation
- ☐ School and County Student Rights and Responsibility Handbook
- ☐ Cooperative learning activities
- ☐ Multi-cultural comparisons, observances and achievements
- ☐ Project presentation/critiques
- ☐ Preparation for PSSA
- ☐ Results received
- ☐ Study and organizational skills
- ☐ Career day
- ☐ CTBS testing/results
- ☐ Activity card filled out

Grades 9 - 12

- ☐ 4 year plan ___ 9 ___ 10 ___ 11
- ☐ ASVAB results
- ☐ PSAT Results
- ☐ Visions
- ☐ College Expo
- ☐ Career Expo
- ☐ Achievement test
- ☐ SAT
- ☐ ACT
- ☐ Resume
- ☐ College application
- ☐ Trade/Tech school application
- ☐ Financial aid
- ☐ Job application
- ☐ Vocational competencies
- ☐ Armed Services
- ☐ ROTC

Service learning hours completed
 9 ___ hrs. 10 ___ hrs. 11 ___ hrs.

Post-secondary applications made to:

School to Career Transition

- ☐ Apprenticeship
- ☐ Cooperative work experience
- ☐ Mentor program
- ☐ Career academy
- ☐ Summer work experience

Chosen Career

- 9) _____
- 10) _____
- 11) _____
- 12) _____

TRAIT	6th			7th			8th			9th			10th			11th			12th		
	GOOD	BETTER	BEST	GOOD	BETTER	BEST	GOOD	BETTER	BEST	GOOD	BETTER	BEST	GOOD	BETTER	BEST	GOOD	BETTER	BEST	GOOD	BETTER	BEST
Attitude																					
Common sense																					
Courtesy																					
Dependability																					
Enthusiasm																					
Foresight																					
Friendliness																					
Health																					
Voice																					
Honesty																					
Initiative																					
Loyalty																					
Motivation																					
Neatness																					
Open-mindedness																					
Punctuality																					
Self-control																					
Tact																					

XV. Career and Technical Center Strategy

Student Awareness:

Grade	Intervention/Program/Events	Stakeholder Delivering	Data Used Success Indicator	Begin& End	Contact Person
4	Fourth Grade Exit Interviews	Guidance Counselor		Annual/May	Keith Hay
5/6	SCTC Career Camp	SCTC	# attendees	Annual/Week long program	Vanessa Gardner
6/7/8	Career Awareness Lessons	Guidance Counselor	Completion of Student Portfolio	Annual/November/December	Mark Smith
9	Career Readiness Classes	Guidance Counselor	Grade of 70% or higher	Annual/Yearlong	Christy McMillen/Brian Thompson
9	SCTC Introduction and Visitation	SCTC Guidance Counselor Guidance Counselor	# of returned applications	Annual/September-October	Verna Carberry Christy McMillen
9-12	FFA PA Farm Show Trip	FFA Advisors	# of attendees	Annual/January	Dan Miller Christy McMillen
9-12	Career Expert Lectures	Individual Pathway Teachers	# of attendees	Annual/Random	Teachers
10	Career Directions Program	National Guard Recruiter/Guidance Counselor		Annual/3 days	Christy McMillen
10/*11/12 (*-Required)	ASVAB	MEPS	ASVAB Score	Annual/December	Military Personnel Christy McMillen
10/*11/12 (*-Required)	ASVAB Score Interpretation	Guidance Counselor	Ratio of Students interviewed	Annual/January	Christy McMillen
11	Graduation Project Introduction	Principal/ English Department	Return of Parent/Student Check off	Annual/April	Brian Thompson Rebecca Nakich
11	College Fair	Guidance Counselor	# of attendees	Annual/March	Christy McMillen Maria Murphy
11/12	CSI Career Camp	Guidance Counselor	# of attendees	Annual/April	Christy McMillen
12	Graduation Project Presentations	Principal/English Department	Pass/Fail	Annual	Rebecca Nakich
12	Post-Secondary Readiness Interviews	Guidance Counselor	Completed Post-Secondary Plan	Annual/September-October	Christy McMillen

12	Wallops Island Trip	Biology Teacher	# of attendees	Annual/May	Erin Karwatsky
12	Mount Aloysus Health Career Fair	Biology Teacher	# of attendees	Annual/October	Erin Karwatsky Christy McMillen

Parent Awareness:

Intervention/Program Events	Date	Stakeholder Delivering	Data Used Success Indicator	Contact Person
Fourth Grade Exit Interviews	Annual/May	Guidance Counselor		Keith Hay
SCTC Career Camp	Annual/week long program	SCTC	# attendees	Verna Carberry
Freshman Orientation	Annual/January through March	Guidance Counselor	Completed Student Schedule	Christy McMillen
SCTC Introduction and Visitation	Annual/September-October	SCTC Guidance Counselor Guidance Counselor	# of returned applications	Verna Carberry Christy McMillen
College Fair	Annual/May	Guidance Counselor	# of attendees	Christy McMillen Maria Murphy

Educator Awareness:

Intervention/Program Events	Date	Stakeholder Delivering	Data Used Success Indicator	Contact Person
SCTC Career Camp	Annual/Week long	SCTC	# attendees	Verna Carberry
Somerset County Counselor Meetings	Monthly	Guidance Counselors	Certificate of Attendance	Counselor Association President
Somerset County Unified In-service	Annual/October	Somerset County In-service Committee	Certificate of Attendance/Act 48	Somerset County In-service Committee
Teacher Act 80 Days	Annual/Random	Staff Members	Certificate of Attendance/Act 48	Lori Gindlesperger
Continuing Education Conferences/Workshops	Annual/Random	Guidance Counselors	Certificate of Attendance/Act 48	Conference/Workshop

Update: XVI. BERLIN BROTHERSVALLEY SCHOOL DISTRICT: Job Description

GUIDANCE COUNSELOR

DEFINITION

Under direction, to provide behavioral, educational, career, and vocational counseling to individuals and small groups of students; to assist students in understanding and seeking solutions to social, emotional, or academic problems and issues; to serve as a resource pertaining to student behavior management strategies, and welfare and attendance problems and concerns; and to do other related functions as required.

DISTINGUISHING CHARACTERISTICS

This position classification requires subject matter expertise commonly taught in public schools, and counseling and guidance knowledge and skills. Responsible and directly related experience is required to perform problem analysis using widely prescribed principles and concepts. The position classification performs decision analysis and makes decisions of considerable consequence, requiring the application and interpretation of data, facts, procedures, and policies. The incumbents meet frequently with school administrators, teachers, other staff, and parents to communicate information, data, and alternative problem solutions. This is a sedentary position classification and performs light work involving sitting a considerable portion of the time, but does require walking and standing for extended periods. This position requires accurate perceiving of sound, near and far vision, depth perception, providing oral information, and handling and working with instructional and assessment materials and objects.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

EXAMPLES OF DUTIES

- Performs individual and group counseling and guidance functions and activities, including career and vocational, and social and emotional adjustment counseling.
- Collects, organizes, and analyzes student information through the use of educational historical data, test results, and through the use of interview techniques.
- Appraises student interests, aptitudes, and attitudes utilizing a variety of assessment strategies and techniques.
- Provides information and data to students concerning educational, career, and vocational planning.
- Serves as a resource to District personnel, and members of the school community.
- Meets, confers, and counsels with parents, school personnel, and members of various youth serving agencies in developing alternative solutions to student educational, social, and emotional problems and concerns.
- _Assists in the development and monitoring of individual education plans for students with exceptional needs.
- Maintains a liaison with social service and youth service agencies in pursuing referral follow up activities.
- Pursues evaluation and research activities to determine counseling and guidance effectiveness.
- Assists in the planning, development, and implementation of master student program calendars.
- Assists in identifying school program needs, and participates in developing school instructional programs geared to meet individual pupil needs.
- Assists in the planning, development, and conduct of programs that enhance student educational, career, and vocational opportunities, including speaker programs, student visitation programs, and other similarly related activities.
- Establishes, maintains, and monitors the maintenance of a variety of files and records pertaining to student counseling, guidance, and related matters.
- Assists in dealing with student behavior management problems, and in resolving welfare and attendance problems and concerns.

- Plans, develops, and presents, as requested, a variety of management related reports pertaining to site counseling and guidance functions and activities.

QUALIFICATIONS

Knowledge of:

Principles, methods, techniques, strategies, and trends in educational, vocational, career, social, and emotional adjustment counseling;
Applicable and appropriate aptitude, interest, and achievement appraisal instruments, techniques, and procedures;
Social service and youth service agencies in the local area;
Social, emotional, and behavioral characteristics of K-12 students;
Program evaluation and research techniques, strategies, and procedures;
Appropriate curriculum and instructional programs pertaining to students with a variety of aptitudes and varying interests.

Ability to:

Assist students in effectively analyzing and developing alternative solutions to behavioral, educational, social, and emotional problems and concerns;
Conduct, analyze, and effectively utilize a variety of individual and group testing procedures and instruments applicable to student clients;
Effectively deal with District personnel, parents, social and youth service agencies in resolving student problems and concerns;
Effectively participate in the planning and implementation of school guidance and curricular programs; Communicate effectively in oral and written form;
Understand and carry out oral and written directions with minimal accountability controls;
Establish and maintain effective organizational, public, and community relationships.

EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Education:

Equivalent to the completion of an earned Master of Arts or higher degree in psychology, counseling and guidance, or a closely related field.

CERTIFICATION REQUIREMENT

Possession of a valid Pennsylvania teaching certificate as a school counselor.

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS

SUPERVISOR

NAME

JOB TITLE: Guidance Counselor

DEPARTMENT Elementary, Middle, High School

EMPLOYMENT STATEMENT OF JOB REQUIREMENTS

A.	PHYSICAL DEMANDS	No	O	F	C	B.	Working Conditions (cont)	No	O	F	C
1.	Standing			X		8.	Confined Spaces		X		
2.	Walking			X		9.	Heights	X			
3.	Sitting			X		10.	Constant noise above 85 db		X		
4.	Lifting: Heavy-Max 65 lbs	X				11.	Intermittent noise above 85 db		X		
5.	Lifting: Heavy-Mod 40 lbs	X				12.	Vibration	X			
6.	Lifting: Mod - Max 25 lbs		X			13.	Fumes Irritant/Toxic	X			
7.	Lifting: Light-Max 10 lbs		X			14.	Dust More than nuisance	X			
8.	Carrying Est. Wt. <u>10</u> Lbs.		X			15.	Gases Type	X			
9.	Pushing Est. Wt. <u>20</u> Lbs.		X			16.	Lead	X			
10.	Pulling Est. Wt. <u>10</u> Lbs.		X			17.	Silica-Asbestos	X			
11.	Pulling hand over hand	X				18.	Chemical Types	X			
12.	Climbing stairs		X			19.	Grease and Oils	X			
13.	Climbing - Use of legs/arms	X				20.	Working with machinery w/ moving parts	X			
14.	Balancing	X				21.	Working with moving vehicles	X			
15.	Stooping		X			22.	Working with ladders/scaffold	X			
16.	Kneeling		X			23.	Working below ground	X			
17.	Repeated Bending	X				24.	Working with hands on water	X			
18.	Crawling	X				25.	Working alone			X	
19.	Reaching: High/Low Level		X			26.	Hours worked weekly more than 40 (average)		X		

					Other					
20.	Fingers movement-Repetitive		X							
21.	Repetitive twisting or pressure involving wrist or hands	X				C. PROTECTIVE EQUIPMENT REQUIRED	No	O	F	C
22.	Both hands required		X			1. Gloves - Type	X			
23.	Both legs required	X				2. Gown	X			
24.	Ability for rapid mental/muscular coordination simultaneously	X				3. Mask	X			
25.	Oral communication/speak clearly			X		4. Eye Wear - Type	X			
26.	Hearing - conversation			X		5. Respirator - Type	X			
27.	Specific visual requirements	Near		Far		6. Hearing Protection Type	X			
28.	Depth perception	Yes		No		7. Hard Hat	X			
29.	Color Vision	Yes		No		8. Boots - Type	X			
30.	Operation of truck/motor vehicle - Other	No		No		9. Body Protection	X			
B.	WORKING CONDITIONS	No	O	F	C	D. EXPOSURE CATEGORIES				
1.	Outside	X								
2.	Outside and Inside	X								
3.	Heat between 90 - 100	X								
	Heat over 100	X								
4.	Cold below 55	X								
5.	Temperature changes Excessive - Frequent	X								
6.	Wetness	X								
7.	Dry atmospheric conditions	X								

O=Occasionally - up to 25% time on job
 F=Frequently - 25 - 75 % time on job
 C=Constantly - more than 75% time on job

DATE: 4/11