

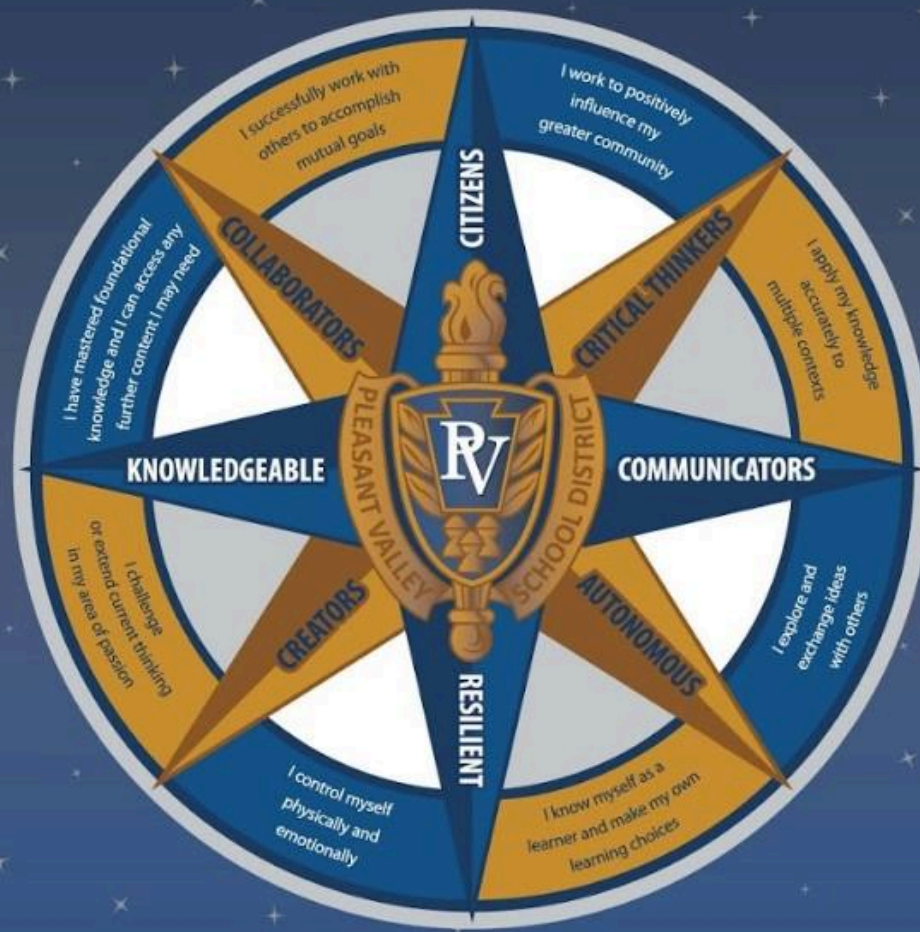
PLEASANT VALLEY SCHOOL DISTRICT



K-12 SCHOOL COUNSELING PLAN FOR 2025-2026

Board approved 9/21/23

Charting Our Course...



“Out of School’s Life, Into Life’s School”

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A. The Role of the School Counselor

1. School Counselors and Assignments

Counselor	Building	Caseload	Assignment
Cevrina Vazquez	High School	Grades 9-12, Last Names A-Dir 1/	Concurrent Enrollment Liaison, AP Coordinator, Summer Pre-College Programs Coordinator, Post-Secondary Decision Day Coordinator.
Brian Morgan	High School	Grades 9 - 12, MCTI Students : 1/ students	MCTI Coordinator, NCAA Nontraditional Coursework Liaison, Coordinate Credit Recovery, Civics Exam Coordinator,
Kristen Stachina	High School	Grades 9 - 12, Last Names Dis-Kur 1/ students	ASVAB Coordinator, SAP Coordinator, Keystone Coordinator, Grades and Transcripts Liaison.
Carley Hartzell	High School	Grades 9 - 12, Last Names Kus-Rice: 1/ students	CST/SWPBS Coordinator, PSAT Coordinator, SSD Coordinator, ESU Liaison, NCC Liaison, College Communications & Instant Decision Day Coordinator; Check & Connect Liaison; Families in Need Leader
Payton Gregory	High School	Grades 9-12, Last Names Rich-Z: 1/	Department Chairperson 6-12,, Financial Aid & Junior Jump Start Coordinator, NCAA Coordinator, Scholarship Chairperson, Scheduling Coordinator
Sheri Fallon	Middle School	6th Grade Counselor: 1/306	SAP coordinator, Families in Need Coordinator
Cathleen Schultz	Middle School	7th Grade Counselor: 1/319	NWEA Data
Sarah Rodvelt	Middle School	8th Grade Counselor: 1/292	Connect and Connect Coordinator
Julie Romanisko	Intermediate School	3rd Grade Counselor: 1/296 students	Department Chairperson K-5 / PBIS Chairperson / Families In Need Coordinator
Rachel Below	Intermediate School	4th Grade Counselor: 1/304 students	SAP Coordinator, Scheduling Committee
Nicole Moore	Intermediate School	5th Grade Counselor: 1/291 students	
Jillian Hansen	Elementary School	Kindergarten Counselor: 1/288 students	SAP Coordinator
Kaitlyn Everson	Elementary School	1st Grade Counselor: 1325/ students	
Emily Murphy	Elementary School	2nd Grade Counselor: 1/278 students	Families in Need Coordinator
Ariana Leibenguth	Bears Academy	Pleasant Valley Bears Academy: 1/	Cyber

2. Role of the School Counselor

The school counselor addresses all students' academic, social/emotional and career development needs. School counselors implement a comprehensive school counseling program, using prevention and intervention strategies, that promotes and enhances student development and achievement. Their work is differentiated by attention to developmental stages of student growth, including the needs, activities and student interests related to those stages. Professional school counselors serve a vital role in maximizing student achievement by serving as a leader, advocate, collaborator, and systemic change agent.

Leader: Pleasant Valley School District's school counselors take on the role of educational leadership through the implementation and management of a comprehensive school counseling program. School counselors assert themselves as effective leaders by regularly collaborating with other school professionals, parents, community members and post-secondary institutions to maximize student academic and behavioral success.

Level	Evidence of Leader Role
High School	<ul style="list-style-type: none"> ● Organize, schedule, and develop a calendar of college, career and technical information sessions ● Organize and schedule post-secondary instant decision days ● Distribute Advanced Placement information to teachers, students and families ● Actively facilitate the HS SAP team and serve as case managers for referrals ● Lead promotion of MCTI opportunities and programs ● Organize and manage MCTI applications and acceptance process ● Manage and maintain 504 agreements as assigned by administration ● Guide students through development of building and Bears Academy (cyber) scheduling ● Manage Xello, Common Application, letters of recommendation, and scholarship requirements ● Organize and distribute information regarding scholarship opportunities ● Distribute information, answer questions regarding financial aid and the FAFSA ● Hold Financial Aid information sessions for juniors and seniors ● Lead and review graduation requirement plan including the Act 158 pathways ● Facilitate individual counseling sessions as needed ● Organize, schedule, and facilitate testing opportunities for students including PSATs, the Civics Exam, the Keystone Exams, and the ASVAB ● Complete annual transcript audits to evaluate progress towards graduation ● Guide students through requirements for NCAA and ensure their schedule aligns with approved courses ● Facilitate and manage course requests and complete student schedules annually ● Distribute information about Dual Enrollment and Concurrent Enrollment opportunities, and schedule students in these

	courses
Middle School	<ul style="list-style-type: none"> ● Co-facilitate SAP team ● Serve in a lead role on building Child Study Team ● Develop, coordinate, and organize career curriculum and evidence (Kuder Navigator lessons, MCTI presentation and tour) ● Organize and facilitate Algebra I Keystone Exams ● Coordinate, organize and distribute PSSA tests ● Manage and maintain 504 agreements ● Develop student's schedules ● Participate in monthly caseload meetings with YESS! therapist.
Intermediate School	<ul style="list-style-type: none"> ● Serve in a lead role on building SAP and REACH teams ● Serve as facilitator for building Child Study Team meetings (CST) ● Develop, coordinate and organize career curriculum and evidence (Xello lessons, Extension activities, MCTI presentation) ● Maintain a school counseling advisory council that includes all stakeholders ● Liaison to community agencies/resources ● Manage and maintain 504 agreements ● Coordinate, organize and distribute PSSA tests ● Facilitate Social Skills group ● Facilitate small group counseling and individual sessions as needed
Elementary School	<ul style="list-style-type: none"> ● Provide tiered interventions ● Implement Social Emotional guidance lessons one time per 6 day cycle ● Facilitate small group counseling and individual sessions as needed ● Coordinate Child Study Team meetings (CST) ● Serve in a lead role on building SAP ● Collaborate with Social Studies task force to embed Xello supplementary lessons into curriculum ● Manage and maintain 504 agreements as assigned ● Facilitate, CoFacilitate and coordinate the School Wide Positive Behavior Support (SWPBS) program ● Coordinate all outside agency services within the building as well as maintain clearances, etc. ● Coordinate parent meetings as they pertain to student social emotional health ● Facilitate the resources and use of the building Sensory Room

	<ul style="list-style-type: none"> ● Provide professional development to teachers/staff and co-facilitate use of the Social Emotional Learning Lab for students at both universal and targeted levels of support. ● Gather and provide relevant resources for use in the SEL Lab, maintain tangible and virtual resources ● Coordinate all small group and individual referrals to the school-based social worker and YESS therapist(s). ● Collaborate with Intermediate School to successfully transition students being promoted to the next grade level, including but not limited to providing guidance files, discussing with receiving School Counselor, etc. ● Monitor and provide responsive counseling services through the use of the district technology monitoring system as alerts arise. ● Coordinate services and resources through Families in Need Program. ● Coordinate yearly Early Intervention evaluations and placements. ● Kindergarten screenings and assessments upon enrollment. ● Review all records and relevant information for students new to the district prior to placement.
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Advocate: Pleasant Valley School District’s School Counselors support student success by advocating for students’ academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. Pleasant Valley School Counselors advocate for all students by supporting a safe learning environment; engaging in prevention and intervention strategies that reduce and eliminate barriers for all students. Pleasant Valley School Counselors advocate for all students to have opportunities to participate in academic instruction and activities to support their college and career readiness upon graduation.

Level	Evidence of Advocate Role
High School	<ul style="list-style-type: none"> ● Support academic testing for course rigor, college and career advancement ● Act in a supportive role in 504/IEP/Gifted meetings, parent, student, teacher conferences ● Provide letters of recommendation and support for post-secondary schools, scholarships, and career opportunities ● Submit requests for SSD accommodations ● Review and discuss student Xello content ● Support Co-op and diversified occupation opportunities ● Provide nutritional backpacks and hygiene bags ● Educate and refer to community mental health resources ● Ensure academic, social/emotional and career needs for all students through participation on SAP team, 504/IEP/Gifted meetings, parent meetings, and presentations at Grade Level meetings ● Make referrals to social worker, YESS program, or outside agencies, as needed

Middle School	<ul style="list-style-type: none"> ● Ensure academic, social/emotional and career needs for all students through participation on SAP team, 504/IEP/Gifted meetings, parent meetings, Scheduling committee ● Develop a quarterly in danger of failing list, share the list with administration, meet one on one with the students on the list, contact the parents and schedule a team meeting. ● Create and facilitate social skills groups. ● Individually review and discuss student Navigator content. ● First week class presentations to all students which include mental health resources, SAP information, and academic information. ● Make referrals to social worker, or outside agencies, as needed. ● Provide nutritional backpacks and hygiene bags to students in need..
Intermediate School	<ul style="list-style-type: none"> ● Ensure academic, social/emotional and career needs for all students through participation on SAP team, 504/IEP meetings, parent meetings, CST meetings, Scheduling committee, REACH committee ● Created group of students (REACH Role Models) to help in decision making and new ideas for PVI ● Organizes Families In Need activities to offer assistance to families who are in need ● Develop and maintain an At-Risk log to identify students in danger of failing, meet one on one with the students who are failing Math or ELA to develop a Marking Period Action Plan, provide a copy of the Marking Period Action Plan to the parent, share At-Risk log with administration ● Hold bi-weekly meetings to review attendance records ● Maintain a virtual counseling office where students can access resources and activities and request appointments during virtual instruction days or in-person days ● Active role in IEP/GIEP/Parent meetings when needed ● Develop and manage Social Emotional Learning material for use in all classrooms
Elementary School	<ul style="list-style-type: none"> ● Ensure academic, social/emotional and career needs for all students through participation on SAP team, 504/IEP meetings, parent meetings, Team meetings, School-Wide Positive Behavior Support, and Child Study team meetings ● Developed an At-Risk process to support students struggling with academics and behavior ● Organizes Families In Need activities to offer assistance to families who are in need ● Supportive role in 504/IEP/Gifted meetings, parent, student, teacher conferences ● Review and discuss student career education content ● Advocate for and implement Social Emotional Learning throughout all grade levels ● Active role in IEP/GIEP/Parent meetings when needed ● Is responsive to the changing needs of the student population with regard to SEL programming.

Collaborator: Pleasant Valley School District’s School Counselors work with stakeholders inside and outside of the school to develop and implement responsive educational programs that support the achievement of the identified learning standards for every student. School counselors build effective teams among all school staff, parents, and community members to work toward the common goals of equity, access and academic success for every student. Through collaboration with all stakeholders, recommendations can be received for activities, data collection, and resources that can strengthen the comprehensive school counseling program. Pleasant Valley School Counselors collaborate on a daily basis with teachers, parents, and administrators to promote student growth and achievement.

Level	Evidence of Collaborator Role
High School	<ul style="list-style-type: none"> ● Communicate in an ongoing manner with teachers, staff, administration, parents, and outside agencies to ensure student success ● Participate in building level and district committees ● Actively participate in administrative, department, and building meetings ● Provide a monthly newsletter, contribute to connect-ed, and update website information for HS events ● Attend IEP/GIEP meetings when needed ● Act as liaisons with college admissions counselors ● Collaborate and coordinate with YESS psychotherapists and district LSW to ensure that students are receiving the appropriate therapeutic supports ● Working with outside agencies/schools to provide educational field trips for students
Middle School	<ul style="list-style-type: none"> ● Maintains strong relationships with teachers, administration, and other building staff to ensure students get what they need to be successful. ● Assists teachers in creating developmentally appropriate and effective strategies for use with students in the classroom. ● Attend monthly building CAN meetings (School Psychologist, Counselors, Administrators, Nurse) ● Collaborates with staff and administration to ensure delivery of career curriculum ● Serve on several building and district-wide committees ● Offer parent/guardian information through updating PVMS Guidance website ● Maintain communication with outside agencies/therapists
Intermediate School	<ul style="list-style-type: none"> ● Maintains strong relationships with teachers, administration, and other building staff to ensure students get what they need to be successful ● Assists teachers in creating developmentally appropriate and effective strategies for use with students in the classroom

	<ul style="list-style-type: none"> ● Attend monthly building ICAN meetings (Counselors, Administrators, Nurse) ● Collaborates with staff and administration to ensure delivery of career curriculum ● Serves on several building and district-wide committees ● Offers parent/guardians information through a monthly counselor column in the newsletter and maintaining the PVI School Counseling website ● Maintains communication with outside agencies/therapists and district LSW ● Attends Counseling Department meetings ● Attends IEP/GIEP, SAIP, and parent meetings ● Participates in a PLC monthly with building level counselors
Elementary School	<ul style="list-style-type: none"> ● Maintains strong relationships with teachers, administration, and other building staff to ensure students get what they need to be successful ● Assists teachers in creating developmentally appropriate and effective strategies for use with students in the classroom ● Attend monthly building CAIN meetings (School Psychologist, Counselors, Administrators, Instructional Support Teacher, Nurse) ● Collaborates with staff and administration to ensure delivery of career and social emotional curriculums ● Collaborates and coordinates with YESS! psychotherapists and district LSW to ensure that students are receiving the appropriate therapeutic supports ● Serve on several building, district-wide committees, and outside agency committees ● Offer parent/guardian information through PVE Guidance website and monthly Counselors Corner in the PVE newsletter ● Maintain communication with outside agencies/therapists ● Attends Counseling Department meetings ● Attends IEP/GIEP, SAIP and parent meetings ● Collaborates with outside agency providers to ensure continuity

Systemic Change Agent: Pleasant Valley School District’s School counselors are positioned to assess the school for systemic barriers to student success. School counselors have access to and can collect critical data to measure the results of prevention and intervention strategies, promote systemic change, and ensure every student has the opportunity to graduate prepared for post-secondary success. Pleasant Valley School Counselors are represented on various district committees to provide insight toward a positive environmental change contributing to all students’ academic, personal/social, and career development.

Level	Evidence of Systemic Change Agent Role
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High School	<ul style="list-style-type: none"> ● Engage in continued professional development via zooms, webinars, conferences, and course work ● Monitor and update Comprehensive K-12 School Counseling Plan ● Engage in ongoing conversations and discussions with community partners and stakeholders ● Participate in building and district committees ● Continuously seek feedback from administration and professional staff, as well as continuously self-evaluate, to improve building services, supports, and procedures ● Organize and continuously update a live scholarship document to increase accessibility for every student
Middle School	<ul style="list-style-type: none"> ● Attend webinars and conferences related to our discipline ● Members of building and district committees ● Update the K-12 School Counseling Plan ● Monitor Social Emotional Learning and Career Education
Intermediate School	<ul style="list-style-type: none"> ● Members of several building and district committees ● Initiates own professional learning by looking for webinar and conferences related to our discipline ● Conducts needs assessments with staff and parents ● Continuously seeks feedback from administration and professional staff, as well as continuously self-evaluating, to improve building services, supports, and procedures ● Regularly update the K-12 School Counseling Plan ● Enlists support of influential stakeholders and policy makers through the Advisory Council ● Advocates for integration of Social Emotional Learning in all classrooms
Elementary School	<ul style="list-style-type: none"> ● Members of several building and district committees ● Initiate own professional learning by looking for webinars and conferences related to our discipline ● Continuously seeks feedback from administration and professional staff, as well as continuously self-evaluating, to improve building services, supports, and procedures ● Continuously work to improve the K-12 School Counseling Plan ● Enlists support of influential stakeholders and policy makers through the Advisory Council ● Monitor Social Emotional Learning and Career Education for K-2 students ● Advocate for integration of Social Emotional Learning throughout the K-2 curriculum ● Coordinate and facilitate early admission process for kindergarten students entering PVSD per written request in Board Policy.

3. Counselor Job Description linked to Counselor Evaluation Process

Counselor Level	<u>Domain 1</u> Planning and Preparation
High School	<ul style="list-style-type: none"> ● Utilize preferential counseling styles and techniques ● Implement knowledge of adolescent development through best practices ● Identify and refer for students with academic and social/emotional needs ● Participate on a building-level SAP team to identify student barriers to learning and determine appropriate interventions ● As part of interdisciplinary teams, review data of at-risk students to develop interventions
Middle School	<ul style="list-style-type: none"> ● Develops comprehensive counseling services based on knowledge of developmental stages, learning styles, counseling and career theories, and evidence-based practices. ● Provide support to students through individual counseling, provide individual support for student's career plans and collaborate with teachers, parents, and administration to address academic, career, and social/emotional needs. ● As part of interdisciplinary teams, reviews data of at-risk students to develop interventions. ● Identifies career development needs and collaborates with staff to ensure effective delivery. ● Organizes and maintains a small group counseling schedule. ● Meets with Administrators, School Psychologist, and School Nurse monthly to discuss general procedures and approaches to problems. ● Participates on a building-level SAP team to identify student barriers to learning and determine appropriate interventions. ● Initiates, coordinates and follows up on agency involvement with the student, family and/or school staff.
Intermediate School	<ul style="list-style-type: none"> ● Develops comprehensive counseling services based on knowledge of developmental stages, learning styles, counseling and career theories, and evidence-based practices. ● Provide support to students through individual counseling, small group counseling, classroom career lessons and collaboration with teachers, parents, and administration to address academic, career, and social/emotional needs. ● As part of interdisciplinary teams, reviews data of at-risk students to develop interventions. ● Identifies career development needs and collaborates with staff to ensure effective delivery. ● Organizes and maintains a small group counseling schedule. ● Meets with Administrators, School Psychologist, and School Nurse monthly to discuss general procedures

	<p>and approaches to problems.</p> <ul style="list-style-type: none"> ● Using data, coordinates student placements ● Participates on a building-level SAP team to identify student barriers to learning and determine appropriate interventions. ● Initiates, coordinates and follows up on agency involvement with the student, family and/or school staff. ● Conducts staff and parent needs assessments.
Elementary School	<ul style="list-style-type: none"> ● Develops comprehensive counseling services based on knowledge of developmental stages, learning styles, counseling and career theories, and evidence-based practices. ● Provide support to students through individual counseling, classroom lessons, and collaboration with teachers, parents, and administration to address academic, career, and social/emotional needs. ● As part of interdisciplinary teams, reviews data of at-risk students to develop interventions. ● Identifies career development needs and collaborates with staff to ensure effective delivery. ● Organizes and facilitates small group and individual sessions as needed. ● Meets with Administrators, School Psychologist, and School Nurse monthly to discuss general procedures and approaches to problems. ● Assists with student placements ● Schedules and facilitates CST meetings ● Participates on a building-level SAP team to identify student barriers to learning and determine appropriate interventions. ● Initiates, coordinates and follows up on agency involvement with the student, family and/or school staff. ● Conducts staff and parent needs assessments.
Counselor Level	Domain 2 Environment
High School	<ul style="list-style-type: none"> ● Provide a comfortable and welcoming office setting and environment ● Foster a positive mental, supportive, educational climate ● Manage and maintain confidentiality, procedures, policies in the counseling office and school building ● Organize physical space to provide resources to students and families ● Create an environment of respect and rapport by being visible and accessible to students ● Ensure parents and staff feel comfortable coming to the counseling office for assistance ● Establish and maintain an effective and positive relationship with all stakeholders ● Assist students in crisis de-escalation

	<ul style="list-style-type: none"> • Collaborate as a building department to ensure consistency in procedures
Middle School	<ul style="list-style-type: none"> • Create an environment of respect and rapport by being visible and accessible to students • Ensure parents and staff feel comfortable coming to the counseling office for assistance • Establishes and maintains an effective and positive relationship with all stakeholders • Provide classroom activities, group counseling, and individual sessions that promote equity and access to rigorous academic programs • Ensure delivery of career curriculum is well organized and efficient and engages all students • Manage and maintain confidentiality, procedures, policies in the counseling office and school building
Intermediate School	<ul style="list-style-type: none"> • Maintain visibility and accessibility within the school environment for students and staff. • Ensures students, parents and staff feel comfortable coming to the counseling office for assistance. • Establishes and maintains an effective and positive relationship with all stakeholders. • Ensures delivery of career curriculum is well-organized and efficient and engages all students. • Continuously evaluates the procedures in the counseling office to ensure efficiency, confidentiality and equal access for all. • Collaborates as a building department to ensure consistency in procedures. • Assists with school-wide projects. • Serves as members on most building committees. • Helps to review and maintain student records.
Elementary School	<ul style="list-style-type: none"> • Ensures students, parents and staff feel comfortable coming to the counseling office for assistance. • Establishes and maintains an effective and positive relationship with all stakeholders. • Ensures that the delivery of career and social emotional learning curriculums are well-organized, efficient, and engaging for all students. • Assist students in crisis de-escalation • Continuously evaluates the procedures in the counseling office to ensure efficiency, confidentiality and equal access for all. • Collaborates as a building department to ensure consistency in procedures. • Assists with school-wide activities. • Serves as members on most district/building committees. • Helps to review and maintain student records • Ensure office space is conducive for both individual and group sessions
Counselor Level	<u>Domain 3</u>

	Delivery System
High School	<ul style="list-style-type: none"> • Communicate in an ongoing manner between counselors/administration regarding student concerns • Provide and promote in-house support and community agency involvement • Maintain a calendar list of parent and student meetings or complete log entries on PowerSchool • Participate in class meetings to discuss services and supports • Develop a monthly newsletter to share important information • Prioritize building needs assessment daily • Utilize Xello when advising students for career and post-secondary preparation • Assist with job shadowing and community volunteer opportunities • Collaborate with Middle School counselors to assist students in transition to high school • Demonstrate flexibility and responsiveness to situations that arise that need immediate attention (suicidal ideation, self injury, child abuse, etc.) • Inform administrative staff on matters concerning student issues • Communicates with all stakeholders regularly through meetings, phone calls and emails
Middle School	<ul style="list-style-type: none"> • Uses student assessment data to advocate for enhanced rigor in course selection • Uses evidence based assessments to assist students in making connections between their personal interests and abilities and the curriculum • Meets individually with students displaying academic and/or behavioral difficulties • Meets with high school counselors to transition incoming students so that counselors are aware of academic, personal, mental health, and/or social concerns • Prepares 5th grade students and families for transitioning to 6th grade, through 5th grade scheduling meetings and tours of Middle School. • Collaborate and/or refer students for necessary screenings or assessments • Promotes availability of counseling services to all stakeholders through flyers, website and Open House table. • Beginning of the year in class presentations to all students, which include mental health resources, SAP information, and academic information. • Demonstrates flexibility and responsiveness to situations that arise that need immediate attention (suicidal ideation, self injury, child abuse, threat assessments, etc.)
Intermediate School	<ul style="list-style-type: none"> • Communicates and delivers classroom career curriculum, and need for it, effectively to staff. • Provides individual and group counseling to help meet developmental, preventative and remedial student

	<p>needs.</p> <ul style="list-style-type: none"> ● Meets individually, on a regular basis, with students displaying academic and/or behavioral difficulties ● Assists in development and delivery of REACH (School-wide PBS) lessons. ● Refers students for necessary screenings or assessments. ● Communicates with all stakeholders regularly through meetings, phone calls and emails. ● Promotes availability of counseling services to all stakeholders through flyers, website, newsletter, and Open House table. ● Maintains logs of student and parent contacts. ● Informs administrative staff on matters concerning the problems of students. ● Monitors students' grades and identifies those students considered to be at-risk. ● Monitors student attendance through bi-weekly attendance meetings with administration and secretarial staff. ● Assists families with referrals to outside agencies and services. ● Demonstrates flexibility and responsiveness to situations that arise that need immediate attention (suicidal ideation, self-injury, child abuse, etc.)
Elementary School	<ul style="list-style-type: none"> ● Communicates the importance of and delivers classroom career and social emotional curriculums ● Provides individual and group counseling to help meet developmental, preventative and remedial student needs. ● Meets individually, on a regular basis, with students displaying academic and/or behavioral difficulties ● Assists with school wide PBS program ● Refers students for necessary screenings or assessments. ● Communicates with all stakeholders regularly through meetings, phone calls and emails. ● Promotes availability of counseling services to all stakeholders through flyers, website, newsletter, and Open House table. ● Maintains logs of student and parent contacts. ● Informs administrative staff on matters concerning the problems of students. ● Monitors students' grades and identifies those students At-Risk. ● Monitors student attendance with administration and secretarial staff. ● Assists family with referrals to outside agencies and services. ● Demonstrates flexibility and responsiveness to situations that arise that need immediate attention (suicidal ideation, self-injury, child abuse, etc.)
Counselor Level	<u>Domain 4</u>

	Professional Development
High School	<ul style="list-style-type: none"> ● Actively participate in college and career readiness workshops, FAFSA/PHEAA, and PSCA ● Attend informational webinars containing pertinent, community resources ie: PATH, Kid’s Peace, New Perspectives ● Participate in webinars about Act 158 guidelines ● Participate in monthly HS PLC meetings ● Maintain accurate and confidential student records ● Encourage and engage in personal self-care ● Attend webinars and conferences related to our discipline and to continue professional growth ● Consult board policies to ensure adherence to district guidelines ● Maintain membership in several professional organizations (ASCA, PSCA, PASCA, etc.)
Middle School	<ul style="list-style-type: none"> ● Maintain accurate and confidential student records ● Attend webinars and conferences related to our discipline and to continue professional growth ● Attend informational webinars containing community resources such as Kidspeace, New Perspectives, Carbon Monroe Pike Drug an dAlcohol Specialist and CASSP coordinator ● Collaborates with all stakeholders to maximize opportunities for students academic, career, and social/emotional growth. ● Collaborates as a building department to ensure consistency in procedures and services. ● Conducts needs assessment of staff and parents to aid in developing new interventions and/or services, to evaluate the procedures of the counseling office, and to ensure efficient delivery of services and access to all.
Intermediate School	<ul style="list-style-type: none"> ● Maintains membership in several professional organizations (ASCA, PSCA, PASAP, etc.) ● Collaborates with all stakeholders to maximize opportunities for PVI students academic, career, and social/emotional growth. ● Regularly participates in available webinars/trainings pertinent to aspects of our job. ● Participates in monthly PLC meetings. ● Actively seeks feedback by organizing and participating in the Advisory Council. ● Actively works to communicate and maintain confidential procedures building-wide. ● Consults board policies to ensure adherence to district guidelines. ● Collaborates as a building department to ensure consistency in procedures and services. ● Conducts needs assessment of staff and parents to aid in developing new interventions and/or services, to

	<p>evaluate the procedures of the counseling office, and to ensure efficient delivery of services and access to all.</p> <ul style="list-style-type: none"> ● Maintains Counselors' Corner column in monthly newsletter. ● Participates in Counseling Department meetings.
<p>Elementary School</p>	<ul style="list-style-type: none"> ● Maintains membership in several professional organizations (ASCA, PSCA, PASAP, etc.) ● Collaborates with all stakeholders to maximize opportunities for PVE students academic, career, and social/emotional growth. ● Participates in monthly PLC meetings ● Actively seeks feedback by organizing and participating in District Advisory Council. ● Actively works to communicate and maintain confidential procedures building-wide. ● Consults board policies to ensure adherence to district guidelines. ● Collaborates as a building department to ensure consistency in procedures and services. ● Conducts needs assessment of staff and parents ● Maintains Counselors' Corner column in monthly newsletter. ● Participates in Counseling Department meetings ● Maintains accurate and confidential records ● Actively seeks and attends professional development webinars and trainings

Job Description as of July 2020

POSITION: School Counselor

RESPONSIBLE TO: Principal or Designee

PURPOSE: To help students develop skills in the areas of personal/social development, educational planning, and career development. To utilize leadership, advocacy, and collaboration to promote student school success, provide preventative services, and respond to identified student needs through implementing a comprehensive school counseling program.

FUNCTIONS:

1. Follows all laws, Board Policies, regulations, rules and procedures, and complies with the instructions and/or directives from his/her supervisor(s).
2. Works the additional hours necessary outside of the normal work day for the completion of tasks inherent to the position.
3. Establishes an effective working rapport with all other staff and maintains a positive relationship with the school district's internal and external publics.
4. Provides individual and small group counseling services for students to help meet their developmental, preventive, and remedial needs and to address such things as, but not limited to, academic, attendance, personal and/or health concerns; academic scheduling; and career/transitional and post-secondary planning. Uses accurate and appropriate assessment procedures to do so.
5. Collaborates with parents/guardians and educators to assist students with educational, career, and life planning.
6. Implements developmentally appropriate and prevention-oriented activities to meet student needs and school goals, emphasizing the skills that students need to be successful in the 21st century.
7. Assists the administration in developing a master schedule for students and teachers.
8. Provides input with regard to student academic placement and assists students in course selection and scheduling of classes.
9. Refers students for necessary screenings, evaluations, assessments, services, etc. to help address identified needs. Implements follow-up as needed. Ensures optimal utilization of applicable community agencies/resources when programming for the student.
10. In conjunction with appropriate school personnel (e.g., school psychologists, administrators, professional staff, and nurses) identifies students' barriers to learning and determines appropriate interventions.
11. Informs applicable staff of health conditions of students which may affect behavior, appearance, and/or school performance.
12. Helps ensure the accurate, systematic, and appropriate maintenance, review, and dissemination of student records.
13. Participates or provides input to the Student Assistance Program.

14. Attends all required meetings and represents the school district at all appropriate meetings and/or as designated by the Superintendent or designee.
15. Coordinates staff input for the MDE process and may act as the LEA in principal's absence.
16. Schedules and/or participates in meetings as needed and, as is appropriate, functions as a member of teams such as, but not limited to, grade-level team, CAN (Counselors, Administrators and Nurses) or CAIN (Counselors, Administrators, IST, and Nurses): SAFE (Schools Against Fearful Environments); SHARe (Student Help and Referral); SERT (School Emergency Response Team); Instructional Support Team (IST); Student Intervention Response (SIR) Team; Multidisciplinary Team (MDT), Individualized Education Plan (IEP) team, Individual Transition Plan (ITP) team, Section 504/Chapter 15 team, and as a member of his/her department.
17. Reviews and monitors the academic and behavioral performance and attendance of all assigned students. Initiates, facilitates, and/or participates in necessary interventions to promote student success.
18. On a regular basis, meets individually with students displaying academic and/or behavioral problems and conducts other meetings involving parents/guardians and/or staff and/or other appropriate persons to help develop effective interventions that will help foster student success.
19. When applicable, informs students and parents/guardians of tutoring opportunities.
20. Participates in the monitoring and scheduling of standardized assessments.
21. Accurately gathers, interprets, and utilizes assessment results for parents/guardians and instructional staff and discusses such assessment results to help develop appropriate programming.
22. Completes required special education documents.
23. As is appropriate, provides post-incident support of school crisis/critical incident responses in both planning and implementation. Acts as a member of the school, school district, and IU critical incident response team(s).
24. Helps facilitate planning to coordinate response to and advocate for the emotional needs of all persons affected by the crisis/critical incident by providing direct counseling services as is appropriate during and after the incident, recognizing and facilitating a continuum of support for students, school staff and other applicable victims involved in the incident, and networking with community resources including first responders to help provide effective planning and referral for victims of a critical incident.
25. Serves as liaison for out-of-district placements with district special education consultants.
26. Helps in identifying activities and resources that will aid in the implementation and evaluation of the counseling program.
27. Helps coordinate the visitation and progression of grade levels into his/her assigned building.
28. Provides appropriate information to school personnel and the community related to the comprehensive school counseling program (Chapter 339).
29. Prepares reports as required by the school district. Maintains appropriate student files.
30. As is appropriate, participates in the organization of awards and recognition assemblies.
31. Assists in developing those areas of the school district's budget pertinent to his/her assignment.
32. Maintains contemporary professional awareness and promotes personal growth through participation in professional development activities.
33. Protects the rights of individuals by maintaining an ethical and confidential approach to counseling activities in the schools.

34. Properly reports dangerous and potentially dangerous situations, accidents, and/or injuries. Advocates for students by reporting suspected cases of abuse, neglect, postural defects, poor health, poor eyesight and/or hearing, contagious disease, and/or learning deficiencies.
35. Performs other duties and related tasks as assigned by the building principal or designee.

QUALIFICATIONS:

1. Holds valid Pennsylvania counseling certification. Communicates well orally and in writing.
2. Ability to read, write, and speak English fluently.
3. Experience in school counseling, particularly in a desired area and/or level, is preferred.
4. Displays a working understanding of available services on a local, state, and national level that could benefit students, parents/guardians, and staff.
5. Possesses effective judgmental, planning, organizational, problem-solving, and human relations skills.
6. Must possess and display the ability to follow directives and adhere to the established chain of commands.
7. Must be dependable, punctual, flexible, appropriately attired, neat in appearance, and able to manage time appropriately.
8. Must maintain a professional demeanor and image.
9. Must be courteous to students, staff, and the general public.
10. Must possess adequate interpersonal skills, demonstrating the ability to work independently and/or on a team.
11. Displays a working knowledge of applicable counseling models, philosophies, practices and theories.
12. Possesses necessary technology-related knowledge and individual computer/technology-related skills.
13. Meets professional obligations and grows professionally by maintaining professional certification(s), including earning Level II educational specialist certification within the first six(6) service years of employment as is required by the Pennsylvania Department of Education; securing and/or maintaining and/or renewing any other specialist certifications or similar such certifications required for him/her to perform in his/her assigned position; and remaining abreast of current developments in education, particularly in his/her assigned area(s).

PHYSICAL REQUIREMENTS:

1. Must be able to remain in a stationary position for prolonged periods of time.
2. Must be able to move about the work area to access materials, file cabinets, machinery, etc.
3. Must be able to operate equipment relative to his/her position for use and simple service or repair.
4. Must be able to travel between school district buildings and other job-related locations as necessary.
5. Must be able to withstand changes in environmental conditions inside and outside of the work facility, and to adapt to these changes.
6. Must be able to attend evening meetings.
7. Must be able to access all work areas and locations.
8. **Must be able to lift as required.** This position description does not state or imply that these are the only duties to be performed by the employee occupying this position. Employees in this position will be required to perform any other duties requested by their supervisor(s). *The position holder must be able to perform the essential job functions with or without reasonable accommodation. It is the responsibility of the employee to inform the school district of any and all reasonable accommodations that will be required.*

9. B. Delivery System

4. School Counselor Mission Statement

District Mission and Vision Statements

Excellence In Education, A Community Commitment

Pleasant Valley School District will provide a safe learning environment that promotes academic excellence for all learners. Our vision is to equip students with the skills necessary to be informed, healthy, productive, and responsible citizens in a progressive society.

Shared Values:

1. We believe that education is a partnership among students, parents, educators, and the community to develop the “whole” student to become a productive member of a strong, culturally diverse nation and a changing global society.
2. We believe that everyone can learn in a safe student-centered environment through a variety of learning opportunities and life experiences that support and engage individual differences.
3. We believe that the school community should model and promote wellness, honesty, integrity, self-reliance, accountability, acceptance of diversity, and a positive work ethic as values essential to responsible citizenship.
4. We believe that all school community members have the responsibility to ensure a safe, positive, and respectful environment.
5. We believe that high expectations, a challenging curriculum, quality differentiated instruction, and an engaging learning environment develop a healthy lifestyle, foster greater student achievement, and promote self-esteem.
6. We believe students have the responsibility to put forth their best effort to achieve their individual potential.
7. We believe that education is a lifelong process and key to a successful society.

K-12 School Counseling Mission Statement / Belief Statements

It is the mission of the Pleasant Valley School District K-12 School Counseling Program to provide comprehensive school counseling for all students in partnership with educators, parents/guardians, the community and post-secondary institutions. This comprehensive school counseling program will promote academic, career and social/emotional development and will be accessible to all students. The Pleasant Valley School District School Counseling Program will assist students in acquiring competencies for lifelong learning and success in a socially changing world.

Pleasant Valley School Counselors believe...

1. Every student has the right to learn.
2. With the proper academic, emotional, physical and social supports in place, all students will achieve their highest potential.
3. School Counselors play a crucial role in developing self advocacy within all students.

4. School Counselors will provide academic, social/emotional and career development learning for each student through various modalities utilizing multiple resources.
5. School Counselors have a responsibility to support, collaborate and advocate for each student so they may access the most effective and meaningful education possible.
6. We must work together with parents, all staff members, the community and post-secondary institutions to support our students' positive academic and social development.

5. Monthly Counseling Calendar by Domain and Level

6. Program Delivery by Tier and System Support

Curriculum (Tier 1) - provides developmental, comprehensive guidance program content in a systematic way to all students K-12 to ensure student awareness, skill development and application of skills needed to achieve academically and be career/college ready by graduation.

Responsive (Tier 2) - addresses school and student needs through prevention, intervention, and response services to groups and/or individuals.

Individual Academic/Career Counseling - assists students and parents in development of academic and career plans through individual student planning meetings regarding occupational planning, decision making, goal setting and preparing for academic transitions.

System Support - includes program, staff, and school support activities and services.

Item listed by Month and Domain					
JULY (pending number of summer days)	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic:					
Transfer of student files between buildings (K-12)				X	
Place/schedule new students and review their files (K-12)			X	X	
Finalize schedule/class requests/schedule changes (K-12)			X	X	
Hold meetings with parents &/or students in preparation of start of school year as needed based on student progress to graduation (K-12)			X		
Complete class placements (K-5)				X	
Review individual transcripts and build cyber schedules (9-12)			X		
Communicate with cyber staff re: registration list (K-12)				X	
Senior transcript audits (12)			X	X	

Kindergarten Screenings (K)				X	
Career:					
Review new student portfolios (9-12)				X	
Update K-12 Counseling Plan (K-12)				X	
Social/Emotional:					
Review new student files (K-12)				X	
Update PBIS and prepare communication of changes (3-5)	X				
Restock / Reorganize SEL Lab(s) (K-5)				X	

AUGUST (pending number of summer days)	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic:					
Resolve schedule conflicts (6-12)			X		
Email 504 Plans to teachers (K-12)				X	
Review and finalize schedules/class placements (K-12)			X	X	
Place/schedule new students and review their files (K-12)			X	X	
Schedule foreign exchange students (9-12)			X		
Review/Check credit requirements for seniors (9-12)			X		

Prepare AP rosters and join codes (9-12)				X	
Request Edgenuity AP curriculums for BEAR ACADEMY(9-12)				X	
Review transcript and build BEAR ACADEMY schedule (6-12)			X	X	
Schedule ASVAB testing for the upcoming school-year (9-12)				X	
Review 504 plans of current full-time students in PVBA (PVBA Counselor)			X		
Serve as liaison for students entering school age programming for Early Intervention (K)			X		
Kindergarten Screenings (K)				X	
Review and update CST paperwork and process (K-12)		X			
Process for October PSAT begins (ordering tests, reserving rooms, technology check, etc.) (9-12)				X	
Career:					
Review new student portfolios (9-12)				X	
Update K-12 Counseling Plan (K-12)				X	
Review and revise, as necessary, the career lesson schedule and activities for the year (3-5)				X	
Social/Emotional:					
Review new student files (K-12)			X	X	

Participate in Find Your Classroom days (K-8)		X			
Personalized student tours of building (3-8)		X			
Hold meetings with parents &/or students in preparation of start of school year as needed based on student progress to graduation (K-12)			X		
Participation in Kindergarten Orientation (K-2)	X				
Meet with professional staff regarding student concerns for incoming students (K-12)		X		X	
Review IU/ES records for placements and build schedules in collaboration with team members (3-12)			X		
Review and update SAP paperwork and process (K-12)		X			
Coordinate and lead Interagency meetings for students who have BHT and/or BC services in school (3-5)		X			

SEPTEMBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic:					
Resolve schedule changes and requests (K-12)			X		
Work with students on post-secondary options and requirements (9-12)			X		
Complete and submit required post secondary documents (military, SEND EDU, Common App, Kuder Navigator etc.) (12)			X		

Review and check graduation requirements for seniors (12)			X		
Begin process of collecting data for Universal Gifted Screening (K-8)					
Career:					
Work with students on post-secondary plans (8-12)	X		X		
Finalize updates to K-12 School Counseling Plan (K-12)				X	
Social/Emotional:					
Participate in Open House (K-12)		X		6	
In-class presentation to introduce counselor and role as well as discuss SAP and available counseling services and resources (6-8)	X				
Begin organizing small groups (K-8)				X	
Attend Welcome Back / Start of year assembly (3-12)	X				
Meet your School Counselor lesson and Begin Second Step in SEL labs (K-2/ once a six day cycle)	X				
Organize and begin social skills small groups (3-5)				X	
Organizing, preparing, and communicating SAP program to students, staff and families (K-12)		X			
Prepare complimentary picture package lists for Families In Need (K-8)					
Meet Your School Counselor lesson and Introduction to SEL Lab (3-5)					

OCTOBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic:					
Coordinate and administer PSAT's (10-11)	X				
Complete and submit required post secondary documents (military, SEND EDU, Common App/Xello, etc.) (12)	X				
Participate in Staff Development Day/Act 80 (K-12)				X	
Meet with students regarding academic concerns (3-12)			X		
Complete the collection of data for Universal Gifted Screening (K-8)					
Career:					
Work with students on post-secondary plans (8-12)	X				
Schedule and host evening financial aid night (9-12)	X				
Coordinate MCTI presentation for 8th grade (8)				X	
Schedule MCTI presentations for 5th grade (5)				X	
Oversee ASVAB Testing and support military representatives (9-12)					
Begin lessons in SEL Lab (3-5)	X				
Review career exploration lessons and artifacts (6-8)				X	
Social/Emotional:					

Begin organization of Families In Need list (K-8)				X	
In class presentations to discuss mental health resources (6-8)	X				
Begin small groups (3-5)		X			
Coordinate anti-bullying lesson (3-5)				X	
Run Minute Meetings with students (3-5)	X				
Bullying Lessons and continue Second Step in SEL labs (K-2/ once a six day cycle)	X				
Identify and distribute food, hygiene, and school bags (6-12)		X			
Assist with FEE waivers for testing and college applications (11-12)		X			
Schedule 5th grade trip to middle school (5)				X	
Begin lessons in SEL Lab (3-5)					

NOVEMBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic:					
Participate in Parent-Teacher Conferences (K-12)			X	X	
Complete and submit required post secondary documents (military, SEND EDU, Common App/Kuder Navigator, etc.) (12)	X		X		
Meet with students regarding academic concerns at the end of the 1st marking period (3-12)			X		

Begin meeting with 9th grade students individually (9)			X		
Send in danger of failure letters (6-8)			X	X	
Prepare failure reports for administration (3-5)				X	
Process PVBA registration (both entering PVBA and returning to brick and mortar students) (3-12)					X
Administer Gifted Screener (3-5)					
Send Gifted screener result letters (3-5)					
Career:					
Work with students on post-secondary plans (8-12)	X				
Begin meeting with 9th grade students individually (9)			X		
Coordinate MCTI applications for 8th to 9th grade students (8)			X		
Facilitate MCTI tours (8-9)				X	
Promote career/technical education at MCTI Career Exploration Night (8-11)					
Track completion of October lesson and begin small group make-up career lessons (3-5)		X			
Review career exploration lessons and artifacts (6-8)					
Social/Emotional:					
Participate in parent-teacher conferences (K-12)			X	X	
Continue meeting with 9th grade students individually (9)			X		

Distribute Families In Need thanksgiving meals (K-2)				X	
Begin organizing and securing resources for Families in Need holiday gift drive (K-5)				X	
Continue Second Step in SEL labs (K-2/ once a six day cycle)	X				
Begin organizing toy drive (K-2)				X	
Track completion of October lesson and begin small group make-up career lessons (3-5)					
Begin small groups (3-5)		X			

DECEMBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic:					
Continue meeting with 9th grade students (9)			X		
Complete and submit required post secondary documents (military, SEND EDU, Common App/Kuder Navigator, etc.) (12)	X				
Meet with students regarding academic concerns (3-12)			X		
Review and update Program of Studies prior to board approval (6-12)				X	
Career:					
Continue meeting with 9th grade students (9)			X		
Work with students on post-secondary plans (8-12)	X				

Collect and organize MCTI applications for review (8-10)				X	
Coordinate MCTI applications for 8th to 9th grade students along with having a presentation from the Transition Coordinator of MCTI (8)				X	
Organize MCTI parent night (8)				X	
Continue with career lessons (3-5)	X				
Review career exploration lessons and artifacts (6-8)					
Social/Emotional:					
Continue meeting with 9th grade students (9)			X		
Organize and distribute Families In Need holiday gifts (K-12)				X	
Distribute toys from toy drive (K-2)				X	
Adopt a family/families for holiday gift giving (6-12)				X	
Continue with lessons in SEL Lab (3-5)	X				
Continue Second Step Lessons in SEL labs (K-2/ once a six day cycle)	X				

JANUARY	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic:					

Meet with students regarding academic concerns at end of 2 marking period (3-12)			X		
Send in danger of failure letters (6-8)			X	X	
Attend Induction Ceremony for National Junior Honor Society (6-8)		X			
Prepare failure reports for administration (3-8)				X	
Attend Early Intervention Planning meeting (K-2)			X	X	
Administer universal gifted screener (K-2)		X			
Assist with completion of Keystone testing, make-ups, and pack up (9-12)					X
Send in-danger of not graduating letters to senior families (email and call)			X		
Continue meeting with 9th grade students (9)			X		
Assist in completing scholarship applications (12)			X		
Large group grade level scheduling presentations for the next year schedule (8-11)	X				
Input cyber grades for each individual student and class for PVBA (6-12)					X
Process PVBA registration (both entering PVBA and returning to brick and mortar students) (3-12)					X
Career:					
Review career exploration process (9-12)			X		
Coordinate MCTI applications for 8th to 9th grade students (8)				X	

Support career/technical education competitors at the SkillsUSA District 11 Championships (9-12)					
Continue meeting with 9th grade students (9)			X		
Send mid-year reports via Kuder Navigator (9-12)					
Continue career lessons (3-5)	X				
Review career exploration lessons and artifacts (6-8)					
Oversee ASVAB Testing and support military representatives (9-12)			X		
Social/Emotional:					
Begin organizing/plan small groups (K-2)		X			
Continue meeting with 9th grade students (9)			X		
Continue Second Step Lessons in SEL labs (K-2/ once a six day cycle)					
Continue lessons in SEL Lab (3-5)	X				

FEBRUARY	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic:					
Assist seniors with scholarship applications (12)			X		
Begin scheduling process for next year's courses (5-12)	X		X	X	
Meet with students regarding academic concerns after progress reports are issued (3-12)			X		

Coordinate parent-teacher meetings for students in danger of failing (3-8)			X	X	
Attend high school parent scheduling night (8-11)			X		
Promote National School Counseling Week (K-12)				X	
Participate in Early Intervention parent meetings (K-2)			X	X	
Administer universal gifted screener (K-2)		X			
Complete and submit college midyear reports and grades (12)			X		
Assist in completing scholarship applications (12)			X		
Career:					
Review MCTI applications with MCTI staff (8-11)				X	
Assist with 5th grade MCTI presentation and 6th grade MCTI tour and completion of follow-up questions (5-6)	X				
Continue career lessons (3-5)	X				
Process Singer scholarship application and coordinate essay proctoring for all applications (12)			X		
Review career exploration lessons and artifacts (6-8)	X	X	X		
Social/Emotional:					
Hold 8th-9th grade and HS/scheduling meeting (8-11)				X	
Continue with small groups (K-2)		X			
Assist with FEE waivers for testing (11)		X		X	
Ongoing facilitating small groups (3-5)	X				

Continue Second Step Lessons in SEL labs (K-2/ once a six day cycle)	X				
Continue with individual check ins based on need and areas of concern (6-8)	X	X	X		

MARCH	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic:					
Hold scheduling meeting for incoming 9th graders (8)	X				
Meet with students regarding academic concerns after progress reports are issued (3-12)			X		
Assist seniors with scholarship applications (9-12)			X		
Continue scheduling process for next year's courses (5-11)	X		X	X	
Run and distribute progress reports (6-8)					X
Hold 5th-6th grade Move-up Night (6-8)				X	
Hold Early Intervention registration (K-2)				X	
Participate in kindergarten registration/screenings (K-2)			X		
Attend parent-teacher conferences (K-12)			X	X	
Contact parents regarding academic concerns and possible retention (K-12)			X	X	
Assist in completing scholarship applications (12)			X		

Input cyber grades for each individual student and class for PVBA (6-12)					X
Process PVBA registration (both entering PVBA and returning to brick and mortar students) (3-12)					X
Participate in preparations for PSSA testing (3-8)					X
Career:					
Assist seniors with scholarship applications (12)			X		
Discuss dual enrollment options and program requirements (10-11)	X		X		
Continue career lessons (3-5)	X				
Review career exploration lessons and artifacts (6-8)					
Social/Emotional:					
Attend parent-teacher conferences (K-12)			X	X	
Presentations to 5th to 6th grade students regarding transition to middle school (5-8)	X				
Assist with FEE waivers for testing (11)					
Reading, responding, and scoring of Singer Scholarship essays from participating schools (12)				X	
Continue with small groups (K-5)		X			
Continue Second Step Lessons in SEL labs (K-2/ once a six day cycle)	X				
Continue with lessons in SEL Lab (3-5)	X				

APRIL	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic:					
Meet with students regarding academic concerns after 3rd marking period report cards (3-12)			X		
Complete next year's scheduling process (6-11)			X	X	
Coordinate and administer Advanced Placement/Honors entrance tests (6-11)	X				
Assist seniors with scholarship applications (12)			X		
Prepare failure reports for administration (3-5)				X	
Begin coordinating move-up day activities (2-8)				X	
Participate in preparations for PSSA testing (3-8)					X
Assist with completion of PSSA testing, make-ups and packing up (3-8)					X
Participate in data collection for Early Intervention Programming (K-2)				X	
Review grades and recommend students for Summer Reading/Math camp (3-5)				X	
Finalize placement form and send to 3rd-5th grade teachers (3-5)				X	
Career:					
Assist seniors with scholarship applications (12)			X		
Complete career awareness activities (K-2)	X				

Discuss dual enrollment options and program requirements (10-11)	X				
Review career exploration lessons and artifacts (6-8)					
Oversee ASVAB Testing and support military representatives (9-12)			X		
Social/Emotional:					
Begin planning Move-Up activities (2-8)				X	
Attend retention meetings (K-5)			X	X	
Assist with FEE waivers for testing (11)		X		X	
Continue with small groups (K-5)		X			
Continue Second Step Lessons in SEL labs (K-2/ once a six day cycle)	X				

MAY	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic:					
Proctor all building AP Exams (9-12)	X				
Create an action plan for any senior who potentially may not graduate (12)			X		
Final contacts made home to any senior who will not walk at graduation. (9-12)			X		
Organize and hold Student Recognition Assembly (6-8)				X	

Hold internal transition meetings with administration (K-8)				X	
Assist with completion of Keystone testing, make-ups, and pack up (9-12)					X
Assist with completion of PSSA testing, make-ups and packing up (3-8)					X
Attend Early Intervention IEP transition meetings (K-2)				X	
Formulate class lists with assistance from administration and behavior support teachers (K-2)				X	
Prepare list for possible summer camp attendance (1-5)				X	
Collect and finalize placements forms (K-5)				X	
Transitioning counselors meet to discuss student academic issues (2-12)				X	
Final phone calls and notices made to seniors that need to participate in summer school or will not be graduating					
Assist in completing scholarship applications (12)		X	X		
Make phone calls and send notices for students who need to participate in summer school (6-8)			X		
Make phone calls, send notice and/or hold meetings to address retention (6-8).					
Career:					
Hold final make-up career lessons for classrooms and small groups (3-5)	X	X			

Compile completion data for career lessons and determine 5th grade reporting data (3-5)				X	
Transition career pieces of evidence to next year's counselor (5-6)				X	
Continue Kuder Navigator career lessons (6-8)	X				
Discuss dual enrollment options and program requirements (10-11)	X				
Review career exploration lessons and artifacts (6-8)					
Social/Emotional:					
Review options for seniors in danger of not graduating (12)			X		
Transitioning counselors meet to discuss student behavioral/emotional issues (2-12)				X	
Run follow-up minute meetings with students (3-5)	X				
Attend retention meetings (K-5)			X	X	
Develop and send outcome surveys to stakeholders (K-5)				X	
Assist with FEE waivers for testing (11)				X	
Participate in full day interview process of Singer Scholarship finalists (12)			X		

JUNE	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic:					

Make changes to next year student schedules as needed (6-12)			X		
Graduation verification and final transcript upload for all college bound students (12)			X		
Coordinate and implement graduation practice (12)					X
Review, update, and process senior surveys (12)					X
Make contact with parents/students regarding failed classes, next year status, and/or need for summer school (3-12)			X	X	
Enter demographic information for seniors into PIMS (12)					X
Confirm graduation status with requesting colleges (12)				X	
Attend retention meetings (K-5)			X	X	
Formulate class lists with assistance from administration and behavior support teachers (K-2)				X	
Input cyber grades for each individual student and class for PVCA (6-12)					X
Kindergarten Screenings (K)				X	
Career:					
Finish data collection of completed lessons and collected pieces of evidence (3-5)				X	
Social/Emotional:					

Ongoing K-12 School Counselor Activities

District-Wide

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support, Counselor Related	System Support, Non-Counselor Related
Academic:					
Attend monthly CAN meetings at building level				X	
Attend Department meetings when scheduled				X	
Attend IEP/GIEP meetings when needed			X	X	
Identification and support of At-risk students			X	X	
Attend parent meetings			X	X	
Monitor student progress and develop or assist in developing action plans for remediation as needed			X		
Collaborate/consult with teachers, administrators, psychologists, nurses, parents, and outside agencies regarding student concerns				X	
Attend Student Attendance Improvement Plan (SAIP) meetings			X		
Coordinate homebound instruction					X
Place new students (review their records, contact previous school and/or parent) if necessary				X	
Attend SAP meetings				X	
Individual Counseling			X		
Manage and monitor students with Chapter 15		X			

Agreements					
Coordinate and Facilitate CST process and Meetings					X
Small group counseling		X			
Career:					
Implement or support the implementation of the Kuder Galaxy/Navigator Program	X				
Maintain updated K-12 School Counseling Plan				X	
Social/Emotional:					
Individual counseling			X		
Small group counseling		X			
Identification and support of At-risk students			X		
Respond to crisis situations / Crisis management		X			
Attend IEP/GIEP meetings when needed			X	X	
Attend parent meetings			X	X	
Maintain contact with outside agencies				X	
Member of SAP team (Attend meetings, Case management)				X	
Collaborate with teachers, administrators and parents regarding student concerns				X	
Refer parents/guardians to outside/community resources as needed		X			
Suicide / Threat Assessments as needed		X			

Manage and monitor students with Chapter 15 Agreements		X			
Refer students to LSW or YESS! therapist for counseling and/or assistance in accessing community resources		X			
Collaborate with LSW and YESS! therapist for those students receiving services		X			
Identify students in need and distribute food, hygiene, and school materials		X			
Other:					
Attend non-counselor related in-service sessions					X
Attend continuing education workshops related to counseling field				X	
Attend Faculty and Department meetings				X	
Alternative placement forms, Special Transportation requests, requests for IU20 services, and AEDY forms					X
Case Management of 504 Plans (Complete all documents, disseminate to appropriate staff, monitor implementation, Update)					X

High School

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support, Counselor Related	System Support, Non-Counselor Related
Academic:					
Post-secondary education counseling and planning, including financial aid				X	

Individual counseling and planning			X		
Schedule courses for entrance to and/or return to/from PV Cyber Academy					X
Coordinate and collaborate with MCTI for all vocational/technical and D.O. students				X	
Coordinate scholarships					X
PV Cyber and MCTI grading					X
Participation in MCTI Academic Advisory Committee meetings				X	
Career:					
Collaboration with MCTI stakeholders during MCTI Comprehensive Plan meetings				X	
Social/Emotional:					
Other:					
Update HS guidance website					X
Hall, Bus, Lunch, Fire drill Duty responsibilities					X

Middle School

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support, Counselor Related	System Support, Non-Counselor Related
Academic:					

Student observations		X			
Attend parent/teacher meetings				X	
Attend monthly CAN meetings and prepare minutes for team members				X	
Coordinate teacher schedules					X
Conduct Gifted screenings		X			
Schedule courses for return from PVCA			X		
Discuss academic concerns with administrators and school psychologist (CST process)				X	
Career:					
Support computer classes with Navigator program Maintain records of lessons completed for each student Complete Navigator make up lessons	X				
Social/Emotional:					
New student orientation		X			
Facilitate social skills groups		X			
Student observations		X			
Develop behavior plans				X	
Assist with peer mediation				X	
Meet with students assigned ISS/review restorative questions					
Meetings with students regarding conflict resolution		X			

Other:					
Hall Duty					X
Metal Detector Duty					X
Coordination of parent provided in-school TSS/RN services					X
Ensure completion of Disability Determination paperwork					X
Create master building schedule in regards to class and teacher schedules					X

Intermediate School

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support, Counselor Related	System Support, Non-Counselor Related
Academic:					
Conduct student observations when requested		X			
Conduct gifted screenings		X			
Prepare for and participate in weekly attendance meetings		X		X	
Meet 1:1 with students who receive a failing grade in either Math or ELA on their report card to develop a Marking Period Action Plan shared with parent			X		
Career:					
In-class lessons	X				
Maintain records of lessons completed for each student				X	

Complete make-up lessons		X			
Maintain Google classroom for assigning career lessons when needed				X	
Social/Emotional:					
Run small group counseling sessions		X			
Minute Meetings (1:1) with each student new to PVI	X				
Provide new student orientation		X			
Transition support for students going to or coming from PVBA		X	X		
FBA team member when needed		X			
PBIS team member				X	
Coordination of parent provided in-school BHT/RN/BC services				X	
Attend weekly SAP meetings		X			
Attend weekly attendance meetings			X		
Coordination of mentoring program				X	
Meet with students regarding conflict resolution		X			
Respond to individual student crisis		X			
Assistance with interpreting custody agreements				X	
Other:					
Duties: AM and PM duty, Fire Drill duty, BEAR Den					X

Ensure completion of Disability Determination paperwork					X
Write monthly Counselors Column newsletter article				X	
Maintain PVI Guidance webpage				X	
Maintain Google Classrooms for career lesson completion and interaction with students				X	
Maintain PVI Counseling Resources virtual office	X				
Participate in building Scheduling Committee				X	

Elementary School

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support, Counselor Related	System Support, Non-Counselor Related
Academic:					
Monitor attendance including parent/guardian follow-up for attendance notification letters				X	
Conduct gifted screenings		X			
Conduct observations when requested					
Schedule and facilitate CST meetings				X	
Career:					
Facilitate completion of Kuder Galaxy Career Curriculum via classroom lessons				X	
Social/Emotional:					
Provide new student orientation /tours		X			

Participate on building wide SAFE team				X	
Participate in weekly SAP meetings		X			
Respond to individual student crisis		X			
PBS Team member				X	
Case Manager for Chapter 15's in compliance with state regulations		X			
Coordination of parent provided in-school BHT/BC/BCBA/RN services					X
Conduct Social Emotional Learning lessons	X				
Monitor attendance including parent/guardian follow-up for attendance notification letters				X	
Other:					
Duties: student arrival, bus duty, fire drill duty					X
Ensure completion of Disability Determination paperwork					X

7. CURRICULUM ACTION PLANS

12th Grade Curriculum Action Plan - High School

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start and End Dates	# of Students Taught / Involved	Location	Evaluation / Assessment	Stakeholder Teaching Standard & Contact Person	Indicator
Individual Scheduling		Review transcript and check schedule for accuracy	September - October	400	Guidance Office	Senior Survey	High School Counselors	
College, Military, Other Post-Secondary preparation	CEW 13.1.11.F	Handouts, Discussion of individual goals and action steps necessary to achieve goals	September - October	400	Career Exploration and portfolio classes &/or Guidance Office	Senior Survey	High School Counselors	
NCAA Clearinghouse Eligibility		Handouts and website information	August - June	400	Auditorium and Computer Lab	Senior Survey	Athletic Office Payton Gregory-Storms	
Dual Enrollment Opportunities		College applications / admissions presentation	Fall	400	Auditorium and Guidance Office	Final grades from NCC	High School Counselors	
Instant decision days with local colleges		College application, interview, official transcript	Fall	400	Guidance office	Senior survey	High School Counselors	
SAT/ACT/ASVAB/AP		Test materials / Review of results	August - June	400	Cafeteria / Auditorium / Guidance Office	Individual and School Test Results	High School Counselors	
SAP Presentation	ASCA B-SMS 1 B-SS 4	Brochure/handout	September	400	English classes / HR / class meetings	Q and A	High School Counselors Kristen Stachina	
Safe2Say Presentation	ASCA B-SMS 1	PowerPoint	September	400	English classes / HR / class	Q and A	Administrators Security	

	B-ss 4				meetings			
Preparing for College Fair	CEW 13.1.11.B	Outline for College fair, PBS lesson materials, map of fair	Fall/Spring	400	Career Exploration / Xello	Senior Survey	Classroom Teachers	
College Fair	CEW 13.1.11.A	College admission representatives from local schools	October and May	400	New Gymnasium	Senior Survey	National Honor Society and College Representatives	
Financial Aid Night	CEW 13.1.11.A	Speakers, Counselors, State and Federal government developed handouts/booklets	September - October	400	Auditorium	Senior Survey	Payton Gregory-Storms PHEAA Representative	
Resume Development	CEW 13.2.11.C	Teacher examples, handouts, website information and Xello	September - March	400	Classrooms	Teacher evaluation	Business Teachers	X
Interview Skills	CEW 13.2.11.A	Video clips, teacher demonstration, worksheets	September - March	400	Classrooms	Teacher evaluation	Business Teachers	X
College Recruiter Visits	CEW 13.1.11.B	College Admission Counselor, HS counselors, website	On-going	400	Guidance Conference Room	Senior Survey	Natalie Alvarez	

11th Grade Curriculum Action Plan - High School

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start and End Dates	# of Students Taught / Involved	Location	Evaluation and Assessment	Stakeholder Teaching Standard Contact Person	Indicator
Small Group Scheduling	Academic	Review course selection process, distribution of Program of Studies booklet	January-February	400	Computer Lab	Senior Survey	District Social Worker	
Individual Scheduling	Academic	Online course selection, Xello, Review of transcripts and graduation requirements, Discussion of Career Pathways, program of studies	February- March	400	Guidance office	Senior Survey	High School Counselors	
NCAA Clearinghouse Eligibility	Academic	Counselor Developed handouts and NCAA clearinghouse website information	September - June	400	Auditorium and Computer Lab	Senior survey	Athletic Office Payton Gregory-Storms	
Dual Enrollment Opportunities	Academic	College applications . College admissions presentation	Fall and Spring	400	Auditorium and Guidance office	Final grades from NCC	High School Counselors College Admissions Representatives	
PSAT/SAT/ACT/ ASVAB/AP	Academic	Administration materials and exams/score reports	October - June	400	Career exploration and Portfolio classrooms	Individual and School test results	Carley Hartzel, Danielle Brandes, Kristen Stachina, Cevrina Vazquez, Military Personnel	
Junior Jumpstart Program	CEW 13.1.11.A	PHEAA powerpoint and handouts	Spring	400	Auditorium	Senior Survey	Payton Gregory-Storms	

Review and Preparation for College Admission Testing	CEW 13.1.11.A	Counselor developed handouts, Powerpoint, and Collegeboard website		400	BEAR periods in Career Labs	Senior Survey	High School Counselors, Danielle Brandes	
SAP Presentation	ASCA B-SMS 1 B-SS 4	Brochure/handout	September	400	English classes / HR / class meetings	Q and A	High School Counselors, Kristen Stachina	
Safe2Say Presentation	ASCA B-SMS 1 B-ss 4	PowerPoint	September	400	English classes / HR / class meetings	Q and A	Administrators Security	
Steps to Selecting a College and College Major	CEW 13.1.11.E	Counselor developed handouts and Collegeboard and Xello websites		400	BEAR periods in Career Lab	Senior Survey	High School Counselors	
Preparing for College Fair	CEW 13.1.11.B	Outline for college fair, lesson materials, map of fair	Fall / Spring	400	Classrooms	Senior Survey	Teachers	
College Recruiter Visits	CEW 13.1.11.B	College Admission Counselors, Counselor developed emails, mailings/flyers, lesson on how to benefit from a college fair		400	Career exploration and portfolio classes and Guidance Conference room	Senior Survey	Natalie Alvarez	

10th Grade Curriculum Action Plan - High School

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start and End Dates	# of Students Taught / Involved	Location	Evaluation and Assessment	Stakeholder Teaching Standard and Contact Person	Indicator
Small Group Scheduling	Academic	Review course selection process, distribution of Program of Studies booklet	January-February	400	Computer Lab	Senior Survey	District Social Worker	
Individual Scheduling	Academic	Online course selection, Xello, Review of transcripts and graduation requirements, Discussion of Career Pathways, program of studies	February- March	400	Guidance office	Senior Survey	High School Counselors	
NCAA Clearinghouse Eligibility	Academic	Counselor Developed handouts and NCAA clearinghouse website information	September - June	400	Auditorium and Computer Lab	Senior Survey	Payton Gregory-Storms	
PSAT/SAT/ACT/ ASVAB/AP	Academic	Administration materials and exams/score reports	October - June	400	Career exploration and Portfolio classrooms	Individual and School test results	Carley Hartzel, Danielle Brandes, Kristen Stachina, Cevrina Vazquez, Military Personnel	
Career Selector Survey	CEW 13.1.11.A	Kuder Navigator and electronic career portfolio		400	BEAR periods in Career Lab	Senior Survey	High Schools Counselors, Business Teachers	
SAP Presentation	ASCA B-SMS 1 B-SS 4	Brochure/handout	September	400	English classes / HR / class meetings	Q and A	High School Counselors Kristen Stachina	
Safe2Say	ASCA	PowerPoint	September	400	English classes /	Q and A	Administrators	

Presentation	B-SMS 1 B-ss 4				HR / class meetings		Security	
Continuation of Career Research process	CEW 13.1.11.B	Kuder Navigator and electronic career portfolio		400	BEAR periods in Career Lab	Senior Survey	High School Counselors	
Introduction to College Admission Testing	CEW 13.1.11.F	Counselor developed handouts and Collegeboard website		400	BEAR periods in Career Lab	Senior Survey	High School Counselors, Danielle Brandes	
Purpose, Timelines, Content, and Preparation for college admission testing	CEW 13.1.11.F	Counselor developed handouts and Collegeboard website		400	BEAR periods in Career Lab	Senior Survey	High School Counselors, Danielle Brandes	
Introduction to ASVAB	CEW 13.1.11.F	Counselor developed handouts, Military.com, & ASVAB Program website		400	Career Lab	Test Results	Kristen Stachina Military Personnel	
MCTI/CTC Presentation	CEW 13.1.11.D	MCTI applications, shop descriptions	November	400	Auditorium	Senior Exit Survey	Brian Morgan MCTI Counselor	
MCTI/CTC Information Table	CEW 13.1.11.D	MCTI information and shop descriptions	November	400	Main Lobby	Senior Exit Survey	High School Counselor MCTI Counselor	
MCTI/CTC Lunch Recruitment	CEW 13.1.11.D	MCTI Representative, Shop descriptions	March	400	Cafeteria	Applications turned in	MCTI Career & Transition Counselor Brian Morgan	

9th Grade Curriculum Action Plan - High School

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start and End Dates	# of Students Taught / Involved	Location	Evaluation and Assessment	Stakeholder Teaching Standard and Contact Person	Indicator
Freshman Orientation	Academic	Student schedules, Program of study	August / September	400	Auditorium	Mentor Feedback	High School Counselors	
Small group scheduling	CEW 13.1.11.G	Review course selection process, Online course selection	January / February	400	Computer Lab	Senior Exit Survey	District Social Worker	
NCAA Clearinghouse Eligibility	CEW 13.1.11.H	Handout and website information	September, January, March	400	Auditorium and Computer Lab	Senior Exit Survey	Payton Gregory-Storms	
Intro to Career Pathways	CEW 13.1.11.A	Program of Studies, Online course selection	January	400	Career Exploration classes	Senior Exit Survey	Business Teachers	
Selection of High School curriculum based on career / post-secondary goals	CEW 13.1.11.E	Program of Studies, Mock scheduling selection form, Kuder Navigator	January	400	Career Exploration and Portfolio classes / Guidance office	Senior Exit Survey	Business Teachers	
Career Matchmaker and My Skills Survey	CEW 13.1.11.F	Kuder Navigator, electronic career portfolio	September / October	400	Career Exploration and Portfolio classes / Guidance office	Senior Exit Survey	Business Teachers	X
MCTI/CTC Presentation	CEW 13.1.11.D	MCTI applications	November	400	Auditorium	Senior Exit Survey	Brian Morgan MCTI Counselor	
MCTI/CTC Information Table	CEW 13.1.11.D	MCTI information	October	400	Main Lobby	Senior Exit Survey	High School Counselors MCTI Counselor	
NCC Monroe and Bethlehem College Fair	CEW 13.1.11.G	College Admission Counselors, Counselor developed emails,	March	100	NCC Monroe and Bethlehem Campuses	Senior Exit Survey	High School Counselors	

		mailings, flyers, PBS student lessons on how to benefit from a college fair						
MCTI Bus Trip	CEW 13.1.11.D	MCTI tour	November	40	MCTI	Senior Exit Survey	Brian Morgan	
Preparing for a College Fair	CEW 13.1.11.D	Outline for college fair, PBS lesson materials, map of fair	April	400	Classrooms	Senior Exit Survey	Classroom Teachers	
SAP Presentation	ASCA B-SMS 1 B-SS 4	Brochure/handout	September	400	English classes / HR / class meetings	Q and A	Kristen Stachina SAP Team Members	
Safe2Say Presentation	ASCA B-SMS 1 B-ss 4	PowerPoint	September	400	English classes / HR / class meetings	Q and A	Administrators Security	

8th Grade Curriculum Action Plan - Middle School

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start and End Dates	# of Students Taught / Involved	Location	Evaluation and Assessment	Stakeholder Teaching Standard and Contact Person	Indicator
Learning Styles	CEW 13.1.8.A 13.1.8.B	Kuder Navigator	September - June	283	Information Processing Class	Career Portfolio	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Personal Goal Setting	CEW 13.1.8.G	Kuder Navigator	September - June	283	Information Processing Class	Career Portfolio	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Personality Style	CEW 13.1.8.A 13.1.8.B	Kuder Navigator	September - June	283	Information Processing Class	Career Portfolio	Technology Teachers Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Skills	CEW 13.1.8.A 13.1.8.B	Kuder Navigator	September - June	283	Information Processing Class	Career Portfolio	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Explore Career Matches	CEW 13.1.8.A 13.1.8.B	Kuder Navigator	September - June	283	Information Processing Class	Career Portfolio	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Transition to High School	CEW 13.1.8.F 13.1.8.H	Kuder Navigator	September - June	283	Information Processing Class	Career Portfolio	Technology Teacher Sheri Fallon Sarah Rodvelt Cathleen Schultz	X

Individual Career Plan	CEW 13.1.8.D 13.1.8.E 13.1.8.F 13.1.8.G 13.2.8.B	Kuder Navigator	September - June	283	Information Processing Class	Career Plan	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Character Education	CEW 13.2.8.D	Character Words of the Month	Monthly	283	Classrooms	Awards	Teachers Administrators	
Health and Safety	CEW 13.2.8.E	Appropriate worksheets	Varies depending upon student schedule	283	Health classes	Worksheets	Health Teachers	
Participants Role in Team Setting	CEW 13.3.8.B	Team building activity	Varies depending on student schedule	283	PE/Health classes	Teacher evaluation on activity	Health/PE Teachers	
Conflict Resolution Skills	CEW 13.3.8.C	Worksheets	Varies	283	Health Classes	Teacher Evaluation on activities / worksheets	Health Teachers	
MCTI Presentation	CEW 13.1.8.C 13.1.8.D 13.1.8.E	MCTI information	December	283	PVMS Auditorium	MCTI applications	Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz MCTI Counselor	
MCTI Promotion and Information MCTI Career Exploration night	CEW 13.1.8.C 13.1.8.D 13.1.8.E	Open Houses, MCTI applications	October-February	283	MCTI and Middle School	Student submission of MCTI applications	Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz MCTI Counselor	
Awards and Acknowledgements	Academic	Annual Awards Ceremony	June	283	Classrooms	Award criteria and certificates	Administrators	
National Junior Honor Society	Academic	NJHS Application	December	283	Classrooms	Acceptance into NJHS	Teachers Administrators	

Referral to Individual Counseling Social worker/YESS referrals	Personal/Social	Forms provided by MS counselors	As needed	Varies	Guidance office	Counselor Survey	Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz Licensed Social Worker: Kristen Kram	
Referrals to group Counseling opportunities	Personal/Social	Referral forms	November	Varies	Homerooms	End of group survey	Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz Licensed Social Worker: Kristen Kram	
Referrals to Drug & Alcohol Counseling Vape Education Normal/Bumpy groups Grief & Loss Groups	Personal/Social	Referral forms	As needed	Varies	Guidance Office	Counselor survey	Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz D & A Intervention Specialist Deb Hartley	
Family Life Unit	Personal/Social	Health Curriculum	Determined by Health cycle	283	Health class	Completed project / Final grade	Health Teachers	
Transition Information	Personal/Social	Handouts regarding transition	September	283	Classrooms	Question / Answer	Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	
SAP Presentation	Personal/Social	Handouts	September	283	Assembly	Question / Answer /Reflections	Administration	
Safe2Say Presentation	ASCA B-SMS 1 B-SS 4	PowerPoint	September	335	Assembly	Question / Answer	Administration	
8th Grade Parent Night	Academic	PowerPoint, handouts, Program of study, course selection sheet, Guidance website, Review of NCAA eligibility, AP overview	January	400	HS Auditorium	Senior Exit Survey	High School Counselors	

8th Grade Classroom Presentations	Academic	Review of course selection at HS, Guidance website, handouts, Program of Study	January	400	8th Grade classrooms	Senior Exit Survey	High School Counselors	
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7th Grade Curriculum Action Plan - Middle School

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start and End Dates	# of Students Taught / Involved	Location	Evaluation and Assessment	Stakeholder Teaching Standard and Contact Person	Indicator
Learning Styles	CEW 13.1.8.A 13.1.8.B	Kuder Navigator	September - June	318	Information Processing Class	Career Portfolio	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Personality Styles	CEW 13.1.8.A 13.1.8.B	Kuder Navigator	September - June	318	Information Processing Class	Career Portfolio	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Discover Learning Pathways	CEW 13.1.8.G	Kuder Navigator	September - June	318	Information Processing Class	Career Portfolio	Technology Teacher	X
Biases and Career Choices	CEW 13.1.8.A 13.1.8.B	Kuder Navigator	September - June	318	Information Processing Class	Career Portfolio	Technology Teacher	X
Individual Career Plan	CEW 13.1.8.D 13.1.8.E 13.1.8.F 13.1.8.G 13.2.8.B	Kuder Navigator	September - June	318	Pamphlet, Powerpoint, or Poster	Career Portfolio	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Character Education	CEW 13.2.8.D	Character Words of the Month	Monthly	318	Classrooms	Awards	Teachers Administrators	
Health and Safety	CEW 13.2.8.E	Appropriate worksheets	Varies depending upon student schedule	318	Health classes	Worksheets	Health Teachers	
Participants Role in Team Setting	CEW 13.3.8.B	Worksheets / Activity	Varies depending on student schedule	318	PE/Health classes	Teacher evaluation on activity	Health/PE Teachers	

Conflict Resolution Skills	CEW 13.3.8.C	Worksheets / AActivity	Varies	318	Health Classes	Teacher Evaluation on activities / worksheets	Health Teachers	
Class presentations on Scheduling for 8th grade	Academic	Course selection sheets, Guidance website	March	318	Classrooms	Course selection sheets	Classroom Teachers Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	
Small Group Scheduling	Academic	Course selection information	March / April	318	Computer Lab	Finished schedules	Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	
Referral to Individual Counseling	Personal/Social	Forms provided by MS counselors	As needed	Varies	Guidance office	Counselor Survey	Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz Licensed Social Worker: Kristen Kram	
Referrals to group Counseling opportunities	Persona/Social	Referral forms	November	Varies	Homeroms	End of group survey	Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz Licensed Social Worker: Kristen Kram	
Referrals to Drug & Alcohol Counseling	Personal/Social	Referral forms	As needed	Varies	Guidance Office	Counselor survey	Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz D&A Counselor: Debbie Hart	
Meet Your School Counselor	Personal/Social	Handouts regarding guidance services	September	318	Classrooms	Question / Answer	Middle School Counselors Sheri Fallon Sarah Rodvelt Cathleen Schultz	

SAP. Presentation	Personal/Social	PowerPoint	September	318	Assembly	Question / Answer	Administration	
Safe2Say Presentation	ASCA B-SMS 1 B-SS 4	PowerPoint	September	335	Assembly	Question / Answer	Administration	
Family Life Unit	Personal/Social	Health Curriculum	Determined by Health cycle	318	Health class	Completed project / Final grade	Health Teachers	

6th Grade Curriculum Action Plan - Middle School

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start and End Dates	# of Students Taught / Involved	Location	Evaluation and Assessment	Stakeholder Teaching Standard and Contact Person	Indicator
Meet Your School Counselor Lesson	ASCA M1 B-SS 3	PowerPoint and Small Group Permission	September	335	Classrooms	Question / Answer	Middle School Counselors Sheri Fallon Sarah Rodvelt Cathleen Schultz	
SAP Presentation	ASCA B-SMS 1 B-SS 4	PowerPoint	September	335	Assembly	Question / Answer	Administration	
Safe2Say Presentation	ASCA B-SMS 1 B-SS 4	PowerPoint	September	335	Assembly	Question / Answer	Administration	
Learning Style Inventory	CEW 13.1.8.A 13.1.8.B	Kuder Navigator	November	335	Classrooms and/or virtual	Completion of Inventory in Navigator	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Interests and Skills/Interests Identification	CEW 13.1.8.A 13.1.8.B 13.2.8.D	Kuder Navigator	November	335	Classrooms and/or virtual	Completion of activity in Navigator	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Career Clusters	CEW 13.1.8.A 13.1.8.B 13.1.8.D 13.1.8.E	Kuder Navigator	December	335	Classroom	Completion of activity in Navigator	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Time Management	CEW 13.3.8.E ASCA: B-LS3	Kuder Navigator	January	335	Classrooms and/or virtual	Completion of lesson in Navigator	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt	X

							Cathleen Schultz	
Relating School Subjects to possible Careers	CEW: 13.1.8.F	Kuder Navigator	February	335	Classrooms and/or virtual	Completion of lesson in Navigator	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Relating Interests to possible Careers	CEW: 13.1.8.A 13.1.8.B	Kuder Navigator	March	335	Classrooms and/or virtual	Completion of lesson in Navigato	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
Decision Making Lesson	CEW 13.2.8.E 13.3.8.A ASCA: B-LS1, B-LS9	Kuder Navigator	April	335	Classrooms and/or virtual	Completion of lesson in Navigato	Technology Teacher Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	X
MCTI Field Trip	CEW 13.1.8.D	MCTI Tours by MCTI staff / students	February	335	MCTI	Reflection Questions / Questions at MCTI	Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz MCTI Counselor	
Middle School Scheduling	CEW 13.1.8.H ASCA M 3	Course selection cards, Course descriptions	February to review information March to enter schedules	335	Classrooms	Questions and Answers / Completed schedule cards	Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	
6th Grade Parent Night	Academic	Course selection information	March	335	Middle School Cafeteria	Questions and Answers / Completed schedule cards	Middle School Counselors: Sheri Fallon Sarah Rodvelt Cathleen Schultz	

5th Grade Curriculum Action Plan - Intermediate School

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start and End Dates	# of Students Taught / Involved	Location	Evaluation and Assessment	Stakeholder Teaching Standard and Contact Person	Indicator
Meet Your School Counselor Lesson	ASCA B-SS 3	Handouts regarding School Counselor services	September	293	Classrooms	Question / Answer	School Counselor Julie Romanisko	
Safe2Say Presentation	ASCA B-SMS 1 B-SS 4	Video	September	293	Classrooms	Question / Answer	School Counselor Julie Romanisko	
PBIS Overview Lessons	CEW 13.2.5.A 13.2.5.E 13.3.5.C ASCA B-LS 4, 6 B-SMS 1-2,4	PBIS Lesson Plans and videos	September	293	Classrooms	Question and Answer	Teachers PBIS Committee Julie Romanisko	
Factors that Influence Career Choice	CEW: 13.1.5.E	Counselor Developed Lesson	March	293	SEL Lab	Summative Assessment	School Counselor Julie Romanisko	X
Post-Secondary Lesson	CEW 13.1.5.D ASCA: M4	Counselor Developed Lesson	November / December	293	SEL Lab	Summative Assessment	School Counselor Julie Romanisko	X
Escape Room Challenge on Growth Mindset		Escape Room materials	October	293	SEL Lab	Escape Rom Challenges	School Counselor Julie Romanisko	
Executive Functioning Lesson		Counselor Developed lesson	January	293	SEL Lab	Summative Assessment	School Counselor Nicole Moore	X
Escape Room Challenge on Executive Functioning		Escape Room materials	February	293	SEL Lab	Escape Room Challenges	School Counselor Julie Romanisko	

MCTI Presentation	CEW 13.1.5.D	MCTI School Counselor PowerPoint	February	293	Multipurpose Room	Reflection questions	School Counselor Julie Romanisko MCTI School Counselor	
Vaping Lesson		Well Center developed lesson	October-Novemb er		Health Classroom	Question and Answer	Health Teachers Jenny Bowman	
Bullying Lesson (Verbal, Physical, Social, Cyber)		Health Class materials		293	Health Classroom	Packet pages and Poster project	Health Teachers Jenny Bowman	
Anger Management (Dealing with Conflict and Anger)		Health Class materials		293	Health Classroom	Video and Question/Answer	Health Teachers Jenny Bowman	
Reflective Listening		Health Class materials		293	Health Classroom	Packet pages, Handouts, Discussion	Health Teachers Jenny Bowman	
Decision Making (Making Health Decisions)		Health Class materials		293	Health Classroom	Packet pages, Handouts, Discussion	Health Teachers Jenny Bowman	

4th Grade Curriculum Action Plan - Intermediate School

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start and End Dates	# of Students Taught / Involved	Location	Evaluation and Assessment	Stakeholder Teaching Standard and Contact Person	Indicator
Meet Your School Counselor Lesson	ASCA B-SS 3	Handouts regarding School Counselor services	September	287	Classrooms	Question / Answer	School Counselor Nicole Moore	
Online Safety		Weller Center developed lesson		327	Health Classroom	Q and A	Health Teachers Jenny Bowman	
PBIS Overview Lessons	CEW 13.2.5.A 13.2.5.E 13.3.5.C ASCA B-LS 4, 6 B-SMS 1-2,4	PBIS Lesson Plans	September	327	Classrooms	Completion of reflection in PBIS packet	Teachers PBIS Committee Julie Romanisko	
Trying My Best / Effort	CEW: 13.3.5.A 13.2.5.E	Google Slides	October	287	SEL Lab	Completion of Effort Self-Assessment	School Counselor Nicole Moore	X
Escape Room: Coping Strategies		Puzzles Handouts	March	287	SEL Lab	Completion of Escape Room Teacher observation Question & Answer	School Counselor Nicole Moore	
Conflict Resolution		Handouts Google Slides	November/December	287	SEL Lab	Completion of Worksheet Teacher observation	School Counselor Nicole Moore	X
Escape Room Challenge on Conflict Resolution		Puzzles Handouts	January	287	SEL:Lab	Question and Answer	School Counselor Nicole Moore	
Entrepreneurship	CEW: 13.4.5.A	Class Discussion / Google Slide	February	327	SEL Lab	Completion of Entrepreneurship	School Counselor Nicole Moore	X

		Presentation				worksheet		
Friendship (Making Friends, Healthy Friendships, Peer Pressure)		Health Curriculum			Health Classrooms	Handouts, Packet, Pages, Projects	Health Teachers Jenny Bowman	
Stress (Definition, Healthy vs. Unhealthy ways to deal)		Health Curriculum			Health Classroom	Handouts, Packet Pages, Projects	Health Teachers Jenny Bowman	

3rd Grade Curriculum Action Plan - Intermediate School

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start and End Dates	# of Students Taught / Involved	Location	Evaluation and Assessment	Stakeholder Teaching Standard and Contact Person	Indicator
Meet Your School Counselor Lesson	ASCA B-SS 3	Handouts regarding School Counselor services	September	317	Classrooms	Question / Answer	School Counselor Rachel Below	
Minute Meetings	ASCA B-SS 3	Data collection sheet	November-December	317	Hallway or empty classroom	Discussion	School Counselor Rachel Below	
PBIS Overview Lessons	CEW 13.2.5.A 13.2.5.E 13.3.5.C ASCA B-LS 4, 6 B-SMS 1-2,4	PBIS Lesson Plans	September	317	Classrooms	Question/ Answer	Teachers PBIS Committee Julie Romanisko	
Rights and Responsibilities of being a good citizen in school	CEW 13.3.3 A 13.3.3.B 13.3.3.C	Social Studies grade 3 curriculum	September - February	317	Regular Education Classrooms	Teacher observations and assessments	Teachers Social Studies Department Head	
Right and Responsibilities of being a good citizen in the community	CEW 13.3.3 A 13.3.3.B 13.3.3.C	Social Studies grade 3 curriculum	September - February	317	Regular Education Classrooms	Teachers observations and assessments	Teachers Social Studies Department Head	
Career Exploration / Work and Earnings	CEW 13.1.3.A 13.1.3.B 13.3.3.D	Social Studies Grade 3 curriculum	November - January (1X per 6 day cycle)	317	Social Studies classroom	Teacher observations and Quarterly Benchmark	Teachers Social Studies Department Head	
Conflict Resolution Lesson		Counselor created lesson	October		SEL Lab	Summative Assessment	School Counselor Julie Romanisko	X
Conflict Resolution Escape Room		Puzzles & Handouts	November/December	317	SEL Lab	Puzzles / Challenges	School Counselor Rachel Below	
Interests/Skills	CEW 13.1.3 A		March	317	SEL Lab	Completion of Interest Inventory	School Counselor Rachel Below	X

	13.1.3 B							
Skills & Strengths/Self-Esteem Lesson	CEW 13.1.3.H 13.2.3.E 13.3.3.A 13.3.3.B		January	317	SEL Lab	Completion of Handout	School Counselor Rachel Below	
Managing Emotions Lesson	CEW 13.3.3 A 13.3.3 B ASCA M5 B-SMS 1 B-SMS 2 B-SMS 7		February	317	Classroom	Completion of Handout	School Counselor Rachel Below	X
Managing Emotions Escape Room	CEW 13.3.3 A 13.3.3 B 13.3.3 C	Group team building activity	March	317	Classroom	Puzzles and Challenges	School Counselor Rachel Below	
Bullying Lesson		Weller Center developed lesson			Health Classroom	Question and Answer	Health Teachers Jenny Bowman	
Conflict Resolution (I-statements, Compromise, Refusal Skills, Adult Intervention, Walk away)		Health Curriculum			Health Classroom	Teacher designed assessment	Health Teachers Jenny Bowman	
Online Safety		Health Curriculum			Health Classroom	Teacher desinged assessment	Health Teachers Jenny Bowman	

2nd Grade Curriculum Action Plan - Elementary School

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start and End Dates	# of Students Taught / Involved	Location	Evaluation and Assessment	Stakeholder Teaching Standard and Contact Person	Indicator
School-Wide Positive Behavior Support (PAWS) Kick-off	Personal/Social B-LS 3 B-SMS 1 B-SMS 2 B-SMS 8 B-SMS 9 B-SMS 10 B-SS 1 B-SS 3 B-SS 5 B-SS 6 B-SS 9	PAWS Curriculum	October-November	299	Classroom	Classroom behavior data and discipline referrals	Teachers	
Meet Your School Counselor / Introduction	Personal/Social M3 M4 M5 B-LS 4 B-LS 7 B-LS 9 B-SMS 1 B-SMS 5 B-SMS 6 B-SMS 7 B-SMS 10 B-SS 1 B-SS 2 B-SS 3 B-SS 4 B-SS 5 B-SS 6 B-SS 8	Guidance resources	September-October	299	2nd Grade SEL Classroom	Work Habits and Teacher / Counselor Observations	School Counselor	
Bully lesson	ASCA M 2 B-SMS 1. B-SMS 7 B-SMS 9 B-SS 1 B-SS 2	Bullying lesson	October	299	2nd Grade SEL Classroom	Work Habits Teacher / Counselor observations	School Counselor	

	B-SS 4 B-SS 5 B-SS 7 B-SS 8 B-SS 9 B-SS 10							
Rights and Responsibilities of being a good citizen in school	CEW 13.3.3.A 13.3.3.B 13.3.3.C	Social Studies grade 2 curriculum	September - February	299	Regular Education Classrooms	Teacher observations and assessments	Teachers Social Studies Department Head	X
Right and Responsibilities of being a good citizen in the community	CEW 13.3.3 A 13.3.3 B 13.3.3 C	Social Studies grade 2 curriculum	September - February	299	Regular Education Classrooms	Teachers observations and assessments	Teachers Social Studies Department Head	
Role of adults in school	CEW 13.1.3.C 13.1.3.E 13.1.3.G	Social Studies grade 2 curriculum	September - February	299	Regular Education Classrooms	Teacher observations and assessments	Teachers Social Studies Department Head	
Identifying Feelings	ASCA M 1 B-SMS 2 B-SMS 7 B-SMS 10 B-SS 2 B-SS 3 B-SS 9	SEL Program Unit 2 Lesson 5-6	October - April	299	2nd Grade SEL Classroom	Work Habits and Teacher / Counselor Observations	School Counselor	
Feeling Confident/ Respecting Different Perspectives	M 1 M 2 M 5 B-SMS 1 B-SMS 2 B-SMS 7 B-SMS 8 B-SS 2 B-SS 3 B-SS 4 B-SS 6 B-SS 9	SEL Program Unit 2 Lesson 7-8	October - April	299	2nd Grade SEL Classroom	Work Habits and Teacher / Counselor Observations	School Counselor	
Showing Compassion	M 1 B-SS 2	SEL Program Unit 2 Lesson 9	October - April	299	2nd Grade SEL Classroom	Work Habits and Teacher /	School Counselor	

	B-SS 3 B-SS 4 B-SS 5 B-SS 6 B-SS 9					Counselor Observations		
Predicting Feelings	ASCA M 1 B-LS 2 B-LS 9 B-SMS 1 B-SS 2 B-SS 4	SEL Program Unit 2 Lesson 10	October - April	299	2nd Grade SEL Classroom	Work Habits and Teacher / Counselor Observations	School Counselor	
Introducing Emotional Management	ASCA M 1 B-LS 9 B-SMS 7 B-SMS 10 B-SS 4 B-SS 8 B-SS 9	SEL Program Unit 2 Lesson 11	October - April	299	2nd Grade SEL Classroom	Work Habits and Teacher / Counselor Observations	School Counselor	
Managing Embarrassment/ Handling Making Mistakes	ASCA M 1 M 2 M 5 B-LS 1 B-LS 9 B-SMS 1 B-SMS 2 B-SMS 6 B-SMS 7 B-SMS 10 B-SS 1 B-SS 8 B-SS 9	SEL Program Unit 2 Lesson 12-13	October - April	299	2nd Grade SEL Classroom	Work Habits and Teacher / Counselor Observations	School Counselor	
Managing Anxious Feelings	ASCA M 1 M 2 B-LS 1 B-LS 9 B-SMS 1 B-SMS 2 B-SMS 6 B-SMS 7	SEL Program Unit 3 Lesson 14	October - April	299	2nd Grade SEL Classroom	Work Habits and Teacher / Counselor Observations	School Counselor	

	B-SMS 10 B-SS 1 B-SS 8 B-SS 9							
Managing Anger	ASCA M 1 M 2 B-LS 1 L-LS 9 B-SMS 1 B-SMS 2 B-SMS 6 S-SMS 7 B-SMS 10 B-SS 1 B-SS 8 B-SS 9	SEL Program Unit 3 Lesson 15	October - April	299	2nd Grade SEL Classroom	Work Habits and Teacher / Counselor Observations	School Counselor	
Finishing Tasks	ASCA M 2 M 5 B-LS 1 B-LS 4 B-LS 8 B-SMS 1 S-SMS 2 B-SMS 3 B-SMS 5 B-SMS 6 B-SS 1 B-SS 6 B-SS 8	SEL Program Unit 3 Lesson 16	October - April	299	2nd Grade SEL Classroom	Work Habits and Teacher / Counselor Observations	School Counselor	
Solving Problems Part 1	ASCA M 1 M 5 B-LS 1 B-LS 9 B-SMS 1 B-SMS 2 B-SMS 6 B-SMS 7 B-SMS 10 B-SS 1 B-SS 2 B-SS 4	SEL Program Unit 4 Lesson 17	October - April	299	2nd Grade SEL Classroom	Work Habits and Teacher / Counselor Observations	School Counselor	

	B-SS 5 B-SS 6 B-SS 7 B-SS 8							
Solving Problems Part 2	ASCA M 1 M 5 B-LS 1 B-LS 9 B-SMS 1 B-SMS 2 B-SMS 6 B-SMS 7 B-SMS 10 B-SSS 1 B-SS 2 B-SS 4 B-SS 5 B-SS 6 B-SS 7 B-SS 8	SEL Program Unit 4 Lesson 18	October - April	299	2nd Grade SEL Classroom	Work Habits and Teacher / Counselor Observations	School Counselor	

1st Grade Curriculum Action Plan - Elementary School

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start and End Dates	# of Students Taught / Involved	Location	Evaluation and Assessment	Stakeholder Teaching Standard and Contact Person	Indicator
School-Wide Positive Behavior Support (PAWS) Kick-off	Personal/Social B-LS 3 B-SMS 1 B-SMS 2 B-SMS 8 B-SMS 9 B-SMS 10 B-SS 1 B-SS 3 B-SS 5 B-SS 6 B-SS 9	PAWS Curriculum	September	316	Cafeteria	Classroom behavior data and discipline referrals	Teachers	
Meet Your School Counselor / Introduction	Personal / Social M3 M4 M5 B-LS 4 B-LS 7 B-LS 9 B-SMS 1 B-SMS 5 B-SMS 6 B-SMS 7 B-SMS 10 B-SS 1 B-SS 2 B-SS 3 B-SS 4 B-SS 5 B-SS 6 B-SS 8	Guidance Resources	September	316	First Grade SEL Classroom	Work Habits Teacher/ Counselor observations	School Counselor	
Rights and Responsibilities of being a good citizen in school	CEW 13.3.3.A 13.3.3.B 13.3.3.C	Social Studies grade 1 curriculum	September - February	316	Regular Education Classrooms	Teacher observations and assessments	Teachers Social Studies Department Head	

Friendship / Feelings / Problem Solving	Civics and Government 5.2.1.B 5.4.1.A 5.4.1.B 5.4.1.E	Social Studies Grade 1 curriculum	September - February	316	Regular Education Classrooms	Teacher observations and assessments	Teachers Social Studies Department Head	
All About Me Bag	Civics and Government 5.3.1.C CEW 13.1.3.A 13.1.3.B	Social Studies Grade 1 curriculum	September	316	Regular Education Classrooms	Teacher observations and assessments	Teachers Social Studies Department Head	
Bully lesson	ASCA M 2 B-SMS 1. B-SMS 7 B-SMS 9 B-SS 1 B-SS 2 B-SS 4 B-SS 5 B-SS 7 B-SS 8 B-SS 9 B-SS 10	Bullying lesson	October	316	First Grade SEL Classroom	Work Habits Teacher / Counselor observations	School Counselor	
Listening to Learn and Focusing Attention	ASCA M 6 B-SMS 1 B-SMS 2 B-SMS 3 B-SMS 6 B-SS 6	SEL PRogram Unit 1 Lesson1 and 2	October- April	316	First Grade SEL Classroom	Work Habits Teacher / Counselor observations	School Counselor	
Following Directions and Self-Talk for Learning	ASCA B-LS 3 B-LS 4 B-SMS 1 B-SMS 2 B-SMS 3 B-SMS 4 B-SMS 5 B-SMS 6 B-SMS 7 B-SMS 10	SEL PRogram Unit 1 Lesson 3 and 4	October- April	316			School Counselor	

Being Assertive	ASCA B-SMS 1 B-SMS 2 B-SMS 6 B-SMS 7 B-SMS 8 B-SMS 9 B-SMS 10 B-SS 7 B-SS 8 B-SS 9	SEL Program Unit 1 Lesson 5	October- April	316			School Counselor	
Identifying Feelings	ASCA B-SMS 1 B-SMS 7 B-SMS 10 B-SS 2 B-SS 4 B-SS 9	SEL Program Unit 2 Lesson 6	October-April	316	First Grade SEL Classroom	Work Habits Teacher / Counselor observations	School Counselor	
More Feelings	ASCA B-SMS 1 B-SMS 7 B-SMS 10 B-SS 2 B-SS 4 B-SS 9	SEL Program Unit 2 Lesson 7	October-April	316	First Grade Classrooms	Work Habits Teacher / Counselor observations	School Counselor	
Accidents	ASCA B-SMS 1 S-SMS 7 B-SS 2 B-SS 5 B-SS9	SEL Program Unit 2 Lesson 10	October- April	316	First Grade SEL Classroom	Work Habits Teacher / Counselor observations	School Counselor	
Showing Care and Concern	ASCA M 3 B-SMS 1 B-SS 2 B-SS 4 B-SS 9	SEL Program Unit 2 Lesson 11	October- April	316	First Grade SEL Classroom	Work Habits Teacher / Counselor observations	School Counselor	

Identifying Our Own Feelings	ASCA M-1 B-SMS 1 B-SMS 7 B-SMS 10 B-SS 2 B-SS 4 B-SS 9	SEL Program Unit 3 Lesson 12	October-April	316	First Grade SEL Classroom	Work Habits Teacher / Counselor observations	School Counselor	
Strong Feelings	ASCA M 1 B-LS 9 B-SMS 7 B-SMS 10 B-SS 4 B-SS 8 B-SS 9	SEL Program Unit 3 Lesson 13	October-April	316	First Grade SEL Classroom	Work Habits Teacher / Counselor observations	School Counselor	
Calming Down Anger	ASCA M 1 M 2 B-LS 1 L-LS 9 B-SMS 1 B-SMS 2 B-SMS 6 S-SMS 7 B-SMS 10 B-SS 1 B-SS 8 B-SS 9	SEL Program Unit Lesson 14	October-April	316	First Grade SEL Classroom	Work Habits Teacher / Counselor observations	School Counselor	
Self-Talk for Calming Down	ASCA M 1 M 2 B-LS 1 B-LS 9 B-SMS 1 B-SMS 2 B-SMS 6 B-SMS 7 B-SMS 10	SEL Program Unit 3 Lesson 15	October-April	316	First Grade SEL Classroom	Work Habits Teacher / Counselor observations	School Counselor	

	B-SS 1 B-SS 8 B-SS 9							
Managing Worry	ASCA M 1 M 2 B-LS 1 B-LS 9 B-SMS 1 B-SMS 2 B-SMS 6 B-SMS 7 B-SMS 10 B-SS 1 B-SS 8 B-SS 9	SEL Program Unit 3 Lesson 16	October-April	316	First Grade SEL Classroom	Work Habits Teacher / Counselor observations	School Counselor	

Kindergarten Curriculum Action Plan - Elementary School

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start and End Dates	# of Students Taught / Involved	Location	Evaluation and Assessment	Stakeholder Teaching Standard and Contact Person	Indicator
School-Wide Positive Behavior Support (PAWS) Kick-off	Personal/Social B-LS 3 B-SMS 1 B-SMS 2 B-SMS 8 B-SMS 9 B-SMS 10 B-SS 1 B-SS 3 B-SS 5 B-SS 6 B-SS 9	PAWS Curriculum	October	327	Cafeteria	Classroom behavior data and discipline referrals	Teachers	
Rights and Responsibilities of being a good citizen	CEW 13.3.3.A 13.3.3.B 13.3.3.C	Social Studies Kindergarten curriculum	September - February	327	Regular Education Classrooms	Teacher observations and assessments	Teachers Social Studies Department Head	X
Meet Your School Counselor	Personal/ Social M3 M4 M5 B-LS 4 B-LS 7 B-LS 9 B-SMS 1 B-SMS 5 B-SMS 6 B-SMS 7 B-SMS 10 B-SS 1 B-SS 2 B-SS 3 B-SS 4 B-SS 5 B-SS 6 B-SS 8	Guidance Resources	September	327	SEL Lab	Work Habits and Counselor / Teacher observations	School Counselor	

Learning to Accept "No"	ASCA B-SMS 1 B-SMS 2 B-SMS 7 B-SS 9	Guidance Resources	October	327	SEL Lab	Teacher/ Counselor observation	School Counselor	
Learning to Listen	ASCA B-LS 4 B-SMS 1 B-SMS 2 B-SMS 6 B-SS 1	SEL Program Unit 1 Lesson 1	October - April	327	SEL Lab	Work Habits and Counselor / Teacher observations	School Counselor	
Bully lesson	ASCA ASCA M 2 B-SMS 1. B-SMS 7 B-SMS 9 B-SS 1 B-SS 2 B-SS 4 B-SS 5 B-SS 7 B-SS 8 B-SS 9 B-SS 10	Bullying lesson "One"	October	327	SEL Lab	Work Habits Teacher / Counselor observations	School Counselor	
Focusing Attention	ASCA B-LS 3 B-LS 4 B-SMS 2 B-SMS 3 B-SMS 5 B-SMS 6 B-SMS 7 B-SS 1	SEL Program Unit 1 Lesson 2	October - April	327	SEL Lab	Work Habits and Counselor / Teacher observations	School Counselor	
Following Directions	ASCA B-LS 3 B-LS 4 B-SMS 3 B-SS 1	SEL Program Unit 1 Lesson 3	October - April	327	SEL Lab	Work Habits and Counselor / Teacher observations	School Counselor	
Self-Talk for Staying on	ASCA	SEL Program	October - April	327	SEL Lab	Work Habits and	School Counselor	

Task	B-LS 3 B-LS 4 B-SMS 1 B-SMS 2 B-SMS 3 B-SMS 4 B-SMS 5 B-SMS 6 B-SMS 7 B-SMS 10	Unit 1 Lesson 4				Counselor / Teacher observations		
Being Assertive	ASCA B-SMS 1 B-SMS 2 B-SMS 6 B-SMS 7 B-SMS 8 B-SMS 9 B-SMS 10 B-SS 7 B-SS 8 B-SS 9	SEL Program Unit 1 Lesson 5	October - April	327	SEL Lab	Work Habits and Counselor / Teacher observations	School Counselor	
Feelings	ASCA B-SMS 1 B-SMS 7 B-SMS 10 B-SS 2 B-SS 4 B-SS 9	SEL Program Unit 2 Lesson 6	October - April	327	SEL Lab	Work Habits and Counselor / Teacher observations	School Counselor	
More Feelings	ASCA B-SMS 1 B-SMS 7 B-SMS 10 B-SS 2 B-SS 4 B-SS 9	SEL Program Unit 2 Lesson 7	October - April	327	SEL Lab	Work Habits and Counselor / Teacher observations	School Counselor	
Identifying Anger	ASCA B-SMS 1 B-SMS 2 B-SMS 7 B-SMS 10 B-SS 1	SEL Program Unit 2 Lesson 8	October - April	327	SEL Lab	Work Habits and Counselor / Teacher observations	School Counselor	

Same or Different	ASCA B-LS 1 B-SS 2 B-SS 3 B-SS 4 B-SS 5 B-SS 6B-SS 7	SEL Program Unit 2 Lesson 9	October - April	327	SEL Lab	Work Habits and Counselor / Teacher observations	School Counselor	
Accidents	ASCA B-SMS 1 B-SMS 2 B-SMS 6 B-SMS 7 B-SMS 10 B-SS 1 B-SS 4 B-SS 5 B-SS 8 B-SS 9	SEL Program Unit 2 Lesson 10	October - April	327	SEL Lab	Work Habits and Counselor / Teacher observations	School Counselor	
Caring and Helping	ASCA B-SMS 1 B-SMS 4 B-SMS 6 B-SMS 7 B-SMS 10 B-SS 1 B-SS 2 B-SS 3 B-SS 4 B-SS 6 B-SS 7	SEL Program Unit 2 Lesson 11	October - April	327	SEL Lab	Work Habits and Counselor / Teacher observations	School Counselor	

8. Program Goals

Goals are organized in three developmental domains. The domains are aligned with those of the American School Counseling Association. The counseling staff is one component of the district's service delivery system to accomplish these goals. Collaboration among all our stakeholders is needed to support our students in reaching these goals.

High School

SMART Format	Academic	Career	Personal/Social
<p>Specific: What is the specific issue based on your schools' data?</p>	<p>In light of recent departmental turnover and frequent revisions to graduation requirements, secondary school counselors have identified a growing prevalence of transcript inconsistencies.</p>	<p>2024-2025 there were 8 events. 2024-2025 there were 6 unique schools.</p>	<p>9th grade requires a significant jump in self-management and self-awareness. By 11th grade, academic pressure begins to peak with college/career planning. Counselors saw a need to address executive functioning issues.</p>
<p>Measurable: How will we measure the effectiveness of our interventions?</p>	<p>Compliance will be measured by counselors documenting the successful completion and verification of credits/requirements for each student on the departmental Progress Towards Graduation Spreadsheets for each grade level.</p>	<p>Total IDD/Presentations: Increasing from the 2024-2025 baseline of 8 events to a minimum of 10 events.</p> <p>Diversity of Schools: Increasing from the 2024-2025 baseline of 6 unique schools to a minimum of 8 unique schools (representing a 33.3% increase in unique institutions).</p>	<p>This growth will be documented by each student's successful completion of:</p> <p>Setting one measurable personal goal (academic or social-emotional) using a counselor provided planning template.</p> <p>Completing two structured self-assessment reflections (pre-and-post-goal setting) delivered via a common platform showing measurable growth (e.g., being able to successfully identify coping strategies)</p>

<p>Attainable: What outcome would stretch us but is still attainable.</p>	<p>The high school counseling department will successfully audit 70% of all currently enrolled 9th through 12th grade student transcripts during their scheduled annual academic review meetings</p>	<p>The high school counseling department will increase the number of on-campus instant decision days (IDDs) and college application presentations by 25% and simultaneously increase the diversity of participating institutions by 33.3% to enhance student post-secondary exposure</p>	<p>At least 70% of all enrolled 9th and 11th grade students will demonstrate growth in self-awareness and self-management skills</p>
<p>Results: Is the goal reported in results-oriented data (process, perception, and outcome)?</p>	<p>Process - tracking the completion of the task by school counselors</p>	<p>Process - tracking the completion of the task by school counselors</p>	<p>Perception - measuring what the students believe they know or can do</p>
<p>Timeline: When will our goal be accomplished?</p>	<p>By the end of the current academic school year</p>	<p>By the end of the current academic school year</p>	<p>By the last day of the academic year</p>

Middle School

SMART Format	Academic	Career	Personal/Social
Specific: What is the specific issue based on your schools' data?	Based on data from the 2024-2025 school year, 7.11% of students at PVMS failed 2 or more core classes for the year.	Addition of 13.4 Entrepreneurship standard in each grade level.	Middle school students demonstrate inconsistent social emotional competencies, such as coping skills, empathy, healthy relationships and communication and goal setting.
Measurable: How will we measure the effectiveness of our interventions?	Through data collection, i.e grades/failure reports, final grades.	Completion and upload of required artifacts.	Through observable behaviors in classrooms, the cafeteria as well as through peer mediations.
Attainable: What outcome would stretch us but is still attainable.	Decrease the percentage of students failing 2 or more core classes from 7.11% to 6%.	95% of artifacts completed by all students in brick and mortar.	Through pre and post test grade level results, via Google form distribution October/May.
Results: Is the goal reported in results-oriented data (process, perception, and outcome)?	Yes, in the end of year report card, summer school registrations and retention data..	Data tracked through career spreadsheet per grade level.	Results will reflect growth and increased knowledge of social emotional competencies.
Timeline: When will our goal be accomplished?	By the end of the 2025-2026 school year, the percentage of students failing 2 or more core classes will decrease to 6%.	By the end of the 2025-2026 school year.	By the end of the 2025-2026 school year.

Intermediate School

SMART Format	Academic	Career	Personal/Social
Specific: What is the specific issue based on your schools' data?	Based on teacher feedback, students lack the work habits necessary to turn in quality work and give their best effort in the classroom.	Fifth grade students are not yet aware of things to consider when choosing a good career match for them.	When dealing with conflict, students do not demonstrate knowledge of I-statements to communicate their feelings.
Measurable: How will we measure the effectiveness of our interventions?	Students will be able to identify at least 3 examples of good work habits as evidenced by completion of a summative assessment after participation in a lesson.	Students will be able to list what is important to them in choosing a career as evidenced by completion of a summative assessment after participation in a lesson.	Students will be able to use I statements in role-plays of scenarios as evidenced by completion of a summative assessment after participation in a lesson.
Attainable: What outcome would stretch us but is still attainable.	90% of 4th grade students will be able to identify at least 3 examples of good work habits.	90% of 5th grade students will be able to list factors to consider when choosing a career.	90% of 3rd graders will be able to use I-statements in role-play scenarios as part of a Conflict Resolution process.
Results: Is the goal reported in results-oriented data (process, perception, and outcome)?	<p>Process: At least 90% of 4th grade students will participate in a lesson on Effort.</p> <p>Perception: Students will demonstrate understanding of how their level of effort impacts school performance through question/answer/discussion period at the end of the lesson.</p> <p>Outcome: At least 90% of 4th grade students will identify 3 examples of good work habits through completion of a summative assessment.</p>	<p>Process: At least 90% of 5th grade students will participate in a lesson on Factors that Influence Career Choice.</p> <p>Perception: Students will demonstrate understanding of what factors can influence career choice through question/answer/discussion period at the end of the lesson.</p> <p>Outcome: At least 90% of 5th grade students will be able to list 3 things that are important to them in choosing a career through completion of a summative assessment.</p>	<p>Process: At least 90% of 3rd grade students will participate in a lesson on Conflict Resolution including the use of I-statements.</p> <p>Perception: Students will demonstrate understanding of how to form I-statements through role-play.</p> <p>Outcome: At least 90% of 3rd grade students will be able to form I-statements as evidenced by completion of a summative assessment .</p>
Timeline: When will our goal be accomplished?	By end of the 2025-2026 school year.	By end of the 2025-2026 school year.	By end of 2025-2026 school year.

Elementary School

SMART Format	Academic	Career	Personal/Social
Specific: What is the specific issue based on your schools' data?	Students K-1 will be able to identify 4 listening skills.	2nd grade students will be able to name two different careers.	2nd grade students will be able to name three ways to calm down.
Measurable: How will we measure the effectiveness of our interventions?	Pre and Post Assessments	Kuder Galaxy Assessments	Summative Assessment
Attainable: What outcome would stretch us but is still attainable.	90% of K-1 students will be able to identify at least 4 listening skills.	85% of 2nd grade students will be able to name two different careers.	85% of 2nd grade students will be able to name three ways to calm down.
Results: Is the goal reported in results-oriented data (process, perception, and outcome)?	Process: Completion of summative assessment.	Process: Completion of Kuder Galaxy Activity	Process: Completion of summative assessment.
Timeline: When will our goal be accomplished?	End of Year/4th marking period	End of Year/4th marking period	End of Year/4th marking period

9. Individualized Academic & Career Plan Process and Portfolio

Section One: Career Development Intervention Chart: Tier One Interventions

Grade	CEW 13.2: Career Awareness	CEW 13.2: Career Acquisition	CEW 13.2: Career Retention	CEW 13.4: Entrepreneurship
K	My Self-Portrait	Rights and Responsibilities of Being a Good Citizen (Social Studies lessons), Second Step weekly lessons	Rights and Responsibilities of Being a Good Citizen (Social Studies lessons), Second Step weekly lessons	
1	All About Me	Rights and Responsibilities of Being a Good Citizen (Social Studies lessons), Second Step weekly lessons	Rights and Responsibilities of Being a Good Citizen (Social Studies lessons), Second Step weekly lessons	
2	Kuder- Galaxy	Rights and Responsibilities of Being a Good Citizen (Social Studies lessons), Second Step weekly lessons	Rights and Responsibilities of Being a Good Citizen (Social Studies lessons), Second Step weekly lessons	
3	Interests/Skills Identification Lesson	Rights and Responsibilities of Being a Good Citizen (Social Studies lessons), PBIS lessons, Managing Big Feelings, Conflict Resolution Lesson, Conflict Resolution Escape Room, Managing Emotions Escape Room	Rights and Responsibilities of Being a Good Citizen (Social Studies lessons), PBIS lessons, Managing Feelings Escape Room, Conflict Resolution Lesson and Escape Room	
4		Effort Lesson, PBIS lessons, Conflict Resolution Escape Room,	PBIS lessons, Effort Lesson, Coping Strategies Escape Room, Conflict Resolution Escape Room	Entrepreneurship Lesson

		Coping Strategies Escape Room, Conflict Resolution Lesson		
5	Factors that Influence Career Choice lesson, Post-Secondary Options lesson, MCTI presentation	Growth Mindset Escape Room, Executive Functioning Lesson, Executive Functioning Escape Room, PBIS lessons	Executive Functioning Lesson, Executive Functioning Escape Room, PBIS lessons	
6	Kuder Career Interests Assessment IStatements for each standard. Create educational plan.	Identify workplace skills Career Game to Increase career awareness, preparation, and acquisition..	Time Management lesson Decision-Making Lesson Team assignments/projects and each person's role and contribution	Classroom lesson on components of a business plan
7	Kuder Career Interests Assessment Kuder Skills Confidence Assessment Research 3 different career training programs IStatements for each standard Create educational plan.	Personal and job references Effective listening skills demonstrated through partner work in class workplace skills	Interviews with persons who have a disability, retrained for a new career, workers that share habits, attitudes, & goals	Classroom lesson on components of a business plan Interviews and classroom presentations of business owners sharing entrepreneurial successes
8	Kuder Career Interests Assessment, Kuder Skills Confidence Assessment IStatements for each standard List 10 careers that match interests & abilities Ability to list classes and extracurricular plans for high school Create educational plan. MCTI presentation	Sample job applications, resumes mock job interviews NCC, Sarah Lavra, presentation in computer classes reviewing career acquisition documents Describe work places skills needed in future career	Develop a personal budget Review pay statements: gross and net pay sayings and taxes	Classroom lesson on components of a business plan Interviews and classroom presentations from business owners and company workers to learn entrepreneurial qualities, wages, costs, & benefits
9	Match-maker, learning styles, career interest inventory, scheduling for 10th	Careerlinks, Occupational Outlook Handbook, PA	Constructive criticism, problem solving, negotiation	Business ideas, marketing, job security, and wages

	grade	Career Guide		
10	Abilities and Aptitudes, College Fairs, and ASVAB, scheduling for 11th grade	Careerlinks, resumes	Group dynamics, constructive criticism	Finances, budgeting, operating costs
11	Job shadowing and volunteer experiences, scheduling for 12th grade, PSAT/SAT/ASVAB,	Post-secondary education/training applications	Time management, leadership, negotiation, and problem solving	Chambers of Commerce, financial institutions
12	Career Portfolio class, military, college and career speakers.	Interviews, team building, requests for letters of recommendation	Evaluate changing work place, lifelong learning and advancement, evaluate personal attitudes and work habits.	Career goals, personal character traits, community based organizations

Section Two: Academic and Career Plan Process

1. Demographics	Process Description
What grade will the Plan and Portfolio start?	The plan will begin in 7th grade and the portfolio will begin in 3rd grade.
Will the plan/portfolio be electronic, hard copy, or both?	Each student will have an account in Kuder Navigator as well as a Career Artifacts folder with hard copies.
Who will be responsible for maintaining the portfolio?	School counselors, in collaboration with teachers, will assist students in maintaining their portfolios.
What demographic information will be included on the student portfolio?	Students' Navigator accounts include student name, school district ID#, current grade, current school.
2. Interventions, Assessments & Decisions	Process Description by Grade based on when the plan starts. What the students know and can do at each grade level and in each strand of the Career Education and Work Standards.
Grade 7	Navigator activities, Biases and career choices, discover learning pathways, learning styles

Grade 8	Navigator activities, Explore career matches, self advocacy skills and transition to high school
Grade 9	Required Career Exploration class (Job search strategies, Communication skills, Resume writing, Interviewing, and Personal presentation), Navigator activities, Personal interests, career plan, Individual post-secondary planning meetings, Career guest speakers
Grade 10	Xello activities, abilities and aptitudes, time management, Individual post-secondary planning meetings
Grade 11	Xello activities, PSAT/SAT/ASVAB, interviewing skills, Individual post-secondary planning meetings, Junior Jumpstart
Grade 12	Required Career Portfolio class including exit interviews, Xello tasks, 30 hours of Job shadowing/community service, Completion of career portfolio, co-op and internships/apprenticeships, Individual post-secondary planning meetings, Career guest speakers/mentors re: expectations about the workforce, Diversified Occupations opportunities
College / Career Fairs, Military Lunch visits, Instant Decision days for local colleges/universities, Dual Enrollment opportunities, Project Lead the Way offerings, Career Pathways offerings	
Student Development of their Plan: Interventions and decisions by students and families during each grade.	
3. Parent/Guardian Engagement	What strategies will be used to inform parents/guardians to engage them in the Academic/Career Plan and Portfolio process for their children?
Level of Parent & Guardian	Awareness and Engagement Strategies
High School	Connect Ed, Open House, Conferences, Guidance Web page

Middle School	Weekly parent email, Social Media, Open House, Conferences, grade level google classrooms, Guidance webpage
Intermediate School	Newsletter, ConnectEd calls/emails, Open House, PTO meetings, Guidance website, Class Dojo announcements, 2nd Grade Transition Night, Parent Academy Night, Google Classroom
Elementary School	Guidance Newsletter(s), ConnectEd Calls, Seesaw Announcements
4. Faculty/Administrator Engagement:	What strategies will be used to inform teachers/administrators in the process of development, maintenance and presentation of the plan and portfolio at each level?
Level of Educators & Administrators	Awareness and Engagement Strategies
High School	faculty/department meetings
Middle School	Faculty meetings, In-service sessions, social media
Intermediate School	Faculty meetings, In-service sessions, Grade level meetings, Department meetings, Emails, Class lessons done by counselor
Elementary School	Seesaw, Faculty meetings, In-service sessions, Grade level meetings, Department meetings
5. Plan/Portfolio Sustainability and Review	What strategies will be developed to assist students with updating and sustaining the plan/process?
How will the plan and portfolio be revisited each year while in middle and high school?	At the high school in career exploration and career portfolio classes as well as individual counselor review. At the middle school in Computer class as well as individual counselor review
What process will be used for the student to present the information on their plan at various times (i.e. Exit Interview or other events)?	End of course powerpoint presentation for Career Portfolio and Career Exploration classes.

Section Three: Student Academic and Career Portfolio Image

- Home
- Take Assessments
- Explore Occupations ▾
- Explore Majors ▾
- Plan for Education ▾
- Plan for Work ▾
- Find a Job ▾
- CEW Standards Plan
- Education Plan
- Work Based Learning ▾

HOME

WELCOME, KRISTEN

9TH GRADE

ASSESSMENTS

Interests

- Professional Support Services
- Administration and Administrative Support
- Governance
- Human Resources Management
- Family and Community Services

Results From: 4/7/2025

Results

Re-Take

2

Rate Your Skills Confidence

What do you believe you're good at doing? Explore careers that need your unique skillsets.

Start Assessment

3

Learn Your Work Values

Do you know what you value most in the workplace? Rate how important work-related values are to you.

Start Assessment

My Next Steps

My Notes

QUICK LINKS

C. Stakeholder Engagement

10. Role Description of the Stakeholders

- A. Students:** Students engage themselves in the learning process in order to obtain skills necessary to become a productive member of society while succeeding academically, developing social/emotional skills, and becoming college and/or career ready. Students participate in several activities that benefit the community, such as collecting can goods for the food pantry, collecting necessities for the Homeless Initiative, donating old coats and winter apparel to help the needy families and students contribute monetary donations throughout the school year to help with buying Thanksgiving meals and Christmas gifts for families in need.

By exploring and developing a career identity from kindergarten through twelfth grade they will become more observant and aware of the opportunities within the community in which they live. They will gain an understanding as to how the world of work affects their daily lives and how they can become a part of that as they gain a strong educational foundation for a successful future.

Students will incorporate the traits and characteristics of the Profile of a Graduate. Students will encompass the traits of being good citizens, critical thinkers, communicators, and creators. They will also foster skills to help them be strong collaborators, who are knowledgeable, resilient, creative, and autonomous.

Students	How Students benefit from the K-12 School Counseling Program	How Students assist with the delivery of the K-12 School Counseling Program
K-2	Students will receive a curriculum focused on academic, career and social/emotional skills in order to grow both as a learner and as an individual that will lead them to a successful future.	Through feedback and activity completion we are able to gauge student interest and abilities. We can then use this information in developing future lessons.
3-5	Students will receive a curriculum focused on academic, career and social/emotional skills in order to grow as a	Through the creation of a student group, students have a voice in helping to create a caring and collaborative PVI

	learner and an individual and make educated decisions that will lead to their successful future.	community. Student input will be sought regarding the K-12 School Counseling Program and its services and delivery..
6-8	Students will receive a curriculum focused on academic, career and social/emotional skills in order to grow as a learner and an individual and make educated decisions that will lead to their successful future.	Navigator lessons, career plans to be completed in Computer Class. Students will participate in 5 Bully Prevention lessons.
9-12	Students will receive a curriculum focused on academic, career, and social/emotional skills in order to transition from student to adult life.	Completion of Career Exploration and Career Portfolio Courses. Xello lesson updates in 10th and 11th grade.

B. Educators:

Educators	How Educators benefit from the K-12 School Counseling Program	How Educators assist with the delivery of the K-12 School Counseling Program
	By creating a comprehensive K-12 career program, educators will benefit by expanding their knowledge base in order to help prepare students for future career trends. Educators will continue as professionals within their field and leaders to the students they serve, but will also have the opportunity to learn about other options that can assist students in becoming significant contributors to our society. Educators will contribute to student learning by connecting the curriculum to various aspects of career readiness standards, which will enhance their instruction by making it meaningful and linked to a tangible future for all students. Therefore, educators will be in the position to facilitate personal and educational growth in unique and significant ways for all students.	<p>Faculty, Staff, and Administration will collaborate with the School Counseling Department to ensure the needs and goals of all students are addressed.</p> <p>Teachers will provide support for school counselors and the curriculum; they may also implement programs/lessons to meet the standards.</p> <p>Teachers will allow access to students by school counselors and increase awareness of the role of the school counselors.</p> <p>Faculty, Staff and Administrators are important members of our District Advisory Council.</p>

Stakeholder: Educator

Big Idea	Program Goal	CEW	Grade(s)	Activities /	Data	Timeline
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				Interventions		
Connect staff to MCTI by providing information about programs available at MCTI and how it links to post-secondary options for all students	During the school year, the counseling department will provide Pleasant Valley staff with an informational video about MCTI.	13.1.3 13.1.5 13.1.8	K-5	Video from MCTI	Post survey to determine effectiveness of video to explain the basics of what MCTI has to offer for students	End of school year
	MCTI Presentation at the school buildings		HS and 5th Grade 8th Grade			

C. Parents:

Parents	How Parents/Guardians benefit from the K-12 School Counseling Program	How Parents/Guardians assist with the delivery of the K-12 School Counseling Program
	<p>Parents can become more knowledgeable about ways to help prepare their child for post-secondary success. Parents can learn about the many options available to their child both during their school year and for post-secondary plans. With the new tools and information, parents can help their child explore and plan their future.</p>	<p>Parents will actively engage in the educational process for their child throughout the K-12 system.</p> <p>Parents can serve as volunteers to assist with the many events organized by the School Counseling Program.</p> <p>Parents can come in and talk to classes about different career opportunities.</p> <p>Parents are encouraged to attend open house and any parent nights to become knowledgeable on what the students are learning.</p>

		<p>The K-12 School Counseling Program will benefit from parent involvement because parents have the greatest impact on their child's attitude and behaviors.</p> <p>Parents are important members of the District Advisory Council.</p>
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Stakeholder: Parent

Big Idea	Program Goal	CEW	Grade(s)	Activities / Interventions	Data	Timeline
Educate parents about Kuder Galaxy/Navigator and the activities students are participating in	During the school year, the counseling department will implement at least 2 methods of communicating the use of Xello as a career exploration resource.	13.1.3 13.1.5 13.1.8 13.2.3 13.2.5 13.2.8 13.3.3 13.3.5 13.3.8 13.4.3 13.4.5 13.4.8	K-12	District and building websites Newsletters Seesaw/Schoology Social Media PTO	Informal conversations with parents regarding their knowledge of Kuder	End of school year
Educate parents about MCTI	The MS / HS school counseling departments will promote MCTI Career Exploration Night. MCTI grade level presentations		8-9		Attendance at event	November

D. Business/Community:

Business & Community	How Business/Community partners benefit from the K-12 School Counseling Program	How Business/Community partners assist with the delivery of the K-12 School Counseling Program
	<p>The business community will benefit from a better developed and prepared group of graduating students ready to enter the workforce. The participation of the business community in the Profile of a Graduate process as well as the District Advisory Council, has provided information that has directly impacted program development, curriculum development, and opportunities available to students that have focused on preparing students for their post-secondary plans.</p>	<p>Members of the Pleasant Valley business community have worked collaboratively with the school district to create a Portrait of a Graduate identifying eight key goals for our students upon graduation including Autonomy, Resiliency, Knowledge, Critical Thinking, Collaboration, Creativity, Communication, and Citizenship. The Business/Community partners can collaborate and coordinate with K-12 School Counseling Program to ensure we are adequately preparing the students to become career ready. Through their participation with the Portrait of a Graduate Committee, Business/Community partners have emphasized the importance and value of positive social interactions, teamwork, goal setting, communication, and academic knowledge as skills needed in today's workforce.</p> <p>We will pursue potential internships and job shadowing experiences for our students. The Pleasant Valley School District continues to partner with the Monroe County Pathways Coalition. This organization represents leadership from the academic and business sectors as a resource for internships, job shadowing and mentorship experiences prior to graduation.</p> <p>Business/Community partners can assist by presenting at Career Days at all building levels.</p> <p>Strengthening business and community partnerships is</p>

		<p>essential for our students to successfully transition from high school to the world of work.</p> <p>Business/Community partners are important members of the District advisory Council.</p>
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Stakeholder: Business/Community

Big Idea	Program Goal	CEW	Grade(s)	Activities / Interventions	Data	Timeline
Invite business / community leaders into schools to present to students	During the school year, each building will invite business / community leaders to participate in school events on at least two occasions.	13.1.3 13.1.5 13.1.8 13.2.3 13.2.5 13.2.8 13.3.3 13.3.5 13.3.8 13.4.3 13.4.5 13.4.8	K-12	Classroom guest speakers Career Days Read Across America Presentations Lunch and Learns	Survey for business / community leaders to elicit feedback	End of school year

E. Post-Secondary:

Post-Secondary	How Post-Secondary partners benefit from the K-12 School Counseling Program	How Post-Secondary partners assist with the delivery of the K-12 School Counseling Program
	The collaboration between the K-12 School Counseling	Collaboration with post-secondary institutions to ensure

	<p>Program and Post-Secondary representatives will help to ensure the readiness of our students to go on to post-secondary schooling or training.</p>	<p>the provision of career readiness instruction will support students in making well-informed post-secondary decisions.</p> <p>By engaging post-secondary institutions, it will help provide students with educational experiences through various educational programs offered and campus visit availability.</p> <p>The involvement of post-secondary institutions will assist the K-12 School Counseling Program to better prepare our students for post-secondary success.</p> <p>Post-Secondary representatives are important members of the District Advisory Council.</p>
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Stakeholder: Post-Secondary

Big Idea	Program Goal	CEW	Grade(s)	Activities / Interventions	Data	Timeline
<p>Increase participation of Post-Secondary representation on Advisory Council</p>	<p>During the school year, the School Counselor Advisory Council representatives will work to add at least 2 more Post-Secondary representatives to the Advisory Council.</p>	<p>13.1.3.G 13.1.5.D 13.1.8.D 13.1.11.D</p>	<p>K-12</p>	<p>Send letters to possible Post-Secondary representatives.</p> <p>Personally visit Post-Secondary representatives to invite them to participate.</p>	<p>Attendance at meetings.</p>	<p>By the Advisory Council meeting in Spring of 23-24 school year.</p>

11. Career Advisory Council

Name- Title	Stakeholder Group
James Konrad, Superintendent	Educator / District Administrator
Brian Boylan, HS Principal	Educator / Building Principal
Jason Van Voorhis, PVBA Principal	Educator / Building Principal
Tim McCutchan, PVM Principal	Educator / Building Principal
Sabrina Albright, PVI Principal	Educator / Building Principal
Roger Pomposello, PVE Principal	Educator / Building Principal
Susan Kresge, School Board President	School Board Member
Amanda Altemose, HS Teacher	Educator / Teacher
Nicole Composto, MS Teacher	Educator / Teacher
Heather Aardewijn, PVI Teacher	Educator / Teacher
Missy Kern, PVE Teacher	Educator / Teacher
Ariana Leibenguth, PVBA School Counselor	School Counselor
Payton Gregory, PVHS School Counselor	School Counselor
Sarah Rodvelt, PVMS School Counselor	School Counselor
Julie Romanisko, PVI School Counselor	School Counselor
Jillian Hansen, PVE School Counselor	School Counselor
Lorelle Battle, MCTI Counselor	MCTI School Counselor
Brian Ellis, Assistant Director of Admissions, East Stroudsburg University	Post-Secondary
Sarah Lavra, NCC College Connections Specialist- Monroe Campus	Post-Secondary
Jessica Schantzenbach , Admissions Recruiter–NCC Monroe Campus	Post-Secondary
, Assistant Director of Admissions, Kutztown University	Post-Secondary
Jay Amore, Universal Technical Institute	Post-Secondary
Norma Frisbie, Director of Human Resources, Great Wolf Lodge	Business Leader
Ryan O’Keefe, Sanofi Pasteur	Business Leader/Parent
Ellie Stelmach, Anytime Fitness	Business Leader
Scott Murphy	Business Leader

Lisa Eick, Executive Director of Growing Place Child Center	Business Leader
Josephine Gioia, Director of Growing Place Child Center at Polk	Business Leader
TBD	HS Parent
TBD	MS Parent
TBD	PVI Parent
TBD	PVE Parent
TBD (Grade 5)	PVI Student
TBD (Grade 8)	PVMS Student
TBD (Grade 12)	PVHS Student
TBD (Grade 12)	PVHS/MCTI Student

D. Career Pathway Awareness

12. Career and Postsecondary Resources

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

Organizations and Agencies

Intermediary Organizations: Connecting, Collaborating, Convening Organizations		
Resources	CEW Strand(s)	Career Cluster or District Pathway
Monroe County School Counselor Meetings	13.1, 13.2, 13.3, 13.4	Education and Training
Northampton County Community College Admissions Office	13.1, 13.2, 13.3, 13.4	Education and Training
Northampton County Community College Office of Disability Services	13.1, 13.2, 13.3, 13.4	Education and Training
Monroe Career Technical Institute	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
East Stroudsburg University Admissions Office	13.1, 13.2, 13.3, 13.4	Education and Training

PA College of Technology Admissions Office	13.1, 13.2, 13.3, 13.4	Education and Training
ESU Upward Bound Program	13.1, 13.2, 13.3, 13.4	Education and Training
US Armed Services Recruiting Station (i.e.Army, Navy, Air Force, Marines, & National Guard)	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Umbrella Organizations: Organizations that represent a large group of business organizations with a common mission.		
Resources	CEW Strand(s)	Career Cluster or District Pathway
IU20	13.1, 13.2, 13.3, 13.4	Education and Training
Monroe County Chamber of Commerce	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Kiwanis Club of Stroudsburg	13.1, 13.2, 13.3, 13.4	Human Services
Pocono Builders Association	13.1, 13.2, 13.3, 13.4	Architecture and Construction
Optimist Club of Stroudsburg	13.1, 13.2, 13.3, 13.4	Human Services
4-H Club	13.1, 13.2, 13.3, 13.4	Agriculture, Food & Natural Resources
Local Volunteer Fire Departments	13.1, 13.2, 13.3	Law, Public Safety, Corrections, and Safety
Rotary	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
St. Luke's	13.1, 13.2, 13.3	Health Science
Community & State Organizations: Agencies representing community and state initiatives, service to communities.		
Resources	CEW Strand(s)	Career Cluster or District Pathway
PHEAA	13.1, 13.2, 13.3, 13.4	Education and Training
PA Association for College Admission	13.1, 13.2, 13.3, 13.4	Education and Training

Counseling (PACAC)		
PA State System of Higher Education (PASSHE)	13.1, 13.2, 13.3, 13.4	Education and Training
Office of Vocational Rehabilitation (OVR)	13.1, 13.2, 13.3, 13.4	Education and Training Human Services
Monroe County Career Link	13.1, 13.2, 13.3, 13.4	Education and Training
Children and Youth	13.1, 13.2, 13.3	Human Services
PA National Guard	13.1, 13.2, 13.3, 13.4	Government and Public Administrations
Latino American Alliance of NEPA	13.1, 13.2, 13.3, 13.4	Human Services
American Red Cross	13.1, 13.2, 13.3	Human Services
Boy Scouts / Girl Scouts	13.1, 13.2, 13.3, 13.4	Human Services
Big Brother/Big Sister	13.1, 13.2, 13.3	Human Services
KidsPeace	13.1, 13.2, 13.3	Health Science Human Services
Monroe County Community Library	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
United Way	13.1, 13.2, 13.3, 13.4	Human Services
Carbon-Monroe-Pike Mental Health Developmental Services	13.1, 13.2, 13.3	Human Services

Networking Opportunities

Individual Contacts: Contacts acquired through networking and interaction.		
Resources	CEW Strand(s)	Career Cluster or District Pathway
MCTI School Counselor	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Sue Kuhl PNSAS – Phone: 570-718-4698, skuhl@liu18.org Regional SAP Coordinator	13.1, 13.2, 13.3	Human Services
Paul Iannacone - Paul.Iannacone@kidspeace.org KidsPeace Regional Customer Services Liaison	13.1, 13.2, 13.3	Human Services
Clinical Director PA Treatment and Healing	13.1, 13.2, 13.3	Human Services
Community & Business Meetings: Meetings, which bring community members together to promote growth to further a cause.		
Resources	CEW Strand(s)	Career Cluster or District Pathway
Monroe Career & Technical School Advisory Council	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
The Greater Pocono Chamber of Commerce Education Committee	13.1, 13.2, 13.3, 13.4	Education and Training
Northampton Community College VISTA Grant Advisory Committee for “ Get Ready, Get Set for College ” (College access program)	13.1, 13.2, 13.3, 13.4	Education and Training Finance
Judge Marks’ Community Roundtable	13.1, 13.2, 13.3, 13.4	Education and Training

Meetings		Finance Government and Public Administration Health Science Human Services Law, Public Safety, Corrections, & Security
Community Events: Conferences, Workshops, Grand Openings		
Resources	CEW Strand(s)	Career Cluster or District Pathway
Pleasant Valley HS - PHEAA Financial Aid Night & Completion Workshop	13.1, 13.2, 13.3	Education and Training Finance
Junior Jumpstart Program	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Pleasant Valley HS 8th Grade Parent Night	13.1, 13.2, 13.3	Education and Training
Pleasant Valley HS Freshman/New Student Orientation	13.1, 13.2, 13.3	Education and Training
Pleasant Valley MS 6th Grade Parent Night	13.1, 13.2, 13.3	Education and training
Academic Fair	13.1, 13.2, 13.3	Education and Training
PVE Career Day	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Kindergarten Orientation	13.1, 13.2, 13.3	Education and Training
ASCA webinars and ASCAU classes	13.1, 13.2, 13.3, 13.4	Education and Training
PASAP Conference and Consortium meetings	13.1, 13.2, 13.3, 13.4	Education and Training
PSCA Conference and webinars	13.1, 13.2, 13.3, 13.4	Education and Training

Online & Other Resources

Internet Based Links: Websites educating others and promoting career development and related topics.		
Resources	CEW Strand(s)	Career Cluster or District Pathway
College Board www.collegeboard.org	13.1, 13.2, 13.3, 13.4	Education and Training
Navigator https://navigator.kuder.com	13.1, 13.2, 13.3, 13.4	The academic standards for career education and work.
PA Career Standards https://www.education.pa.gov/K-12/PACareerStandards/Pages/default.aspx	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Choices Explorer & Planner https://access.bridges.com	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Education Planner www.educationplanner.com	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
Occupational Outlook Handbook www.bls.gov	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
PA Career Zone www.pacareerzone.org	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
PA State Career Link www.cwds.state.pa.us	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
PA Higher Education Assistance Agency www.pheaa.org	13.1, 13.2, 13.3, 13.4	Education and Training Finance
Federal Student Aid www.fafsa.ed.gov	13.1, 13.2, 13.3, 13.4	Education and Training Finance
Pleasant Valley School District www.pvbvears.org	13.1, 13.2, 13.3	District Pathways - Computer Science, Engineering, Biomedical
NCAA eligibility Center	13.1, 13.2, 13.3, 13.4	Education and Training

www.eligibilitycenter.org		
<p>Career in the Military www.careerinthemilitary.com www.military.com</p>	13.1, 13.2, 13.3	<p>Agriculture, Food and Natural Resources Architecture and Construction Arts, A/V Technology, & Communication Education and Training Government and Public Administration Health Science Information Technology Law, Public Safety, Corrections, & Security Manufacturing Science, Technology, Engineering, & Mathematics Transportation, Distribution, & Logistics</p>
<p>Today's Military www.todaysmilitary.com</p>	13.1, 13.2, 13.3	<p>Agriculture, Food and Natural Resources Architecture and Construction Arts, A/V Technology, & Communication Education and Training Government and Public Administration Health Science Information Technology Law, Public Safety, Corrections, & Security Manufacturing Science, Technology, Engineering, & Mathematics Transportation, Distribution, & Logistics</p>
<p>ASVAB Program www.asvabprogram.com</p>	13.1, 13.2, 13.3	<p>Agriculture, Food and Natural Resources Architecture and Construction Arts, A/V Technology, & Communication Education and Training Government and Public Administration Health Science Information Technology Law, Public Safety, Corrections, & Security Manufacturing Science, Technology, Engineering, & Mathematics Transportation, Distribution, & Logistics</p>
<p>Armed Services Websites www.goarmy.com www.airforce.com www.marines.com www.navy.com www.coastguard.com</p>	13.1, 13.2, 13.3	<p>Agriculture, Food and Natural Resources Architecture and Construction Arts, A/V Technology, & Communication Education and Training Government and Public Administration Health Science Information Technology Law, Public Safety, Corrections, & Security</p>

		Manufacturing Science, Technology, Engineering, & Mathematics Transportation, Distribution, & Logistics
Apprenticeship USA https://www.apprenticeship.gov/	13.1, 13.2, 13.3	Agriculture, Food and Natural Resources Architecture and Construction Arts, A/V Technology, & Communication Education and Training Government and Public Administration Health Science Information Technology Law, Public Safety, Corrections, & Security Manufacturing Science, Technology, Engineering, & Mathematics Transportation, Distribution, & Logistics
Media & Advertising: Various marketing methods that provide contacts, career awareness, ideas, and workforce information.		
Resources	CEW Strand(s)	Career Cluster or District Pathway
Pleasant Valley School District www.pvbears.org	13.1, 13.2, 13.3	Arts, A/V Technology, & Communication Information Technology Marketing
PVSD ConnectEd	13.1, 13.2, 13.3	Arts, A/V Technology, & Communication Information Technology Marketing
PVSD Facebook Page	13.1, 13.2, 13.3	Arts, A/V Technology, & Communication Information Technology Marketing
PVSD Twitter Account	13.1, 13.2, 13.3	Arts, A/V Technology, & Communication Information Technology Marketing
WNEP Newswatch 16	13.1, 13.2, 13.3, 13.4	Arts, A/V Technology, & Communication Information Technology

Pocono Record	13.1, 13.2, 13.3, 13.4	Arts, A/V Technology, & Communication Information Technology
Times News	13.1, 13.2, 13.3, 13.4	Arts, A/V Technology, & Communication Information Technology
Publications & Documents: Hard copy materials that offer contacts and career and workforce information.		
Resources	CEW Strand(s)	Career Cluster or District Pathway
MCTI Flyers	13.1, 13.2, 13.3, 13.4	All 16 Career Clusters
PVSD Program of Studies	13.1, 13.2, 13.3, 13.4	Education and Training and District Pathways: Computer Science, Engineering, and Biomedical

Post-Secondary Options

Post-Secondary Options: Colleges, Apprenticeships, Military, Vocational Training		
Resources	CEW Strand(s)	Career Cluster or District Pathway
Northampton County Community College	13.1, 13.2, 13.3, 13.4	Education and Training
East Stroudsburg University	13.1, 13.2, 13.3, 13.4	Education and Training
Kutztown University	13.1, 13.2, 13.3, 13.4	Education and Training
Universal Technical Institute	13.1, 13.2, 13.3, 13.4	Education and Training

13. Career and Technical Center Strategies

Student Awareness:

Grade	Intervention, Program, or Event	Begin & End	# of Students Taught	Location	Stakeholder Delivering	Contact Person	Indicator, Evaluation, Assessment
All Grades	Academic Fair	Spring		TBD by building administration			
9-12	Google Classroom Announcements, application deadlines and presentations	Frequently throughout school year		Online3	HS Counselors		
8-9	MCTI Career Exploration Night	Oct/Nov	57	MCTI	MCTI	Lorelle Battle	
9	MCTI Presentation	December		HS	MCTI - Jillian Stuetgen		Completed Applications
9	MCTI 9th grade tour	Oct-Nov		MCTI	MCTI - Jillian Stuetgen		Completed Applications
8	MCTI Presentation	December - February	291	MS	MCTI - Jillian Stuetgen	Sarah Rodvelt	Completed Applications
8-12	Information Table Open House Night	September		MS / HS	MCTI	Sheri Fallon Sarah Rodvelt Cathleen Schul;tz	Completed Applications
6	MCTI Bus Trip	March	307	MCTI	MCTI	Sheri Fallon	Reflection Questions
5	MCTI Awareness Presentation	February	286	PVI	MCTI - Jillian Stuetgen	Nicole Moore	Reflection Questions

Parent Awareness:

Grade	Intervention, Program, or Event	Begin & End	# of Students Taught	Location	Stakeholder Delivering	Contact Person	Indicator, Evaluation, Assessment
All Grades	Academic Fair	Spring	NA	TBD by building administration			
9-12	Information Table Open House and Parent/Teacher Night	October and May	NA	High School	MCTI	Jillian Stuetzgen	Completed Applications
8-9	MCTI Career Exploration Night	November	NA	MCTI	MCTI	Lorelle Battle	
8	MCTI Presentation for 8th grade students	December - February	NA	Middle School	MCTI –Jillian Stuetzgen	Sheri Fallon	Completed Applications
5	Posting of MCTI video on Class Dojo	February	NA	Online	MCTI	Julie Romanisko	
2	Seesaw Communication of MCTI Video	April	NA	Online	MCTI	Jillian Hansen	

Educator Awareness:

Grade	Intervention, Program, or Event	Begin & End	# of Students Taught	Location	Stakeholder Delivering	Contact Person	Indicator, Evaluation, Assessment
8-9	MCTI Career Exploration Night	October	NA	High School	MCTI	Brian Morgan Sheri Fallon	Attendance sheet, completed applications

3-5	MCTI Video	October - May	NA	All buildings	PV Counselors	Julie Romanisko	
5, 8, 9-12	MCTI Presentation	December	NA	PVI,MS, HS	MCTI - Jillian Stuetgen	Nicole Moore Sheri Fallon Brian Morgan	

Businesses/Community Agencies:

Grade	Intervention, Program, or Event	Begin & End	# of Students Taught	Location	Stakeholder Delivering	Contact Person	Indicator, Evaluation, Assessment
All	Advisory Council	March	NA	District Office	Counseling Department	Julie Romanisko Payton Gregory	

Post-Secondary:

Grade	Intervention, Program, or Event	Begin & End	# of Students Taught	Location	Stakeholder Delivering	Contact Person	Indicator, Evaluation, Assessment
All	Advisory Council	March	NA	District Office	Counseling Department	Julie Romanisko Payton Gregory	