



Boyertown Area School District

To enable all students to succeed in a changing world!

Chapter 339 Comprehensive Guidance Plan

School District Overview

The Boyertown Area School District is situated in southeast Pennsylvania on the northeast edge of the greater Philadelphia suburban sprawl. Approximately 45 minutes outside of the Philadelphia city limits, the district sits 20 miles south of Allentown and 20 miles east of Reading. The district was formed in 1953 and was one of the largest in the state at the time, covering 100 square miles. The unique location of the district straddles the Berks-Montgomery County line encompassing the Berks counties of Colebrookdale, Douglass, Earl, and Washington townships and the boroughs of Bally, Bechtelsville, and Boyertown. Montgomery counties include Douglass, New Hanover, and Upper Frederick. The District operates six elementary schools (K-5), two middle schools (6-8), and one senior high school (9-12).

District Counselors & Assignments

There are 19 school counselor positions in the Boyertown Area School District. Five full-time & two part-time counselors support our elementary schools, six full-time counselors support our two middle schools, & six full-time counselors support the high school. All district school counselors have earned certifications from the Pennsylvania Department of Education. District school counselors are supported by their building level administrators and by the Director of Student Services.

Elementary School Counselor Assignments (K-5)

Elementary School K-5 Assignments	Counselor	Students
Boyertown Elementary School	Erin Nester	635
Colebrookdale Elementary School	Lisa Frain-Johnson	233
Earl Elementary School	Erica Hummel / Erin Miller	264
Gilbertsville Elementary School	Julie Weber	510
New Hanover Upper Fredrick	Staci Ong	603
Washington Elementary School	Diana Ricci	438

Middle School Students assigned by grade	Counselor	Students
Middle School East 836	Beth Shive	277
	Charlee Malfaro	275
	Allison Thomson	284
Middle School West 661	Grace Turnbull	196
	Tiffany Tyler	222
	Leandra Jones	243

Boyertown Senior High School	Counselor	Students 2048
	Christen Mazzie, 9 th Sd-Z & class of 2025 M-Z	327
	Crystal McArthur, 9 th P-Sc & class of 2025 A-L	327
	Sandra Gallagher, 9 th Kp-O & class of 2026 M-Z	334
	Jordan Durante, 9 th G-Ko & class of 2026 A-L	334
	Christy Greener, 9 th Cf-ZF& class of 2027 M-Z	344
	Lisa Oxenreider, 9 th A-Ce & class of 2027 A-L	344

Student Support Specialists

Direct services are provided to students in the district, K-12. The district partners with The Lincoln Center, Creative Health Services, and the CARON Foundation to remove barriers and support student success. Contracted school-based counselors provide tier two and three supports to students in the form of small groups and individual counseling. Each building has a Student Assistance Program (SAP) team consisting of members who have participated in K-12 SAP team training. At the Elementary level teams are led by the building counselors. At the Secondary level, teams are led by school counselors and teacher leaders. Building teams are supported by Creative Health Services and the CARON Foundation. Through SAP, preventive groups are offered at the elementary and secondary levels by our CARON SAP specialist, school-based counselors, and community agencies. Additionally, the district partners with Creative Health Services to provide outpatient counseling supports within the school day for secondary students.

- **Tina Quinci (Social Worker)** -provides direct & consultative services to all district schools
- **Rachel Godshall (Social Worker)** - provides direct & consultative services to all district schools
- **Briana Fretz (Student Assistance Specialist)** – Provides direct services & consultative services to all district schools
- **Georgeanna Zvodar (Student Assistance Program)** – Provides direct & consultative services to the middle schools & high-school
- **Anette Moyer (Student Assistance Program)** - Provides direct & consultative services to Boyertown School, Gilbertsville, & New Hanover Elementary Schools
- **Julie Kariasz (School Based Counselor)** - Provides direct services at the high school
- **Elizabeth Sharer (School Based Counselor)** - Provides direct & consultative services at Middle School West
- **Kirsten Stephans (School Based Counselor)** - Provides direct & consultative services at Middle School East
- **Lori Calvario (School Based Counselor)** - Provides direct & consultative services at Colebrookdale, Earl, Gilbertsville, & Washington Elementary Schools
- **Monica Quigley (School Based Counselor)** - Provides direct & consultative services at Boyertown & New Hanover Elementary Schools
- **Xiomara Cosme (Substance Misuse Counselor)** - Provides direct & consultative services at the high school

School Counseling Mission Statement

The mission of the Boyertown School Counseling program is to collaborate with stakeholders to support students' academic, social-emotional, & career development on their individual journeys of personal, social, and intellectual growth.

Affiliation With a Career and Technical Center (CTC)

The Boyertown Area School District partners with the Berks Career and Technical Center (BCTC) to offer students in grades 10-12 the opportunity to attend a ½ day curriculum at the BCTC. The BCTC was founded in 1968 and is regarded as one of the premier career and technical education facilities in the Commonwealth of Pennsylvania. The BCTC currently offers 35 career programs across the following career clusters: Business & Information Technology, Communications, Construction, Engineering & Manufacturing Technology, Healthcare, Services, and Transportation. Students attending BCTC can earn advanced credits through articulation agreements with post-secondary institutions. All students learn advanced technical skills and earn industry recognized credentials. Boyertown School District celebrates a long-standing relationship with the BCTC, enrolling the highest number of participating students at the technical center out of the 16 partnering county schools.

Board Approved Guidance Plan 339.31

The current 339 Plan is anticipated to be approved April 2025

College Career Curriculum Action Plans, Grades K-12 (339.23 (1))

Boyertown Comprehensive School Counseling Program Delivery System, Grades K-5

Guidance Curriculum	Prevention, Intervention, & Responsive Services	Individual Student Planning	System Support
<u>Purpose</u> Student awareness-development & application of skills needed to achieve academically & be career & /or college ready by graduation	<u>Purpose</u> Prevention, intervention, & responsive services to address school & student needs	<u>Purpose</u> Individual student academic & career planning, decision making, goal setting, & preparation for academic transitions	<u>Purpose</u> Program delivery & support
Academic -Developmental classroom guidance lessons -Small groups for organization skills, goal setting, executive functioning	Academic -Small Skills Based Groups -Parent Contact -Administering PSSA Make-ups -Kindergarten Orientation -New Student Orientation -Student Observations	Academic -Develop 504 plans -Initiate MDE process -Consult regarding student IEPs, 504 plans, & PBSP -Student Observations	Academic -504 Plan management -LEA & IEP meetings -Student Support Team -Building Data Team -Open House & Conferences -District Counseling Meetings

		-Facilitate meetings between parents, teachers, & /or students -Gifted Screenings	-Building Faculty Meetings -Participation in FBA Meetings
Career -Apply to daily activities essential workplace skills, such as, but not limited to: commitment, communication, dependability, personal initiative, & time management	Career -Small Skills Based Groups: study skills, organization, behavior management	Career -Individual Behavior Plans: making connections between behavior & future job success	Career -Program Delivery & Support
Personal / Social -Classroom Development Guidance Lessons	Personal / Social - Individual Counseling -Lunch Groups -Small groups for friendship skills, coping strategies, emotion regulation -New Student Groups -Too Good for Drugs Prevention Lesson Coordination (grade 3 & 5) -Crime Victim Services Presentations	Personal / Social -Individual Counseling -Crisis Intervention -Threat Assessments -Suicide Assessments -Transition Meetings	Personal / Social -No Place for Hate Activities -Development of Behavior Plans -Truancy Elimination Meetings -McKinney Vento Referrals -Coordinate Holiday Resources -Development of Class Lists -Consultation with Community Resources

Boyertown Comprehensive School Counseling Program Delivery System, Grades 6-8

Guidance Curriculum	Prevention, Intervention, & Responsive Services	Individual Student Planning	System Support
Purpose Student awareness, skill development & application of skills needed to achieve academically & be career &/or college ready by graduation	Purpose Prevention, intervention, & responsive services to address school & student needs	Purpose Individual student academic & career planning, decision making, goal setting, & preparation for academic transitions	Purpose Program delivery & support
Academic -REACH Program -Small groups for organization skills, goal setting,	Academic -Small Skills Based Groups -Parent Contact -Administering PSSA Make-ups -New Student Orientation -Student Observations	Academic -Develop 504 plans -Initiate MDE process -Consult with faculty regarding student IEPs, 504 plans, & PBSP -Student Observations	Academic -504 Plan management -LEA & IEP meetings -Student Support Team -Building Data Team -Open House & Conferences -District Counseling Meetings

		-Facilitate meetings between parents, teachers, & /or students -Gifted Screenings	-Building Faculty Meetings -Participation in FBA Meetings
Career -Apply to daily activities essential workplace skills, such as, but not limited to: commitment, communication, dependability, personal initiative, & time management	Career -Small Skills Based Groups: study skills, organization, behavior management	Career -Individual Behavior Plans: making connections between behavior & future job success	Career -Program Delivery & Support
Personal / Social -Classroom Development Guidance Lessons REACH Lessons)	Personal / Social -Small & Individual Counseling -Lunch Groups -New Student Groups -Crime Victim Services Classroom Presentations	Personal / Social -1:1 Counseling for personal / social concerns -Crisis Intervention -Threat Assessments -Suicide Assessments -Transition Meetings	Personal / Social -No Place for Hate Activities -Development of Behavior Plans -Truancy Elimination Meetings -McKinney Vento Referrals -Coordinate Holiday Resources -Consultation with Community Resources National Awareness Campaigns

Boyertown Comprehensive School Counseling Program Delivery System, Grades 9-12

Guidance Curriculum	Prevention, Intervention, & Responsive Services	Individual Student Planning	System Support
<u>Purpose</u> Student awareness, skill development & application of skills needed to achieve academically & be career &/or college ready by	<u>Purpose</u> Prevention, intervention, & responsive services to address school & student needs	<u>Purpose</u> Individual student academic & career planning, decision making, goal setting, & preparation for academic transitions	<u>Purpose</u> Program delivery & support
Academic Homeroom Advisory	Academic -Parent Contact -Administering PSSA Make-ups -New Student Tours -Student Observations	Academic -Develop 504 plans -Initiate MDE process -Consult regarding student IEPs, 504 plans -Student Observations -Facilitate meetings between parents, teachers, & /or students	Academic -504 Plan management -LEA & IEP meetings -Student Support Team -Building Data Team -Open House & Conferences -District Counseling Meetings -Building Faculty Meetings -Participation in FBA Meetings

		-1:1 Academic Advising / College Planning	-AP and Keystone Testing
Career Apply to daily activities essential workplace skills, such as, but not limited to: commitment, communication, dependability, personal initiative, & time management	Career -Homeroom Advisory	Career -Individual Academic Plans: making connections between choices & future job success	Career -Program Delivery & Support -Senior Portfolio Support -FAFSA / Financial Aid Program -BCTC Awareness
Personal / Social Homeroom Advisory	Personal / Social -Signs of Suicide -Homeroom Advisory -Crisis Intervention -Threat Assessments -Suicide Assessments -Transition Meetings	Personal / Social -1:1 Counseling for personal / social concerns	Personal / Social -Truancy Elimination Meetings -McKinney Vento Referrals -Coordinate Holiday Resources -Consultation with Community Resources -National Awareness Campaigns

Monthly Calendar

Monthly Counseling Calendar -Elementary

	Delivery Systems						
	Direct Student Services			Indirect Student Services	Program Planning &		
Month/Domain/Item	Instruction	Appraisal & Advisement	Counseling	Referrals Consultation Collaboration	Defining, Managing, & Assessing Activities	Fair-Share Responsibility Activities	Non-Counselor Related
On-Going Activities							
Academic: Classroom lessons Gifted Screening Student Observations Staff/Parent Consultations MDE, Speech, OT, & PT Referrals Class coverage Duties (lunch, bus, arrival, dismissal) 504 Coordinator	X	X X		X X X X X		X	X

LEA IEP meetings SST		X			X		
Social/Emotional: School-wide expectations Safety Care Team members No Place for Hate Classroom Lessons Individual Counseling Small Group Counseling Behavior Plans Outside Agency Consult & Coordination Outside Agency Lesson Coordination SAP Team Threat Assessments							
Career: Career Artifacts	X		X				
August / September							
Academic: Counselor Introductions New student orientation Kindergarten orientation Data Team	X X X X						
Social/Emotional: New Student Groups Outside Agency Lesson Coordination (TGFD) Creative Arts Therapy Coordination/Schedule	X		X				
October							
Academic: Parent Conferences				X			
Career: Fire Safety Visit	X						
Social/Emotional: Red Ribbon Week Coordination	X			X			
November							
Academic: Parent / Teacher Conferences				X			
Career: Veteran's Day Activity	X		X				
Social/Emotional: Coordinate Holiday Support for Identified Students/ Families				X		X	
December							
Academic:							

Career: Career artifacts	X		X				
Social/Emotional: Coordinate Holiday Support for Identified Students/ Families				X		X	
January							
Academic:							
Career:							
Social/Emotional:							
February							
Academic:							
Career:							
Social/Emotional:							
March							
Academic: Kindergarten Launch PSSA Preparation				X		X	X
Career:							
Social/Emotional: Kindergarten Launch				X		X	
April							
Academic: PSSA Testing							X
Career:							
Social/Emotional:							
May							
Academic: Develop Class Rosters		X		X			
Career:							
Social/Emotional:							
June							
Academic: Record Transfers				X		X	
Career:			X				
Social/Emotional: Transition Meetings				X			

Monthly Counseling Calendar – Middle School

	Delivery Systems						
	Direct Student Services			Indirect Student Services	Program Planning &		
Month/Domain/Item	Instruction	Appraisal & Advisement	Counseling	Referrals Consultation Collaboration	Defining Managing & Assessing Activities	Fair-Share Responsibility Activities	Non-Counselor Related
On-Going Activities							
Academic: Classroom lessons Gifted Screening Student Observations Staff/Parent Consultations MDE, Speech, OT, & PT Referrals 504 Coordinator LEA IEP meetings SST Grade level mtgs./RTI Schedule Updates/Changes	X						
Career: Career Artifacts	X		X				
Social/Emotional: School-wide expectations Safety Care Team members No Place for Hate Classroom Lessons Individual Counseling Small Group Counseling Behavior Plans Outside Agency Consult & Coordination Outside Agency Lesson Coordination SAP Team Threat Assessments Suicide Risk Assessments	X		X	X			
August/September							
Academic: Counselor Introductions New student orientation Sixth Grade Orientation	X						
October							

Academic:							
Career:							
Social/Emotional: Red Ribbon Week Coordination	X			X			
November							
Academic: Parent conferences	X						
Career: Career artifacts	X		X				
Social/Emotional: Family Holiday Assistance				X			
December							
Academic: Keystone Test Preparation							X
Career:							
Social/Emotional: Family Holiday Assistance				X			
January							
Academic: Course Selections / High School Transition	X	X					
Career:							
Social/Emotional:							
February							
Academic: Course Selections /Middle to High School Transition Elementary to Middle School Transition		X X					
Career:							
Social/Emotional: Random Acts of Kindness				X			
March							
Academic: Course Selections /Middle to High School Transition Elementary to Middle School Transition PSSA Test Preparation		X X					X
Career: Career artifacts	X		X				
Social/Emotional: IMPACT Day				X			
April							

Academic: Building State Assessment Coordinator PSSA Testing							X X
Career:							
Social/Emotional:							
May							
Academic: State Assessment Coordinator Rising Grade Level Building Visits End Year Student Awards Scheduling Keystone Testing						X X	X X
Career: Career Artifacts							
Social/Emotional:							
June							
Academic: Record Transfers Scheduling							
Career: Career artifacts	X						
Social/Emotional: Transition Meetings							

Monthly Counseling Calendar – High School

	Delivery Systems						
	Direct Student Services			Indirect Student Services	Program Planning &		
Month/Domain/Item	Instruction	Appraisal & Advisement	Counseling	Referrals Consultation Collaboration	Defining Managing & Assessing Activities	Fair-Share Responsibility Activities	Non-Counselor Related
On-Going Activities							
Academic: Scheduling New Student Enrollment Transcript Verification		X X X		X X	X		

Staff/Parent Consultations		X			X		X
Duties							
504 Coordinator		X		X			
IEP meetings		X		X			
Team Meetings		X		X	X		
BCTC Application Process		X		X	X		
Senior Letters of Recommendation					X		
Individual Student Advising Meetings		X	X	X			
College Applications / Common App	X	X	X	X			
12 th Grade Scholarships		X		X	X		
NCAA				X	X		X
Dual-Enrollment Registration		X			X		X
Graduation Pathways Review		X	X	X			
College Visit	X						
Dual Enrollment Tuition Waivers							X
Transition Meetings (Alt. Ed, Virtual)							
Career:							
Dual Enrollment Registration							
Career Artifacts							
Social / Emotional:							
Individual Counseling			X	X			
Outside Agency Consult & Coordination				X			
SAP Team		X		X	X		
School-wide expectations	X	X		X	X	X	
Threat Assessments		X	X	X	X		
Suicide Assessments		X	X	X	X		
Transition Meetings (Mental Health, Alt. Ed)			X	X			
Homeroom Advisory Program	X	X					
School Counseling Smore (Newsletter)				X			
August / September							
Academic:							
Data Team		X		X	X	X	
Summer School Remediation Verification		X		X	X	X	
Virtual Enrollments and Orientation		X		X	X	X	X
Credit Review		X			X	X	
First Day of School Presentations	X	X			X		
9 th Grade High School Orientation	X	X			X		
Back to School Night	X	X		X	X		
Career:							
Back to School Night		X					
9 th Grade BCTC Presentations	X	X		X	X	X	
12 th Grade Career Portfolio Workshop	X	X			X	X	
Financial Aid Night		X			X		

Social/Emotional:							
Data Team				X	X	X	
Back to School Night	X	X	X		X		
First Day of School Presentations	X	X			X		
Link Crew Day (9 th Grade Team Building)	X		X				
Back to School Mental Health Outreach (Pledge)		X	X				
October							
Academic:							
Parent Conferences		X	X				
9 th Grade Rotations (Freshman Day)		X		X			
10 th Grade Pre-ACT	X	X		X		X	
11 th Grade PSAT							X
Senior Portfolio Presentations				X	X	X	X
ASVAB				X	X	X	X
FAFSA Completion Night	X	X		X	X		
Career:							
Senior Portfolio Presentations				X		X	
ASVAB				X	X	X	
9 th Grade Rotations	X	X		X	X	X	X
Social/Emotional:							
School-wide expectations- BEAR Essentials	X			X			
Red Ribbon Week		X		X			
9 th Rotations	X	X		X	X	X	X
November							
Academic:							
ASVAB Results Presentation	X	X		X	X		
9 th Grade Adv Presentations	X	X		X	X		
Career:							
ASVAB Results Presentation							
Internship Visit		X		X			
Social/Emotional:							
Signs of Suicide Presentations (9 th Grade Health)	X			X			
Holiday Support- Giving Tree Lists						X	
IMPACT Day Participation				X			
December							
Academic:							
PSAT Results Presentation	X	X					
Pre-ACT Results Presentation	X	X					
Keystone Exams							X
Career:							
Visit Berks Career & Technical Center (BCTC)				X			
Social/Emotional:							
Signs of Suicide Presentations (9 th Grade Health)	X			X			

January							
Academic: Program of Studies Presentations (9-11) Parent Program of Studies Presentation Semester Course Failure Meetings Grade 11 Internship Assembly Mid-Year Transcripts	X X	X X X		X X			
Career: Mid-Year Transcripts		X					
Social/Emotional: Signs of Suicide Presentations (9 th Grade Health)							
February							
Academic: Individual Course Selection Meetings Senior Presentation Make-Ups 9 th Grade Parent Night	X	X		X			
Career: Individual Course Selection Meetings BCTC Decisions 9 th Grade Parent Night		X X		X		X	
Social/Emotional							
March							
Academic: Berks County Spring College Fair ASVAB Testing-Sharing Purpose of Test	X X	X X					
Career: ASVAB Testing Results Berks County Spring College Fair Survey		X X		X X			
Social/Emotional: Culture Day Event Support				X			
April							
Academic: Becoming a Mustang Day Internship Applications		X X		X			
Career: Internship Applications		X		X			
Social/Emotional:							
May							
Academic: AP Test Proctoring Internship Applications		X		X			X

Career: Career artifacts-10 th Grade Service Hours Career artifacts-11 th Grade Job Shadow				X X			
Social/Emotional: Middle School Visit Day	X			X		X	
June							
Academic: Grade Evaluations Summer School / Failure Notifications		X	X				X
Career:	X		X				
Social / Emotional: Graduation Attendance						X	

Education Career Planning College Career Specific Curriculum Action Plans, Grades 2-12 339.32 (2)

The Boyertown Area School District uses the Smart Futures online platform to introduce students to a variety of careers and activities to help students recognize their interests as related to future career choices. By the end of eighth grade students have a completed Career Plan that brings together information from the activities that they completed from second to eighth grade.

Elementary Career Counseling Curriculum, Grades 2-5

Grade 2 Curriculum Action Plan

Lesson or Program Content	CEW Standard	ASCA Domain	Curriculum & Materials	Start & End Dates	Students Affected	Location	Stakeholder Contact Person
My Interests	Career Awareness & Preparation 13.1.3 (A, B) A. Recognize that individuals have unique interests B. Identify current personal interests	M 1- Belief in development of whole self, including a healthy balance of mental, social / emotional & physical wellbeing M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes M 6- Understanding that postsecondary education & life-long learning are necessary for long-term success B-LS 1 -Critical-thinking skills to make informed decisions	Smart Futures	On-going	515	6 Boyertown Elementary Buildings	Teachers
Community & Roles	Career Awareness & Preparation 13.1.3 (D, E) D. Identify the range of jobs available in the community E. Describe the work done by school personnel & other individuals in the community	M 2- Sense of acceptance, respect, support & inclusion for self & others in the school environment M 3- Positive attitude toward work & learning B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias	Smart Futures	On-going	515	6 Boyertown Elementary Buildings	Teachers
Cooperation in Group Settings	Career Retention & Advancement 13.2.3 (E) E. Discuss the importance of essential workplace skills Career Acquisition 13.3.3 (B, C) B. Identify how to cooperate at both home & school C. Explain effective group interaction terms	M 2- Sense of acceptance, respect, support & inclusion for self & others in the school environment B-SMS 1- Responsibility for self & actions B-SMS 9- Personal safety skills B-SMS 10- Ability to manage transitions & adapt to change B-SS 2- Positive, respectful & supportive relationships with students who are similar to & different from them B-SS 6- Effective collaboration & cooperation skills B-SS 4- Empathy B-SS 7- Leadership & teamwork skills to work effectively in diverse groups	Smart Futures	On-going	515	6 Boyertown Elementary Buildings	Teachers
How Money Is Used	Career Retention & Advancement 13.3.3 (D) D. Explain how money is used	M 3- Positive attitude toward work & learning B-LS1- Critical thinking skills to make informed decisions	Smart Futures	On-going	515	6 Boyertown Elementary Buildings	Teachers

Grade 3 Curriculum Action Plan

Lesson or Program Content	CEW Standard	ASCA Domain	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Contact Person
How to Be an ULTRA Good Listener	Career Acquisition 13.2.3 (A, E) A. Identify appropriate speaking & listening techniques used in conversation E. Discuss the importance of essential workplace skills	M 2- Sense of acceptance, respect, support & inclusion for self & others in the school environment B-SS 1- Effective oral & written communication skills & listening skills B-SS 4- Empathy B-SMS 9- Personal Safety Skills	Smart Futures	On-going	About 515	6 Boyertown Elementary Buildings	Teachers
What is Entrepreneurship?	Entrepreneurship 13.4.3 (A) A. Define entrepreneurship	M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS 2- Creative approach to learning, tasks, & problem solving B-LS 4- Self-motivation & self- direction for learning B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 4- Delayed gratification for long term rewards	Smart Futures	On-going	About 515	6 Boyertown Elementary Buildings	Teachers
Character Traits of Entrepreneurs	Entrepreneurship 13.4.3 (B) B. Describe the character traits of successful entrepreneurs	M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS 2- Creative approach to learning, tasks & problem solving	Smart Futures	On-going	515	6 Boyertown Elementary Buildings	Teachers
Writing a Personal Letter	Career Acquisition 13.2.3 (C) C. Compose a personal letter	M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-SS 1- Effective oral & written communication skills & listening skills	Smart Futures	On-going	About 515	6 Boyertown Elementary Buildings	Teachers
Program Designer – Setting Reachable Goals		B-LS 7- Identify long- and short-term academic, career and social/emotional goals B-SMS 5- Demonstrate perseverance to achieve long- and short-term goals	Too Good for Drugs	Sept.- Nov.	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors
Consider the Consequences – Decision Making		B-LS 1- Demonstrate critical-thinking skills to make informed decisions B-LS 9- Gather evidence and consider multiple perspectives to make informed decisions	Too Good for Drugs	Sept.- Nov.	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors
Human Interface - Identifying and Managing Emotions	Career Acquisition 13.3.3 (B, C) B. Identify how to cooperate at both home & school	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 3- Sense of belonging in the school environment M 6- Positive attitude toward work and learning B-LS 10- Participate in enrichment and extracurricular activities	Too Good for Drugs	Sept.- Nov.	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors

		B-SS 2- Create positive and supportive relationships with other students B-SS 3- Create relationships with adults that support success B-SS 5- Demonstrate ethical decision-making and social responsibility B-SS 6- Use effective collaboration and cooperation skills					
Listening Program Active - Effective Communication	Career Acquisition 13.2.3 (A, E) A. Identify appropriate speaking & listening techniques used in conversation	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SS 1- Use effective oral and written communication skills and listening skills B-SS 8- Demonstrate advocacy skills and ability to assert self, when necessary	Too Good for Drugs	Sept.- Nov.	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors
Human Interface – Bonding & Relationships	Career Acquisition 13.2.3 (A, E) A. Identify appropriate speaking & listening techniques used in conversation	M 3- Sense of belonging in the school environment B-LS 10- Participate in enrichment and extracurricular activities B-SS 1- Use effective oral and written communication skills and listening skills B-SS 2- Create positive and supportive relationships with other students B-SS 3- Create relationships with adults that support success B-SS 7- Use leadership and teamwork skills to work effectively in diverse teams	Too Good for Drugs	Sept.- Nov.	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors
Step Right Up – Peer Pressure	Career Acquisition 13.2.3 (A, E) A. Identify appropriate speaking & listening techniques used in conversation	B-LS 1- Demonstrate critical-thinking skills to make informed decisions B-LS 9- Gather evidence and consider multiple perspectives to make informed decisions	Too Good for Drugs	Sept.- Nov.	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors
Meology – Understanding the Safe Use of Prescription & OTC Medicines	Career Acquisition 13.2.3 (E) E. Discuss the importance of the essential workplace skills, such as, but not limited to: -Dependability -Health/safety -Team building -Technology	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-LS 1- Demonstrate critical-thinking skills to make informed decisions B-LS 9- Gather evidence and consider multiple perspectives to make informed decisions B-SMS 9- Demonstrate personal safety	Too Good for Drugs	Sept.- Nov.	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors
Healthier Choices – Effects of Alcohol Use	Career Acquisition 13.2.3 (E) E. Discuss the importance of the essential workplace skills, such as, but not limited to:	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-LS 1- Demonstrate critical-thinking skills to make informed decisions B-LS 9- Gather evidence and consider multiple perspectives to make informed decisions	Too Good for Drugs	Sept.- Nov.	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors

	-Dependability -Health/safety -Team building -Technology	B-SMS 9- Demonstrate personal safety					
Making My Day – Stress Management	Career Acquisition 13.2.3 (E) E. Discuss the importance of the essential workplace skills, such as, but not limited to: -Dependability -Health/safety -Team building -Technology	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-LS 1- Demonstrate critical-thinking skills to make informed decisions B-LS 9- Gather evidence and consider multiple perspectives to make informed decisions B-SMS 9- Demonstrate personal safety	Too Good for Drugs	Sept.- Nov.	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors
It Still Stinks – Effects of Nicotine Use and Course Review	Career Acquisition 13.2.3 (E) E. Discuss the importance of the essential workplace skills, such as, but not limited to: -Dependability -Health/safety -Team building -Technology	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-LS 1- Demonstrate critical-thinking skills to make informed decisions B-LS 9- Gather evidence and consider multiple perspectives to make informed decisions B-SMS 9- Demonstrate personal safety	Too Good for Drugs	Sept.- Nov.		6 Boyertown Elementary Buildings	COCA & School Counselors

Grade 4 Curriculum Action Plan

Lesson or Program Content	CEW Standard	ASCA Domain	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Contact Person
My Interests & Abilities	Career Awareness & Preparation 13.1.5 (B, H) B. Describe the impact of personal interests & abilities on career choices H. Connect personal interests & abilities & academic strengths to personal career choices	M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS 1- Critical-thinking skills to make informed decisions B-LS 7- Long & short-term academic, career, & social / emotional skills	Smart Futures	On-going	About 456	6 Boyertown Elementary Buildings	Teachers Building Leaders
Applying Successful Attitudes & Work Habits	Career Retention & Advancement 13.3.5 (A)	M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS 3- Time-management, organizational & study skills	Smart Futures	On-going	About 456	6 Boyertown Elementary Buildings	Teachers Building Leaders

	A. Explain how student attitudes & work habits transfer from home & school to the workplace Career Acquisition 13.2.5 (E) Apply to daily activities essential workplace skills	B-LS 4- Self-motivation & self-direction for learning B-LS 6- High-quality standards for tasks & activities					
Steps of Creating a Good or a Service	Entrepreneurship 13.4.5 (C) C. Discuss the steps entrepreneurs take to bring their goods or services to market	M 4- Self-confidence in ability to succeed B-LS 1- Critical thinking skills to make informed decisions B-LS 2- Creative approach to learning, tasks & problem solving B-LS 4- Self-motivation & self-direction for learning B-SMS 5- Perseverance to achieve long & short-term goals B-SMS 6- Ability to identify & overcome barriers B-SMS 10- Ability to manage transitions & adapt to change	Smart Futures	On-going	About 456	6 Boyertown Elementary Buildings	Teachers Building Leaders

Grade 5 Curriculum Action Plan

Lesson or Program Content	CEW Standard	ASCA Domain	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Contact Person
Career Training Programs	Career Awareness & Preparation 13.1.5 (D) D. Describe the range of career training programs in the community	M 6- that postsecondary education & life-long learning are necessary for long-term success B-LS 1- Critical thinking skills to make informed decisions B-LS 8- Engagement in challenging coursework B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias	Smart Futures	On-going	About 515	6 Boyertown Elementary Buildings	Teachers Building Leaders
BCTC Introduction from BASH Counselor or from BCTC Counselor	Career Awareness & Preparation 13.1.5 (D) D. Describe the range of career training programs in the community	M 6- Understanding that postsecondary education & life-long learning are necessary for long-term success B-LS 1- Critical thinking skills to make informed decisions B-LS 8- Engagement in challenging coursework	BASD presentation student summary added to Smart Futures	On-going	About 515	6 Boyertown Elementary Buildings	BASH Counselors & BCTC Counselors
Character Traits of Real Entrepreneurs	Entrepreneurship 13.4.5 (B) B. Discuss the entrepreneurial	M 4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS 1- Critical thinking skills to make informed decisions	Smart Futures	On-going	About 515	6 Boyertown Elementary Buildings	Teachers & Building Leaders

	character traits of historical or contemporary entrepreneurs	B-LS 2- Creative approach to learning, tasks & problem solving B-LS 4- Self-motivation & self- direction for learning B-SMS 4- Delayed gratification for long- term rewards					
Budgeting	Career Retention & Advancement 13.3.5 (D) D. Explain budgeting	M3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS1- Critical thinking skills to make informed decisions B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 2- Self-discipline & self- control B-SMS 4- Delayed gratification for long- term rewards	Smart Futures	On-going	About 515	6 Boyertown Elementary Buildings	Teachers & Building Leaders
Preparing for Take Off – Setting Reachable Goals	Career Acquisition 13.2.5 (E) E. Apply to daily activities, the essential workplace skills, such as, but not limited to: <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health / Safety • Personal Initiative • Scheduling / Time Management • Team Building • Technical Literacy • Technology 	B-LS 7- Identify long- and short-term academic, career and social/emotional goals B-SMS 5- Demonstrate perseverance to achieve long- and short-term goals	Too Good for Drugs	Sept-Nov	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors
Rocket Science – Making Responsible Decisions	Career Acquisition 13.2.5 (E) E. Apply to daily activities, the essential workplace skills, such as, but not limited to: <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health / Safety • Personal Initiative • Scheduling / Time Management • Team Building • Technical Literacy • Technology 	B-LS 1- Demonstrate critical-thinking skills to make informed decisions B-LS 9- Gather evidence and consider multiple perspectives to make informed decisions	Too Good for Drugs	Sept-Nov	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors

Systems Check - Identifying and Managing Emotions	Career Acquisition 13.2.5 (E) E. Apply to daily activities, the essential workplace skills, such as, but not limited to: <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health / Safety • Personal Initiative • Scheduling / Time Management • Team Building • Technical Literacy • Technology 	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 3- Sense of belonging in the school environment M 6- Positive attitude toward work and learning B-LS 10- Participate in enrichment and extracurricular activities B-SS 2- Create positive and supportive relationships with other students B-SS 3- Create relationships with adults that support success B-SS 5- Demonstrate ethical decision-making and social responsibility B-SS 6- Use effective collaboration and cooperation skills	Too Good for Drugs	Sept-Nov	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors
This is Your Captain Speaking - Effective Communication	Career Acquisition 13.2.5 (A) A. Identify appropriate speaking & listening techniques used in conversation Career Retention & Advancement 13.3.5 (C) C. Identifying effective group strategies, such as, but not limited to: <ul style="list-style-type: none"> • Building Consensus • Communicating Effectively • Establishing Ground Rules • Listening to Others 	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SS 1- Use effective oral and written communication skills and listening skills B-SS 8- Demonstrate advocacy skills and ability to assert self, when necessary	Too Good for Drugs	Sept-Nov	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors
My Flight Crew – Bonding & Relationships	Career Acquisition 13.2.5 (A) A. Identify appropriate speaking & listening techniques used in conversation Career Retention & Advancement 13.3.5 (B) B. Explain the importance of working cooperatively with others at both home and school to complete a task	M 3- Sense of belonging in the school environment B-LS 10- Participate in enrichment and extracurricular activities B-SS 1- Use effective oral and written communication skills and listening skills B-SS 2- Create positive and supportive relationships with other students B-SS 3- Create relationships with adults that support success B-SS 7- Use leadership and teamwork skills to work effectively in diverse teams	Too Good for Drugs	Sept-Nov	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors
Prescription for Life – Safe Use of Prescription and OTC Medicines	Career Acquisition 13.2.5 (E)	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	Too Good for Drugs	Sept-Nov	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors

	<p>E. Apply to daily activities, the essential workplace skills, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health / Safety • Personal Initiative • Scheduling / Time Management • Team Building • Technical Literacy • Technology 	<p>B-LS 1- Demonstrate critical-thinking skills to make informed decisions B-LS 9- Gather evidence and consider multiple perspectives to make informed decisions B-SMS 9- Demonstrate personal safety</p>					
Decompression – Peer-Pressure Refusal	<p>Career Retention & Advancement 13.3.5 (C) C. Identifying effective group strategies, such as, but not limited to:</p> <ul style="list-style-type: none"> • Building Consensus • Communicating Effectively • Establishing Ground Rules • Listening to Others 	<p>B-LS 1- Demonstrate critical-thinking skills to make informed decisions B-LS 9- Gather evidence and consider multiple perspectives to make informed decisions</p>	Too Good for Drugs	Sept-Nov	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors
System Malfunction – Effects of Alcohol Use	<p>Career Acquisition 13.2.5 (E) E. Apply to daily activities, the essential workplace skills, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health / Safety • Personal Initiative • Scheduling / Time Management • Team Building • Technical Literacy • Technology 	<p>M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-LS 1- Demonstrate critical-thinking skills to make informed decisions B-LS 9- Gather evidence and consider multiple perspectives to make informed B-SMS 9- Demonstrate personal safety</p>	Too Good for Drugs	Sept-Nov	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors
Smoke Screen – Effects of Nicotine Use	<p>Career Acquisition 13.2.5 (E) E. Apply to daily activities, the essential workplace skills, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication 	<p>M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-LS 1- Demonstrate critical-thinking skills to make informed decisions B-LS 9- Gather evidence and consider multiple perspectives to make informed</p>	Too Good for Drugs	Sept-Nov	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors

	<ul style="list-style-type: none"> • Dependability • Health / Safety • Personal Initiative • Scheduling / Time Management • Team Building • Technical Literacy • Technology 	B-SMS 9- Demonstrate personal safety					
Way Off Course – Effects of Marijuana Use and Course Review	Career Acquisition 13.2.5 (E) E. Apply to daily activities, the essential workplace skills, such as, but not limited to: <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health / Safety • Personal Initiative • Scheduling / Time Management • Team Building • Technical Literacy • Technology 	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-LS 1- Demonstrate critical-thinking skills to make informed decisions B-LS 9- Gather evidence and consider multiple perspectives to make informed decisions B-SMS 9- Demonstrate personal safety	Too Good for Drugs	Sept-Nov	About 515	6 Boyertown Elementary Buildings	COCA & School Counselors

Middle School Career Counseling Curriculum, Grades 6-8

Grade 6 Curriculum Action Plan

Lesson or Program Content	CEW Standard	ASCA Domain	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard Contact Person
Career Clusters & Pathways	Career Awareness & Preparation 13.1.8 (F) F. Analyze the relationship of school subjects, extracurricular activities & community experiences to career preparation	M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes M 6- Understanding that postsecondary education & life-long learning are necessary for long-term B-LS 1- Critical-thinking skills to make informed decisions B-LS 7- Long & short-term academic, career, & social /emotional skills B-LS 8- Engagement in challenging coursework B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias	Smart Futures	On-going		2 Boyertown Middle School Buildings	Teachers Counselors Building Leader

Goal Setting	Career Acquisition 13.2.8 (E) E. Explain in the career acquisition process, the importance of the essential workplace skills/knowledge Career Retention & Advancement 13.3.8 (E) E. Identify & apply time-management strategies as they relate to both personal & work situations	M 1- Belief in development of whole self, including a healthy balance of mental, social / emotional & physical well-being M 4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes M 6- Understanding that postsecondary education & life-long learning are necessary for long-term B-LS 1- Critical-thinking skills to make informed decisions B-LS 3- Time Management, organizational & study skills B-LS 7- Long & short-term academic, career, social / emotional goals B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 5- Perseverance to achieve long & short-term goals B-SMS 8- Balance of school, home & community activities	Smart Futures	On-going	About 515	2 Boyertown Middle School Buildings	Teachers Counselors Building Leader
Interest Survey	Career Awareness & Preparation 13.1.8 (B) B. Relate careers to personal interests, abilities, & aptitudes	M 1- Belief in development of whole self, including a healthy balance of mental, social / emotional & physical well-being M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high- quality results & outcomes B-LS 1- Critical-thinking skills to make informed decisions B-LS 7- Long & short-term academic, career, & social/emotional skills	Smart Futures	On-going	About 515	2 Boyertown Middle School Buildings	Teachers & Counselors Building Leader
What's So Cool About Manufacturing Videos	Career Awareness & Preparation 13.1.8 (B) B. Relate careers to personal interests, abilities, & aptitudes	B-LS 1- Critical-thinking skills to make informed decisions	What's so Cool About Manufacturing	On-going	About 515	2 Boyertown Middle School Buildings	Teachers & Counselors Building Leader

Grade 7 Curriculum Action Plan

Lesson or Program Content	CEW Standard	ASCA Domain	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Contact Person
Conflict Resolution	Career Acquisition 13.2.8 (E) E. Explain, in the Career acquisition process, the importance of essential workplace skills/knowledge Career Retention & Advancement 13.3.8 (C) C. Explain & demonstrate conflict resolution skills	M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high quality results & outcomes B-LS 1- Critical-thinking skills to make informed decisions B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 1- Responsibility for self & actions B-SMS 2- Self-discipline & self-control B-SMS 7- Effective coping skills B-SMS 9- Personal Safety Skills B-SMS 10- Ability to manage transitions & adapt to change B-SS 1- Effective oral & written communication skills & listening skills B-SS 2- Positive, respectful & supportive relationships with students who are similar to & different from them B-SS 4- Empathy B-SS 6- Effective collaboration & cooperation skills	Smart Futures	On-going	About 497	2 Boyertown Middle School Buildings	Teachers Counselors Building Leader
Smart Goals	Career Retention & Advancement 13.1.8 (B) B. Relate Careers to personal interests, abilities, & aptitudes	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional & physical well-being M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high quality results & outcomes B-LS 7- Long & short-term academic, career, & social/emotional skills	District Created	On-going	About 497	2 Boyertown Middle School Buildings	Teachers Counselors Building Leader
My Work Values Survey	Career Awareness & Preparation 13.1.8 (B) B. Relate Careers to personal interests, abilities, & aptitudes	M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high- quality results & outcomes B-LS 1- Critical-thinking skills to make informed decisions B-LS 7- Long & short-term academic, career, & social/emotional skills	Smart Futures	On-going	About 497	2 Boyertown Middle School Buildings	Teachers Counselors Building Leader
Career Interview Videos	Career Awareness & Preparation 13.1.8 (B) B. Relate Careers to personal interests, abilities, & aptitudes	M 3- Positive attitude toward work & learning B-LS 7- Long & short-term academic, career, & social/emotional skills	District Created		About 497	2 Boyertown Middle School Buildings	Teachers Counselors Building Leader

Grade 8 Curriculum Action Plan

Lesson or Program Content	CEW Standard	ASCA Domain	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Contact Person
Learning from Entrepreneurs	Entrepreneurship 13.4.8 (A, B) A. Compare & contrast entrepreneurship to traditional employment B. Evaluate how entrepreneurial character traits influence career opportunities	M4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high- quality results & outcomes B-LS 1- Critical thinking skills to make informed decisions B-LS 2- Creative approach to learning, tasks & problem solving B-LS 4- Self-motivation & self- direction for learning B-SMS 4- Delayed gratification for long-term rewards	Smart Futures	On-going	About 515	2 Boyertown Middle School Buildings	Teachers Counselors Building Leader
Career Research	Career Acquisition 13.2.8 (B) B. Evaluate resources available in researching job opportunities	M 6- Understanding that postsecondary education & life-long learning are necessary for long-term success B-LS 1- Critical thinking skills to make informed decisions B-LS 5- Media & technology skills to enhance learning B-LS 8- Engagement in challenging coursework B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 3- Independent work B-SS 8- Advocacy skills for self & others & ability to assert self, when necessary	Smart Futures	On-going	About 515	2 Boyertown Middle School Buildings	Teachers Counselors Building Leader
Career Acquisition Documents	Career Acquisition 13.2.8 (C) C. Prepare a draft of career acquisition documents	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional & physical well-being M 4- Self-confidence in ability to succeed B-LS 7- Long & short-term academic, career & social/emotional goals B-SMS - Balance of school, home & community activities B-LS 10- Participation in enrichment & extracurricular activities B-SS 1- Effective oral & written communication skills & listening skills B-SS 3- Positive relationships with adults to support success B-SS 8- Advocacy skills for self & others & ability to assert self, when necessary	Smart Futures	Ongoing	About 515	2 Boyertown Middle School Buildings	Teachers Counselors Building Leader
Boyertown Business Video Career Videos	Career Awareness & Preparation 13.1.8 (B)	M 6- Understanding that postsecondary education & life-long learning are necessary for long-term success	District Created	Ongoing	About 515	2 Boyertown	Teachers Counselors

	<p>B. Relate careers to personal interests, abilities, & aptitudes Career Acquisition 13.2.8 (B)</p> <p>B. Evaluate resources available in researching job opportunities</p>	<p>B-LS 7- Long & short-term academic, career & social/emotional goals</p>				Middle School Buildings	Building Leader
Career Plan	<p>Career Awareness & Preparation 13.1.8 (B)</p> <p>B. Relate careers to personal interests, abilities, & aptitudes Career Awareness & Preparation 13.1.8 (F)</p> <p>F. Analyze the relationship of school subjects, extracurricular activities & community experiences to career preparation Career Acquisition 13.2.8 (B)</p> <p>B. Evaluate resources available in researching job opportunities Career Acquisition 13.2.8 (E)</p> <p>E. Explain in the career acquisition process, the importance of the essential workplace skills/knowledge Career Retention & Advancement 13.3.8 (C)</p> <p>C. Explain & demonstrate conflict resolution skills Career Retention & Advancement 13.3.8 (D)</p> <p>D. Analyze budgets & pay statements Career Retention & Advancement 13.3.8 (E)</p> <p>E. Identify & apply time-management</p>	<p>M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional & physical well-being M 3- Positive attitude toward work & learning M 4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high- quality results & outcomes M 6- Understanding that postsecondary education & life-long learning are necessary for long-term success B-LS 7- Long & short-term academic, career & social/emotional goals B-LS 1- Critical thinking skills to make informed decisions B-LS 2- Creative approach to learning, tasks & problem solving B-LS 3- Time Management, organizational & study skills B-LS 4- Self-motivation & self- direction for learning B-LS 7- Long & short-term academic, career, & social/emotional skills B-LS 5- Media & technology skills to enhance learning B-LS 7- Long & short-term academic, career, & social/emotional skills B-LS 8- Engagement in challenging coursework B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-LS 10- Participation in enrichment & extracurricular activities B-SMS - Balance of school, home & community activities B-SMS 1- Responsibility for self & actions B-SMS 2- Self-discipline & self-control B-SMS 3- Independent work B-SMS 4- Delayed gratification for long-term rewards B-SMS 5- Perseverance to achieve long & short-term goals B-SMS 8- Balance of school, home & community activities B-SS 1- Effective oral & written communication skills & listening skills B-SS 3- Positive relationships with adults to support success</p>	Smart Futures	Ongoing	About 515	2 Boyertown Middle School Buildings	Teachers Counselors Building Leader

	<p>strategies as they relate to both personal & work situations</p> <p>Entrepreneurship 13.4.8 (A, B) A. Compare & contrast entrepreneurship to traditional employment B. Evaluate how entrepreneurial character traits influence career opportunities</p>	<p>B-SS 4- Empathy B-SS 6- Effective collaboration & cooperation skills B-SS 8- Advocacy skills for self & others & ability to assert self, when necessary</p>					
8th Grade Community Project	<p>Career Awareness & Preparation E. Describe the work done by school personnel & other individuals in the community</p> <p>Career Acquisition 13.2.8 (E) E. Explain, in the Career acquisition process, the importance of essential workplace skills/knowledge</p> <p>Career Retention & Advancement 13.3.8 (B, C, E) B. Analyze the role of each participant's contribution in a team setting C. Explain & demonstrate conflict resolution skills:</p> <ul style="list-style-type: none"> • Constructive Criticism • Group Dynamics • Management / Leadership • Mediation • Negotiation • Problem Solving <p>E. Identity & apply time management strategies as they relate to both personal and work situations</p>	<p>B-LS 1- Critical thinking skills to make informed decisions B-LS 2- Creative approach to learning, tasks & problem solving B-LS 5- Media & technology skills to enhance learning B-SS 1- Effective oral & written communication skills & listening skills B-SS 3- Positive relationships with adults to support success</p>	District Created	May	About 515	2 Boyertown Middle School Buildings	Teachers Counselors Building Principals
BCTC Presentation	<p>Career Awareness & Preparation 13.1.8 (B) B. Relate careers to personal interests,</p>	<p>M 5- Belief in using abilities to their fullest to achieve high- quality results & outcomes M 6- Understanding that postsecondary education & life-long learning are necessary for long-term</p>	BCTC	Fall (Nov- Dec)	About 515	2 Boyertown Middle School Buildings	Teachers Counselors

	abilities, & aptitudes Career Acquisition 13.2.8 (E) E. Explain, in the Career acquisition process, the importance of essential workplace skills/knowledge	B-LS 1- Critical-thinking skills to make informed decisions B-LS 7- Long & short-term academic, career, & social /emotional skills					Building Principals
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Senior High School Career Counseling Curriculum, Grades 9-12

Grade 9 Curriculum Action Plan

Lesson or Program Content	CEW Standard	ASCA Domain	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard Contact Person
New Thinking About Career Success	Career Awareness & Preparation 13.1.11 (F, H) F. Analyze the relationship between career choices & career preparation opportunities H. Review personal high school plan against current personal career goals & select post-secondary opportunities based upon personal career choices Entrepreneurship 13.4.11 (A) A. Analyze entrepreneurship as it relates to personal career goals & cooperation opportunities	M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes M 6- Understanding that postsecondary education & life-long learning are necessary for long-term success B-LS 1- Critical thinking skills to make informed decisions B-LS 2- Creative approach to learning, tasks & problem solving B-LS 4- Self-motivation & self-direction for learning B-LS 5- Media & technology skills to enhance learning B-LS 6- High-quality standards for tasks & activities B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 5- Perseverance to achieve long & short-term goals B-SMS 6- Ability to identify & overcome barriers B-SMS 10- Ability to manage transitions & adapt to change B-SS 9- Social maturity & behaviors appropriate to the situation	Smart Futures	Quarter 1 August-October	528	Boyertown Senior High School	Counselors Instructional Coach Homeroom Advisory Teachers
My Personality Type	Career Awareness & Preparation 13.1.11 (A, B) A. Relate careers to individual interests, abilities, and aptitudes	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional & physical well-being M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes	Smart Futures	Quarter 1	528	Boyertown Senior High School	Counselors Instructional Coach

	<p>B. Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals</p> <p>Career Retention & Advancement 13.2.11 (A) A. Evaluate personal attitudes and work habits that support career retention and advancement</p>	<p>B-LS 1- Critical-thinking skills to make informed decisions B-LS 7-Long & short-term academic, career, & social/emotional skills B-SMS 1-Responsibility for self & actions B-SMS 2-Self-discipline & self-control B-SMS 6-Ability to identify & overcome barriers B-SS 2-Positive, respectful & supportive relationships with students who are similar to & different from them B-SS 4-Empathy B-SS 6-Effective collaboration & cooperation skills B-SS 7-Leadership & teamwork skills to work effectively in diverse groups B-SS 10-Cultural awareness, sensitivity, & responsiveness</p>					Homeroom Advisory Teachers
Job Application	<p>Career Acquisition and Preparation 13.2.11 (C) C. Prepare a draft of career acquisition documents, such as, but not limited to: - Job application - Letter of appreciation following an interview - Letter of introduction - Request for letter of recommendation - Resume</p>	<p>M 1-Belief in development of whole self, including a healthy balance of mental, social/emotional & physical well-being M 4- Self-confidence in ability to succeed B-LS 7- Long & short-term academic, career & social/emotional goals B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 8- Balance of school, home & community activities B-SS 1- Effective oral & written communication skills & listening skills B-SS 3- Positive relationships with adults to support success B-SS 5- Ethical decision-making & social responsibility B-SS 8- Advocacy skills for self & others & ability to assert self, when necessary</p>	Smart Futures	Quarter 1	528	Boyertown Senior High School	Counselors Instructional Coach Homeroom Advisory Teachers
Preparation for Career	<p>Career Awareness & Preparation 13.1.11 (C,F) C. Prepare a draft of career acquisition documents, such as, but not limited to: - Job application - Letter of appreciation following an interview - Letter of introduction - Request for letter of recommendation - Resume F. Analyze the relationship between career choices & career preparation opportunities</p>	<p>M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes M 6- Understanding that postsecondary education & life-long learning are necessary for long-term success B-LS 1- Critical thinking skills to make informed decisions B-LS 7- Long & short-term academic, career & social/emotional goals B-LS 8- Engagement in challenging coursework B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 3- Independent work B-SMS 5- Perseverance to achieve long & short-term goals</p>	Smart Futures	Quarter 1	528	Boyertown Senior High School	Counselors Instructional Coach Homeroom Advisory Teachers

Abilities & Aptitudes	Career Awareness & Preparation 13.1.11 (A, B) A. Relate careers to individual interests, abilities, and aptitudes B. Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional & physical well-being M 3- Positive attitude toward work & learning M 4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS 1- Critical-thinking skills to make informed decisions B-LS 6- High-quality standards for tasks & activities B-LS 7- Long & short-term academic, career, & social/emotional skills B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 6- Ability to identify & overcome barriers	Smart Futures	Quarter 1	528	Boyertown Senior High School	Counselors Instructional Coach Homeroom Advisory Teachers
Personal Interests	Career Awareness & Preparation 13.1.8 (B) B. Relate careers to personal interests, abilities, & aptitudes	M 1- Belief in development of whole self, including a healthy balance of mental, social / emotional & physical well-being M 3- Positive attitude toward work & learning M 4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS 1- Critical-thinking skills to make informed decisions B-LS 7- Long & short-term academic, career, & social/emotional skills B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 6- Ability to identify & overcome barriers	Smart Futures	Quarter 1	528	Boyertown Senior High School	Counselors Instructional Coach Homeroom Advisory Teachers
Career Clusters & Pathways	Career Awareness & Preparation 13.1.11 (E, G) E. Justify the selection of a career G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio	M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes M 6- Understanding that postsecondary education & life-long learning are necessary for long-term success B-LS 1- Critical-thinking skills to make informed decisions B-LS 7- Long & short-term academic, career, & social/emotional skills B-LS 8- Engagement in challenging coursework B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias	Smart Futures	Quarter 1	528	Boyertown Senior High School	Instructional Coach & Homeroom Advisory Teachers
North Star Videos Digital Literacy Activities	Digital Literacy Activities	Digital Literacy Activities <ul style="list-style-type: none"> Internet Basics Using Email Social Media Information Literacy Career Search Skills Your Digital Footprint 	Smart Futures	Quarter 1	528	Boyertown Senior High School	Instructional Coach & Homeroom Advisor
Post-Graduation Exploration Assignment	Career Awareness & Preparation 13.1.11 (E, G) E. Justify the selection of a career	M 6- Understanding that postsecondary education & life-long learning are necessary for long-term success B-LS 7- Long & short-term academic, career, & social/emotional skills	District Sponsored Activity	Quarter 4	528	Boyertown Senior High School	Instructional Coach & Homeroom Advisor

	G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio						
Student Resume	Career Awareness & Preparation 13.1.11 (A, B) Career Acquisition 13.2.8 (C) C. Prepare a draft of career acquisition documents	M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS 7- Long & short-term academic, career, & social/emotional skills	District Sponsored Activity	Quarter 4			Instructional Coach & Homeroom Advisor

Grade 10 Curriculum Action Plan

Lesson or Program Content	CEW Standard	ASCA Domain	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Contact Person
Experiencing Careers While Still in School	Career Awareness & Preparation 13.1.11 (D) Career Acquisition 13.2.11 (B)	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional & physical well-being M 3- Positive attitude toward work & learning M 4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS 1- Critical-thinking skills to make informed decisions B-LS 3- Time Management, organizational & study skills B-LS 4- Self-motivation & self-direction for learning B-LS 7- Long & short-term academic, career & social/emotional goals B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias	Smart Futures	Quarter 1	513	Boyertown Senior High School	Teachers & Counselors Instructional Coach & Homeroom Advisor
Selecting Your Career Goal	Career Awareness & Preparation 13.1.11 (E) Career Acquisition 13.2.11 (B)	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional & physical well-being M 4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes M 6- Understanding that postsecondary education & life-long learning are necessary for long-term success B-LS 1- Critical-thinking skills to make informed decisions B-LS 3- Time Management, organizational & study skills B-LS 5- Media & technology skills to enhance learning B-LS 7 Long & short-term academic, career, & social/emotional goals	Smart Futures	Quarter 1	513	Boyertown Senior High School	Teachers & Counselors Instructional Coach & Homeroom Advisor

		B-LS 9- Decision- making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 5- Perseverance to achieve long & short-term goals B-SMS 6- Ability to identify & overcome barriers B-SMS 8- Balance of school, home & community activities					
Job Application & Interview	Career Acquisition 13.2.11 (A)	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional & physical well-being M 4- Self-confidence in ability to succeed B-LS 7- Long & short-term academic, career & social/emotional goals B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 8- Balance of school, home & community activities B-SS 1- Effective oral & written communication skills & listening skills B-SS 3- Positive relationships with adults to support success B-SS 5- Ethical decision-making & social responsibility B-SS 8- Advocacy skills for self & others & ability to assert self, when necessary	Smart Futures	Quarter 1	513	Boyertown Senior High School	Counselors Instructional Coach Homeroom Advisor
My Programs or Majors	Career Awareness & Preparation 13.1.11 (F) F. Analyze the relationship between career choices & career preparation opportunities	M 1- Belief in development of whole self, including a healthy balance of mental, social / emotional & physical well-being M 4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes M 6- Understanding that postsecondary education & life-long learning are necessary for long-term success B-LS 1- Critical-thinking skills to make informed decisions B-LS 3- Time Management, organizational & study skills B-LS 5- Media & technology skills to enhance learning B-LS 7- Long & short-term academic, career, & social/emotional goals B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 5- Perseverance to achieve long & short-term goals B-SMS 6- Ability to identify & overcome barriers B-SMS 8- Balance of school, home & community activities	Smart Futures	Quarter 1	513	Boyertown Senior High School	Counselors Instructional Coach Homeroom Advisory Teachers
My School & College Survey #11	Career Awareness & Preparation 13.1.11 (F) F. Analyze the relationship between career choices & career preparation opportunities	M 1- Belief in development of whole self, including a healthy balance of mental, social / emotional & physical well-being M 4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes M 6- Understanding that postsecondary education & life-long learning are necessary for long-term success B-LS 1- Critical-thinking skills to make informed decisions B-LS 3- Time Management, organization & study skills B-LS 5- Media & technology skills to enhance learning B-LS 7- Long & short-term academic, career, & social/emotional goals	Smart Futures	Quarter 1	513	Boyertown Senior High School	Counselors Instructional Coach Homeroom Advisory Teachers

		B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 5- Perseverance to achieve long & short-term goals B-SMS 6- Ability to identify & overcome barriers B-SMS 8- Balance of school, home & community activities					
Active Listening	Career Acquisition 13.2.11 (A) Career Retention & Advancement 13.3.11 (B)	M 1- Belief in development of whole self, including a healthy balance of mental, social/emotional & physical well-being M 2- Sense of acceptance, respect, support & inclusion for self & others in the school environment M 4- Self-confidence in ability to succeed B-LS 7- Long & short-term academic, career & social/emotional goals B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SS 1- Effective oral & written communication skills & listening skills B-SS 2- Positive, respectful & supportive relationships with students who are similar to & different from them B-SS 3- Positive relationships with adults to support success B-SS 4- Empathy B-SS 5- Ethical decision-making & social responsibility B-SS 7- Leadership & teamwork skills to work effectively in diverse groups B-SS 6- Effective collaboration & cooperation skills B-SS 8- Advocacy skills for self & others & ability to assert self, when necessary	Smart Futures	Quarter 1	513	Boyertown Senior High School	Counselors Instructional Coach Homeroom Advisory Teachers
The Entrepreneur	Entrepreneurship 13.4.8 (A, B) A. Compare & contrast entrepreneurship to traditional employment B. Evaluate how entrepreneurial character traits influence career opportunities	M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS 2- Creative approach to learning, tasks & problem solving B-LS 4- Self-motivation & self- direction for learning B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 5- Perseverance to achieve long & short-term goals B-SMS 6- Ability to identify & overcome barriers B-SMS 10- Ability to manage transitions & adapt to change B-SS 5- Ethical decision-making & social responsibility B-SS 7- Leadership & teamwork skills to work effectively in diverse groups	Smart Futures	Quarter 1	513	Boyertown Senior High School	Counselors Instructional Coach Homeroom Advisory Teachers
Personal Budget	Career Retention & Advancement – 13.3.11 (D)	M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS1- Critical thinking skills to make informed decisions B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 2- Self-discipline & self-control B-SMS 4- Delayed gratification for long-term rewards	Smart Futures	Quarter 1	513	Boyertown Senior High School	Counselors Instructional Coach Homeroom Advisory Teachers

		B-SMS 5- Perseverance to achieve long & short-term goals					
Multiple Intelligences	Career Awareness & Preparation 13.1.11 (A, B)	M 3- Positive attitude toward work & learning M 4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS 7- Long & short-term academic, career, & social/emotional skills	Smart Futures	Quarter 3	513	Boyertown Senior High School	Counselors Instructional Coach Homeroom Advisory Teachers
Student Resume Update		M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS 7- Long & short-term academic, career, & social/emotional skills	District Sponsored Activity	Quarter 4	513	Boyertown Senior High School	Homeroom Advisory Teachers

Grade 11 Curriculum Action Plan

Lesson or Program Content	CEW Standard	ASCA Domain	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person
Customer Skills	Career Retention & Advancement 13.3.11 (A, B, C) A. Evaluate personal attitudes & work habits that support career retention & advancement B. Evaluate team member roles to describe and illustrate active listening techniques: -Clarifying -Encouraging -Reflecting- Restating -Summarizing C. Evaluate conflict resolution skills as they relate to the workplace: -Constructive criticism -Group dynamics -Managing/leadership -Mediation -Negotiation -Problem solving	M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-SMS 1- Responsibility for self and actions B-SMS 2- Self-discipline & self-control B-SMS 3- Independent work B-SMS 4- Delayed gratification for long-term rewards B-SMS 5- Perseverance to achieve long & short-term goals B-SS 3- Positive relationships with adults to support success B-SS 8- Advocacy skills for self & others & ability to assert self, when necessary	EverFi Financial Literacy	August-October	491	Boyertown Senior High School	Instructional Coach & Homeroom Advisory Teachers	Instructional Coach Homeroom Advisory Teachers
Smart Money Habits	Career Retention & Advancement 13.3.11 (D) D. Develop a personal budget based on career choice, such as, but not limited to: -Charitable contributions -Fixed/Variable Income -Gross Pay -Net Pay -Other Income -Savings -Taxes	M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS1- Critical thinking skills to make informed decisions B-SMS 1- Responsibility for self and actions B-SMS 4- Delayed gratification for long-term rewards B-SMS 6- Ability to identify & overcome barriers	EverFi Financial Literacy	August-October	491	Boyertown Senior High School	Instructional Coach & Homeroom Advisory Teachers	Instructional Coach Homeroom Advisory Teachers
Budgeting	Career Retention & Advancement 13.3.11 (D)	M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes	EverFi Financial Literacy	August-October	491	Boyertown Senior High School	Instructional Coach &	Instructional Coach

	<p>D. Develop a personal budget based on career choice, such as, but not limited to:</p> <ul style="list-style-type: none"> -Charitable contributions -Fixed/Variable Income -Gross Pay -Net Pay -Other Income -Savings -Taxes 	<p>B-LS1- Critical thinking skills to make informed decisions</p> <p>B-SMS 1- Responsibility for self and actions</p> <p>B-SMS 4- Delayed gratification for long-term rewards</p> <p>B-SMS 6- Ability to identify & overcome barriers</p>					Homeroom Advisory Teachers	Homeroom Advisory Teachers
Checking Accounts	<p>Career Retention & Advancement 13.3.11 (D)</p> <p>D. Develop a personal budget based on career choice, such as, but not limited to:</p> <ul style="list-style-type: none"> -Charitable contributions -Fixed/Variable Income -Gross Pay -Net Pay -Other Income -Savings -Taxes 	<p>M 3- Positive attitude toward work & learning</p> <p>M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes</p> <p>B-LS1- Critical thinking skills to make informed decisions</p>	EverFi Financial Literacy	August-October	491	Boyetown Senior High School	Instructional Coach & Homeroom Advisory Teachers	Instructional Coach Homeroom Advisory Teachers
Saving Accounts	<p>Career Retention & Advancement 13.3.11 (D)</p> <p>D. Develop a personal budget based on career choice, such as, but not limited to:</p> <ul style="list-style-type: none"> -Charitable contributions -Fixed/Variable Income -Gross Pay -Net Pay -Other Income -Savings -Taxes 	<p>M 3- Positive attitude toward work & learning</p> <p>M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes</p> <p>B-LS1- Critical thinking skills to make informed decisions</p>	EverFi Financial Literacy	August-October	491	High School	Instructional Coach & Homeroom Advisory Teachers	Instructional Coach Homeroom Advisory Teachers
Credit and Debit Basics	<p>Career Retention & Advancement 13.3.11 (D)</p> <p>D. Develop a personal budget based on career choice, such as, but not limited to:</p> <ul style="list-style-type: none"> -Charitable contributions 	<p>M 3- Positive attitude toward work & learning</p> <p>M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes</p> <p>B-LS1- Critical thinking skills to make informed decisions</p> <p>B-SMS 1- Responsibility for self and actions</p> <p>B-SMS 4- Delayed gratification for long-term rewards</p>	EverFi Financial Literacy	August-October	491	Boyetown Senior High School	Instructional Coach & Homeroom Advisory Teachers	Instructional Coach Homeroom Advisory Teachers

	<ul style="list-style-type: none"> -Fixed/variable Income -Gross pay -Net pay -Other income -Savings -Taxes 	B-SMS 6- Ability to identify & overcome barriers						
Education on Return on Investment	Career Awareness & Preparation – 13.1.11 (E, F) E. Justify selection of a career F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: <ul style="list-style-type: none"> -Associate degree -Baccalaureate degree -Certificate/licensure -Entrepreneurship -Immediate part/full time employment -Industry training -Military training -Professional degree -Registered apprenticeship -Tech prep -Vocational rehabilitation centers 	M 4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6- Understanding that postsecondary education and lifelong learning are necessary for long-term success B-LS 7- Long- and short-term academic, career and social/emotional goals B-LS 9- Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias B-SMS 4- Delayed gratification for long-term rewards B-SMS 5- Perseverance to achieve long and short-term goals B-SS 8- Advocacy skills for self and others and ability to assert self, when necessary	EverFi Financial Literacy	August-October	491	Boyertown Senior High School	Instructional Coach & Homeroom Advisory Teachers	Instructional Coach Homeroom Advisory Teachers
Education and Financial Aid	Career Awareness & Preparation – 13.1.11 (H) Review personal high school plan against current personal career goals and select postsecondary opportunities based on personal career interests	M 3- Positive attitude toward work and learning M 4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6- Understanding that postsecondary education and lifelong learning are necessary for long-term success B-LS1- Critical thinking skills to make informed decisions B-LS 7- Long- and short-term academic, career and social/emotional goals B-LS 9- Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias	EverFi Financial Literacy	August-October	491	Boyertown Senior High School	Instructional Coach & Homeroom Advisory Teachers	Instructional Coach Homeroom Advisory Teachers

Exploring Jobs and Careers	Career Awareness & Preparation – 13.1.11 (A, B) A. Relate careers to individual interests, abilities, and aptitudes B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals	M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS1- Critical thinking skills to make informed decisions B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 2- Self-discipline and self-control B-SMS 4- Delayed gratification for long-term rewards B-SMS 5- Perseverance to achieve long and short-term goals	EverFi Financial Literacy	August-October	491	Boyertown Senior High School	Instructional Coach & Homeroom Advisory Teachers	Instructional Coach Homeroom Advisory Teachers
Beginning Employment	Career Retention & Advancement 13.3.11 (A, B, C) A. Evaluate personal attitudes & work habits that support career retention & advancement B. Evaluate team member roles to describe and illustrate active listening techniques: -Clarifying -Encouraging -Reflecting- Restating -Summarizing C. Evaluate conflict resolution skills as they relate to the workplace: -Constructive criticism -Group dynamics -Managing/leadership -Mediation -Negotiation -Problem solving	M 3- Positive attitude toward work and learning M 4- Self-confidence in ability to succeed M 5- Belief in using abilities to their fullest to achieve high-quality results and outcomes B-SMS 1- Responsibility for self and actions B-SMS 5- Perseverance to achieve long and short-term goals B-SMS 7- Effective coping skills B-SMS 10- Ability to manage transitions and adapt to change B-SS 6- Effective collaboration and cooperation skills B-SS 7- Leadership and teamwork skills to work effectively in diverse groups B-SS 9- Social maturity and behaviors appropriate to the situation and environment	EverFi Financial Literacy	August-October	491	Boyertown Senior High School	Instructional Coach & Homeroom Advisory Teachers	Instructional Coach Homeroom Advisory Teachers
Insurance Basics	Career Acquisition 13.2.11 (E) E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: -Commitment -Communication	B-LS1- Critical thinking skills to make informed decisions B-SMS 9- Personal safety skills B-SS 9- Social maturity and behaviors appropriate to the situation and environment	EverFi Financial Literacy	August-October	491	Boyertown Senior High School	Instructional Coach & Homeroom Advisory Teachers	Instructional Coach Homeroom Advisory Teachers

	<ul style="list-style-type: none"> -Dependability -Health/safety -Laws and regulations -Personal initiative -Self-advocacy -Scheduling /time management -Team building -Technical literacy -Technology 							
Job Shadow	Career Awareness & Preparation – 13.1.11 (A, B) A. Relate careers to individual interests, abilities, and aptitudes B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals	M 3- Positive attitude toward work & learning M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS1- Critical thinking skills to make informed decisions B-LS 9- Decision-making informed by gathering evidence, getting others' perspectives & recognizing personal bias B-SMS 1- Responsibility for self and actions B-SMS 4- Delayed gratification for long-term rewards B-SMS 5- Perseverance to achieve long and short-term goals B-SMS 6- Ability to identify and overcome barriers B-SMS 8- Balance of school, home and community activities B-SMS 9- Personal safety skills B-LS1- Critical thinking skills to make informed decisions	District Sponsored Activity	August-May	491	Boyertown Senior High School	Instructional Coach & Homeroom Advisory Teachers	Instructional Coach Homeroom Advisory Teachers
Updated Resume		M 5- Belief in using abilities to their fullest to achieve high-quality results & outcomes B-LS 7- Long & short-term academic, career, & social/emotional skills	District Sponsored Activity	August-May	491	Boyertown Senior High School	Instructional Coach & Homeroom Advisory Teachers	Instructional Coach Homeroom Advisory Teachers

Grade Level Project Descriptions

Grade Eight Project

Students in eighth grade participate in an integrated activity called “The Boyertown Community Project” that utilizes the knowledge that they have acquired during their middle school years. The students leave the comfort of their usual routine and regular classes for six days. During this time, students attend workshops and seminars, working as part of a cooperative learning team to solve a problem placed before them. Each member of the team holds a different career position, enabling the team to develop a proposal for the assigned situation. This activity replicates a real-life work experience and provides students the opportunity to showcase their talents and abilities.

THE BOYERTOWN COMMUNITY PROJECT 2024

Project Overview

The Boyertown community is a town rich in heritage and history. It is also one with a vision for the future to keep the community vibrant and progressive, while maintaining that caring, “hometown” feel.

The Boyertown Community Project is interested in helping to keep that vision alive. Through their Heritage Foundation, the community is looking for ways to unite the community of Boyertown with its future.

There is a tract of land that is ready for development. A grant will be awarded to the contracting firm who proposes the most interesting and reasonable plan for developing that land. The plan should maintain the heritage of Boyertown while helping its people look toward tomorrow.

The proposal should include:

- 1) a plan to meet the needs of the various ages and interests of the Boyertown community
- 2) attractions to draw people from outside the area to come to visit and patronize local businesses
- 3) a plan to encourage the Boyertown community to think about the community’s success as a multicultural society– to recommit to continuing respect, goodwill and understanding between all Americans of all backgrounds and take a stand against racism, prejudice and intolerance
- 4) a financial plan that will be matched by the grant
- 5) other requirements as shown in seminars

All construction firms will present their proposal to a panel of judges on Thursday, May 30th. The Community Project grant will be awarded to the firms who not only present the best ideas, but who also present themselves in an organized and professional manner.

Grade Nine Project

Post Graduation Exploration Assignment

You will be exploring an opportunity for a pathway after high school. Think about your skills & interests & future goals & plans. With those things in mind, dig deeper into a military branch, trade school, or college. While some links are available below, you are not limited to

those choices. Please feel free to evaluate & learn about any appropriate institution.

Reflective Prompts:

- After investigating your chosen path & institution, what new learning did you gain? How will that learning impact your high school academics, choices, & experiences?
 - Based on what you have discovered, did this change or reinforce your plans for after high school?
1. Review the “Guiding Questions for Your Post High School Exploration” page.
 2. Write a reflective essay using the prompt above. Use the Drafting Your Essay graphic organizer to help create your essay.
 3. Follow the guidelines on the *rubric* on the next page. Include the highlighted heading in your Google Doc. Don’t forget to spell check or use Grammarly.

4. When you are finished, print your essay & submit the paper copy to your HR teacher. All papers will be scored using the rubric.

5. Proficient essays will be returned to be uploaded to Smart Futures. If your essay does not receive a passing score, you will be required to make corrections & re-submit for grading, finally uploading the proficient piece when ready.

Institution Websites

- [Albright College](#)
- [Thaddeus Stevens College](#)
- [Montgomery County Community College](#)
- [Army](#)
- [Penn State College](#)
- [Marines](#)
- [Penn Tech](#)

Grade Ten Project

BASH Service-Learning Project

As of the 2023-2024 school year, all 10th grade students, except for those enrolled in BCTC, are required to complete 10 hours of service learning. For students who are already involved in community service, this time can also count toward their Service Learning Project. The Service-Learning Project will replace the BBEC Business Trip & Reflective Essay that traditionally took place in 10th grade. This is not in conjunction with expectations from a current course. For example, if a course requires you to participate in an after-school event, it will not count as community service since it is part of their grade.

Students must create a proposal & complete the application found on the BASH Career Portfolio Webpage. The proposal must be submitted for pre-approval to their HR teacher & include: the project description, learning goal, timeline, number of service hours, the project's contribution to the community along with information from the sponsoring organization. A Service-Learning Project may be developed with a school organization/teacher, a community organization, a faith-based organization, or a youth organization. The [Service-Learning Opportunities](#) link will provide different suggestions for local organizations, the list is in no way exhaustive.

Please note, when serving community organizations outside of Boyertown Area School District:

- These non-BASD organizations may wish to share your child's image, etc. on social media, websites, in print media, etc. to promote the event, celebrate achievements, & more. BASD's publicity agreements do NOT extend to outside organizations.
- The non-BASD organizations may or may not serve alcohol at their events. Participation in these events is solely at the parent/guardian's discretion.
- BASD does NOT provide supervision for volunteer hours at events hosted by outside organizations.
- BASD is not liable for volunteer activities that take place at events hosted by outside organizations.

Students who have limited transportation ability outside of school should speak with a teacher about completing their project during school. For example, a student might be able to give up time in an Open Campus or HR Advisory Period, to support a Life Skills classroom or help set up a teacher

classroom. The project must be supervised by an adult who will sign off on the Student Documentation Log. Once completed, students must show their HR Teacher & upload both the Application & the Student Documentation Log to their Smart Futures account. This assignment is due in the 4th Quarter.

Grade Eleven Project

Grade Eleven Job Shadow

The Job Shadowing Experience is the major component to be included in the Career Portfolio for the 11th grade year. This is an excellent opportunity for students to get first hand day-in-the-life experience in a career that interests them. Students will be required to independently plan, schedule, participate in, & reflect on their personal "day on the job." The Job Shadow may be completed over the summer, during the school year, or in conjunction with a class or club experience. This activity will provide students with an up-close look at what a "real job" is like & what education, skill, & experiences would be necessary to enter that field after graduation from Boyertown.

Grade Twelve Project

Grade 12 Senior Career Portfolio Presentation

Senior Career Portfolio brings together all the work that students have done throughout their educational career in the district. Twelfth grade students create a career portfolio that ties together their post-secondary exploration in presentation highlighting the experiences that they had. Each October district professional staff celebrate the journey that seniors have traveled as seniors present their portfolios to rooms of teachers who rate presentations using the presentation scoring rubric.

Career Portfolio Requirements:

- Upload your Everfi Financial Literacy Certification to Smart Futures. You must earn 70% or higher to "pass" each of the following modules:

-Banking Basics	-Credit & Debit	-Consumer Skills
-Income & Employment	-Financing Higher Education	-Budgeting
	-Insurance	

- Complete Smart Futures Activities 1-16.
- Complete your Resume [Smart Futures-> Activities -> Resume Builder (bottom of page)] OR Upload your resume.
- Complete the following Smart Futures Skills:

-Internet Basics	-Information Literacy	-Social Media
-Using Email	-Career Search Skills	-Your Digital Footprint

- Complete the Job Shadow activity
- Present completed portfolio in October

Boyertown Area Senior High School

Senior Portfolio Presentation Score Sheet

Presentation	4	3	2	1
I can present my ideas fluently.	No periods of silence; No repetition of words and/or ideas	Rare periods of silence; Rare repetition of words and/or ideas	Occasional periods of silence; Occasional repetition of words and/or ideas	Frequent periods of silence; Frequent repetition of words and/or ideas
I can: conduct myself in a professional demeanor, dress appropriately, and present to my audience.	Mannerisms, demeanor, dress, are professional and appropriate.	Mannerisms, demeanor, dress, are moderately professional and appropriate	Mannerisms, demeanor, dress, are minimally professional and appropriate	Mannerisms, demeanor, dress, are not professional and/or appropriate
I can present my portfolio in the allotted time frame	8-10 minutes	6:01-7:59 minutes OR 10:01-12:00	4:00-6:00 OR 12:01-14:00	Under 4 minutes OR Over 14:01
I can create a presentation that is grammatically correct with no spelling errors	Presentation is free of grammatical and/or spelling errors	Presentation has few grammatical and/or spelling errors	Grammatical and/or spelling errors are frequent	Grammatical and/or spelling errors cause the audience to be distracted
Content and Organization	4	3	2	1
My presentation includes visual aids that enhance my presentation	Visual aids are highly effective, relevant, and of high quality	Visual aids are moderately effective, relevant, and of good quality	Visual aids are basic, minimally relevant, and marginal quality	Visual aids are irrelevant and/or of <u>poor quality</u> OR are not present
My resume is updated, thorough, and professional	Resume is current, thorough, and professional	Resume is current, moderately thorough and professional	Resume is not current and/or is not thorough nor professional	Resume is not present
I can explain all of the components of my presentation from my 9 th and 10 th grade years: Resume, College Essay, Smart Futures Activities/Skills, <u>EverFi</u> Fin. Lit., and Job Shadow.	Presentation includes 5 components	Presentation includes 4 components	Presentation includes 3 components	Presentation includes 2 or fewer components
I can explain my job shadow and how it relates to my post-secondary goals.	Explanation of job shadow is thorough and connects to goals.	Explanation of job shadow is substantial and connects to goals	Explanation of job shadow is moderate and partially connects to goals	Explanation of job shadow is minimal, does not connect to goals, and/or is not present
I can summarize my college essay/visit and how it relates to my post- secondary goals.	Explanation of post- <u>secondary</u> plans are thorough and connects to future goals.	<u>Explanation</u> of post- secondary plans are substantial and connects to future goals.	Explanation of post- secondary plans are moderate and partially <u>connects</u> to future goals	Explanation of post- secondary plans are minimal, does not connect, and/or is not present

Presenter: _____

Score: Public Speaking Skills ____/16

Content and Organization ____/20

Deadline ____ (5 point deduction for late presentations)

Total Score ____/36

**27 or higher = proficient

Circle one: **PASS or FAIL**

Boyertown Senior High School Internship Program

An internship is an exchange of services for experience between a student & a business. Students who fulfill an internship do so for different reasons. It may be to determine if they are interested in a particular career while obtaining experience & employability skills & then moving onto further education or a different job experience. Some interns may hope to find permanent, paid employment with the organization for which they intern. Although payment & future employment is not a guarantee, earning high school credit & a grade that counts toward your high school GPA is a component of our internship program. Additional information, including the application process and application can be found at [BASH Internship Information](#).

PROGRAM EXPECTATIONS

Good attendance is extremely important:

- More than 3 absences per quarter is excessive.
- Attendance at school and internship is not optional, it's mandatory in order to be part of this program. Mentors are under the agreement to NOT allow a student to attend if he/she did not attend school or left early from school (unexcused).
- If you become ill while at school, you must be nurse-released. Otherwise, you are expected to attend your internship.
- If there is inclement weather, please use your (or your parent's) discretion as to whether or not you will attend your internship.
- If school is running on a 2-hour delay schedule, you may attend an internship during your normally scheduled time OR you may attend based on the 2-hour delay bell schedule OR you may report to the high school office (instead of attending your internship) and the office will instruct you where to report. Please communicate with the Internship Coordinator.

What happens if I cannot attend my internship due to illness, college visit, dr. appt., etc.?

- If you are sick, you must notify the internship coordinator and mentor by 8:00 am (voice mail or email). nwarren@boyertownasd.org or 610-473-3674
- Notify your mentor according to company policy.
- Parents report your absence to the high school office.

Signing Out

- You must sign out in the high school attendance office daily (clearly type your name and "internship" as reason for leaving).
- If you are signing out but not attending an internship (for example you are going to the dr.), please indicate the other reason for leaving after your signature/name.

Transportation

- Students must have a driver's license and vehicle registration by the first day of each semester.
- Students must obtain a parking permit from the high school office.
- Students must have their own transportation—you may not rely on friends or parents for transportation.

- Students who lose their driving privileges may not be able to continue in the program and will be assigned to another class.
- If the internship site is within walking distance, the student may walk to their site.

Dress Code

- You are expected to dress appropriately for work each day. Ask your mentor for the uniform or dress code requirements.
- Any specially required clothing (scrubs, uniforms) will be obtained at the student's expense.

Internship Sites

- It is the student's responsibility to obtain an appropriate internship in a career field of their choice.
- All placements must be approved by the Boyertown Area Senior High School.
- If a student is struggling to secure an internship, they should make an appointment to meet with Mrs. Warren. She has established and developed relationships within the community and may be able to help make introductions.
- Students may be required to interview for an internship based on the placement. It is the student's responsibility to set up the interview and to follow up. This should be done in a timely manner.
- Students are not permitted to quit or terminate their internship without prior approval from the Internship Coordinators.
- Students are expected to abide by all rules and regulations set by the mentor for their internship site. Any violations of these rules or regulations might result in disciplinary actions and the termination of the student's internship.

Internship Hours

- Students will report to their internship sites during their scheduled periods.
- Students must leave school immediately—this is not the time to take care of other business or make up work from other classes.
- You may not leave internship sites early to return to school to pick up siblings or friends.
- Leaving to get back to school on time for sports is acceptable.
- Internships are semester placements and may be extended.

Grading

- 70% Mentor Evaluation
A grading card will be given to your mentor at the end of the quarter.
- 30% To be determined by the coordinator.
 - This will include weekly blog posts, goals sheets, end of quarter reflection, and coordinator observations.
- It is an expectation that students within the internship program are also successful with their regular academics. If students are not passing BASH courses, remediation may be necessary.

Credit

Students will be given credit based on the number of periods per year they are interning. Driving time is not calculated into time.

1.0 Credit (2 periods)

1.5 Credits (3 periods)

2.0 Credits (4 periods)

External Resources by the National Career Cluster 339.32 (3)

School: Boyertown Area Senior High School

General Resources

- [College Board](#)
- [Big Future](#)
- [O*NET OnLine \(onetonline.org\)](#)
- [College Board's College Cost Calculator](#)
- [Student Federal Aid](#)
- [College Navigator](#)
- [Common App](#)
- [Military Careers](#)

The National Clusters

The National Career Clusters® Framework has provided a shared structure and language for Career and Technical Education (CTE) program design across the United States. Advance CTE serves as the steward of the Framework. In fall 2024 following 2 years of input and validation, Advance CTE released a modernized Framework designed to serve as a bridge between education and work and a central building block for consistently designed and high-quality CTE programs.

Each cluster is listed below with links to the subclusters (information taken from [Advance CTE](#)):

[Advanced Manufacturing](#)

[Construction](#)

[Supply Chain & Transportation](#)

[Arts, Entertainment, & Design](#)

[Hospitality, Events, & Tourism](#)

[Financial Services](#)

[Education](#)

[Healthcare & Human Services](#)

[Public Service & Safety](#)

[Agriculture](#)

[Energy & Natural Resources](#)

[Digital Technology](#)

[Marketing & Sales](#)

[Management & Entrepreneurship](#)

Advanced Manufacturing

Sub Cluster

- Engineering
- Industry Machinery
- Production and Automation
- Robotics
- Safety and Quality Assurance

Example Programs of Study

- Engineering
- Precision Machining
- Apparel and Textile Production
- Robotics Technology
- Safety and Environmental Assurance

Links

- [Advanced Manufacturing PA](#)
- [Montgomery County Business Development Center](#)
- [Lehigh University](#)
- [Millersville University](#)

Construction

Sub Clusters

- Architecture and Civil Engineering
- Construction Planning and Development
- Equipment Operation and Maintenance
- Skilled Trades

Example Programs of Study

- Architectural Design
- Drafting
- Surveying
- Diesel Mechanic
- Heavy Machine Operation
- Carpentry
- Welding
- HVAC-R
- Electrical Systems

Links

- [Associated PA Constructors](#)
- [Commonwealth of PA Construction Program Resources](#)
- [Master Builders Association](#)
- [Northampton Community College](#)
- [Pratt Institute](#)
- [University of Maryland](#)

Supply Chain and Transportation

Sub Cluster

- Air and Space Transportation
- Ground and Rail Transportation
- Maintenance and Repair
- Marine Transportation
- Planning and Logistics
- Purchasing and Warehousing

Example Programs of Study

- Aviation Technology
- Commercial Driving
- Auto Body Technology
- Vessel Operations
- Transportation, Distribution, and Logistics Systems
- Supply Chain Management

Links

- [Pennsylvania Department of Transportation](#)

- [American Association of State Highway and Transportation Officials](#)
- [Philadelphia International Airport](#)
- [Thaddeus Stevens](#)
- [Temple University](#)

Arts, Entertainment, & Design

Sub Cluster

- Design and Digital Arts
- Fashion and Interiors
- Fine Arts
- Lighting and Sound Technology
- Media Production and Broadcasting
- Performing Arts

Example Programs of Study

- Graphic Arts
- Interior Design
- Museum Studies
- Sound Engineering
- Journalism
- Stage Design and Management

Links

- [Association of Performing Arts Individuals](#)
- [Screen Actors Guild](#)
- [Lehigh University](#)
- [New York University](#)
- [Bryn Mawr College](#)
- [Ringling College of Art and Design](#)

Hospitality, Events, and Tourism

Sub Cluster

- Accommodations
- Conferences and Events
- Culinary and Food Services
- Travel and Leisure

Example Programs of Study

- Hotel and Resort Management

- Conference Planning
- Nutrition
- Pastry Arts
- Outdoor Recreation
- Tourism Management

Links

- [Adventure Travel Society](#)
- [International Ecotourism Society](#)
- [US Travel Association](#)
- [Cornel University](#)
- [Penn State University](#)
- [Colorado Mountain College](#)
- [Montgomery County Community College](#)
- [Culinary Institute of America](#)

Financial Services

Sub Cluster

- Accounting
- Banking and Credit
- Financial Strategy and Investments
- Insurance
- Real Estate

Example Programs of Study

- Accounting
- Banking
- Business Administration
- Insurance Operations
- Real Estate

Links

- [My Money](#)
- [Corporate Finance Institute](#)
- [Bureau of Labor Statistics](#)
- [Duquesne University](#)
- [Saint Joseph's University](#)
- [Reading Area Community College](#)
- [Temple University](#)

Education

Sub Cluster

- Early Childhood Development
- Education Administration and Leadership
- Learner Support and Community Engagement
- Teaching, Training, and Facilitation

Example Programs of Study

- Early Childhood Education
- Educational Leadership
- Library Service
- Principles of Teaching

Links

- [PA Department of Education](#)
- [Teaching in PA](#)
- [Teachers of Tomorrow](#)
- [West Chester University of Pennsylvania](#)
- [Kutztown University](#)

Healthcare & Human Services

Sub Cluster

- Behavioral and Mental Health
- Biotechnology Research and Development
- Community and Social Services
- Health Data and Administration
- Personal Care Services
- Physical Health

Example Programs of Study

- Counseling
- Biomedical Science
- Social Work
- Medical Record Keeping
- Cosmetology
- Sports Medicine
- Nursing

Links

- [US Department of Health and Human Services](#)
- [Montgomery County Health and Human Services](#)
- [National Organization for Human Services](#)
- [Cedar Crest College](#)
- [Villanova University](#)
- [Peirce College](#)
- [Temple University](#)
- [Aveda Institute](#)
- [Landsdale School of Cosmetology](#)

Public Service & Safety

Sub Cluster

- Emergency Response
- Judicial Systems
- Local, State, and Federal Services
- Military and National Security
- Public Safety

Example Programs of Study

- Fire Science
- Legal Studies
- Public Management and Administration
- National Security
- Law Enforcement
- Criminal Justice

Links

- [Commonwealth of PA Public Safety](#)
- [Public Safety App](#)
- [Department of Homeland Security](#)
- [Association of Military Colleges and Schools of the United States](#)
- [John Jay College of Criminal Justice](#)
- [Montgomery County Community College](#)

Agriculture

Sub Cluster

- Agribusiness
- Agricultural Technology and Automation
- Animal Systems

- Food Science and Processing
- Plant Systems
- Water Systems

Example Programs of Study

- Agricultural Finance
- Urban Farming
- Veterinary Science
- Sustainable Food and Farming
- Horticulture
- Marine Biology

Links

- [PA Farm Link](#)
- [PA Preferred](#)
- [University of Pennsylvania](#)
- [Lehigh Carbon Community College](#)
- [Michigan State University](#)
- [University of Washington](#)
- [West Virginia University](#)

Energy & Natural Resources

Sub Cluster

- Clean and Alternative Energy
- Conservation Land Management
- Ecological Research and Development
- Environmental Protection
- Resource Extraction
- Utilities

Example Programs of Study

- Solar System Design and Installation
- Wildlife Management
- Environmental Science and Sustainability
- Climate Resilience
- Mining Technology
- Plant Operations

Links

- [US Department of Energy](#)
- [Department of Conservation and Natural Resources](#)
- [Delaware Valley University](#)
- [Arizona State University](#)
- [Lees McRae](#)
- [Wentworth University of Technology](#)

Digital Technology

Sub Cluster

- Data Science and Artificial Intelligence
- Information Technology Support and Services
- Network Systems and Cybersecurity
- Software Solutions
- Unmanned Vehicle Technology
- Web and Cloud

Example Programs of Study

- Applied Data Science and Analytics
- Information Support and Services
- IT Systems
- Programming
- Drone Technology
- Web Development

Links

- [Technology and Services Industry Association](#)
- [Information Technology Industry Association](#)
- [Luzerne County Community College](#)
- [New England Institute of Technology](#)
- [Drexel University](#)

Marketing & Sales

Sub Cluster

- Market Research, Analytics, and Ethics
- Marketing and Advertising
- Retail and Customer Experience
- Strategic Sales

Example Programs of Study

- Social Media and Analytics
- Marketing
- Merchandising
- Business Communications

Links

- [American Marketing Association](#)
- [National Association of Sales Professionals](#)
- [University of Virginia](#)
- [Chestnut Hill College](#)

Management & Entrepreneurship

Sub Cluster

- Business Information Management
- Entrepreneurship and Small Business
- Leadership and Operations
- Project Management
- Regulation

Example Programs of Study

- Business Technology Applications
- Entrepreneurship
- Human Resources Management
- Principles of Management
- Business Law

Links

- [The Management Center](#)
- [Entrepreneurs Organization](#)
- [York College of Pennsylvania](#)

Local Career Resources

Resource Type	List of Resources
Organizations / Agencies	
Intermediary Organizations	<ul style="list-style-type: none"> ● Berks County Technical Center ● Berks County Technical Center (Leesport Campus) ● Pennsylvania School Counselor Association ● Berks Area School Counselor Association -BASCA Career Fair

	<ul style="list-style-type: none"> • Boyertown Area Senior High Internship Program • Berks County CareerLink • Berks County Intermediate Unit
Umbrella Organizations	<ul style="list-style-type: none"> • Rotary • Berks Mont Business Association • Tri County Chamber of Commerce • Greater Reading Chamber of Commerce & Industry
Community / State Agencies	<ul style="list-style-type: none"> • Career Ready Berks • Berks County Intermediate Unit • United Way • Office of Vocational Rehabilitation • Military Representatives • PDE – Career Ready PA Resources
Community Events	<ul style="list-style-type: none"> • Berks County Spring College Fair • Montgomery County Community College FAFSA Night • Reading Area Community College Financial Aid Night
Individual Contacts	<ul style="list-style-type: none"> • Dual Enrollment Partners- Reading Area Community College, Harrisburg University, Montgomery County Community College • Boyertown Area Senior High School Counselors • Boyertown Senior High School Internship Coordinator
Internet Resources	<ul style="list-style-type: none"> • Career Cruising www.careercruising.com • PHEAA • collegeboard.org • actstudent.org • Federal Student Aid (FAFSA)

Annual Program Goals & Objectives (Cumulative Records) 339.32 (4)

Elementary School, grades K-6

SMART Format	Academic	Career	Personal / Social
Specific	By participating in a structured grade level career exploration activities elementary students will examine the relationship between their educational experiences and post-graduation aspirations.	The program will equip students with the experience, knowledge, and skills needed to develop a personalized, achievable career plan or pathway. This will be achieved by specific grade level activities.	By participating in targeted skill-building, students will cultivate critical competencies - including self-regulation, effective communication, conflict resolution, and resilience - to

		Kindergarten - Jack's Talent lesson First Grade - Career Read Aloud connected to world of work and careers Second Grade - Career Cluster Activity Third Grade - Career Interview Fourth Grade - Career Fair Fifth Grade - BCTC visit - pre and post survey	successfully navigate their daily interpersonal interactions.
Measurable	Achieve a 95% or higher participation rate in career-focused activities that connect academic subjects to real-world career applications. 95% of students will be able to list three academic skills related to their chosen career pathway.	By administering a Google survey, the program aims to have at least 95% of participating students identify three or more potential career pathways.	By the end of their 5th grade year, 95% of students will achieve a rating of "3" or higher in the work habit and social skill of effectively communicating and collaborating.
Achievable	By the conclusion of their fifth-grade year.	By the conclusion of their fifth-grade year.	By the conclusion of their fifth-grade year.
Relevant	Improved understanding of careers directly impacts student success, increasing engagement, academic achievement, and future orientation.	Improved understanding of careers directly impacts student success, increasing engagement, academic achievement, and future orientation.	Emotional intelligence is essential for students' mental well-being, social interactions, and academic success, equipping them with lifelong skills to manage stress and relationships effectively.
Time-Bound	Students will accomplish the goal by the end of the student's fifth grade year.	Students will accomplish the goal by the end of the student's fifth grade year.	Students will accomplish the goal by the end of the student's fifth grade year.

Middle School Grades 6-8

SMART Format	Academic	Career	Personal / Social
Specific	By the end of the school year, each student will submit a reflection identifying three skills or concepts learned in their academic work that will benefit their future career,	By the end of the school year, 60% of students will participate in at least two career exploration activities that connect their school subjects to real-world careers, as evidenced by	By the end of the school year, all students will participate in a series of resiliency lessons, learn at least three effective strategies for managing stress and overcoming challenges, and

	demonstrating their understanding of the relevance of their education.	attendance records and post-activity surveys.	demonstrate their understanding through reflective journaling.
Measurable	Each student will submit a written reflection detailing these skills or concepts, including how they plan to apply them in their future studies or career.	Participation will be tracked through pre & post survey data assessing students' understanding of the connections made.	Students will demonstrate their understanding and application of at least three resiliency strategies through classroom discussions and reflective journaling.
Achievable	Students will be guided through discussions to help them connect their academic work to future opportunities, ensuring they have the resources they need to succeed.	Students will be provided with a variety of career exploration activities, such as guest speaker sessions, career interest surveys, and classroom discussions designed to fit within the existing curriculum.	The lessons will be designed for all students, providing accessible resources and support to ensure that everyone can participate and benefit.
Relevant	This goal is relevant as it helps students make connections between their current education and their future career paths, fostering a sense of purpose and motivation.	This goal aligns with the school's mission to enhance student engagement and preparedness for future careers by bridging academic content with practical applications	This goal aligns with our overall aim to foster social-emotional learning and prepare students to handle adversities effectively.
Time-Bound	Students will complete this reflection by the end of the year, allowing them to observe their progress and make these connections.	The goal will be measured by the end of the academic year.	By the end of the school year, students will have participated in lessons, discussions and reflective journals, showcasing their development in resiliency skills.

Boyertown Senior High School Grades 9-12

SMART Format	Academic	Career	Personal / Social
Specific	Counselors will collaborate with administration, school social worker, and student support liaison in implementing an attendance improvement initiative to identify and support students with attendance challenges by addressing barriers, providing interventions, and promoting the importance of regular school attendance.	Counselors will implement homeroom advisory sessions to ensure all high school students understand Pennsylvania's state graduation pathways, including Keystone Proficiency, Keystone Composite, Alternative Assessment, Evidence-Based, and CTE Pathways.	Counselors will implement a social-emotional learning (SEL) program through the SOS presentations in 9th-grade Health and PE classes to help students confidently identify and express their emotions in a healthy manner through regular check-ins and group activities during SOS presentations.

Measurable	By the end of the school year, the chronic absenteeism rate (students missing 10% or more of school days) will decrease by at least 10%, as tracked through attendance records.	By the end of the school year, at least 90% of students will demonstrate knowledge of PA state graduation pathways through participation in homeroom advisory sessions, or individual counseling meetings, as measured by pre- and post- program surveys.	By the end of the school year, at least 85% of participating students will demonstrate improved emotional awareness and expression, as measured by pre- and post-program surveys and counselor observations during activities.
Achievable	Counselors will serve on the team led by the school social worker along with administration and student support liaison to identify at-risk students within the first semester, conduct monthly check-ins, collaborate with parents/guardians, and connect students to school and community resources such as academic support, mental health services, and transportation assistance alongside of our student assistance program initiatives.	Counselors will provide structured presentations in classrooms, host a POS presentation in January which includes pathway information and offer individual meetings to guide students in selecting and tracking their graduation pathway.	Counselors will facilitate structured group discussions and activities focused on emotional regulation and provide students with strategies for healthy self-expression and coping mechanisms. Counselors will provide check-in individually for students who have been identified as having a need. SAP Data will also be collected. PAYS surveys can be compared between their 8th and 11th grade year.
Relevant	Improved attendance directly impacts student success, increasing engagement, academic achievement, and graduation rates.	Understanding the state graduation pathways ensures students meet Pennsylvania's graduation requirements and make informed decisions about their coursework, testing, and post-secondary plans.	Emotional intelligence is essential for students' mental well-being, social interactions, and academic success, equipping them with lifelong skills to manage stress and relationships effectively.
Time-Bound	The initiative will begin at the start of the school year, with ongoing monitoring of a 10-day absence list and quarterly progress reviews, culminating in a final assessment at the end of the academic year to evaluate effectiveness and plan for continued improvements.	Homeroom advisory sessions will begin at the start of the school year, with sessions completed by the end of the third quarter, ensuring students have sufficient time to plan and meet graduation requirements before their senior year.	The program will begin during the second quarter of the school year, with activities integrated throughout Health and PE classes and a final evaluation at the end of the lessons to assess progress and effectiveness.

Berks County Technical Center Student Activity Schedule and Stakeholder Awareness 339.32 (5)

The Boyertown Area School District partners with the Berks Career and Technical Center (BCTC) to offer students in grades 10-12 the opportunity to attend a ½ day curriculum at the BCTC. The BCTC currently offers 35 career programs across the following career clusters: Business & Information Technology, Communications, Construction, Engineering & Manufacturing Technology, Healthcare, Services, and Transportation. Below is a selection of activities offered that introduce students to our technical school partner, BCTC, and that highlights the strong partnership between the district and the technical center.

Name of Event	Timeframe of Event	About event	Grade Level
BCTC 5th Grade Presentations	April	Presenting to the entire 5th grade on BCTC	5
BCTC 8th Grade Presentation	November December	BCTC comes to present to the entire 9th grade during REACH	8
BCTC 9th Grade Presentation	September	BCTC comes to present to the entire 9th grade, during every social studies period	9
BCTC 9th Grade Tour	October	The entire 9th grade is offered a chance to tour BCTC where we go to both East and West Campus	9
BCTC Presentation for Freshman Day	October	Senior High Counselors Present on the BCTC application process	9
BCTC Application Process	October until the end of year	Present and Coordinate the BCTC Application process	9-11
BCTC Homeroom/Advisory Sessions	October-December	Presenting on the application process	9-11
BCTC Monthly Visits	Starting October until end of year	Coordinating sending students on a day tour of two programs of their choice.	9-11
Student of the Quarter Breakfast or Lunch	Every quarter of the school year	Attending the ceremony where our students are honored at breakfast or lunch for being Student of the Quarter	10-12

Counselor BCTC personal visit	Fall and Spring	I go to visit BCTC for the day both East and West and check-in on our students	10-12
BCTC Scheduling Meetings	June	Students meet with all counselors to make sure their BCTC students are scheduled properly	10-12
BCTC Counselor County Meetings	Twice a year- Fall & Spring	All counselors that help coordinate BCTC get together to collaborate	Counselor Activity

Career Placement and Transition Services for all Students from School to Work, College, Career, or Military 339.32 (6)

Testing Programs for Post-Secondary Admissions and Military Enlistment

Students of BASH planning to attend a post-secondary school or institution have the opportunity to take part in the various admission testing programs that are offered throughout the year. As most schools require test information, it is important that students become thoroughly familiar with the programs early in their high school careers.

PSAT/NMSQT

The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test, or the PSAT/NMSQT, is a test that is taken by high school juniors only. It is held at Boyertown Senior High School once each year in October. Students who wish to be considered in the National Merit Scholarship Competition must take this test in their junior year.

PRE-ACT

Pre-ACT Assessments measure student progress toward college & career readiness. Pre-ACT scores reflect the knowledge & skills students develop over time—across grades—and link these results to readiness for college & career, providing an evolving picture of student growth. This actionable information enables educators to address students' strengths, areas for improvement, & potential. This is taken by all sophomores in October.

SAT REASONING TESTS

The Scholastic Assessment Test (SAT) is a test which is taken by both high school juniors & seniors. The SAT is accepted by all colleges/ universities. Boyertown is typically a test center for the March administration. Students must register on their own at www.collegeboard.org & select from a variety of dates & locations.

ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities & helps predict future academic & occupational success. It is administered semi-annually. Enlisting in the military is an independent process. The ASVAB is not a required assessment.

*Students may be required to take this assessment to meet an alternative graduation pathway.

Transition Services

Boyertown Area School District employs a full-time Transition Coordinator. The Transition Coordinator works with special education students ages 14 - 22 to support the development of post-secondary goals and improve skills for employability. Services are individualized to student skills and needs. As part of these supports students may participate in a range of activities or programs including but not limited to:

- Interest Inventories
- Vocational / College Preparation Assessments
- BCTC Program
 - Oculus Virtual Reality Headsets -360-degree video of BCTC labs with a 1-minute audio describing each program (mini virtual tour of BCTC)
 - Individual student tours
- College / Technical College Tours
 - Meeting with Office of Disability Services
- Office of Vocational Rehabilitation Coordination
 - Individual Student Meetings
 - Mock Interviews
 - Pre-Employment Transition Services
 - Summer Work Programs
- Intermediate Unit Transition Services
 - Project Search
 - Preparation for Adult Living (PAL)
 - MCIU Discovery Center Envision Program

Boyertown Employability Skills Training (B.E.S.T) program

Our transition coordinator oversees the Boyertown Employability Skills Training (B.E.S.T) program at the High School. The B.E.S.T. Program is a program developed to assist students participating in our special education program that may have difficulty obtaining or maintaining employment. The program allows students the opportunity to learn employability skills during their school day, with the assistance of a job coach. This instruction occurs within the school building and in the local community. Our program has a two-tiered system in which students begin to work within the school building and when successful they will then move out into the community worksites.

NJROTC

The Navy Junior Reserve Officers' Training Corps (NJROTC) program offers elective courses for students with an objective to instill the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. The Boyertown Area School District NJROTC program was started in 2001 and since its inception has received the highest level of distinction and awards across the Northeast region and the nation.

As part of the NJROTC program, cadets can participate in orientation trips. NJROTC orientation trips are visits to military bases that help cadets learn through hands-on experiences. The trips rotate to different locations as much as possible to provide diverse experiences for Cadets. Participation in Orientation trips allows cadets to experience life in the military, on base, and in the city. These trips take place at different locations each year to provide cadets with a range of experiences. Recent experiences have taken cadets to a variety of destinations, including but not limited to the following locations:

- Shippensburg University
- Penn State University
- Norfolk Naval Base, Norfolk, VA
- Washington, D.C. and the Naval Academy, Annapolis, MD
- Marine Corps recruit depot, Parris Island, SC
- Newport Navy Base, RI and Boston, MA

Completion of Naval Science 3 entitles a graduate to additional academic and career opportunities to include:

- If enlisting in the Armed Forces and upon graduation from recruit training (boot camp), an NJROTC graduate will receive an automatic promotion to either E-2 or E-3 (service dependent). This enables immediate career growth; new leadership opportunities and a monthly salary increase of \$350.
- Opportunities for ROTC scholarships at more than 80 major colleges and universities. Those college students are debt free - receiving monthly stipends and tuition payments of up to \$200k.
- Potential for Military Academy nominations. Graduates of Military Academies are debt free and earn a salary of \$50k+ immediately upon graduation!

Educator and Parent Awareness 339.32 (7)

Intervention / Program Event	Date	Stakeholder Delivering	Parent Awareness	Educator Awareness
BCTC New Student Orientation	May	High School Counselors BCTC Counselor	X	
Technical Center Updates and Celebrations at School Board Meetings	All Year	School Board BCTC Representative	X	X
Scheduling	All Year	High School Counselors		X
Program of Studies	November/ December	High School Counselors Building Administrators		X
Berks Career & Technical Center Website	All Year	BCTC	X	X
BCTC Counselor County Meetings	Twice a year- Fall & Spring	All counselors that help coordinate BCTC get together to collaborate	X	

Educator in the Workplace	June-August	Berks County Intermediate Unit		X
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Stakeholder Involvement 339.2 (8) and (9)

Orientation to Career & Technical Options (339.2 (8))

Student Role:

- As a stakeholder, students will participate in school counseling programs & services designed to support attainment of composition of character, social emotional learning, & real-world knowledge that reflect the Boyertown Area School District's [Portrait of Graduate](#)
- **Program Goal:** Students will successfully graduate from high school with attainment of composition of character, social emotional learning, & real-world knowledge that reflect the Boyertown Area School District's [Portrait of Graduate](#) & enter the community with the academic, personal, social, & career-related skills to succeed.

Parent & Guardian Role:

- Engage with school counselors by utilizing provided programs & services to support their children in achieving personal growth & development culminating in the attainment of the skills & qualities portrayed in the Boyertown Portrait of a Graduate (real world knowledge, composition of character, & social emotional awareness).

-School Orientation Programs

-Child Study Teams

-New Student Tours

-Parent/School Conferences

-Utilization of website information

-Participation in Parent Information Sessions

-Parent/School Organizations & Committees

-Utilization of Website Information

Educator Role: Collaborate with school counselors in providing students with programs & services that support personal growth & development culminating in the attainment of the skills & qualities portrayed in the Boyertown Portrait of a Graduate.

- Promote & Provide Academic Support to all Students
- Promote & Engage in Effective Home & School Communication regarding Student Performance
- Promote Awareness & Exploration of Interest & Career Opportunities
- Support Students with Opportunities to Plan for College & Career Related Goals through Utilization of the Smart Futures Program & Career Artifact Completion

Business/Community Role: Partner with school counselors to guide students to become productive & resilient global citizens through participation in:

- career presentations
- job shadow
- internship sites
- hosting Grade 9 college visits

- hosting Grade 10 business visits
- providing MH/D&A assessments
- providing support groups
- providing volunteer/community service opportunities

Post-Secondary Role: Partner with stakeholders to assist students in becoming productive global citizens in post-secondary endeavors through programs & services such as:

- College admissions representative visits to high school to meet with interested students
- Military representatives to meet in-house with interested students
- College visitations sponsored by Berks Business-Education Coalition
- GED consultations
- Dual Enrollment courses
- FAFSA Support

Advisory Council (339.2 (9))

Boyertown Area School District is committed to the ongoing improvement of the school counseling services provided to assist students in attaining success during their school careers & in building skills to prepare them for their postsecondary education &/or employment. The Advisory Council will provide input to & share perspectives with the counselors as they develop a more defined school counselor role & set goals for the counseling department at all levels.

The Advisory Council will meet two times per year to review the current 339 Plan & to develop goals for the K-12 Counseling Program based on current needs of the students & community. The Advisory Council met in [January of 2025](#) and will continue to meet twice a year in the months of November and March. Council members include individuals from the following stakeholder groups:

- Board Members
- District Administrators
- School Counselors
- Teachers
- Students
- Parents
- Community Members from local businesses such as Global Advanced Metals, Lehigh Valley Health Network, Reading Community College

[Meeting agenda and minutes](#)