

# **Pennridge School District**



## **Chapter 339 K-12 Comprehensive Counseling Program 2025-2026**

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## Counselor Related Items of the Plan

### School Counselors and Assignments

#### Elementary Schools:

| School               | Counselor             | Email                        | Student Ratio |
|----------------------|-----------------------|------------------------------|---------------|
| <b>Bedminster</b>    | Madison Menhardt      | mmenhardt@pennridge.org      | 394:1         |
| <b>Deibler</b>       | Tori Triglia          | vtriglia@pennridge.org       | 325:1         |
| <b>Grasse</b>        | Danae Whaley          | dwhaley@pennridge.org        | 401:1         |
| <b>Guth</b>          | Krista Sheldon        | ksheldon@pennridge.org       | 410:1         |
| <b>Sellersville</b>  | Cassandra Casazza     | ccasazza@pennridge.org       | 304:1         |
| <b>Seylar</b>        | Melissa Kunakorn      | mkunakor@pennridge.org       | 394:1         |
| <b>West Rockhill</b> | Rebecca Shellenberger | rshellenberger@pennridge.org | 360:1         |

#### Middle Schools:

| School         | Counselor        | Email                   | Student Ratio |
|----------------|------------------|-------------------------|---------------|
| <b>Central</b> | Robert Pizzico   | rpizzico@pennridge.org  | 233:1         |
|                | Eric Toomey      | etoomey@pennridge.org   | 233:1         |
| <b>North</b>   | Nicole Marchese  | nmarchese@pennridge.org | 260:1         |
|                | Sydney Hall      | shall@pennridge.org     | 271:1         |
| <b>South</b>   | Matthew DeFlavis | mdeflavis@pennridge.org | 195:1         |
|                | Laura Russo      | lrusso@pennridge.org    | 195:1         |

#### High School:

| Class of    | Counselor            | Email                      | Student Ratio |
|-------------|----------------------|----------------------------|---------------|
| <b>2026</b> | Ashley Plawa         | aplawa@pennridge.org       | 289:1         |
|             | Jennifer Pennebacker | jpennebacker@pennridge.org | 267:1         |
| <b>2027</b> | Lori D'Angelo        | ldangelo@pennridge.org     | 262:1         |
|             | Shannon O'Sullivan   | sosullivan@pennridge.org   | 245:1         |
| <b>2028</b> | Yesenia Cuthbert     | ycuthbert@pennridge.org    | 265:1         |
|             | Dean Behrens         | dbehrens@pennridge.org     | 273:1         |
| <b>2029</b> | Erik Henrysen        | ehenrysen@pennridge.org    | 236:1         |
|             | Mary Ann Moffett     | mmoffett@pennridge.org     | 226:1         |

Additional Supports:

| <b>Level</b>          | <b>Counselor</b>        | <b>Organization</b> | <b>Role</b>         |
|-----------------------|-------------------------|---------------------|---------------------|
| <b>Elementary</b>     | Alicia Landgraf         | Pennridge SD        | Social Worker       |
| <b>Middle</b>         | Dawn Hoopes             | Pennridge SD        | Social Worker       |
| <b>High</b>           | Joe Werner              | Pennridge SD        | Social Worker       |
| <b>Elem/Middle</b>    | Danielle Franchini-Miur | Pennridge SD        | Behavior Specialist |
| <b>Elem/Middle/HS</b> | Danielle Benner         | Pennridge SD        | Behavior Specialist |
| <b>Elem</b>           | <b>TBD</b>              | Lakeside Counseling | IEP Support         |
| <b>Middle</b>         | Lauren Zieger           | Lakeside Counseling | IEP Support         |
| <b>Middle</b>         | Wendy Gartenberg        | Lakeside Counseling | IEP Support         |
| <b>High</b>           | Linda Galietta          | Lakeside Counseling | IEP Support         |
| <b>High</b>           | Laura Moyer             | Lakeside Counseling | IEP Support         |
| <b>Middle</b>         | Christine Mumbauer      | Lakeside Counseling | Crisis              |
| <b>Middle/High</b>    | Dan Boe                 | Lakeside Counseling | Crisis              |
| <b>High</b>           | Crystal Parisi          | Lakeside Counseling | Crisis              |
| <b>Elem/Middle/HS</b> | Jamie Papadakis         | The Council         | SAP Counselor       |

## Role of School Counselor: ASCA

### Role: Leader

| Level      | Evidence of Role                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elementary | <ul style="list-style-type: none"><li>• Develops, delivers and evaluates a comprehensive school counseling plan</li><li>• Enhances the learning process for all students through systematic classroom lessons based on student success standards (American School Counselor Association Mindsets &amp; Behaviors for Student Success, which guide the development of effective school counseling programs around three domains: academic, career and social/emotional development). These structured lessons are designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level</li><li>• Develops and manages Section 504 evaluations and service agreements</li><li>• Uses data during Child Study and PBIS meetings to identify and reduce barriers to student academic, career, social and emotional development</li><li>• Enhances the learning process for all students via the ASCA Mindsets &amp; Behaviors for Student Success which guide the development of effective school counseling program</li></ul> |
| Middle     | All middle school counselors design and implement a comprehensive 6-8 guidance program, participate on district level committees (SEL, Chapter 339, Career Pathways) and provide staff development at the building and district level about topics such as Chapter 339, SAP and state assessments, coordinate transition between grade and building levels, coordinate 504 plans including conducting 504 evaluations, writing 504 plans, and coordinating services.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| High       | High school counselors develop and implement a comprehensive guidance program for grades 9–12, fostering students' academic, career, and personal growth. They provide fair and professional support for college and career planning, assist families, and contribute to district initiatives such as Chapter 339, Career Pathways and Dual Enrollment. Additionally, they lead staff development on key programs, including Naviance and SMART Futures.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Role: Advocate

| Level      | Evidence of Role                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elementary | <ul style="list-style-type: none"><li>• Identify and examine developmental and external factors that may influence academic success and help students access needed resources through communication and collaboration with relevant stakeholders</li><li>• Understand and support the unique needs of the diverse school populations through observation and data analysis</li><li>• Ensure equitable access to school resources</li><li>• Provide referrals to the school district social worker, behavior specialist, and crisis counselor to help students access needed resources</li><li>• Advocate for students at Individual Education Plan meetings, Section 504, and other student-focused meetings</li><li>• Create opportunities to support student learning for all (child study team meetings, developmental guidance lessons, PBIS participation, small group counseling, and individual counseling)</li><li>• Reinforce and protect a school environment that supports rigor, relevance, and relationships through developing and delivering a Comprehensive Guidance program</li></ul> |
| Middle     | All middle school counselors identify and examine developmental and external factors that may influence academic success and help students access needed resources through: communication and collaboration with relevant stakeholders, understanding and supporting the unique needs of the diverse school populations, observing and analyzing data, ensuring equitable access to school resources, providing referrals to school district social worker/behavior specialist and crisis counselor to help students access needed resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| High       | All high school counselors work to identify and evaluate developmental and external factors that may impact student achievement. Through ongoing communication and collaboration with families, staff, and community stakeholders, they help students access the resources they need for academic and personal success. Counselors use observation and data analysis to understand and support the diverse needs of the school population, ensuring equitable access to school programs and services. When appropriate, they provide referrals to district support staff, including the social worker, behavior specialist, and crisis counselor, to further assist students in accessing essential resources.                                                                                                                                                                                                                                                                                                                                                                                         |

**Role: Collaborator**

| <b>Level</b> | <b>Evidence of Role</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elementary   | <ul style="list-style-type: none"><li>• Participates in Child Study team meetings, Student Assistance Program (SAP) meetings, and Attendance meetings</li><li>• Participates in School-Wide Positive Behavior Interventions and Supports (PBIS)</li><li>• Develop and maintain positive working relationships with school administration, staff, parents, and community members</li><li>• Support student achievement through implementation of ASCA's Mindsets &amp; Behaviors for Student Success</li><li>• Refers to and partners with community-based resources and outside mental health providers</li><li>• Maintains open communication with all stakeholders</li></ul> |
| Middle       | All middle school counselors develop and maintain positive relationships with school administration, staff, parents, and community members to promote student achievement through implementation of ASCA's Academic, Career and Social/Emotional Standards, participate on SAP, MDE, Child Study Teams, IST and Attendance Teams, communicate with community-based resources such as Children and Youth services, and Penn Foundation to provide students access to resources.                                                                                                                                                                                                 |
| High         | All high school counselors build and maintain strong, collaborative relationships with school administrators, staff, parents, and community partners to support student success. They promote achievement by implementing the ASCA Academic, Career, and Social/Emotional Standards. Counselors actively participate in teams such as SAP, MDE, Child Study, and House Teams, and work closely with community-based agencies—including Children and Youth Services and mental health professionals—to ensure students have access to the appropriate supports and resources.                                                                                                   |

## Role: Systemic Change Agent

| Level      | Evidence of Role                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elementary | <ul style="list-style-type: none"><li>• Participates in Child Study team meetings, Student Assistance Program (SAP) meetings, and Attendance meetings</li><li>• Participates in School-Wide Positive Behavior Interventions and Supports (PBIS)</li><li>• Develop and maintain positive working relationships with school administration, staff, parents and community members</li><li>• Support student achievement through implementation of ASCA's Mindsets &amp; Behaviors for Student Success</li><li>• Refers to and partners with community-based resources and outside mental health providers</li><li>• Maintains open communication with all stakeholders</li></ul> |
| Middle     | All middle counselors analyze academic and attendance data to help determine barriers to students' academic achievement and social/emotional development. Counselors will implement strategies to help eliminate identified barriers (collaboration with stakeholders, conduct school-wide guidance needs assessments, utilize results to determine improvements, analyze behavioral data to help implement school wide behavior expectations, conduct an annual analysis of the effectiveness of our K-12 Comprehensive Counseling Program).                                                                                                                                 |
| High       | High school counselors systematically analyze academic, attendance, and behavioral data to identify and address barriers to student success. In collaboration with key stakeholders, they implement targeted interventions that support achievement and social-emotional development. Counselors evaluate the K–12 Comprehensive Counseling Program to ensure alignment with district goals and student outcomes. Their work is grounded in fostering meaningful relationships that empower students to advocate for themselves.                                                                                                                                              |

## Job Description Linked to the Counselor Evaluation Process

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

### Elementary School Counselor

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Domain 1:<br/>Planning and<br/>Preparation</b> | Counselors provide individual and small group counseling based upon extensive knowledge of counseling theory, child development, and best practices. A comprehensive guidance counseling program is delivered to all students focusing on academic, personal/social, and career areas. Counselors share knowledge of local community resources with all stakeholders. The school counselors design and implement relevant prevention programs for all students. The comprehensive guidance program integrates CEW standards, ASCA standards, and PDE guidelines across all grade levels. Counselors participate as a consultant on Instruction Support Team, Multidisciplinary Evaluation, and Individualized Education Planning Team providing assistance with record reviews, data analysis, and interventions to meet individual student needs. Coordination of gifted screening process. |
| <b>Domain 2:<br/>Environment</b>                  | Counselors maintain and support appropriate rapport and respect with students, families, staff, and community members that promotes a positive learning climate. The counseling department is cognizant and consistently follows school district policy and procedures, including suicide risk assessments. Through the use of established routines, the counselor's function in an efficient manner allowing for flexibility in their schedules. Counselors organize, administer and interpret state standardized assessments. Counselors play a vital role in the development and implementation in school wide positive behavior expectations. Counselors create a positive and inviting physical space to conduct comprehensive counseling activities.                                                                                                                                   |
| <b>Domain 3:<br/>Delivery</b>                     | Counselors maintain and support appropriate rapport and respect with students, families, staff, and community members that promotes a positive learning climate. The counseling department is cognizant and consistently follows school district policy and procedures, including suicide risk assessments. Through the use of established routines, the counselor's function in an efficient manner allowing for flexibility in their schedules. Counselors organize, administer, and interpret state standardized assessments. Counselors play a vital role in the development and implementation in school wide positive behavior expectations. Counselors create a positive and inviting physical space to conduct comprehensive counseling activities.                                                                                                                                  |
| <b>Domain 4:<br/>Professional<br/>Development</b> | Counselors pursue professional opportunities to enhance counseling skills, which may include membership in PSCA, ASCA, and/or attend relevant conference, webinars, and district in-services. Counselors secure and review and maintain student records under the ASCA and Pennridge guidelines. Counselors uphold the ASCA ethical standards. Counselors participate in a professional learning community and share best practices.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Middle School Counselor

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

## High School Counselor

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Domain 1:<br/>Planning and<br/>Preparation</b> | Counselors provide individual counseling based upon extensive knowledge of counseling theory, child development, and best practices. A comprehensive guidance counseling program is delivered to all students focusing on academic, personal/social, and career areas. Counselors share knowledge of local community resources with all stakeholders. The comprehensive guidance program integrates CEW standards, ASCA standards, and PDE guidelines across all grade levels. Counselors participate in the Individualized Education Planning Team, aiding with record reviews, data analysis, and interventions to meet individual student needs. Coordination of gifted screening process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Domain 2:<br/>Environment</b>                  | <ul style="list-style-type: none"> <li>• School counselors play a crucial role in fostering a positive learning climate by maintaining strong rapport and mutual respect with students, families, staff, and the broader community. They serve as advocates, ensuring every student has the support needed to thrive academically, socially, and emotionally.</li> <li>• Counselors adhere to district policies and procedures, including conducting suicide risk assessments with diligence and care. They operate efficiently through established routines, allowing for flexibility in their schedules to accommodate students' evolving needs.</li> <li>• Additionally, school counselors take an active role in standardized assessments, overseeing the organization, administration, and interpretation of results to guide student success. Counselors promote a culture of respect, responsibility, and well-being.</li> <li>• Beyond their direct services, counselors cultivate a welcoming and supportive environment by creating an inviting physical space where students feel comfortable engaging in comprehensive counseling activities. Their commitment to fostering positive relationships and structured support systems helps shape a school climate where every student can flourish.</li> </ul> |
| <b>Domain 3:<br/>Delivery</b>                     | <ul style="list-style-type: none"> <li>• A school counselor plays a vital role in supporting students' academic, career, and social/emotional development. According to Pennsylvania Department of Education (PDE) standards, Domain 3: Delivery focuses on how school counselors implement their programs to effectively serve students.</li> <li>• Provide Direct Services: They engage with students through individual counseling and classroom lessons to address academic, career, and personal/social needs.</li> <li>• Use Data-Driven Practices: Counselors analyze student data to identify needs and tailor interventions that promote student success.</li> <li>• Collaborate with Stakeholders: They work closely with teachers, administrators, families, and community partners to create a supportive learning environment.</li> <li>• Advocate for Equity and Access: School counselors ensure that all students have equal opportunities to achieve their academic and career goals.</li> <li>• Implement Comprehensive Programs: They design and deliver structured counseling programs aligned with PDE standards to foster student growth.</li> </ul>                                                                                                                                              |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Domain 4:<br/>Professional<br/>Development</b> | <ul style="list-style-type: none"> <li>• School counselors are committed to continuous professional growth, actively seeking opportunities to enhance their skills and stay informed about best practices. They engage in professional development through membership in organizations such as PSCA and ASCA, as well as attending conferences, webinars, and district in-services to remain at the forefront of the field.</li> <li>• Counselors maintain a rigorous approach to student records management, ensuring compliance with ASCA and Pennridge guidelines to safeguard student information and support their educational progress. Upholding the ASCA ethical standards, they operate with integrity and professionalism in all aspects of their practice.</li> </ul> |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Program Delivery Related Items of the Plan

### School Counseling Department Mission Statement

| District Mission Statement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Penridge School District Mission Statement</b><br>The mission of the Penridge School District is committed to fostering academic excellence and personal growth by aligning curriculum, instructional strategies, and student supports with achievement data and community needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| K-12 School Counseling Mission Statement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>K-12 School Counseling Mission Statement</b><br>The mission of the Penridge School District counseling program is to provide a comprehensive, student-centered experience that supports the academic, career, and social-emotional development of our students. We strive to prepare students to successfully navigate their post-graduation endeavors.<br><br><b>Our beliefs:</b> <ul style="list-style-type: none"><li>• We <i>advocate</i> for every student.</li><li>• We <i>partner</i> with parents, staff, and the community for the benefit of every student.</li><li>• We <i>strive</i> to ensure that every student graduates from the Penridge School District with the knowledge, skills, and perseverance to excel in a diverse, changing society.</li></ul> |

## Program Calendar by Domain and Level

### Program Delivery by Tier and System Support

| Elementary School Level                                               | Curriculum (Tier 1) | Responsive (Tier 2) | Individual Academic/Career Counseling | System Support | Non-Counselor Related |
|-----------------------------------------------------------------------|---------------------|---------------------|---------------------------------------|----------------|-----------------------|
| <b>September</b>                                                      |                     |                     |                                       |                |                       |
| <b>Academic:</b> Back to school night                                 | x                   |                     |                                       |                |                       |
| Participation in IEP, CST, SAP, SAIP, 504 meetings                    |                     |                     |                                       | x              |                       |
| 504 management                                                        |                     |                     |                                       | x              |                       |
| Share 504s with team members                                          |                     |                     |                                       | x              |                       |
| Review positive behavior support plans with staff                     |                     |                     |                                       | x              |                       |
| Review students' needs-organize and plan as needed                    |                     |                     |                                       | x              |                       |
| Review new student documents and cumulative folders                   |                     |                     |                                       | x              |                       |
| <b>Career:</b> Review artifact numbers                                |                     |                     |                                       | x              |                       |
| Update standards as needed                                            |                     |                     |                                       | x              |                       |
| <b>Social/Emotional:</b> Intro to the counselor lessons               | x                   |                     |                                       |                |                       |
| New student welcome                                                   | x                   |                     |                                       |                |                       |
| Assist with PBIS programs                                             | x                   |                     |                                       | x              |                       |
| Communicate/set up RamPacks                                           |                     | x                   |                                       | x              |                       |
| Teacher and parent collaboration                                      | x                   |                     |                                       | x              |                       |
| Short term individual counseling                                      |                     | x                   |                                       |                |                       |
| Participation and support of positive school-wide programs and events | x                   |                     |                                       | x              |                       |
| Communication and collaboration with internal and external resources  | x                   | x                   |                                       | x              |                       |
| <b>October</b>                                                        |                     |                     |                                       |                |                       |
| <b>Academic:</b> Participation in IEP, CST, SAP, SAIP, 504 meetings   | x                   |                     |                                       | x              |                       |
| Data collection for student support                                   |                     |                     |                                       | x              |                       |
| 504 management                                                        |                     |                     |                                       | x              |                       |
| Gifted screeners                                                      | x                   |                     |                                       |                |                       |
| <b>Career:</b> Plan/Schedule Smart Futures lessons                    | x                   |                     |                                       |                |                       |
| <b>Social/Emotional:</b> Bully prevention month                       | x                   |                     |                                       |                |                       |
| PBIS continue                                                         | x                   |                     |                                       | x              |                       |
| New student check-ins                                                 | x                   |                     |                                       |                |                       |
| Set up/plan small groups                                              |                     | x                   |                                       |                |                       |
| Guidance lessons based on grade/need                                  | x                   |                     |                                       |                |                       |

|                                                                       |   |   |  |   |  |
|-----------------------------------------------------------------------|---|---|--|---|--|
| Continue to communicate/set up RamPacks                               | x |   |  | x |  |
| Communication and collaboration with internal and external resources  | x | x |  | x |  |
| Short term individual counseling                                      |   | x |  |   |  |
| Participation and support of positive school-wide programs and events | x |   |  | x |  |
| <b>November</b>                                                       |   |   |  |   |  |
| <b>Academic:</b> Participation in IEP, CST, SAP, SAIP, 504 meetings   | x |   |  | x |  |
| Data collection for student support                                   |   |   |  | x |  |
| 504 management                                                        |   |   |  | x |  |
| Gifted screeners                                                      | x |   |  |   |  |
| <b>Career:</b> Plan/Schedule Smart Futures lessons                    | x |   |  |   |  |
| <b>Social/Emotional:</b> Holiday assistance                           |   | x |  |   |  |
| PBIS continue                                                         | x |   |  | x |  |
| New student check-ins                                                 | x |   |  |   |  |
| Set up/plan small groups                                              |   | x |  |   |  |
| Guidance lessons based on grade/need                                  | x |   |  |   |  |
| Continue to communicate/set up RamPacks                               |   | x |  | x |  |
| Communication and collaboration with internal and external resources  | x | x |  | x |  |
| Short term individual counseling                                      |   | x |  |   |  |
| <b>December</b>                                                       |   |   |  |   |  |
| <b>Academic:</b> Participation in IEP, CST, SAP, SAIP, 504 meetings   | x |   |  | x |  |
| Data collection for student support                                   |   |   |  | x |  |
| 504 management                                                        |   |   |  | x |  |
| Gifted screeners                                                      | x |   |  |   |  |
| <b>Career:</b> Plan/Schedule Smart Futures lessons                    | x |   |  |   |  |
| <b>Social/Emotional:</b> Holiday assistance                           |   | x |  |   |  |
| PBIS continue                                                         | x |   |  |   |  |
| New student check-ins                                                 | x |   |  |   |  |
| Set up/plan small groups                                              |   | x |  |   |  |
| Guidance lessons based on grade/need                                  | x |   |  |   |  |
| Continue to communicate/set up RamPacks                               |   | x |  | x |  |
| Communication and collaboration with internal and external resources  | x | x |  | x |  |
| Short term individual counseling                                      |   | x |  |   |  |
| <b>January</b>                                                        |   |   |  |   |  |

|                                                                      |   |   |  |   |   |
|----------------------------------------------------------------------|---|---|--|---|---|
| <b>Academic:</b> Participation in IEP, CST, SAP, SAIP, 504 meetings  | x |   |  | x |   |
| Data collection for student support                                  |   |   |  | x |   |
| 504 management                                                       |   |   |  | x |   |
| Gifted screeners                                                     | x |   |  |   |   |
| <b>Career:</b> Plan/Schedule Smart Futures lessons                   | x |   |  |   |   |
| <b>Social/Emotional:</b> Short term individual counseling            |   | x |  |   |   |
| PBIS continue                                                        | x |   |  |   |   |
| New student check-ins                                                | x |   |  |   |   |
| Set up/plan small groups                                             |   | x |  |   |   |
| Guidance lessons based on grade/need                                 | x |   |  |   |   |
| Continue to communicate/set up RamPacks                              |   | x |  | x |   |
| Communication and collaboration with internal and external resources | x | x |  | x |   |
| <b>February</b>                                                      |   |   |  |   |   |
| <b>Academic:</b> Participation in IEP, CST, SAP, SAIP, 504 meetings  | x |   |  | x |   |
| Data collection for student support                                  |   |   |  | x |   |
| 504 management                                                       |   |   |  | x |   |
| Gifted screeners                                                     | x |   |  |   |   |
| <b>Career:</b> Plan/Schedule Smart Futures lessons                   | x |   |  |   |   |
| <b>Social/Emotional:</b> Short term individual counseling            |   | x |  |   |   |
| PBIS continue                                                        | x |   |  |   |   |
| New student check-ins                                                | x |   |  |   |   |
| Set up/plan small groups                                             |   | x |  |   |   |
| Guidance lessons based on grade/need                                 | x |   |  |   |   |
| Continue to communicate/set up RamPacks                              |   | x |  | x |   |
| Communication and collaboration with internal and external resources | x | x |  | x |   |
| <b>March</b>                                                         |   |   |  |   |   |
| <b>Academic:</b> PSSA preparation                                    |   |   |  |   | x |
| Participation in IEP, CST, SAP, SAIP, 504 meetings                   | x |   |  | x |   |
| Data collection for student support                                  |   |   |  | x |   |
| 504 management                                                       |   |   |  | x |   |
| Gifted screeners                                                     | x |   |  |   |   |
| <b>Career:</b> Plan/Schedule Smart Futures lessons                   | x |   |  |   |   |
| <b>Social/Emotional:</b> Short term individual counseling            |   | x |  |   |   |

|                                                                                   |   |   |  |   |   |
|-----------------------------------------------------------------------------------|---|---|--|---|---|
| PBIS continue                                                                     | x |   |  |   |   |
| New student check-ins                                                             | x |   |  |   |   |
| Set up/plan small groups                                                          |   | x |  |   |   |
| Guidance lessons based on grade/need                                              | x |   |  |   |   |
| Continue to communicate/set up RamPacks                                           |   | x |  | x |   |
| Communication and collaboration with internal and external resources              | x | x |  | x |   |
| <b>April</b>                                                                      |   |   |  |   |   |
| <b>Academic:</b> PSSA preparation                                                 |   |   |  |   | x |
| Participation in IEP, CST, SAP, SAIP, 504 meetings                                | x |   |  | x |   |
| Data collection for student support                                               |   |   |  | x |   |
| 504 management                                                                    |   |   |  | x |   |
| Gifted screeners                                                                  | x |   |  |   |   |
| Assist with middle school transitions (middle school visits, transition meetings) | x |   |  |   |   |
| <b>Career:</b> Plan/deliver Smart Futures make up lessons                         | x |   |  |   |   |
| <b>Social/Emotional:</b> Short term individual counseling                         |   | x |  |   |   |
| PBIS continue                                                                     | x |   |  |   |   |
| New student check-ins                                                             | x |   |  |   |   |
| Set up/plan small groups                                                          |   | x |  |   |   |
| Guidance lessons based on grade/need                                              | x |   |  |   |   |
| Continue to communicate/set up RamPacks                                           |   | x |  | x |   |
| Communication and collaboration with internal and external resources              | x | x |  | x |   |
| <b>May</b>                                                                        |   |   |  |   |   |
| <b>Academic:</b> PSSA                                                             |   |   |  |   | x |
| Participation in IEP, CST, SAP, SAIP, 504 meetings                                | x |   |  | x |   |
| Data collection for student support                                               |   |   |  | x |   |
| 504 management                                                                    |   |   |  | x |   |
| Gifted screeners                                                                  | x |   |  |   |   |
| <b>Career:</b> Plan/deliver Smart Futures make up lessons                         | x |   |  |   |   |
| <b>Social/Emotional:</b> Short term individual counseling                         |   | x |  |   |   |
| PBIS continue                                                                     | x |   |  |   |   |
| New student check-ins                                                             | x |   |  |   |   |
| Set up/plan small groups                                                          |   | x |  |   |   |
| Guidance lessons based on grade/need                                              | x |   |  |   |   |

|                                                                      |   |   |  |   |  |
|----------------------------------------------------------------------|---|---|--|---|--|
| Continue to communicate/set up RamPacks                              |   | x |  | x |  |
| Communication and collaboration with internal and external resources | x | x |  | x |  |
| <b>June</b>                                                          |   |   |  |   |  |
| <b>Academic:</b> Transition meeting/planning for next year           | x |   |  |   |  |
| Participation in IEP, CST, SAP, SAIP, 504 meetings                   | x |   |  | x |  |
| Data collection for student support                                  |   |   |  | x |  |
| 504 management                                                       |   |   |  | x |  |
| Gifted screeners                                                     | x |   |  |   |  |
| <b>Career:</b> Plan/deliver Smart Futures make up lessons            | x |   |  |   |  |
| UBTS video and activity with 5 <sup>th</sup> grade                   | x |   |  |   |  |
| <b>Social/Emotional:</b> Short term individual counseling            |   | x |  |   |  |
| PBIS continue                                                        | x |   |  |   |  |
| New student check-ins                                                | x |   |  |   |  |
| Set up/plan small groups                                             |   | x |  |   |  |
| Guidance lessons based on grade/need                                 | x |   |  |   |  |
| Continue to communicate/set up RamPacks                              |   | x |  | x |  |
| Communication and collaboration with internal and external resources | x | x |  | x |  |

| <b>Middle School Level</b>                                                                      | <b>Curriculum<br/>(Tier 1)</b> | <b>Responsive<br/>(Tier 2)</b> | <b>Individual<br/>Academic/Career<br/>Counseling</b> | <b>System<br/>Support</b> | <b>Non-<br/>Counselor<br/>Related</b> |
|-------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|------------------------------------------------------|---------------------------|---------------------------------------|
| <b>September</b>                                                                                |                                |                                |                                                      |                           |                                       |
| <b>Academic:</b> new student – schedule and tours                                               |                                |                                | x                                                    |                           |                                       |
| Schedule changes                                                                                |                                |                                | x                                                    |                           |                                       |
| <b>Career:</b> Preview of 6 <sup>th</sup> grade career activities                               | x                              |                                |                                                      |                           |                                       |
| <b>Social/Emotional:</b> Intro to counselor services                                            | x                              |                                |                                                      |                           |                                       |
| 6 <sup>th</sup> grade individual meetings with students                                         |                                |                                | x                                                    |                           |                                       |
| New student support via individual and/or small group                                           |                                | x                              | x                                                    |                           |                                       |
| *See <b>Ongoing Counselor Related Activities</b> below                                          |                                |                                |                                                      |                           |                                       |
| <b>October</b>                                                                                  |                                |                                |                                                      |                           |                                       |
| <b>Academic:</b> 6 <sup>th</sup> grade Smart Futures career clusters & pathways activity/survey | x                              |                                |                                                      |                           |                                       |

|                                                                                           |   |   |  |   |   |
|-------------------------------------------------------------------------------------------|---|---|--|---|---|
| <b>Career:</b> UBCTS Assembly 8 <sup>th</sup> grade                                       | X |   |  |   |   |
| UBCTS Tour for 8 <sup>th</sup> graders                                                    | X | X |  |   |   |
| <b>Social/Emotional:</b> SAP services awareness & initiatives                             | X |   |  |   |   |
| Student groups set up                                                                     |   |   |  | X |   |
| *See <b>Ongoing Counselor Related Activities</b> below                                    |   |   |  |   |   |
| <b>November</b>                                                                           |   |   |  |   |   |
| <b>Academic:</b> MS Course Selection updates                                              |   |   |  | X |   |
| <b>Career:</b> Smart Futures “My Interest Survey” 7 <sup>th</sup> grade activity & survey | X |   |  |   |   |
| Promote Tech School Open House with announcements/blackboard                              |   |   |  | X |   |
| Smart Futures 8 <sup>th</sup> grade “learning from entrepreneurs” activity                | X |   |  |   |   |
| Smart Futures 7 <sup>th</sup> grade budgeting activity                                    | X |   |  |   |   |
| <b>Social/Emotional:</b> Nova Presentation – Bullying 7 <sup>th</sup> grade               | X |   |  |   |   |
| Giving Tree set up                                                                        |   |   |  |   | X |
| Parent and teacher conference and follow up                                               |   | X |  |   |   |
| *See <b>Ongoing Counselor Related Activities</b> below                                    |   |   |  |   |   |
| <b>December</b>                                                                           |   |   |  |   |   |
| <b>Academic:</b> Meet with HS admin and MS teachers for course recommendations            |   |   |  | X |   |
| Tech School Counselor Meeting                                                             |   |   |  | X |   |
| <b>Career:</b> Smart Futures “conflict resolution” 8 <sup>th</sup> grade activity         | X |   |  |   |   |
| Career lesson 6 <sup>th</sup> grade Learning Styles                                       | X |   |  |   |   |
| Career lesson 8 <sup>th</sup> grade Knowledge, Skills, Ability Survey                     | X |   |  |   |   |
| <b>Social/Emotional:</b> Giving Tree set up and distribution                              |   |   |  |   | X |
| *See <b>Ongoing Counselor Related Activities</b> below                                    |   |   |  |   |   |
| <b>January</b>                                                                            |   |   |  |   |   |
| <b>Academic:</b> Assembly for HS course selection                                         | X |   |  |   |   |
| Course Override Process                                                                   |   |   |  | X |   |
| Tech School Applications processing                                                       |   |   |  | X |   |
| PSSA accommodation meetings                                                               |   |   |  |   | X |
| <b>Career:</b>                                                                            |   |   |  |   |   |
| <b>Social/Emotional:</b>                                                                  |   |   |  |   |   |
| *See <b>Ongoing Counselor Related Activities</b> below                                    |   |   |  |   |   |

|                                                                                        |   |   |   |   |   |
|----------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>February</b>                                                                        |   |   |   |   |   |
| <b>Academic:</b> 8 <sup>th</sup> grade course requests<br>Power School entry for HS    | X |   | X |   |   |
| Tech School Applications Processing                                                    |   |   |   | X |   |
| Course Override Process                                                                |   |   |   | X |   |
| Middle school scheduling planning<br>meeting                                           |   |   |   | X |   |
| Develop test schedule and small group<br>for PSSAs                                     |   |   |   |   | X |
| 8 <sup>th</sup> grade individual scheduling<br>meetings                                | X |   | X |   |   |
| <b>Career:</b> Smart Futures 7 <sup>th</sup> grade "my<br>work values survey" activity | X |   |   |   |   |
| Individual meetings with 8 <sup>th</sup> graders<br>about course selection             | X |   | X |   |   |
| <b>Social/Emotional:</b>                                                               |   |   |   |   |   |
| *See <b>Ongoing Counselor Related<br/>Activities</b> below                             |   |   |   |   |   |
| <b>March</b>                                                                           |   |   |   |   |   |
| <b>Academic:</b>                                                                       |   |   |   |   |   |
| State Test prep                                                                        |   |   |   |   | X |
| Develop test schedule and small group<br>for State testing                             |   |   |   |   | X |
| IEP transition meetings for 5 <sup>th</sup> grade                                      |   | X |   |   |   |
| Present 8 <sup>th</sup> grade Foreign<br>Language/Reading options                      | X |   | X |   |   |
| 5 <sup>th</sup> -6 <sup>th</sup> grade scheduling                                      | X |   |   |   |   |
| <b>Career:</b>                                                                         |   |   |   |   |   |
| <b>Social/Emotional:</b>                                                               |   |   |   |   |   |
| *See <b>Ongoing Counselor Related<br/>Activities</b> below                             |   |   |   |   |   |
| <b>April</b>                                                                           |   |   |   |   |   |
| <b>Academic:</b> Meet with teachers to<br>review courses for students/send<br>letter   |   |   |   | X |   |
| State Test prep, administration, make-<br>up, collection, and shipment                 |   |   |   |   | X |
| State test Training staff                                                              |   |   |   |   | X |
| 6 <sup>th</sup> -7 <sup>th</sup> grade scheduling                                      | X |   |   |   |   |
| 7 <sup>th</sup> -8 <sup>th</sup> grade scheduling                                      | X |   |   |   |   |
| Review course selection numbers for<br>principal                                       |   |   |   | X |   |
| 5 <sup>th</sup> Grade Parent Night                                                     |   | X |   |   |   |
| <b>Career:</b>                                                                         |   |   |   |   |   |
| Smart Futures 6 <sup>th</sup> grade "explore your<br>CTC" activity & survey            | X |   |   |   |   |
| <b>Social/Emotional:</b>                                                               |   |   |   |   |   |

|                                                                                                  |   |   |   |   |   |
|--------------------------------------------------------------------------------------------------|---|---|---|---|---|
| *See <b>Ongoing Counselor Related Activities</b> below                                           |   |   |   |   |   |
| <b>May</b>                                                                                       |   |   |   |   |   |
| <b>Academic:</b> State test prep, administration, make up, collection and shipment for Keystones |   |   |   |   | X |
| <b>Career:</b> Artifact collection for Future Index                                              |   |   |   | X |   |
| 6 <sup>th</sup> grade UBCTS tour of all programs                                                 | X |   |   |   |   |
| <b>Social/Emotional:</b> Training for tour guides for 5 <sup>th</sup> grade orientation          |   | X |   |   |   |
| Counselor meeting to review transfer of case load 8 <sup>th</sup> grade                          |   |   |   | X |   |
| Counselor meeting to review transfer of case load 5 <sup>th</sup> grade                          |   |   |   | X |   |
| 5 <sup>th</sup> grade orientation tours                                                          | X |   |   |   |   |
| *See <b>Ongoing Counselor Related Activities</b> below                                           |   |   |   |   |   |
| <b>June</b>                                                                                      |   |   |   |   |   |
| <b>Academic:</b> preparing 8 <sup>th</sup> grade files for transition to PHS                     |   |   |   |   | X |
| <b>Career:</b>                                                                                   |   |   |   |   |   |
| <b>Social/Emotional:</b>                                                                         |   |   |   |   |   |
| *See <b>Ongoing Counselor Related Activities</b> below                                           |   |   |   |   |   |
| <b>July</b>                                                                                      |   |   |   |   |   |
| <b>Academic:</b> Touring/Testing for placement of new students                                   |   |   | X |   |   |
| Creating schedules for new students                                                              |   |   | X |   |   |
| <b>Career:</b> Curriculum planning – MS Counselors                                               |   |   |   | X |   |
| <b>Social/Emotional:</b>                                                                         |   |   |   |   |   |
| <b>August</b>                                                                                    |   |   |   |   |   |
| <b>Academic:</b> Touring/Testing for placement of new students                                   |   |   | X |   |   |
| Creating schedules for new students                                                              |   |   | X |   |   |
| 504 Review with teachers                                                                         |   |   |   | X |   |
| Back to School Nights                                                                            | X |   |   |   |   |
| <b>Career:</b> Curriculum planning – MS Counselors                                               |   |   |   | X |   |
| <b>Social/Emotional:</b> Planning for student contacts and groups                                |   | X | X | X |   |
| Incoming student acclimation to middle school                                                    | X |   |   |   |   |

| Ongoing Counselor Related Activities                              | Curriculum (Tier 1) | Responsive (Tier 2) | Individual Academic/ Career Counseling | System Support | System Support: Non-Counselor Related |
|-------------------------------------------------------------------|---------------------|---------------------|----------------------------------------|----------------|---------------------------------------|
| <b>Academic:</b> Agency Contacts/Meetings                         |                     |                     |                                        | X              |                                       |
| Instructional Support Team                                        |                     |                     |                                        | X              |                                       |
| SAP Team                                                          |                     |                     |                                        | X              |                                       |
| Gifted Screening                                                  |                     |                     |                                        | X              |                                       |
| School Messenger/Canvas Announcements                             |                     |                     |                                        | X              |                                       |
| Faculty/Department Meetings                                       |                     |                     |                                        | X              |                                       |
| Student Schedule Changes                                          |                     |                     |                                        | X              |                                       |
| New student scheduling                                            |                     |                     |                                        | X              |                                       |
| Homebound Assignment/Paperwork                                    |                     |                     |                                        |                | X                                     |
| <b>Career:</b>                                                    |                     |                     |                                        |                |                                       |
| <b>Social/Emotional:</b> Team Meetings                            |                     |                     |                                        | X              |                                       |
| Child Study Team                                                  |                     |                     |                                        | X              |                                       |
| System Support Team                                               |                     |                     |                                        | X              |                                       |
| SAP Team Meeting                                                  |                     | X                   |                                        | X              |                                       |
| SAP Intervention Meeting with Parent/Student                      |                     | X                   |                                        |                |                                       |
| At-Risk Assessments                                               |                     |                     |                                        | X              |                                       |
| Group Counseling                                                  |                     | X                   |                                        |                |                                       |
| Individual Counseling for Emotional Needs/Concerns                |                     | X                   |                                        |                |                                       |
| Individual Counseling Relating to Peer Conflict                   |                     | X                   |                                        |                |                                       |
| 504 plan review/duties                                            |                     | X                   |                                        |                |                                       |
| 504 Service Agreement Plan Meetings with Parent/Student           |                     | X                   |                                        |                |                                       |
| Parent communication and meetings                                 |                     |                     |                                        | X              |                                       |
| School Wide Duties – class coverage, bus duty, evening activities |                     |                     |                                        |                | X                                     |
| Attend SAIP meeting                                               |                     |                     | X                                      |                |                                       |
| Organize RAM pack distribution                                    |                     |                     |                                        | X              |                                       |

| High School Level             | Curriculum (Tier 1) | Responsive (Tier 2) | Individual (Tier 3) | System Support | Non-Counselor Related |
|-------------------------------|---------------------|---------------------|---------------------|----------------|-----------------------|
| <b>September</b>              |                     |                     |                     |                |                       |
| <b>Academic:</b>              |                     |                     |                     |                |                       |
| Grade Level assemblies (9-12) | X                   |                     |                     |                |                       |
| House Meeting (9-12)          |                     |                     | X                   |                |                       |
| Child Study (9-12)            |                     |                     | X                   |                |                       |
| Back to School night (9-12)   |                     |                     |                     | X              |                       |

|                                                               |   |   |   |   |  |
|---------------------------------------------------------------|---|---|---|---|--|
| PSAT Planning (10-11)                                         |   |   |   | X |  |
| Level Changes (9-12)                                          |   | X |   |   |  |
| New UBCTS applications (9-12)                                 |   | X |   |   |  |
| Dual Enrollment BCCC Credit Review (9-12)                     |   | X |   |   |  |
| Dual Enrollment taught at Pennridge Registration (9-12)       |   | X |   |   |  |
| Graduation credit review (10-12)                              | X |   |   |   |  |
| 504 Review and distribution (9-12)                            |   | X |   |   |  |
| <b>Career:</b>                                                |   |   |   |   |  |
| Small group college applications process (11,12)              | X |   |   |   |  |
| Individual college meetings (11,12)                           | X |   |   |   |  |
| College Visits at PHS (9-12)                                  | X |   |   |   |  |
| Military Visits at PHS (9-12)                                 | X |   |   |   |  |
| College applications, transcript processing (12)              | X |   |   |   |  |
| Letters of recommendations (12)                               | X |   |   |   |  |
| RAMS Time RoundTable: SAT/ACT Planning (11)                   | X |   |   |   |  |
| <b>Social/Emotional:</b>                                      |   |   |   |   |  |
| Link Crew welcome events                                      | X |   |   |   |  |
| Club Fair                                                     |   |   |   | X |  |
| Individual student meetings                                   | X |   |   |   |  |
| Peer mediation                                                |   | X |   |   |  |
| Parent collaboration meetings                                 |   | X |   |   |  |
| SAP referrals and support                                     |   | X |   |   |  |
| Safe2Say                                                      |   |   | X |   |  |
| Attendance Data                                               |   | X |   |   |  |
| Attend SAIP meetings                                          |   |   | X |   |  |
| Coordinate Lakeside Services                                  |   |   | X |   |  |
| Collaborate with community mental health providers            |   | X |   |   |  |
| Coordinate with IEP Emotional Support Case Managers and Staff |   |   | X |   |  |
| <b>October</b>                                                |   |   |   |   |  |
| <b>Academic:</b>                                              |   |   |   |   |  |
| Q1 academic review                                            | X |   |   |   |  |
| PSAT Administration                                           | X |   |   |   |  |
| House meetings                                                |   |   | X |   |  |
| Child Study (9-12)                                            |   |   | X |   |  |
| Parent communication regarding academic progress concerns     |   | X |   |   |  |
| Collaboration with teachers regarding student progress        | X |   |   |   |  |

|                                                               |   |   |   |  |  |
|---------------------------------------------------------------|---|---|---|--|--|
| Student academic support referrals                            |   | X |   |  |  |
| IEP Meetings                                                  |   | X |   |  |  |
| <b>Career:</b>                                                |   |   |   |  |  |
| College and Career Fair (11,12)                               | X |   |   |  |  |
| College Visits at PHS (9-12)                                  | X |   |   |  |  |
| Military Visits at PHS (9-12)                                 | X |   |   |  |  |
| Smart Futures: New Thinking About Career Success (9)          | X |   |   |  |  |
| Smart Futures: Abilities and Aptitudes (10)                   | X |   |   |  |  |
| Smart Futures: Selecting Your Career Goal (11)                | X |   |   |  |  |
| RAMS Time RoundTable: SAT/ACT Planning                        | X |   |   |  |  |
| College Application/Transcript Processing (12)                |   | X |   |  |  |
| Letters of Recommendation (12)                                |   | X |   |  |  |
| Scholarship Application Processing (12)                       |   | X |   |  |  |
| Financial Aid Night (9-12)                                    | X |   |   |  |  |
| College Admission Seminar (9-12)                              | X |   |   |  |  |
| <b>Social/Emotional:</b>                                      |   |   |   |  |  |
| NOVA upstanders                                               |   | X |   |  |  |
| Individual student meetings                                   | X |   |   |  |  |
| Peer mediation                                                |   | X |   |  |  |
| Parent collaboration meetings                                 |   | X |   |  |  |
| SAP referrals and support                                     |   | X |   |  |  |
| Safe2Say                                                      |   |   | X |  |  |
| Attendance Data                                               |   | X |   |  |  |
| Attend SAIP meetings                                          |   |   | X |  |  |
| Coordinate Lakeside Services                                  |   |   | X |  |  |
| Collaborate with community mental health providers            |   | X |   |  |  |
| Coordinate with IEP Emotional Support Case Managers and Staff |   |   | X |  |  |
| <b>November</b>                                               |   |   |   |  |  |
| <b>Academic:</b>                                              |   |   |   |  |  |
| Review Q1 grades (9-12)                                       | X |   |   |  |  |
| Parent and Teacher Conferences (9-12)                         | X |   |   |  |  |
| House meetings (9-12)                                         |   |   | X |  |  |
| Child Study (9-12)                                            |   |   | X |  |  |
| Dual Enrollment Advising Sessions (11-12)                     |   | X |   |  |  |
| Bucks County Community College Application (12)               |   | X |   |  |  |
| <b>Career:</b>                                                |   |   |   |  |  |

|                                                               |   |   |   |   |   |
|---------------------------------------------------------------|---|---|---|---|---|
| Small group college meetings (11,12)                          | X |   |   |   |   |
| Individual college meetings (11,12)                           | X |   |   |   |   |
| College Visits at PHS (9-12)                                  | X |   |   |   |   |
| Military Visits (9-12)                                        | X |   |   |   |   |
| College Application/Transcript Processing (12)                |   | X |   |   |   |
| Letters of Recommendation (12)                                |   | X |   |   |   |
| Scholarship Application Processing (12)                       |   | X |   |   |   |
| RAMS Time RoundTable: SuperMatch College Search (11)          | X |   |   |   |   |
| ASVAB Test (10-12)                                            | X |   |   |   |   |
| <b>Social Emotional:</b>                                      |   |   |   |   |   |
| RAMS Awards                                                   |   | X |   |   |   |
| Individual student meetings                                   | X |   |   |   |   |
| Peer mediation                                                |   | X |   |   |   |
| Parent collaboration meetings                                 |   | X |   |   |   |
| SAP referrals and support                                     |   | X |   |   |   |
| Safe2Say                                                      |   |   | X |   |   |
| Attendance Data                                               |   | X |   |   |   |
| Attend SAIP meetings                                          |   |   | X |   |   |
| Coordinate Lakeside Services                                  |   |   | X |   |   |
| Collaborate with community mental health providers            |   | X |   |   |   |
| Coordinate with IEP Emotional Support Case Managers and Staff |   |   | X |   |   |
| <b>December</b>                                               |   |   |   |   |   |
| <b>Academic:</b>                                              |   |   |   |   |   |
| Q2 academic review                                            | X |   |   |   |   |
| PSAT Score distribution and interpretation                    | X |   |   |   |   |
| Begin Course Selection Planning (9-12)                        |   |   |   | X |   |
| PSAT Results and Presentations (11-12)                        | X |   |   |   |   |
| Upper Bucks Tech School mid-year meetings (9-12)              |   |   |   | X |   |
| Keystones (9-12)                                              |   |   |   |   | X |
| House meetings                                                |   |   | X |   |   |
| Child Study (9-12)                                            |   |   | X |   |   |
| Parent communication regarding academic progress concerns     |   | X |   |   |   |
| Collaboration with teachers regarding student progress        | X |   |   |   |   |
| Student academic support referrals                            |   | X |   |   |   |
| IEP meetings                                                  |   | X |   |   |   |
| <b>Career:</b>                                                |   |   |   |   |   |
| College Visits at PHS (9-12)                                  | X |   |   |   |   |

|                                                               |   |   |   |   |  |
|---------------------------------------------------------------|---|---|---|---|--|
| Military Visits at PHS (9 - 12)                               | X |   |   |   |  |
| College Application/Transcript Processing (12)                |   | X |   |   |  |
| Letters of Recommendations (12)                               |   | X |   |   |  |
| Scholarship Application Processing (12)                       |   | X |   |   |  |
| Smart Futures: My Personality Type (9)                        | X |   |   |   |  |
| Smart Futures: Personal Interests (10)                        | X |   |   |   |  |
| Smart Futures: My Programs or Majors (11)                     | X |   |   |   |  |
| School-wide College Day- (9-12)                               | X |   |   |   |  |
| RAMS Time RoundTable: SuperMatch College Search               | X |   |   |   |  |
| <b>Social/Emotional:</b>                                      |   |   |   |   |  |
| Individual student meetings                                   | X |   |   |   |  |
| Peer mediation                                                |   | X |   |   |  |
| Parent collaboration meetings                                 |   | X |   |   |  |
| SAP referrals and support                                     |   | X |   |   |  |
| Safe2Say                                                      |   |   | X |   |  |
| Attendance Data                                               |   | X |   |   |  |
| Attend SAIP meetings                                          |   |   | X |   |  |
| Coordinate Lakeside Services                                  |   |   | X |   |  |
| Collaborate with community mental health providers            |   | X |   |   |  |
| Coordinate with IEP Emotional Support Case Managers and Staff |   |   | X |   |  |
| <b>January</b>                                                |   |   |   |   |  |
| <b>Academic:</b>                                              |   |   |   |   |  |
| Review of Q2 grades (9-12)                                    |   |   | X |   |  |
| Mid-term exams and grade reviews (9-12)                       | X |   |   |   |  |
| Keystone Testing (9-12)                                       | X |   |   |   |  |
| Upper Bucks County Technical School tours (9-12)              | X |   |   |   |  |
| Course selection planning and preparation                     |   |   |   | X |  |
| School-wide course selection presentations (9-11)             | X |   |   |   |  |
| 8 <sup>th</sup> grade parent night (12)                       |   |   |   | X |  |
| 8 <sup>th</sup> grade Transition meetings (12)                |   |   | X |   |  |
| 8 <sup>th</sup> grade course selection presentations (9-12)   | X |   |   |   |  |
| House meetings                                                |   |   | X |   |  |
| Child Study (9-12)                                            |   |   | X |   |  |
| Parent communication regarding academic progress concerns     |   | X |   |   |  |
| Collaboration with teachers regarding student progress        | X |   |   |   |  |

|                                                                 |   |   |   |  |  |
|-----------------------------------------------------------------|---|---|---|--|--|
| Student academic support referrals                              |   | X |   |  |  |
| IEP meetings                                                    |   | X |   |  |  |
| <b>Career:</b>                                                  |   |   |   |  |  |
| College Visits at PHS (9-12)                                    | X |   |   |  |  |
| Military Visits at PHS (9-12)                                   | X |   |   |  |  |
| College Application/Transcript Processing (12)                  |   | X |   |  |  |
| Letters of Recommendation (12)                                  |   | X |   |  |  |
| Scholarship Application Processing (12)                         |   | X |   |  |  |
| RAMS Time RoundTable: Course Selection Planning                 | X |   |   |  |  |
| <b>Social/Emotional:</b>                                        |   |   |   |  |  |
| RAMS Awards                                                     |   | X |   |  |  |
| Individual student meetings                                     | X |   |   |  |  |
| Peer mediation                                                  |   | X |   |  |  |
| Parent collaboration meetings                                   |   | X |   |  |  |
| SAP referrals and support                                       |   | X |   |  |  |
| NOVA upstanders                                                 |   | X |   |  |  |
| Safe2Say                                                        |   |   | X |  |  |
| Attendance Data                                                 |   | X |   |  |  |
| Attend SAIP meetings                                            |   |   | X |  |  |
| Coordinate Lakeside Services                                    |   |   | X |  |  |
| Collaborate with community mental health providers              |   | X |   |  |  |
| Coordinate with IEP Emotional Support Case Managers and Staff   |   |   | X |  |  |
| <b>February</b>                                                 |   |   |   |  |  |
| <b>Academic:</b>                                                |   |   |   |  |  |
| Q3 academic review                                              | X |   |   |  |  |
| Parent/Teacher Conferences (9-12)                               |   |   | X |  |  |
| 8 <sup>th</sup> grade course selection presentations (9-12)     | X |   |   |  |  |
| Individual student meetings to discuss course selections (9-11) | X |   |   |  |  |
| Classroom course selection presentation lessons (9-11)          | X |   |   |  |  |
| Parent Course Selection Communication                           | X |   |   |  |  |
| House meetings                                                  |   |   | X |  |  |
| Child Study (9-12)                                              |   |   | X |  |  |
| Parent communication regarding academic progress concerns       |   | X |   |  |  |
| Collaboration with teachers regarding student progress          | X |   |   |  |  |
| Student academic support referrals                              |   | X |   |  |  |
| IEP Meetings                                                    |   | X |   |  |  |

|                                                                 |   |   |   |  |  |
|-----------------------------------------------------------------|---|---|---|--|--|
| <b>Career:</b>                                                  |   |   |   |  |  |
| Upper Bucks County Technical School Visits (9-12)               |   | X |   |  |  |
| College Visits at PHS (9-12)                                    | X |   |   |  |  |
| Military Visits at PHS (9-12)                                   | X |   |   |  |  |
| RAMS Time RoundTable: Course Selection Planning                 | X |   |   |  |  |
| College Application/Transcript Processing (12)                  |   | X |   |  |  |
| Letters of Recommendations (12)                                 |   | X |   |  |  |
| Scholarship Application Processing (12)                         |   | X |   |  |  |
| <b>Social/Emotional:</b>                                        |   |   |   |  |  |
| NOVA upstanders                                                 |   | X |   |  |  |
| Individual student meetings                                     | X |   |   |  |  |
| Peer mediation                                                  |   | X |   |  |  |
| Parent collaboration meetings                                   |   | X |   |  |  |
| SAP referrals and support                                       |   | X |   |  |  |
| Safe2Say                                                        |   |   | X |  |  |
| Attendance Data                                                 |   | X |   |  |  |
| Attend SAIP meetings                                            |   |   | X |  |  |
| Coordinate Lakeside Services                                    |   |   | X |  |  |
| Collaborate with community mental health providers              |   | X |   |  |  |
| Coordinate with IEP Emotional Support Case Managers and Staff   |   |   | X |  |  |
| <b>March</b>                                                    |   |   |   |  |  |
| <b>Academic</b>                                                 |   |   |   |  |  |
| Review Q3 grades (9-12)                                         | X |   |   |  |  |
| Parent and Teacher Conferences (9-12)                           | X |   |   |  |  |
| House meetings (9-12)                                           |   |   | X |  |  |
| Child Study (9-12)                                              |   |   | X |  |  |
| Individual student meetings to discuss course selections (9-11) | X |   |   |  |  |
| Parent communication regarding academic progress concerns       |   | X |   |  |  |
| <b>Career:</b>                                                  |   |   |   |  |  |
| Smart Futures: Job Application (9)                              | X |   |   |  |  |
| Smart Futures: Career Clusters and Pathways (10)                | X |   |   |  |  |
| Smart Futures: My School and College Survey (11)                | X |   |   |  |  |
| Student RAMS Periods- Resume Writing Workshops (12)             |   | X |   |  |  |
| RAMS Time RoundTable: College and Career Planning               | X |   |   |  |  |
| College Visits at PHS (9-12)                                    | X |   |   |  |  |

|                                                               |   |   |   |   |  |
|---------------------------------------------------------------|---|---|---|---|--|
| Military Visits at PHS (9-12)                                 | X |   |   |   |  |
| College Application/Transcript Processing (12)                |   | X |   |   |  |
| Letters of Recommendation (12)                                |   | X |   |   |  |
| Scholarship Application Processing (12)                       |   | X |   |   |  |
| <b>Social/Emotional:</b>                                      |   |   |   |   |  |
| NOVA upstanders                                               |   | X |   |   |  |
| Individual student meetings                                   | X |   |   |   |  |
| Peer mediation                                                |   | X |   |   |  |
| Parent collaboration meetings                                 |   | X |   |   |  |
| SAP referrals and support                                     |   | X |   |   |  |
| Safe2Say                                                      |   |   | X |   |  |
| Attendance Data                                               |   | X |   |   |  |
| Attend SAIP meetings                                          |   |   | X |   |  |
| Coordinate Lakeside Services                                  |   |   | X |   |  |
| Collaborate with community mental health providers            |   | X |   |   |  |
| Coordinate with IEP Emotional Support Case Managers and Staff |   |   | X |   |  |
| <b>April</b>                                                  |   |   |   |   |  |
| <b>Academic:</b>                                              |   |   |   |   |  |
| Dual Enrollment parent/student information meeting            | X |   |   |   |  |
| AP Testing Preparation (9-12)                                 |   |   |   | X |  |
| Individual student course selection meetings (9-11)           |   | X |   |   |  |
| House meetings                                                |   |   | X |   |  |
| Child Study (9-12)                                            |   |   | X |   |  |
| Parent communication regarding academic progress concerns     |   | X |   |   |  |
| Collaboration with teachers regarding student progress        | X |   |   |   |  |
| Student academic support referrals                            |   | X |   |   |  |
| IEP Meetings                                                  |   | X |   |   |  |
| <b>Career:</b>                                                |   |   |   |   |  |
| College Visits at PHS (9-12)                                  | X |   |   |   |  |
| Military Visits (9-12)                                        | X |   |   |   |  |
| College Application/Transcript Processing (12)                |   | X |   |   |  |
| Letters of Recommendation (12)                                |   | X |   |   |  |
| Scholarship Application Processing (12)                       |   | X |   |   |  |
| RAMS Time RoundTable: College and Career Planning             | X |   |   |   |  |
| <b>Social/Emotional:</b>                                      |   |   |   |   |  |
| NOVA upstanders                                               |   | X |   |   |  |

|                                                               |   |   |   |   |   |
|---------------------------------------------------------------|---|---|---|---|---|
| Individual student meetings                                   | X |   |   |   |   |
| Peer mediation                                                |   | X |   |   |   |
| Parent collaboration meetings                                 |   | X |   |   |   |
| SAP referrals and support                                     |   | X |   |   |   |
| Safe2Say                                                      |   |   | X |   |   |
| Attendance Data                                               |   | X |   |   |   |
| Attend SAIP meetings                                          |   |   | X |   |   |
| Coordinate Lakeside Services                                  |   |   | X |   |   |
| Collaborate with community mental health providers            |   | X |   |   |   |
| Coordinate with IEP Emotional Support Case Managers and Staff |   |   | X |   |   |
| <b>May</b>                                                    |   |   |   |   |   |
| <b>Academic:</b>                                              |   |   |   |   |   |
| Q3 academic review                                            | X |   |   |   |   |
| Dual Enrollment student meetings (9-11)                       | X |   |   |   |   |
| AP Testing (9-12)                                             |   | X |   |   |   |
| House meetings - weekly                                       |   |   | X |   |   |
| Scheduling Conflicts (9-11)                                   |   | X |   |   |   |
| Individual student course selection meetings (9-11)           |   | X |   |   |   |
| Keystone Testing (9-12)                                       |   |   |   |   | X |
| Senior Award Counselor/Administration meetings (9-12)         |   |   |   | X |   |
| Senior Awards (12)                                            |   | X |   |   |   |
| <b>Career:</b>                                                |   |   |   |   |   |
| Smart Futures: Preparation for Careers (9)                    | X |   |   |   |   |
| Smart Futures: Selecting Your Career Goal (10)                | X |   |   |   |   |
| Smart Futures: Job Interviews (11)                            | X |   |   |   |   |
| <b>Social/Emotional:</b>                                      |   |   |   |   |   |
| NOVA upstanders                                               |   | X |   |   |   |
| Individual student meetings                                   | X |   |   |   |   |
| Peer mediation                                                |   | X |   |   |   |
| Parent collaboration meetings                                 |   | X |   |   |   |
| SAP referrals and support                                     |   | X |   |   |   |
| Safe2Say                                                      |   |   | X |   |   |
| Attendance Data                                               |   | X |   |   |   |
| Attend SAIP meetings                                          |   |   | X |   |   |
| Coordinate Lakeside Services                                  |   |   | X |   |   |
| Collaborate with community mental health providers            |   | X |   |   |   |
| Coordinate with IEP Emotional Support Case Managers and Staff |   |   | X |   |   |

|                                                                |   |   |   |   |  |
|----------------------------------------------------------------|---|---|---|---|--|
| Senior Graduation (12)                                         | X |   |   |   |  |
| On-going individual counseling                                 |   |   | X |   |  |
| Attend SAIP meetings                                           |   | X |   |   |  |
| <b>June</b>                                                    |   |   |   |   |  |
| <b>Academic:</b>                                               |   |   |   |   |  |
| Scheduling Conflicts (9-11)                                    |   | X |   |   |  |
| Course scheduling conflicts (9-11)                             |   | X |   |   |  |
| Checking individual student credits and failing courses (9-12) | X |   |   |   |  |
| Graduation Ceremony Preparation (12)                           | X |   |   |   |  |
| Graduation Practice (12)                                       | X |   |   |   |  |
| Final Transcripts (12)                                         | X |   |   |   |  |
| <b>Career:</b>                                                 |   |   |   |   |  |
| Artifact collection review (9-12)                              |   |   |   |   |  |
| Individual Senior Surveys (12)                                 |   |   |   |   |  |
| <b>Social/Emotional:</b>                                       |   |   |   |   |  |
| Senior Graduation (12)                                         |   |   |   |   |  |
| On-going individual counseling                                 |   |   |   |   |  |
| <b>July</b>                                                    |   |   |   |   |  |
| <b>Academic:</b>                                               |   |   |   |   |  |
| New student enrollment and course selections (9-12)            |   |   |   | X |  |
| On-going preparation for the upcoming school year (9-12)       |   |   |   | X |  |
| Addressing any scheduling conflicts (9-12)                     |   |   |   | X |  |
| <b>Career:</b>                                                 |   |   |   |   |  |
| <b>Social/Emotional:</b>                                       |   |   |   |   |  |
| <b>August</b>                                                  |   |   |   |   |  |
| <b>Academic:</b>                                               |   |   |   |   |  |
| New student enrollment and course selection (9-12)             |   |   |   | X |  |
| On-going preparation for the upcoming school year (9-12)       |   |   |   | X |  |
| Addressing any scheduling conflicts (9-12)                     |   |   |   | X |  |
| <b>Career:</b>                                                 |   |   |   |   |  |
| College application packet mailed home to students             |   |   |   | X |  |
| <b>Social/Emotional:</b>                                       |   |   |   |   |  |
| Link Crew Student Orientation                                  | X |   |   |   |  |

| Ongoing Counselor Related Activities                                                                                   | Curriculum (Tier 1) | Responsive (Tier 2) | Individual Academic/ Career Counseling | System Support; Counselor Related | System Support: Non-Counselor Related |
|------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|----------------------------------------|-----------------------------------|---------------------------------------|
| <b>Academic:</b>                                                                                                       |                     |                     |                                        |                                   |                                       |
| New Student Enrollment                                                                                                 |                     |                     | X                                      |                                   |                                       |
| 504 Meetings                                                                                                           |                     | X                   |                                        |                                   |                                       |
| 504 reviewing and updating documents                                                                                   |                     |                     |                                        | X                                 |                                       |
| IEP Meetings                                                                                                           |                     | X                   |                                        |                                   |                                       |
| Check-ins with D&F list students                                                                                       |                     |                     | X                                      |                                   |                                       |
| Homebound                                                                                                              |                     |                     |                                        | X                                 |                                       |
| Schedule Changes                                                                                                       |                     |                     |                                        | X                                 |                                       |
| Transcript histories                                                                                                   |                     |                     |                                        | X                                 |                                       |
| Dual Enrollment                                                                                                        |                     |                     | X                                      |                                   |                                       |
| Team House Meetings                                                                                                    |                     |                     |                                        | X                                 |                                       |
| Cyber School- meetings, course selection, transcript history                                                           |                     |                     | X                                      |                                   |                                       |
| Classroom Coverage                                                                                                     |                     |                     |                                        |                                   | X                                     |
| Scholarships (12)                                                                                                      |                     |                     |                                        | X                                 |                                       |
| RAMS Breakfast (9-12)                                                                                                  |                     | X                   |                                        |                                   |                                       |
| Twilight (12)                                                                                                          |                     |                     |                                        | X                                 |                                       |
| Keystone Recovery Credits                                                                                              |                     |                     |                                        | X                                 |                                       |
| NCAA Review and updates with students                                                                                  |                     |                     | X                                      |                                   |                                       |
| Arranging homework for absent students                                                                                 |                     |                     |                                        | X                                 |                                       |
| Individual parent and/or student academic planning meetings                                                            |                     | X                   | X                                      |                                   |                                       |
| <b>Career:</b>                                                                                                         |                     |                     |                                        |                                   |                                       |
| Student Career Days (9-11)                                                                                             | X                   |                     |                                        |                                   |                                       |
| Developing college and career curriculum (9-12)                                                                        |                     |                     |                                        | X                                 |                                       |
| College Applications- meeting deadlines, communicating with admissions representatives, completing necessary documents |                     |                     |                                        | X                                 |                                       |
| Career internship program                                                                                              |                     |                     |                                        | X                                 |                                       |
| Military visits (9-12)                                                                                                 |                     | X                   |                                        |                                   |                                       |
| College Visits (912)                                                                                                   |                     | X                   |                                        |                                   |                                       |
| Individual parent and/or student college/career planning meetings                                                      |                     | X                   | X                                      |                                   |                                       |
| <b>Social/Emotional:</b>                                                                                               |                     |                     |                                        |                                   |                                       |
| Small group conflict mediation and peer issues                                                                         |                     | X                   |                                        |                                   |                                       |
| Individual and small group incident reports and bullying concerns                                                      |                     | X                   | X                                      |                                   |                                       |

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

## Curriculum Action Plan

### Kindergarten Curriculum Action Plan

| Lesson or Program Content           | ASCA Domain or CEW Standard | Curriculum & Materials | Start & End Dates | # of Students Taught | Location  | Stakeholder Teaching Standard | Contact Person                                                                                                                                   |
|-------------------------------------|-----------------------------|------------------------|-------------------|----------------------|-----------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional identification/regulation | B-SMS1                      | Counselor created      | Aug-June          |                      | Classroom | School Counselor              | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Coping skills                       | B-SMS7                      | Counselor created      | Aug-June          |                      | Classroom | School Counselor              | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Social Thinking                     | B-SS2<br>B-SS4              | Counselor created      | Aug-June          |                      | Classroom | School Counselor              | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Self-control                        | B-SS2                       | Counselor created      | Aug-June          |                      | Classroom | School Counselor              | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |

### Grade 1 Curriculum Action Plan

| Lesson or Program Content           | ASCA Domain or CEW Standard | Curriculum & Materials | Start & End Dates | # of Students Taught | Location  | Stakeholder Teaching Standard | Contact Person                                                                                                                                   |
|-------------------------------------|-----------------------------|------------------------|-------------------|----------------------|-----------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional Identification/Regulation | B-SMS1                      | Counselor created      | Aug-June          |                      | Classroom | School Counselor              | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Friendship                          | B-SS2                       | Counselor created      | Aug-June          |                      | Classroom | School Counselor              | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |

|                                |                |                   |          |  |           |                  |                                                                                                                                                  |
|--------------------------------|----------------|-------------------|----------|--|-----------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Coping Skills                  | B-SMS7         | Counselor created | Aug-June |  | Classroom | School Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Social Thinking                | B-SS4          | Counselor created | Aug-June |  | Classroom | School Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Self-Control                   | B-SMS2         | Counselor created | Aug-June |  | Classroom | School Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Decision Making/Responsibility | B-SS8<br>B-LS1 | Counselor created | Aug-June |  | Classroom | School Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |

## Grade 2 Curriculum Action Plan

| Lesson or Program Content           | ASCA Domain or CEW Standard | Curriculum & Materials | Start & End Dates | # of Students Affected | Location  | Stakeholder Teaching Standard | Contact Person                                                                                                                                   |
|-------------------------------------|-----------------------------|------------------------|-------------------|------------------------|-----------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional identification/regulation | B-SMS1                      | Counselor created      | Aug-June          |                        | Classroom | School Counselor              | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Conflict Resolution                 | B-SS2                       | Counselor created      | Aug-June          |                        | Classroom | School Counselor              | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Self-Awareness                      | B-SMS6                      | Counselor created      | Aug-June          |                        | Classroom | School Counselor              | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Self-Control                        | B-SMS2                      | Counselor created      | Aug-June          |                        | Classroom | School Counselor              | Mrs. Casazza (S)<br>Ms. Menhardt (B)                                                                                                             |

|                                |                  |                   |          |  |           |                  |                                                                                                                                                  |
|--------------------------------|------------------|-------------------|----------|--|-----------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|                                |                  |                   |          |  |           |                  | Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D)                                         |
| Social Thinking                | B-SS4            | Counselor created | Aug-June |  | Classroom | School Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Growth Mindset                 | B-LS4            | Counselor created | Aug-June |  | Classroom | School Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Problem Solving                | B-SMS6<br>B-SMS7 | Counselor created | Aug-June |  | Classroom | School Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Decision Making/Responsibility | B-SS8<br>B-LS1   | Counselor created | Aug-June |  | Classroom | School Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |

### Grade 3 Curriculum Action Plan

| Lesson or Program Content           | ASCA Domain or CEW Standard          | Curriculum & Materials | Start & End Dates | # of Students Affected | Location  | Stakeholder Teaching Standard | Contact Person                                                                                                                                   |
|-------------------------------------|--------------------------------------|------------------------|-------------------|------------------------|-----------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Career Exploration                  | 13.1<br>13.3<br>13.2<br>13.3<br>13.4 | Smart Futures          | Aug-June          |                        | Classroom | School Counselor              | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Conflict Resolution/Problem Solving | B-SS2                                | Counselor created      | Aug-June          |                        | Classroom | School Counselor              | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Emotional Identification/Regulation | B-SMS2                               | Counselor created      | Aug-June          |                        | Classroom | School Counselor              | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger (WR)<br>Mrs. Whaley (G)                                                               |

|                                |        |                      |              |  |           |                     |                                                                                                                                                     |
|--------------------------------|--------|----------------------|--------------|--|-----------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|                                |        |                      |              |  |           |                     | Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D)                                                                                          |
| Self-Control                   | B-SMS2 | Counselor<br>created | Aug-<br>June |  | Classroom | School<br>Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Empathy                        | B-SS4  | Counselor<br>created | Aug-<br>June |  | Classroom | School<br>Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Growth<br>Mindset/Perseverance | B-SMS5 | Counselor<br>created | Aug-<br>June |  | Classroom | School<br>Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |

## Grade 4 Curriculum Action Plan

| Lesson or Program<br>Content              | ASCA<br>Domain<br>or CEW<br>Standard | Curriculum &<br>Materials | Start<br>& End<br>Dates | # of<br>Students<br>Affected | Location  | Stakeholder<br>Teaching<br>Standard | Contact<br>Person                                                                                                                                   |
|-------------------------------------------|--------------------------------------|---------------------------|-------------------------|------------------------------|-----------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Career Exploration                        | 13.1<br>13.3<br>13.2<br>13.3         | Smart Futures             | Aug-<br>June            |                              | Classroom | School<br>Counselor                 | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Conflict<br>Resolution/Problem<br>Solving | B-SS2                                | Counselor<br>created      | Aug-<br>June            |                              | Classroom | School<br>Counselor                 | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Emotional<br>Identification/Regulation    | B-SMS2                               | Counselor<br>created      | Aug-<br>June            |                              | Classroom | School<br>Counselor                 | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Self-Control                              | B-SMS2                               | Counselor<br>created      | Aug-<br>June            |                              | Classroom | School<br>Counselor                 | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)                                          |

|                                     |        |                      |              |  |           |                     |                                                                                                                                                     |
|-------------------------------------|--------|----------------------|--------------|--|-----------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     |        |                      |              |  |           |                     | Mrs. Sheldon (Gu)<br>Mrs. Triglia (D)                                                                                                               |
| Empathy                             | B-SS4  | Counselor<br>created | Aug-<br>June |  | Classroom | School<br>Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Growth<br>Mindset/Perseverance      | B-SMS5 | Counselor<br>created | Aug-<br>June |  | Classroom | School<br>Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Heathy<br>Friendships/Relationships | B-SS2  | Counselor<br>created | Aug-<br>June |  | Classroom | School<br>Counselor | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |

## Grade 5 Curriculum Action Plan

| Lesson or Program<br>Content         | ASCA<br>Domain<br>or CEW<br>Standard | Curriculum &<br>Materials | Start<br>& End<br>Dates | # of<br>Students<br>Affected | Location  | Stakeholder<br>Teaching<br>Standard | Contact<br>Person                                                                                                                                   |
|--------------------------------------|--------------------------------------|---------------------------|-------------------------|------------------------------|-----------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Career Exploration                   | 13.4<br>13.1                         | Smart Futures             | Aug-<br>June            |                              | Classroom | School<br>Counselor                 | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Stress Management                    | B-SMS7                               | Counselor<br>created      | Aug-<br>June            |                              | Classroom | School<br>Counselor                 | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Self-Esteem                          | B-SMS1                               | Counselor<br>created      | Aug-<br>June            |                              | Classroom | School<br>Counselor                 | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)<br>Mrs. Triglia (D) |
| Healthy<br>Friendships/Relationships | B-SS9<br>B-SS4                       | Counselor<br>created      | Aug-<br>June            |                              | Classroom | School<br>Counselor                 | Mrs. Casazza (S)<br>Ms. Menhardt (B)<br>Mrs. Shellenberger<br>(WR)<br>Mrs. Whaley (G)<br>Ms. Kunakorn (Se)<br>Mrs. Sheldon (Gu)                     |

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|  |  |  |  |  |  |  | Mrs. Triglia (D) |
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## Grade 6 Curriculum Action Plan

| Lesson or Program Content                  | ASCA Domain or CEW Standard                                                  | Curriculum & Materials          | Start & End Dates | # of Students Affected | Location                       | Stakeholder Teaching Standard        | Contact Person                                                          |
|--------------------------------------------|------------------------------------------------------------------------------|---------------------------------|-------------------|------------------------|--------------------------------|--------------------------------------|-------------------------------------------------------------------------|
| Intro to School Counselor and SmartFutures | A: A2.3<br>C: A1.3                                                           | Counselor created, SmartFutures | September         | 487                    | Classroom                      | School Counselor                     | Ms. Marchese, Ms. Russo, Mr. Toomey, Mr. DeFlavis, Mr. Pizzico Ms. Hall |
| Intro to SAP Program                       | PS: B1.8<br>PS:C1.5<br>PS:C1.6<br>PS:C1.8<br>PS:C1.9<br>PS:C1.10<br>PS:C1.11 | Teacher Created                 | October           | 487                    | Classroom                      | Teachers                             | Teachers                                                                |
| Career Clusters and Pathways               | 13.1.8 (F)                                                                   | SmartFutures                    | October           | 487                    | Classroom                      | School Counselor                     | Ms. Marchese, Ms. Russo, Mr. Toomey, Mr. DeFlavis, Mr. Pizzico Ms. Hall |
| Explore Your CTC                           | 13.1.8 (D)<br>13.1.8 (F)                                                     | SmartFutures                    | May               | 487                    | Classroom                      | School Counselor                     | Ms. Marchese, Ms. Russo, Mr. Toomey, Mr. DeFlavis, Mr. Pizzico Ms. Hall |
| Technical School Tour                      | 13.1.8.D<br>13.1.8.F                                                         | Buses                           | May               | 487                    | Upper Bucks Tech School        | School Counselor                     | Ms. Marchese, Ms. Russo, Mr. Toomey, Mr. DeFlavis, Mr. Pizzico Ms. Hall |
| Learning Styles                            | 13.3.8 (A)                                                                   | SmartFutures                    | December          | 487                    | Classroom                      | Teachers                             | 6 <sup>th</sup> Grade Core Teachers                                     |
| Course Selection                           | C: A1.3                                                                      | Counselor/Secretary created     | April             | 487                    | Auditorium/cafeteria/classroom | School Counselor, principal, teacher | Ms. Marchese, Ms. Russo, Mr. Toomey, Mr. DeFlavis, Mr. Pizzico Ms. Hall |
| 5 <sup>th</sup> Grade Orientation          | C: A1.3<br>C: A1.10<br>A: B2.5<br>A: C1.1                                    | Counselor                       | May               | TBD                    | Auditorium                     | School Counselor                     | School Counselor/IS T/ Principals                                       |

## Grade 7 Curriculum Action Plan

| Lesson or Program Content                            | ASCA Domain or CEW Standard                                                      | Curriculum & Materials                                  | Start & End Dates | # of Students Affected | Location   | Stakeholder Teaching Standard                 | Contact Person                                                                                    |
|------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------|-------------------|------------------------|------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------|
| SAP Intro                                            | PS: B1.8<br>PS:C1.5<br>PS:C1.6<br>PS:C1.8<br>PS:C1.9<br>PS:C1.10<br>PS:C1.11     | Teacher created                                         | October           | 433                    | Classroom  | Teachers/counselors                           | Teachers<br>Ms. Marchese,<br>Ms. Russo,<br>Mr. Toomey<br>Mr. DeFlavis,<br>Mr. Pizzico<br>Ms. Hall |
| NOVA Presentation                                    | PS: A1.1<br>PS: A1.5<br>PS: A1.6<br>PS: A1.8<br>PS: A2.1<br>PS: AS.2<br>PS: AS.3 | NOVA                                                    | November          | 433                    | Auditorium | Principal                                     | Dr. Collice<br>Mr. Renner<br>Mr. Hughes<br>Mrs. Hoopes                                            |
| My Interest Survey                                   | 13.1.8 (B)                                                                       | SmartFutures                                            | November          | 433                    | Classroom  | School Counselor                              | Ms. Marchese,<br>Ms. Russo,<br>Mr. Toomey<br>Mr. DeFlavis,<br>Mr. Pizzico<br>Ms. Hall             |
| My Work Values                                       | 13.1.8 (B)                                                                       | SmartFutures                                            | February          | 473                    | Classroom  | School Counselor                              | Ms. Marchese,<br>Ms. Russo,<br>Mr. Toomey,<br>Mr. DeFlavis,<br>Mr. Pizzico<br>Ms. Hall            |
| World Language/Reading Presentation/Course Selection | A: B2.2<br>A: B2.6                                                               | Foreign Language Teacher created, and Counselor created | April             | 433                    | Auditorium | Foreign Language Teacher and School Counselor | Ms. Marchese,<br>Ms. Russo,<br>Mr. Toomey,<br>Mr. DeFlavis,<br>Mr. Pizzico<br>Ms. Hall            |
| Budgeting                                            | C. 13.2 (E)<br>C. 13.3. (C)                                                      | SmartFutures                                            | Quarterly         | 433                    | Classroom  | FCS Teacher                                   | Ms. Sine,<br>Ms. Steward,<br>Ms. Auchenbach,<br>Ms. Morgan                                        |

## Grade 8 Curriculum Action Plan

| Lesson or Program Content | ASCA Domain or CEW Standard                                               | Curriculum & Materials                                            | Start & End Dates | # of Students Affected | Location   | Stakeholder Teaching Standard | Contact Person                                                                         |
|---------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------|------------------------|------------|-------------------------------|----------------------------------------------------------------------------------------|
| Tech School Assembly      | C: A1.2<br>C: A1.8<br>C: A1.9<br>C: A2.2<br>C: B1.1<br>C: B1.2<br>C: B1.4 | Tech School Presenters, Projector and Microphone<br>Choice Survey | October           | 473                    | Auditorium | School Counselor              | Ms. Marchese,<br>Ms. Russo,<br>Mr. Toomey,<br>Mr. DeFlavis,<br>Mr. Pizzico<br>Ms. Hall |
| Tech School Tour          | 13.1.8.D<br>13.1.8.F                                                      | Busses                                                            | October           | TBD                    | UBCTS      | School Counselor              | Ms. Marchese,<br>Ms. Russo,<br>Mr. Toomey,<br>Mr. DeFlavis,<br>Mr. Pizzico<br>Ms. Hall |
| SAP Intro                 | PS: B1.8<br>PS:C1.5                                                       | Teacher created                                                   | October           | 473                    | Classroom  | Teachers/Counselors           | Teachers<br>Ms. Marchese,                                                              |

|                                                   |                                                                           |                                                                                            |                                     |     |            |                                           |                                                                                                                      |
|---------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------|-----|------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
|                                                   | PS:C1.6<br>PS:C1.8<br>PS:C1.9<br>PS:C1.10<br>PS:C1.11                     |                                                                                            |                                     |     |            |                                           | Ms. Russo,<br>Mr. Toomey,<br>Mr. DeFlavis,<br>Mr. Pizzico<br>Ms. Hall                                                |
| Knowledge Skills<br>Ability Survey                | 13.1.8 (A)                                                                | SmartFutures                                                                               | December                            | 473 | Classroom  | School Counselor                          | Ms. Marchese,<br>Ms. Russo,<br>Mr. Toomey,<br>Mr. DeFlavis,<br>Mr. Pizzico<br>Ms. Hall                               |
| High School<br>Course Selection<br>Assembly       | C: A1.2<br>C: A1.8<br>C: A1.9<br>C: A2.2<br>C: B1.1<br>C: B1.2<br>C: B1.4 | High School<br>Presenters,<br>Projector and<br>Microphone,<br>Course Request<br>Worksheets | February                            | 473 | Auditorium | School Counselor                          | Ms. Marchese,<br>Ms. Russo,<br>Mr. Toomey,<br>Mr. DeFlavis,<br>Mr. Pizzico<br>Ms. Hall                               |
| Learning from<br>Entrepreneurs                    | 13.4.8 (A, B)                                                             | SmartFutures                                                                               | November                            | 473 | Classroom  | School Counselor                          | Ms. Marchese,<br>Ms. Russo,<br>Mr. Toomey,<br>Mr. DeFlavis,<br>Mr. Pizzico<br>Ms. Hall<br>STEM Teachers              |
| PowerSchool<br>Course Requests<br>Entry           | C: A1.2<br>C: A1.8<br>C: A1.9<br>C: A2.2<br>C: B1.1<br>C: B1.2<br>C: B1.4 | PowerSchool<br>and Computers                                                               | February                            | 473 | Classroom  | School Counselor                          | Ms. Marchese,<br>Ms. Russo,<br>Mr. Toomey,<br>Mr. DeFlavis,<br>Mr. Pizzico<br>Ms. Hall                               |
| Individual Course<br>Selection<br>Meetings for HS | C: A1.2<br>C: A1.8<br>C: A1.9<br>C: A2.2<br>C: B1.1<br>C: B1.2<br>C: B1.4 | Counselor<br>created                                                                       | February                            | 473 | Classroom  | School Counselor                          | Ms. Marchese,<br>Ms. Russo,<br>Mr. Toomey,<br>Mr. DeFlavis,<br>Mr. Pizzico<br>Ms. Hall                               |
| Career Plan<br>Completion                         | C: A1.1<br>C: A1.3<br>C: A1.7<br>C: B1.3<br>C: B2.2<br>C: B2.5<br>C:C1.3  | Smart<br>Futures                                                                           | June                                | 473 | Classroom  | School Counselor                          | Ms. Marchese,<br>Ms. Russo,<br>Mr. Toomey,<br>Mr. DeFlavis,<br>Mr. Pizzico<br>Ms. Hall                               |
| Conflict<br>Resolution                            | C13.2<br>C13.3                                                            | Smart Futures                                                                              | Dependent<br>on Student<br>Schedule | 473 | Classroom  | Wellness<br>Teachers<br>IEP Case Managers | Mr. Bech<br>Ms. Mack<br>Ms. Schmidt<br>Mr. Hickey<br>Mrs. Loughery<br>Mrs. Griffin<br>Mr. Valimont<br>Mrs. Ventresca |

## Grade 9 Curriculum Action Plan

| Lesson or<br>Program<br>Content                          | ASCA<br>Domain or<br>CEW<br>Standard | Curriculum<br>& Materials | Start &<br>End<br>Dates | # of<br>Students<br>Affected   | Location                               | Stakeholder<br>Teaching<br>Standard | Contact<br>Person                                                               |
|----------------------------------------------------------|--------------------------------------|---------------------------|-------------------------|--------------------------------|----------------------------------------|-------------------------------------|---------------------------------------------------------------------------------|
| SmartFutures-<br>New Thinking<br>about Career<br>Success | 13.1.11(F, H)<br>13.4.11(A)          | Smart Futures<br>Lessons  | October                 | 9 <sup>th</sup> grade<br>class | Classroom /<br>RAMS Time<br>Career Day | School Counselor                    | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert |

|                                               |                              |                          |          |                                |                                        |                  |                                                                                                                                    |
|-----------------------------------------------|------------------------------|--------------------------|----------|--------------------------------|----------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------|
|                                               |                              |                          |          |                                |                                        |                  | Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan                                                                                    |
| Smart Futures-<br>My Personality<br>Type      | 13.1.11(A, B)<br>13.2.11 (A) | Smart Futures<br>Lessons | December | 9 <sup>th</sup> grade<br>class | Classroom /<br>RAMS Time<br>Career Day | School Counselor | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |
| Smart Futures-<br>Job Applications            | 13.2.11A                     | Smart Futures<br>Lessons | March    | 9 <sup>th</sup> grade<br>class | Classroom /<br>RAMS Time<br>Career Day | School Counselor | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |
| Smart Futures –<br>Preparation for<br>Careers | 13.1.11(f)                   | Smart Futures<br>Lessons | May      | 9 <sup>th</sup> grade<br>class | Classroom /<br>RAMS Time<br>Career Day | School Counselor | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |

## Grade 10 Curriculum Action Plan

| Lesson or<br>Program<br>Content                   | ASCA<br>Domain or<br>CEW<br>Standard | Curriculum<br>& Materials | Start &<br>End<br>Dates | # of<br>Students<br>Affected    | Location                               | Stakeholder<br>Teaching<br>Standard | Contact<br>Person                                                                                                                  |
|---------------------------------------------------|--------------------------------------|---------------------------|-------------------------|---------------------------------|----------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Smart Futures-<br>Abilities and<br>Aptitudes      | 13.1.11(A)                           | Smart Futures<br>Lessons  | October                 | 10 <sup>th</sup> grade<br>class | Classroom /<br>RAMS Time<br>Career Day | School Counselor                    | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |
| Smart Futures-<br>Personal<br>Interests           | 13.1.11(B)                           | Smart Futures<br>Lessons  | December                | 10 <sup>th</sup> grade<br>class | Classroom /<br>RAMS Time<br>Career Day | School Counselor                    | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |
| Smart Futures-<br>Career Clusters<br>and Pathways | 13.1.11(E, G)                        | Smart Futures<br>Lessons  | March                   | 10 <sup>th</sup> grade<br>class | Classroom /<br>RAMS Time<br>Career Day | School Counselor                    | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |
| Smart Futures –<br>Selecting Your<br>Career Goal  | 13.1.11.(E)<br>13.2.11(B)            | Smart Futures<br>Lessons  | May                     | 10 <sup>th</sup> grade<br>class | Classroom /<br>RAMS Time<br>Career Day | School Counselor                    | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert                                                    |

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|  |  |  |  |  |  |  | Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |
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## Grade 11 Curriculum Action Plan

| Lesson or Program Content                   | ASCA Domain or CEW Standard | Curriculum & Materials | Start & End Dates | # of Students Affected       | Location                         | Stakeholder Teaching Standard | Contact Person                                                                                                                     |
|---------------------------------------------|-----------------------------|------------------------|-------------------|------------------------------|----------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Smart Futures-Selecting your Career Goal    | 13.1.11(E)<br>13.2.11(B)    | Smart Futures Lessons  | October           | 11 <sup>th</sup> grade class | Classroom / RAMS Time Career Day | School Counselor              | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |
| Smart Futures: My Programs and Majors       | 13.1.11(F)                  | Smart Futures Lessons  | December          | 11 <sup>th</sup> grade class | Classroom / RAMS Time Career Day | School Counselor              | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |
| Smart Futures: My School and College Survey | 13.1.11(F)                  | Smart Futures Lessons  | March             | 11 <sup>th</sup> grade class | Classroom / RAMS Time Career Day | School Counselor              | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |
| Smart Futures: Job Interview                | 13.2.11 (A, B)              | Smart Futures Lessons  | May               | 11 <sup>th</sup> grade class | Classroom / RAMS Time Career Day | School Counselor              | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |

## Grade 12 Curriculum Action Plan

| Lesson or Program Content               | ASCA Domain or CEW Standard | Curriculum & Materials             | Start & End Dates | # of Students Affected | Location   | Stakeholder Teaching Standard | Contact Person                                                                                                                     |
|-----------------------------------------|-----------------------------|------------------------------------|-------------------|------------------------|------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| College and Career Fair                 | 13.1<br>13.2                | College and Career Representatives | October           | 11-12 Grade            | Gymnasium  | School Counselor              | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |
| College Selections and Admissions Night | 13.1                        | College and Career Representatives | October           | 9-12                   | Auditorium | School Counselor              | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen                                                                     |

|                     |                       |                           |         |       |            |                  |                                                                                                                                    |
|---------------------|-----------------------|---------------------------|---------|-------|------------|------------------|------------------------------------------------------------------------------------------------------------------------------------|
|                     |                       |                           |         |       |            |                  | Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan                                                                   |
| Career Expo         | 13.1 (D, E,) 13.2 (B) | Local Career Stakeholders | April   | 11-12 | Gymnasium  | School Counselor | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |
| Financial Aid Night | 13.4 13.3             | FAFSA Rep                 | October | 9-12  | Auditorium | School Counselor | Mrs. Plawa<br>Mrs. Pennebacker<br>Mrs. Moffett<br>Mr. Henrysen<br>Mrs. Cuthbert<br>Mr. Behrens<br>Mrs. D'Angelo<br>Mrs. O'Sullivan |

## Annual Program Goals

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

Level: Elementary

| Smart Format                                                                                       | Academic                                                                                                                                                                                                                                                  | Career                                                                                                                                        | Social/Emotional                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Specific:</b> What is the specific issue based on your school's data?                           | At the end of each academic year, 100% of elementary students in grades K–5 will participate in at least four developmental guidance lessons designed by the school counselor that explicitly align with ASCA's academic mindset and behavioral standards | By the end of their 5 <sup>th</sup> grade year, 100% of students will complete a minimum of 6 career artifacts on the Smart Futures platform. | All students in grades K-5 will have access to the knowledge, attitudes, and interpersonal skills to support an understanding and respect for self and others. This includes but is not limited to classroom lessons, school-wide positive behavior support programs, small groups, and individual sessions with the school counselor. |
| <b>Measurable:</b> How will we measure the effectiveness of our interventions?                     | Counselor lesson logs and student participation records.                                                                                                                                                                                                  | Measured by activity completion in Smart Futures                                                                                              | Counselor lesson logs and student participation records.                                                                                                                                                                                                                                                                               |
| <b>Attainable:</b> What outcomes would stretch us but is still attainable                          | 100% of elementary students in grades K–5 will participate in at least four developmental guidance lessons                                                                                                                                                | 100% of 5 <sup>th</sup> grade students                                                                                                        | 100% of students in K-5 will have access to the knowledge, attitudes, and interpersonal skills to support an understanding and respect for self and others                                                                                                                                                                             |
| <b>Results:</b> Is the goal reported in results-oriented data (process, perceptions, and outcome?) | The results will be documented in guidance logs.                                                                                                                                                                                                          | The results will be documented in SmartFutures.                                                                                               | The results will be documented in guidance logs.                                                                                                                                                                                                                                                                                       |
| <b>Timeline:</b> When will our goal be accomplished?                                               | At the end of each academic year.                                                                                                                                                                                                                         | At the end of the 5 <sup>th</sup> grade academic year                                                                                         | At the end of each academic year                                                                                                                                                                                                                                                                                                       |

Level: Middle

| Smart Format                                                                                       | Academic                                                                                                                                                                                                                                        | Career                                                                     | Social/Emotional                                                           |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Specific:</b> What is the specific issue based on your school's data?                           | 8th grade students will create a career plan.                                                                                                                                                                                                   | 6th grade students will complete the Smart Futures exploring CTC activity. | 7th grade students will identify their personal Holland Code.              |
| <b>Measurable:</b> How will we measure the effectiveness of our interventions?                     | Measured by a completed career plan.                                                                                                                                                                                                            | Measured by completed CTC activity reflection.                             | Measured by completed Holland Code Reflection.                             |
| <b>Attainable:</b> What outcome would stretch us but is still attainable?                          | 100% of 8th grade students with 90% + attendance rate completion of career plan for school year of 25-26.<br>Of the students below 90% attendance rate those students will complete at least 2 state career artifacts for school year of 25-26. | 95% of 6th grade students.                                                 | 95% of the 7th grade students.                                             |
| <b>Results:</b> Is the goal reported in results-oriented data (process, perceptions, and outcome?) | The results will be documented by SmartFutures Career Plan and SmartFutures Progress Monitoring Report.                                                                                                                                         | The results will be documented by SmartFutures Progress Monitoring Report. | The results will be documented by SmartFutures Progress Monitoring Report. |
| <b>Timeline:</b> When will our goal be accomplished?                                               | At the end of the 8th grade academic year.                                                                                                                                                                                                      | At the end of the 6th grade academic year.                                 | At the end of the 3rd Marking Period.                                      |

Level: High

| Smart Format                                                                                      | Academic                                                                                                                                                                                                                                                                                 | Career                                                                                                 | Social/Emotional                                                                  |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Specific:</b> What is the specific issue based on your schools' data?                          | Students in grades 9-11 will meet individually with their counselor to discuss course selection and academic planning for the upcoming school year.                                                                                                                                      | 10 <sup>th</sup> grade students will complete "Career Clusters and Pathways" activity in SmartFutures. | 9th grade students will complete the "My Personal Type" activity in SmartFutures. |
| <b>Measurable:</b> How will we measure the effectiveness of our interventions?                    | Measured by course selection requests In PowerSchool                                                                                                                                                                                                                                     | Measured by activity completion in Smart Futures                                                       | Measured by activity completion in Smart Futures                                  |
| <b>Attainable:</b> What outcome would stretch us but is still attainable?                         | 100% of students in grades 9-11 with 90% + attendance rate will have individual meetings with their counselors to discuss course selection.<br><br>Of the students below 90% attendance rate counselors will review course selection and meet with students who have no course requests. | 80% of 10 <sup>th</sup> grade students                                                                 | 80% of 9 <sup>th</sup> grade students                                             |
| <b>Results:</b> Is the goal reported in results-oriented data (process, perception, and outcome?) | The results will be documented in SmartFutures                                                                                                                                                                                                                                           | The results will be documented in SmartFutures                                                         | The results will be documented in SmartFutures                                    |
| <b>Timeline:</b> When will our goal be accomplished?                                              | At the end of the 11 <sup>th</sup> grade academic year                                                                                                                                                                                                                                   | At the end of the 10 <sup>th</sup> grade academic year                                                 | At the end of the 9 <sup>th</sup> grade academic year                             |

# Stakeholder Engagement Items of the Plan

## Stakeholder Engagement

### **Stakeholder: Educator**

By creating a comprehensive K-12 career readiness program, educators will benefit by expanding their knowledge base to help prepare students for future career demands and trends. Teachers will be educated on career standards and methods of delivery; this will be done through collaboration with the school counseling department, and curriculum supervisors. This partnership will lead to awareness of career options available to students and staff and will guide future instruction. Educators will contribute to the program by connecting their curriculum to various aspects of career standards, which can enhance their programs by making them meaningful and linked to a tangible future for their students. Educators will be in the position to facilitate personal and educational growth in unique and significant ways for all students.

### **Stakeholder: Parents**

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

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

### **Stakeholder: Business & Community**

A key component of a prosperous community is a rigorous educational system. Businesses have an invested interest in schools bringing forth students ready to meet the ever-changing demands of the 21<sup>st</sup> century workplace. To ensure that students graduate with the knowledge needed to enter the world of work, community businesses connect with schools to offer students hands on experiences. A comprehensive K-12 career readiness program will allow for the success of the community's businesses to open their doors to students, creating a healthy relationship between the two. The business community will significantly contribute to the K-12 career readiness program by providing real work experiences for high school students. Through participation in career fairs, job shadow experiences, and internship opportunities, the business community will provide essential tools students need to assist them in targeting and fine-tuning their interests, applying their post-secondary planning skills sets, exploring their career options, and practicing on-the-job training.

### **Stakeholder: Postsecondary**

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

also help expand our students' knowledge base of post-secondary options through participation in high school visits, and college fair attendance.

## School Guidance Program Advisory Council

Advisory Council:

| <b>Name</b>         | <b>Role</b>                           | <b>April 8, 2025 Meeting</b> | <b>May 14, 2025 Meeting</b> | <b>September 25, 2025 Meeting</b> |
|---------------------|---------------------------------------|------------------------------|-----------------------------|-----------------------------------|
| Carolyn Sciarrino   | Board Member                          | X                            |                             |                                   |
| Chris Dyer          | Career Pathways Coordinator           | X                            | X                           | X                                 |
| Matt Smith          | Elem. Principal                       |                              |                             |                                   |
| Patty Smallacombe   | Bucks County Community College        |                              |                             |                                   |
| Andrew Stead        | Parent                                | X                            |                             |                                   |
| Chris Kaufman       | Board Member                          | X                            | X                           |                                   |
| Deana McCann        | HS Special Ed Supervisor              | X                            |                             | X                                 |
| Karen Freeh         | Student Services Coordinator at UBCTS |                              | X                           | X                                 |
| Nickie Marchese     | MS School Counselor                   | X                            | X                           | X                                 |
| Tim Keddle          | HS Principal                          | X                            |                             | X                                 |
| Bradley Merkl-Gump  | Board Member                          | X                            |                             |                                   |
| Cassandra Casazza   | Elem School Counselor                 | X                            |                             | X                                 |
| Dr. Yolonda Udvardy | Bucks County Community College        |                              |                             |                                   |
| Kim Luu-Nguyen      | Parent                                |                              | X                           | X                                 |
| Travis Haggerty     | Student                               | X                            |                             | X                                 |
| Ashley Plawa        | HS School Counselor                   | X                            | X                           | X                                 |
| Dana Kutt           | Parent                                | X                            |                             |                                   |
| Danielle Green      | Parent                                | X                            | X                           |                                   |
| Gavin Kling         | Student                               | X                            | X                           |                                   |
| Ron Wurz            | Board Member                          |                              |                             |                                   |
| Jen Pennebacker     | HS School Counselor                   | X                            | X                           | X                                 |
| Laurie Shapiro      | Parent                                | X                            | X                           | X                                 |
| Leah Rash           | Board Member                          |                              |                             | X                                 |
| Mia Scocozzo        | NAMI                                  |                              | X                           |                                   |

|                    |                              |   |   |   |
|--------------------|------------------------------|---|---|---|
| Victoria Triglia   | Elem School Counselor        | X | X |   |
| Melissa Perrine    | Bucks IU                     | X | X |   |
| Nick Emeigh        | NAMI                         | X |   |   |
| Soulayman Abdi     | Student                      | X |   | X |
| Sydney Hall        | MS School Counselor          | X | X | X |
| Dr. Tara Collice   | MS Principal                 | X | X |   |
| Matt DeFlavis      | MS School Counselor          | X | X | X |
| John Altmire       | Teacher                      | X | X | X |
| Ryan Schweiger     | St. Luke's Penn Foundation   | X |   |   |
| Dr. Angelo Berrios | Superintendent               | X |   |   |
| Dr. Brad Palmer    | Assistant Superintendent     |   |   | X |
| Dr. Rachel Holler  | Bucks IU                     | X | X | X |
| Ernest Johnson     | Director of Student Services | X | X |   |
| Heather Ladd       | Parent                       |   |   |   |
| Jordan Blomgren    | Board Member                 |   |   |   |
| Arianna Porter     | Student                      | X | X |   |
| Valerie Trumbower  | Parent                       |   | X |   |
| Danae Whaley       | Elem School Counselor        |   |   | X |

Meeting Minutes April 8, 2025:

- Introductions
- Dr. Rachel Holler – explained why we are here and mission of Advisory Council
- Nickie Marchese and Eric Toomey – presented on K-12 Pennridge Plans of the past.
- Groups reviewed the mission statement.

Meeting Minutes May 14, 2025:

- Introductions
- K-12 deadline March 31, 2026
- Feedback on the mission statement
- Reviewed the suggested revisions from the last meeting.
- Committee feedback:
- Global statement or should it be more individualized for each level
- Social-emotional development vs mental health and wellness - social-emotional is 1 of the ASCA domains
- Grammer - mental health and wellness didn't like the flow
- Liked the change of mental health and wellness.

- Social-emotional aligns with ASCA
- Social-emotional younger ages vs mental health and wellness is more for upper grades too keep both terms
- Started to look at program goals for feedback
- Keep/Tweak/Add- reviewed feedback but know that a lot of these goals are old and dated.

#### Meeting Minutes September 25, 2025:

- Welcome
- Connection Activity
- Updated goals shared - Counselors presented Elem, MS, and HS.
- Warm and Cool Feedback Form:
  - Warm
    - Constancy of program of SF
    - What students like focus. Looking at things younger.
    - Grades targeted K-12
  - Cool
    - Kids might click quickly and not answer well
    - Parent push back if the kids get a personality type that the parent doesn't agree with.
    - Allow students to take the survey again.
    - Attendance rate, least control by school, can we reframe?
      - Elem at 100%, MS at 95%, HS at 80%
    - How do parents hear about what is happening in their SF?

## Career Pathway Awareness Items of the Plan

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

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

### Resources

- Career Exploration and Planning
  - [www.khanacademy.com](http://www.khanacademy.com) - Career Exploration, interview with entrepreneurs, college admissions, test prep and course preparation. Pacareerstandards.com – Main PA website for career development and the Core Standards for Career Education and Work. [Click here to go to the website PA Career Standards website.](#)
  - [www.pacareerzone.org](http://www.pacareerzone.org) – PA Department of Education - recommended career exploration site - Free! Includes three major pieces: "Assess Yourself," "Explore Job Families," and "Budget Your Life." See the "Grow" link at the top of the home page where users can create a login and record their progress each time that they visit the site and review their previous work (features a resume builder, reference list builder, cover letter builder, and journaling functions; among others).
  - [www.educationplanner.org](http://www.educationplanner.org) – PHEAA-sponsored site, with career exploration, college matching; postsecondary exploration - very interactive, with links to O\*NET and numerous other resources; including checklists for what to look for in a postsecondary institution and what to do during postsecondary visits.

- [www.onetonline.org](http://www.onetonline.org) – Links to My Next Move, and My Next Move for Veterans. Updated Bright Outlook Occupations feature is included within the O\*NET site which helps users to more accurately target careers where new job opportunities should be in the future. In addition, the Browse by Industry searches within the O\*NET sites are also updated to reflect more current employment patterns
- [www.mynextmove.org](http://www.mynextmove.org) – O\*NET-related, user-friendly career exploration site.
- [www.myfuture.com](http://www.myfuture.com) – College and Career Information and Military.
- [www.careertech.org](http://www.careertech.org) – Nationwide, Career Technical Education (CTE) programs are changing, evolving and innovating to better serve the country's needs. CTE is preparing students of all ages to help drive America's success and vitality. Further, it is creating an educational environment that integrates core academics with real-world relevance.
- [www.roadtripnation.org](http://www.roadtripnation.org) – Video/TV series on people interview others on their career path and spark
- [www.asvab.com](http://www.asvab.com) – Aptitude and interest inventory for high school students.
- Career Information Decision Systems (Site Licenses with a cost)
  - [www.careergame.com](http://www.careergame.com) – Elementary career interest tools.
  - [www.xap.com](http://www.xap.com) – former college and career site from Bridges.
  - <https://public.careercruising.com/en/> - K-12 career development site.
  - [www.naviance.com](http://www.naviance.com) – K-12 career development site.
  - [www.searchinstitute.org](http://www.searchinstitute.org) – Sparks Curriculum K-12.
- Work Information
  - [www.careeronestop.org](http://www.careeronestop.org) – Sponsored by the US Department of Labor.
  - [www.bls.gov/ooh](http://www.bls.gov/ooh) Occupational Outlook Handbook. Number of new jobs (projected); Growth rate (projected)
  - [www.keystoneedge.com](http://www.keystoneedge.com) – Innovation, technology and entrepreneurship in PA
  - <https://money.usnews.com/careers/best-jobs/rankings> – US News Best Jobs (Top 100)
  - [www.educationplanner.org](http://www.educationplanner.org) – Free website from PHEAA. Outstanding Pa. site for college and career information.
  - [www.collegeboard.com](http://www.collegeboard.com) – College and Career and Testing Information Site. Nationally recognized.

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

## Career and Technology Center Strategies

### Student Awareness

| Grade | Intervention, Program, or Event                         | Start & End Dates | Stakeholder Delivering | Data used success indicator |
|-------|---------------------------------------------------------|-------------------|------------------------|-----------------------------|
| 4     | Introduction to UBCTS to students                       | October           | Counselors             | Reflection                  |
| 5     | Career Day                                              | May               | Counselor/Parent       | Reflection                  |
| 5     | Video – “UBCTS Advice From Students to Students”        | November          | Counselor              | Reflection                  |
| 6     | Career Cluster match up to UBCTS                        | November          | Counselor              | Reflection                  |
| 6     | All students in 6 <sup>th</sup> grade visit Tech School | March             | Counselor              | Reflection                  |
| 8     | UBCTS information session                               | October           | Counselor              | Reflection                  |
| 8     | All students in 8 <sup>th</sup> grade visit Tech School | October           | Counselor              | Reflection                  |

### Parent Awareness

| Intervention, Program, or Event     | Start & End Dates | Stakeholder Delivering | Engagement Method |
|-------------------------------------|-------------------|------------------------|-------------------|
| UBCTS Open House                    | November          | UBCTS                  | Face to Face      |
| Communication with Parents          | Monthly           | UBCTS                  | Email             |
| UBCTS attend course selection night | January           | UBCTS                  | Face to Face      |

### Educator Awareness

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

## Orientation to Career and Technical Options

### Student

| Grade | Intervention/Program/Events                                                          | Stakeholder Delivering     | Data Used Success Indicator                        | Timeframe      | Contact Person             |
|-------|--------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------|----------------|----------------------------|
| 5     | Upper Bucks County Technical School Video – “UBCTS Advice from Students to Students” | Counselors and UBCTS staff | Student Reflections after the video                | May            | Counselors                 |
| 6     | Upper Bucks County Technical School Tour                                             | Counselor and UBCTS Staff  | Smart Futures                                      | March          | Counselors and UBCTS Staff |
| 8     | Upper Bucks County Technical School Assembly                                         | Counselor and UBCTS        | Number of students that sign up for the UBCTS tour | October        | Counselors and UBCTS Staff |
| 8     | Upper Bucks County Technical School Tour                                             | Counselor and UBCTS Staff  | Number of students that applied                    | October        | Counselors and UBCTS Staff |
| 6-11  | Upper Bucks County Technical School Open House                                       | UBCTS Staff                | Number of applications                             | November       | UBCTS Staff                |
| 8-11  | Course Selection Night with UBCTS representative                                     | UBCTS Staff                | Number of applications                             | February       | UBCTS Staff                |
| 9-12  | College and Career Day                                                               | PHS Staff                  | Survey                                             | November       |                            |
| 8-11  | Shadow Days at Upper Bucks County Technical School                                   | UBCTS Staff                | Number of students that attended                   | September-June | Counselors                 |

### Parent

| Grade | Intervention/Program/Events                                   | Stakeholder Delivering | Data Used Success Indicator | Timeframe      | Contact Person |
|-------|---------------------------------------------------------------|------------------------|-----------------------------|----------------|----------------|
| 6-11  | Upper Bucks County Technical School Open House                | UBCTS Staff            | Number of applications      | November       | UBCTS Staff    |
| 6-11  | Scheduled Parent Tours at Upper Bucks County Technical School | UBCTS Staff            | Number of tours             | September-June | Counselors     |
| 8-11  | Course Selection Night with UBCTS representative              | UBCTS Staff            | Number of applications      | February       | UBCTS Staff    |

### Educator

| Grade | Intervention/Program/Events                                                          | Stakeholder Delivering    | Data Used Success Indicator | Timeframe | Contact Person             |
|-------|--------------------------------------------------------------------------------------|---------------------------|-----------------------------|-----------|----------------------------|
| 5     | Upper Bucks County Technical School Video – “UBCTS Advice from Students to Students” | Counselor and UBCTS Staff | Feedback from Teachers      | May       | Counselors and UBCTS Staff |

|       |                                                     |                           |                        |                |                            |
|-------|-----------------------------------------------------|---------------------------|------------------------|----------------|----------------------------|
| 6 & 8 | Upper Bucks County Technical School Tour            | Counselor and UBCTS Staff | Feedback from Teachers | October/ March | Counselors and UBCTS Staff |
| 6-12  | Upper Bucks County Technical School Educator Visits | Counselor and UBCTS       | Feedback from Teachers | September-June | Counselors and UBCTS       |

### Postsecondary

| Grade | Intervention/Program/Events             | Stakeholder Delivering                | Data Used Success Indicator        | Timeframe       | Contact Person |
|-------|-----------------------------------------|---------------------------------------|------------------------------------|-----------------|----------------|
| 11-12 | Dual Enrollment                         | Counselors                            | Grades                             | Sept-June       | Counselor      |
| 11-12 | College/Career Fair                     | Counselors                            | Survey                             | October         | Counselors     |
| 9-12  | Career Pathways                         | Teacher                               | Survey                             | September-May   | Chris Dyer     |
| 9-12  | College Admission Representative Visits | Counselors                            | Feedback from students and parents | September – May | Counselors     |
| 9-12  | Financial Aid Night                     | Counselors and PHEAA                  | Feedback from students and parents | October         | Counselor      |
| 9-12  | College Planning Night                  | Counselors and College Rep            | Feedback from students and parents | November        | Counselor      |
| 9-12  | Career Expo                             | Businesses and Community Stakeholders | Feedback from students and parents | March-May       | Chris Dyer     |

### Businesses

| Grade | Intervention/Program/Events                | Stakeholder Delivering | Data Used Success Indicator | Timeframe        | Contact Person |
|-------|--------------------------------------------|------------------------|-----------------------------|------------------|----------------|
| 9-12  | Career Pathways                            | Chris Dyer             | Survey                      | September – June | Chris Dyer     |
| K-12  | Career Guidance Services Stakeholder Group | Ernest Johnson         | Minutes for next steps      | Fall and Spring  | Ernest Johnson |

### Community Agency Stakeholders

| Grade | Intervention/Program/Events                | Stakeholder Delivering | Data Used Success Indicator | Timeframe       | Contact Person |
|-------|--------------------------------------------|------------------------|-----------------------------|-----------------|----------------|
| K-12  | Career Guidance Services Stakeholder Group | Ernest Johnson         | Minutes for next steps      | Fall and Spring | Ernest Johnson |