

Shaler Area School District



**K-12 School Counseling
Guidance Plan
2022-2025**

Shaler Area School District: School Counseling Plan

Table of Contents

A. COUNSELOR RELATED ITEMS OF THE PLAN 1-3	3-7
1. School Counselors Assignments and Ratios	3
2. Role of the School Counselor: ASCA Model	4
3. Job Description linked to the Counselor Evaluation Process	5-7
B. PROGRAM DELIVERY RELATED ITEMS OF THE PLAN 4-9	8-60
4. School Counseling Department Mission Statement	8
5. Program Calendar by Domain and Level: Annual Calendar	9-16
6. Program Delivery by Tier and System Support:	17-22
7. Curriculum Action Plan:	23-44
8. Annual Program Goals:	45-48
9. Academic & Career Plan Process and Portfolio	49-60
C. STAKEHOLDER ENGAGEMENT ITEMS OF THE PLAN 10-11	61-65
10. Stakeholder Engagement:	61-63
11. School Counseling Program Advisory Council:	64-65
D. CAREER PATHWAY AWARENESS ITEMS OF THE PLAN 12-13	66-71
12. Career and Postsecondary Resources	66-70
13. Career and Technology Center Strategies:	71

A. Counselor Component: Concepts 1-3

1- School Counselors Assignments and ratios- This will be a five-year Plan 2022-2027

Counselor's Name	Building	Ratio as of 10/2022	Ratio as of 8/2023	Ratio as of 8/2024	Ratio as of 8/2025	Ratio as of 8/2026
Heather Kimmel	Marzolf Primary School	1 to 308				
Lezlie DelVecchio-Marks	Burchfield Primary School	1 to 349				
Carrie Miller (Part-time)	Reserve Primary School	1 to 120				
Maryann Swartz	Scott Primary School	1 to 378				
Beth Zelinko	Shaler Area Elementary School	1 to 296				
Andy Sieber	Shaler Area Elementary School	1 to 291				
James Jowers	Shaler Area Elementary School	1 to 298				
Kristi Coleman	Shaler Area Middle School	1 to 284				
Elizabeth Wolff	Shaler Area Middle School	1 to 277				
Mary Beth Miller	Shaler Area High School	1 to 314				
Shauna Hunt	Shaler Area High School	1 to 307				
Mat Anselmino	Shaler Area High School	1 to 307				
Chuck Rhoads	Shaler Area High School	1 to 329				
Denise Erb	Shaler Area School District	1 to 3,884				

2- Role of the School Counselor

Role	Level	Evidence of Role
Leader	Elementary	Primary and Elementary school counselors deliver tiered academic, social-emotional and career programming for all students. Facilitate and participate in student-focused data meetings to support students' academic and behavioral needs. Coordinate school-wide programming for all students. Developed a K-12 School Counseling Advisory Council.
	Middle	Middle school counselors attend and participate in weekly team meetings and lead the building in Trauma Sensitive Initiative. Coordinate school-wide programming for all students in social emotion development. Developed a K-12 School Counseling Advisory Council.
	High School	High school counselors participate in monthly instructional leadership team meetings with building administration, staff, advisory council, and outside agencies to support student growth. High school counselors organize and lead crisis response. High school counselors mediate difficult situations between parents/students and staff. Developed a K-12 School Counseling Advisory Council.
Advocate	Elementary	School Counselors advocate for students, the counseling profession and for systemic change. School Counselors' advocacy can have a lasting impact on attitudes, policies, and practices, which will ultimately help reduce or eliminate any potential barriers to student learning, so maximum potential may be achieved.
	Middle	School Counselors advocate for students, for the counseling profession and for systemic change. School Counselors' advocacy can have a lasting impact on attitudes, policies, and practices, which will ultimately help reduce or eliminate any potential barriers to student learning, so maximum potential may be achieved.
	High	School Counselors advocate for students, for the counseling profession and for systemic change. School Counselors' advocacy can have a lasting impact on attitudes, policies, and practices, which will ultimately help reduce or eliminate any potential barriers to student learning, so maximum potential may be achieved.
Collaborator	Elementary	School Counselors collaborate with all educational partners including students, parents, educators/administrators, business/community partners, and post-secondary programs. Optimal learning may be achieved for all students academically, emotionally, and socially through collaboration and a positive learning environment. Counselors will collaborate with business leaders by attending Rotary Club Meetings. We will collaborate with parents by attending PTO Meetings and DPC Meetings.
	Middle	School Counselors collaborate with all educational partners including students, parents, educators/administrators, business/community partners, and post-secondary programs. Optimal learning may be achieved for all students academically, personally, and socially through collaboration and a positive learning environment. Counselors will collaborate with business leaders by attending Rotary Club Meetings. We will collaborate with parents by attending PTO Meetings and DPC Meetings.
	High	School Counselors collaborate with all educational partners including students, parents, educators/administrators, business/community partners, and post-secondary programs. Optimal learning may be achieved for all students academically, personally, and socially through collaboration and a positive learning environment. We will collaborate with parents by attending PTO Meetings and DPC Meetings.
Systemic Change Agent	Elementary	School Counselors work strategically to facilitate positive change and meet the needs of students by removing institutional barriers and creating equitable access to instruction.
	Middle	School Counselors work strategically to facilitate mindset change and contribute to the needs of students by removing institutional barriers and creating equitable access to instruction.
	High School	School Counselors work strategically to facilitate mindset change and contribute to the needs of students by removing institutional barriers and creating equitable access to instruction.

3- Job Description linked to the Counselor Evaluation Process

Areas of responsibility listed in the counselor job description linked to the evaluation process.
See: NTPE School Counselor Rubric

Counselor Level: Primary	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Environment	<u>Domain 3</u> Delivery	<u>Domain 4</u> Professional Development
	<p>1a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques</p> <p>1b: Demonstrating Knowledge of Child and Adolescent</p> <p>1c: Development Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>1e: Designing Coherent Service Delivery and School Counseling Program</p> <p>1f: Designing, Implementing and/or Utilizing Student Assessments</p>	<p>2a: Creating an Environment of Respect and Rapport</p> <p>2b: Supporting a Culture for Positive Mental Health and Learning</p> <p>2c: Managing Procedures</p> <p>2d: Managing Student Behavior</p> <p>2e: Organizing Physical Space</p>	<p>3a: Communicating Clearly and Accurately</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>3c: Engaging Students in Learning and Development</p> <p>3d: Using Assessment in Delivery of Academic, Career and Personal Social Development Services</p> <p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>4a: Reflecting on Professional Practice</p> <p>4b: Maintaining Accurate and Confidential Records</p> <p>4c: Communicating with Stakeholders</p> <p>4d: Participating in a Professional Community</p> <p>4e: Growing and Developing Professionally</p> <p>4f: Demonstrating Professionalism</p>

Counselor Level: Elementary	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Environment	<u>Domain 3</u> Delivery	<u>Domain 4</u> Professional Development
	1a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques 1b: Demonstrating Knowledge of Child and Adolescent 1c: Development Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Service Delivery and School Counseling Program 1f: Designing, Implementing and/or Utilizing Student Assessments	2a: Creating an Environment of Respect and Rapport 2b: Supporting a Culture for Positive Mental Health and Learning 2c: Managing Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space	3a: Communicating Clearly and Accurately 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning and Development 3d: Using Assessment in Delivery of Academic, Career and Personal Social Development Services 3e: Demonstrating Flexibility and Responsiveness	4a: Reflecting on Professional Practice 4b: Maintaining Accurate and Confidential Records 4c: Communicating with Stakeholders 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Demonstrating Professionalism
Counselor Level: Middle	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Environment	<u>Domain 3</u> Delivery	<u>Domain 4</u> Professional Development
	1a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques 1b: Demonstrating Knowledge of Child and Adolescent 1c: Development Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Service Delivery and School Counseling Program	2a: Creating an Environment of Respect and Rapport 2b: Supporting a Culture for Positive Mental Health and Learning 2c: Managing Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space	3a: Communicating Clearly and Accurately 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning and Development 3d: Using Assessment in Delivery of Academic, Career and Personal Social Development Services 3e: Demonstrating Flexibility and Responsiveness	4a: Reflecting on Professional Practice 4b: Maintaining Accurate and Confidential Records 4c: Communicating with Stakeholders 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Demonstrating Professionalism

	1f: Designing, Implementing and/or Utilizing Student Assessments			
Counselor Level: High School	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Environment	<u>Domain 3</u> Delivery	<u>Domain 4</u> Professional Development
	1a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques 1b: Demonstrating Knowledge of Child and Adolescent 1c: Development Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Service Delivery and School Counseling Program 1f: Designing, Implementing and/or Utilizing Student Assessments	2a: Creating an Environment of Respect and Rapport 2b: Supporting a Culture for Positive Mental Health and Learning 2c: Managing Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space	3a: Communicating Clearly and Accurately 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning and Development 3d: Using Assessment in Delivery of Academic, Career and Personal Social Development Services 3e: Demonstrating Flexibility and Responsiveness	4a: Reflecting on Professional Practice 4b: Maintaining Accurate and Confidential Records 4c: Communicating with Stakeholders 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Demonstrating Professionalism

B. Program Delivery Component: Concepts 4-9

4- School Counseling Department Mission Statement

District Mission Statement
Shaler Area School District is a collaborative, innovative, and creative learning environment for all.
K-12 School Counseling Mission Statement
The Shaler Area School District School Counselors will provide a comprehensive K-12 developmental school counseling program reflective of the American School Counselor Association National Standards and model. SASD School Counselors are professional student advocates who, in partnership with parents, staff, local businesses, and post-secondary institutions, will assist all students to have equitable access to acquire academic, personal/social and career skills needed to become effective students, responsible citizens and life-long learners.

5- Program Calendar by Domain and Level: Annual Calendar

School: PRIMARY BUILDINGS

Academic Year: 2022-23

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

Month	Delivering		Program Planning and School Support
	<p align="center">Direct Student Services Activities</p> <p align="center"><i>(Include dates of school counseling initiatives or events, classroom & group activities, career or college nights & schoolwide academic support events)</i></p>	<p align="center">Indirect Student Services Activities</p> <p align="center"><i>(Significant collaborations, leadership and advocacy activities)</i></p>	<p align="center"><i>(Defining, Managing, Assessing, Fair-Share Responsibilities)</i></p>
Ongoing Services	Individual counseling with students New student transition planning Crisis counseling Small group instruction (topics determined by need) Classroom instruction SWPIS School-Wide Programming	Collaboration with administrators, staff and parents SWPBIS Team Meetings Student Focus Meetings SAP Team meetings SAIP Meetings Attendance Meetings 504 Service Plan Meetings Grade-level data team meetings Parent meetings	Plan for groups, lessons and programs Review data (discipline, grades, attendance) School Counseling Department meeting Building-Level Crisis Team Monthly staff meetings Utilize virtual platform when necessary Maintain Google Classroom Maintain Google Sites page
August	Kindergarten parent/student orientations Sneak preview day for students/families	504 Service Plan Review Meetings 504 Service Agreement Distribution	
September	New student groups (1-3) Introduction to School Counselor lesson (K-3) Whole Body Listening (K-3) Career Lessons (K-3)	Curriculum Night for Parents	
October	Bully prevention lessons (K-3) Safety Day Presentations (K-3)	Coordination of Red Ribbon Week activities/themes	District School Counselor Advisory Council Meeting

	Career Lessons (K-3)	Coordination of "Safety Day" presentations	
November	Grief Awareness lessons (K-3) Career Lessons (K-3)	Parent conferences "Children's Grief Awareness Day" activities	
December	Career Lessons (K-3)		
January	Diversity/acceptance lessons (K-3) Career Lessons (K-3)	Coordination of "No Name Calling Week" activities	
February	Career Lessons (K-3) Self-Regulations Lessons (3)	Parent Conferences	National School Counseling Week
March	Career Lessons (K-3) Self-Regulation Lessons (1-3)		District Advisory Council Meeting
April	PSSA Test Preparation Lessons (3) Career Lessons (K-3) Self-Regulation Lessons (K-1)		
May	Career Lessons (K-3) Self-Regulation Lessons (K)	Showcase Night Transition Meetings (with 4 th Gr. Counselor)	
June		Review flag sheets Review student focus caseload	Career Evidence Documentation/Review

School: SA ELEMENTARY

Academic Year: 2022-23

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

Month	Delivering		Program Planning and School Support
	Direct Student Services Activities <i>(Include dates of school counseling initiatives or events, classroom & group activities, career, or college nights & schoolwide academic support events)</i>	Indirect Student Services Activities <i>(Significant collaborations, leadership, and advocacy activities)</i>	<i>(Defining, Managing, Assessing, Fair-Share Responsibilities)</i>

Ongoing Services	<p>Individual counseling with students</p> <p>New student transition planning</p> <p>Crisis counseling</p> <p>Small Group</p> <p>Classroom Guidance Lessons</p> <p>When remote, transition to virtual platform</p> <p>Utilize virtual platform when necessary.</p> <p>Social/Emotional Large group Counseling Lessons</p> <p>Academic Large Group Counseling Lessons</p> <p>Career Lessons Large Group</p>	<p>Collaboration with administrators, staff and parents</p> <p>SWPBIS Team</p> <p>Student Focus Meetings</p> <p>SAP Team meetings</p> <p>Attendance Meetings</p> <p>504 meetings</p> <p>Team meetings</p> <p>Parent meetings</p> <p>Utilize virtual platform when necessary.</p> <p>Maintain google classrooms.</p> <p>Maintain Google website.</p>	<p>Plan for groups lessons and programs</p> <p>Review data (discipline, grades, attendance)</p> <p>Principal/Counselor Meetings</p> <p>School Counseling Department meetings</p> <p>Building-Level Crisis Team</p> <p>Monthly staff meetings</p> <p>Utilize virtual platform when necessary.</p> <p>Maintain google classrooms.</p> <p>Maintain Google website.</p>
August	<p>Back to School Activities</p> <p>Orientation Activities</p> <p>Building Tours</p>	<p>Scheduling</p> <p>Schedule Changes</p> <p>Transition Needs</p> <p>504 Service Plan Review Meetings</p> <p>504 Service Agreement Distribution</p>	
September	<p>SWPBIS Lessons</p> <p>Grade Level Back to School Lessons</p> <p>Small Groups (topics determined by need)</p> <p>Career Lessons</p>	<p>Coordination of Red Ribbon Week activities/themes</p> <p>504 Service Agreement Distribution</p>	
October	<p>Red Ribbon Week Activities</p> <p>Career Lessons</p> <p>Small Groups (topics determined by need)</p>		<p>District Advisory Council Meeting</p>
November	<p>Small Groups (topics determined by need)</p> <p>Children's Grief Awareness Day</p>		

	Career Lessons		
December	Small Groups (topics determined by need) Career Lessons		
January	Small Groups topics determined by need) Career Lessons	No Name Calling Week/Shining Star Planning	
February	Small Groups (topics determined by need) Career Lessons	Shining Star Celebration Lunches	
March	Small Groups (topics determined by need) Career Lessons	Assistance with PSSA administration	District Advisory Council Meeting
April	Career Lessons	Data Collections Scheduling	
May	Titan Trail Activities Showcase Night Career Lessons	Scheduling Transition Meetings (6 th grade Counselor)	
June	End of school year activities	Scheduling	

School: SA MIDDLE SCHOOL

Academic Year: 2022-23

A minimum of 80% of time recommended for direct and indirect student services and
20% or less in program planning and school support

Month	Delivering		Program Planning and School Support
	Direct Student Services Activities	Indirect Student Services Activities	<i>(Defining, Managing, Assessing, Fair-Share Responsibilities)</i>
	<i>(Include dates of school counseling initiatives or events, classroom & group activities, career or college nights &, schoolwide academic support events)</i>	<i>(Significant collaborations, leadership, and advocacy activities)</i>	
Ongoing Services	Individual counseling w/ students New student transition planning Course registration and virtual classroom set-up	Collaboration with administrators, staff, and parents SWPBIS Team	Trauma-Informed Team Mental Health Task Force Building-Level Crisis Team Monthly staff meetings

	<p>Crisis counseling</p> <p>Individual scheduling concerns</p> <p>Facilitating Counseling groups</p> <p>SAP Interviews w students</p> <p>Mindful lessons</p> <p>Utilize virtual platform when necessary.</p>	<p>SAP Team meetings</p> <p>Attendance Meetings (SAIP)</p> <p>504 Service Plan meetings</p> <p>Team meetings weekly</p> <p>Parent communications</p> <p>Maintain Google classroom</p> <p>Maintain Google Sites page</p> <p>Utilize virtual platform when necessary.</p>	<p>Review and collect student Data</p> <p>Preparation PSSA's</p> <p>School Counseling Department meetings</p> <p>Utilize virtual platform when necessary.</p> <p>Maintain Google Classroom</p> <p>Maintain Google Sites page</p>
August	<p>New student Orientation</p> <p>Tour New students</p>	<p>Review Flag Sheets</p> <p>Schedule students</p> <p>Coordinate the distribution of student schedules</p> <p>Finalize placement of students</p> <p>504 Service Agreement distribution</p>	<p>Update Tutor List</p> <p>Update Mental Health resources</p> <p>Master schedule conflict review w/ administration</p> <p>Course registration and virtual classroom set-up</p>
September	<p>New student Breakfast</p> <p>Organize new student group</p> <p>Classroom presentations on SC services</p> <p>Organize leadership group</p>	<p>Curriculum Night</p> <p>Assemblies for students</p> <p>504 Service Agreement distribution</p>	<p>Kindness Challenge</p> <p>Preparations for Red Ribbon Week</p>
October	<p>Classroom Lessons for RRW and D/A Prevention</p> <p>Organize for Social Skills group</p>	<p>Coordination of Red Ribbon Week activities/themes-</p> <p>Mental health Awareness Month</p>	<p>District Advisory Council Meeting preparation</p>
November	<p>Small Groups (topics determined by need)</p> <p>Student academic failure meeting</p>	<p>Grief Awareness Day</p>	<p>District Advisory Council Meeting</p>
December	<p>Small Groups (topics determined by need)</p>		<p>Beattie Road Show</p>
January	<p>Send letters to student who failed Core Subjects and have individual sessions.</p>	<p>Diversity Assembly for Students</p> <p>Bridge review</p> <p>504 Service Agreement distribution</p>	<p>Review failures with SAP and Administration</p> <p>Send out failure letter</p>

February	Small Groups (topics determined by need)	Bulling and Stand Together Assemblies HS Expo coordination	Preparation for HS counselor visitations in Social Studies
March	Small Groups (topics determined by need) Classroom Lessons on Mindfulness	HS Counselor Visit coordination	Developing student testing rosters for State testing SAMS Showcase Night
April	Summer School Discussions with students	Bridge transition review	Failure letter review
May	Course Presentations Students register for next school year	Course Presentations Transition meeting for next School Year	SAMS Open House
June	Summer School discussion and registration	Schedule students Review Flag Sheets Review and/or design 504 SA	Individual Student schedules and conflict District Advisory Council Meeting

School: SA HIGH SCHOOL

Academic Year: 2022-23

A minimum of 80% of time recommended for direct and indirect student services and
20% or less in program planning and school support

Month	Delivering		Program Planning and School Support
	Direct Student Services Activities <i>(Include dates of school counseling initiatives or events, classroom & group activities, career or college nights &, schoolwide academic support events)</i>	Indirect Student Services Activities <i>(Significant collaborations, leadership and advocacy activities)</i>	
Ongoing Services	Individual counseling with students (academic, personal/social, career) New student transition planning Crisis counseling Behavior intervention Assist students with financial aid	Collaboration with administrators, staff and parents SWPBIS Team SAP Team meetings Attendance Meetings Team meetings	ILT monthly meetings with principals Observations Monthly staff meetings Review needs assessment data School Counseling Department meetings

	<p>Open house</p> <p>Cyber school progress monitoring</p> <p>College visits to HS</p> <p>Utilize virtual platform when necessary</p>	<p>Parent meetings</p> <p>Maintain Google classroom</p> <p>Maintain Counseling website</p> <p>ES monthly meetings</p> <p>Bridge meetings</p> <p>504 service plan meetings</p> <p>Announcements & global connects</p> <p>Utilize virtual platform when necessary</p>	<p>STARS Core Team-(Trauma Informed) meetings</p> <p>Trauma-Informed Team</p> <p>Building-Level Crisis Team</p> <p>Utilize virtual platform when necessary</p> <p>Maintain Google classroom</p> <p>Maintain Counseling website</p> <p>College rep meetings</p>
August	<p>Individual student scheduling conflicts</p> <p>Schedule changes</p> <p>New student meetings</p> <p>9th grade orientation</p>	<p>Summer school review</p> <p>Transcript Review</p> <p>504 service plan meetings</p> <p>504 service agreement distribution</p>	<p>Spring Keystone exam review</p> <p>Master schedule conflict review with administration</p> <p>Update testing calendar</p>
September	<p>Scheduling changes/conflicts</p> <p>HS open house</p> <p>College visits to HS</p> <p>Senior homeroom visits</p>	<p>504 service agreement distribution</p>	<p>Prepare college visit calendar.</p> <p>Prepare documents for the common app & send edu</p>
October	<p>Scholarships</p> <p>College visits to HS</p> <p>North Pittsburgh College Fair</p> <p>FAFSA night</p> <p>PSATs</p> <p>Individual college/career planning</p> <p>Post-secondary parent planning meeting</p> <p>Letters of Recommendation</p>		<p>District Advisory Council Meeting</p> <p>Update college visit calendar</p>
November	<p>Individual failure meetings</p> <p>Letters of recommendation</p> <p>Scholarships</p> <p>Individual college/career planning</p>	<p>Bridge review</p>	<p>Holiday help</p> <p>Review scholarships to post</p>

December	Individual career exploration with students College visits to HS Scholarships Individual college/career planning		Holiday help Review course description book Preparation and administration of Keystone exams Scholarship information sent out Update college visits calendar
January	Scholarships Post-secondary/college applications Individual failure meetings Individual college/career planning 2 nd semester individual scheduling changes/conflicts	Bridge review 504 service plan distribution Beattie presentation	Develop scheduling timeline. Review at risk students with administrative team Update common app & send edu
February	Assist students with financial aid Post-secondary/college exploration Scholarships Individual college/career planning	NACAC college fair Scheduling presentations 504 service plan distribution	Parent evening scheduling presentation
March	Individual failure meetings Individual college/career planning		District Advisory Council Meeting
April	Scholarships Career exploration Interest inventories Individual failure meetings	Bridge review Review schedule requests for appropriate placement	
May	Scholarships Career exploration Interest inventories Financial Aid Planning Night	Bridge transition review Senior post secondary survey	Proctor AP exams Graduation review/confirmation Preparation and administration of Keystone exams
June	Math placement exam Scholarships Failure review Summer school notifications	Summer school enrollment	Planning for upcoming school year Master schedule conflict review with administration Update common app & send edu

6- Program Delivery by Tier and System Support:
 Ongoing Counselor Related Activity: Break Down by Building Bevels

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support: Counselor Related	System Support: Non-Counselor Related
PRIMARY SCHOOL					
Academic:					
Individual Counseling		x	x		
Student Focus Meetings		x	x	x	
SAP Meetings		x	x	x	
Attendance/SAIP Meetings		x		x	x
Parent Meetings		x	x	x	
Staff/Administration/Parent/Stakeholder Collaboration				x	
Classroom Lessons	x				
Parent-Teacher Conferences		x	x	x	
504 Meetings					x
IEP Meetings				x	x
Faculty Meetings				x	x
Department Meetings				x	
Career:					
Career Classroom Lessons	x				
Career Evidence Documentation/Acquisition	x		x		x
Smart Futures Career Advisement			x		
Career Awareness and Preparation (Exploration)	x				
Career Acquisition (Getting A Job)	x				
Career Retention (Keeping A Job)	x				
Entrepreneurship (Creating A Job)	x				
Social/Emotional:					
Individual Counseling		x	x		
Student Focus Meetings		x	x		

SAP Meetings		x	x		
Attendance/SAIP Meetings		x		x	
Crisis Intervention		x	x		
SWPBIS	x				
Classroom Lessons	x				
Small Group Counseling		x			
Parent Meetings		x		x	
Staff/Administration/Parent/Stakeholder Collaboration				x	
Suicide/Threat Assessment		x			
Parent-Teacher Conferences		x		x	
504 Meetings				x	x
IEP Meetings				x	x
Faculty Meetings				x	
Department Meetings				x	

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support: Counselor Related	System Support: Non-Counselor Related
ELEMENTARY SCHOOL					
Academic:					
Individual Counseling		X	X		
Student Focus Meetings		X	X	X	
SAP Meetings		X	X	X	
Attendance/SAIP Meetings		X		X	X
Parent Meetings		X		X	
Staff/Administration/Parent/Stakeholder Collaboration				X	
Classroom Guidance Lessons	X				
Team Meetings				X	
Parent/Teacher Conferences				X	
Management of Ch. 504 Service Agreement Meetings					X
IEP Meetings				X	X
Faculty Meetings				X	

Department Meetings				X	
Career:					
Career Classroom Lessons	X	X	X	X	
Career Evidence Documentation/Acquisition	X	X			
Smart Futures Career Advisement			X		
Career Awareness and Preparation (Exploration)	X				
Career Acquisition (Getting A Job)	X				
Career Retention (Keeping A Job)	X				
Entrepreneurship (Creating A Job)	X				
Social/Emotional:					
Individual Counseling		X	X		
Student Focus Meetings		X	X		
SAP Meetings		X	X		
Attendance/SAIP Meetings		X		X	
Crisis Interventions		X	X		
SWPBIS	X				
Classroom Guidance Lessons	X				
Small Group Counseling		X			
Parent Meetings		X		X	
Staff/Administration/Parent/Stakeholder Collaboration				X	
Suicide Threat Assessment		X	X		
Team Meetings		X		X	
Parent/Teacher Conferences		X		X	
Management of Ch. 504 Services Meetings					X
IEP Meetings				X	
Faculty Meetings				X	
Department Meetings	X			X	

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support: Counselor Related	System Support: Non-Counselor Related
MIDDLE SCHOOL					
Academic:					
Individual Counseling		X	X		
SAP Meetings		X	X	X	
Attendance/SAIP Meetings		X		X	X
Parent Meetings		X		X	
Staff/Administration/Parent/Stakeholder Collaboration				X	
Classroom Guidance Lessons	X				
Team Meetings				X	
Parent/Teacher Conferences				X	
Management of Ch. 504 Service Agreement Meetings				X	X
IEP Meetings				X	X
Faculty Meetings				X	
Department Meetings				X	
Cyber school progress monitoring				X	
Mindful Virtual lessons	X				
Google Classroom management	X				
Career:					
Career Classroom Lessons	x	X			
Career Evidence Documentation/Acquisition	x	X			X
Smart Futures Career Advisement			X		
Career Awareness and Preparation (Exploration)	X				
Career Acquisition (Getting A Job)	X				
Career Retention (Keeping A Job)	X				
Entrepreneurship (Creating A Job)	X				
Social/Emotional:					
Individual Counseling		X	X		

Peer mediations		X	X		
SAP Meetings		X	X		
Attendance/SAIP Meetings		X		X	
Crisis Interventions		X	X		
SWPBIS	X				
Classroom Guidance Lessons	X				
Small Group Counseling		X			
Parent Meetings		X		X	
Staff/Administration/Parent/Stakeholder Collaboration				X	
Suicide Threat Assessment		X	X		
Team Meetings		X		X	
Parent/Teacher Conferences		X		X	
Management of Ch. 504 Services Meetings					X
IEP Meetings				X	
Faculty Meetings				X	
Department Meetings				X	

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support: Counselor Related	System Support: Non-Counselor Related
HIGH SCHOOL					
Academic:					
Individual counseling with students			X		
New student transition planning			X		
Open house				X	
Smart Futures career advisement	X		X		
Cyber school progress monitoring			X		
Collaboration w/ admin, staff & parent				X	
SAP Team Meeting		X		X	
Attendance meetings		X	X	X	

504 meetings					X
Parent meetings		X	X		
Team meetings		X		X	
Bridge meetings		X		X	
ILT Meetings				X	X
Classroom observations		X		X	X
Maintain Google classroom				X	
IEP meetings	X		X		
Career:					
Individual counseling with students			X		
Assist students with financial aid			X		
College visits to HS				X	
Maintain Google classroom				X	
Global connect calls				X	
Career Awareness and Preparation (Exploration)	X				
Career Acquisition (Getting A Job)	X				
Career Retention (Keeping A Job)	X				
Entrepreneurship (Creating A Job)	X				
Social/Emotional:					
Individual counseling with students		X	X		
SAP meetings		X		X	
SAIP meetings		X		X	
Crisis counseling		X	X		
Behavior intervention		X		X	
SWPBIS Team				X	
ES monthly meetings				X	
Small groups		X			
Parent meetings	X	X	X	X	
ALL Stakeholder Collaborations				X	
IEP meetings		X			

7- Curriculum Action Plan Grade k-12:

Program Scope and Sequence: Break down by grade level

Kindergarten Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# Of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Kindergarten Orientation	M-3. B-SMS 10.	Primary School Welcome Materials	August	301	Classroom Burchfield Marzolf/ Reserve/ Scott	School Counselor	DelVecchio -Marks/ Kimmel/ Miller Swartz	
Classroom Instruction: Getting to know the School Counselor	B-SS 3.	Counselor Developed Materials	August/ September	301	Classroom Burchfield Marzolf/ Reserve/ Scott	School Counselor	DelVecchio -Marks/ Kimmel/ Miller Swartz	
Classroom Instruction: Whole Body Listening	B-SMS 2.	“We Thinkers” Social Thinking Curriculum	Ongoing	301	Classroom Burchfield Marzolf/ Reserve/ Scott	School Counselor	DelVecchio -Marks/ Kimmel/ Miller Swartz	
Classroom Instruction: Calming Tools/ Strategies	B-SMS 7.	Counselor Developed Google Slide presentation/ Virtual Calming Room	Ongoing	301	Classroom Burchfield Marzolf/ Reserve/ Scott	School Counselor	DelVecchio -Marks/ Kimmel/ Miller Swartz	
Classroom Instruction: Personal Space	B-SMS 2. B-SMS 9.	Counselor Developed Materials	Ongoing	301	Classroom Burchfield Marzolf/ Reserve/ Scott	School Counselor	DelVecchio -Marks/ Kimmel/ Miller Swartz	
Classroom Instruction: Bully Prevention/ Conflict Resolution	B-SS 2. B-SS 8.	Counselor Developed Materials	Ongoing	301	Classroom Burchfield Marzolf/ Reserve/ Scott	School Counselor	DelVecchio -Marks/ Kimmel/ Miller Swartz	
Classroom Instruction: Red Ribbon	B-SMS 9.	Red Ribbon Week/Safety Day materials	October	301	Classroom Burchfield Marzolf/	School Counselor/ Community	DelVecchio -Marks/ Kimmel/	

Week/Safety Day Presentations					Reserve/ Scott	Safety Personnel	Miller Swartz	
Classroom Instruction: Grief Awareness	B-SS 2. B-SS 4.	Counselor Developed Materials	November	301	Classroom Burchfield Marzolf/ Reserve/ Scott	School Counselor	DelVecchio -Marks/ Kimmel/ Miller Swartz	
Classroom Instruction: Acceptance/ Diversity	B-SS 4.	Counselor Developed Materials	January	301	Classroom Burchfield Marzolf/ Reserve/ Scott	School Counselor	DelVecchio -Marks/ Kimmel/ Miller Swartz	
Classroom Instruction: Self-Regulation	B-LS 1. B-SMS 2.-6. B-SMS 10.	Counselor Developed Materials	Ongoing	301	Classroom Burchfield Marzolf/ Reserve/ Scott	School Counselor	DelVecchio -Marks/ Kimmel/ Miller Swartz	
Classroom Instruction: Career	M-4. B-LS 7. 13.1.3-13.4.3	Counselor Developed Materials	Ongoing	301	Classroom Burchfield Marzolf/ Reserve/ Scott	School Counselor	DelVecchio -Marks/ Kimmel/ Miller Swartz	
Classroom Instruction: Friendship/ Social Competence	B-SS 6. B-SS 2.	Counselor Developed Materials	Ongoing	301	Classroom Burchfield Marzolf/ Reserve/ Scott	School Counselor	DelVecchio -Marks/ Kimmel/ Miller Swartz	

Grade 1 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# Of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Classroom Instruction: Calming Tools/ Strategies	B-SMS 7.	Counselor Developed Materials	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/ Swartz	
Classroom Instruction: Whole Body Listening	B-SMS 2.	"We Thinkers" Social Thinking Curriculum	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/	

					Scott		Swartz	
Classroom Instruction: Bully Prevention/ Conflict Resolution	B-SS 2. B-SS 8.	Counselor Developed Materials	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/ Swartz	
Classroom Instruction: Red Ribbon Week/ Safety Day Presentations	B-SMS 9.	Red Ribbon Week/Safety Day materials	October	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor/ Community Safety Personnel	DelVecchio-Marks/ Kimmel/ Miller/ Swartz	
Classroom Instruction: Grief Awareness	B-SS 2. B-SS 4.	Counselor Developed Materials	November	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/ Swartz	
Classroom Instruction: Acceptance/ Diversity	B-SS 4.	Counselor Developed Materials	January	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/ Swartz	
Classroom Instruction: Self-Regulation	B-LS 1. B-SMS 2.-6. B-SMS 10.	"We Thinkers" Social Thinking Curriculum	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/ Swartz	
Classroom Instruction: Career	M-4. B-LS 7. 13.1.3- 13.4.3	Smart Futures	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/ Swartz/Erb	Completion of Smart Futures Activity
Classroom Instruction: Friendship/ Social Competence	B-SS 6. B-SS 2.	Counselor Developed Materials	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/ Swartz	

Grade 2 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# Of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Classroom Instruction: Calming Tools/ Strategies	B-SMS 7.	Counselor Developed Materials	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/Swartz	
Classroom Instruction: Whole Body Listening	B-SMS 2.	“We Thinkers” Social Thinking Curriculum	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/Swartz	
Classroom Instruction: Bully Prevention/ Conflict Resolution	B-SS 2. B-SS 8.	Counselor Developed Materials	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/Swartz	
Classroom Instruction: Red Ribbon Week/Safety Day Presentations	B-SMS 9.	Red Ribbon Week/ Safety Day materials	October	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor/ Community Safety Personnel	DelVecchio-Marks/ Kimmel/ Miller/Swartz	
Classroom Instruction: Grief Awareness	B-SS 2. B-SS 4.	Counselor Developed Materials	November	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/Swartz	
Classroom Instruction: Social Problem Solving	B-SMS 7. B-SS 5. B-SS 6. B-SS 8.	Counselor Developed Materials	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/Swartz	
Classroom Instruction: Acceptance/ Diversity	B-SS 4.	Counselor Developed Materials	January	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/Swartz	
Classroom Instruction: Self-Regulation	B-LS 1. B-SMS 2.-6. B-SMS 10.	“We Thinkers” Social Thinking Curriculum	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/Swartz	

Classroom Instruction: Career	M-4. B-LS 7. 13.1.3-13.4.3	Smart Futures	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller Swartz/Erb	Completion of Smart Futures Activity
Classroom Instruction: Friendship/ Social Competence	B-SS 6. B-SS 2.	Counselor Developed Materials	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/ Swartz	

Grade 3 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# Of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Classroom Instruction: Study Skills/ Organization	B-LS 3.	Counselor Developed Materials	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel /Miller/ Swartz	
Classroom Instruction: Calming Tools/ Strategies	B-SMS 7.	Counselor Developed Materials	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/ Swartz	
Classroom Instruction: Whole Body Listening	B-SMS 2.	“We Thinkers” Social Thinking Curriculum	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller /Swartz	
Classroom Instruction: Bully Prevention/Conflict Resolution	B-SS 2. B-SS 8.	Counselor Developed Materials	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/ Swartz	
Classroom Instruction: Red Ribbon Week/Safety Day Presentations	B-SMS 9.	Red Ribbon Week/Safety Day materials	October	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor/ Community Safety Personnel	DelVecchio-Marks/ Kimmel/ Miller/ Swartz	
Classroom Instruction: Grief Awareness	B-SS 2. B-SS 4.	Counselor Developed Materials	November	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/Swartz	

Classroom Instruction: Acceptance/ Diversity	B-SS 4.	Counselor Developed Materials	January	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/Swartz	
Classroom Instruction: Self-Regulation	B-LS 1. B-SMS 2.-6. B-SMS 10.	“We Thinkers” Social Thinking Curriculum	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/Swartz	
Classroom Instruction: Career	M-4. B-LS 7. 13.1.3- 13.4.3	Smart Futures	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Swartz/Erb	Comple tion of Smart Futures Activity
Classroom Instruction: PSSA Test Preparation	B-LS 3.	Counselor Developed Materials	March/ April	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/Swartz	
Classroom Instruction: Friendship/ Social Competence	B-SS 6. B-SS 2.	Counselor Developed Materials	Ongoing	350	Classroom: Burchfield/ Marzolf/ Reserve/ Scott	School Counselor	DelVecchio-Marks/ Kimmel/ Miller/ Swartz	

Grade 4 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# Of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Back to School Night	M.3 B-SMS 7 B-SMS 10. B-SS 3. B-SS 8.	Building Developed Materials Counselor Developed Materials	August-September	294	SAES	Building Administrators Grade Level Counselors Teachers	Building Administrator Grade Level School Counselor	
Classroom Guidance: Study Skills	M.2; M.5 M.6 B-LS 3. B-LS 4. B-LS 6. B-SMS 2 B-SMS 3. B-SMS 8.	Counselor Developed Materials	September -March	294	SAES	Grade Level School Counselor	Grade Level School Counselor	

	B-SMS 10. B-SS 2-3;6							
New Student Orientation	M 2; 3; 6 B-LS 3. B-LS 4. B-LS 6. B-LS 10. B-SMS 7. B-SS 2-3; 8-9	Building Developed Materials	August - September	294	SAES	Grade Level School Counselor	Grade Level School Counselor	
SWPB Lessons	M 1. M.3 M.6 B-LS 6. B-SMS 1-10. B-SS 2- 9.	PSWB Plan and Materials	August-September Ongoing	294	SAES	SWPB Team	Grade Level School Counselor SWPB Team	
Red Ribbon Week	M 1. M 2. M 3. M 5. M 6. B-LS 1. B-LS 7. B-SMS 1. B-SMS 4. B-SMS 7. B-SMS 9. B-SS 5-6. B-SS 8-9	Red Ribbon Week Campaign Materials	October	294	SAES	Grade Level School Counselor	Grade Level School Counselor	
Classroom Counseling: Problem Solving; Decision Making	M 1. M.6 B-LS 1. B-LS 7. B-SMS 1. B-SMS 4. B-SMS 5. B-SMS 6. B-SMS 7. B-SS 2. B-SS 3. B-SS.5 B-SS.6	Counselor Developed Materials	November Ongoing	294	SAES	Grade Level School Counselor	Grade Level School Counselor	
Grief Awareness	M 1. M 3. B-SMS 5. B-SMS 6 B-SMS 7.	Counselor Developed Materials	November	294	SAES	Grade Level School Counselor	Grade Level School Counselor	

	B-SMS 8. B-SS 2. B-SS 3. B-SS 4.							
Classroom Guidance; Career	M 4. M 5. M 6. CEW 13.1.5 13.2.5 13.3.5 13.4.5	Smart Futures	Sept.-May	294	SAES	Business Education Teacher	Business Education Teacher Grade Level School Counselor Career Readiness Counselor	Comple tion of Smart Futures Activity
Classroom Guidance; Shining Stars; Anti-Bullying; Equity Inclusion Belonging	M 2 M 3. M 6 B-LS 1-2; 4 B-LS 6. B-LS 9 B-SMS 1- 10. B-SS 2-9	Counselor Developed Materials	January- February	294	SAES	Grade Level School Counselor	Grade Level School Counselor	

Grade 5 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# Of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Back to School Night	M.3 B-SMS 7 B-SMS 10. B-SS 3. B-SS 8.	Building Developed Materials; Counselor Developed Materials	August-September	291	SAES	Grade Level School Counselor	Grade Level School Counselor	
Classroom Guidance: Study Skills	M.2; M.5 M.6 B-LS 3. B-LS 4. B-LS 6. B-SMS 2 B-SMS 3. B-SMS 8. B-SMS 10. B-SS 2-3;6	Counselor Developed Materials	September-March	291	SAES	Grade Level School Counselor	Grade Level School Counselor	
New Student Orientation	M 2; 3; 6 B-LS 3. B-LS 4. B-LS 6. B-SMS 7. B-SS 2-3; 8-9	Building Developed Materials	August - September	291	SAES	Grade Level School Counselor	Grade Level School Counselor	
SWPB Lessons	M 1. M.3 M.6 B-LS 6. B-SMS 10. B-SS 2- 9	PSWB Plan and Materials	August-September Ongoing	291	SAES	Grade Level School Counselor	Grade Level School Counselor	
Red Ribbon Week	M 1. M 2. M 3. M 5. M 6. B-LS 1. B-LS 7. B-SMS 1. B-SMS 4. B-SMS 7. B-SMS 9. B-SS 5-6. B-SS 8-9	Red Ribbon Week Campaign Materials	October	291	SAES	Grade Level School Counselor	Grade Level School Counselor	
Classroom Counseling: Problem Solving	M 1. M.6 B-LS 1. B-LS 7.	Counselor Developed Materials	November Ongoing	291	SAES	Grade Level School Counselor	Grade Level School Counselor	

Decision Making	B-SMS 1. B-SMS 4. B-SMS 5. B-SMS 6. B-SMS 7. B-SS 2. B-SS 3. B-SS.5 B-SS.6							
Grief Awareness	M 1. M 3. B-SMS 5. B-SMS 6 B-SMS 7. B-SMS 8. B-SS 2. B-SS 3. B-SS 4.	Counselor Developed Materials	November	291	SAES	Grade Level School Counselor	Grade Level School Counselor	
Classroom Guidance: Career	M 4. M 5. M 6. CEW 13.1.5 13.2.5 13.3.5 13.4.5	Smart Futures	Sept.-April	291	SAES	Business Education Teacher	Grade Level School Counselor Career Readiness Counselor	Completion of Smart Futures Activity
Classroom Guidance; Shining Stars; Anti-Bullying; Equity Inclusion Belonging	M 2 M 3. M 6 B-LS 1-10 B-LS 6. B-SMS 1-10. B-SS 2-3; 5-9	Counselor Developed Materials	January-February	291	SAES	Grade Level School Counselor	Grade Level School Counselor	

Grade 6 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# Of Students	Location	Stakeholder Teaching Standard	Contact Person	Indicator
SWPB Lessons	M 1. M.3 M.6 B-LS 6. B-SMS 110. B-SS 2- 9.	PSWB Plan and Materials	August-September Ongoing	294	SAES	SWPB Team	Grade Level School Counselor	
Back to School Night	M.3 B-SMS 7 B-SMS 10. B-SS 3.	Building Developed Materials	August-September	294	SAES	Building Administrators	Building Administrator	

	B-SS 8.	Counselor Developed Materials				Grade Level Counselors Teachers	Grade Level School Counselor	
New Student Orientation	M 2; 3; 6 B-LS 3. B-LS 4. B-LS 6. B-LS 10. B-SMS 7. B-SS 2-3; 8-9	Building Developed Materials	August - September	294	SAES	Grade Level School Counselor	Grade Level School Counselor	
Classroom Guidance: Kindness/Gratitude	M 2.-3. B-SMS 1 B-SS 2. B-SS 4.-5 B-SS 10.	Varies	September	294	SAES	Grade Level School Counselor	Grade 6 School Counselor	
Red Ribbon Week	M 1. M 2. M 3. M 5. M 6. B-LS 1. B-LS 7. B-SMS 1. B-SMS 4. B-SMS 7. B-SMS 9. B-SS 5-6. B-SS 8-9	Red Ribbon Week Campaign Materials	October	294	SAES	Grade Level School Counselor	Grade Level School Counselor	
Classroom Counseling: Study Skills	M.2; M.5 M.6 B-LS 3. B-LS 4. B-LS 6. B-SMS 2 B-SMS 3. B-SMS 8. B-SMS 10. B-SS 2-3;6	Counselor Developed Materials	September -March	294	SAES	Grade Level School Counselor	Grade Level School Counselor	
Grief Awareness	M 1. M 3. B-SMS 5. B-SMS 6 B-SMS 7. B-SMS 8. B-SS 2. B-SS 3. B-SS 4.	Counselor Developed Materials	November	294	SAES	Grade Level School Counselor	Grade Level School Counselor	
Classroom Counseling: Problem Solving Decision	M 1. M.6 B-LS 1. B-LS 7. B-SMS 1. B-SMS 4.	Counselor Developed Materials	November Ongoing	294	SAES	Grade Level School Counselor	Grade Level School Counselor	

Making	B-SMS 5. B-SMS 6. B-SMS 7. B-SS 2. B-SS 3. B-SS.5 B-SS.6							
Classroom Guidance; Shining Stars; Anti-Bullying; Equity Inclusion Belonging	M 2 M 3. M 6 B-LS 1-10 B-LS 6. B-SMS 1-10. B-SS 2-3; 5-9	Counselor Developed Materials	January-February	294	SAES	Grade Level School Counselor	Grade Level School Counselor	
Classroom Guidance: Career	CEW 13.1.8 13.2.8 13.3.8 13.4.8	Smart Futures PA Career Zone	September -May	294	SAES	Computer Science Teacher	Computer Science Teacher Grade Level School Counselor Career Readiness Counselor	Completion of Smart Futures Activity
6 th to 7 th Transition	A:A1.1, 2, 3, 4, 5 A:A2.1, 2, 3 M.3; M.6 B-SS 2-3	Pamphlets; Student videos/ PowerPoint ; Flag Sheets; Math Placement Exams	April-May	294	SAES SAMS		Grade 6 School Counselor	
3 rd to 4 th Grade Transition Process	A:A1.1, 2, 3, 4, 5 A:A2.1, 2, M.3; M.6 B-SS 2-3.	Flag Sheets; Meeting Notes Building Visits Tours	April-August	294	SAES Primary Buildings		Grade 6 School Counselor	

Grade 7 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# Of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Foundations/Smart Futures	CEW 13.1.8 13.3.8 D	Changing Workplace	Ongoing	305	Foundation Classrooms	Foundati on	Career Readiness Counselor	Completion of Smart

	M1- 6 B-LS 7,10					7 Teachers		Futures Activity
Foundations/Smart Futures	CEW 13.2.8 B, C M1- 6 B-LS 1, 7	My Work Values Survey	Ongoing	305	Foundation Classrooms	Foundati on 7 Teachers	Career Readiness Counselor	Completion of Smart Futures Activity
Foundations/Smart Futures	CEW 13.1.8 A M1, 6 B LS 4, 8	Knowledge Skills Ability Survey	Ongoing	305	Foundation Classrooms	Foundati on 7 Teachers	Career Readiness Counselor	Completion of Smart Futures Activity
Foundations/Smart Futures	CEW 13.3.8 D M1- 6 B SMS 5 B LS 1	Budgeting	Ongoing	305	Foundation Classrooms	Foundati on 7 Teachers	Career Readiness Counselor	Completion of Smart Futures Activity
Foundations/Smart Futures	CEW 13.1.8 A, H M1- 6 B LS 3, 4	My Learning Style	Ongoing	305	Foundation Classrooms	Foundati on 7 Teachers	Career Readiness Counselor	Completion of Smart Futures Activity
Social & Emotional Classroom Lessons/ groups	M6 B SS 1, 4	Counselor Developed Materials	Ongoing	Varies	Classrooms, Comfort Room	Q & A for students	MS School Counselors	
Academic Groups/ Lessons	M1 M6 B-LS 4 B SMS 5	Counselor Developed Materials	Ongoing	Varies	Classrooms, Comfort Room	Q & A for students	MS School Counselors	
Orientation Day for transition grades	CEW13.1.8 M 3 & 6 B-SS 3 B- SS 8 B- SMS10	Video Intro of Guidance	August	Varies	Middle School	Teaching staff Review & Students	Classroom teachers, MS School Counselors, Administratio n	
Curriculum Night	M 3 & 6 B-SS 3 B- SS 8 B- SMS10	Table Display of Guidance Resource Materials	September	Varies	Guidance Office	Parents and students	Classroom teachers, MS School Counselors, Administration	
Welcome-SWPBS- Kindness Lesson	M1 M6 B-LS 4 B SMS 5	Counselor Developed Materials	September		School Counselors	Students	MS School Counselors	
Red Ribbon week activities	CEW 13.1.8 B M 5 & 6 B-LS 1,2,3,7	Spirit Campaign to highlight the week including	October	Varies	School Wide	Survey for students	MS School Counselors	

	B-SMS 1,4,7,9 B-SS 5	dress up days, student-led presentation, door decoration contests, prize raffles, specialty lunch treats						
Diversity/ Bullying Prevention Assembly	M- 3 B-SS 2, 4, 5, 8, 9	Counselor developed materials.	February	varies	School-Wide	Teaching Staff & Students	MS School Counselors/ Teachers	
Mindfulness Lessons	M 1, 6 B-SMS 2, 7	Counselor developed materials	Daily virtual meets	varies	Weekly virtual sessions	Teaching staff Review & Students	MS School Counselors	
Scheduling Classroom Presentations	CEW 13.1.8 F M 4, 6 B-LS 4, 6, 7, 8, 9	Course Description Book/Course Selection Sheet/White Board	May	varies	Classrooms	Q & A for students	MS School Counselors	
6 th grade to 7 th Step-up Day	CEW 13.1.8 F M 3, 6 B-SS 9	Tour guides, coordinate with ES and buses	May	varies	School Wide	Teaching staff Review & Students feedback	Administration MS School Counselors 6th gr Counselor	

Grade 8 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# Of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Career Readiness Class	CEW 13.1.8 C 13.3.8 F M. 1 - 6 B-LS 9 B-LS 1	Smart Futures Changing Workplace	Ongoing - nine-week rotation	300	Career Classroom	Career Readiness Teacher	Career Readiness Counselor & Teacher	Completion of Smart Futures Activity
Career Readiness Class	CEW 13.2.8 E 13.3.8 E M. 1 - 6 B-SS2 B-SMS 2	Smart Futures Goal Setting	Ongoing – nine-week rotation	300	Career Classroom	Career Readiness Teacher	Career Readiness Counselor & Teacher	Completion of Smart Futures Activity

Career Readiness Class	CEW 13.4.8 C M. 1 - 6 B-LS 9 B-LS 6 B- SS 5	Smart Futures Entrepreneurship- My business plan	Ongoing - nine-week rotation	300	Career Classroom	Career Readiness Teacher	Career Readiness Counselor & Teacher	Completion of Smart Futures Activity
Career Readiness Class	CEW 13.1.8 B 13.3.8 A M. 1 - 6 B-SM 7 B-SMS 10 B- SS 8	Smart Futures Work Values Survey	Ongoing - nine-week rotation	300	Career Classroom	Career Readiness Teacher	Career Readiness Counselor & Teacher	Completion of Smart Futures Activity
Career Readiness Class	CEW 13.1.8 A M. 1 - 6 B-LS 7 B- LS 1 B- SMS 6	Smart Futures Knowledge Skill Ability Survey	Ongoing - nine-week rotation	300	Career Classroom	Career Readiness Teacher	Career Readiness Counselor & Teacher	Completion of Smart Futures Activity
Career Readiness Class	CEW 13.1.8 E	Economics of Jobs	Ongoing - nine-week rotation	300	Career Classroom	Career Readiness Teacher	Career Readiness Counselor & Teacher	Completion of Smart Futures Activity
Career Readiness Class	CEW 13.2.8 B	Career research	Ongoing - nine-week rotation	300	Career Classroom	Career Readiness Teacher	Career Readiness Counselor & Teacher	Completion of Smart Futures Activity
Career Readiness Class	CEW 13.2.8 C	Career Acquisition Documents	Ongoing - nine-week rotation	300	Career Classroom	Career Readiness Teacher	Career Readiness Counselor & Teacher	Completion of Smart Futures Activity
Mindfulness Lessons	M 1	Counselor developed materials	Daily virtual meets	varies	Weekly virtual sessions	Counselor initiated student poll	MS School Counselors	
Personal/ Social Classroom Groups		Varied- Counselor developed materials	On-Going	varies	Comfort room or library or Classroom	Counselor Q &A w/ students & Post survey w/ students	MS School Counselors	
Academic/ study skills Groups	CEW 13.2.8 B 13.3.8 C 13.3.8 E	Varies- Counselor developed materials	On-Going	varies	Comfort room or Classroom or library	Counselor Q &A w/ students & Post survey w/ students	MS School Counselors	
Curriculum Night	M 3 & 6 B-SS 3 B- SS 8 B- SMS10	Table Display of Guidance Resource Materials	September	Varies	Counseling Office	Counselor Parents and students	MS School Counselors	

Red Ribbon Activities	M 5 & 6 B-LS 1,2,3,7 B-SMS 1,4,7,9 B-SS 5	Spirit Campaign to highlight the week including dress up days, student-led presentations, door decoration contests, prize raffles, specialty lunch treats, and spirit decorations.	October	620	School – wide, Auditorium student lead presentations	Students and Teaching Staff Feedback /Evaluation forms	MS School Counselors	
Beattie Visit	13.1.8	Explore your Career Tech Center	November	305	Classrooms	Slideshow Q & A for students	Beattie Presenter	Student reflection end of day
8 th to 9 th grade Transition	CEW 13.1.8H	Create schedule and coordination w/ HS	February	305	Cultures Classrooms	Counselor Google forms from students	HS & MS School Counselors Bridge, Social Worker	
Plan Course sheet	CEW 13.1.8 A 13.1.8 H	Course Description Book/Course Selection Sheet	March	305	Science Classrooms	Counselor Q & A w/ Student	HS School Counselors	
Scheduling Classroom Presentations	CEW 13.1.3 A 13.1.8	Course Description Book/Course Selection Sheet	May	305	6 th grade Classrooms	Counselor Q & A w/ 6 th grade Students	MS School Counselors	

Grade 9 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# Of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
New student orientation	M 3 B SS 3	Schedule Agenda iPad calendar	August through May	30	HS Counseling Office	School Counselor	School Counselor	
Curriculum night	13.1.11 B-LS 1 M 4	Course selection sheets Computer Post-secondary information Trifold with profile information	Sept and Feb	1400	SAHS	School Counselor Administrators Teachers	School Counselor Administrators Teachers	

Testing instruction and Review Keystone	13.1.11 B-LS 7 B-LS 9	Internet Score reports	August through June	325	HS Counseling Office	School Counselor	School Counselor	
9 th grade orientation	13.3.11 13..3.11 M 3 B-SS 1 B-SS 3	Jeopardy computer game	August	325	Rm 214 LGI	School Counselor Social Worker	School Counselor Social Worker	
Scheduling presentation	13.1.11 B-SMS 10 B-SS 1 B-LS 7	Scheduling ppt Course request sheets	February	955	Virtual	School Counselor	School Counselor	
Bridge Placement Review	13.2.11 13.3.11 B-SS 8 B-SS 3	Report cards Infinite campus Bridge progress monitoring sheet Team input	October January March June	50	HS Counseling Office	School Counselor Social Worker Bridge Teacher	School Counselor Social Worker Bridge Teacher	
Parent Scheduling meeting	13.1.11 B-SS 3 B-SMS 10	PowerPoint presentation Projector Course Selection Worksheets	March	307	SAMS Auditorium	School Counselor	School Counselor	
North Pittsburgh/ NACAC College fair	13.1.11 13.2.11 M 4	Internet Attendance verifications Announce Google Classroom	October February	1400	LaRoche Univ PGH Conv Center	Students, parents, post-secondary institutions	Post-secondary institutions	
Career Readiness lessons	13.1.11 13.2.11 13.3.11 13.4.11	Smart Futures See section 9 for grade band activities	Aug-May	307	SAHS	HS Teachers	Career Readiness Counselor	Completion of Smart Futures Activity
Virtual Learning Basics	B-LS 5	Google Suite Gmail	On-going	296	SAHS	HS Teachers	HS Teachers	
High school orientation	M3 B-LS 10 B-SMS 10 B-SS 2	Activities/ Clubs Grad requirements/ grad grid SWPBIS Library and Building tour	September	296	Freshmen Forum Class	Freshmen Forum teachers	Freshmen Forum Teachers	

Study Skills	M2 M6 B-LS 3 B-SMS 3 B-SMS 6 B-SS 7	Time management Organization Group work Test/essay prep Research/ plagiarism	Ongoing	296	Freshmen Forum Class	Freshmen Forum teachers	Freshmen Forum Teachers	
Human Relations and social skills	B-SS 2 B-SS 5 B-SS 6 B-SS 8 B-SS 9	Team building Conflict Resolution Decision making	Ongoing	296	Freshmen Forum Class	Freshmen Forum teachers	Freshmen Forum Teachers	Completion of Smart Futures Activity
Interpersonal communication	B-SS 1 B-SS 6 B-SMS 6	Elements of communication Types of speeches Minimizing speech anxiety	Ongoing	296	Freshmen Forum Class	Freshmen Forum teachers	Freshmen Forum Teachers	Completion of Smart Futures Activity

Grade 10 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# Of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
New student orientation	13.1.11 M 3 B-SS 3	Schedule Agenda iPad calendar	August through May	30	HS Counseling Office	School Counselor	School Counselor	
Curriculum night	13.1.11 B-LS 1 M 4 M 3 B-SS 3	Course selection sheets Computer Post-secondary information Trifold with profile information	Sept and Feb	1400	SAHS	School Counselor Administrators Teachers	School Counselor Administrators Teachers	
Testing instruction and Review PSAT, SAT, AP	13.1.11 M 4 M 5 B-LS 7 B-LS 9 B-LS 3 B-SMS 2 B-SMS 3 B-SMS 4	Test books Internet Score reports	August through June	353	HS Counseling Office	School Counselor	School Counselor	
Scheduling presentation	13.1.11 M 1	Scheduling ppt	February	955	Virtual	School Counselor	School Counselor	

	B-SMS 10	Course request sheets						
Bridge Placement Review	13.2.11 13.3.11 B-SS 8 B-SS 9	Report cards Infinite campus Bridge progress monitoring sheet Team input	October January March June	50	HS Counseling Office	School Counselor Social Worker Bridge teachers	School Counselor Social Worker Bridge teachers	
North Pittsburgh/ NACAC College fair	13.1.11 13.2.11 M 4 B-LS 10 B-LS 7 B-LS 9	Internet Attendance verifications Announce Google Classroom	October February	1400	LaRoche Univ PGH Conv Center	School Counselors, Students, Parents	Post-secondary institutions	
Transcript review	13.1.11 B-SMS 6 B-SMS 7 B-SMS 5 B-SS6	Transcripts	August- June	353	SAHS	School Counselors	School Counselors	
Beattie presentations	13.1.11 B-SS 1 M 5 M 6	Beattie course descriptions PowerPoint Projector	January	353	SAHS Rm 214	School Counselors Students, Beattie Staff, Administrators	School Counselors Beattie Counselors	
Beattie field trip	13.1.11 B-SS 1 B-SMS 9 B-SS 5 B-LS 2	FT permission forms	January	60	Beattie CTC	School Counselors, Administrators, Students	School Counselors	
Health and wellness	M 1 B-SMS 8 B-SS 3	Health Book HOLT: Lifetime Health Risk factors 6 components of health Wellness Health in the community	Sept/Jan	318	Health 1 class	Health 1 teachers	Health 1 teachers	
Mental health	M 2 M 6 B-SMS 2	Self esteem Communication skills Mental and emotional health	Oct/Feb	318	Health 1 class	Health 1 teachers	Health 1 teachers	
Stress/coping with loss	B-SMS 7 B-SS 4	Stress Coping with loss Suicide prevention	Nov/ March	318	Health 1 class	Health 1 teachers	Health 1 teachers	

Relationships	B-LS 9 B-SMS 1 B-SMS 9 B-SS 2 B-SS 8 B-SS 9	Building responsible relationships Coping with pressures	Jan/May	318	Health 1 class	Health 1 teachers	Health 1 teachers	
Career Readiness lessons	13.1.11 13.2.11 13.3.11 13.4.11	Smart Futures- See section 9 for grade band activities	On-going	318	SAHS	HS Teachers	Career Readiness Counselor	Completion of Smart Futures Activity

Grade 11 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# Of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
New student orientation	13.1.11 M 3 B-SS 3	Schedule Agenda iPad calendar	August through May	20	HS Counseling Office	School Counselors, Teachers, Social Workers, Administrator	School Counselors, Teachers, Social Workers, Administrator	
Curriculum night	13.1.11 B-LS1 M 4 M 3 B-SS 3	Course selection sheets Computer Post- secondary information Trifold with profile information	Sept and Feb	1400	SAHS	School Counselors, Administrator Teachers	School Counselors, Administrator Teachers	
Testing instruction and Review PSAT, SAT, ACT, AP	13.1.11 M 4 M 5 B-LS 7 B-LS 9 B-LS 3 B-SMS 2 B-SMS 3 B-SMS 4	Test books Internet Score reports	August-June	347	HS Counseling Office	School Counselors, Administrators, Teachers	School Counselors, Administrator Teachers	
Scheduling presentation	13.1.11 M 1 B-SMS 10	Scheduling ppt Course request sheets	February	955	Virtual	School Counselors	School Counselors	
Bridge Placement Review	13.2.11 13.3.11 B-SS 8 B-SS 9	Report cards Infinite campus Bridge progress monitoring sheet Team input	October January March June	40	HS Counseling Office	School Counselors, Bridge Teachers, Social Worker,	School Counselors, Bridge Teachers, Social Worker, Administrator	

						Administrato r		
North Pittsburgh/ NACAC College fair	13.1.11 13.2.11 M 4 B-LS 7 B-LS 9 B-LS 10	Internet Attendance verifications Announce Google Classroom	October Februar y	1400	LaRoche Univ PGH Conv Center	School Counselors, Students, Parents	School Counselors, Students, Parents	
Transcript review	13.1.11 B-SMS 5 B-SMS 6 B-SMS 7 B-SS 6	Transcripts	August- June	347	SAHS	School Counselor	School Counselor	
Beattie field trip	13.1.11 B-SS 1 B-SS 5 B-LS 2 B-SMS 9	FT permission forms	January	20	Beattie CTC	School Counselor, Beattie Staff, Administrato rs	School Counselor, Beattie Staff, Administrator	
Post- secondary planning parent evening	13.1.11 M 4 M 2 M 5 B-SS 3	3R Prep presenter Agenda	Septem ber	630	Virtual	School Counselor	School Counselors	
Financial aid parent presentation	13.3.11 13.1.11 B-SS 3 M 4 B-LS 9	Financial aid ppt Financial aid handouts	May	347	Virtual	School Counselors, PHEAA Representativ e	School Counselors, PHEAA Representative	
Career Readiness lessons	13.1.11 13.2.11 13.3.11 13.4.11	Smart Futures- See section 9 for grade band activities	On- going	347	SAHS	HS Teachers	Career Readiness Counselor	Completion of Smart Futures Activity
Destructive decisions	B-SMS 1 B-SMS 2 B-SMS 7 B-SMS 9 B-SS 9	Preventing violence and abuse Positive decision making	On going	347	Health 2 class	Health 2 Teachers	Health 2 teachers	

Grade 12 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# Of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
New student orientation	13.1.11 M 3 B-SS 3	Schedule Agenda iPad	August through May	10	HS Counseling Office	School Counselors	School Counselors	

		calendar						
Curriculum night	13.1.11 B-LS1 M 4 M 3 B-SS 3	Course selection sheets Computer Post-secondary information Trifold with profile information	Sept and Feb	1400	SAHS	School Counselors, Administrators, Teachers	School Counselors, Administrators, Teachers	
Testing instruction and Review SAT, ACT, AP	13.1.11 M 4 M 5 B-LS 7 B-LS 9 B-LS 3 B-SMS 2 B-SMS 3 B-SMS 4	Test books Internet Score reports	August through June	328	HS Counseling Office	School Counselors	School Counselors	
Bridge Placement Review	13.2.11 13.3.11 B-SS 8 B-SS 9	Report cards Infinite campus Bridge progress monitoring sheet Team input	October January	25	HS Counseling Office	School Counselors, Social Worker, Bridge Teachers, Administrator	School Counselors, Social Worker, Bridge Teachers, Administrator	
North Pittsburgh/ NACAC College fair	13.1.11 13.2.11 M 4 B-LS 7 B-LS 9 B-LS 10	Internet Attendance verifications Announce Google Classroom	October February	1400	LaRoche Univ PGH Conv Center	School Counselors, Student, Parent	School Counselors	
Transcript review	13.1.11 B-SMS 5 B-SMS 6 B-SMS 7 B-SS 6	Transcripts	August-June	328	SAHS	School Counselors	School Counselors	
FAFSA evening presentation	13.3.11 B-SS 3 B-LS 3 B-SMS 10	Financial aid ppt Financial aid handouts	Fall	328	Virtual	School Counselors, PHEAA Representative	School Counselors	
Career Readiness lessons	13.1.11 13.2.11 13.3.11 13.4.11	Smart Futures- See section 9 for grade band activities	On-going	328	SAHS	HS Teachers	Career Readiness Counselor	Completion of Smart Futures Activity

8- Annual Program Goals:

LEVEL: PRIMARY

Years(s) 2022-2023

Smart Format	Academic	Career	Social/Emotional
GOAL	Increase student achievement as demonstrated by decreased numbers of 3 rd grade students below benchmark on Dibels assessment.	Develop a framework of implementation of Smart Futures activities.	Increase meaningful ways for students to be reengaged in their school community.
SPECIFIC: What is the specific issue based on your schools' data?	3 rd grade students are behind in academic expectations due to lack of Foundation instruction in 3 rd grade.	Students are unfamiliar with the Smart Futures program and career pathways.	Students are at a higher degree of need for social-emotional interventions and/or supports post-pandemic.
MEASURABLE: How will we measure the effectiveness of our interventions?	The school wide data team will review grades, attendance, and available additional data and note students who are below benchmark and well below benchmark.	By the end of 3 rd grade, students will be able to complete at least two artifacts in Smart Futures from two different career strands.	A decrease in the total number of high-risk students (students with 5 or more absences and/or 3 or more office discipline referrals at the end of the first quarter).
ATTAINABLE: What outcome would stretch us but is still attainable	Upon review of data, data teams will determine interventions that support the identified students. Frequent supportive communication with the student, family and teacher(s)	Students will complete identified Smart Futures lessons in grades 1-3.	Logistics of implementing and analyzing the universal mental health screening tool.
RESULTS: Is the goal reported in results-oriented data (participation, mindsets and behaviors, and outcome?)	Number of students scoring proficient or advanced on Dibels end-of-year assessment.	Review completion of the Smart Futures artifacts.	Review of specific student data including office discipline referrals, attendance and grade reports, and SAP referrals.
TIMELINE: When will our goal be accomplished?	As measured by Dibels end-of-year assessment scores.	By the end of a student's 3 rd grade year.	By the end of each academic year

LEVEL: ELEMENTARY

Years(s) 2022-2023

Smart Format	Academic	Career	Social/Emotional
GOAL	Increase student achievement as demonstrated by increased numbers of students passing academic classes.	Students are on track with the mindset of future career planning as up-to date evidenced by on grade-level CEW standards.	Increase meaningful ways for students to be reengaged in their school community.

<u>SPECIFIC:</u> What is the specific issue based on your schools' data?	Students are behind in academic expectations due to the pandemic.	Students may not be familiar with Smart Futures and the career pathways. They may need further reinforcement with the program and pathways.	Students are at a higher degree of need for social emotional interventions and/or supports post pandemic.
<u>MEASURABLE:</u> How will we measure the effectiveness of our interventions?	Counselors will review grades, attendance, and available additional data.	By the end of 5 th grade, students will be able to complete at least two artifacts in Smart Futures from four different career strands.	Decrease in the total number of high-risk students (students with 5 or more absences and/or 3 or more office discipline referrals at the end of the first quarter).
<u>ATTAINABLE:</u> What outcome would stretch us but is still attainable?	Counselors will review grades, attendance and available data to support identified students. Offer frequent collaboration with the student, family and teacher(s)	100% student completion of grade level expectations of Smart Futures activities	Logistics of implementing and analyzing the universal mental health/social emotional screening tool.
<u>RESULTS:</u> Is the goal reported in results-oriented data (participation, mindsets and behaviors, and outcome?)	Review the results report and reflect targeted students' grades, attendance, and assessments.	Review completion of the Smart Futures artifacts.	Review of specific student data including office discipline referrals, attendance and grade reports, and SAP referrals.
<u>TIMELINE:</u> When will our goal be accomplished?	As measured by end of the year grades, attendance and available data.	By the end of student's 5 th grade year.	By the end of each academic year.

LEVEL: MIDDLE SCHOOL

Year(s) 2022-2023

Smart Format	Academic	Career	Social/Emotional
GOAL	Increase student achievement as demonstrated by increased numbers of students passing academic classes.	Students are on track with the mindset of future career planning as up-to date evidenced by on grade-level CEW standards.	Increase meaningful ways for students to be reengaged in their school community.
<u>SPECIFIC:</u> What is the specific issue based on your schools' data?	Students are behind in academic expectations due to the pandemic.	Students will develop productive work habits in the classroom that apply to the workforce.	Students are at a higher degree of need for social emotional interventions and/or supports post pandemic.
<u>MEASURABLE:</u> How will we measure the effectiveness of our interventions?	The school wide data team will review measurement tools from multiple data sources for the appropriate achievement results.	Student completion of the identified CEW standards Review the artifacts that are available through SMART Futures and all students should	Students will recognize their individual strengths and challenges in relation to social emotional mindset.

		have 6 artifacts in their Career Plan Portfolio by end of 8 th grade.	
ATTAINABLE: What outcome would stretch us but is still attainable?	Reviewing data with team to determine interventions that support the identified students. Frequent supportive communication and collaboration with the student, family and teacher(s) and offer supportive interventions.	Meeting individually with each 8 th grade student to review the career plan/portfolio.	Logistics of implementing and analyzing the universal mental health and/or social emotional screening tool.
RESULTS: Is the goal reported in results-oriented data (participation, mindsets and behaviors and outcome?)	Review the results report to reflect student grades and attendance.	Identify through a result report what percentage of 8 th grade students that have completed 12 artifacts in their career plan/portfolio.	Review of specific student data including office discipline referrals, attendance and grade reports, and SAP referrals.
TIMELINE: When will our goal be accomplished?	As measured by end of the year measurement tools from data sources	By the end of student's 8 th grade year.	By the end of each academic year.

LEVEL: HIGH SCHOOL

Years(s) 2022-2023

Smart Format	Academic	Career	Social/Emotional
GOAL	Increase student success as demonstrated by increased numbers of students passing academic classes.	Students are on track with the mindset of future career planning as up-to date evidenced by on grade-level CEW standards,	Increase meaningful ways for students to be reengaged in their school community.
SPECIFIC: What is the specific issue based on your schools' data?	Students are behind in academic expectations due to the pandemic.	Students may need assistance linking their academic strengths and high school courses to post-secondary education/training.	Students are at a higher degree of need for social emotional interventions and/or supports post pandemic.
MEASURABLE: How will we measure the effectiveness of our interventions?	Counselors will review grades, attendance, and available additional data.	By the end of 11 th grade, students will have completed 20 artifacts and their career portfolio in SMART Futures.	A decrease in the total number of high-risk students (students with 5 or more absences and/or 3 or more office discipline referrals at the end of the first quarter)
ATTAINABLE: What outcome would stretch us but is still attainable	Counselors will review grades, attendance and available data to support identified students. Offer frequent collaboration with the student, family and teacher(s).	Meeting individually with each 11 th grade student to review their career plan/portfolio.	Logistics of implementing and analyzing a universal mental health and/or social emotional screening tool.

<p>RESULTS: Is the goal reported in results-oriented data (participation, mindsets and behaviors, and outcome?)</p>	<p>Review the results report and reflect targeted students' grades, attendance, and assessments.</p>	<p>Number of 11th grade students who have a career portfolio and 20 artifacts.</p>	<p>Review specific student data including office referrals/ SAP referrals/attendance and grade reports.</p>
<p>TIMELINE: When will our goal be accomplished?</p>	<p>As measured by end of the year results report.</p>	<p>By the end of 11th grade year.</p>	<p>By the end of each academic year.</p>

9- Academic & Career Plan and Portfolio Process

Section One: Career Development Intervention Chart: Tier One Interventions

All students deserve a comprehensive career development program with developmentally appropriate experiences and resources. SmartFutures.org will enable them and their families to experience a sound decision-making process as they transition through each grade level and beyond their high school years after graduation.

This section of the K-12 Plan includes three areas:

- Tier One interventions (for all students) includes online Activities from SmartFutures.org which are available from kindergarten through graduation linked to the four strands of the Career Education and Work (CEW) Standards as well as Tier Two Interventions to assure we accommodate all students.
- A five-section description of the Academic and Career Plan and Portfolio process
- Descriptions and examples of the four main student outputs: The Grade Band Activity Journals, 6-8 Career Plans, K-12 Career Plans, and K-12 Career Portfolios.

A listing of Tier One Interventions and Tier Two accessibility accommodations connected to all four strands of the CEW Standards is provided in section one. This listing provides an overview of SmartFutures.org K-12 career development program, which creates meaningful engagement for all students connected to the following standards:

- 13.1 Career Awareness and Preparation (Exploration)
- 13.2 Career Acquisition (Getting A Job)
- 13.3 Career Retention (Keeping A Job)
- 13.4 Entrepreneurship (Creating A Job)

Below are Tier One Interventions in the form of online activities by Grade and Career Strand.

Grade	CEW: 13.1 Career Awareness	CEW: 13.2 Career Acquisition	CEW: 13.3 Career Retention	CEW: 13.4 Entrepreneurship
<i>K</i>	<i>"Clothesline Clues to Jobs People Do"/My Portfolio Activity (Career Day)</i>			
<i>1</i>	<i>Activity 4: Using What You Learn in School (Career Day) Activity 7: Changing Roles (SEL)</i>	<i>Activity 5: Cooperation in Group Settings (SEL)</i>	<i>Activity 5: Cooperation in Group Settings (SEL) Activity 7: Changing Roles (SEL)</i>	
<i>2</i>	<i>Activity 1: My Interests Activity 4: Using What You Learn in School (Career Day)</i>	<i>Activity 5: Cooperation in Group Settings (SEL)</i>	<i>Activity 5: Cooperation in Group Settings (SEL) Activity 6: Successful Attitudes and Work</i>	

	<p><i>Activity 6: Successful Attitudes and Work Habits (Organization/Time Management/Work Habits Unit)</i></p> <p><i>Activity 7: Changing Roles (SEL)</i></p>		<p><i>Habits (Organization/Time Management/Work Habits Unit)</i></p> <p><i>Activity 7: Changing Roles (SEL)</i></p> <p><i>Activity 8: How Money Is Used (Math unit-spring)</i></p> <p><i>Activity 9: Lifelong Learning (CD—Intro. Activity)</i></p>	
3	<p><i>Activity 2: Community Roles (Career Day)</i></p> <p><i>Activity 3: Preparation for Careers (Career Day)</i></p> <p><i>Activity 15: The Importance of Planning (Goal Setting)</i></p>	<p><i>Activity 5: Cooperation in Group Settings (SEL)</i></p> <p><i>Activity 12: Researching Job Opportunities (Career Day—group activity)</i></p> <p><i>Activity 13: Writing a personal letter (Time Capsule)</i></p> <p><i>Activity 15: The Importance of Planning (Goal Setting)</i></p>	<p><i>Activity 5: Cooperation in Group Settings (SEL)</i></p> <p><i>Activity 14: How to Be an Ultra Good Listener</i></p> <p><i>Activity 15: The Importance of Planning (Goal Setting)</i></p>	<p><i>Activity 10: What is Entrepreneurship</i></p> <p><i>Activity 11: Character Traits of Entrepreneurs</i></p>
4	<p><i>Interests and Abilities Six Career Paths</i></p> <p><i>What Is a Career Plan?</i></p> <p><i>Choosing a Career</i></p>	<p><i>Applying Successful Work Habits</i></p> <p><i>What is a career Plan?</i></p>	<p><i>Interests and Abilities Cooperation in Group Settings II</i></p> <p><i>My Personal Schedule</i></p> <p><i>Applying Successful Work Habits</i></p>	<p><i>Risks and Rewards of Entrepreneurship</i></p>
5	<p><i>Career Training Programs</i></p> <p><i>Workplace Roles and Stereotypes</i></p>	<p><i>Speaking Skills</i></p> <p><i>Writing a Business Letter</i></p> <p><i>Researching Job Opportunities</i></p> <p><i>Workplace Roles and Stereotypes</i></p>	<p><i>Speaking Skills</i></p> <p><i>Budgeting</i></p>	<p><i>Character Traits of Real Entrepreneurs</i></p> <p><i>Steps in Creating a good or Service</i></p>
6	<p><i>Career Clusters and Pathways¹</i></p>	<p><i>Resume Activity</i></p> <p><i>Conflict Resolution</i></p>		
7		<p><i>Goal Setting</i></p>	<p><i>Goal Setting</i></p> <p><i>My Learning Style</i></p>	
8	<p><i>My Interest Survey¹</i></p> <p><i>My Work Values Survey¹</i></p> <p><i>Knowledge, Skill, Ability Survey¹</i></p> <p><i>Changing Workplace</i></p> <p><i>Explore Your CTE</i></p>	<p><i>Resume Activity</i></p> <p><i>Conflict Resolution</i></p> <p><i>Career Research</i></p> <p><i>Career Acquisition Documents</i></p>	<p><i>Changing Workplace</i></p>	<p><i>Learning from Entrepreneurs</i></p>
9	<p><i>New Thinking About Career Success</i></p> <p><i>My Personality Type</i></p>	<p><i>Job Application</i></p>	<p><i>My Personality Type</i></p>	<p><i>New Thinking About Career Success</i></p>

	<i>Preparation for Careers¹ Abilities and Aptitudes Personal Interests Career Clusters and Pathways² Experiencing Careers While Skill in School</i>			
10		<i>Active Listening</i>	<i>Active Listening Personal Budget</i>	<i>The Entrepreneur Within</i>
11	<i>Selecting Your Career Goal² My Programs and Majors² My Schools and Colleges Survey² Multiple Intelligences Review "My Plan" and "My Portfolio"</i>	<i>Job Interviews</i>		
12		<i>Resume Upload Workplace Experiences</i>	<i>Skills Badges</i>	

¹ Indicates a SmartFutures.org activity that yields the 6-8 Career Plan

² Indicates a SmartFutures.org activity that represents implementation of the career plan in 9-11

Tier 2 accommodations have been made to assure that all students may equally participate and complete the Career Plan and Portfolio process.

The following are the Tier 2 Accommodations provided by SmartFutures.org and the District:

- Google translate may be applied to every HTML page to convert to any language.
- A text-to-voice feature is embedded on every HTML page to read text aloud for those who want or need it.
- Text enhanced views (via button) to increase standard text size.
- All videos closed-captioned with both English and non-English options.
- Per a PA Dept. of Education accommodation specific to SmartFutures.org, students with an IEP may complete activities at any grade band and have them count towards current grade band evidence.
- All activities, features and other content is developed as if it were being used by special education and, in doing so, makes the platform more accessible to all students.

Section Two: Academic and Career Plan Process

1. Demographics	Process Description
What is the difference between the career plan and the career portfolio and what is the role of each?	The K-12 Career Plan is a summary of all activities aligned to the PA CEW standards. Data from the activities are used to populate the plans Who Am I? Where Am I Going? and How Do I Get There? sections. The Career Portfolio is a place to store artifacts that show the students' work-related experiences and evidence that they are ready for post-secondary success.

What grade will the Plan and Portfolio Start?	The Career Plan will start in kindergarten and be worked on each year through graduation. Items will be added to the portfolio throughout K-12.
Will the plan/portfolio be electronic, hard copy or both?	The Career Plans and the Portfolios will be created and housed online at SmartFutures.org. Both may be printed if desired.
Who will be responsible for maintaining the portfolio?	The portfolios will be maintained by the counselors, classroom teachers, and students.
What demographic information will be included on the student portfolio?	Only the students' name and graduation year are shared in the portfolio.
2. Interventions, Assessments & Decisions	Process Description by Grade based on when the plan starts. What the students can know and do at each grade level, and in each strand of the Career Education and Work Standards. (CEW)
Overall	Upon completion of the activities in SmartFutures.org, students will earn iStatements which is a summary for them, their teachers, and their parents of what they have learned in terms of preparing for their future success. iStatements are housed on Future Ready Badges and collected as part of the students' career plan. The iStatements that students earn are summarized, by grade, below.
Kindergarten	<ul style="list-style-type: none"> • I have identified various types of interests that people have. (13.1.3 A) • I have assessed my own interests and related them to possible careers. (13.1.3 B) • I have identified many jobs that exist in my community. (13.1.3 D) • I have matched the work people do with their jobs. (13.1.3 E) • I have reviewed the education and training needed for several careers (13.1.3 F)
Grade 1	<ul style="list-style-type: none"> • I have identified things I'm learning in school that will help me in my career. (13.1.3 H) • I recognize that being able to work in groups is an important skill. (13.2.3 E) • I have rated my ability to cooperate and work on a team. (13.3.3 B) • I have rated the ways I operate in group settings. (13.3.3 C) • I have identified good attitudes and habits that I have and those that need to improve. (13.3.3 A) • I know many roles that I play in my daily life. (13.1.3.C) • I recognize how roles change as time passes and situations change. (13.2.3 F)
Grade 2	<ul style="list-style-type: none"> • I have a solid understanding of how money works. (13.3.3 D)

	<ul style="list-style-type: none"> • I have chosen things I'd like to learn that will help me improve my situation at school or at home. (13.3.3 A) • I understand what the word "entrepreneurship" means. (13.4.3 A) • I have worked in various kid-focused enterprises. (13.4.3 C) • I have assessed my own entrepreneurial traits. (13.4.3 B)
Grade 3	<ul style="list-style-type: none"> • I have researched job opportunities on the Internet. (13.2.3 B) • I have written a personal letter with an opening, body, and closing. (13.2.3 C) • I have assessed my speaking and listening skills against the ULTRA model. (13.2.3 A) • I understand and have practiced good listening and speaking techniques. (13.2.3 E) • I recognize why an education plan is important to help with my education choices. (13.1.3 G) • I have developed a plan for my week. (13.2.3 D) • I understand that planning is critical to success in school and at home. (13.3.3 E)
Grade 4	<ul style="list-style-type: none"> • I can identify career options that match my interests and abilities. (13.1.5 A) • I can describe how personal interests and abilities relate to career choices. (13.1.5 B) • I can connect my own interests and abilities to careers I may be good at and enjoy. (13.1.5 H) • I understand how my interests affect what I like to learn. (13.3.5 G) • I have investigated the six career paths and explored a path that matches me. (13.1.5 B) • I can explain the importance of working with others at home and at school. (13.3.5 B) • I am aware of group interaction strategies that help me work with others. (13.3.5 C) • I can develop a personal schedule to help manage my time. (13.3.5 E) • I understand that communication skills are important to getting a job. (13.2.5 E) • I have identified good attitudes and habits that I have and those I need to improve. (13.3.5 A) • I understand the risks and rewards of entrepreneurship. (13.4.5 A)

	<ul style="list-style-type: none"> • I can explain the parts of my career plan and portfolio. (13.1.5 G) • I can explain the parts of my career plan and portfolio. (13.2.5 D) • I understand the factors that influence career choices. (13.1.5 E) • I understand different reasons why people choose the career they do. (13.1.5 F)
Grade 5	<ul style="list-style-type: none"> • I can describe the many types of education and training programs available to me. (13.1.5 D) • I can apply good communication techniques in a conversation. (13.2.5 A) • I understand that essential workplace skills/knowledge are important to keeping a job. (13.3.5 C) • I have written a business letter with an opening, body, and closing. (13.2.5 C) • I can find and review available job opportunities from various sources. (13.2.5 B) • I have studied the character traits of famous entrepreneurs. (13.4.5 B) • I understand the basic steps required to create a business. (13.4.5 C) • I can identify different currencies and explain how it is used. (13.3.5 D) • I understand how my aptitudes and abilities effect what I like to learn. (13.3.5 G) • I understand how career roles based on gender and race have changed with time. (13.1.5 C) • I understand how changing roles impact lifelong learning and career retention and advancement. (13.3.5 F)
Grade 6	<ul style="list-style-type: none"> • I have explored the 16 career clusters and understand how similar careers are grouped. (13.1.8 F) • I understand the importance of having a strong, updated resume. (13.2.8 C) • I can help to resolve conflicts in a team environment. (13.2.8 E) • I can apply conflict resolution techniques when conflicts arise. (13.3.8 C) • I understand the unique nature of the career of the entrepreneur (13.4.8 A) • I have studied the traits entrepreneurs use to create their companies. (13.4.8 B)

	<ul style="list-style-type: none"> • I have identified my personal interests and identified careers that match me. (13.1.8 B)
Grade 7	<ul style="list-style-type: none"> • I have analyzed how career options relate to my core work values. (13.1.8 B) • I have identified careers that match my knowledge, skills and abilities. (13.1.8 A) • I can use online resources to evaluate careers and job opportunities. (13.2.8 B) • I can plan a personal budget with income and expenses. (13.2.8 E) • I know the definitions of income, expenses, savings, gross pay, net pay, taxes, and charitable contributions. (13.3.8 D) • I have identified 3 references to support my job applications. (13.2.8 C)
Grade 8	<p>I set clear goals to help me with my time management. (13.2.8 E)</p> <ul style="list-style-type: none"> • I can set monthly goals based on my priorities regarding school, relationships, and self. (13.3.8 E) • I know my primary learning style and have learned techniques that can help me succeed in the classroom or workplace. (13.3.8 A) • I understand how issues around race, gender, age and disabilities are handled in the modern workplace. (13.1.8 C) • I understand how the workplace has changed in terms of career expectations, preparation needed, increased role of technology, diversity, and how people work and communicate. (13.3.8.F) • I have created my own business plan. (13.4.8 C) • I understand the economic factors that impact employment opportunities. (13.1.8 E)
Grades 9-12	<ul style="list-style-type: none"> • I understand that different careers require different types of education paths. (13.1.11 F) • I understand that there are many paths to career success. (13.1.11 H) • I understand how entrepreneurship relates to my career goals and career opportunities (13.4.11 A) • I have analyzed how my personality affects how I work and how I work with others. (13.1.11 A) • I have reviewed careers that match my personality type. (13.3.11 A) • I can complete a professional job application. (13.2.11 A) • I have considered many education paths that can lead to career success. (13.1.11 F)

	<ul style="list-style-type: none"> • I have identified careers that match my knowledge, skills and abilities. (13.1.11 A) • I have identified my personal interests and careers that match my personality. (13.1.11.B) • I have identified career clusters that are a good fit for me (13.1.11.E) • I have Chosen a Career Cluster that matches me. (13.1.11.G) • I have identified things I've done or can do now that can prepare me for career success. (13.1.11.D) • I have identified a career goal. (13.1.11.E) • I have chosen post-secondary programs/majors that align to my career choice. (13.1.11 F) • I have explored and selected schools or colleges that offer training that prepares me for the career I want. (13.1.11 F) • I understand and can apply good job interviewing skills. (13.2.11 A) • I know effective listening skills that can be used in a job interview. (13.2.11 A) • I have practiced active listening skills in a one-to-one conversation. (13.3.11 B) • I have studied a contemporary entrepreneur and understand the risks they took to be successful (13.4.11 A) • I have studied a contemporary entrepreneur and the character traits that made them successful. (13.4.11 B) • I have made a sample personal budget based on my career goals and where and how I want to live. (13.3.11 D) • I have added artifacts to my Portfolio (13.2.11 C) • I have uploaded a one-page resume to my portfolio (13.2.11 C) • I have earned Future Ready SKILLS Badges and added them to my Portfolio (13.2.11 E)
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Student Development of their Plan:</p> <p>Interventions and decisions by students and families during each grade</p>
<p>Tier 2 accommodations have been made to assure that all students may equally participate and complete the Career Plan and Portfolio process. The following are the Tier 2 Accommodations provided by SmartFutures.org:</p> <ul style="list-style-type: none"> • Google translate may be applied to every HTML page to convert to any language. • A text-to-voice feature is embedded on every HTML page to read text aloud for those who want or need it. • Text enhanced views (via button) to increase standard text size. • All videos closed-captioned with both English and non-English options. • Per a PA Dept. of Education accommodation specific to SmartFutures.org, students with an IEP may complete activities at any grade band and have them count towards current grade band evidence. • All activities, features and other content is developed as if it were being used by special education and, in doing so, makes the platform more accessible to all students.

<p>3. Parental & Guardian Engagement</p>	<p>What strategies will be used to inform parents/guardians to engage them in the Academic/Career Plan and Portfolio process for their children?</p>
<p>Level of Parent & Guardians</p>	<p>Awareness and Engagement Strategies</p>
<p>Elementary Parents & Guardians</p>	<ul style="list-style-type: none"> • Students will share their K-3 Activity Journal with their parents. • Students will share their 4-5 Activity Journal with their parents.
<p>Middle School Parents & Guardians</p>	<ul style="list-style-type: none"> • Students will share their 6-8 Career Plan with their parents. • Students will share their Career Cluster and Pathways Plans of Study with their parents to view recommended courses for high school. • Students will share their 6-8 Activity Journal with their parents.
<p>High School Parents & Guardians</p>	<ul style="list-style-type: none"> • Students will share their Career Plan and Portfolio with their parents and discuss their choices of a) career, b) industry cluster c) programs and majors, and d) post-secondary schools and colleges.

<p>4. Faculty/Administrator Engagement:</p>	<p>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?</p>
<p>Level of Educators & Administrators</p>	<p>Awareness and Engagement Strategies</p>
<p>Overall</p>	<p>Students, teachers, and administrators will be rostered with SmartFutures.org so all have access to the students' progress, plans, and portfolios. The Career Counselor is responsible for overseeing the implementation of SmartFutures.org within classrooms by classroom teachers.</p>

	Teachers monitor students ongoing work while administrators and career counselors are responsible for progress toward compliance monitoring and reporting.
Elementary	K-3, and 4-5 students can present/print their completed activity journals to their counselor, the class, or teacher. Progress is also included in the teachers' Smart Futures gradebook, which they have access to daily.
Middle School/Junior High	Grade 8 students present/print their Individualized Career Plan (ICP) to their counselor, class, or teacher. Progress is also included in the teachers' Smart Futures gradebook, which they have access to daily.
High School	Students present/print their K-12 Career Plan and Portfolio to their counselor, the class, or teacher. Progress is also included in the teachers' Smart Futures gradebook, which they have access to daily.
5. Plan/Portfolio Sustainability and Review	What strategies will be developed to assist students with updating and sustaining the plan/process?
How will the plan and portfolio be revisited each year while in middle school and high school?	Online activities will be integrated into classroom work and be completed each year. There will be new surveys, including a new Interest Survey, introduced in each of the following grade bands: K-3 4-5 6-8 9-12 Activities may be redone at any time. Favorite careers and career clusters will be reviewed and adjusted as the students' progress to new grade bands. Students will review their previous decisions and make any necessary revisions based on recent experiences and Smart Futures activities.
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)?	Students will present their progress at the end of each grade band according to the schedule outlined in section 4 above.

Section Three: Student Academic and Career Portfolio Image: This section will review the four primary Future Ready outputs from SmartFutures.org:

- The End of Grade Band Activity Journals
- The Individualized 6-8 Career Plan
- The K-12 Career Plan
- The Career Portfolio

The Grade Band Activity Journals:

Artifact Summaries of Completed Activities

Completing an activity yields a one-page artifact that includes:

- Begin, End, and Modified Date
- Summary of what was learned
- Reflection Statement
- iStatements which are housed on the Future Ready Badges

Completion of activities produces an Activity Journal in each grade band. The Activity Journal is a collection of all the activities created for that grade band. This is the document that can be used to share artifacts with another school if they are not using SmartFutures.org.

Click link to view a sample: [K-3 Activity Journal](#)

INDIVIDUALIZED CAREER PLAN

The 6-8 Career Plan is a benchmark document that marks the importance of the student's career goals in informing their transition to high school, specifically regarding course selection and participation inside and outside of school activities.

While the K-12 Career Plan is available to students at any time, the 6-8 Career Plan is an additional tool specifically geared toward helping students with the transition to high school.

The 6-8 Career Plan is presented to the student upon completion of the following key activities:

- My Career Cluster and Pathway (Activity 1)
- My Interest Survey (Activity 5)
- My Work Values Survey (Activity 6)
- My Knowledge, Skills, and Abilities Survey (Activity 7)

The plan also includes the student's career choices from their favorite careers folder.

In addition, the Plan includes:

- A Career Cluster Plan of Study with course recommendations
- A Career Pathway Plan of Study with course recommendations
- A Brochure of their chosen Career Cluster highlighting the pathways within this cluster

Click the link to view a sample: [Individualized Career Plan Grade 8](#)

The K-12 Career Plan

The K-12 Career Plan is a summary of all activities aligned to the PA CEW standards. It is framed within the context of a plan that is meaningful to the student, teacher, parent, or additional stakeholder to the student's development. Data from the activities are used to populate the plan's main sections:

Who Am I? Where Am I Going? How Do I Get There?

The plan is organized to reflect the following career education learning model:

- Who Am I?
- Where Am I Going?
- How Do I Get There?

The K-12 Career Plan includes the following:

A concise summary of the student's implementation of the plan

- Interventions/ assessments and decisions done each year

- A graphical and engaging summary of the most recent results of key assessments (interests, values, personality, learning style, etc.)
- A Summary of the four (4) key decisions made by the student in implementing their plan:
- Choice(s) of Career
 - Choice(s) of Career Cluster and Pathway
 - Choice(s) of Post-Secondary Program or Major
 - Choice(s) of Post-Secondary School or College

The Career Portfolio

- The Career Portfolio is a place to store artifacts that demonstrate the student’s work-related experiences and evidence they are ready for post-secondary success.
- The Portfolio houses various examples of artifact evidence that is created while using SmartFutures.org and allows students and teachers to upload artifacts created outside of SmartFutures.org.
- The Portfolio contains the following sections to hold the students’ artifacts that demonstrate the acquisition of Future Ready employability skills:

Career/College Readiness	A special section of the portfolio that includes artifacts that specifically align to the CEW standards and relate to the implementation of the K-12 Career Plan 13.2.11
Career-Pathway Experiences	Place to store artifacts that relate to implementation of the career plan such as campus visits, college fairs, job shadows, mentorships, job tours, summer programs. Artifacts stored here auto align to CEW 13.1.11.D.
Career Acquisition Documents	Place to store documents related to acquiring employment including resume, references, cover letter, letters of recommendation. Artifacts stored here auto align to CEW 13.2.11.C.
Future Ready Skills Badges	Place to store micro credentials earned in SmartFutures.org SKILLS section. Artifacts stored here auto align to CEW 13.2.11.E.
Uploaded Artifacts	Place to store any artifacts created outside of SmatFutures.org and aligning to a CEW standard. Student and teacher can self-tag artifacts to the standard(s) they meet.
ART & MEDIA	Stores students Artwork that demonstrates talents.
HONORS AND AWARDS	Stores achievements that mark abilities and talents.
TEST SCORES	Stores test scores that demonstrate skills.
EXTRACURRICULAR	Stores participation of outside school activities that represents meaningful engagements that teach employability skills.
WORK EXPERIENCE	Stores information about jobs that demonstrates the acquisition of Future Ready abilities.
COMMUNITY SERVICE	Stores information about volunteer services that demonstrate Future Ready.
SCHOOL WORK	Stores schoolwork that demonstrates the application of meaningful skills in the workplace.

Click link to view a sample: [K-12 Career Portfolio](#)

C. Stakeholder Engagement: Components 10-11

10- Stakeholder Engagement

STUDENTS	How Students benefit from the K-12 Guidance Program	How Students assist with the delivery of the K-12 Guidance Program
	Students will focus attention on student achievement and seek resources in the areas of academic, career and personal/social development. The benefit to students will be enhanced knowledge, acquisition of skills and life application to be a contributing member of society. Students will serve on the advisory council.	Students will help to deliver the school counseling program by incorporating goal-setting skills, problem-solving skills, career development skills, interpersonal skills and post high school goals. Students will avail themselves of the variety of resources provided through the school counseling program.
EDUCATORS	How Educators benefit from the K-12 Guidance Program	How Educators assist with the delivery of the K-12 Guidance Program
	Educators will benefit from collaboration with school counselors. Teachers and administrators will be familiar with school counseling resources and provide support in implementation of the school counseling program.	Educators will assist in providing equity and access to all, work together with counselors to address and enhance student achievement and present a positive learning climate. The staff members work cooperatively, communicate effectively and understand each other's programs. Educators will serve on the advisory council.
PARENTS	How Parents/Guardians benefit from the K-12 Guidance Program	How Parents/Guardians assist with the delivery of the K-12 Guidance Program
	The school counseling program provides information to parents to assist children in planning for the future in the areas of college, careers and other post high school opportunities. Parents benefit from consultative services from counselors who provide effective communication regarding student progress and address a variety of issues related to school counseling services.	Parents will teach their children to set meaningful goals, make sound decisions, and behave appropriately and responsibly. They will also serve on the advisory council.
BUSINESS & COMMUNITY	How Business/Community partners benefit from the K-12 Guidance Program	How Business/Community partners assist with the delivery of the K-12 Guidance Program
	The Business and Community stakeholders will benefit from the school counseling program through collaboration and sharing of resources. Students prepared with knowledge and skills to be productive citizens will benefit the community.	Selected community members will contribute ideas, resources, and possibilities to enhance school counseling delivery services. Establishing harmonious relationships, informing the community about the school counseling program, communicating effectively, and maintaining positive relationships with stakeholders are key to

		program development. Business leaders will serve on the advisory council.
POST SECONDARY	How Postsecondary partners benefit from the K-12 Guidance Program	How postsecondary partners assist with the delivery of the K-12 Guidance Program
	Post-Secondary members will serve on an advisory board where they will contribute ideas, resources, and opportunities to enhance school counseling delivery services. Establishing connections with interested students, parents, and staff and providing stakeholders with information about available opportunities and programs.	Post-Secondary Institutions stakeholders will benefit from the school counseling program through collaboration and sharing of resources. Students prepared with knowledge and skills will produce lifelong learners. Post-secondary institutions will serve on the advisory council.

STAKEHOLDER: EDUCATOR

“Big Idea”	Program Goal “Smart Format”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Connect an outside resource to staff, either a group or staff member, to build career development intervention	Introduce staff to programs available at Beattie Tech	13.1.5	7-8	Beattie Tech. Day	Process	December
Connect your staff to local career/ technical center	Introduce staff to programs at Beattie Tech.	13.1	K-12	Staff Meetings Beattie presentation	Process	Ongoing
Determine how you will meet as a counseling team and how you will address Ch. 339	Meet to plan activities for career development	13.1,2,3	K-12	Department Meetings	Process	Ongoing

STAKEHOLDER: PARENTS

“Big Idea”	Program Goal “Smart Format”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Educate Parents about K-12 Program	Inform parents about the components of the counseling program; academic, social emotional and career	13.1	K-12	Counseling Website	Process	Ongoing

Educate parents about A.W. Beattie and post-secondary options	Discuss the many options for post- secondary education.	13.1	9-12	Beattie Presentation Beattie Open House Scheduling Presentation	Process	
Connect with Parents about careers	Inform families about courses that support career choice.	13.3	9-12	FAFSA Night Financial jump start Curriculum Expo Post-Secondary Planning Night	Process	

STAKEHOLDER: BUSINESS & COMMUNITY

“Big Idea”	Program Goal “Smart Format”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Connect with post-secondary panel members to build program	Inform business members about our programs and needs	13.1	K-12	Invite post-secondary members to the advisory council	Process	October/ March
Develop Career Development activity outside the building	Explore the options at Beattie	13.1	K-10	Attend open house at Beattie	Process	Spring and Fall
Choose panelist and meet with them and build a data base	Develop relationships with business members in the community	13.1	K-12	Attend Rotary club Meetings	Process	Ongoing

STAKEHOLDER: POSTSECONDARY

“Big Idea”	Program Goal “Smart Format”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Increase parent and staff awareness of post- secondary options.	Provide opportunities for parents to explore options	13.3	9-12	Post-Secondary Planning Night, Financial Jump Start, FAFSA Evening, National College Fair, Scheduling Night	Process	Ongoing
Create student awareness of unfamiliar post-secondary resources	Provide students with many options/resources	13.1,2,3,4	9-12	1:1 Conferencing Beattie Fieldtrip Beattie Presentation Scheduling Presentation Curriculum Expo College visits to HS Military visits to HS	Process/ Performance	Ongoing

11- School Counseling Program Advisory Council

First Meeting Date:

Second Meeting Date:

Stakeholder Group	Name	Title & Organization
STUDENT		
	Abby Maher	Middle School Student
	Peter Hughes	High School Student
PARENT & GUARDIAN		
	Kristen Maher	Reg. Ed. Parent
	TBD	Beattie Parent
	TBD	GATE Parent
	TBD	Title I Parent
	TBD	Special Education Parent
	Nuket Curran	Rotary and Business Member
EDUCATOR & ADMINISTRATOR		
	Dr. Sean Aiken	Superintendent
	Dr. Bryan O'Black	Assistant Superintendent
	Dr. Kathi Graczyk	Director of Student Services
	Eloise Milligan	Curriculum Director
	Cindy Foht	Primary Principal
	Venice Piveronas	Elementary Asst. Principal
	JoAnne Townsend	High School Asst. Principal
	Kathy Newport	Social Worker/ SAP
	Denise Erb	K-12 Career Readiness Counselor
	Beth Zelinko	Elementary School Counselor
	Chuck Roades	High School Counselor
	Kristi Coleman	Middle School Counselor
	Maryann Swartz	Primary School Counselor
	Bryan Marree	HS Teacher
	Merritt McDaniel	MS teacher
	Roger Rech	HS Teacher- Transition Coordinator
	Eileen Phillips	SASD School Board Director
BUSINESS & COMMUNITY		
	Lori Cable	Rotary Club/Cable Orthodontics
	Maria Kitay	Anchorpoint Counseling Ministry
	Stacey Martin	Anchorpoint Counseling Ministry
	Katie Powers	Volunteers of America
	Jodina Hicks	Volunteers of America
	Maggie Giel	Big Brother/Big Sisters
	Ingrid Kalchthaler	Shaler North Hills Community Library
	Melissa Mason	Shaler North Hills Community Library
	Sharon McRae	Shaler North Hills Community Library
	Phillip Little	PA Attorney General's Office -Safety
	Jackie Foor	Consortium for Public Education
	Carolyn Pschirer	North Hills Community Outreach
	Erica Cochran	North Hills Community Outreach

	Dirk Lesnett	Elfinwild Presbyterian Church
	Pastor JJ Lynn	Emmanuel Lutheran Church
	Frank Spiker	SA Resource Officer
	Sara Goodyear	Beattie Tech
	Eric Heasley	Beattie Tech
POST-SECONDARY		
	Barry Duerr	University of Pittsburgh
	Joseph Guiffre	Duquesne University
	Caitlin Engle	Robert Morris University
	TBD	Carlow University
	TBD	Chatham University
	Angel Sanchez	LaRoche College
	Jim Bender	CCAC
	TBD	Rosedale Technical College
	TBD	Pittsburgh Technical College
	TBD	Bidwell Training Center
	James Smith	Military
	Amy Sawdey	PHEAA

D. Career Pathway Awareness: Components 12-13

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

CEW Strands	Sixteen Career Clusters https://www.acteonline.org/career-clusters-2/	
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
A.W. Beattie Career Center	13.1, 13.2, 13.3, 13.4	(Programs offered at Beattie)
		<ul style="list-style-type: none"> • Advertising Design • Automotive Collision Technology • Automotive Technology • Building Construction • Carpentry • Computer Systems/Network Engineering and Cyber Security • Cosmetology • Culinary Arts • Dental Careers • Early Childhood Education • Emergency Response Technology • Health & Nursing Sciences • Heating Ventilation & Air Conditioning

		<ul style="list-style-type: none"> • Intro to Pharmacy • Pastry Arts • Robotics Engineering Technology • Sports Medicine-Rehab Therapy Sciences Technology • Surgical Sciences • Veterinary Sciences
ACSCA (Allegheny County School Counselors Assoc.)	13.1, 13.2, 13.3, 13.4	Education & Training
PSCA (Pennsylvania School Counselors Association)	13.1, 13.2, 13.3, 13.4	Education & Training
Community College of Allegheny County (CCAC)	13.1, 13.2, 13.3, 13.4	Education & Training
University of Pittsburgh	13.1, 13.2, 13.3, 13.4	Education & Training
Duquesne University	13.1, 13.2, 13.3, 13.4	Education & Training
LaRoche College	13.1, 13.2, 13.3, 13.4	Education & Training

Umbrella Organizations: *Organizations that represent a large group of business organizations with a common mission*

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Allegheny Intermediate Unit 3	13.1, 13.2, 13.3, 13.4	Education & Training
Allegheny Health System	13.1, 13.2, 13.3, 13.4	Health Science
Local Volunteer Fire Departments	13.1, 13.2, 13.3, 13.4	Law, Public Safety, Corrections & Security
Rotary	13.1, 13.2, 13.3, 13.4	All Career Clusters
UPMC	13.1, 13.2, 13.3, 13.4	Health Science
VFW	13.1, 13.2, 13.3, 13.4	Law, Public Safety, Corrections & Security
Local Police Departments (Shaler, Etna, Millvale, Reserve)	13.1, 13.2, 13.3, 13.4	Law, Public Safety, Corrections & Security

Community & State Organizations: *Agencies representing community and state initiatives, service to communities*

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Allegheny County Children, Youth, and Families	13.1, 13.2, 13.3, 13.4	Human Services
American Red Cross	13.1, 13.2, 13.3, 13.4	Health Science
Boy Scouts/Girl Scouts	13.1, 13.2, 13.3, 13.4	All Career Clusters

Career Link	13.1, 13.2, 13.3, 13.4	All Career Clusters
The Children's Institute	13.1, 13.2, 13.3, 13.4	Human Services
Family Behavioral Resources	13.1, 13.2, 13.3, 13.4	Human Services
Family Links	13.1, 13.2, 13.3, 13.4	Human Services
Family Services of Western PA	13.1, 13.2, 13.3, 13.4	Human Services
Gateway Rehabilitation	13.1, 13.2, 13.3, 13.4	Human Services
Highmark Caring Place	13.1, 13.2, 13.3, 13.4	Human Services
HSAO, Inc	13.1, 13.2, 13.3, 13.4	Human Services
Kiwanis	13.1, 13.2, 13.3, 13.4	Human Services
Mercy Behavioral Health	13.1, 13.2, 13.3, 13.4	Human Services
Millvale Library	13.1, 13.2, 13.3, 13.4	Human Services
Military Representatives (Army, Air Force, Navy, Coast Guard, Marines)	13.1, 13.2, 13.3, 13.4	All Career Clusters
NHS Human Services	13.1, 13.2, 13.3, 13.4	Human Services
North Hills Community Library	13.1, 13.2, 13.3, 13.4	Human Services
PAAR (Pittsburgh Action Against Rape)	13.1, 13.2, 13.3, 13.4	Human Services
Salvation Army	13.1, 13.2, 13.3, 13.4	Human Services
United Way of Pittsburgh	13.1, 13.2, 13.3, 13.4	Human Services
Western Psychiatric Institute and Clinic	13.1, 13.2, 13.3, 13.4	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
David Mosey – Smart Futures	13.1, 13.2, 13.3, 13.4	All Career Clusters
Senator Lindsey Williams	13.1, 13.2, 13.3, 13.4	All Career Clusters
Representative Lori Mizgorski	13.1, 13.2, 13.3, 13.4	All Career Clusters
Guest Speaker - Mock Interviews Grades 9-12 Health 1 and Health 2	13.1, 13.2, 13.3, 13.4	All Career 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
Chamber of Commerce	13.1, 13.2, 13.3, 13.4	All Career Clusters
PA Attorney General Office – Operation Safe Surf	13.1, 13.2, 13.3, 13.4	All Career Clusters

Community Events: <i>Conferences, Workshops, Grand Openings</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Building Bridges for Business/Scott Albert	13.1, 13.2, 13.3, 13.4	Business & Management Administration
Everfi Website/Carly Taylor/Alyssa Mahramus	13.1, 13.2, 13.3, 13.4	All Career Clusters
Veterans Day Celebration Grade 8	13.1, 13.2, 13.3, 13.4	All Career Clusters
Early Reach (Learning Support) 9-12	13.1, 13.2, 13.3, 13.4	All Career Clusters
Builders Guild, Careers in Construction and Allied Industries	13.1 13.2 13.3	Architecture & Construction

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
Smart Futures	13.1, 13.2, 13.3, 13.4	All Career 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
Consortium for Public Education		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
Penn State Readiness Institute		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
Penn State Center Allegheny		All Clusters
LaRoche University		All Clusters
University of Pittsburgh		All Clusters
Carlow College		All Clusters
CCAC		All Clusters

13- Career and Technology Center Strategies:

STUDENT AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	# Of Students Taught	Location	Stakeholder Delivering	Contact Person	Indicator
8	Beattie Exploration Unit -Smart Futures Lesson: Explore Your CTE -Beattie Website: Choose 5 Areas of Study (of interest) -Comic Strip/Google Slides -Beattie Wall	Every 9 weeks		Middle School	Mrs. McDaniel	Mrs. McDaniel	

PARENT AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	# Of Parents	Engagement Method	Stakeholder Delivering	Contact Person	Indicator
3-11	Shaler Area Virtual Instruction -Digital Resource of Smart Futures	August 2021	51	Email Website Digital Career Education Resource	Student Parent Mrs. Erb (support)		
K-12	Smart Futures	On-going	all	Smart Futures online activities	Classroom teachers	HS counselors Mrs. Erb Mrs. Milligan	

EDUCATOR AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	# Of Educators	Location	Stakeholder Delivering	Contact Person	Indicator
K-12	Smart Futures	Aug-May		Shaler Area School District	Classroom Teachers	Eloise Milligan Mrs. Erb Jon Dolny Lynn Williams	

AIU Transition Memorandum of Understanding

The Allegheny Intermediate Unit Head Start and Pre-K Counts Programs, in partnership with the Trying Together and the United Way of Southwest PA, agree to support best practices in transition to kindergarten with the Shaler Area School District in the 2022-2023 and 2023-2024 school years.

During the 2022-2023 school year, districts plan and implement transition activities that welcome and support children and families to the 2023-2024 school year:

- **2022-2023: Create plan, implement registration events, register students**
- **2023-2024: Welcome new students and families, transition events, report enrollment numbers**


This MOU fulfills the Hi5! and state and federal requirements for kindergarten transition under the Every Student Succeeds Act/Title I. This MOU will be revisited and updated annually.

AIU Best Practice Deliverables Include:

- Hosting and participating in Hi5! Leadership monthly meetings
- Hosting Hi5! Kindergarten Transition Events
- Promoting early and on-time K registration
- Learning about and supporting school transition plans
- Sending pertinent kindergarten information to the receiving schools with parent permission
- Distributing checks to school districts who meet the deliverables

School District Best Practices Deliverables Include:

- The continuation of a school district Transition Team
- The timely signing of this MOU
- The timely submission of a written school district Transition Plan
- Implementation of the Transition Plan
- Promoting early and on-time K registration
- The timely submission of K registration data that provides information for those who register for kindergarten early (by June 30), on time (by the first day of school), and as of October 31 when there should be full registration numbers available
- **The communication with your district's Title I rep that the MOU is complete**



Signature and Date of School District Representative (SY 2022-2023, 2023-2024)

Signature and Date of School Board Representative (SY 2022-2023, 2023-2024)

Signature and Date of AIU Representative (SY 2022-2023, 2023-2024)

Revised 2/14/2023

**IDEA-Part B
Use of Funds
Agreement 2023-2024**

Sub-grant agreement for Implementation of Individuals with Disabilities Act – Part B, by and between Allegheny Intermediate Unit #3 (hereinafter called "IU") and SHALER AREA (hereinafter called "School District") enter into for the project period July 1, 2023 through June 30, 2024.

The School District hereby agrees and assures that:

- A. The development and execution of this agreement shall be in accordance with IDEA; program guides issued by USDE; guidelines and directives issued by Pennsylvania Department of Education; the terms of this agreement; and the provisions of the State IDEA Plan applicable to the period of this agreement. This agreement shall be subject to the provisions of all pertinent Federal and Pennsylvania laws, regulations, and standards, as outlined in the IDEA Contract between Allegheny Intermediate Unit #3 and the Pennsylvania Department of Education.
- B. Funds shall be used to support appropriate services to school age children who are eligible for services through these funds.
- C. School District must submit to the Intermediate Unit how IDEA pass through funds will be used. Any changes in use of IDEA pass through funds must be submitted to the Intermediate Unit by March 31, 2024.
- D. School District will maintain complete cost records of all expenditures made in association with this agreement, as well as employee, programmatic, statistical records, and supporting documents, those records to be available for inspection by a representative and/or auditor of the Intermediate Unit or Pennsylvania Department of Education.

The Intermediate Unit agrees to cooperate with the School District in resolving any proposed disallowances the auditors of the School District recommend as a result of audits, or any final audit disallowances imposed by the appropriate authorities. The Intermediate Unit shall not be held liable by the School District for such disallowed costs.

Payments will be contingent upon receipt of funds from the Pennsylvania Department of Education.

Dr. James Palmiero _____ Date _____
Assistant Executive Director for
Special Education and Pupil Services

School District Superintendent Signature Date _____

**Essentials of Firefighting @ Allegheny County Fire Academy
(0911)**

Credit Value: .5

Days per year: 14

Semester: Full Year

Prerequisites: None. Membership in Volunteer Fire Department strongly recommended

Open to Grade: 11, 12

In partnership with the Allegheny County Fire Academy, Essentials of Firefighting is offered to students interested in serving their communities within the volunteer fire service by learning entry level fire training, CPR, and first aid. While membership in a local volunteer fire company is highly recommended, it is not required.

Throughout the school year, students will be transported to the Allegheny County Fire Academy, located in North Park, and participate in classroom and hands-on course work to learn the knowledge and skills necessary to serve as an entry-level volunteer firefighter. Students have potential to earn industry-based credentials for completing Essentials of Firefighting Module 1, Module 2, Module 3, Haz-Mat, and CPR as well as scholarship opportunities through CCAC's FireVest program. Students enrolling in the program will maintain a typical high school schedule and be excused from Shaler Area High School on days the program is in session (12-14 days a year) throughout the school year.