



| 2021- 22

# K-12 School Guidance Plan

For

Unionville-Chadds  
Ford School District



# School District

## Chapter 339 Counseling Plan

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# 1. School Counselors & Assignments

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This lists the current 2021-22 Counseling staff assignments.

It should be noted that Lisa Yackel, 2020-21 CFES Counselor, was also a contributing author.

## 2. Role of the School Counselor

Role	Level	Evidence of Role
<b>Leader</b>	Elementary	<p>School counselors serve as leaders by effectively managing and implementing a comprehensive developmental school counseling program. We carry out this role in the following manner:</p> <ul style="list-style-type: none"> <li>● Promote a safe and inclusive school environment where all students feel comfortable to be themselves and to learn.</li> <li>● Deliver school-wide culturally responsive programming.</li> <li>● Promote student success by participating in efforts to close existing opportunity gaps among underrepresented populations.</li> <li>● Use data to identify and remove barriers to student learning.</li> <li>● Develop intervention strategies as part of IST/MTSS.</li> <li>● Role model important pro-social skills for staff and students.</li> <li>● Provide community resources to families and serve as liaison between school and home.</li> <li>● Serve on school-based leadership/school improvement teams related to the welfare of students (Wellness Committee, SEL Committee, School Climate Committee).</li> <li>● Serve on district level curriculum teams.</li> <li>● Adhere to ASCA (American School Counselor Association) and Pennsylvania Career Standards.</li> </ul>
<b>Leader</b>	Middle	<p>School counselors serve as leaders by effectively managing and implementing a comprehensive developmental school counseling program. We carry out this role in the following manner:</p> <ul style="list-style-type: none"> <li>● Promote a safe and inclusive school environment where all students feel comfortable to be themselves and to learn.</li> <li>● Use data to identify and challenge policies and practices which may impact student achievement.</li> <li>● Use data to identify and remove barriers to student learning</li> <li>● promote student success by participating in efforts to close existing opportunity gaps.</li> <li>● Identify realistic goals and create action plans.</li> <li>● Develop intervention strategies as part of IST/MTSS.</li> <li>● Serve on school-based leadership/school improvement teams related to the welfare of students (Wellness Committee, SEL Committee, School Climate Committee, Team Leaders).</li> <li>● Serve on district level curriculum teams (K-12 School Counselor Curriculum).</li> <li>● Deliver school-wide culturally responsive programming.</li> <li>● Adhere to ASCA (American School Counselor Association) and Pennsylvania Career Standards.</li> </ul>

<b>Leader</b>	High School	<p>School counselors serve as leaders by effectively managing and implementing a comprehensive developmental school counseling program. We carry out this role in the following manner:</p> <ul style="list-style-type: none"> <li>● Promote student success by participating in efforts to close existing opportunity gaps among underrepresented populations.</li> <li>● Serve on school-based leadership/school improvement teams (weekly team meeting evaluating all students to identify students who need additional support).</li> <li>● Use data to identify and remove barriers to student learning (such as use of PowerSchool to identify students who are in danger of failing or attendance concerns).</li> <li>● Serve on district level curriculum teams (2020-2021 School Counseling Curriculum Cycle- Year 1).</li> <li>● Support the school as a safe and welcoming community (new student orientation every year for incoming freshmen and new students).</li> <li>● Adhere to ASCA (American School Counselor Association) and Pennsylvania Career Standards.</li> <li>● Serve as committee members - Social Emotional Learning Committee, Wellness Committee, Counseling Advisory Committee.</li> <li>● Support the process for collecting career artifacts for all students.</li> </ul>
<b>Advocate</b>	Elementary	<p>School counselors advocate for students, for the counseling profession, and for systemic change. Advocating for the academic success of every student is a key role of school counselors. We carry out this role in the following manner:</p> <ul style="list-style-type: none"> <li>● Develop counseling programs that ensure that every student has an ongoing connection with a caring adult.</li> <li>● Monitor the academic, personal/social, and career development of all students.</li> <li>● Provide equitable access to educational and career exploration opportunities for all students.</li> <li>● Collaborate with parents, teachers and outside agencies to help meet all student needs.</li> </ul>
<b>Advocate</b>	Middle	<p>School counselors advocate for students, for the counseling profession, and for systemic change. Advocating for the academic success of every student is a key role of school counselors. We carry out this role in the following manner:</p> <ul style="list-style-type: none"> <li>● Develop counseling programs that ensure that every student has an ongoing connection with a caring adult.</li> <li>● Monitor the academic, personal/social, emotional and career development of all students.</li> <li>● Provide equitable access to educational and career exploration opportunities for all students.</li> <li>● Collaborate with parents, teachers and outside agencies to help meet all student needs.</li> <li>● Utilize data to proactively inform interventions.</li> <li>● Consult and collaborate with district office and school administration on behalf of students' needs.</li> </ul>
<b>Advocate</b>	High	<p>School counselors advocate for students, for the counseling profession, and for systemic change. Advocating for the academic success of every student is a key role of school counselors. We carry out this role in the following manner:</p>

		<ul style="list-style-type: none"> <li>● Develop counseling programs that ensure that every student has an ongoing connection with a caring adult (individual student conference at each grade level with school counselor).</li> <li>● Monitor the academic, personal/social, and career development of all students (yearly individual meetings with all students).</li> <li>● Provide equitable access to educational and career exploration opportunities for all students (school counseling website resources available to students and parents).</li> <li>● Collaborate with parents, teachers and outside agencies to help meet all student needs (monthly newsletters sent to all students and families).</li> <li>● Consult and collaborate with district office and school administration on behalf of students' needs.</li> <li>● Advocate for scholarship opportunities for our students with community members, business leaders, and potential donors.</li> </ul>
<b>Collaborator</b>	Elementary	<p>The professional school counselor as a collaborator teams with all members of the educational community to create an environment that promotes student achievement. We carry out this role in the following manner:</p> <ul style="list-style-type: none"> <li>● Promote commitment to the mission of the school.</li> <li>● Maintain an open communication style to foster an effective teaming culture and a sense of community for the school system.</li> <li>● Offer parents information and training to enhance the educational opportunities for students.</li> <li>● Serve actively on school leadership teams including IST, Child Study Team/SAP, gifted identification process.</li> <li>● Use skills in networking, problem solving, and mediation in the educational community.</li> <li>● Embrace feedback that supports continual program development.</li> <li>● Respond to specific needs of classroom teacher.</li> <li>● Participation on district-wide behavioral health team.</li> <li>● Monitor and manage career portfolios.</li> </ul>
<b>Collaborator</b>	Middle	<p>The professional school counselor as a collaborator teams with all members of the educational community to create an environment that promotes student achievement. We carry out this role in the following manner:</p> <ul style="list-style-type: none"> <li>● Promote commitment to the mission of the school.</li> <li>● Maintain an open communication style to foster an effective teaming culture and a sense of community for the school system.</li> <li>● Offer parents information and training to enhance the educational opportunities for students.</li> <li>● Serve actively on school leadership teams (SAP, IST, School Climate, Team Leaders).</li> <li>● Use skills in networking, problem solving, and mediation in the educational community.</li> <li>● Embrace feedback that supports continual program development.</li> <li>● Participation on district-wide behavioral health team.</li> <li>● Enlist the support of all stakeholders.</li> </ul>

<b>Collaborator</b>	High	<p>The professional school counselor collaborates with all members of the educational community to create an environment that promotes student achievement. We carry out this role in the following manner:</p> <ul style="list-style-type: none"> <li>● Promote commitment to the mission of the school.</li> <li>● Maintain an open communication style to foster an effective teaming culture and a sense of community for the school system (collaboration with PTO).</li> <li>● Offer parents information and training to enhance the educational opportunities for students (provide parent resources on school counseling website).</li> <li>● Serve actively on school leadership teams.</li> <li>● Use skills in networking, problem solving, and mediation in the educational community.</li> <li>● Embrace feedback that supports continual program development (use of feedback surveys including junior planning survey).</li> <li>● Participation on district-wide behavioral health team.</li> <li>● Collaboration with TCHS programs including Octorara homeland security, Allied Health, Teacher Leadership Academy.</li> </ul>
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### 3. Job Description Linked to the Counselor Evaluation Process

Component	Proficient	Distinguished	Elementary	Middle	High
<b>1a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques</b>	Demonstrates a working knowledge of counseling theory, best practice, and techniques. Uses a District-adopted comprehensive school counseling plan that reflects the integration of knowledge, theory, and best practice.	Displays extensive knowledge of counseling theory, best practice, and techniques. Uses a District-adopted comprehensive school counseling plan that reflects and integrates extensive knowledge, theory and best practice.	Provide resources for teachers and parents during IST, IEP, 504 mtgs. Curate a resource list posted for parents in the virtual coping room as well as maintain a referral list of positively reviewed local outside counseling providers.	Academic, social-emotional and career interventions are based upon evidence-based theories.	Virtual Learning Seminars, Response to student needs, i.e., risk screening.
<b>1b: Demonstrating Knowledge of Child and Adolescent Development</b>	Demonstrates adequate knowledge of child and adolescent development and provides services that are differentiated and developmentally appropriate.	Demonstrates extensive knowledge of child and adolescent development and provides comprehensive services that are highly customized and developmentally appropriate, using a continuum of evidence-based methodologies.	Designed developmentally appropriate lessons for each grade level based on ASCA mindsets and CEW standards. Assists kindergarten teacher/s and school team in identifying which students are most appropriate for our Pre-First program.	Development and implementation of developmentally appropriate social-emotional learning lessons and activities. Developmentally appropriate skills and strategies are taught and practiced during individual counseling sessions based on student need.	Yearly individual conferences-different criteria for each grade level.
<b>1c: Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services</b>	Sets goals for the school counseling program that focus on the academic, career, and social/emotional development of students; are characterized by relevance and rigor; are measurable; are generally data driven; and are aligned with the needs of the population and system goals.	Based on the gathering, assessment, and analysis of data, sets goals for the school counseling program that are reviewed, modified, and evaluated by both the school's interdisciplinary team and the school counseling program advisory council. Initiates program review for relevance and rigor, measurability, and coherence/alignment with the needs of the population and system goals. Uses program outcomes to continuously evaluate and improve school counseling service delivery that focuses on the academic, career,	Set yearly SMART Goals Create and maintain career portfolios & collection of artifacts.	Use data from Climate Survey, PAYS, curriculum survey, and other resources to assess needs and develop goals and programming. Naviance is utilized to administer and track career development activities.	Naviance: i.e., reviewing resume, artifacts, career inventories, hosted Career artifact seminar, and Career Longhorn work sessions.

		and social/emotional development of students.			
<b><i>1d: Demonstrating Knowledge of Resources</i></b>	Demonstrates adequate knowledge of evidence-based and/or high-quality informational and programmatic resources, as well as multidisciplinary and community resources. Evidence continuing expansion of his/her knowledge of resources.	Demonstrates extensive knowledge of evidence-based and/or high-quality informational and programmatic resources as well as local, state, and national resources. Actively researches, utilizes, and collaborates with other stakeholders to build capacity.	Updated Referral/ Community Resource Lists. Referrals to IST, Social Worker, School Psychologist, BCBA, OT, PT, Special Education Case Managers.	Referral resources provided to families regarding clinical mental health providers. Information and resources provided weekly in the principal's newsletter. Participation in ongoing professional development to stay current in best practices, theories, and strategies.	Initiates SSC/IST referrals and process, Social Work referrals, Local community, and mental health resources.  College Planning Webinar Series events.
<b><i>1e: Designing Coherent Service Delivery and School Counseling Program</i></b>	Design school counseling program that is comprised of related activities and services that have efficacy and meaning for the population. Designs programs and services that are integrated with other services and aligned with the needs of the population, ASCA National Model, and PDE guidelines.	Design school counseling program that is comprised of highly related activities and effective services that are equitable and accessible to the population. Designs program and services that are annually reviewed to ensure continued alignment with ASCA National Model and PDE guidelines to maximize positive outcomes for all students.	Provide individual counseling, small group counseling, K-5 developmental guidance program for all learners (including spec. ed) using a multi modal approach, School wide initiatives/Positive Behavior Plans. Provide all fifth grade students with an overview of the programs offered at the Technical College High School.	Collaborate with faculty to design and implement activities and lessons based on the Pennsylvania Career Education and Work Standards. Development and implementation of weekly SEL lessons. Contribute to the development and implementation of the district's 339 Plan.	Future Planning Webinars, Course Selection Presentation, Career Artifact Presentation, New student information sheet and SHOC videos.
<b><i>1f: Designing, Implementing and/or Utilizing Student Assessments</i></b>	Consistently conducts and utilizes assessment and matches assessment results to student needs and service delivery.	Conducts reliable and valid assessments and is consistently able to make meaningful contributions to data-analysis teams, make accurate interpretation of student needs, and inform the content and process associated with effective and efficient service delivery and programming.	Review STAR data & administer above level assessments for gifted screening when warranted Review IST data. Provide basic skills screening for students eligible for first grade from out of the district.	Contribute to the Instructional Support Team and Student Assistance Program. Help with the implementation of the DESSA. Development of 8th Grade Academic and Career Plans.	Naviance- Junior Planning Survey and Conference, IST process, and using At-Risk reports, and course placement exams for new students. Test Coordination- PSAT, SAT, ACT, and AP exams.

<b>2a: Creating an Environment of Respect and Rapport</b>	Demonstrates patterns of interactions that are appropriate to the ages, culture, and developmental levels of the students. Collaborates with colleagues and other stakeholders to develop programs and policies that foster a school climate of respect.	Has interactions among the SCs, colleagues, and individual students that are highly respectful, reflecting genuine warmth, care, concern, and sensitivity to students as individuals. Models respect and rapport for his/her colleagues and the students and leads in the development of policies and programs that promote equity, access, and inclusion for all students.	Provide support to students, teachers & parents. Monthly meetings with elementary counselors & social workers. Staff presentations Support & develop school climate initiatives for staff.	Complete 6th grade interviews with each student. Supervise the Student Ambassador Program. Provide culturally responsive school wide activities/programs.	Through regular consultation and collaboration with UHS Departments and Administration. Create monthly themes for bulletin board and Counseling Center Newsletter. Regular liaison with TCHS, Octorara Homeland Security Meetings with College Admissions Representatives and participation with Penn Consortium, Chester County Counseling Meetings.
<b>2b: Supporting a Culture for Positive Mental Health and Learning</b>	Consistently collaborates with stakeholders to foster a school climate that promotes a culture for learning.	Has a high degree of engagement with stakeholders, with particular emphasis on students, to foster a school climate that promotes a culture for learning.	Needs assessment sent to all families in Fall and Winter. Meet with grade level teachers.	Participate on the School Climate Committee. Provide individual counseling sessions and counseling groups.	IST, Online Learning Seminar Facilitator, IEP, PTO, Counseling Advisory Group, Scholarship, and Enrichment programs.
<b>2c: Managing Procedures</b>	Uses routines and procedures that have been established and function efficiently for the most part, with little loss of time.	Uses routines and procedures that are seamless in their operation, and students assume considerable responsibility for their effective functioning.	Utilize Google calendar & drive for managing schedules & data Monitor digital Career Portfolios & data spreadsheets.	Contribute to the Counselor's Corner in the Principal's Newsletter. Participate as a member of the school's IST Program. Complete risk screenings and follow appropriate procedures.	Course selection presentations, senior seminar, career artifact, and junior planning conference.
<b>2d: Managing Student Behavior</b>	Demonstrates a firm foundation in management techniques and employs these techniques appropriately to manage behaviors in various situations. Responds to student misbehavior in a manner that is consistent, proportionate, respectful to students, and effective.	Demonstrates a high level of understanding of management techniques and extreme competency in managing behaviors in various situations. There is evidence of student participation in setting expectations and monitoring behavior. Monitors student behavior in a manner that is subtle and preventive, and responds to student misbehavior in a manner that is sensitive to individual student needs and respects students' dignity.	Use of conflict resolution strategies. Proven classroom management techniques. Respecting the privacy/dignity of the student. Parental follow-up.	Offer strengths-based lessons for behavioral concerns (detentions). Encourage participation and engagement during developmental classroom lessons. Assist with self-management skill development.	Teacher collaboration, individual student check ins, collaboration with parents to offer resources, following confidentiality guidelines, participation in FBA's.

<b>2e: Organizing Physical Space</b>	Ensures the physical environment is safe and contributes to ensuring that the physical environment supports the counseling activities.	Ensures the physical environment is safe and learning is accessible to all; uses physical resources well and ensures that the physical space supports the counseling activities.	Private counseling office with access to tangible resources to build rapport and trust.	Foster a friendly office space with materials, resources, and counseling tools.	The Counseling Center is equipped to meet with students individually in person or remotely, i.e., Zoom, mask wearing, air filters, etc. Additional private rooms for students to be able to express their emotions safely, i.e., crying, highly anxious.
<b>3a: Communicating Clearly and Accurately</b>	Communicates clearly and accurately to students both orally and in writing.	Uses varied and innovative methods to communicate with students. Oral and written communication is clear and expressive, anticipating possible misconceptions. Demonstrates effective oral and written communication skills, resulting in community-building, enhancement, and trust in school counseling services.	Classroom visits with written summary for parents. Variety of visual and kinesthetic content to reach all learners. Counselor websites. Elicit feedback from school personnel (i.e., Bus drivers, PCA's, school nurse, paraprofessionals).	Communicate with students in a variety of ways such as the Counselor's Canvas page, Principal's Newsletter, counseling webpage on school website, videos/presentations, email, and individual/group counseling.	Emails, individual conferences, phone, zoom, social media announcements (Twitter and Instagram), updates on school counseling website, monthly newsletter.
<b>3b: Using Questioning and Discussion Techniques</b>	Uses evidence-based and best practice strategies for individual and group counseling as well as classroom guidance activities. Asks questions that are high quality and characterized by accuracy, clarity, and substantive content. Provides adequate time for students to think before responding.	Uses varied evidence-based and best practice strategies for individual and group counseling as well as classroom guidance activities to best meet the needs of the individual or group receiving the intervention. Asks questions and uses discussion techniques that are of uniformly high quality. Provides adequate time for students to think before responding. Ensures that students are actively engaged, and when appropriate, formulates questions related to the content.	Reflective listening techniques, solution focused approach. Part of the behavioral health team, during a crisis situation, determines a student's risk/threat level and need for outside counseling referrals.	Provide discussion questions to accompany SEL lessons. During individual counseling sessions, use counseling theories and techniques, such as Solution-Focused and scaling questions.	Individual conferences, senior seminars, virtual learning seminars, course selection presentations, and future planning webinars.

<b>3c: Engaging Students in Learning and Development</b>	Engages in a relationship with students that promotes their academic, career, and social/emotional development. Provides equitable services to students and “trriages” effectively. Develops and conducts activities that assist students in developing their educational and career goals.	Regularly utilizes a continuum of evidenced-based strategies for engaging students in SC services that are appropriately matched to their academic, career, and/or social/emotional needs. Invites students to self-reflect on growth and progress.	Visible presence in the building. Self-referral system in place K-5. Developmental guidance lessons.	Organize tours of local Technical College High School. Goal setting during individual meetings. Develop course selection reflection.	Meet with students to discuss goals and resources on a yearly basis. Counselor recommendation form, junior conference pre-questionnaire, career and college readiness portfolio artifact checklist, career artifact seminars, career artifact work session during longhorn time.
<b>3d: Using Assessment in Delivery of Academic, Career and Personal Social Development Services</b>	Ensures that students are aware of the goals that have been established and the criteria for determining whether progress has been made.	Develops, in conjunction with students, the goals and criteria for determining whether progress has been made.	Informal pre-post assessments for guidance lessons and small groups.	Member and LEA of the IEP/504 teams. Review PowerSchool with individual students.	Review of PowerSchool, 9, 10, 11, 12 individual conference summary sheets.
<b>3e: Demonstrating Flexibility and Responsiveness</b>	Uses data to promote the successful goal achievement of all students and make adjustments as needed to direct and indirect service delivery plans.	Actively solicits the feedback from all stakeholders to inform continuous improvement efforts and related outcomes as a function of SC direct and indirect service delivery plans.	Regularly scheduled district advisory council meetings.	Provide input with regards to student course scheduling. Collaborate and communicate with families. Issued survey to staff regarding topics for SEL lessons.	Community feedback surveys after programs, i.e.- college webinars, virtual learning seminars.
<b>4a: Reflecting on Professional Practice</b>	Reflects on practice, providing an accurate and objective description of practice and citing specific suggestions for ways to improve the school counseling program.	Reflects on practice and is consistently highly accurate and insightful and demonstrates an effort to integrate evidence-based methodologies and strategies to improve practice and outcomes.	Monthly counselor meetings. Development of 339 Plan.	Solicits feedback from Advisory Council. Attends counselor department meetings, team leader meetings, and grade-level team meetings.	Department meetings, reviewing feedback, ongoing training, i.e., College Board, PACAC, website training, NCAA training.
<b>4b: Maintaining Accurate And Confidential Records</b>	Completes reports, records, and documentation that are accurate and compliant with district policies and procedures.	Uses an approach to record keeping that is highly accurate, systematic, comprehensive, compliant, and serves as a model.	Double lock rule is utilized to protect records and notes. Review of out of district cumulative records of incoming new students.	Utilize virtual documentation. Obtains release of records to communicate with outside providers. Attends trainings to stay updated on best practices, i.e., counseling data for students with IEPs.	More documents and resources available virtually, i.e., forms, webinars, videos, seminars.

<b>4c: Communicating with Stakeholders</b>	Consistently establishes effective home-school partnerships. Consistently and effectively communicates with families.	Is highly effective in establishing and maintaining effective home-school partnerships, which enhance student achievement. Is identified as a role model for other school counselors on how to communicate and collaborate effectively with families.	IST documentation, reporting out on IEP goals.	Facilitate the Student Ambassadors Program. Act as members of district and school wide committees. Assists with acclimating new students to the school; transition camp.	Involvement in district-wide committees (PTO, Health and Wellness/Social and Emotional Learning/PAYS survey, Portrait of a Graduate) CCIU program collaboration.  Participating/coordination of in school-based committees such as master scheduling/PowerSchool, NHS determination, Administrative Council, Monday Morning Huddle. Collaborating with local, state, and national scholarship and enrichment programs (Rotary Student of the Quarter, Chester County Advisory Board, HOBY, RYLA, Scholarship Committee).
<b>4d: Participating in a Professional Community</b>	Has relationships that are characterized by mutual support and cooperation and include active participation in a culture of inquiry, school events, and school/district projects, with SC making substantial contributions.	Has relationships that are characterized by mutual support, cooperation, and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects. Demonstrates exemplary leadership and collaboration by engaging the educational community in the development of a comprehensive school counseling program.	Membership in local, state & national associations. Transition meetings with EI & middle school counselors.	Attends CCIU trainings and conferences.	Professional memberships, committee involvement, 339 Counselor Advisory Council.
<b>4e: Growing and Developing Professionally</b>	Consistently seeks out professional development opportunities, welcomes feedback on performance, and participates actively in assisting other SCs and the learning community.	Seeks out opportunities for professional development, contributes to the professional development of other school counselors, makes a systematic effort to conduct action research, seeks out feedback, and initiates important activities to contribute to the profession. Takes a leadership role both	Attendance at workshops & conferences.	Participation in local, state, and national professional associations (ASCA, PSCA, CCSCA). Participates in district and school-wide committees, Advisory Council, 339 Plan.	Involvement in professional communities, continued professional development in career, academic and social emotional areas for students.

		within the learning community and the school counseling community.			
<b>4f: Demonstrating Professionalism</b>	Displays a high level of ethical and professional behavior in dealing with students, parents, and colleagues; and complies fully and voluntarily with professional, school, district, and state regulations and policies.	Is proactive and assumes a leadership role (indeed, is seen as a role model) in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.	Alternative Supervision projects developed for specific needs per observation cycle. Presenting at faculty meetings.	Actively advocates for students. Provide internship/practicum opportunities for counseling students in graduate programs Act as mentors to colleagues.	Department meetings and collaboration with administration to design and implement consistent and equitable practices across the student body, timeline, and format of individual conferences, advocating for student/parent resources.

## 4. Counseling Department Mission Statement

### **District Mission Statement**

#### **Unionville-Chadds Ford School District**

The mission of the Unionville-Chadds Ford School District is to empower each student to succeed in life and contribute to society.

### **K-12 School Counseling Mission Statement**

The mission of the UCFSD Counseling Department is to provide a comprehensive, student-centered developmental counseling program that:

- Addresses the academic, career, personal, and social emotional development of all students.
- Fosters advocacy, resilience, and perseverance in an ever-changing world.
- Partners with educators, parents, business, community, and post-secondary stakeholders to explore a variety of college and career paths.
- Supports a safe, equitable, and inclusive learning and living environment that is accessible for all students.
- Facilitates the support system which empowers all students to unlock their potential and help discover their purpose.

## 5. Program Calendar & 6. Program Delivery

Elementary					
Item Month/Domain/Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
<b>Academic</b>	<b>All Kids</b> Face to Face  Example: Introduction to Gradebook	<b>Some Kids</b> Face to Face Can be in response to a problem or proactive  Example: December Study Skills Group for kids who failed or May Group for Elementary kids interested in STEM to learn about summer opportunities	<b>Individual – 1:1</b> Face to Face Can be for Planning Purposes or in response to a problem.  Example: Meeting one- on-one for homework check-in and/or review grades	<b>Kids not present</b>  Example might be a parent workshop on How to Access Gradebook	<b>Task someone else could easily complete</b>  Example might be counting PSSA exams
<b>Career</b>	<b>All Kids</b> Face to Face May be delivered by you or others  Example: Monthly Career Cluster Snapshot lesson delivered by classroom teacher or Interest Inventory lesson delivered by you	<b>Some Kids</b> Face to Face Can be Responsive but on occasion could be proactive  Example: Have a group of students complete an artifact  Have a small group meet with a Robotics expert	<b>Individual – 1:1</b> Face to Face Can be Proactive or Responsive  Example: Readminister and interest inventory	<b>Does not directly Impact Kids</b>  Example: Preparing agenda and procedure for upcoming Advisory Council Meeting	<b>Task someone else could easily complete</b>  Updating Business and Community Partners contact information
<b>Social/ Emotional</b>	<b>All Kids</b> Face to Face May be delivered by you or others  Example: SWPBS Lessons	<b>Some Kids</b> Face to Face  Example: Lunch Bunch with a small group of students	<b>Individual – 1:1</b> Face to Face Proactive or Responsive  Example: Facilitating Social Skills activity or Check-In Check-Out with a student who is struggling with school norms	<b>Does not directly Impact Kids</b>  Example: Meeting with a TSS to discuss best times to support student(s)	<b>Task someone else could easily complete</b>  Updating agency partners regarding building procedure changes
<b>SEPTEMBER</b>					
<b>Academic:</b>					
Analyze STAR 360 data for gifted identification				<b>X</b>	
<b>Career:</b>					
Begin career developmental guidance lessons	<b>X</b>				
Plan TCHS Career Fair				<b>X</b>	
<b>Social/Emotional:</b>					
Introduction lesson to role of school counselor	<b>X</b>				
Back to School Night				<b>X</b>	

Send Family Needs Assessment				X	
Check in with new students			X		
Provide small group counseling/lunch bunches		X			
<b>OCTOBER</b>					
<b>Academic:</b>					
Administer above level testing to students meeting phase 2 criteria as indicated by gifted matrix			X		X
<b>Career:</b>					
<b>Social/Emotional:</b>					
Meet with individual students as identified by needs assessment and IST/IEP/Teacher/Parent Referral		X			
Provide small group counseling/lunch bunches		X			
<b>NOVEMBER</b>					
<b>Academic:</b>					
Attend parent conferences at request of teachers/parents				X	
Continue to Administer above level testing to students meeting phase 2 criteria as indicated by gifted matrix			X		X
<b>Career:</b>					
Advisory Council Meeting				X	
<b>Social/Emotional:</b>					
<b>DECEMBER</b>					
<b>Academic:</b>					
<b>Career:</b>					
<b>Social/Emotional:</b>					
<b>JANUARY</b>					
<b>Academic:</b>					
Consult with Kindergarten teachers regarding potential students for pre-first placement (observations)			X	X	
Attend Early Intervention meetings				X	
Analyze STAR 360 data for gifted identification				X	
<b>Career:</b>					

<b>Social/Emotional:</b>					
<b>FEBRUARY</b>					
<b>Academic:</b>					
Attend Early Intervention meetings with the CCIU staff to review IEPs of incoming kindergarten students				X	
Administer above level testing to students meeting phase 2 criteria as indicated by gifted matrix			X		X
<b>Career:</b>					
<b>Social/Emotional:</b>					
Send Family Needs Assessment after 100 <sup>th</sup> day of school				X	
Meet with individual students as identified by needs assessment and IST/IEP/Teacher/Parent Referral		X			
<b>MARCH</b>					
<b>Academic:</b>					
<b>Career:</b>					
<b>Social/Emotional:</b>					
<b>APRIL</b>					
<b>Academic:</b>					
Attend parent conferences at request of teachers/parents				X	
PSSA support as needed					X
Attend fifth grade IEP transition meetings				X	
<b>Career:</b>					
<b>Social/Emotional:</b>					
<b>MAY</b>					
<b>Academic:</b>					
Analyze STAR 360 data for gifted identification				X	
Begin class placement discussions for Fall				X	
Finalize placement decisions for Pre-first				X	
Begin screening of incoming first graders			X	X	

<b>Career:</b>					
Advisory Council Meeting				X	
<b>Social/Emotional:</b>					
Attend Open House				X	
Coordinate and attend middle school orientation visit				X	
<b>JUNE</b>					
<b>Academic:</b>					
<b>Career:</b>					
<b>Social/Emotional:</b>					
<b>JULY</b>					
<b>Academic:</b>					
<b>Career:</b>					
<b>Social/Emotional:</b>					
<b>AUGUST</b>					
<b>Academic:</b>					
Meet with principal to review class placements				X	
New first grade students screenings			X	X	
Grade level transition meetings				X	
New student IEP initial meetings				X	
Review new student cumulative records				X	
<b>Career:</b>					
<b>Social/Emotional:</b>					
Consult with parents on an as needed basis				X	
New student/family orientation			X	X	
Sneak-a-Peek				X	

Elementary Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support: Counselor Related	System Support: Non-Counselor Related
<b>Academic:</b>					
Attend IEP, GIEP, 504, IST Meetings				X	
Serve as LEA for IEPs				X	X
Observations for ER's				X	X
Participate in district wide committees				X	
Respond to parent emails/phone calls				X	
Attend monthly Child Study Team meetings for support coordination				X	
<b>Career:</b>					
Collect & account for career artifacts				X	
Follow up with students to review career artifacts			X		
Deliver classroom developmental guidance lessons (see Curriculum Action Plan)	X				
Consultation with teachers regarding career portfolios				X	
<b>Social/Emotional:</b>					
Schoolwide Positive Behavior Programming	X			X	
Deliver classroom developmental guidance lessons (see Curriculum Action Plan)	X				
Consultation with parents regarding personal/social/parenting concerns				X	
Consultation with teachers regarding personal/social concerns of students				X	
Crisis management		X		X	
Serve as a referral source for outside agency casework				X	
Student conflict mediation		X			
Individual counseling regarding personal/social concerns		X			
Group counseling regarding personal/social concerns		X			
Curate and maintain student and parent resources in a digital/virtual coping room				X	
Support building administration with behavioral/discipline situations		X		X	
Respond to parent emails/phone calls		X			
Attend professional conferences				X	
Attend monthly Child Study Team meetings for support coordination		X		X	
Administer district risk screenings as needed		X			
Attend monthly elementary counselor meetings				X	

Middle School					
Item Month/Domain/Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic	<p><b>All Kids</b> Face to Face</p> <p>Example: Introduction to Gradebook</p>	<p><b>Some Kids</b> Face to Face Can be in response to a problem or proactive</p> <p>Example: December Study Skills Group for kids who failed or a May Group for Elementary kids interested in STEM to learn about summer opportunities</p>	<p><b>Individual – 1:1</b> Face to Face Can be for Planning Purposes or in response to a problem.</p> <p>Example: Meeting one-on-one with a student to provide IST strategies</p>	<p><b>Kids not present</b> Example might be a parent workshop on How to Access Gradebook</p>	<p><b>Task someone else could easily complete</b> Example might be counting PSSA exams</p>
Career	<p><b>All Kids</b> Face to Face May be delivered by you or others</p> <p>Example: Monthly Career Cluster Snapshot Lesson delivered by classroom teacher or Interest Inventory Lesson delivered by you</p>	<p><b>Some Kids</b> Face to Face Can be responsive but on occasion could be proactive</p> <p>Example: Take a group of 6<sup>th</sup> graders who have expressed an interest in your local CTC to the 8<sup>th</sup> grade CTC presentation</p>	<p><b>Individual – 1:1</b> Face to Face Can be Proactive or Responsive</p> <p>Example: Individual senior meetings to review post high school plans or an individual meeting with a senior who is struggling with post-secondary planning to readminister and interest inventory</p>	<p><b>Does not directly Impact Kids</b> Example: Preparing agenda and procedure for upcoming Advisory Council Meeting</p>	<p><b>Task someone else could easily complete</b> Updating Business and Community Partners contact information</p>
Social/ Emotional	<p><b>All Kids</b> Face to Face May be delivered by you or others</p> <p>Example: SWPBS Lessons</p>	<p><b>Some Kids</b> Face to Face</p> <p>Example: Lunch Bunch with a small group of students</p>	<p><b>Individual – 1:1</b> Face to Face Can be Proactive or Responsive</p> <p>Example: Facilitating Social Skills Activity or Check-In Check-Out with a student who is struggling with school norms</p>	<p><b>Does not directly Impact Kids</b> Example: Meeting with a TSS to discuss best times to support student</p>	<p><b>Task someone else could easily complete</b> Updating Agency Partners regarding building procedure changes</p>
SEPTEMBER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
<b>Academic:</b>					
Review new student records				X	
New student registration			X		
Analyze Star 360 data for potential AT students	X	X			
Individual meetings with students with 504 plans			X		
Attend Back to School Night				X	
<b>Career:</b>					
Paradise Farms Naviance activity (8th)	X				
Plan 8th grade trip to <a href="#">TCHS</a>				X	

<b>Social/Emotional:</b>					
Meet with new students		X	X		
New student lunches		X			
Classroom Guidance Lesson - Intro to MS Counselor (6th)	X				
<a href="#">Safe to Say Something</a> Presentation	X				
<b>OCTOBER</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Academic:</b>					
<b>Career:</b>					
6th grade introduction to Naviance & portfolio upload	X				
Time Management Classroom Presentation (7th)	X			X	
<b>Social/Emotional:</b>					
Survey for group counseling interest	X				
PAYS Survey (odd years)				X	
<b>NOVEMBER</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Academic:</b>					
Advisory Council Meeting				X	
Attend Student Led Conferences (when applicable)			X	X	
<b>Career:</b>					
TCHS Presentation (Representative from TCHS)	X				
<b>Social/Emotional:</b>					
<b>DECEMBER</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Academic:</b>					
<b>Career:</b>					
Trip to <a href="#">TCHS</a>	X				
<a href="#">TCHS</a> reflection Naviance activity (8th)	X				
Career Key in Naviance (7th)	X				
<b>Social/Emotional:</b>					
Diversity Day - 6th Graders participate; Select 7th/8th graders present		X			
Diversity Day all-school assembly	X				
<b>JANUARY</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Academic:</b>					
Analyze Star 360 data				X	

for potential AT students					
Meet with high school team leaders and counselors to review updates to course selection (8th)				X	
<b>Career:</b>					
<b>Social/Emotional:</b>					
Recruit new Student Ambassadors (6th & 7th)		X		X	
<b>FEBRUARY</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Academic:</b>					
Course Selection (Presentations, Individual Meetings, Follow-up, Parent conferences)	X	X	X	X	
<b>Career:</b>					
Naviance activity: Match High School electives to College/Career Goals	X				
Naviance Activity: Creating a balanced HS schedule	X				
Start completing academic and career plan with each 8th grade student	X				
<b>Social/Emotional:</b>					
<b>MARCH</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Academic:</b>					
Course Selection (Presentations, Individual Meetings, Follow-up, Parent conferences)	X	X	X	X	
<b>Career:</b>					
Course Selection Reflections (6th & 7th)	X				
Career Cluster Finder (7th)	X				
<b>Social/Emotional:</b>					
<b>APRIL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Academic:</b>					
Assist with PSSAs					X
Attend 5th grade transition meetings			X	X	
Make course selection schedule changes				X	
Attend 8th grade transition meeting			X	X	

<b>Career:</b>					
Entrepreneurship Lesson (Geography) (8th)	X				
Career Exploration (6th)	X				
<b>Social/Emotional:</b>					
Visitation Day Planning				X	
<b>MAY</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Academic:</b>					
Attend 5th grade transition meetings			X	X	
Advisory Council Meeting				X	
Attend Spring Open House				X	
Attend 8th grade transition meeting			X	X	
<b>Career:</b>					
Career Fair & Naviance Reflection (7th)	X				
<b>Social/Emotional:</b>					
5th grade Visitation Days	X			X	
Student Ambassador Training for Visitation Days		X			
<b>JUNE</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Academic:</b>					
Attend 5th grade transition meetings			X	X	
8th Grade Counselor sends files to the high school				X	
Attend 8th grade transition meeting			X	X	
<b>Career:</b>					
<b>Social/Emotional:</b>					
Transition Camp Planning				X	
<b>JULY</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Academic:</b>					
New Student Orientation	X			X	
Math Placement Tests				X	
<b>Career:</b>					
<b>Social/Emotional:</b>					
Transition Camp Planning				X	
<b>AUGUST</b>	<b>Curriculum (Tier 1) All Kids</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Academic:</b>					
New Student Orientation		X		X	
Math Placement Tests		X		X	
<b>Career:</b>					

<b>Social/Emotional:</b>					
Transition Camp	X				
Patton Picnic	X				

Middle School <u>Ongoing</u> Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual (Tier 3)	System Support; Counselor Related	System Support: Non-Counselor Related
<b>Academic:</b>					
Student Assistance Program		X			
Attend IEP, GIEP, 504, SAIC, and IST Meetings				X	
Serve as LEA					X
Student observations for ERs and RRs				X	
Add information to principal’s newsletter				X	
Attend grade level/team meetings	X	X	X	X	
Parent collaboration and consultation				X	
Individual academic planning meetings			X		
Professional Conferences				X	
Schedule changes				X	
Participate in district-wide committees				X	
Initiate and coordinate Home-Bound Instruction			X	X	
Monitor D&F List				X	
Respond to emails & phone calls				X	
Attend Home/School Planning meetings		X		X	
Attend Team Leaders Meeting				X	
Write counselor recommendation letters and coordinate student applications to private schools				X	
Attend Faculty Meetings and Department Meetings				X	
<b>Career:</b>					
Add information to principal’s newsletter				X	
Career Lessons/Naviance Activities	X				
Plan career related activities throughout the year				X	
Assist with TCHS applications				X	
Collaboration and consultation with parents				X	
Collaboration and consultation with community organizations				X	
Provide information regarding community opportunities (camps, extracurricular programs)				X	
<b>Social/Emotional:</b>					
Weekly SEL Lessons	X				
Student Assistance Program		X			
New student/family tours		X			
Add information to principal’s newsletter				X	
School Climate Committee Activities					
Student Ambassador Program (Trainings, etc.)		X		X	
Individual Student Meetings			X		
6th Grade Student Interview			X		
Meet with students who have received disciplinary consequences to provide education and support			X	X	
Referrals to outside resources and support			X		
Transitioning planning for students returning from placement			X		
Consult with school psychologist, school social worker,				X	

nurse and administration regarding student concerns					
Crisis management/complete Risk Screeners			X		
Start with Hello Week	X				
Counseling Bulletin Board	X			X	
Community Educational Event participation/PTO Meetings				X	
Staff Shout-Outs/Gratitude Program					X
DESSA	X	X	X	X	

High School					
Item Month/Domain/Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
Academic	<b>All Kids</b> Face to Face  Example: Introduction to Gradebook	<b>Some Kids</b> Face to Face Can be in response to a problem or proactive  Example: December Study Skills Group for kids who failed or A May Group for Elementary kids interested in STEM to learn about summer opportunities	<b>Individual – 1:1</b> Face to Face Can be for Planning Purposes or in response to a problem.  Example: Senior transcript review with a student who is selecting courses for the 2 <sup>nd</sup> semester and has credit concerns	<b>Kids not present</b> Example might be a parent workshop on How to Access Gradebook	<b>Task someone else could easily complete</b> Example might be counting PSSA exams
Career	<b>All Kids</b> Face to Face May be delivered by you or others  Example: Monthly Career Cluster Snapshot lesson delivered by Social Studies teacher or Interest Inventory lesson delivered by you	<b>Some Kids</b> Face to Face Can be responsive but on occasion could be proactive  Example: Have a group of kids with attendance issues meet with HR from Harley Davidson or take a group of 6 <sup>th</sup> graders who have expressed an interest in your local CTC to the 8th grade CTC presentation	<b>Individual – 1:1</b> Face to Face Can be Proactive or Responsive  Example: Individual senior meetings to review post high school plans or an individual meeting with a senior who is struggling with post-secondary planning to readminister and interest inventory	<b>Does not directly Impact Kids</b> Example: Preparing agenda and procedure for upcoming Advisory Council Meeting	<b>Task someone else could easily complete</b> Updating Business and Community Partners contact information
Social/Emotional	<b>All Kids</b> Face to Face May be delivered	<b>Some Kids</b> Face to Face	<b>Individual – 1:1</b> Face to Face Can be Proactive	<b>Does not directly Impact Kids</b> Example: Meeting	<b>Task someone else could easily complete</b>

	by you or others  Example: SWPBS Lessons	Example: Dropout Prevention Lunch Group for Juniors	or Responsive  Example: Facilitating a Mentor/Mentee Social Skills Activity or Check-In Check-Out with a student who is struggling with school norms	with a TSS to discuss best times to support student	Updating Agency Partners regarding building procedure changes
<b>SEPTEMBER</b>					
<b>ACADEMIC</b>	<b>Curriculum (Tier 1)</b> All Kids	<b>Responsive (Tier 2)</b> Some Kids	<b>Individual Academic &amp; Career Counseling</b> Individual – 1:1	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>AP Test Registration</b>				Update process per College Board changes and communicate to AP teachers, facilitation communications to students and parents	Setup Total Registration system for student registration
<b>Attend Post-Secondary Events</b>				Examples: 2 and 4 yr. colleges, Service Academy breakfast, College Board, PHEAA etc. Collect information and develop relationships with key stakeholders in the community	
<b>Back to School Night-</b> meet and greet, answer questions	X				
Conduct <b>Senior Seminars</b>	Host 4-5 sessions during Lunch and Learn to all 12 <sup>th</sup> graders			Review updates/changes in college admissions resources- NACAC, NAVIANCE, COMMON APP, etc. Review/updates process and guidelines for seniors applying to college per changes Update presentation materials and handouts for Senior	Coordinate facility usage Create marketing materials for event and send communications

				Seminar	
<b>Coordinate College Visits at UHS-</b> host visits from college representatives		Attend college admissions sessions with students		Coordinate visits from college representatives, setup process for students to attend sessions, marketing events, meet with college representatives to provide updates at UHS and to gather information and updates from the college	Coordinate facility usage
Coordination for <b>PSAT Testing</b>	X			X	X
<b>Individual Senior Conferences-</b>			Review transcript and graduation progress per post-secondary plans and needs	Update conference agenda and materials per changes in the college application process and Naviance updates, setup registration system for students to schedule	
<b>National Merit Scholarship Competition</b>		Meet with group of Semi-finalist to review application instructions, process, and deadlines		Complete school section of the application, write individual recommendations for each applicants and process applications for each student	
<b>Naviance Account Management-</b>				Compile data for school profile report and update system, communicate instructions to teachers	Update welcome pages for every grade level, update teacher accounts and permissions, research changes for users and communicate directions for login and uploading letters of rec. and assist teachers with technical
<b>Peer Tutoring Program</b>		Coordinate and host peer tutoring		Seek qualified candidates to tutor,	

		expectation meeting with tutors, match peer tutor requests and facilitate initial communications		updates system for enrollment, communicate/ publicize programming	
Process <b>College and Military Applications</b>				X	
Responding to <b>technology and system issues support</b> for students and teachers					X
<b>Student Schedule Issues/Concerns or request for change</b>			Discuss concerns and needs with students	Review of historical grades/performance, consultation with teacher, administration, parent and revise student schedules	
<b>Transfer Student Conferences</b>			Discuss acclimation to UHS, confirm course placement level, confirm transfer of academic records, follow up on missing docs, review schedule for accuracy, review academic record and updated UHS transcript, review graduation progress and credits, state testing records		
<b>Transfer Credit Reports</b>				Create transfer student official transcripts by evaluating previous records. Complete Transfer Credit Report for PowerSchool	
Update <b>UHS School Profile</b> that is accompanies all college apps, is given to shoppers and new students, published on website				Coordinate with district and school level administration and faculty and compile relevant statistics and updates from previous school year, including	Design and create the document, coordinate with publisher for printing

				national and local ranking, awards and recognitions, standardized testing data, college matriculation data	
Write Counselor Letters of Recommendation				Synchronize material from student, teacher, parent, and personal experiences to develop letter to support student in relationship to others in our district and their personal future goals	
CAREER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic & Career Counseling	System Support	Non-Counselor Related
AP Test Registration				Update process per College Board changes and communicate to AP teachers, facilitation communications to students and parents	Setup Total Registration system for student registration
Attend Post-Secondary Events				Examples: 2 and 4 yr. colleges, Service Academy breakfast, College Board, PHEAA etc. Collect information and develop relationships with key stakeholders in the community	
Conduct Senior Seminars	Facilitate 4-5 sessions during Lunch and Learn to all 12 <sup>th</sup> graders			Review updates/changes in college admissions resources- NACAC, NAVIANCE, COMMON APP, etc. Review/updates process and guidelines for seniors applying to college per changes Update presentation materials and handouts for Senior	Coordinate facility usage Create marketing materials for event and send communications

				Seminar	
<b>Coordinate College Visits at UHS</b>		Host visits with college admissions representatives for groups of students		Meet with college representatives, military recruiters to provide updates about UHS and set up meetings for students to meet with representatives.	
<b>Coordination of PSAT Testing</b>	X			X	X
<b>Financial Aid Night</b>		Host Financial Aid Night for students and parents		Meet/communicate with representative from PHEAA for financial aid presentation and ongoing questions on behalf of students and parents	
<b>Individual Senior Conferences</b>			Discuss intended college major, review academic and extracurricular options to further explore career awareness and interest, review Naviance resources		
<b>Naviance Account Management</b>				Compile data for school profile report and update system, communicate instructions to teachers	Update welcome pages for every grade level, update teacher accounts and permissions, research changes for users and communicate directions for login and uploading letters of rec. and assist teachers with technical
<b>Process College and Military Applications</b>				X	
<b>TCHS Liaison Meeting</b>					
<b>Transfer Student Record Review and Individual Conferences</b>			Discuss post-secondary planning and introduce career	Review transfer records received, outreach to previous institution for	

			planning resources	missing documents, complete the Transfer Credit Report for UHS transcript, provide administration with state testing if applicable	
<b>UHS School Profile</b> -compile data from numerous sources - create and publish document				Coordinate with district and school level administration and faculty and compile relevant statistics and updates from previous school year, including national and local ranking, awards and recognitions, standardized testing data, college matriculation data	Design and create the document, coordinate with publisher for printing
<b>Write Counselor Letters of Recommendation</b>				Synchronize material from student, teacher, parent, and personal experiences to develop letter to support student in relationship to others in our district and their personal future goals	
<b>SOCIAL/EMOTIONAL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Back to School Night</b> - meet and greet, answer questions	X				
<b>Individual Senior Conferences</b>			Senior conference-discuss general stressors and those related to post-secondary goals		
<b>Transfer Student Conferences</b>			Discuss social transition and acclimation to UHS, review extracurricular activities and involvement		

Transitional Support Meetings			Individual conference with previously identified students by middle school as needing additional support during transition		
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OCTOBER					
ACADEMIC	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic & Career Counseling	System Support	Non-Counselor Related
Individual Senior Conferences			Discuss intended college major, review academic and extracurricular options to further explore career awareness and interest, review Naviance resources		
Career and College Readiness Portfolio Presentation	Career and College Readiness Portfolio presentation to 9th graders			Request new artifacts from academic departments and update materials on website and in Naviance, update presentation materials	Assign all 9 <sup>th</sup> grade students to career portfolio artifacts in Naviance
Coordinate College Visits at UHS		Host visits with college admissions representatives for groups of students		Meet with college representatives, military recruiters to provide updates about UHS and setup meetings for students to meet with representatives	
Mid-Marking Period Academic Review			Meet individually with student as needed	Run reports to identify academic concerns, consult with teacher, parent, administration as needed	
Process College and Military Applications				X	
Write Counselor Letters of Recommendation			X	Synchronize material from student, teacher, parent, and personal experiences to develop letter to	

				support student in relationship to others in our district and their personal future goals	
Administer PSAT exams to all 10th and 11th graders	X			X	X
<b>CAREER</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
College and Career Readiness Artifacts	Present to 9 <sup>th</sup> grade students			Update materials and posted resources	Assign all 9 <sup>th</sup> grade students to career portfolio artifacts in Naviance
Coordinate College Visits at UHS		Host visits with college admissions representatives for groups of students		Meet with college representatives, military recruiters to provide updates about UHS and set up meetings for students to meet with representatives	
Administer PSAT exams to all 10th and 11th graders	X			X	X
<b>SOCIAL/EMOTIONAL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Mid-Marking Period Academic Review		Run reports to identify academic concerns, consult with teacher, parent, administration as needed, meet individually with student as needed			
<b>NOVEMBER</b>					
<b>ACADEMIC</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Quarter 1 Academic Review		Meet with students with low quarter 1 grades	Develop academic strategies and interventions to support student	Run report in PowerSchool to identify academic concerns	
Individual Freshman Conferences			Review current course performance and course level placement		
Send Quarter 1 Grades to colleges				Complete optional grade report for each student	

				requesting quarter 1 grades  Upload quarter 1 grades Send quarter 1 grades and optional reports	
Process <b>College Applications</b>				Complete School Report and Counselor Recommendation Report for each student  Upload transcript and counselor letter of recommendation Use processing college application forms to determine where to send transcripts, counselor letter of recommendation, teacher letters of recommendation, and school report for each student	
Write <b>Counselor Recommendation Letters</b>				Synchronize material from student, teacher, parent and personal experiences to develop letter to support student in relationship to others in our district and their personal future goals	
<b>CAREER</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Technical College High School/Octorara Homeland Security presentations</b>	TCHS admissions specialists present to all UHS students about academic programs and future career options				
<b>Individual Freshman Conferences</b>			Register student in Naviance		

			Review Naviance including career tools, assessments, lessons, and inventories		
Complete <b>Recommendation Letters</b> for summer enrichment programs				Complete letters and checklists for students applying for summer internship or enrichment programs; coordinate with teachers for the collection of materials	
<b>SOCIAL/EMOTIONAL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Individual Freshman Conferences</b>			Discuss with all freshmen their transition to high school, friends, and activity interests		
<b>DECEMBER</b>					
<b>ACADEMIC</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Mid-Marking Period Academic Review</b>		Meet with students with low grades	Connect students with peer tutors and assist with developing strategies to support the student	Run report in PowerSchool to identify academic concerns	
<b>Individual Freshman Conferences</b> continue			Review current course performance and course level placement		
<b>Collaborate and Consult with Teachers regarding Academic Concerns</b>				Meet with teachers regarding academic concerns, specifically if a student should withdraw from a year long course before second semester starts	
<b>Write Counselor Recommendation Letters</b>				Synchronize material from student, teacher, parent and personal experiences to develop letter to support student in relationship to	

				others in our district and their personal future goals	
<b>Process College Applications</b>				<p>Complete School Report and Counselor Recommendation Report for each student</p> <p>Upload transcript and counselor letter of recommendation</p> <p>Use processing college application forms to determine where to send transcripts, counselor letter of recommendation, teacher letters of recommendation, and school report for each student</p>	
<b>CAREER</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Individual Freshmen Conferences</b>			<p>Register student in Naviance</p> <p>Review Naviance including career tools, assessments, lessons, and inventories</p>		
Complete <b>Recommendation Letters</b> for summer enrichment programs				Complete letters and checklists for students applying for summer internship or enrichment programs; coordinate with teachers for the collection of materials	
<b>SOCIAL/EMOTIONAL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Individual Freshman Conferences</b>			Discuss with all freshmen their transition to high school, friends,		

			and activity interests		
<b>JANUARY</b>					
<b>ACADEMIC</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Meet with department chairs about prerequisite data, new courses, any updated curriculum information	Reviewing breakdown of data and what students and families should know when registering for courses. Meetings take place for 2 half days during midterm exam week				
Conduct classroom course selection presentations for grades 9-11	30–45-minute classroom presentation on updated offerings, graduation requirements, how to register for courses, etc. given over a 3-day period				
Meet with students who failed a semester course or maybe failing a yearlong course Modify schedule as necessary Meet with seniors in jeopardy of not graduating due to failing or low grades Communication with parents		X	Communication with teacher, student, and parent Skill instruction, self-advocacy skills, peer tutor If schedule change is needed, communication to parents, teachers, and administration Potential IST referral	X	
Finish freshman conferences			Review current course performance and course level placement		
Help students prepare for midterm exams - study skills, organization, etc.			Skill instruction on organization, time management, etc.		
Meet with students who have questions regarding course selection. Answer parent			Time management, over/under scheduling, types		

questions about course selection			of courses needed based on potential career/college choice		
Send mid-year grades to colleges				Coordinate with students to determine colleges that require midyear grades; upload documents from PowerSchool to Naviance, send materials to respective schools	
Begin junior planning conferences			Analyze GPA and test scores, assess rigor of course curriculum for 12 <sup>th</sup> grade		
<b>CAREER</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Junior planning conferences, discuss post-secondary plans			Discussion of possible majors/alignment to career goals		
Finish freshman conferences, register student in Naviance and review program including career tools and resume building			Register student in Naviance  Review Naviance including career tools, assessments, lessons, and inventories		
Complete recommendation letters for summer enrichment programs				Complete letters and checklists for students applying for summer internship or enrichment programs	
Rugg's recommendations for major/career interest				Discuss parallels between college majors and eventual career options	
TCHS Liaison Meeting				Meet with Technical College High School leadership to discuss new programs, changes to current programs and opportunities for certifications and/or dual enrollment	

Process TCHS applications			Advise student of the application process, help to collect materials and coordinate with TCHS liaison		
<b>SOCIAL/EMOTIONAL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Finish freshman conferences, discuss transition, friends, and activity interests			Discuss with all freshmen their transition to high school, friends, and activity interests		
Junior planning conferences, update activity interests and discuss NCAA if applicable			Discuss leadership, and involvement; discussion of college choices in regard to social/emotional factors (distance from home, environment, etc.)		
<b>FEBRUARY</b>					
<b>ACADEMIC</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Course selection night for 8th grade families and upperclassmen				Serve as panelist to discuss curricular concerns, including levels, course load, graduation requirements, etc.	
Student and parent course selection questions continues			Respond to student and parent questions about appropriate course registration		
Summer coursework review/coordination/approval				Consult with administration, department chairs, students, parents to discuss coursework that may be approved for original credit	
College Planning Night for all high school students	Coordinate with community resources to work in collaboration with our technology department to provide a series				

	of specific post-secondary related topics for students and parents in the district				
Meet with seniors in jeopardy of not graduating due to failing or low grades		Schedule meeting with parents, teachers, administrators, and student to devise a plan and next steps			
Junior planning conferences continue			Analyze GPA and test scores, assess rigor of course curriculum for 12 <sup>th</sup> grade		
Meet with students who have questions regarding course selection			Consult with students about appropriate course loads and levels		
<b>CAREER</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Rugg's recommendations for major/career interest Resume building in Naviance				Discuss parallels between college majors and eventual career options	
<b>SOCIAL/EMOTIONAL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Junior planning conferences, update activity interests and discuss NCAA if applicable			Discuss leadership, and involvement; discussion of college choices in regard to social/emotional factors (distance from home, environment, etc.)		
<b>MARCH</b>					
<b>ACADEMIC</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Interim Conferences</b> re: low grades		Provide resources (peer tutors, professional tutors), advocate for students with teachers to develop a remediation plan			

Finish <b>Junior Planning Conferences</b>			Analyze GPA and test scores, assess rigor of course curriculum for 12 <sup>th</sup> grade		
Begin <b>Sophomore Conferences</b>			Discuss current academic progress, future course selection, balance		
<b>Drop/add courses</b> for next year's schedule per student's request			Revisit academic and extra-curricular demands in relationship to long-term goals		
<b>Administer SAT Exam</b>				Serve as organizer, proctor, and liaison to SSD coordinator	
<b>Meet with Seniors</b> in jeopardy of not graduating due to failing or low grades				Schedule meeting with parents, teachers, administrators, and student to devise a plan and next steps	
<b>Summer coursework review/coordination/approval</b>				Consult with administration, department chairs, students, parents to discuss coursework that may be approved for original credit	
<b>CAREER</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Finish <b>Junior Planning Conferences</b>			Discussion of possible majors/alignment to career goals		
<b>Sophomore Conferences</b>			Discuss curricular alignment with future career goals, discuss Artifact requirements -Review use of career tools and resume building in Naviance		
<b>Administer SAT Exam</b>				Aid in planning and organizing the physical space for SAT administration, taking into consideration students with special accommodations	

<b>Rugg’s recommendations</b> for major/career interest				Discuss parallels between college majors and eventual career options	
Complete <b>Recommendation Letters</b> for summer enrichment programs				Complete letters and checklists for students applying for summer internship or enrichment programs	
<b>SOCIAL/EMOTIONAL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Junior Planning Conferences</b>			Discuss leadership, and involvement; discussion of college choices in regard to social/emotional factors (distance from home, environment, etc.) Discuss NCAA if applicable		
<b>Sophomore Conferences</b>			Outline breath of activities and the time commitments associated with each; advise students to find a few meaningful activities and possibly move into leadership roles		
<b>Support Seniors</b> upset about college decision outcomes				Counsel students about college decisions they may receive that are unfavorable; make connections to college admissions offices to gather more information; discuss possible next steps (different major, transfer, non-matriculated status, second semester start, etc.)	
<b>APRIL</b>					
<b>ACADEMIC</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>

Meet with Seniors in jeopardy of not graduating		Devise a plan of next steps; collaborate with student, teacher, parent, administrator; investigate possible options for remediation			
Sophomore Conferences continue			Discuss current academic progress, future course selection, balance	Drop/add courses for next year's schedule per student's request	
Administer ACT Exam				Serve as a proctor and facilitator	
Facilitate SSD Accommodations for AP Exams				Serve as a proctor for students with school-based accommodation; help with planning for multiple technology and space needs	
Summer coursework review/coordination/approval				Consult with administration, department chairs, students, parents to discuss coursework that may be approved for original credit	
CAREER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic & Career Counseling	System Support	Non-Counselor Related
Assist Seniors with Final College Decision for May 1 <sup>st</sup> deadline		Help students employ decision making skills			
Sophomore Conferences continue			Discuss importance of involvement, internship/summer enrichment opportunities, leadership, recommendation letter Show students Naviance resources including Resume Builder		
College Essay Class Presentations to Juniors	Provide 11 <sup>th</sup> grade English classes with a presentation related to successful essay writing tips,				

	including topic ideas and sample essays				
<b>TCHS Liaison Meeting</b>				Meet with Technical College High School leadership to discuss new programs, changes to current programs and opportunities for certifications and/or dual enrollment	
<b>SOCIAL/EMOTIONAL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Sophomore Conferences, update activity/interests</b>			Outline breath of activities and the time commitments associated with each; advise students to find a few meaningful activities and possibly move into leadership roles		
<b>MAY</b>					
<b>ACADEMIC</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Meet with Seniors</b> in jeopardy of not graduating		Devise a plan of next steps; collaborate with student, teacher, parent, administrator; investigate possible options for remediation			
<b>Sophomore Planning Conferences</b> continue			Discuss current academic progress, future course selection, balance		
<b>Resolve schedule/course conflicts</b>				Work with administration to develop master schedule, taking into consideration teacher assignments, teacher contractual constraints, School Board initiatives, space	

Administer AP exams				Serve as a proctor and facilitator	
Summer coursework review/coordination/approval				Consult with administration, department chairs, students, parents to discuss coursework that may be approved for original credit	
CAREER	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic & Career Counseling	System Support	Non-Counselor Related
College Essay Classroom Presentations to Juniors	Provide 11 <sup>th</sup> grade English classes with a presentation related to successful essay writing tips, including topic ideas and sample essays				
Coordinate with College Reps for Interview Presentations.	Organize and facilitate scheduled presentations with a local college representative to present types for successful interviews and conduct individual interview sessions with students, providing meaningful feedback and suggestions for improvements				
Adjust student schedules for students who have been accepted to TCHS			Make changes to schedules in PowerSchool and discuss with students any alternate plans that must be considered in regard to coursework (online or summer courses)		

Complete <b>Recommendation Letters</b> for summer enrichment programs				Complete letters and checklists for students applying for summer internship or enrichment programs; coordinate with teachers for the collection of materials	
<b>SOCIAL/EMOTIONAL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Finish Sophomore Conferences</b>			Outline breath of activities and the time commitments associated with each; advise students to find a few meaningful activities and possibly move into leadership roles		
<b>JUNE</b>					
<b>ACADEMIC</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Meet with students re: summer courses (original, remedial, grade improvement)			Discuss course requirements, any school-based assessments and next level of coursework requested		
Review final grades and identify students needing remedial credit				Use year-end data to create a plan for students who may need to repeat a course or attend summer school for remediation	
Prerequisite process for all courses and students				Check year end grades to align with future course enrollments to assure the appropriateness of the future class	
Send senior final transcripts to attending colleges				Compile final decisions for 12 <sup>th</sup> grade students, upload final transcripts and document that materials have	

				been sent by deadline	
Send junior/senior transcripts if applicable to NCAA				Update and upload documents in Naviance and the NCAA Eligibility Center portal	
Graduation verification				Utilize the Graduation Checklist to assure that all rising 11 <sup>th</sup> grade students are scheduled to meet all their graduation requirements	
NCAA eligibility verification				Check academic courses of potential NCAA student- athletes to assure that coursework aligns with approved NCAA classes	
Resolve course/scheduling conflicts				Consult with students to make choices and/or adjustments to current requests	
<b>CAREER</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Serve as reference for summer jobs				Collect summer job correspondence in one central location and post to a job-board	
Complete Recommendation letters for summer enrichment programs				Complete letters and checklists for students applying for summer internship or enrichment programs; coordinate with teachers for the collection of materials	
<b>SOCIAL/EMOTIONAL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Discuss summer activity opportunities with students			Discuss students' future interests and goals		
<b>JULY</b>					

<b>ACADEMIC</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Revise student schedules				Balance classes, realign teaching assignments	
Process waiver requests				Keep records for student files	
Compile AP exam results				Collect and distribute scores to AP teachers	
Resolve course/scheduling conflicts				Work with students/teachers/a dministrators to resolve course and scheduling issues	
Register new students				Compile academic information from sending schools; administer placement testing; develop a schedule that is academically appropriate	
Continue to update resources and availability of summer internships, work experiences, etc.				Provide opportunities for academic/social/ career enrichment	
<b>CAREER</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Interview new students about interests in clubs, sports, music, etc. and connect them with necessary advisers and coaches			Orient new students to school and community programs; assure access to technology		
<b>SOCIAL/EMOTIONAL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Register new students			Foster a connection and relationship with new student; connect student to SHOC mentors		
<b>AUGUST</b>					
<b>ACADEMIC</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Resolve course scheduling conflicts				Work with students/teachers/a dministrators to	

				resolve course and scheduling issues	
Compile courses, grades, and credits of transfer students to update transcripts				X	
Review grades and course completion from summer courses, update transcripts, and adjust student class schedules as needed				X	
<b>CAREER</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
<b>Update college webinar series.</b>	X				
Change senior schedule based on major requirement at a college				X	
Create freshman accounts in Naviance				X	
Import GPA data to Naviance				X	
Update college process forms				X	
<b>SOCIAL/EMOTIONAL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
SHOC & Unity evening event-new schedules and program for rising 9th and transfer students	X				

High School Ongoing Counselor Related Activity Calculate Hours per Year					
<b>ACADEMIC</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Virtual learning sessions	X				
Meeting with our UCFVA students and coordinating schedules/grades	X				
Facilitate school-based weekend testing (SAT/ACT)					X
Update and Renew Scholarships and Awards		X			
Matching peer tutors in peer tutoring program		X			
College planning night/webinars with families/students		X			
Reviewing scholarship applications/essays		X			
Attend/present award/scholarship events		X			
Meet with interim “at risk” students			X		
Support attendance concerns (SAIP)			X		

Attend and serve as LEA at IEP Meetings			X		
Attend 504 meetings			X		
Coordination with out-of- district placements/mental health facilities			X		
Implement services dictated by IST plan				X	
Course selection guidelines and guidebook development				X	
Meet with potential donors for scholarships				X	
Create monthly newsletter				X	
Meet with admission representatives for college planning night/webinars				X	
Coordinating peer tutoring program				X	
Professional development opportunities/trainings				X	
PSAT, SAT, ACT, AP proctoring					X
PSAT, SAT, ACT, AP coordination					X
Scheduling meetings with students and parents					X
Maintain social media accounts					
<b>CAREER</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Career artifact monitoring	X				
Mock interviews		X			
TCHS Application process and tour facilitation			X		
Individual and group meetings regarding career artifacts			X		
Processing college applications			X		
Meet with alumni regarding college applications			X		
Create monthly newsletter				X	
Processing TCHS Applications				X	
Processing college applications				X	
TCHS liaison				X	
Maintain social media accounts					
Professional development opportunities/trainings				X	
<b>SOCIAL/EMOTIONAL</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic &amp; Career Counseling</b>	<b>System Support</b>	<b>Non-Counselor Related</b>
Ongoing crisis intervention		X			

Responding to Safe to Say referrals		X			
Responding to security notifications		X			
Risk screenings			X		
Coordination with out-of- district placements/mental health facilities			X		
Social media account management			X		
Responding to Safe to Say referrals			X		
Responding to security notifications			X		
Collaborate with school social workers, school staff, and community agencies for referrals				X	
Create monthly newsletter				X	
Social Emotional Learning Committee, Portrait of a Graduate committee, and Wellness Council Committee				X	
Presentation to SEL committee about resources				X	
Website management				X	
Professional development opportunities/trainings				X	
Maintain social media accounts					

## 7. Curriculum Action Plan

### Elementary

#### Kindergarten

Lesson / Program Content	ASCA Mindset/Behavior CEW Standards PA CRS Category	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
<b>Lesson 1:</b> Thinking Thoughts and Feeling Feelings	M3 B-SS6 B-SS9  13.2.3 A 13.3.3 B  PA CRS A PA CRS B PA CRS C	<b>We Thinkers Curriculum</b>  <i>Thinking Thoughts and Feeling Feelings</i> , by: Ryan Hendrix, Kari Zweber Palmer.  <i>The Incredible Flexible You</i> CD  Body part cards  Thought bubble (one for each student and classroom teacher)  <a href="#">Parent letter</a> (one per student, plus classroom teacher)	<b>Varies by building but occurs during the school year</b>	<b>200</b>	Classroom	<b>Process data:</b> # of grade students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion	Students Teachers Families	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Kara Sowden  <b>UES:</b> Laura Toner	<b>A combination of student/teacher/parent feedback post lessons</b>
<b>Lesson 2:</b> The Group Plan	M3 B-SS6 B-SS9  13.2.3 A 13.3.3 B  PA CRS A PA CRS B PA CRS C	<b>We Thinkers Curriculum</b>  <i>The Group Plan</i> , by: Ryan Hendrix, Kari Zweber Palmer. Nancy Tarshis, and Michelle Garcia Winner  <i>The Incredible Flexible You</i> CD  Thought bubble Speech bubble  Basket of plastic eggs (at least 10)  <a href="#">Parent letter</a> (one per student, plus classroom teacher)	<b>Varies by building but occurs during the school year</b>	<b>200</b>	Classroom	<b>Process data:</b> # of grade students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion	Students Teachers Families	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Kara Sowden  <b>UES:</b> Laura Toner	<b>A combination of student/teacher/parent feedback post lessons</b>

<b>Lesson 3:</b> Thinking With Your Eyes	M3 B-SS6 B-SS9  13.2.3 A 13.3.3 B  PA CRS A PA CRS B PA CRS C	<b>We Thinkers Curriculum</b>  <i>Thinking With Your Eyes</i> , by: Ryan Hendrix, Kari Zweber Palmer. Nancy Tarshis, and Michelle Garcia Winner  <i>The Incredible Flexible You</i> CD  Bag filled with different objects  <a href="#">Parent letter</a> (one per student, plus classroom teacher)	Varies by building but occurs during the school year	200	Classroom	<b>Process data:</b> # of grade students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion	Students Teachers Families	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Kara Sowden  <b>UES:</b> Laura Toner	A combination of student/teacher/parent feedback post lessons
<b>Lesson 4:</b> Body in the Group	M3 B-SS6 B-SS9  13.2.3 A 13.3.3 B  PA CRS A PA CRS B PA CRS C	<b>We Thinkers Curriculum</b>  <i>Body in the Group</i> , by: Ryan Hendrix, Kari Zweber Palmer. Nancy Tarshis, and Michelle Garcia Winner  <i>The Incredible Flexible You</i> CD  4 Eggs to hide (hide eggs before lesson)  <a href="#">Parent letter</a> (one per student, plus classroom teacher)	Varies by building but occurs during the school year	200	Classroom	<b>Process data:</b> # of grade students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion	Students Teachers Families	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Kara Sowden  <b>UES:</b> Laura Toner	A combination of student/teacher/parent feedback post lessons
<b>Lesson 5:</b> Whole Body Listening	M3 B-SS6 B-SS9  13.2.3 A 13.3.3 B  PA CRS A PA CRS B PA CRS C	<b>We Thinkers Curriculum</b>  <i>Whole Body Listening</i> , by: Ryan Hendrix, Kari Zweber Palmer. Nancy Tarshis, and Michelle Garcia Winner  <i>The Incredible Flexible You</i> CD  Body part cards (from lesson 1)  <a href="#">Parent letter</a> (one per student, plus classroom teacher)	Varies by building but occurs during the school year	200	Classroom	<b>Process data:</b> # of students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion	Students Teachers Families	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Kara Sowden  <b>UES:</b> Laura Toner	A combination of student/teacher/parent feedback post lessons

<b>Lesson 6:</b> Putting It All Together	M3 B-SS6 B-SS9  13.2.3 A 13.3.3 B  PA CRS A PA CRS B PA CRS C	<b>We Thinkers Curriculum</b>  Jolly Ranchers one for each student (have more green candies and 2 of other colors)  <a href="#">Parent letter</a> (one per student plus classroom teacher)	<b>Varies by building but occurs during the school year</b>	<b>200</b>	Classroom	<b>Process data:</b> # of grade students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion and were they happy with the outcome of the lesson	Students Teachers Families	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Kara Sowden  <b>UES:</b> Laura Toner	<b>A combination of student/teacher/parent feedback post lessons</b>
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Pre-First									
Lesson / Program Content	ASCA Mindset/Behavior CEW Standards PA CRS Category	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
<b>Lesson 1:</b> Learning About The Brain	M 1 B-SMS 2  13.2.3 A  PA CRS A PA CRS B	<b>Mind Up K-2 Curriculum</b>  “Getting to Know and Love Your Brain” poster from the Mind Up K-2 curriculum.  Chime or mindful sound/bell  Book: <i>Sometimes I’m Bombaloo</i> by Rachel Vail or <i>When Sophie Gets Angry, Really Really Angry</i> by Molly Bang  Optional visuals: small stuffed animal for each student, plastic eyes to wear on finger for teacher  <a href="#">Parent Letter</a> (one for each student)	<b>Varies by building but occurs during the school year</b>	27	Classroom	<b>Perception data:</b> Results of student responses  <b>Outcome data:</b> Student responses during the discussion, demonstration of proper breathing technique	Counselor Teacher Families	<b>School Counselor:</b>  <b>CFES:</b> Lisa Yackel  <b>UES:</b> Laura Toner	

<b>Lesson 2:</b> Mindful Listening	M 1 B-SMS 2  13.2.3 A  PA CRS A PA CRS B	<b>Mind Up K-2 Curriculum</b>  “Getting to Know and Love Your Brain” poster from the Mind Up K-2 curriculum.  Chime or mindful sound/bell  Bag with objects for listening: Bag of Doritos Metal Spoons Pen that clicks Jar of coins Book  <a href="#">Parent Letter</a> (one for each student)	<b>Varies by building but occurs during the school year</b>	27	Classroom	<b>Perception data:</b> Results of student responses  <b>Outcome data:</b> Student responses during the discussion	Counselor Teacher Families	<b>School Counselor:</b>  <b>CFES:</b> Lisa Yackel  <b>UES:</b> Laura Toner	
<b>Lesson 3:</b> Mindful Seeing	M 1 B-SMS 2  13.2.3 A  PA CRS A PA CRS B	<b>Mind Up K-2 Curriculum</b>  “Getting to Know and Love Your Brain” poster from the Mind Up K-2 curriculum.  Chime or mindful sound/bell  Objects that can be classified by color, texture, shape, and size  Stuffed animal neuron  One large, clear container  Food coloring (blue, red, yellow)  Optional: one wooden clothes pin  <a href="#">Parent Letter</a> (one for each student)	<b>Varies by building but occurs during the school year</b>	27	Classroom	<b>Perception data:</b> Results of student responses  <b>Outcome data:</b> Student responses during the discussion	Counselor Teacher Families	<b>School Counselor:</b>  <b>CFES:</b> Lisa Yackel  <b>UES:</b> Laura Toner	
<b>Lesson 4:</b> Mindful Smelling	M 1 B-SMS 2  13.2.3 A  PA CRS A PA CRS B	<b>Mind Up K-2 Curriculum</b>  Chart paper or whiteboard  Small containers (opaque jars/containers or film canisters)  Four familiar scents (vanilla, bacon bits, baby powder, cinnamon, hot cocoa mix, pine needles,	<b>Varies by building but occurs during the school year</b>	27	Classroom	<b>Perception data:</b> Results of student responses  <b>Outcome data:</b> Student responses during the discussion	Counselor Teacher Families	<b>School Counselor:</b>  <b>CFES:</b> Lisa Yackel  <b>UES:</b> Laura Toner	

		vinegar, alcohol wipes etc.).  Optional Book to read for fun at the start of the lesson: <i>The Nose Book</i> by Al Perkins *Skip over the page about punching a nose  <a href="#">Parent Letter</a> (one for each student)							
<b>Lesson 5:</b> Mindful Tasting	M 1 B-SMS 2  <b>13.2.3 A</b> <b>PA CRS A</b> <b>PA CRS B</b>	<b>Mind Up K-2 Curriculum</b>  Food morsels (one per child): marshmallows, grapes, mini pretzels, chocolate chips  Gloves to wear when distributing the morsels  Guided imagery script about grilling a hamburger from <i>Mind Up</i> (page 79)  Chart paper/whiteboard  <a href="#">Parent Letter</a> (one for each student)	<b>Varies by building but occurs during the school year</b>	27	<b>Classroom</b>	<b>Perception data:</b> Results of student responses  <b>Outcome data:</b> Student responses during the discussion	Counselor Teacher Families	<b>School Counselor:</b>  <b>CFES:</b> Lisa Yackel  <b>UES:</b> Laura Toner	
<b>Lesson 6:</b> Mindful Movement	M 1 B-SMS 2  <b>13.2.3 A</b> <b>PA CRS A</b> <b>PA CRS B</b>	<b>Mind Up K-2 Curriculum</b>  Stethoscope Masking Tape Bean bags Chart paper Optional storybook connection: <i>Owl Moon</i> by Jane Yolen or <i>Play With Me</i> by Marie Hall Ets  <a href="#">Parent Letter</a> (one for each student)	<b>Varies by building but occurs during the school year</b>	27	<b>Classroom</b>	<b>Perception data:</b> Results of student responses  <b>Outcome data:</b> Student responses during the discussion	Counselor Teacher Families	<b>School Counselor:</b>  <b>CFES:</b> Lisa Yackel  <b>UES:</b> Laura Toner	

First Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Standards PA CRS Category	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
<b>Lesson 1:</b> Visiting Feelings	M1 M3  <b>13.2.3.E</b>  <b>PA CRS A</b>	Book, <i>Visiting Feelings</i> by Lauren Rubenstein Poster board or chart paper Various colors of glasses One medium sized canvas bag	<b>Varies by building but occurs during the school year</b>	270	<b>Classroom</b>	Process data: # of students receiving lesson	<b>Students Teacher Families</b>	School Counselor: <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes	

		<p>“How Do You Feel” worksheet (male/female faces)</p> <p><a href="#">Parent letter</a> (one for each student)</p>				<p>Perception data:</p> <p>Student responses during the feeling glasses activity</p> <p>Outcome data:</p> <p>Student responses during the discussion</p>		<p><b><u>PES:</u></b> Kara Sowden</p> <p><b><u>UES:</u></b> Laura Toner</p>	
<p><b>Lesson 2:</b> Identifying Feelings</p>	<p>M1 M3</p> <p><a href="#">13.2.3.E</a></p> <p><b>PA CRS A</b> <b>PA CRS B</b></p>	<p>Book, <i>The Color Monster: A Pop-Up Book of Feelings</i> by Anna Llena’s</p> <p>Video clip “Ruby’s Studio: Kids Talk About Feelings” or “The Emotions Song”</p> <p>Chart paper or Smartboard</p> <p>6 Color Monsters (colored yellow, blue, red, black, green and pink)</p> <p>“My 3 Color Monsters” worksheet</p> <p><a href="#">Parent letter</a> (one for each student)</p>	<p><b>Varies by building but occurs during the school year</b></p>	270	Classroom	<p><b>Process data:</b> # of students receiving lesson</p> <p><b>Perception data:</b> Student responses during identifying their feelings activity</p> <p><b>Outcome data:</b> Student responses during the discussion</p>	Students Teacher Families	<p>School Counselor:</p> <p><b><u>CFES:</u></b> Lisa Yackel</p> <p><b><u>HES:</u></b> Rachel Hanes</p> <p><b><u>PES:</u></b> Kara Sowden</p> <p><b><u>UES:</u></b> Laura Toner</p>	
<p><b>Lesson 3:</b> Feelings and Behavior</p>	<p>M1 M3</p> <p><a href="#">13.2.3.E</a></p> <p><b>PA CRS A</b> <b>PA CRS B</b></p>	<p>Book, <i>In My Heart: A Book of Feelings</i></p> <p>Video clip</p> <p>White poster sheet/Smart Board</p> <p>Guess The Feeling Game Materials: cards/recording sheet/writing utensils</p> <p>“When My Heart Is” Handout</p> <p><a href="#">Parent letter</a> (one for each student)</p>	<p><b>Varies by building but occurs during the school year</b></p>	270	Classroom	<p><b>Process data:</b> # of students receiving lesson</p> <p><b>Perception data:</b> Student responses during Guess the Feeling activity</p> <p><b>Outcome data:</b> Student responses during the discussion</p>	Students Teacher Families	<p>School Counselor:</p> <p><b><u>CFES:</u></b> Lisa Yackel</p> <p><b><u>HES:</u></b> Rachel Hanes</p> <p><b><u>PES:</u></b> Kara Sowden</p> <p><b><u>UES:</u></b> Laura Toner</p>	

<b>Lesson 4:</b> Making Friends	M1 M3 B-SS 2 B-SS 7 B  13.2.3 E  PA CRS B PA CRS C	Book, <i>Making Friends Is An Art!</i> by Julia Cook Poster board or chart paper <i>Making Friends</i> discussion/task cards “Be a Friend to Make a Friend” or “Want a Friend? Be a Friend” posters “I Want to Be More Like....” activity  <a href="#">Parent Letter</a> (one for each student)	<b>Varies by building but occurs during the school year</b>	270	Classroom	<b>Process data:</b> # of 1 <sup>st</sup> grade students receiving lesson  <b>Perception data:</b> Results of student responses  <b>Outcome data:</b> Student responses during the discussion	<b>Students Teacher Families</b>	School Counselor: <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Kara Sowden  <b>UES:</b> Laura Toner	
<b>Lesson 5:</b> Differences in Friendship	M1 M3 B-SS 2 B-SS 4 B-SS 7  13.1.3 A  PA CRS B	Book, <i>Pete the Cat and the New Guy</i> by Kimberly & James Dean “Everyone’s a helper” worksheet “My Friends are Groovy” worksheet  <a href="#">Parent Letter</a> (one for each student)	<b>Varies by building but occurs during the school year</b>	270	Classroom	<b>Process data:</b> # of 1 <sup>st</sup> grade students receiving lesson  <b>Perception data:</b> Results of student responses  <b>Outcome data:</b> Student responses during the discussion	<b>Students Teacher Families</b>	School Counselor: <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Kara Sowden  <b>UES:</b> Laura Toner	
<b>Lesson 6:</b> Be Yourself/ Accepting Others	M1 M3 B-SS 1 B-SS 2 B-SS 4  13.1.3 A 13.1.3 B  PA CRS A PA CRS B	Book, <i>You Be You</i> by Linda Kranz Chart paper/board Partner Interview “Do you Prefer” worksheet Large fish silhouette Fish “scales”  <a href="#">Parent Letter</a> (one for each student)	<b>Varies by building but occurs during the school year</b>	270	Classroom	<b>Process data:</b> # of 1 <sup>st</sup> grade students receiving lesson  <b>Perception data:</b> Results of student responses  <b>Outcome data:</b> Student responses during the discussion	<b>Students Teacher Families</b>	School Counselor: <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Kara Sowden  <b>UES:</b> Laura Toner	

Second Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Standards PA CRS Category	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
<b>Lesson 1:</b> What To Do With A Problem	M 1 M6 B-SS 8  13.2.3 A  PA CRS A PA CRS C	Book, <i>What To Do With A Problem</i> , by: Kobi Yamada  Jar with a lid and face on it  Clothespins  Summary of lesson for families	Varies by building but occurs during the school year	240	Classroom	<b>Process data:</b> # of 2 <sup>nd</sup> grade students receiving the lesson <b>Perception data:</b> Results of student responses on the activity <b>Outcome data:</b> Student responses during the discussion.	<b>Students Teacher Families</b>	School Counselor:  <u><b>CFES:</b></u> Lisa Yackel  <u><b>HES:</b></u> Rachel Hanes  <u><b>PES:</b></u> Kara Sowden  <u><b>UES:</b></u> Laura Toner	
<b>Lesson 2:</b> Conflict and the Magic of Words	M 1 M6 B-SS 2 B-SS 4 B-SS 8  13.2.3 A  PA CRS A PA CRS B PA CRS C	Book, <i>Six Crows</i> , by: Leo Lioni  “I Message” process chart  Summary of lesson for families	Varies by building but occurs during the school year	240	Classroom	<b>Process data:</b> # of 2 <sup>nd</sup> grade students receiving the lesson <b>Perception data:</b> Results of student responses to giving and receiving I-Messages. <b>Outcome data:</b> Student responses during the discussion.	<b>Students Teacher Families</b>	School Counselor:  <u><b>CFES:</b></u> Lisa Yackel  <u><b>HES:</b></u> Rachel Hanes  <u><b>PES:</b></u> Kara Sowden  <u><b>UES:</b></u> Laura Toner	
<b>Lesson 3:</b> Empathy	M 1 M6 B-SS 2 B-SS 4 B-SS 8  13.2.3 A	Book, <i>The Invisible Boy</i> , by: Trudy Ludwig  3-minute video <i>I’m Here</i> (about a	Varies by building but occurs during the school year	240	Classroom	<b>Process data:</b> # of 2 <sup>nd</sup> grade students receiving the lesson	<b>Students Teacher Families</b>	School Counselor:  <u><b>CFES:</b></u> Lisa Yackel	

	PA CRS A PA CRS B PA CRS C	lonely boy at recess): <a href="https://www.youtube.com/watch?v=bzSr5F8gt3o">https://www.youtube.com/watch?v=bzSr5F8gt3o</a>				<b>Perception data:</b> Results of student responses to the <i>Quiz, Quiz, Trade Activity</i> <b>Outcome data:</b> Student responses during the discussion		<b>HES:</b> Rachel Hanes  <b>PES:</b> Kara Sowden  <b>UES:</b> Laura Toner	
<b>Lesson 4:</b> Weird! The Role of the Victim	M 1 M6 B-SS 2 B-SS 4 B-SS 8  13.2.3 A  PA CRS A PA CRS B PA CRS C	Book, <i>WEIRD!</i> by: Ellen Frankel  “Recycle Your Thoughts” worksheet  Bullying Frenzy Poster	Varies by building but occurs during the school year	240	Classroom	<b>Process data:</b> # of 2 <sup>nd</sup> grade students receiving the lesson <b>Perception data:</b> Results of student responses on “ <i>Recycle Your Thoughts</i> ” worksheet. <b>Outcome data:</b> Student responses during the discussion.	<b>Students Teacher Families</b>	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Kara Sowden  <b>UES:</b> Laura Toner	
<b>Lesson 5:</b> Dare! The Role of the Bystander	M 1 M6 B-SS 2 B-SS 4 B-SS 8  13.2.3 A  PA CRS A PA CRS B PA CRS C	Book, <i>Dare!</i> , by: Ellen Frankel  “Standing Up” worksheet  Video Clip “Rock, Paper, Scissors”: <a href="https://www.youtube.com/watch?v=UL4flWg26DA">https://www.youtube.com/watch?v=UL4flWg26DA</a>  Bullying Frenzy Poster	Varies by building but occurs during the school year	240	Classroom	<b>Process data:</b> # of 2 <sup>nd</sup> grade students receiving the lesson <b>Perception data:</b> Results of student response to drawing a “stand up” scene from <i>DARE!</i> <b>Outcome data:</b> Student responses during the	<b>Students Teacher Families</b>	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Kara Sowden  <b>UES:</b> Laura Toner	

						discussion of the story.			
<b>Lesson 6:</b> Tough! Role of the Bully	M 1 M6 B-SS 2 B-SS 4 B-SS 8  13.2.3 A  PA CRS A PA CRS B PA CRS C	Book, <i>Tough!</i> by: Erin Frankel  “Just Kidding” scenarios  Bullying Frenzy Poster	<b>Varies by building but occurs during the school year</b>	240	Classroom	<b>Process data:</b> # of 2 <sup>nd</sup> grade students receiving the lesson <b>Perception data:</b> Results of student responses during “Just Kidding” activity. <b>Outcome data:</b> Student responses during the discussion of the book.	<b>Students Teacher Families</b>	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Kara Sowden  <b>UES:</b> Laura Toner	

Third Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Standards PA CRS Category	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
<b>Lesson 1:</b> Diversity	M1 B-SS 2 B-SS 4  13.2.3.A 13.3.3.C  PA CRS B PA CRS C	Books, <i>It's OK To Be Different</i> and/or <i>Be Who You Are</i> by: Todd Parr  “Things That Bother Me” worksheet  Video Clip of piano piece with 88 of the same note: <a href="https://www.youtube.com/watch?v=arUB2XfaL1M">https://www.youtube.com/watch?v=arUB2XfaL1M</a>	<b>Varies by building but occurs during the school year</b>	44	Classroom	<b>Process data:</b> # of third grade students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion	<b>Students Teacher Families</b>	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Katie Cloud  <b>UES:</b> Laura Toner	<b>A combination of student/teacher/parent feedback post lessons</b>
<b>Lesson 2:</b> Stereotyping and Prejudice	M1 B-SS 2 B-SS 4 B-SS 6  13.2.3.A 13.3.3 C  PA CRS B PA CRS C	Book, <i>The Judgmental Flower</i> by: Julia Cook  Video Clip of animal friends from different species: <a href="https://www.youtube.com/watch?v=vnVuqfXohxc">https://www.youtube.com/watch?v=vnVuqfXohxc</a>	<b>Varies by building but occurs during the school year</b>	44	Classroom	<b>Process data:</b> # of third grade students receiving the lesson <b>Perception data:</b> Results of	<b>Students Teacher Families</b>	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes	<b>A combination of student/teacher/parent feedback post lessons</b>

		<p>“What Makes Me Different” Flower petal handout</p> <p>“What It’s Like To Be Different, Agree or Disagree” handout</p>				<p>student responses</p> <p><b>Outcome data:</b></p> <p>Student responses during the discussions and completion of flower petal drawing.</p>		<p><b>PES:</b> Katie Cloud</p> <p><b>UES:</b> Laura Toner</p>	
<p><b>Lesson 3:</b> Discrimination Exclusion Inclusion</p>	<p>M1 B-SS 2 B-SS 4 B-SS 6</p> <p>13.2.3.A 13.3.3 C</p> <p>PA CRS B PA CRS C</p>	<p>Book, <i>Carla’s Sandwich</i> by Debbie Herman</p> <p>“_____’s Sandwich” activity handout</p> <p>Color dot shaped stickers in 4 or 5 different colors (qty: enough to make 4 or 5 groups of students)</p> <p>One unique shape/color sticker (for one student)</p> <p>Video about Playground Inclusion: <a href="https://www.respectability.org/2018/12/sport-film-about-playground-inclusion-wins-international-acclaim/">https://www.respectability.org/2018/12/sport-film-about-playground-inclusion-wins-international-acclaim/</a></p>	Varies by building but occurs during the school year	44	Classroom	<p><b>Process data:</b> # of third grade students receiving the lesson</p> <p><b>Perception data:</b></p> <p>Results of student responses</p> <p><b>Outcome data:</b></p> <p>Student responses during the discussion</p>	Students Teacher Families	<p>School Counselor:</p> <p><b>CFES:</b> Lisa Yackel</p> <p><b>HES:</b> Rachel Hanes</p> <p><b>PES:</b> Katie Cloud</p> <p><b>UES:</b> Laura Toner</p>	A combination of student/teacher/parent feedback post lessons
<p><b>Lesson 4:</b> Culture and Racism</p>	<p>M1 B-SS 2 B-SS 4 B-SS 6</p> <p>13.2.3.A 13.3.3 C</p> <p>PA CRS B PA CRS C</p>	<p>Book, <i>The Colors of Us</i> by Karen Katz or <i>The Skin You Live In</i> by Michael Tyler</p> <p>Skin tones photo by photographer Angelica Dass (Humanae project): In Team Drive</p> <p>Video Clip of Friends Talking About What Makes Them Different: <a href="https://www.youtube.com/watch?v=1MJrRvpjBII">https://www.youtube.com/watch?v=1MJrRvpjBII</a></p> <p>Video Clip of Girl Drawing w/Cerebral</p>	Varies by building but occurs during the school year	44	Classroom	<p><b>Process data:</b> # of third grade students receiving the lesson</p> <p><b>Perception data:</b></p> <p>Results of student responses</p> <p><b>Outcome data:</b></p> <p>Student responses during the discussion</p>	Students Teachers Families	<p>School Counselor:</p> <p><b>CFES:</b> Lisa Yackel</p> <p><b>HES:</b> Rachel Hanes</p> <p><b>PES:</b> Katie Cloud</p> <p><b>UES:</b> Laura Toner</p>	A combination of student/teacher/parent feedback post lessons

		Palsy: <a href="https://www.youtube.com/watch?v=ecmI9yT2iug">https://www.youtube.com/watch?v=ecmI9yT2iug</a>  Video Clip of Animal Friends: <a href="https://www.youtube.com/watch?v=q-NKpDTwMms">https://www.youtube.com/watch?v=q-NKpDTwMms</a>							
<b>Lesson 5:</b> Tolerance and Acceptance	M1 B-SS 2 B-SS 4 B-SS 6  13.2.3.A 13.3.3 C  PA CRS B PA CRS C	Book, <i>Stand Tall Molly Lou Mellon</i> by David Catrow  Red paper with heart shape, one for each student to cut out  <i>Wrinkled Heart</i> poem  Variation: One large paper heart and a band-aid for each student to write their name on	Varies by building but occurs during the school year	44	Classroom	<b>Process data:</b> # of third grade students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion	Students Teachers Families	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Katie Cloud  <b>UES:</b> Laura Toner	A combination of student/teacher/parent feedback post lessons
<b>Lesson 6:</b> Review/Summary of All Unit Concepts with Culminating Activity	M1 B-SS 2 B-SS 4 B-SS 6  13.2.3.A 13.3.3 C  PA CRS B PA CRS C	Small red bliss potatoes, one for each pair of students  One large, sweet potato, a few purple and yellow fingerling potatoes  “Our Potato” recording sheet  Optional Book, <i>We’re All Wonders</i> by RJ Palacio	Varies by building but occurs during the school year	44	Classroom	<b>Process data:</b> # of third grade students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion	Students Teachers Families	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Katie Cloud  <b>UES:</b> Laura Toner	A combination of student/teacher/parent feedback post lessons

Fourth Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Standards PA CRS Category	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
<b>Lesson 1:</b> Perspective	M-3 B-LS 1 B-LS 9 B-SS 6  13.3.5.B 13.3.5.C	<i>They All Saw a Cat</i> book  Picture slides that can be interpreted differently by different people	Varies by building but occurs during the school year	271	Classroom	<b>Process data:</b> # of 4 <sup>th</sup> grade students receiving the lesson	Students Teacher Families	School Counselor:  <b>CFES:</b> Lisa Yackel	

	<b>PA CRS B</b> <b>PA CRS C</b>	<i>The Six Wise Men and an Elephant story</i>  The Blind Men and Elephant video: <a href="https://youtu.be/Vn9BUfUCL4I">https://youtu.be/Vn9BUfUCL4I</a>				<b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion		<b>HES:</b> Rachel Hanes  <b>PES:</b> Katie Cloud  <b>UES:</b> Laura Toner	
<b>Lesson 2:</b> Cooperation	M-3 B-LS 1 B-LS 9 B-SS 6 B-SS 7  <b>13.3.5.B</b> <b>13.3.5.C</b>  <b>PA CRS B</b> <b>PA CRS C</b>	Envelopes containing puzzle pieces for Cooperation Squares  Sheets of paper (8 x 11) 1 sheet per student	<b>Varies by building but occurs during the school year</b>	271	Classroom	<b>Process data:</b> # of 4 <sup>th</sup> grade students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion	<b>Students Teacher Families</b>	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Katie Cloud  <b>UES:</b> Laura Toner	
<b>Lesson 3:</b> Leadership Cooperation	M-2 M-6 B-LS 1 B-LS 2 B-LS 4 B-SMS 1 B-SMS 2 B-SMS 5 B-SMS 7 B-SS 2 B-SS 6 B-SS 8  <b>13.3.5 B</b> <b>13.3.5 C</b>  <b>PA CRS A</b> <b>PA CRS B</b> <b>PA CRS C</b>	Large construction paper (1 sheet per group)  Crayons, colored pencils, and markers  Directions cards (1 for each group leader)	<b>Varies by building but occurs during the school year</b>	271	Classroom and Hallway	<b>Process data:</b> # of 4 <sup>th</sup> grade students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion	<b>Students Teacher Families</b>	School Counselor: <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Katie Cloud  <b>UES:</b> Laura Toner	

<b>Lesson 4:</b> Group Juggle/Cooperative Play	M-2 M-3 M-6 B-SMS 1 B-SMS 2 B-SMS 7 B-SS 2 B-SS 6 B-SS 9  <b>13.3.5 B</b> <b>13.3.5 C</b>  <b>PA CRS A</b> <b>PA CRS B</b> <b>PA CRS C</b>	Four different colored gopher balls (or balls of yarn)  An area large enough to accommodate an entire class	<b>Varies by building but occurs during the school year</b>	271	<b>Classroom or Gymnasium</b>	<b>Process data:</b> # of 4 <sup>th</sup> grade students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion	<b>Students Teacher Families</b>	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Katie Cloud  <b>UES:</b> Laura Toner	
<b>Lesson 5:</b> Cooperation/ Communication	M-2 M-6 B-LS 1 B-LS 2 B-SMS 1 B-SMS 2 B-SMS 5 B-SMS 7 B-SS 2 B-SS 6 B-SS 9  <b>13.3.5 B</b> <b>13.3.5 C</b>  <b>PA CRS A</b> <b>PA CRS B</b> <b>PA CRS C</b>	<i>The Three Questions</i> by Jon Muth  10 paper or plastic cups for each group of students  1 rubber band for each group  String  “The Three Questions” reflection sheet	<b>Varies by building but occurs during the school year</b>	271	<b>Classroom</b>	<b>Process data:</b> # of 4 <sup>th</sup> grade students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion	<b>Students Teacher Families</b>	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Katie Cloud  <b>UES:</b> Laura Toner	
<b>Lesson 6:</b> Communication Cooperation	M-1 M-2 B-LS 3 B-LS 4 B-SMS 7 B-SS 2 B-SS 6  <b>13.3.5 B</b> <b>13.3.5 C</b>  <b>PA CRS B</b> <b>PA CRS C</b>	A classroom of students seated in chairs	<b>Varies by building but occurs during the school year</b>	271	<b>Classroom</b>	<b>Process data:</b> # of 4 <sup>th</sup> grade students receiving the lesson <b>Perception data:</b> Results of student responses <b>Outcome data:</b> Student responses during the discussion	<b>Students Teachers Families</b>	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Katie Cloud  <b>UES:</b> Laura Toner	<b>X Formative Assessment of Teamwork Unit</b>

#### Fifth Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Standards PA CRS Category	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
<b>Lesson 1:</b> Self-Awareness	M-1 M-2  B-LS 4	Career Portfolios  Books: <i>The Dot</i> by Peter Reynolds and	<b>Varies by building but occurs</b>	11	<b>Classroom</b>	<b>Process data:</b> # of 5 <sup>th</sup> grade students	<b>Students Teacher Families</b>	School Counselor:	

	<p><b>B-LS 7</b></p> <p><b>B-SMS 1</b> <b>B-SMS 2</b> <b>B-SMS 3</b></p> <p><b>B-SS 1</b> <b>B-SS 2</b></p> <p><b>13.1.5 A</b> <b>13.1.5 B</b></p> <p><b>PA CRS A</b></p>	<p><i>The OK Book</i> by Amy Krouse Rosenthal</p> <p>“Who’s Smart” activity sheet</p> <p>Mindfulness: Observing a Train of Thoughts, video <a href="https://www.youtube.com/watch?v=F0SWMICwtm0&amp;feature=em-sub_digst">https://www.youtube.com/watch?v=F0SWMICwtm0&amp;feature=em-sub_digst</a></p>	during the school year			<p>receiving the lesson</p> <p><b>Perception data:</b> Results of student responses</p> <p><b>Outcome data:</b> Student responses during the discussion</p>		<p><b>CFES:</b> Lisa Yackel</p> <p><b>HES:</b> Rachel Hanes</p> <p><b>PES:</b> Katie Cloud</p> <p><b>UES:</b> Laura Toner</p>	
<b>Lesson 2:</b> Career Awareness	<p><b>M-2</b> <b>M-3</b> <b>M-5</b></p> <p><b>B-LS 4</b> <b>B-LS 7</b></p> <p><b>B-SMS 3</b> <b>B-SMS 5</b></p> <p><b>B-SS 2</b> <b>B-SS 3</b></p> <p><b>13.1.5 A</b> <b>13.3.5 B</b></p> <p><b>PA CRS A</b> <b>PA CRS B</b></p>	<p>Career Portfolios</p> <p>“Who’s Smart” activity sheet</p> <p>“Learning Smarts” Inventory</p> <p>“The Results” worksheet</p>	Varies by building but occurs during the school year	11	Classroom	<p><b>Process data:</b> # of 5<sup>th</sup> grade students receiving the lesson</p> <p><b>Perception data:</b> Results of student responses</p> <p><b>Outcome data:</b> Student responses during the discussion</p>	<b>Students Teacher Families</b>	<p>School Counselor:</p> <p><b>CFES:</b> Lisa Yackel</p> <p><b>HES:</b> Rachel Hanes</p> <p><b>PES:</b> Katie Cloud</p> <p><b>UES:</b> Laura Toner</p>	
<b>Lesson 3:</b> Mind Up Curriculum	<p><b>M-1</b> <b>M-3</b> <b>M-5</b></p> <p><b>B-SMS 2</b></p> <p><b>B-SS 1</b> <b>B-SS 2</b> <b>B-SS 3</b></p> <p><b>13.3.5 G</b></p> <p><b>PA CRS A</b></p>	<p>Career Portfolios</p> <p>Mind Up Curriculum Grade 3-5</p> <p>Poster of three main parts of the brain</p> <p>“Brain Power,” worksheet (pg. 152 in <i>Mind Up Curriculum</i>, 3<sup>rd</sup>- 5<sup>th</sup>)</p> <p>The <i>Learning Brain</i>, video <a href="https://www.youtube.com/watch?v=_M21zvMcgLU">https://www.youtube.com/watch?v=_M21zvMcgLU</a></p> <p>The Stroop Effect, video</p>	Varies by building but occurs during the school year	11	Classroom	<p><b>Process data:</b> # of 5<sup>th</sup> grade students receiving the lesson</p> <p><b>Perception data:</b> Results of student responses</p> <p><b>Outcome data:</b> Student responses during the discussion</p>	<b>Students Teacher Families</b>	<p>School Counselor:</p> <p><b>CFES:</b> Lisa Yackel</p> <p><b>HES:</b> Rachel Hanes</p> <p><b>PES:</b> Katie Cloud</p> <p><b>UES:</b> Laura Toner</p>	
<b>Lesson 4:</b> Career Exploration	<p><b>M-1</b> <b>M-2</b> <b>M-5</b> <b>B-LS 3</b> <b>B-LS 4</b></p> <p><b>13.1.5 A</b> <b>13.3.5 A</b></p> <p><b>PA CRS A</b></p>	<p>Career Portfolios</p> <p>“You’re Invited to a Career Party,” worksheet</p> <p>Holland Interest Types and Careers Slides: <a href="https://docs.google.com/presentation/d/1">https://docs.google.com/presentation/d/1</a></p>	Varies by building but occurs during the school year	11	Classroom	<p><b>Process data:</b> # of 5<sup>th</sup> grade students receiving the lesson</p> <p><b>Perception data:</b> Results of student responses</p>	<b>Students Teacher Families</b>	<p>School Counselor:</p> <p><b>CFES:</b> Lisa Yackel</p> <p><b>HES:</b> Rachel Hanes</p>	

		<a href="https://www.youtube.com/watch?v=JyZzUE7kbFq&amp;list=PLDUAAn9VegIMzUFh6vngONXjMU2sQ/edit#slide=id.p">JyZzUE7kbFq&amp;list=PLDUAAn9VegIMzUFh6vngONXjMU2sQ/edit#slide=id.p</a>  <i>What's Your Dream Job</i> , 2-minute video <a href="https://youtu.be/1-M5MpE27vc">https://youtu.be/1-M5MpE27vc</a>  "When I Grow Up" (16 Career Cluster Survey) based on Holland Codes  Slide presentation to explore examples of careers: <a href="https://docs.google.com/presentation/d/1UjBNWQ9AEn9W_MqIkilcX7gaWrIpyLZqaJ0xQVDVgImk/edit#slide=id.gd5f4b554c_0_15">https://docs.google.com/presentation/d/1UjBNWQ9AEn9W_MqIkilcX7gaWrIpyLZqaJ0xQVDVgImk/edit#slide=id.gd5f4b554c_0_15</a>				<b>Outcome data:</b> Student responses during the discussion		<b>PES:</b> Katie Cloud  <b>UES:</b> Laura Toner	
<b>Lesson 5:</b> Digital Vision Board	M-2 M-4 B-LS 2 B-LS 3 B-LS 5 B-SMS 3 B-SMS 5 B-SS 1  <b>13.1.5 B</b> <b>13.3.5 G</b>  <b>PA CRS A</b> <b>PA CRS B</b>	Completed "Learning Smarts" inventory  Completed "You're Invited to a Career Party" worksheet  Completed "When I Grow Up" (16 Career Cluster Surveys)  Completed Vision Board Checklist  Access to a computer	<b>Varies by building but occurs during the school year</b>	11	Classroom	<b>Process data:</b> # of 5 <sup>th</sup> grade students receiving the lesson  <b>Perception data:</b> Results of student responses  <b>Outcome data:</b> Student responses during the discussion	<b>Students Teacher Families</b>	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Katie Cloud  <b>UES:</b> Laura Toner	
<b>Lesson 6:</b> Digital Vision Boards	M-2 M-4 B-LS 2 B-LS 3 B-LS 5 B-SMS 3 B-SMS 5 B-SS 1  <b>13.1.5 B</b> <b>13.3.5 G</b>  <b>PA CRS A</b> <b>PA CRS B</b>	Completed "Learning Smarts" inventory  Completed "You're Invited to a Career Party" worksheet  Completed "When I Grow Up" (16 Career Cluster Surveys)  Completed Vision Board Checklist  Access to a computer	<b>Varies by building but occurs during the school year</b>	11	Classroom	<b>Process data:</b> # of 5 <sup>th</sup> grade students receiving the lesson  <b>Perception data:</b> Results of student responses  <b>Outcome data:</b> Student responses during the discussion	<b>Students Teacher Families</b>	School Counselor:  <b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Katie Cloud  <b>UES:</b> Laura Toner	<b>X</b> <b>Digital Vision Board</b>
<b>Lesson 7:</b> TCHS Career Cafe to be held in each of elementary	M-6 B-LS 9 B-SMS 2	TCHS Activity with selected Career Programs	<b>Varies by building but occurs</b>	11	School Cafeterias	<b>TCHS Reflection Sheet</b>	<b>Students Teachers Families</b>	School Counselor:	<b>X</b> <b>TCHS Reflection Sheet</b>

schools	13.1.5 A 13.1.5 B 13.1.5 D  PA CRS A		during the school year					<b>CFES:</b> Lisa Yackel  <b>HES:</b> Rachel Hanes  <b>PES:</b> Katie Cloud  <b>UES:</b> Laura Toner	
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Middle School

Sixth Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Standards PA CRS Category	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
5 <sup>th</sup> Grade Portfolio Upload	B-SMS 1 13.1.8 H PA CRS A	Google Drive, Naviance, activities from 5 <sup>th</sup> grade	September or October	6 <sup>th</sup> grade: 300-350 Students	Classroom	Completion of Naviance task	6 <sup>th</sup> Grade students	6 <sup>th</sup> Grade School Counselor	X
Course Selection Reflection	M4 B-LS 9/B-SMS 8 13.1.8 D PA CRS A	Naviance	March	6 <sup>th</sup> grade: 300-350 Students	Classroom	Completion of Naviance task	6 <sup>th</sup> Grade students	6 <sup>th</sup> Grade School Counselor	X
Career Exploration	M4 13.1.8 A, B, H PA CRS A	Naviance	April	6 <sup>th</sup> grade: 300-350 Students	Classroom	Completion of Naviance task	6 <sup>th</sup> Grade students	6 <sup>th</sup> Grade School Counselor	X
Course Selection Presentation	M1 B-LS 9 13.1.8 D PA CRS A	Presentation	March	6 <sup>th</sup> grade: 300-350 Students	Auditorium	Completion of Course Selection Reflection	6 <sup>th</sup> Grade students, 6 <sup>th</sup> Grade Teachers, Administrators	6 <sup>th</sup> Grade School Counselor, Administrators	
Introduction to School Counselor	M 1,2,3 B-SS 3/B-SS 8 13.2.8 E PA CRS A	Presentation	September	6 <sup>th</sup> grade: 300-350 Students	Classroom	Completion of Google Form	6 <sup>th</sup> Grade School Counselor, 6 <sup>th</sup> Grade students, 6 <sup>th</sup> Grade Teachers	6 <sup>th</sup> Grade School Counselor	
Safe to Say Something Presentation	M3 B-SS 5/B-SMS 9/B-SS 8 13.2.8 E PA CRS C	Presentation	September	6 <sup>th</sup> grade: 300-350 Students	Auditorium	N/A	6 <sup>th</sup> Grade students, 6 <sup>th</sup> Grade Teachers, Administrators	6 <sup>th</sup> Grade School Counselor, Administrators	
Social-Emotional Learning Curriculum	M 1,2,3,4,5,6 All Behavior Standards 13.2.8 E PA CRS A, B & C	Materials vary depending on lesson	All year	6 <sup>th</sup> grade: 300-350 Students	Classroom	Depends on activity	6 <sup>th</sup> Grade School Counselor, 6 <sup>th</sup> Grade students, 6 <sup>th</sup> Grade Teachers	6 <sup>th</sup> Grade School Counselor	

Seventh Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Standards PA CRS Category	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Time Management Activity	M5 B-LS3 13.3.8 E PA CRS B	Presentation & Naviance Activity	November	7 <sup>th</sup> grade 300-350 students	Classroom	Completion of Naviance task	7 <sup>th</sup> Grade students	7 <sup>th</sup> Grade School Counselor	X
Career Key	M5 B-LS7 13.1.8 A, B, G PA CRS A	Presentation & Naviance Activity	December	7 <sup>th</sup> grade 300-350 students	Classroom	Completion of Naviance task	7 <sup>th</sup> Grade students	7 <sup>th</sup> Grade School Counselor	X
Career Cluster Finder	M5 B-LS7 13.1.8 A, B, G PA CRS A	Presentation & Naviance Activity	March	7 <sup>th</sup> grade 300-350 students	Classroom	Completion of Naviance task	7 <sup>th</sup> Grade students	7 <sup>th</sup> Grade School Counselor	X
Course Selection Reflection	M4 B-LS 9/B-SMS 8 13.1.8 H PA CRS A	Presentation & Naviance Survey	March	7 <sup>th</sup> grade 300-350 students	Classroom	Completion of Naviance task	7 <sup>th</sup> Grade students	7 <sup>th</sup> Grade School Counselor	X
Career Fair	M3/M4 B-SS 3 13.3.8 A PA CRS A/B	Scavenger Hunt	May	7 <sup>th</sup> grade 300-350 students	Library	Completion of Naviance task	Community members, parents, 7 <sup>th</sup> grade teachers, 7 <sup>th</sup> Grade students	7 <sup>th</sup> Grade School Counselor	X
Course Selection Presentation	M1 B-LS 9 13.1.8 H PA CRS A	Presentation	March	7 <sup>th</sup> grade 300-350 students	Auditorium	Completion of Naviance task	7 <sup>th</sup> Grade students, 7 <sup>th</sup> Grade Teachers, Administrators	7 <sup>th</sup> Grade School Counselor	
Safe to Say Something Presentation Refresher	M3 B-SS 5/B-SS 8 13.1.8 E PA CRS C	Presentation	September	7 <sup>th</sup> grade 300-350 students	Auditorium	N/A	7 <sup>th</sup> Grade students, 7 <sup>th</sup> Grade Teachers, Administrators	7 <sup>th</sup> Grade School Counselor, Administrators	
Social-Emotional Learning Curriculum	M 1,2,3,4,5,6 All Behavior Standards 13.2.8 E PA CRS A, B & C	Materials vary depending on lesson	All year	7 <sup>th</sup> grade: 300-350 Students	Classroom	Depends on activity	6 <sup>th</sup> Grade School Counselor, 6 <sup>th</sup> Grade students, 6 <sup>th</sup> Grade Teachers	7 <sup>th</sup> Grade School Counselor	

Eighth Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Standards PA CRS Category	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
TCHS Trip	M4 B-LS 7 13.1.8 A,B,C,D PA CRS A/B	Naviance Survey	December	8 <sup>th</sup> grade 300-350 students	TCHS/Classroom	Completion of Naviance task	8 <sup>th</sup> Grade students, TCHS staff, teachers	8 <sup>th</sup> Grade School Counselor	X
Match HS electives to Academic & Career goals	M1/M5 B-LS 7/8 13.1.8 H PA CRS A	PowerSchool & course selection resources	February	8 <sup>th</sup> grade 300-350 students	Classroom	Completion of Naviance task	8 <sup>th</sup> Grade students	8 <sup>th</sup> Grade School Counselor	X
Resume Builder	M1 B-SMS 8 13.2.8 C,D PA CRS A	Naviance Resume Builder	April	8 <sup>th</sup> grade 300-350 students	Classroom	Completion of Naviance task	8 <sup>th</sup> Grade students, Teachers	8 <sup>th</sup> Grade Teachers,	X

								8 <sup>th</sup> Grade School Counselor	
Team Building Activity Paradise Farms	<b>M1/M3</b> <b>B-SS2/B-SS 6</b> <b>13.3.8 B,C</b> <b>PA CRS B/C</b>	Naviance Survey	September	8 <sup>th</sup> grade 300-350 students	Paradise Farms/Classroom	Completion of Naviance task	8 <sup>th</sup> Grade students, 8 <sup>th</sup> Grade Teachers, Paradise Farm staff	8 <sup>th</sup> Grade Teachers, 8 <sup>th</sup> Grade School Counselor	<b>X</b>
Weekly Time Commitment Chart	<b>M1</b> <b>B-SMS 8</b> <b>13.1.8 F</b> <b>PA CRS A</b>	Naviance Survey	February	8 <sup>th</sup> grade 300-350 students	Classroom	Completion of Naviance task	8 <sup>th</sup> Grade students	8 <sup>th</sup> Grade School Counselor	<b>X</b>
Develop a HS schedule	<b>M1/M5</b> <b>B-LS7/8</b> <b>13.1.8 E</b> <b>PA CRS A</b>	PowerSchool & course selection resources	February	8 <sup>th</sup> grade 300-350 students	Classroom	Completion of High School schedule	8 <sup>th</sup> Grade students	8 <sup>th</sup> Grade School Counselor	<b>X</b>
Course Selection Presentation	<b>M1</b> <b>B-LS 9</b> <b>13.1.8 H</b> <b>PA CRS A</b>	Presentation	February	8 <sup>th</sup> grade 300-350 students	Auditorium	Completion of Naviance task	8 <sup>th</sup> Grade students, 8 <sup>th</sup> Grade Teachers, Administrators	8 <sup>th</sup> Grade School Counselor, Administrators	
Safe to Say Something Presentation Refresher	<b>M3</b> <b>B-SS 5/B-SS 8</b> <b>13.1.8 E</b> <b>PA CRS C</b>	Presentation	September	8 <sup>th</sup> grade 300-350 students	Auditorium	N/A	8 <sup>th</sup> Grade students, 8 <sup>th</sup> Grade Teachers, Administrators	8 <sup>th</sup> Grade School Counselor, Administrators	
Academic/Career Plan	<b>M1/M4</b> <b>B-LS 7/B-SMS 5</b> <b>13.1.8 G,H</b> <b>PA CRS A</b>	Naviance Survey	March-June	8 <sup>th</sup> grade 300-350 students	Small group/Classroom	Completion of Naviance task	8 <sup>th</sup> Grade students	8 <sup>th</sup> Grade School Counselor	<b>X</b>
Goal Setting	<b>M2/M4</b> <b>B-SMS 5</b> <b>13.1.8 F</b> <b>PA CRS C</b>	Naviance Survey	May	8 <sup>th</sup> grade 300-350 students	Classroom	Completion of Naviance task	8 <sup>th</sup> Grade students	Health Teachers	<b>X</b>
Entrepreneurship Business Plan	<b>M5/M6</b> <b>B-SMS 3/B-SS 1</b> <b>13.4.8</b> <b>PA CRS A</b>	Naviance Survey	April	8 <sup>th</sup> grade 300-350 students	Classroom	Completion of Naviance task	8 <sup>th</sup> Grade students	8 <sup>th</sup> Grade Geography Teachers	<b>X</b>
Social-Emotional Learning Curriculum	<b>M 1,2,3,4,5,6</b> <b>All Behavior Standards</b> <b>13.2.8 E</b> <b>PA CRS A, B &amp; C</b>	Materials vary depending on lesson	All year	8 <sup>th</sup> grade: 300-350 Students	Classroom	Depends on activity	8 <sup>th</sup> Grade School Counselor, 8 <sup>th</sup> Grade students, 8 <sup>th</sup> Grade Teachers	8 <sup>th</sup> Grade School Counselor	

## High School

### Ninth Grade

Lesson / Program Content	ASCA Mindset / Behavior	CEW Standards	PA CRS Category	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
9 <sup>th</sup> Grade Orientation Day	B-LS6 B-LS10 B-SMS8 B-SMS10 B-SS1 B-SS6 M 1. M 2. M 3. M 5. M 6.	13.1.11 D	C:B1.2 A:A2.3 PS:C1.5 PS:A2.2 PA CRS B	PowerPoint, website, Naviance, group activity	August 24, 2021	9 <sup>th</sup> grade class	TBD	Q&A discussion; Revisit lesson during individual student conferences	9 <sup>th</sup> Grade students UHS School Counseling Dept. Teachers Administrators Club/Activity Reps and Advisors	Pat Clark	
9 <sup>th</sup> grade Welcome to High School Video from School Counselors	M 1. M 2. M 3. M 5. M 6. B-LS4 B-LS10 B-SMS1 B-SMS3 B-SS3	13.1.11 D	PA CRS- B	Canva, website	September 2021	319	virtual	Follow up in 9 <sup>th</sup> grade conference	9 <sup>th</sup> Grade students UHS School Counseling Dept.	School counselors	
Career Artifact Presentation	M 2. M 4. M 5. B-LS1 B-LS8 B-SMS1 B-SMS3 B-SS6	13.1.11 A, B, D, E,F,G,H	PA CRS- A	Naviance, PowerPoint	September 2021	319	virtual or auditorium	Completion of 8 career artifacts	UHS Administration UHS School Counselors, 9 <sup>th</sup> grade students	Steve Silva	
College Planning Night/ Webinar Series	B-LS3 B-LS6 B-LS7 B-SMS4 B-SMS5 B-SMS8 B-SMS10 B-SS5 B-SS8 PA CRS-A,B,C	13.1.11 A, B, D, E,F,H 13.3.11 A, F, G	C:C2.1 C:C1.3 A: B2.3 A: B2.7 A:C1.2 A:C1.6 C: B2.4 C: B2.1 C: B2.2 C:C1.1 PA CRS-A, B,C	PowerPoint, handouts	February, March, April	600	Auditorium, library, classroom, and virtual-zoom	Feedback form	9 <sup>th</sup> graders, parents and counselors, college/military representatives, financial aid representatives, college athletic recruiting service	UHS Counselors	

Course Selection Night	B-LS 1. B-LS 3. B-LS 6. B-LS7 B-LS 8. B-LS 9. B-SMS 1. B-SMS 5. B-SMS 6. B-SMS 8. B-SMS 10. B-SS 1. B-SS 6. M 1. M 2. M 3. M 4. M 5. M 6.	13.1.11 A,B,D,E,F ,G,H 13.2.11 D	C:C1.3 C:C2.1 C:A1.8 C:B1.1 C:B2.1 C:B2.2 C:B2.4 A:B2.1 A:B2.7 PA CRS-A	PowerPoints, course selection guide	February	500*	Auditorium and library or virtual on zoom	Q&A discussion	Rising and current 9 <sup>th</sup> graders & parents, counselors, teachers, administration	UHS Counselors	
Course Selection Presentations by grade level	M 1. M 2. M 3. M 4. M 5. M 6. B-LS1 B-LS3 B-LS7 B-LS8 B-SMS1 B-SMS3 B-SMS5 B-SMS8 B-SS1 B-SS8	13.1.11 A,B,D,E,F ,G,H 13.2.11 D	C:C1.3 C:C2.1 C:A1.8 C:B1.1 C:B2.1 C:B2.2 C:B2.4 A:B2.1 A:B2.7 PA CRS-A	Course form, online instructions	January	319	Classroom	Review of students enter course requests in system  Meet with students who failed to register for next year's courses	9 <sup>th</sup> graders Administration Counselors Teachers	UHS Counselors	
Financial Aid Night	B-SMS 1 B-LS 10. B-LB-LS 1.S 7. M 4. M 5.	13.1.11 B,D,E,F,G ,H 13.2.11 B,C,D,E 13.4.11 D	C:C1.3 C:B1.1 C:B1.5 C:B1.6 C:B2.2 C:A1.6 C:A1.7 A:B2.2 A:B2.7 PA CRS-A	PowerPoint, handouts	January	150*	Auditorium or virtual on zoom	Q&A discussion	9 <sup>th</sup> graders, parents, and counselors, PHEAA	Counseling Secretary	

Individual Student Conf.	M 1. M 2. M 3. M 4. M 5. M 6. B-LS3 B-LS4 B-LS6 B-LS10B B-SMS5 B-SMS8 B-SS1 B-SS3 B-SS8 B-SS9	13.1.11 A,B,C,D,E 13.2.11 D,E 13.3.11 A,F,G 13.4.11 A,B,	C:B1.1 C:B1.2 C:B1.5 C:B1.6 C:B2.5 C:A1.1 C:A1.8 C:A1.9 C:A2.2 A:B1.3 A:B2.1 A:B2.3 A:A1.5 A:A2.3 A:A3.1 A:C1.2 PS:A1.3 PS:A2.6 PS:B1.4 PS:C1.9 PA CRS-A,B,C	CC website, Naviance, College & Career Portfolio progress	Quarter 2 (Nov-Jan)	319	Counseling Center or virtual via zoom	Q&A discussion  9 <sup>th</sup> grade conference reflection sheet	9 <sup>th</sup> graders and UHS Counseling Dept.	UHS Counselors	X
QPR Training	M 2. M 3. M 6. B-LS1 B-LS6 B-LS9 B-SMS1 B-SMS6 B-SMS7 B-SMS9 B-SS1; B-SS2; B-SS3; B-SS4; B-SS5; B-SS6; B-SS7; B-SS8; B-SS9;	13.3.11 B	PA CRS-A,B,C	QPR curriculum	October 2021	319	classrooms		All students, school counselors, social workers, teachers, administration	IU	
TCHS Information Session / Shadow Days	C:B1.5 C:B1.7 C:C2.4 M 2. M 3. M 4. M 5. M 6. B-LS5 B-LS7 B-SMS1 B-SMS3 B-SMS5 B-SMS9 B-SS8 B-SS9	13.1.11 A,B,D,F 13.2.11 E	PA CRS-A,B,C	PowerPoint, hand-outs	November 2021	319*	Auditorium	Q&A discussion; follow-up with individual counselor	9 <sup>th</sup> graders  UHS Counselors  TCHS	TCHS Admissions Specialist	
<b>Tenth Grade</b>											
Lesson / Program Content	ASCA Mindset /Behavior	CEW Standards	PA CRS Category	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators

College Planning Night/ Webinar Series	M 2. M 4. M 5. B-LS4 B-LS5 B-LS7 B-SMS4 B-SMS5 B-SS3 B-SS8 B-SS9	13.1.11 A,B,D,E,F ,H 13.3.11 A,F,G	C:C2.1 C:A1.8 C:B1.1 C:B1.5 A:B1.5 A:B2.1 A:B2.2 A:B2.7 A:C1.2 A:C1.6 PA CRS-A,B,C	Updated college resources, Technology support, admissions reps	Spring/ongoing	600*	Virtual on website	Feedback form	10 <sup>th</sup> graders, parents and counselors, college/military representatives, financial aid representatives, college athletic recruiting service	UHS Counselors	Post webinar reflection
Course Selection Grade-Level Presentations	B-LS1 B-LS3 B-LS7 B-LS8 B-SMS1 B-SMS3 B-SMS5 B-SMS8 B-SS1 B-SS8 M 1. M 2. M 3. M 4. M 5. M 6.	13.1.11 A,B,D,E,F ,G,H 13.2.11 D	C:C1.3 C:C2.1 C:A1.8 C:B1.1 C:B2.1 C:B2.2 C:B2.4 A:B2.1 A:B2.7 PA CRS-A	Course form, online instructions	January	339	Classrooms	Review of students enter course requests in system  Meet with students who failed to register for next year's courses	10 <sup>th</sup> graders, teachers, administration, and counselors	UHS Counselors	
Financial Aid Night	B-SMS 1 B-LS 10. B-LB-LS 1.S 7. M 4. M 5.	13.1.11 B, D, E, F, G, H 13.2.11 B, C, D, E, 13.4.11 D	C:C1.3 C:B1.1 C:B1.5 C:B1.6 C:B2.2 C:A1.6 C:A1.7 A:B2.2 A:B2.7 PA CRS-A	PowerPoint, handouts	January	150*	Auditorium or virtual via zoom	Q&A discussion	10 <sup>th</sup> graders, parents counselors  PHEAA Colleges	Counseling Secretary	
Individual Conf.	M 1. M 2. M 3. M 4. M 5. M 6. B-LS3 B-LS4 B-LS6 B-LS10 B B-SMS5 B-SMS8 B-SS1 B-SS3 B-SS8 B-SS9	13.1.11 A,B,C,D,E ,F,G,H 13.2.11 D,E 13.3.11 A,F,G 13.4.11 A,B	C:B1.2 C:A1.6 C:A1.7 C:A1.8 C:A1.10 A:A2.1 A:B2.1 A:B2.2 A:B2.7 C:B1.1 C:B1.5 C:B1.6 C:B2.2 C:B2.4 C:B2.5 C:C1.1 PS:A1.10 PS:A2.6 PS:B1.1 PS:B1.2 PS:B1.4 PS:B1.5 PS:C1.7 PS:C1.9 PS:C1.10 PA CRS-A,B,C	Naviance, CC website	March - May	339	Counseling Center or virtual via zoom	Q&A discussion - 10 <sup>th</sup> reflection sheet	10 <sup>th</sup> graders and counselors	UHS Counselors	X

PSAT	B-LS1 B-LS6 B-LS7 B-SMS1 B-SMS2 B-SMS3 B-SS9 M 2. M 5.	13.1.11 A		College Board PSAT Test, technology support, proctors	October	10 <sup>th</sup> grade class	UHS	Review test score report, data used for curriculum developmen t	10 <sup>th</sup> graders, teachers, school counselors, administration	UHS Counselors	
TCHS Information Session / Shadow Days	M 2. M 3. M 4. M 5. M 6. B-LS5 B-LS7 B-SMS1 B-SMS3 B-SMS5 B-SMS9 B-SS8 B-SS9	13.1.11 A, B,D,F 13.2.11 E	C:B1.5 C:B1.7 C:C2.4 PA CRS- A,B,C	PowerPoint, hand-outs	November	339*	Auditorium	Q&A discussion; follow-up with individual counselor	10 <sup>th</sup> graders and Counselors, TCHS	TCHS Admissions Specialist	
<b>Eleventh Grade</b>											
<b>Lesson / Program Content</b>	<b>ASCA Mindset /Behavior</b>	<b>CEW Standards</b>	<b>PA CRS Category</b>	<b>Curriculum &amp; Materials</b>	<b>Start &amp; End Dates</b>	<b># Of Students Affected</b>	<b>Location</b>	<b>Evaluation and Assessment</b>	<b>Stakeholder Teaching Standard</b>	<b>Contact Person</b>	<b>Indicators</b>
College Essay Presentation	B-LS2 B-LS6 B-SMS3 B-SMS6 B-SS1 B-SS5 M 4. M 5.	13.2.11 C,D,E	PA CRS-A	PowerPoint	April- May	348	Classroom	Q&A discussion- College Essay	11 <sup>th</sup> graders, teachers and counselors, college admissions reps	11 <sup>th</sup> grade English teachers	X
College Planning Night/ Webinar Series	M 2. M 4. M 5. B-LS4 B-LS5 B-LS7 B-SMS4 B-SMS5 B-SS3 B-SS8 B-SS9	13.1.11 A,B,D,E,F ,H 13.3.11 A,F,G	C:C2.1 C:A1.8 C:B1.1 C:B1.5 A:B1.5 A:B2.1 A:B2.2 A:B2.7 A:C1.2 A:C1.6 PA CRS- A,B,C	Updated college resources, Technology support, admissions reps	Spring/ ongoing	600*	Virtual on website	Feedback form	10 <sup>th</sup> graders, parents and counselors, college/military representatives, financial aid representatives, college athletic recruiting service	UHS Counselors	Post webinar reflection
Course Selection Grade-Level Presentations	B-LS1 B-LS3 B-LS7 B-LS8 B-SMS1 B-SMS3 B-SMS5 B-SMS8 B-SS1 B-SS8 M 1. M 2. M 3. M 4. M 5. M 6.	13.1.11 A,B,D,E,F ,G,H 13.2.11 D	PA CRS-A	course form, online instructions	January	348	Classroom	Review of students enter course requests in system  Meet with students who failed to register for next year's courses	11 <sup>th</sup> graders, teachers, administration, and counselors	UHS Counselors	

Financial Aid Night	B-SMS 1 B-LS 10. B-LB-LS 1.S 7 M 4. M 5.	13.1.11 B,D,E,F,G,H 13.2.11 B,C,D,E 13.4.11 D	PA CRS-A	PowerPoint, handouts	January	150*	Auditorium	Q&A discussion/ NA	11 <sup>th</sup> graders, parents and counselors, PHEAA, Colleges	Counseling Secretary	
Interview Skills with College Representative	M 2. M 4. M 5. B-LS6 B-LS9 B-SMS2 B-SMS7 B-SMS10 B-SS1 B-SS3 B-SS8 B-SS9	13.1.11 D 13.2.11 A,E 13.3.11 B,E	PA CRS-A,B,C	college admission counselor	April	348	Classroom	Q & A discussion - post interview survey	Jeremy Branch (college admission counselor), 11 <sup>th</sup> grade students	UHS Counselors	X
Junior Planning Conf.	M 1. M 2. M 3. M 4. M 5. M 6. B-LS3 B-LS4 B-LS6 B-LS10B B-SMS5 B-SMS8 B-SS1 B-SS3 B-SS8 B-SS9	13.1.11 A,B,C,D,E,F,G,H 13.2.11 D,E 13.3.11 A,F,G 13.4.11 A,B,	PA CRS-A,B,C	Naviance, CC website, pre-conf. survey form	February. - April	348	Counseling Center	Q&A discussion- 11 <sup>th</sup> grade reflection sheet	11 <sup>th</sup> graders & parents, counselors	UHS Counselors	X
PSAT/NMSQT	B-LS1 B-LS6 B-LS7 B-SMS1 B-SMS2 B-SMS3 B-SS9 M 2. M 5.	13.1.11 A		College Board PSAT Test, technology support, proctors	October	11 <sup>th</sup> grade class	UHS	Review test score report	11 <sup>th</sup> graders, teachers, school counselors, administration	UHS Counselors	
TCHS Information Session / Shadow Days  Senior Only Program Presentation/ Q&A Session ( Teacher Academy and Allied Health)	B-LS5 B-LS7 B-SMS1 B-SMS3 B-SMS5 B-SMS9 B-SS8 B-SS9 M 2. M 3. M 4. M 5. M 6.	13.1.11 A,B,D,F 13.2.11 E	PA CRS-A,B,C	PowerPoint, hand-outs	November	348*	Auditorium	Q&A discussion; follow-up with individual counselor	11 <sup>th</sup> graders, UHS School Counselor, TCHS	Lora Elfreh <sup>th</sup>	

## Twelfth Grade

Lesson / Program Content	ASCA Mindset /Behavior	CEW Standards	PA CRS Category	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
College Planning Night/ Webinar Series	M 2. M 4. M 5. B-LS4 B-LS5 B-LS7 B-SMS4 B-SMS5 B-SS3 B-SS8 B-SS9	13.1.11 A,B,D,E,F, H 13.3.11 A,F,G	C:C2.1 C:A1.8 C:B1.1 C:B1.5 A:B1.5 A:B2.1 A:B2.2 A:B2.7 A:C1.2 A:C1.6 PA CRS- A,B,C	Updated college resources, Technology support, admissions reps	Spring/ ongoing	600*	Virtual on website	Feedback form	12 <sup>th</sup> graders, parents and counselors, college/military representatives, financial aid representatives, college athletic recruiting service	UHS Counselors	Post webinar reflection
Financial Aid Night	B-SMS 1 B-LS 10. B-LB-LS 1.S 7 M 4. M 5.	13.1.11 B,D,E,F,G, H 13.2.11 B,C,D,E, 13.4.11 D	PA CRS- A	PowerPoint, handouts	January	150*	Auditorium	Q&A discussion	12 <sup>th</sup> graders, parents, and counselors, PHEAA, Colleges	Counseling Secretary	
Individual Senior conference	B-LS3 B-LS4 B-LS6 B-LS10 B-SMS5 B-SMS8 B-SS1 B-SS3 B-SS8 B-SS9 M 1. M 2. M 3. M 4. M 5. M 6.	13.1.11 A,B,C,D,E, F,G,H 13.2.11 D,E 13.3.11 A,F,G 13.4.11 A,B,	PA CRS- A,B,C	Naviance, CC website	September -November	345	Counseling Center	Q&A discussion- 12th grade reflection sheet	12 <sup>th</sup> graders and counselors	UHS Counselors	X
Senior Seminars	M 2. M 4. M 5. B-LS3 B-LS6 B-LS7 BLS10 B-SMS1 B-SMS3 B-SMS10 B-SS1 B-SS3 B-SS5 B-SS8 B-SS9	13.1.11 F, G, H 13.3.11 A	PA CRS- A,C	Handout, websites	August/ September	345	Cafe LGI	Discussion in senior conference	12 <sup>th</sup> graders and counselors	UHS Counselors	

\* indicates that the program is offered to all grade level students and attendance/participation is optional based on individual students' goals, needs, post-secondary plans, etc.

[UHS Approved Career & College Readiness Portfolio Artifacts](#)

## 8. Annual Program Goals

### Program Goals for the 2021-2022 School Year

LEVEL: ELEMENTARY

Year(s) 2021-2022

Smart Format	Academic	Career	Social/Emotional
<b><u>SPECIFIC</u></b> : What is the specific issue based on your schools' data?	Developmental guidance unit based on diversity, prejudice, discrimination, stereotype, acceptance, and tolerance.	Broaden awareness of career paths.	To develop healthy/positive/appropriate ways to express feelings.
<b><u>MEASURABLE</u></b> : How will we measure the effectiveness of our interventions?	Students will complete a formative assessment on the six concepts listed above and will be able to identify 5 out of the 6 concepts.	The 5th grade students will complete a reflection documenting their reactions, thoughts, and impressions to the overall Career Cafe.	Students' understanding will be demonstrated by pre-assessment and post-assessment surveys.
<b><u>ATTAINABLE</u></b> : What outcome would stretch us but is still attainable	90% of third grade students	90% of fifth grade students.	90% participation in lessons and activities
<b><u>RESULTS</u></b> : Is the goal reported in results-oriented data (process, perception, and outcome?)	Process	Process and Perception	Process and Perception
<b><u>TIMELINE</u></b> : When will our goal be accomplished?	At the completion of the guidance unit.	At the completion of the guidance activity.	At the completion of the guidance unit.
<b><u>ACTUAL SMART GOAL</u></b>	90% of third grade students will be able to define the concepts taught in the third-grade developmental guidance lessons (diversity, prejudice, discrimination, stereotype, acceptance, and tolerance), will be able to identify 5 out of the 6 concepts.	90% of 5 <sup>th</sup> grade students will attend and participate in a career cafe offered by the students of the TCHS (Technical College High School). The students will complete a checklist of six career clusters that they had exposure to at the Career Café.	90% of first grade students will be able to name at least three feelings they experience most often and be able to identify at least one (healthy/positive/appropriate) way to express each feeling.

Smart Format	Academic
<b><u>SPECIFIC</u></b> : What is the specific issue based on your schools' data?	We will analyze the weekly D&F list for 7 <sup>th</sup> grade students. The number of students on this list varies. If students have two or more D's or F's at the midpoint of the 1 <sup>st</sup> marking period, we will create executive skills groups for each grade level (each marking period is about 10 weeks).
<b><u>MEASURABLE</u></b> : How will we measure the effectiveness of our interventions?	At the completion of the executive skills group, we will look at student grades and the D&F list.
<b><u>ATTAINABLE</u></b> : What outcome would stretch us but is still attainable	The number of students on the D&F list will decrease by mid-marking period of the following marking period by 10%.
<b><u>RESULTS</u></b> : Is the goal reported in results- oriented data (process, perception, and outcome?)	<u>Process</u> : Number of students in 7 <sup>th</sup> grade on the D&F list. <u>Perception</u> : Pre/posttest about study skills, time management, organization (executive skills). <u>Outcome</u> : The number of students on the D&F list will decrease by mid-marking period of the following marking period by 10%.
<b><u>TIMELINE</u></b> : When will our goal be accomplished?	At the end of the second marking period of the 2021-22 school year.
<b><u>ACTUAL SMART GOAL</u></b>	Decrease the number of 7th grade students on the second marking period D&F list by 10%.

Smart Format	Career
<b><u>SPECIFIC</u></b> : What is the specific issue based on your schools' data?	Completion of the 8 <sup>th</sup> grade Academic and Career Plan is a mandatory state requirement. Evidence that students have acquired knowledge related to their individual interests, strengths, and skills.
<b><u>MEASURABLE</u></b> : How will we measure the effectiveness of our interventions?	Students will use the knowledge that they have acquired throughout middle school career lessons, given by the school counselors, to create their Academic and Career Plan. The plan will be collected in their Naviance career portfolio.

<b><u>ATTAINABLE:</u></b> What outcome would stretch us but is still attainable	100% of 8 <sup>th</sup> grade students will complete their Academic and Career Plan.
<b><u>RESULTS:</u></b> Is the goal reported in results- oriented data (process, perception, and outcome?)	<p><b><u>Process:</u></b> Beginning in 6<sup>th</sup> grade, students will begin their career exploration journey and will maintain a career portfolio in Naviance that they will build on in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade.</p> <p><b><u>Perception:</u></b> Career interest inventories and career exploration classroom lessons are led by school counselors to help students connect how their own interests, strengths, and skills can relate to a future career.</p> <p><b><u>Outcome:</u></b> By the end of 8th, students will have explored their interests and possible careers to complete their Academic and Career Plan.</p>
<b><u>TIMELINE:</u></b> When will our goal be accomplished?	By the end of the 2021-2022 school year, the 8th grade students will have completed their plan.
<b><u>ACTUAL SMART GOAL</u></b>	By the end of 8th grade, 100% of students will have identified individual interests, strengths, and skills and be able to document their findings in the Academic and Career Plan.

Smart Format	<b>Social/Emotional</b>
<b><u>SPECIFIC:</u></b> What is the specific issue based on your schools' data?	Promote healthy, safe, social media and technology use.
<b><u>MEASURABLE:</u></b> How will we measure the effectiveness of our interventions?	All 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade students will receive lessons about safe social media and technology use. We will use data from the School Climate Survey and PAYS Survey.
<b><u>ATTAINABLE:</u></b> What outcome would stretch us but is still attainable	The number of students referred to the counseling department for issues related to inappropriate technology use will decrease by 10%.
<b><u>RESULTS:</u></b> Is the goal reported in results- oriented data (process, perception, and outcome?)	<p><b><u>Process:</u></b> Safe technology use lesson plans provided by <a href="http://www.shapethesky.org/">http://www.shapethesky.org/</a>, delivered by counseling staff and teachers. Sixth grade students will receive instruction in their Digital Citizenship class as well.</p> <p><b><u>Perception:</u></b> Students will be able to identify safe ways to interact online, for example, they will learn what personal information should not be shared digitally.</p> <p><b><u>Outcome:</u></b> All middle school students will receive instruction on safe technology use and the number of technology related issues reported to the counseling department will decrease.</p>

<b><u>TIMELINE:</u></b> When will our goal be accomplished?	This goal will be accomplished by the end of the 2021-22 school year.
<b><u>ACTUAL SMART GOAL</u></b>	All middle school students will receive instruction on safe technology use and the number of technology related issues reported to the counseling department will decrease by 10%.

**LEVEL: HIGH**

Year(s) 2021-2022

<b>Smart Format</b>	<b>Academic</b>	<b>Career</b>	<b>Social/Emotional</b>
<b><u>SPECIFIC:</u></b> What is the specific issue based on your schools' data?	Due to the number of IST referrals and goals, some 9 <sup>th</sup> grade students lack planning, organization, and study skills.	PAYS Survey - low commitment to school data results suggest students are not making the connection between what they are learning in school and their future.	The number of IST referrals and topic of goals and PAYS survey indicates that 9 <sup>th</sup> grade students' understanding, and definition of success primarily focuses on their academic achievement, which leads to overscheduling of their academics and extracurricular activities. This mindset negatively impacts their emotional well-being.
<b><u>MEASURABLE:</u></b> How will we measure the effectiveness of our interventions?	Complete a referral with goals/needs (student and counselor) and student completes exit survey, monitoring of work completion/grades and teacher feedback.	Student can rate level of impact and influence between 9 <sup>th</sup> -10 <sup>th</sup> grade.	Completing at least one artifact from the "Redefining Success Series."
<b><u>ATTAINABLE:</u></b> What outcome would stretch us but is still attainable	Increase Tier 1 academic intervention options by offering study halls that are designed to offer skills-based intervention or academic support. Teachers would be provided additional resources and strategies to implement. Teachers would need additional PS access.	Assist 10 <sup>th</sup> graders with making the connection by requiring them to complete the "Do What You Are" assessment and self-reflection sheet in 9 <sup>th</sup> grade (which counts as an artifact) and during 10 <sup>th</sup> grade conference, students will identify and report progress of experiences which will help them further explore the occupations from the assessment, i.e., volunteer, part-time job.	Consistent and tangible examples where new messages and definitions of success were presented to students.

<b><u>RESULTS:</u></b> Is the goal reported in results- oriented data (process, perception, and outcome?)	Decrease the number of 9 <sup>th</sup> grade IST referrals for academic/executive functioning concerns by 10%. in comparison to the average of the last three school years.	Students will be able to identify at least one high school course that relates to their occupation they identified on the “Do What You Are” assessment.	Students will be able to identify two new mindsets in their definition of success that supports their positive emotional well-being.
<b><u>TIMELINE:</u></b> When will our goal be accomplished?	Reviewed at the end of the 2021-22 school year.	Reviewed at the end of the 2022-23 school year.	Reviewed at the end of the 2022-23 school year.
<b><u>ACTUAL SMART GOAL</u></b>	Decrease the number of 9 <sup>th</sup> grade IST referrals for academic/executive functioning concerns by 10% by increasing Tier 1 academic intervention options by offering study halls that are designed to offer skills-based intervention or academic support. Student and school counselor will complete a goal/needs referral and upon completion, the student will complete an exit survey.	All 9 <sup>th</sup> grade students will complete the "Do What You Are" survey and reflection sheet in Naviance. They will discuss the connection to at least one course or extracurricular activity that relates to their results of the “Do What You Are” survey during their sophomore conference to make the connection between what they are currently doing and their future.	By the end of 10 <sup>th</sup> grade, students will participate in one defining success activity. Students will be able to redefine their definition of success that also incorporates the positive impact of their well-being.

## 9. Individualized Academic & Career Process and Portfolio

### Section One: Career Development Intervention Chart: Tier One Interventions


Grade	CEW 13.1: Career Awareness	CEW 13.2: Career Acquisition	CEW 13.3: Career Retention	CEW 13.4: Entrepreneurship
K		Guidance Unit: <b>We Thinkers</b> Curriculum	Guidance Unit: <b>We Thinkers</b> Curriculum	
Pre-1 <sup>st</sup>		Guidance Unit: <i>Using Our Senses Mindfully</i>		
1	Guidance Unit: Feelings & Friendship	Guidance Unit: <i>Feelings &amp; Friendship</i>		
2		Guidance Unit: <i>Problem Solving and Bullying Definition, Roles, and Strategies</i>		
3	*Career Portfolio Creation	Guidance Unit: <i>Diversity: Tolerance and Acceptance of Others</i>	*Personal Letter *Economics (CF/UE) Guidance Unit: <i>Diversity: Tolerance and Acceptance of Others</i>	
4			*Teamwork/Cooperation Guidance Unit: <i>Cooperation, Communication, and Collaboration</i>	*Kids in Business
5	*TCHS Career Cafe Guidance Unit: <i>Self-Awareness/Career Development</i> *Vision Board		Guidance Unit: <i>Self-Awareness/Career Development</i>	
6	5th Grade Portfolio Upload; Course Selection Reflection;	Course Selection Reflection; My Story Portfolio		

	Career Exploration			
7	Career Key; Career Cluster Finder; Course Selection Reflection	Time Management Activity; My Story Portfolio	Time Management Activity	
8	TCHS Career Awareness Day; Academic/Career Plan; Match HS electives to Academic & Career goals; Course Selection	Weekly Time Commitment Chart; Resume Builder; My Story Portfolio	Team Building Activity Paradise Farms; Weekly Time Commitment Chart	Entrepreneurship Business Plan
9	9th Grade Academic and Career Plan Reflection	English Group Project Reflection	Mindfulness App Review in Wellness I	Working With My Teachers Naviance Career Lesson
10	10th Grade Academic and Career Plan Reflection	Road Trip Nation Reflection	Sophomore Planning Conference Summary	Entrepreneurship Career Reflection
11	Counselor Request for Letter of Recommendation	Interview Presentation with JB	JPC Summary and Reflection	Teamwork Naviance Career Lesson
12	Senior Conference Checklist	Senior Graduation Survey	Building My Self Confidence Naviance Career Lesson	My Personal Brand Naviance Career Lesson

## Section Two: Academic and Career Plan Process

1. Demographics	Process Description
<ul style="list-style-type: none"> <li>What grade will the Plan and Portfolio Start?</li> </ul>	Career Portfolios start in third grade.
<ul style="list-style-type: none"> <li>Will the plan/portfolio be electronic, hard copy or both?</li> </ul>	Elementary has student portfolios maintained electronically in Google Drive. Secondary portfolios are maintained electronically using Naviance.
<ul style="list-style-type: none"> <li>Who will be responsible for maintaining the portfolio?</li> </ul>	Elementary counselors and the technology teachers. Secondary counselors will maintain the Naviance portfolios.

<ul style="list-style-type: none"> <li>What demographic information will be included on the student portfolio?</li> </ul>	<p>In the elementary portfolios student's name and graduation year. In Naviance, the student's name, grade, Student ID, State ID number, ethnicity, address, home phone number, date of birth, and email are included.</p>
<b>2. Interventions, Assessments &amp; Decisions</b>	<p><b>Process Description by Grade based on when the plan starts.</b>  <b>What the students can know and do at each grade level and in each strand of the Career Education and Work Standards.</b></p>
Grade 6	<p>Counselors present to classrooms - introduction to the middle school counselor and resources to be successful (13.2.8 E).  Students upload their elementary portfolios into Naviance (13.1.8 H).  Counselors present a classroom lesson on Career Exploration. Students' complete reflection in Naviance (13.1.8 A, B, H).  Counselors deliver a course selection presentation and students complete course selection in Power School and a Course Selection Reflection in Naviance (13.1.8 D).</p>
Grade 7	<p>Counselors present a classroom lesson on the Holland Code and students complete the Career Key in Naviance (13.1.8 A, B, G).  Counselors present a classroom lesson on the Ikigai model and students complete the Career Clusters Finder in Naviance (13.1.8 A, B, G).  Counselors present a classroom lesson on time management and students participate in a time management activity and complete a reflection in Naviance (13.3.8 E).  Counselors deliver a course selection presentation and students complete course selection in Power School and a Course Selection Reflection in Naviance (13.1.8 D).  Students participate in a Career Fair (13.3.8 A).</p>
Grade 8	<p>Students attend a field trip to Paradise Farms to participate in team building activities (13.3.8 B,C).  Students attend a field trip to the Technical College High School to learn about careers in the trade industry (13.1.8 A,B,C,D).  Students complete a Naviance activity where they match high school electives to academic &amp; career goals (13.1.8 H).  Students start building a resume with activities, awards, and jobs (13.2.8 C,D).  Counselors deliver a course selection presentation and students complete the course selection process by developing a high school schedule (13.1.8 E).  The 8th grade students will complete an 8th Grade Academic and Career Plan (13.1.8 G,H).  In the Geography classes, the 8th grade students will complete an Entrepreneurship Business Plan (13.4.8).  In Health classes, the 8th grade students will participate in goal setting (13.1.8 F).  The 8<sup>th</sup> grade students will complete a Weekly Time Commitment Chart prior to picking high school courses in order to develop a well-balanced schedule (13.1.8 F).</p>

 Grade 9 Grade 10 Grade 11 Grade 12	Examples are linked below <a href="#">UHS Approved Career &amp; College Readiness Portfolio Artifacts</a> <a href="#">9th Grade Academic and Career Plan Reflection</a> 13.1.11 E,H <a href="#">Do What You Are Reflection</a> 13.4.11 A <a href="#">Strengths Explorer Reflection</a> 13.3.11 <a href="#">English Group Project Reflection</a> 13.2.11 A,E 13.3.11 B <a href="#">Mindfulness App Review</a> 13.2.11 E 13.3.11 A,F <a href="#">Team Low Ropes Challenge Reflection</a> 13.3.11 B <a href="#">Road Trip Nation Reflection</a> 13.1.11 A,B,F,H 13.2.11 D <a href="#">9th Grade Individual Conference Summary</a> <a href="#">Sophomore Planning Conference Summary</a> <a href="#">Entrepreneurship Career Reflection</a> 13.4.11 <a href="#">JPC Pre-Conference Questionnaire</a> <a href="#">JPC Summary and Reflection</a> <a href="#">Senior Conference Checklist and Summary</a> <a href="#">Interview Presentation</a> 13.2.11 A <a href="#">Entrepreneurship Business Plan</a> 13.4.A,B,C

<b>Student Development of their Plan:</b> <b>Interventions and decisions by students and families during each grade</b>	
At the middle school level, students and families participate in the course selection process and make decisions about course selection. Students are actively engaged in taking interest inventories, researching careers of their choosing, participating in field trips, and goal setting. Students and families have access to their career portfolio at any time via Naviance.	

3. Parental & Guardian Engagement	What strategies will be used to inform parents/guardians to engage them in the Academic/Career Plan and Portfolio process for their children?
Level of Parent & Guardians	Awareness and Engagement Strategies
Elementary Parents & Guardians	In grades K-4, each student is given an “Ask Me About” paper which highlights the key concepts of the lesson to share with their parents. In 5 <sup>th</sup> grade, at the end of the guidance unit, students will take home a folder with copies of their activities and vision board to share with their parents.

Middle School Parents & Guardians	Participation in the Career Fair, Student Shadow Day, 6 <sup>th</sup> Grade Parent Orientation and Course Selection nights, Student Led Conferences (review MyStory portfolio,) Curriculum Night, Advisory Council, TCHS information provided to parents, student activities/enrichment opportunities provided to families.
High School Parents & Guardians	Section in website under Career Planning Resources, information included in the newsletter, information shared at the fall PTO meeting.

<b>4. Faculty/Administrator Engagement:</b>	<b>What strategy will be used to inform teachers/administrators in the process of development, maintenance and presentation of the plan and portfolio in elementary, middle and high school?</b>
Level of Educators & Administrators	Awareness and Engagement Strategies
Elementary	Currently, we meet with grade level teams to discuss what curriculum content can be used to create artifacts. We have asked for the administrative team to support and encourage increased teacher involvement with career awareness and activities.
Middle School	The middle school counselors meet regularly as a team to discuss career activities and artifacts. At grade level team meetings, counselors communicate the different activities to teachers and request assistance in having students complete the activities in Naviance. Administrators allow for time during faculty meetings to address the career portfolios and the importance of teachers working with the school counselors to ensure the portfolio completion.
High School	Administration's agenda for the monthly Department Chair Meeting at the beginning of the school year.

<b>5. Plan/Portfolio Sustainability and Review</b>	<b>What strategies will be developed to assist students with updating and sustaining the plan/process?</b>
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<ul style="list-style-type: none"> <li>● How will the plan and portfolio be revisited each year while in middle school and high school?</li> </ul>	<p>In middle school, the counselors re-evaluate the effectiveness of the different career lessons to determine which activities should be kept. Other activities may be added, based on opportunities that arise.</p> <p>In the high school, the status of the portfolio is reviewed with the student during the student's individual conference.</p>
<ul style="list-style-type: none"> <li>● What process will be used for the student to present the information on their plan at various times (i.e., Exit Interview or other events)?</li> </ul>	<p>In middle school, students will review their My Story portfolio each year with their parents at Student Led Conferences. The Career Cluster Finder and Career Key will be reviewed when students complete their 8<sup>th</sup> grade Academic and Career Plan.</p> <p>In high school, individual conferences are conducted to discuss the relevance of connecting one's strength, likes, and values to our future goals in terms of after graduation and career choices.</p>

### Section Three: Student Academic and Career Portfolio Image

Digital Career Portfolio for Grades 3-5 (Screenshot of a CFE's student career portfolio, format used in all 4 elementary schools)



Career Tour of Some Unusual Careers



CFE 4th Grade Invention Convention



CFES & UE 4th grade Teamwork Lessons Reflection



Exploring TCHS at Pennock's Bridge



Grade 3 Career Planning Reflection Economics



Grade 3 Letter.JPG



UCF-3-Career Portfolio Creation

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## Naviance Folder for Grades 6-8

### Current Tasks

Task	Owner	Program	Grade	Deadline	Status	Actions
8th Grade Entrepreneurship Business Plan	district		8th	7/15/21	not started	<a href="#">view details</a>   <a href="#">remove</a>   <a href="#">waive</a>

### Upcoming Tasks

Task	Owner	Program	Grade	Deadline	Status	Actions
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No tasks assigned

### Completed Tasks

Task	Owner	Program	Grade	Deadline	Status	Actions
6th Grade Elementary Career Portfolio	district		6th	6/30/19	completed	<a href="#">view details</a>   <a href="#">remove</a>
6th Grade Career Exploration Survey	district		6th	7/15/19	completed	<a href="#">view details</a>   <a href="#">remove</a>
6th Grade Course Selection Reflection	district		6th	7/15/19	completed	<a href="#">view details</a>   <a href="#">remove</a>
7th Grade Course Reflection Survey	district		8th	7/15/21	completed	<a href="#">view details</a>   <a href="#">remove</a>
7th Grade Time Management Lesson Reflection	district	7th Grade Program Quarter 2	8th	7/15/21	completed	<a href="#">view details</a>   <a href="#">remove</a>
8th Grade Academic and Career Plan	district		8th	7/15/21	completed	<a href="#">view details</a>   <a href="#">remove</a>
8th Grade Course Selection - Weekly Time Commitment Chart Upload	district		8th	7/15/21	completed	<a href="#">view details</a>   <a href="#">remove</a>
8th Grade: 2021 Time Management Reflection	district		8th	none	completed	<a href="#">view details</a>   <a href="#">remove</a>
Add careers to my list	district	7th Grade Program Quarter 3	8th	none	completed	<a href="#">view details</a>   <a href="#">remove</a>
Complete Career Cluster Finder	district		8th	none	completed	<a href="#">view details</a>   <a href="#">remove</a>
Complete Career Key	district	7th Grade Program Quarter 3	8th	none	completed	<a href="#">view details</a>   <a href="#">remove</a>

\*1. Please type in your name

Career/Interest Assessment Results

\*2. Type in your **Top Three Career Clusters:**

Career/Interest Assessment Results

\*3. Type in your **Top Three Matching Careers:**

Career Key (Your personality types)

\*4. Type in your **Top Three Personality Types:**

- \*5. Type in your **Top Three Matching Careers:**

Post Middle School Planning

- \*6. **My High School Plan is to:**

(Please select exactly 1 choice(s).)

- ☐ Attend Unionville High School  
☐ Attend both Unionville and the Technical College High School  
☐ Attend a different high school

Post Middle School Planning

- \*7. **Please type three possible majors/programs of study/career fields that you are considering:**

Post Middle School Planning

- \*8. **Please write about possible courses you will need to take in High School or the Technical College High School connected to your Career Clusters and Career Key:**

Post Middle School Planning

- \*9. **Please select your plans for after high school. You will enroll in a:**

(Please select exactly 1 choice(s).)

- ☐ 4 year college  
☐ 2 year college/Community College  
☐ Technical School  
☐ Apprenticeship  
☐ Certification Program  
☐ Military  
☐ On-the-job training  
☐ Entering the workforce  
☐ Internship or Co-op  
☐ Not sure

Post Middle School Planning

- \*10. **Please write about some clubs, sports, organizations, or activities that you are considering joining at the high school:**

High School

Tasks you Need to Work On **STUDENT VIEW OF ASSIGNED TASKS IN NAVIANCE**

TASK	Artifact 2 of 8- Career Acquisition Assigned by Carolyn Spiegel	REQUIRED
TASK	Artifact 1 of 8- Career Awareness & Preparation Assigned by Carolyn Spiegel	REQUIRED
TASK	Artifact 3 of 8- Career Retention and Advancement Assigned by Carolyn Spiegel	REQUIRED
TASK	Artifact 4 of 8- Entrepreneurship Assigned by Carolyn Spiegel	REQUIRED
TASK	Artifact 6 of 8- Student's Choice Assigned by Carolyn Spiegel	REQUIRED
TASK	Artifact 5 of 8- Student's Choice Assigned by Carolyn Spiegel	REQUIRED
TASK	Artifact 7 of 8- Student's Choice Assigned by Carolyn Spiegel	REQUIRED
TASK	Artifact 8 of 8- Student's Choice Assigned by Carolyn Spiegel	REQUIRED

[add custom task](#) [assign school tasks](#)

Current Tasks

**SCHOOL COUNSELOR AND ADMINISTRATION CAN VIEW THE STUDENTS PROGRESS**

Task	Owner	Program	Grade	Deadline	Status	Actions
Artifact 4 of 8- Entrepreneurship	school	UHS Career Readiness Portfolio	11th	none	not started	<a href="#">view details</a>   <a href="#">remove</a>   <a href="#">waive</a>
Artifact 5 of 8- Student's Choice	school	UHS Career Readiness Portfolio	11th	none	not started	<a href="#">view details</a>   <a href="#">remove</a>   <a href="#">waive</a>
Artifact 7 of 8- Student's Choice	school	UHS Career Readiness Portfolio	11th	none	not started	<a href="#">view details</a>   <a href="#">remove</a>   <a href="#">waive</a>
Artifact 8 of 8- Student's Choice	school	UHS Career Readiness Portfolio	11th	none	not started	<a href="#">view details</a>   <a href="#">remove</a>   <a href="#">waive</a>

Upcoming Tasks

Task	Owner	Program	Grade	Deadline	Status	Actions
No tasks assigned						

Completed Tasks

**STUDENT'S ARTIFACT IS ACCESSIBLE TO SCHOOL COUNSELOR AND ADMINISTRATION BY CLICKING VIEW DETAILS**

Task	Owner	Program	Grade	Deadline	Status	Actions
Artifact 1 of 8- Career Awareness & Preparation	school	UHS Career Readiness Portfolio	11th	none	completed	<a href="#">view details</a>   <a href="#">remove</a>
Artifact 2 of 8- Career Acquisition	school		11th	none	completed	<a href="#">view details</a>   <a href="#">remove</a>
Artifact 3 of 8- Career Retention and Advancement	school	UHS Career Readiness Portfolio	11th	none	completed	<a href="#">view details</a>   <a href="#">remove</a>
Artifact 6 of 8- Student's Choice	school	UHS Career Readiness Portfolio	11th	none	completed	<a href="#">view details</a>   <a href="#">remove</a>
Maribeth Lyles will: Complete Class of 2021 Graduation Survey	school		12th	7/15/22	completed	<a href="#">view details</a>   <a href="#">remove</a>

## High School – Example 1: Interview Presentation Survey

- \*1. Identify three important facts, examples, or situations you found to be helpful, surprising and/or interesting from the interview presentation.

- \*2. Having taken part as an observer, interviewer or interviewee in today's session, identify 3 strengths, skills, personal qualities or previous experiences which could be of value in a future interview.

- \*3. What is an example of an effective speaking or listening skill that you learned or saw demonstrated in this presentation?

- \*4. What is your biggest concern about an interview? What could you do now to better prepare or address these concerns?

- \*5. Do you feel better informed and prepared for an interview having participated in this presentation?

☐ Yes ☐ No



## Do What You Are Self-Reflection

**Directions:** Answer the following survey and upload the document as a **Career Awareness and Preparation artifact** in Naviance.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Identify your 4 letter code from the Do What You Are activity: \_\_\_\_\_

- Extraverted/Introverted
- Intuitive/Sensing
- Feeling/Thinking
- Judgmental/Perceptive

2. List 3 **Strengths** identified by the Do What You Are activity. Which Strengths do you agree with and why? Which Strengths do you disagree with and why?

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3. List 3 **Blindspots** identified by the Do What You Are activity. Which Blindspots do you agree with and why? Which Blindspots do you disagree with and why?

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4. Identify 2 occupations that matched to your personality type and interest you at this point in your high school career? What experience(s) could help you further explore these occupations?

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## 10. School District Stakeholders Engagement

Students	How students will benefit from the K-12 Guidance Program	How students assist with the delivery of the K-12 Guidance Program
	<p>The counselors in the Unionville-Chadds Ford School District (UCFSD) will work with our stakeholders in developing a K-12 comprehensive school counseling program that addresses all students.</p> <p>The comprehensive school counseling program will give our students the opportunity to explore, seek resources, and focus on their identity and interests to help them make knowledgeable and informed decisions regarding post-secondary options. A strong foundation will be built within academic, career, personal, and social-emotional development to achieve success in all areas of their lives.</p>	<p><u>Elementary School</u></p> <ul style="list-style-type: none"> <li>• Successful completion of developmental guidance activities.</li> <li>• Creation of quality career portfolio artifacts.</li> <li>• Feedback from students during classroom discussion.</li> <li>• Completion of reflection documents following certain events/lessons.</li> </ul> <p><u>Middle School</u></p> <ul style="list-style-type: none"> <li>• Student Ambassadors assist in welcoming new students and support the transition of students entering from elementary school.</li> <li>• Students participate on various committees within the school district. Some examples include Wellness Council, Equity Council, Advisory Council, and the PAYS Survey Sub-Committee.</li> <li>• Students provide evaluative feedback regarding counseling department programming.</li> </ul>

Educators	How educators benefit from the K-12 Guidance Program	How educators assist with the delivery of the K-12 Guidance Program
	<p>Educators will benefit from the counseling program by learning about resources available in our community. Educators will also benefit from the support provided through communication and outreach from the counseling department (e.g., website, attending team meetings, faculty meeting presentations, classroom lessons, etc.). Social-emotional learning programs and support from the counseling department will help improve students' emotional well-being which will help with students' academic engagement. Educators will benefit as students learn about the connection between their education and long-term goals.</p>	<p>At the beginning of the school year, Educators will be reminded of the K-12 school counseling program and Career Education and Work Standards. Educators will be included in implementation of career activities through different curricular departments. Educators will assist the counseling program by connecting their curriculum to various aspects of career exploration, acquisition, retention, and entrepreneurship. By raising awareness to the career standards, school counselors will work collaboratively with educators to further integrate these ideas into their current practices. Educators will also be represented on the Advisory Council.</p>

**Stakeholder: Educator**

<b>"Big Idea"</b>	<b>Program Goals</b>	<b>Standards</b>	<b>Grade Level</b>	<b>Activities Interventions</b>	<b>Data</b>	<b>Timeline</b>
<b>Remind the staff of the Career Education and Work Standards.</b>	Each staff member will be able to identify what the CEW Standards are and what activities are being done in their classrooms that contribute to the CEW Standards.	<b>13.1.3 13.2.3 13.1.5 13.2.5</b>	<b>K-12</b>	Faculty meeting with staff at the beginning of the school year.	Number of career artifacts at each grade level.	August to June

<b>Parents</b>	<b>How parents/guardians benefit from the K-12 Guidance Program</b>	<b>How parents/guardians assist with the delivery of the K-12 Guidance Program</b>
	Parents and guardians play a fundamental role in supporting their child's academic, career and social/emotional development. Family involvement plays a key role in a student's attitudes and behaviors. Parents/guardians benefit from the guidance program by understanding their child's educational experience and how they can support their child. Parents/guardians will be kept informed of in-school and post-secondary opportunities for students. The school will provide the necessary tools and resources to families; together the school system and family systems can work together to ensure student success.	<p><u>Elementary School</u> Parents/guardians will be informed of career related activities during K-5 developmental guidance lessons through a short summary of lesson content and suggestions for parents to extend learning sent home (Ask Me About). Parents/guardians have access to counselors' websites for review of lesson topics and resources and have access to the school website for information about relevant events (field trips, assemblies, presenters, PTO meetings, TCHS Career Cafe). Parents/guardians have access to view their child's digital career portfolio. Some parents/guardians will be invited to participate on the Advisory Council.</p> <p><u>Middle School</u> Parents/guardians will be informed of career related activities and Naviance through a weekly newsletter that is sent home via email. At any time, parents/guardians and students can access the child's career portfolio in Naviance. Parents/guardians will also be invited to participate in school Career Fairs, Student Led Conferences, Student Shadow Day, and Curriculum Night. Some parents/guardians will be invited to participate on the Advisory Council.</p>

**Stakeholder: Parents**

<b>"Big Idea"</b>	<b>Program Goals</b>	<b>Standards</b>	<b>Grade Level</b>	<b>Activities Interventions</b>	<b>Data</b>	<b>Timeline</b>
<b>Educate parents about our K-12 guidance plan.</b>	Increase parent awareness of our K-12 guidance plan by 50%.	<b>13.1.3 13.2.3 13.1.5 13.2.5</b>	<b>K-12</b>	Information in our principal's newsletter, information shared during course selection, student led conferences (MyStory Portfolio).	Collection of evidence for student portfolio.	August through June
<b>Educate parents about TCHS and technical education.</b>	Expose 100% of parents/guardians to information about TCHS programming for 8 <sup>th</sup> grade students	<b>13.1.11 13.2.11 13.3.11</b>	<b>8-12</b>	Information in our principal's newsletter, information shared during course selection, counselor website.	Collection of evidence for student portfolio.	August through June

<b>Business &amp; Community</b>	<b>How business/community partners benefit from the K-12 Guidance Program</b>	<b>How business/community partners assist with the delivery of the K-12 Guidance Program</b>
	The business/community will benefit from a K-12 school counseling program by having access to future employees who understand the value of positive social interactions, teamwork, goal setting, communication, and the academic skills needed in the workplace.	As partners, business/community members serve on the Advisory Council and will provide opportunities for students to explore careers and job shadow experiences. They will share industry trends, necessary soft skills, and the connections between school and the world of work.

**Stakeholder: Business/Community**

<b>"Big Idea"</b>	<b>Program Goals</b>	<b>Standards</b>	<b>Grade Level</b>	<b>Activities Interventions</b>	<b>Data</b>	<b>Timeline</b>
<b>Help create connections for elementary students between their current academic experience and their future selves through interactions with business and community members</b>	98% of our 3 <sup>rd</sup> -5 <sup>th</sup> graders will accumulate at least two pieces of evidence around work habits, career awareness, or relationships connected to a community experience.	<b>13.1.3 13.1.5 13.3.3 13.3.5 13.4.3 13.4.5</b>	<b>3-5</b>	Participation in field trips to local businesses and organizations such as farms/orchards, firehouses, chocolate factory, museums, the PA state Capitol Provide assemblies from various presenters such as authors, zoos, magicians, theater, dance and musical groups.	Pieces of evidence are accumulated for the Future Ready PA Index.	August through June

<b>Help create connections for middle school students between their current academic experience and their future selves through interactions with business and community members</b>	95% of our 7 <sup>th</sup> graders will participate in the Career Fair and complete a Naviance activity related to the fair.	<b>13.2.11 13.3.11 13.4.11</b>	<b>6-8</b>	Send emails and flyers to local businesses regarding the career fair. Collect career videos from community members and recent UCFSD alumni to supplement Career Fair activities. Individual Counseling Sessions.	Business/Community members' presentations will include information about important academic and extracurricular activities relevant to their career.	August through June
<b>Help create connections for high school students between their current academic experience and their future selves through interactions with business and community members.</b>	95% of 9 <sup>th</sup> grade students will complete the "Do What You Are" survey and reflection sheet in Naviance. During the 9 <sup>th</sup> or 10 <sup>th</sup> grade conference, students will discuss the connection to at least one course or extracurricular activity that relates to their results of the Do What You Are survey and make the connection between what they are currently doing and how it relates to their future career goals.	<b>13.1.11.D</b>	<b>12</b>		Pieces of evidence are accumulated for the Future Ready PA Index.	August through June

<b>Post secondary</b>	<b>How postsecondary partners benefit from the K-12 Guidance Program</b>	<b>How postsecondary partners assist with the delivery of the K-12 Guidance Program</b>
	Post-secondary partners benefit from a K-12 school counseling program because they will receive students that have made focused decisions, are less likely to change majors, transfer or discontinue their education.	Post-Secondary Partners (four-year, two-year, career and technical, apprenticeship partners, and military) impact our school counseling program by providing resources for students to transition to the next level of training and education. Through collaboration with these constituents, the school counselors will provide students with opportunities to explore a wide range of post-secondary options. By serving on the Advisory Council, they will share how students are

		transitioning from high school to their post-secondary placement and help counselors identify areas of need.
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#### Stakeholder: Postsecondary

<b>“Big Idea”</b>	<b>Program Goals</b>	<b>Standards</b>	<b>Grade Level</b>	<b>Activities Interventions</b>	<b>Data</b>	<b>Timeline</b>
<b>Create parents, staff, and student awareness of post-secondary options</b>	100% of parents, staff, and students will be given an increased general awareness of available post-secondary opportunities through career lessons, faculty meetings and information shared with families at individual conferences.	<b>13.1.5 13.3.5 13.4.5</b>	<b>K-5</b>	Learning about teamwork (communication, collaboration, compromise) and how interests can develop into career paths and opportunities.  Participation in TCHS Career Café.  Review of Future Ready Index requirements and CEW standards at faculty meetings.  Information shared with families at conferences and open houses.	Completion of developmental guidance activities.  Creation of digital career portfolio artifacts.  Faculty meeting attendance.  Completion of and data collected from stakeholder surveys.	August through June
<b>Create parents, staff, and student awareness of post-secondary options</b>	100% of parents, staff, and students will be informed about post-secondary schooling, programs, training, degrees, and certifications through career lessons, faculty meetings, and newsletters.	<b>13.1.8 13.2.8</b>	<b>6-8</b>	Touring TCHS Learning about careers and job training. Participating in the course selection process. Having opportunities presented about extracurricular activities.	Completion of Naviance tasks Faculty meeting attendance. Survey of community - baseline data. Newsletter readership.	August through June
<b>Middle School Counselors will increase their knowledge about post-secondary options</b>	At least one counselor will attend a workshop or information session annually to stay current on career and college trends (e.g. jobs of the future, college fields of study, etc.).	<b>13.1.8 13.2.8</b>	<b>6-8</b>	Workshop attendance TCHS breakfast Regional Counselors’ Meeting	Attendance at workshops.	August through June
<b>Create parents, staff, and student awareness of post-secondary options</b>	100% of parents, staff, and students will be informed about post-secondary schooling, programs, training, degrees, and certifications through	<b>13.1.8 13.2.8</b>	<b>9-12</b>	Touring TCHS Information Sessions Learning about careers and job training. Participating in the course selection process. Activity Fair	Completion of Naviance tasks. Senior graduation survey. Monthly newsletter.	August through June

	individual grade level conferences, department chair course selection meetings, and monthly newsletter.					
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## 11. School Guidance Program K-12 Advisory Council

ELEMENTARY SCHOOLS				
Name	Email	Role(s)	Additional Role	New or Returning Member
Mike Barrett	mbarrett@ucfsd.net	2 <sup>nd</sup> Grade Teacher		Returning
Laura Toner	ltoner@ucfsd.net	Elementary Counselor UE		Returning
		Elementary Counselor		New
TBD		Student-5 <sup>th</sup> Grade		New
PATTON MIDDLE SCHOOL				
Name	Email	Role(s)	Additional Role	New or Returning Member
TBD		Charles F. Patton Middle School - 6 <sup>th</sup> grade student		New
TBD		Charles F. Patton Middle School - 7 <sup>th</sup> grade student		New
TBD		Charles F. Patton Middle School - 8 <sup>th</sup> grade student		New
Colin Kirk	ckirk@ucfsd.net	IST Coordinator and LTL Teacher		New
TBD		Charles F. Patton Middle School Counselor		New
Rachel Saletta	rsaletta@ucfsd.net	Charles F. Patton Middle School Counselor		Returning
Cara Malone	cmalone@ucfsd.net	Charles F. Patton Middle School Counselor		Returning

## UNIONVILLE HIGH SCHOOL

Name	Email	Role(s)	Additional Role	New or Returning Member
Charlotte Kaplan	kaplanc24@ucfsd.net	High School- 9 <sup>th</sup> grade student		Returning
TBD		UHS Student- 10 <sup>th</sup> grade student		Returning
TBD		UHS Student- 11 <sup>th</sup> grade student		Returning
TBD		UHS Student- 12 <sup>th</sup> grade student		
Dori Ray	dray@ucfsd.net	UHS Teacher		new
Colleen Miller	cmiller@ucfsd.net	High School Counselor		New
Maribeth Lyles	mlyles@ucfsd.net	High School Counselor		Returning

## DISTRICT OFFICE

Name	Email	Role(s)	Additional Role	New or Returning Member
Leah Reider	lreider@ucfsd.net	District Administration		Returning
Timothy Hoffman	thoffman@ucfsd.net	District Administration		Returning

## COMMUNITY REPRESENTATIVE---PARENT---WORKFORCE---COLLEGE

Name	Email	Role(s)	Additional Role	New or Returning Member
Elise Anderson	ander-sun@comcast.net	Parent- UHS	District School Board Member/	Returning
Elizabeth Brenner	<a href="mailto:lizbrenner@gmail.com">lizbrenner@gmail.com</a>	Parent- UHS, Patton, Pocopson	Workforce Representative	Returning
Luci McClure	<a href="mailto:luci.mcclure@gmail.com">luci.mcclure@gmail.com</a>	Parent- UHS		Returning
Holly Farkas	<a href="mailto:holly1278@yahoo.com">holly1278@yahoo.com</a>	Parent-UE		New
Stephanie Chapman	<a href="mailto:Stephanie@phillipsmushroomfarms.com">Stephanie@phillipsmushroomfarms.com</a>	Workforce Representative		New (replacing Bill Steller)
Jeremy Branch	<a href="mailto:jbranch@admissions.psu.edu">jbranch@admissions.psu.edu</a>	College Rep		Returning
Katie Bickel	<a href="mailto:KatieB@cciu.org">KatieB@cciu.org</a>	Technical College High School Representative		New

Dawn Hood	Dehjjb29@gmail.com	Manager @ Hoods BBQ		New
Dr. Francis Atuahene	<a href="mailto:fatuahene@wcupa.edu">fatuahene@wcupa.edu</a>	Director, Exploratory Studies Academic Advising - WCU		New
Dr. Kidd	pocopsonvetstation@verizon.net	Amy L. Kidd, VMD		New
Heather Drzal	hdrzal@longwoodgardens.org	Director, School and Youth Programs at Longwood Gardens		New
Dave Augustin		Military Representative		
TBD		Gap Year Representative		
TBD		Counselor Representative from Local High School		

## 12. School District Career and Postsecondary Resources

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

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

## ORGANIZATIONS AND AGENCIES

Intermediary Organizations: <i>Connecting, Collaborating, Convening Organizations</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Middle School partnership with Tri M	13.1,13.2,13.3	Science, Technology, Engineering, & Mathematics
Chester County Community Food Bank	13.1,13.2,13.3	Agriculture, Food & Natural Resources
A.I.duPont Hospital	13.1,13.2,13.3	Health Science
New Bolton Center University of Pennsylvania	13.1,13.2,13.3	Education & Training
Longwood Gardens	13.1,13.2,13.3	Agriculture, Food & Natural Resources
Chester County School Counselors Association CCSCA	13.1,13.2,13.3,13.4	Education & Training
American School Counselors Association ASCA	13.1,13.2,13.3,13.4	Education & Training
PA School Counselors Association PSCA	13.1,13.2,13.3,13.4	Education & Training
School-based Parent/Teacher Organizations		Education & Training
Unionville-Chadds Ford Education Foundation		Education & Training

Umbrella Organizations: <i>Organizations that represent a large group of business organizations with a common mission</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Chester County Intermediate Unit	13.1,13.2,13.3,13.4	Education & Training
Longwood Rotary	13.1,13.2,13.3,13.4	All Clusters
United Way of Chester County	13.1,13.2,13.3,13.4	All Clusters
Delaware Valley The Coalition for Educational Equity	13.1,13.2,13.3,13.4	Education & Training

Community & State Organizations: <i>Agencies representing community and state initiatives, service to communities</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Chester County Intermediate Unit	13.1,13.2,13.3,13.4	Education & Training
La Comunidad Hispana	13.1,13.2,13.3	Human Services
Chester County Children and Youth Services	13.1,13.2,13.3	Human Services
Council on Addictive Diseases	13.1,13.2,13.3	Human Services
Devereux	13.1,13.2,13.3	Human Services
Young Moms	13.1, 13.2, 13.3	Human Services
Holcomb Behavioral Health Systems	13.1, 13.2, 13.3	Human Services
Crime Victims Center of Chester County	13.1, 13.2, 13.3	Human Services
Franklin Institute	13.1, 13.2, 13.3	Education & Training
Kennett Area YMCA	13.1, 13.2, 13.3	Human Services
Chester County Food Bank		Human Services
Special Olympics of Pennsylvania		Human Services

## NETWORKING OPPORTUNITIES

Individual Contacts: <i>Contacts acquired through networking and interaction</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Job, internship, shadowing opportunities	13.1,13.2,13.3,13.4	All Clusters
Summer seminar programs	13.1,13.2,13.3	All Clusters
Military personnel	13.1,13.2,13.3	All Clusters
School-based visits from regional college admissions representatives	13.1,13.2,13.3	All Clusters

Community & Business Meetings: <i>Meetings, which bring cross/community members together to promote growth to further a cause</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
School board meetings	13.1,13.2,13.3	All Clusters
Longwood Rotary	13.1,13.2,13.3,13.4	All Clusters
Wellness Committee	13.1,13.2,13.3	All Clusters
Social Emotional Learning Committee	13.1,13.2,13.3	All Clusters
UPenn Consortium	13.1,13.2,13.3	All Clusters
Portrait of a Graduate Committee	13.1,13.2,13.3,13.4	All Clusters
Advisory Council Meeting	13.1,13.2,13.3,13.4	All Clusters

Community Events: <i>Conferences, Workshops, Grand Openings</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Chester County College Fair	13.1,13.2,13.3,13.4	All Clusters
Main Line College Fair	13.1,13.2,13.3,13.4	All Clusters
College Planning Night	13.1,13.2,13.3,13.4	All Clusters
College Planning Webinar Series	13.1,13.2,13.3,13.4	All Clusters
Middle School Career Day	13.1,13.2,13.3,13.4	All Clusters
Technical College High School Open house	13.1,13.2,13.3,13.4	All Clusters
Patton Middle School Course Selection Nights	13.1,13.2,13.3,13.4	All Clusters
5th Grade Visitation to the Middle School	13.1,13.2,13.3,13.4	All Clusters
Patton Picnic	13.1,13.2,13.3,13.4	All Clusters
Patton Curriculum Night	13.1,13.2,13.3,13.4	All Clusters
Middle School Transition Camp	13.1,13.2,13.3,13.4	All Clusters
FOCUS Presentations	13.1,13.2,13.3,13.4	All Clusters
UPRISE Presentations	13.1,13.2,13.3,13.4	All Clusters

## ONLINE & OTHER RESOURCES

Internet Based Links: <i>Websites educating others and promoting career development and related topics</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Naviance	13.1,13.2,13.3,13.4	All Clusters
College Board	13.1,13.2,13.3,13.4	All Clusters
ACT	13.1,13.2,13.3,13.4	All Clusters
Slate	13.1,13.2,13.3,13.4	All Clusters
College Websites	13.1,13.2,13.3,13.4	All Clusters
High School Counseling Website	13.1,13.2,13.3,13.4	All Clusters
Middle school counseling website	13.1,13.2,13.3,13.4	All Clusters
<a href="http://www.mynextmove.org/explore/ip">www.mynextmove.org/explore/ip</a>	13.1,13.2,13.3,13.4	All Clusters
<a href="https://www.123test.com/career-test/">https://www.123test.com/career-test/</a>	13.1,13.2,13.3,13.4	All Clusters
<a href="http://www.educationplanner.org">www.educationplanner.org</a>	13.1,13.2,13.3,13.4	All Clusters
<a href="http://www.pacareerstandards.com">www.pacareerstandards.com</a>	13.1,13.2,13.3,13.4	All Clusters
Safe2Say Something	13.1,13.2,13.3,13.4	All Clusters

Media & Advertising: <i>Various marketing methods that provide contacts, career awareness, ideas and workforce information</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
E-mail solicitation from colleges and universities	13.1,13.2,13.3,13.4	All Clusters
Middle School: HAWK TV	13.1,13.2,13.3,13.4	All Clusters
Patton website	13.1,13.2,13.3,13.4	All Clusters
Middle School: Principal's Newsletter/Counselor's Corner	13.1,13.2,13.3,13.4	All Clusters
High School Counseling Center Newsletter	13.1,13.2,13.3,13.4	All Clusters
High School Counseling Center Social Media Accounts	13.1,13.2,13.3,13.4	All Clusters
High School Counseling Center Website	13.1,13.2,13.3,13.4	All Clusters

Publication & Documents: <i>Hard copy materials that offer contacts and career/workforce information</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Newspaper Inserts	13.1,13.2,13.3,13.4	All Clusters
Community Program Booklets	13.1,13.2,13.3,13.4	All Clusters
College admissions materials/information booklets	13.1,13.2,13.3,13.4	All Clusters
Middle School Orientation Packet	13.1,13.2,13.3,13.4	All Clusters
Technical College High School Catalog	13.1,13.2,13.3,13.4	All Clusters

## POST-SECONDARY OPTIONS

Postsecondary Options: <i>Colleges, Apprenticeships, Military, Vocational Training</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Colleges West Chester University University of Pennsylvania University of Delaware Penn State University -- Brandywine	13.1,13.2,13.3,13.4	All Clusters
Technical College High School	13.1,13.2,13.3,13.4	All Clusters
PHEAA	13.1,13.2,13.3,13.4	All Clusters
Academy Night	13.1,13.2,13.3,13.4	All Clusters
Octorara Homeland Security & Protective Services Academy	13.1,13.2,13.3,13.4	Government & Public Administration, Information Technology Law, Public Safety, Corrections, & Security, Information Technology

## 13. School District Career and Technology Center Strategies

### Student Awareness

Grade	Intervention, Program, or Event	Start & End Dates	# of Students Taught	Location	Stakeholder Delivering	Contact Person	Indicator
5	TCHS Career Cafe	Dates determined by each elementary school	311	Chadds Ford Elementary Hillendale Elementary Pocopson Elementary Unionville Elementary	TCHS counselor & students	Rachel Broadway, TCHS with Yackel, Toner, Cloud, Hanes	<a href="#">Technical College High School Career Cafe Reflection</a>
8	Octorara Homeland Security and Protective Services Presentation	November-December	300-350	Charels F. Patton Middle School	Octorara	McMahon, Malone, Saletta, Lisa MacNamara	Octorara application
8	TCHS Presentation	November-December	300-350	Charels F. Patton Middle School	TCHS admissions representative	McMahon, Malone, Saletta, TCHS	Naviance Survey
8	TCHS Visit	December-January	300-350	Charels F. Patton Middle School	TCHS Staff	McMahon, Malone, Saletta, Rachel Broadway TCHS	Naviance Reflection
8	TCHS shadow days	Rolling	300-350	Charels F. Patton Middle School and TCHS Pennock's Bridge campus	TCHS Staff	McMahon, Malone, Saletta, Theresa Devlin	TCHS application
9-11	Octorara Homeland Security information sessions	November-January	1,006	Unionville High School	Octorara	Lora Elfreth and Lisa MacNamara	Octorara application
9-11	TCHS Information Sessions	November-January	1,006	Unionville High School	TCHS admissions representatives and student ambassadors	Lora Elfreth and TCHS	Attendance/application
9-11	TCHS shadow days	Rolling	1,006	Unionville High School and TCHS Pennock's Bridge and Brandywine campus	TCHS Staff	Lora Elfreth/Theresa Devlin	TCHS application

9-11	TCHS Open House	2-3 times per year	1,006	Unionville High School	TCHS	Lora Elfreth and admissions	TCHS application
9-11	Octorara Homeland Security Open House	Virtual-ongoing	1,006	Unionville High School	Octorara	Lora Elfreth and Lisa MacNamara	Octorara application
9-11	Octorara Homeland Security Shadow Day	ongoing	1,006	Unionville High School	Octorara	Lora Elfreth and Lisa MacNamara	Octorara application

### Parent Awareness

Grade	Intervention, Program, or Event	Start & End Dates	# of Parents	Engagement Method	Stakeholder Delivering	Contact Person	Indicator
5	TCHS Career Cafe Video	after the event is held at each elementary school	311	Video Presentation	Elementary School Counselors	Lisa Yackel Laura Toner Katie Cloud Rachel Hanes	Parent Survey or Sign off
6-8	Announcements in Counselor's Corner of the Principal's Newsletter re: Naviance Career Classes	Ongoing	2000	Virtual announcement/video	Middle School Counselors	Rachel Saletta, Susan McMahon, Cara Malone	Parent Survey or Sign-off; QR code w/ survey
6-8	Announcements in Newsletter and Website re: Summer Programs at TCHS	Ongoing	2000	Virtual announcement/video	Middle School Counselors	Rachel Saletta, Susan McMahon, Cara Malone	Parent Survey or Sign-off; QR code w/ survey
6	5th Grade Parent Orientation to Middle School	April	650	Slide Presentation	8th grade counselor	8th Grade Counselor	Parent Survey or Sign-off; QR code w/ survey
6	Transition Camp - Parent Presentation	August	650	Slide Presentation	Middle School Counselors	Rachel Saletta, Susan McMahon, Cara Malone	Parent Survey or Sign-off; QR code w/ survey
6-8	Course Selection Nights	February/March	2000	Slide Presentation	counselors	Rachel Saletta, Susan McMahon, Cara Malone	Parent Survey or Sign-off; QR code w/ survey
9-11	Back to School Night	September	2,012	Presentation	TCHS, Octorara, Administrators, teachers	Main Office	# attended
9-11	Course Selection Night	February	2,012	Presentation	TCHS, Octorara, Administrators, teachers	Main Office	# attended

9-11	Announcements in Counseling Center Newsletter and High School Counseling Center Website	Ongoing; monthly newsletter	2,012	Virtual	High School Counseling Center Staff	High School Counseling Center Staff	
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#### EDUCATOR AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	# of Educators	Location	Stakeholder Delivering	Contact Person	Indicator
5	Attend the TCHS Career Cafe	Various times depending on each schools schedule	4	Chadds Ford Elementary Hillendale Elementary Pocopson Elementary Unionville Elementary	School Counselors	Lisa Yackel Laura Toner Katie Cloud Rachel Hanes	Reflection document
6-8	Curriculum Crosswalk at Faculty Meeting re: Career Activities & Naviance Upload instructions	August/September	80	Charles F. Patton Middle School	School Counselors	Rachel Saletta, Susan McMahon, Cara Malone	Shared Document
9-12	CCIU Virtual Job Shadowing for Computer Science -information provided to UHS business teachers	April 12-16 2021	2	Online	CCIU	CCIU	
12	Orientation Tour ASPIRE Program	Ongoing	1-3	West Chester University	UHS Transition Coordinator	UHS Transition Coordinator	
12	Transitional Work Program/Discover	Ongoing	5	Unionville High School and local community employers	Community employers and UHS teachers	IEP Case Manager	IEP