Shaler Area School District



K-12 School Counseling Guidance Plan 2022-2025

# Shaler Area School District: School Counseling Plan

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# Counselor Component: Concepts 1-3

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

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| **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 rea 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 |  |  |  |  |

* 1. Role of the School Counselor

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| 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. |

## 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

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| --- | --- | --- | --- | --- |
| **Counselor Level: Primary** | **Domain 1**  **Planning and Preparation** | **Domain2**  **Environment** | **Domain3**  **Delivery** | **Domain4**  **Professional Development** |
|  | 1a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques  1b: Demonstrating Knowledge of Child and Adolescent  le: Development Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services | 2a: Creating an Environment of Respect and Rapport  2b: Supporting a Culture for Positive Mental Health and Leaming  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 |
| Id: Demonstrating Knowledge of Resources  le: Designing Coherent Service Delivery and School Counseling Program |  |  |  |
| 1f: Designing, Implementing and/or Utilizing Student Assessments |  |  |  |

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| **Counselor Level:**  **Elementary** | **Domain 1**  **Planning and Preparation** | **Domain2 Environment** | **Domain3 Delivery** | **Domain4**  **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  ld: 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 Leaming  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** | **Domain 1**  **Planning and Preparation** | **Domain2 Environment** | **Domain3 Delivery** | **Domain4**  **Professional Development** |
|  | **1**a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques  **1**b: Demonstrating Knowledge of Child and Adolescent  le: Development Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services  ld: Demonstrating Knowledge of Resources  le: 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 Leaming  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 |

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| --- | --- | --- | --- | --- |
|  | 1f: Designing, Implementing and/or Utilizing Student Assessments |  |  |  |
|  |  |  |  |  |
| * **Gounselor Level:**   **HigliScbool** | **nomliin''1 Plannfug and**  **..Preparation** | **Domain•2**  I  I **Environment** | **1i>omain•3**  **·Delivery** | ,,  **Domain·4**  **Professional**  I  **Devefop ent** |
|  | 1a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques  1b: Demonstrating Knowledge of Child and Adolescent  le: Development Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services  Id: 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 |

# Program Delivery Component: Concepts 4-9

## School Counseling Department Mission Statement

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| **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. |

1. 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** |
|  | **Direct Student Services Activities**  *(Include dates of school counseling initiatives or events, classroom* & *group activities, career or college nights* &, *schoolwide academic support events)* | **Indirect Student Services Activities**  *(Significant collaborations, leadership and advocacy activities)* | *(Defining, Managing, Assessing, Fair-Share Responsibilities)* |
| 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 |

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|  | 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 (l-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 4u, 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**  *(Include dates of school counseling initiatives or events, classroom & group activities, career, or college nights&. schoolwide academic support events)* | **Indirect Student Services Activities**  *(Significant collaborations. leadership, and advocacy activities)* | *(Defining, Managing, Assessing, Fair-Share Responsibilities)* |

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

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|  | 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 (6tl1 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**  *(Include dates of school counseling initiatives or events, classroom & group activities, career or college nights &, schoolwide academic support events)* | **Indirect Student Services Activities**  *(Significant collaborations, leadership, and advocacy activities)* | *(Defining, Managing, Assessing, Fair- Share Responsibilities)* |
| Ongoing Services | Individual counseling w/ students  New student transition planning | Collaboration with administrators, staff, and  parents | Trauma-Informed Team  Mental Health Task Force |
|  | Course registration and virtual classroom set-up | SWPBIS Team | Building-Level Crisis Team  Monthly staff meetings |

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

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| 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

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

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

|  |  |  |  |
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| 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/coliege applications  Individual failure meetings  Individual college/career planning 2nd 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 |

## Program Delivery by Tier and System Support:

**Ongoing Counselor Related Activity: Break Down by Building Bevels**

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| **Ongoing Counselor Related Activity PRIMARY SCHOOL** | **Curriculum (Tier I)** | **Responsive (Tier 2)** | Individual Academic/ Career Counseling | System Support:  Counselor Related | System Support:  Non- Counselor Related |
| **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:** |  |  |  | **X** |  |
| 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 |  |  |

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| --- | --- | --- | --- | --- | --- |
| 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** |  |

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| --- | --- | --- | --- | --- | --- |
| **Ongoing Counselor Related Activity ELEMENT ARY SCHOOL** | **Curriculum (Tier 1)** | **Responsive (Tier 2)** | Individual Academic/ Career Counseling | System Support:  Counselor Related | System Support:  Non-Counselor Related |
| **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** |  |

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| --- | --- | --- | --- | --- | --- |
| 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** |  |

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| **Ongoing Counselor Related Activity MIDDLE SCHOOL** | **Curriculum (Tier** I) | **Responsive (Tier 2)** | Individual Academic/ Career Counseling | System Support:  Counselor Related | System Support:  Non- Counselor  Related |
| **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** |  |  |

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| 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** |  |

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

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| 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 |  |
| SWPBISTeam |  |  |  | X |  |
| ES monthly meetings |  |  |  | X |  |
| Small groups |  | X |  |  |  |
| Parent meetings | X | X | X | X |  |
| ALL Stakeholder Collaborations |  |  |  | X |  |
| IEP meetings |  | X |  |  |  |

## Curriculum Action Plan Grade k-12:

**Program Scope and Sequence: Break down by grade level**

**Kindergarten Curriculum Action Plan**

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| 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/ |  |

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| 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 I.  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**

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| Classroom | B-SMS 7. | Counselor | Ongoing | 350 | Classroom: | School | DelVecchio- |  |
| Instruction: |  | Developed |  |  | Burchfield/ | Counselor | Marks/ |
| Calming |  | Materials |  |  | Marzolf/ |  | Kimmel/ |
| Tools/ |  |  |  |  | Reserve/ |  | Miller/ |
| Strategies |  |  |  |  | Scott |  | Swartz |
| Classroom | B-SMS 2. | "We Thinkers" | Ongoing | 350 | Classroom: | School | DelVecchio- |  |
| Instruction: |  | Social |  |  | Burchfield/ | Counselor | Marks/ |
| Whole Body |  | Thinking |  |  | Marzolf/ |  | Kimmel/ |
| Listening |  | Curriculum |  |  | Reserve/ |  | Miller/ |

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|  |  |  |  |  | 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:Bu rchfield/Marz olf/  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/Swart z |  |
| 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/Swart z |  |
| Classroom Instruction: Career | **M-4.**  B-LS 7.  13.l.3-  13.4.3 | Smart Futures | Ongoing | 350 | Classroom: Burchfield/ Marzolf/ Reserve/ Scott | School Counselor | DelVecchio- **Marks/** Kimmel/ Miller/ Swartz/Erb | Com pleti on of **Sma** rt Futu **res** Acti  **vity** |
| 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/Swart  z |  |

**Grade 2 Curriculum Action Plan**

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| Classroom | B-SMS 7. | Counselor | Ongoing | 350 | Classroom: | School | DelVecchio- |  |
| Instruction: |  | Developed |  |  | Burchfield/ | Counselor | Marks/ |
| Calming Tools/ |  | Materials |  |  | Marzolf/ |  | Kimmel/ |
| Strategies |  |  |  |  | Reserve/ |  | Miller/Swartz |
|  |  |  |  |  | Scott |  |  |
| Classroom | B-SMS 2. | **"We** | Ongoing | 350 | Classroom: | School | DelVecchio- |  |
| Instruction: |  | Thinkers" |  |  | Burchfield/ | Counselor | Marks/ |
| Whole Body |  | Social |  |  | Marzolf/ |  | Kimmel/ |
| Listening |  | Thinking |  |  | Reserve/ |  | Miller/Swartz |
|  |  | Curriculum |  |  | Scott |  |  |
| Classroom | **B-SS** 2. | Counselor | Ongoing | 350 | Classroom: | School | Delvecchio- |  |
| Instruction: | B-SS 8. | Developed |  |  | Burchfield/ | Counselor | Marks/ |
| Bully |  | Materials |  |  | Marzolf/ |  | Kimmel/ |
| Prevention/ |  |  |  |  | Reserve/ |  | Miller/Swartz |
| Conflict |  |  |  |  | Scott |  |  |
| Resolution |  |  |  |  |  |  |  |
| Classroom | B-SMS 9. | Red Ribbon | October | 350 | Classroom: | School | DelVecchio- |  |
| Instruction: Red Ribbon Week/Safety Day  Presentations |  | Week/ Safety Day materials |  |  | Burchfield/ Marzolf/ Reserve/ Scott | Counselor/ Community Safety Personnel | Marks/ Kimmel/ Miller/Swartz |
| Classroom | B-SS 2. | Counselor | November | 350 | Classroom: | School | DelVecchio- |  |
| Instruction: | B-SS 4. | Developed |  |  | Burchfield/ | Counselor | Marks/ |
| Grief |  | Materials |  |  | Marzolf/ |  | Kimmel/ |
| Awareness |  |  |  |  | Reserve/ |  | Miller/Swartz |
|  |  |  |  |  | Scott |  |  |
| Classroom | B-SMS 7. | Counselor | Ongoing | 350 | Classroom: | School | DelVecchio- |  |
| Instruction: | B-SS 5. | Developed |  |  | Burchfield/ | Counselor | Marks/ |
| Social Problem | B-SS 6. | Materials |  |  | Marzolf/ |  | Kimmel/ |
| Solving | B-SS 8. |  |  |  | Reserve/ |  | Miller/Swartz |
|  |  |  |  |  | Scott |  |  |
| Classroom | B-SS 4. | Counselor | January | 350 | Classroom: | School | Delvecchio- |  |
| Instruction: |  | Developed |  |  | Burchfield/ | Counselor | Marks/ |
| Acceptance/ |  | Materials |  |  | Marzolf/ |  | Kimmel/ |
| Diversity |  |  |  |  | Reserve/ |  | Miller/Swartz |
|  |  |  |  |  | Scott |  |  |
| Classroom | B-LS 1. | **"We** | Ongoing | 350 | Classroom: | School | DelVecchio- |  |
| Instruction: | **B-SMS** | Thinkers" |  |  | Burchfield/ | Counselor | Marks/ |
| Self-Regulation | 2.-6. | Social |  |  | Marzolf/ |  | Kimmel/ |
|  | **B-SMS** | Thinking |  |  | Reserve/ |  | Miller/Swartz |
|  | 10. | Curriculum |  |  | Scott |  |  |

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| Classroom Instruction: Career | M-4.  B-LS 7.  13.l.3-  13.4.3 | Smart Futures | Ongoing | 350 | Classroom: Burchfield/ Marzolf/ Reserve/  Scott | School Counselor | Delvecchio- Marks/ Kimmel/ Miller  Swartz/Erb | Completi onof **Smart** Futures  Activity |
| Classroom | B-SS 6. | Counselor | Ongoing | 350 | Classroom: | School | DelVecchio- |  |
| Instruction: | **B-SS** 2. | Developed |  |  | Burchfield/ | Counselor | Marks/ |
| Friendship/ |  | Materials |  |  | Marzolf/ |  | Kimmel/ |
| Social |  |  |  |  | Reserve/ |  | Miller/ |
| Competence |  |  |  |  | Scott |  | Swartz |

**Grade 3 Curriculum Action Plan**

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| Classroom  Instruction: | **B-LS** 3. | Counselor  Developed | Ongoing | 350 | Classroom:  Burchfield/ | School  Counselor | DelVecchio-  Marks/ |  |
| Study Skills/ |  | Materials |  |  | Marzolf/ |  | Kimmel |
| Organization |  |  |  |  | Reserve/ |  | /Miller/ |
|  |  |  |  |  | Scott |  | Swartz |
| Classroom | **B-SMS** 7. | Counselor | Ongoing | 350 | Classroom: | School | DelVecchio- |  |
| Instruction: |  | Developed |  |  | Burchfield/ | Counselor | Marks/ |
| Calming Tools/ |  | Materials |  |  | Marzolf/ |  | Kimmel/ |
| Strategies |  |  |  |  | Reserve/ |  | Miller/ Swartz |
|  |  |  |  |  | Scott |  |  |
| Classroom | **B-SMS** 2. | **"We** | Ongoing | 350 | Classroom: | School | DelVecchio- |  |
| Instruction: |  | Thinkers" |  |  | Burchfield/ | Counselor | Marks/ |
| Whole Body |  | Social |  |  | Marzolf/ |  | Kimmel/ |
| Listening |  | Thinking |  |  | Reserve/ |  | Miller /Swartz |
|  |  | Curriculum |  |  | Scott |  |  |
| Classroom | **B-SS** 2. | Counselor | Ongoing | 350 | Classroom: | School | DelVecchio- |  |
| Instruction: | **B-SS 8.** | Developed |  |  | Burchfield/ | Counselor | Marks/ |
| Bully |  | Materials |  |  | Marzolf/ |  | Kimmel/ |
| Prevention/Con |  |  |  |  | Reserve/ |  | Miller/ |
| flict Resolution |  |  |  |  | Scott |  | Swartz |
| Classroom | B-SMS 9. | Red Ribbon | October | 350 | Classroom: | School Counselor/ Community Safety Personnel | DelVecchio- |  |
| Instruction: Red |  | Week/Safety |  |  | Burchfield/ | Marks/ |
| Ribbon |  | Day materials |  |  | Marzolf/ | Kimmel/ |
| Week/Safety |  |  |  |  | Reserve/ | Miller/ |
| Day |  |  |  |  | Scott | Swartz |
| Presentations |  |  |  |  |  |  |
| Classroom | **B-SS** 2. | Counselor | November | 350 | Classroom: | School | DelVecchio- |  |
| Instruction: | **B-SS** 4. | Developed |  |  | Burchfield/ | Counselor | Marks/ |
| Grief |  | Materials |  |  | Marzolf/ |  | Kimmel/ |
| Awareness |  |  |  |  | Reserve/ |  | Miller/Swartz |
|  |  |  |  |  | Scott |  |  |

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

**Grade 4 Curriculum Action Plan**

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| :"' I=..  **0 fib l!**  **:**"**:**' **I 0** = **u**  "'"' **0** | .;  **s -e**  **0 OIi**  **Q u '8**  <**U 0*"'s***  . **Cl.l** | **ii·c:**  **-ua .G. I**  **·c: OIi**  ::; **,J**  **u** | **"Cl**  = ***i***  **j=**  **Cl.l** | **0**.... **l**=**l** ..  **.c**  **"C**=**l**  **41**,  **:it: :a OIi**  **Cl.l E-o** | =**.g**  **uOIi**  **0**  **i,,;i** | -**"tCi IJ"C**"**I**'  **0 • OIi**  ***.*i*:.1*u*i*'*s*8 *s* E-o Cl.l Cl.l** | **it**=**: rl**  **,ait** | I  **i**"'  **:ua**  **.s** |
| Back to School | M.3 | Building | August- | 294 | SAES | Building | Building |  |
| Night | B-SMS 7 | Developed | September |  |  | Administrato | Administrat |
|  | B-SMS | Materials |  |  |  | rs | or |
|  | 10. |  |  |  |  |  |  |
|  | B-SS 3. | Counselor |  |  |  | Grade Level | Grade Level |
|  | B-SS 8. | Developed |  |  |  | Counselors | School |
|  |  | Materials |  |  |  |  | Counselor |
|  |  |  |  |  |  | Teachers |  |
| Classroom | M.2;M.5 | Counselor | September | 294 | SAES | Grade Level | Grade Level |  |
| Guidance: | M.6 | Developed | -March |  |  | School | School |
| Study Skills | B-LS 3. | Materials |  |  |  | Counselor | Counselor |
|  | B-LS 4. |  |  |  |  |  |  |
|  | B-LS 6. |  |  |  |  |  |  |
|  | B-SMS 2 |  |  |  |  |  |  |
|  | B-SMS 3. |  |  |  |  |  |  |
|  | B-SMS 8. |  |  |  |  |  |  |

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|  | **B-SMS**  10.  B-SS 2-  3;6 |  |  |  |  |  |  |  |
| New Student | M2; 3; 6 | Building | August - | 294 | SAES | Grade Level | Grade Level |  |
| Orientation | B-LS 3. | Developed | September |  |  | School | School |
|  | B-LS 4. | Materials |  |  |  | Counselor | Counselor |
|  | B-LS 6. |  |  |  |  |  |  |
|  | B-LS 10. |  |  |  |  |  |  |
|  | B-SMS 7. |  |  |  |  |  |  |
|  | B-SS 2-3; |  |  |  |  |  |  |
|  | 8-9 |  |  |  |  |  |  |
| SWPB Lessons | **MI.** | PSWB Plan | August- | 294 | SAES | SWPBTeam | Grade Level |  |
|  | M.3 | and Materials | September |  |  |  | School |
|  | **M.6** |  |  |  |  |  | Counselor |
|  | B-LS 6. |  | Ongoing |  |  |  |  |
|  | B-SMS 1- |  |  |  |  |  | SWPB |
|  | 10. |  |  |  |  |  | Team |
|  | B-SS 2- 9. |  |  |  |  |  |  |
| Red Ribbon | **MI.** | Red Ribbon | October | 294 | SAES | Grade Level | Grade Level |  |
| Week | M2. | Week |  |  |  | School | School |
|  | **M3.** | Campaign |  |  |  | Counselor | Counselor |
|  | **MS.** | Materials |  |  |  |  |  |
|  | M6. |  |  |  |  |  |  |
|  | B-LS I. |  |  |  |  |  |  |
|  | B-LS 7. |  |  |  |  |  |  |
|  | B-SMS 1. |  |  |  |  |  |  |
|  | B-SMS 4. |  |  |  |  |  |  |
|  | B-SMS 7. |  |  |  |  |  |  |
|  | B-SMS 9. |  |  |  |  |  |  |
|  | B-SS 5-6. |  |  |  |  |  |  |
|  | B-SS 8-9 |  |  |  |  |  |  |
| Classroom | **MI.** | Counselor | November | 294 | SAES | Grade Level | Grade Level |  |
| Counseling: | M.6 | Developed | Ongoing |  |  | School | School |
| Problem | B-LS I. | Materials |  |  |  | Counselor | Counselor |
| Solving; | B-LS 7. |  |  |  |  |  |  |
| Decision | **B-SMS** 1. |  |  |  |  |  |  |
| Making | 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 | **MI.** | Counselor | November | 294 | SAES | Grade Level | Grade Level |  |
| Awareness | **M3.** | Developed |  |  |  | School | School |
|  | B-SMS 5. | Materials |  |  |  | Counselor | Counselor |
|  | B-SMS 6 |  |  |  |  |  |  |
|  | B-SMS 7. |  |  |  |  |  |  |

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|  | **B-SMS 8.**  B-SS 2.  B-SS 3.  B-SS 4. |  |  |  |  |  |  |  |
| Classroom | **M4.** | Smart Futures | Sept.-May | 294 | SAES | Business | Business | Comple |
| Guidance; | **MS.** |  |  |  |  | Education | Education | tion of |
| Career | M6. |  |  |  |  | Teacher | Teacher | Smart |
|  | CEW |  |  |  |  |  | Grade Level | Futures |
|  | 13.1.5 |  |  |  |  |  | School | Activity |
|  | 13.2.5 |  |  |  |  |  | Counselor |  |
|  | 13.3.5 |  |  |  |  |  | Career |  |
|  | 13.4.5 |  |  |  |  |  | Readiness |  |
|  |  |  |  |  |  |  | Counselor |  |
| Classroom | **M2** | Counselor | January- | 294 | SAES | Grade Level | Grade Level |  |
| Guidance; | M3. | Developed | February |  |  | School | School |
| Shining Stars; | **M6** | Materials |  |  |  | Counselor | Counselor |
| Anti-Bullying; | B-LS 1-2; |  |  |  |  |  |  |
| Equity | 4 |  |  |  |  |  |  |
| Inclusion | B-LS 6. |  |  |  |  |  |  |
| Belonging | B-LS 9 |  |  |  |  |  |  |
|  | B-SMS 1- |  |  |  |  |  |  |
|  | 10. |  |  |  |  |  |  |
|  | B-SS 2-9 |  |  |  |  |  |  |

**Grade S Curriculum Action Plan**

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| Back to | M.3 | Building | August- | 291 | SAES | Grade Level | Grade Level |  |
| School Night | B-SMS 7 | Developed | September |  |  | School | School |
|  | B-SMS | Materials; |  |  |  | Counselor | Counselor |
|  | 10. | Counselor |  |  |  |  |  |
|  | B-SS 3. | Developed |  |  |  |  |  |
|  | B-SS 8. | Materials |  |  |  |  |  |
| Classroom | M.2;M.5 | Counselor | September- | 291 | SAES | Grade Level | Grade Level |  |
| Guidance: | M.6 | Developed | March |  |  | School | School |
| Study Skills | B-LS 3. | Materials |  |  |  | Counselor | Counselor |
|  | B-LS 4. |  |  |  |  |  |  |
|  | B-LS 6. |  |  |  |  |  |  |
|  | B-SMS 2 |  |  |  |  |  |  |
|  | B-SMS 3. |  |  |  |  |  |  |
|  | B-SMS 8. |  |  |  |  |  |  |
|  | B-SMS |  |  |  |  |  |  |
|  | 10. |  |  |  |  |  |  |
|  | B-SS 2-3;6 |  |  |  |  |  |  |
| New Student | M2; 3; 6 | Building | August - | 291 | SAES | Grade Level | Grade Level |  |
| Orientation | B-LS 3. | Developed | September |  |  | School | School |
|  | B-LS 4. | Materials |  |  |  | Counselor | Counselor |
|  | B-LS 6. |  |  |  |  |  |  |
|  | B-SMS 7. |  |  |  |  |  |  |
|  | B-SS 2-3; |  |  |  |  |  |  |
|  | 8-9 |  |  |  |  |  |  |
| SWPB | Ml. | PSWB Plan | August- | 291 | SAES | Grade Level | Grade Level |  |
| Lessons | M.3 | and Materials | September |  |  | School | School |
|  | M.6 |  |  |  |  | Counselor | Counselor |
|  | B-LS 6. |  | Ongoing |  |  |  |  |
|  | B-SMS |  |  |  |  |  |  |
|  | 10. |  |  |  |  |  |  |
|  | B-SS 2- 9 |  |  |  |  |  |  |
| Red Ribbon | Ml. | Red Ribbon | October | 291 | SAES | Grade Level | Grade Level |  |
| Week | M2. | Week |  |  |  | School | School |
|  | M3. | Campaign |  |  |  | Counselor | Counselor |
|  | MS. | Materials |  |  |  |  |  |
|  | M6. |  |  |  |  |  |  |
|  | 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 |  |  |  |  |  |  |
| Classroom | Ml. | Counselor | November | 291 | SAES | Grade Level | Grade Level |  |
| Counseling: | M.6 | Developed | Ongoing |  |  | School | School |
| Problem | B-LS 1. | Materials |  |  |  | Counselor | Counselor |
| Solving | B-LS 7. |  |  |  |  |  |  |

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| 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 | **Ml.** | Counselor | November | 291 | **SAES** | Grade Level | Grade Level |  |
| Awareness | **M3.** | Developed |  |  |  | School | School |
|  | **B-SMS** *5.* | Materials |  |  |  | Counselor | Counselor |
|  | **B-SMS** 6 |  |  |  |  |  |  |
|  | **B-SMS** 7. |  |  |  |  |  |  |
|  | **B-SMS 8.** |  |  |  |  |  |  |
|  | **B-SS** 2. |  |  |  |  |  |  |
|  | **B-SS** 3. |  |  |  |  |  |  |
|  | **B-SS** 4. |  |  |  |  |  |  |
| Classroom | **M4.** | Smart | Sept-April | 291 | SAES | Business | Grade Level | Completion |
| Guidance: | **M5.** | Futures |  |  |  | Education | School | of Smart |
| Career | M6. |  |  |  |  | Teacher | Counselor | Futures |
|  | CEW |  |  |  |  |  | Career | Activity |
|  | 13.1.5 |  |  |  |  |  | Readiness |  |
|  | 13.2.5 |  |  |  |  |  | Counselor |  |
|  | 13.3.5 |  |  |  |  |  |  |  |
|  | 13.4.5 |  |  |  |  |  |  |  |
| Classroom | M2 | Counselor | January- | 291 | SAES | Grade Level | Grade Level |  |
| Guidance; | M3. | Developed | February |  |  | School | School |
| Shining Stars; | M6 | Materials |  |  |  | Counselor | Counselor |
| Anti-Bullying; | B-LS 1-10 |  |  |  |  |  |  |
| Equity | B-LS 6. |  |  |  |  |  |  |
| Inclusion | B-SMS 1- |  |  |  |  |  |  |
| Belonging | 10. |  |  |  |  |  |  |
|  | B-SS 2-3; |  |  |  |  |  |  |
|  | 5-9 |  |  |  |  |  |  |

**Grade 6 Curriculum Action Plan**

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| SWPB Lessons | M 1. | PSWB Plan | August- | 294 | SAES | SWPBTeam | Grade Level |  |
|  | M.3 | and | September |  |  |  | School |
|  | M.6  B-LS 6.  B-SMS | Materials | Ongoing |  |  |  | Counselor |
|  | 110. |  |  |  |  |  |  |
|  | B-SS 2- 9. |  |  |  |  |  |  |
| Back to School | M.3 | Building | August- | 294 | SAES | Building | Building |  |
| Night | B-SMS 7 | Developed | September |  |  | Administrators | Administrator |
|  | B-SMS 10. | Materials |  |  |  |  |  |
|  | B-SS 3. |  |  |  |  |  |  |

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|  | B-SS 8. | Counselor Developed Materials |  |  |  | Grade Level Counselors  Teachers | Grade Level School Counselor |  |
| New Student | M2; 3;6 | Building | August - | 294 | SAES | Grade Level | Grade Level |  |
| Orientation | B-LS 3.  B-LS 4.  B-LS 6. | Developed Materials | September |  |  | School Counselor | School Counselor |
|  | B-LS 10. |  |  |  |  |  |  |
|  | B-SMS 7. |  |  |  |  |  |  |
|  | B-SS 2-3; |  |  |  |  |  |  |
|  | 8-9 |  |  |  |  |  |  |
| Classroom | M2.-3. | Varies | September | 294 | SAES | Grade Level | Grade 6 |  |
| Guidance: | **B-SMS** 1 |  |  |  |  | School | School |
| Kindness/Gratitude | B-SS 2. B-  ss 4.-5 |  |  |  |  | Counselor | Counselor |
|  | B-SS 10. |  |  |  |  |  |  |
| Red Ribbon Week | **MI.** | Red | October | 294 | SAES | Grade Level | Grade Level |  |
|  | M2. | Ribbon |  |  |  | School | School |
|  | M3.  MS.  M6.  B-LS 1. | Week Campaign Materials |  |  |  | Counselor | Counselor |
|  | B-LS 7. |  |  |  |  |  |  |
|  | B-SMS 1. |  |  |  |  |  |  |
|  | B-SMS 4. |  |  |  |  |  |  |
|  | B-SMS 7. |  |  |  |  |  |  |
|  | B-SMS 9. |  |  |  |  |  |  |
|  | B-SS 5-6. |  |  |  |  |  |  |
|  | B-SS 8-9 |  |  |  |  |  |  |
| Classroom | M.2; M.5 | Counselor | September | 294 | SAES | Grade Level | Grade Level |  |
| Counseling: | M.6 | Developed | -March |  |  | School | School |
| Study Skills | B-LS 3.  B-LS 4. | Materials |  |  |  | Counselor | Counselor |
|  | B-LS 6. |  |  |  |  |  |  |
|  | B-SMS 2 |  |  |  |  |  |  |
|  | B-SMS'3. |  |  |  |  |  |  |
|  | B-SMS 8. |  |  |  |  |  |  |
|  | B-SMS 10. |  |  |  |  |  |  |
|  | B-SS 2-3·6 |  |  |  |  |  |  |
| Grief Awareness | **MI.** | Counselor | November | 294 | SAES | Grade Level | Grade Level |  |
|  | M3. | Developed |  |  |  | School | School |
|  | B-SMS 5.  B-SMS 6 | Materials |  |  |  | Counselor | Counselor |
|  | B-SMS 7. |  |  |  |  |  |  |
|  | B-SMS 8. |  |  |  |  |  |  |
|  | B-SS 2. |  |  |  |  |  |  |
|  | B-SS 3. |  |  |  |  |  |  |
|  | B-SS 4. |  |  |  |  |  |  |
| Classroom | **MI.**  **M.6**  B-LS I.  B-LS 7.  B-SMS 1.  B-SMS 4. | Counselor | November | 294 | SAES | Grade Level | Grade Level |  |
| Counseling: | Developed | Ongoing |  |  | School | School |
| Problem | Materials |  |  |  | Counselor | Counselor |
| Solving |  |  |  |  |  |  |
| Decision |  |  |  |  |  |  |

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| Making | B-SMS *5.*  B-SMS 6.  B-SMS 7.  B-SS 2.  B-SS 3.  B-SS.5  B-SS.6 |  |  |  |  |  |  |  |
| Classroom | M2 M3. **M6**  B-LS 1-10  B-LS 6.  B-SMS 1-  10.  B-SS 2-3;  5-9 | Counselor | January- | 294 | SAES | Grade Level | Grade Level |  |
| Guidance; Shining | Developed | February |  |  | School | School |
| Stars; | Materials |  |  |  | Counselor | Counselor |
| Anti-Bullying; |  |  |  |  |  |  |
| Equity |  |  |  |  |  |  |
| Inclusion |  |  |  |  |  |  |
| Belonging |  |  |  |  |  |  |
| Classroom | CEW | Smart | September | 294 | **SAES** | Computer | Computer | Completio |
| Guidance: | 13.1.8 | Futures | -May |  |  | Science | Science | n of Smart |
| Career | 13.2.8  13.3.8  13.4.8 | **PA** Career Zone |  |  |  | Teacher | Teacher  Grade Level School | Futures Activity |
|  |  |  |  |  |  |  | Counselor |  |
|  |  |  |  |  |  |  | Career |  |
|  |  |  |  |  |  |  | Readiness |  |
|  |  |  |  |  |  |  | Counselor |  |
| 6th to 71h | **A:Al.1,** 2, | Pamphlets; | April- | 294 | SAES |  | Grade 6 |  |
| Transition | 3,4,5  A:A2.l,2, 3 M.3;M.6 B-SS 2-3 | Student videos/ PowerPoint  ; Flag  Sheets; | May |  | **SAMS** | School Counselor |
|  |  | Math |  |  |  |  |
|  |  | Placement |  |  |  |  |
|  |  | Exams |  |  |  |  |
| 3rd to 4th Grade | A:Al.l, 2, | Flag | April- | 294 | SAES |  | Grade 6 |  |
| Transition Process | 3,4,5 | Sheets; | August |  | Primary | School |
|  | A:A2.l, 2,  M.3;M.6  B-SS 2-3. | Meeting Notes  Building |  |  | Buildings | Counselor |
|  |  | Visits |  |  |  |  |
|  |  | Tours |  |  |  |  |

**Grade 7 Curriculum Action Plan**

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| 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 |

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|  | Ml- 6  B-LS 7,10 |  |  |  |  | 7  Teachers |  | Futures Activity |
| Foundations/Smart Futures | CEW  13.2.8 B, C  Ml- 6  B-LS l, 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.l.8 A Ml, 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  Ml- 6  **BSMS5**  B LS l | Budgeting | Ongoing | 305 | Foundation Classrooms | Foundati on 7 Teachers | Career Readiness Counselor | Completion of Smart Futures **Activity** |
| Foundations/Smart Futures | **CEW** 13.l.8A,H Ml- 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 | **Ml**  M6  B-LS4 BSMS5 | Counselor Developed Materials | Ongoing | Varies | Classrooms, Comfort Room | **Q&A** for students | MS School Counselors |  |
| Orientation Day for transition grades | CEW13.l.8 M3&6  B-SS 3  B- SS 8  B- SMSlO | Video Intro of Guidance | August | Varies | Middle School | Teaching staff Review & Students | Classroom teachers, MS School Counselors,  Administratio  n |  |
| Curriculum Night | M3&6 B-SS 3  B- SS 8  B- SMSlO | Table Display of Guidance Resource Materials | September | Varies | Guidance Office | Parents and students | Classroom teachers, MS School Counselors,  Administration |  |
| Welcome-SWPBS- Kindness Lesson | Ml M6  B-LS4  BSMS5 | Counselor Developed Materials | September |  | School Counselors | Students | MS School Counselors |  |
| Red Ribbon week activities | CEW  13.l.8 B M5&6 B-LS  1,2,3,7 | Spirit Campaign to highlight the  week including | October | Varies | School Wide | Survey for students | MS School Counselors |  |

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|  | **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 13.1.8F **M4,6** B-LS  4, 6, 7, 8, 9 | Course Description Book/Cours e Selection Sheet/White  Board | May | varies | Classrooms | **Q&A** for students | MS School Counselors |  |
| 6th grade to 7th Step-up Day | CEW  13.1.8 F M3,6 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

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| Career Readiness Class | CEW  13.1.8 C  13.3.8 F  M. 1 -6 B-LS9 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 |

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| Career Readiness Class | CEW 13.4.8C  M. I -6 B-LS9 B-LS6  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. I -6 **B-SM7 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. I -6  B-LS 7 B- LS I **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 | **Ml** | Counselor developed  materials | Daily virtual  meets | vanes | Weekly virtual  sessions | Counselor  initiated student poll | MS School Counselors |  |
| Personal/ Social Classroom Groups |  | Varied- Counselor developed materials | On-Going | vanes | Comfort room or library or Classroom | Counselor Q&Aw/ 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 | vanes | Comfort room or Classroom or library | Counselor Q&Aw/ students & Post survey  w/ students | MS School Counselors |  |
| Curriculum Night | M3&6 B-SS 3  **B- SS 8**  B-  **SMSI0** | Table Display of Guidance Resource Materials | September | Varies | Counseling Office | Counselor Parents and students | MS School Counselors |  |

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| Red Ribbon Activities | M5&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 presentatio ns | 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 ofdav** |
| 8th to 9th  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 13.1.8A**  **13.1.8H** | Course Description Book/Course  Selection Sheet | March | 305 | Science Classrooms | Counselor Q&Aw/ Student | HS School Counselors |  |
| Scheduling Classroom Presentations | CEW 13.l.3A  13.1.8 | Course Description Book/Course  Selection Sheet | **May** | 305 | 6thgrade  Classrooms | Counselor Q&Aw/  6thgrade  Students | MS School Counselors |  |

**Grade 9 Curriculum Action Plan**

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| New student  orientation | **M3**  B SS 3 | Schedule  Agenda | August  through | 30 | HS I  Counseling | School Counselor | School  Counselor |  |
|  |  | iPad | May |  | Office |  |
|  |  | calendar |  |  |  |  |
| Curriculum night | 13.1.11  **B-LS 1**  **M4** | Course selection  sheets | Sept and Feb | 1400 | **SAHS** | School Counselor | School Counselor  I Administrators  I Teachers |  |
|  |  | Computer |  |  |  | Administrators |
|  |  | Post-secondary |  |  |  |  |
|  |  | information |  |  |  | Teachers |
|  |  | Trifold with |  |  |  |  |
|  |  | profile |  |  |  |  |
|  |  | information |  |  |  |  |

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| Testing | 13.1.11 | Internet | August | 325 | **HS** | School | School |  |
| instruction and | B-LS 7 | Score reports | through |  | Counseling | Counselor | Counselor |
| Review | B-LS 9 |  | June |  | Office |  |  |
| Keystone |  |  |  |  |  |  |  |
| 9th grade | 13.3.11 | Jeopardy | August | 325 | Rm 214 | School | School |  |
| orientation | 13..3.11 | computer game |  |  | LGI | Counselor | Counselor |
|  | M3 |  |  |  |  |  |  |
|  | B-SS 1 |  |  |  |  | Social | Social Worker |
|  | B-SS 3 |  |  |  |  | Worker |  |
| Scheduling | 13.1.11 | Scheduling ppt | February | 955 | Virtual | School | School |  |
| presentation | **B-SMS** | Course request |  |  |  | Counselor | Counselor |
|  | 10 | sheets |  |  |  |  |  |
|  | B-SS 1 |  |  |  |  |  |  |
|  | B-LS 7 |  |  |  |  |  |  |
| 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 | 13.1.11 | PowerPoint | March | 307 | **SAMS** | School | School |  |
| Scheduling | **B-SS 3** | presentation |  |  | Auditorium | Counselor | Counselor |
| meeting | **B-SMS** | Projector |  |  |  |  |  |
|  | 10 | Course |  |  |  |  |  |
|  |  | Selection |  |  |  |  |  |
|  |  | Worksheets |  |  |  |  |  |
| North | 13.1.11 | Internet | October | 1400 | LaRoche | Students, | Post- |  |
| Pittsburgh/ | 13.2.11 | Attendance | February |  | Univ | parents, post- | secondary |
| **NACAC** | **M4** | verifications |  |  | PGHConv | secondary | institutions |
| College |  | Announce |  |  | Center | institutions |  |
| fair |  | Google |  |  |  |  |  |
|  |  | Classroom |  |  |  |  |  |
| Career | 13.1.11 | Smart Futures | Aug-May | 307 | **SAHS** | **HS** Teachers | Career | Completion |
| Readiness | 13.2.11 | See section 9 |  |  |  |  | Readiness | of Smart |
| lessons | 13.3.11 | for grade band |  |  |  |  | Counselor | Futures |
| 13.4.11 | activities |  |  |  |  |  | **Activity** |
| Virtual Learning  Basics | B-LS 5 | Google Suite Gmail | On-going | 296 | **SAHS** | HS Teachers | HS Teachers |  |
| High school | **M3** | Activities/ | September | 296 | Freshmen | Freshmen | Freshmen |  |
| orientation | **B-LS** 10 | Clubs |  |  | Forum | Forum | Forum |
|  | **B-SMS** | Grad |  |  | Class | teachers | Teachers |
|  | 10 | requirements/ |  |  |  |  |  |
|  | **B-SS** 2 | grad grid |  |  |  |  |  |
|  |  | **SWPBIS** |  |  |  |  |  |
|  |  | Library and |  |  |  |  |  |
|  |  | Building tour |  |  |  |  |  |

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| Study Skills | M2M6 B-LS 3  B-SMS 3 | Time  management Organization | Ongoing | 296 | Freshmen  Forum Class | Freshmen Forum  teachers | Freshmen Forum  Teachers |  |
|  | B-SMS 6 | Group work |  |  |  |  |  |
|  | B-SS 7 | Test/essay prep |  |  |  |  |  |
|  |  | Research/ |  |  |  |  |  |
|  |  | plagiarism |  |  |  |  |  |
| Human Relations and social skills | B-SS 2  B-SS *5*  B-SS 6  B-SS 8 | Team building Conflict Resolution  Decision | Ongoing | 296 | Freshmen Forum Class | Freshmen Forum teachers | Freshmen Forum Teachers | Completion of Smart Futures Activity |
|  | B-SS 9 | making |  |  |  |  |  |  |
| Interpersonal | B-SS 1 | Elements of | Ongoing | 296 | Freshmen | Freshmen | Freshmen | Completion of Smart Futures Activity |
| communication | B-SS 6 | communication |  |  | Forum | Forum | Forum |
|  | B-SMS 6 | Types of |  |  | Class | teachers | Teachers |
|  |  | speeches |  |  |  |  |  |
|  |  | Minimizing |  |  |  |  |  |
|  |  | speech anxiety |  |  |  |  |  |

**Grade 10 Curriculum Action Plan**

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| New student 1  orientation | 13.1.11  M 3  B-SS 3 | Schedule Agenda  iPad | August through  May | 30 | HS I  Counseling  Office | | School Counselor | School Counselor |  |
|  |  | calendar |  |  |  | |  |  |
| Curriculum | 13.1.11 | Course | Sept and | 1400 | **SAHS** |  | School | School |  |
| night | 8-LS 1  M4  M3  8-SS 3 | selection sheets Computer  Post-secondary  information | Feb |  |  |  | Counselor  Administrators | Counselor  Administrators |
|  |  | Trifold with |  |  |  |  | Teachers | Teachers |
|  |  | profile |  |  |  |  |  |  |
|  |  | information |  |  |  |  |  |  |
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| Testing | 13.1.11  M 4  M *5*  B-LS 7  B-LS 9  B-LS 3  B-SMS 2  B-SMS 3  B-SMS4 | Test books Internet Score reports | August | I 353 | HS | | School | School |  |
| instruction | through |  | Counseling | | Counselor | Counselor |
| and | June |  | Office | |  |  |
| Review |  |  |  | |  |  |
| PSAT, SAT, |  |  |  | |  |  |
| AP |  |  |  | |  |  |
| Scheduling  presentation | 13.1.11 I Scheduling ppt  Ml | | February | I *955* | Virtual | | I School  Counselor | School  Counselor |  |

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|  | **B-SMS**  10 | Course request sheets |  |  |  |  |  |  |
| Bridge Placement Review | 13.2.l l  13.3.l l 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.l.ll 13.2.11 **M4**  B-LS 10  B-LS 7  B-LS 9 | Internet Attendance verifications Announce Google  Classroom | October February | 1400 | LaRoche Univ PGHConv Center | School Counselors, Students, Parents | Post- secondary institutions |  |
| Transcript review | 13.l.l l B-SMS 6  B-SMS 7  B-SMS 5  **B-SS6** | Transcripts | August- June | 353 | **SAHS** | School Counselors | School Counselors |  |
| Beattie presentations | 13.l.ll B-SS l **MS M6** | Beattie course descriptions PowerPoint Projector | January | 353 | **SAHS**  Rm 214 | School Counselors Students, Beattie Staff,  Administrators | School Counselors Beattie Counselors |  |
| Beattie field trip | 13.l.ll  **B-SS** l  **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 | **Ml**  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 l class | Health l teachers | Health l teachers |  |
| Mental health | **M2 M6**  B-SMS 2 | Self esteem Communication skills  Mental and emotional  health | Oct/Feb | 318 | Health l class | Health l teachers | Health l teachers |  |
| Stress/coping with loss | B-SMS 7  B-SS 4 | Stress Coping with loss  Suicide  prevention | Nov/ March | 318 | Health l class | Health l teachers | Health l teachers |  |

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| Relationships | B-LS 9 B-SMS I B-SMS 9  B-SS 2  B-SS 8  B-SS 9 | Building responsible relationships Coping with pressures | Jan/May | 318 | Health I class | Health I teachers | Health I 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

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| New student orientation | 13.1.11  **M3**  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-LSl M4 M3  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  M4  **MS**  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, Administrato rs, Teachers | School Counselors, Administrator Teachers |  |
| Scheduling presentation | 13.1.11  Ml  B-SMS 10 | Scheduling ppt Course request  sheets | Februar y | *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 |  |

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| North Pittsburgh/ NACAC  College fair | 13.l.ll  13.2.l l M4  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.l.ll  **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.l.ll B-SS l 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.l.l l **M4 M2 M5**  B-SS 3 | 3R Prep presenter Agenda | Septem ber | 630 | Virtual | School Counselor | School Counselors |  |
| Financial aid parent  presentation | 13.3.l l  13.l.ll **B-SS** 3 **M4**  **B-LS** 9 | Financial aid ppt  Financial aid handouts | May | 347 | Virtual | School Counselors, **PHEAA**  Representati v  e | School Counselors, **PHEAA**  Representative |  |
| Career Readiness lessons | 13.l.ll  13.2.l l  13.3.l l  13.4.ll | 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 I 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**

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| New student orientation | 13. l.l l M3  B-SS 3 | Schedule  Agenda iPad | August  through May | 10 | HS  Counseling Office | School Counselors | School Counselors |  |

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|  |  | calendar |  |  |  |  |  |  |
| Curriculum night | 13.l.ll B-LSl M4 M3  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.l.l l M4 MS  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.l.ll 13.2.11 M4  B-LS 7  B-LS 9  B-LS 10 | Internet Attendance verifications Announce Google  Classroom | October February | 1400 | LaRoche Univ PGHConv Center | School Counselors, Student, Parent | School Counselors |  |
| Transcript review | 13.l.l l 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  I | School Counselors, PHEAA  Representative | School Counselors |  |
| Career Readiness lessons | 13.l.ll 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 |

1. Annual Program Goals:

**LEVEL: PRIMARY** Years(s) 2022-2023

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| --- | --- | --- | --- |
| Smart Format | Academic | Career | Social/Emotional |
| GOAL | Increase student achievement as demonstrated by decreased numbers of 3rd 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? | 3rd grade students are behind in academic expectations due to lack of Foundation instruction in 3rd 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 | 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 3rd 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). |
| will we measure the effectiveness of our interventions? |
| **A**TI AINABLE: What | 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. |
| outcome would stretch us but is still attainable |
| RES ULTS: 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 3rd grade year. | By the end of each academic year |

**LEVEL:ELEMENTARY** Years(s) 2022-2023

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| 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. |

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| SPECIFIC: 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. |
| MEASURABLE: **How** | Counselors will review grades, attendance, and available additional data. | By the end of 5th 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). |
| will we measure the effectiveness of our interventions? |
| ATTAINABLE: What | 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. |
| outcome would stretch us but is still attainable |
| RESULTS: 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. |
| TIMELINE: When will our goal be accomplished? | As measured by end of the year grades, attendance and available data. | By the end of student's 5th grade year. | By the end of each academic year. |

**LEVEL: MIDDLE SCHOOL Year(s) 2022-2023**

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| 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. |
| SPECIFIC: 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. |
| **MEASURABLE: How** | 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. |
| will we measure the effectiveness of our interventions? |

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|  |  | have 6 artifacts in their Career Plan Portfolio by end of 8th grade. |  |
| ATTAINABLE: What | 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 gth grade student to review the career plan/portfolio. | Logistics of implementing and analyzing the universal mental health and/or social emotional screening tool. |
| outcome would stretch us but is still attainable? |
| RES ULTS: 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 8th 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 8th grade year. | By the end of each academic year. |

**LEVEL: HIGH SCHOOL** Years(s) 2022-2023

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| Smart Format | **Academic** | **Career** | **SociaVEmotional** |
| 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 | Counselors **will** review grades, attendance, and available additional data. | By the end of 11th 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) |
| will we measure the effectiveness of our interventions? |
| ATTAINABLE: What | 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 11th grade student to review their career plan/portfolio. | Logistics of implementing and analyzing a universal mental health and/or social emotional screening tool. |
| outcome would stretch us but is still attainable |

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| RESULTS: 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. | Number of 11th grade students who have a career portfolio and 20 artifacts. | Review specific student data including office referrals/ SAP referrals/attendance and grade reports. |
| TIMELINE: When will our goal be accomplished? | As measured by end of the year results report. | By the end of 11th grade year. | By the end of each academic year. |

1. 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:Hll**  **Career Awareness** | **1CEW:B:2**  **Career A'.cqU:isition:** , | **CEW: ,13;3**  **Career Retention·** | . **CEW:'i'3.4**  **-Entrepreneurship•** |
| •J |  |  |  |
| ***K*** | *"Clothesline Clues to Jobs People Do"/My Port(plio Activity* |  |  |  |
| *(Career Day)* |
| *I* | *Activity 4: Using What You Learn in School (Career Day)*  *Activity 7: Changing Roles (SEL)* | *Activity 5: Cooperation in Group Settings (SEL)* | *Activity 5: Cooperation in Group Settings (SEL)*  *Activity 7: Changing Roles (SEL)* |  |
| *2* | *Activity I: My Interests Activity 4: Using What You Learn in School*  *(Career Day)* | *Activity 5: Cooperation in Group Settings (SEL)* | *Activity 5: Cooperation in Group Settings (SEL)*  *Activity 6: Successful Attitudes and Work* |  |

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|  | *Activity 6: Successful Attitudes and Work Habits (Organization/Time Management/Work Habits Unit)*  *Activity 7: Changing Roles (SEL)* |  | *Habits (Organization/Time Managemellf/Work Habits Unit)*  *Activity 7: Changing Roles (SEL)*  *Activity 8: How Money Is Used (Math unit- spring)*  *Activity 9: Lifelong Learning (CD-Intro. Activity)* |  |
| *3* | *Activity 2: Community Roles (Career Day)*  *Activity 3: Preparation for Careers (Career Day)*  *Activity 15: The Importance of Planning (Goal Setting)* | *Activity 5: Cooperation in Group Settings (SEL)*  *Activity 12: Researching Job Opportunities (Career Day-group activity)*  *Activity 13: Writing a personal letter (Time Capsule)*  *Activity 15: The Importance of*  *Planning (Goal Setting)* | *Activity 5: Cooperation in Group Settings (SEL)*  *Activity 14: How to Be an Ultra Good Listener*  *Activity 15: The Importance of Planning (Goal Setting)* | *Activity JO: What is Entrepreneurship Activity 11: Character Traits of Entrepreneurs* |
| *4* | *Interests and Abilities Six Career Paths*  *What Is a Career Plan? Choosing a Career* | *Applying Successful Work Habits*  *What is a career Plan?* | *Interests and Abilities Cooperation in Group*  *Settings II*  *My Personal Schedule Applying Successful*  *Work Habits* | *Risks and Rewards of Entrepreneurship* |
| *5* | *Career Training Programs*  *Workplace Roles and Stereotypes* | *Speaking Skills Writing a Business*  *Letter Researching Job*  *Opportunities Workplace Roles and*  *Stereotvves* | *Speaking Skills Budgeting* | *Character Traits of Real Entrepreneurs*  *Steps in Creating a good or Service* |
| *6* | *Career Clusters and Pathways 1* | *Resume Activity Conflict Resolution* |  |  |
| 7 |  | *Goal Setting* | *Goal Setting*  *My Learning Stvle* |  |
| *8* | *!vfv interest S11111ey 1*  *!vfv Work Values S11rve\_1/*  *Knowledge. Skill. Abilizv S11111ey1*  *Changing Workplace*  *Exp/ore Your CTE* | *Resume Activity Conflict Resolution Career Research Career Acquisition*  *Documents* | *Changing Workplace* | *Learning from Entrepreneurs* |
| *9* | *New Thinking About Career Success*  *Mv Personalitv Tvve* | *Job Application* | *My Personality Type* | *New Thinking About Career Success* |

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| --- | --- | --- | --- | --- |
|  | *Preparation.for Careers'*  *Abilities and Aptitudes Personal Interests Career Clusters and*  *Pathways 1*  *Experiencing Careers While Skill in School* |  |  |  |
| *JO* |  | *Active Listening* | *Active Listening Personal Budget* | *The Entrepreneur Within* |
| *11* | *Selecting Your Career Goal 1*  *My Programs and Majors1*  *My Schools and Colleges Su111ey 1*  *Multiple Intelligences Review "My Plan" and*  *"My Portfolio"* | *Job Interviews* |  |  |
| *12* |  | *Resume Upload Worlmlace Exveriences* | *Skills Badges* |  |

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**

|  |  |
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| **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. |

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| 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 | 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** | . 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 | . I have a solid understanding of how money works. (13.3.3 D) |

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|  | . 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 | . 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 | 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) |

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|  | . I can explain the parts of my career plan and portfolio. (13.1.5 G)  . I can explain the parts ofmy career plan and portfolio. (13.2.5 D)  . I understand the factors that influence career choices. (13. l.5 E)  . I understand different reasons why people choose the career they  do. (13.l.5 F) |
| Grade 5 | . 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.l.5 C)  I understand how changing roles impact lifelong learning and career retention and advancement. (13.3.5 F)  . |
| Grade 6 | I have explored the 16 career clusters and understand how similar careers are grouped. (13.l.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) |

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|  | . I have identified my personal interests and identified careers that  match me. (13.1.8 B) |
| Grade 7 | . 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 | I set clear goals to help me with my time management. (13.2.8 E)  . 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 modem 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 | . 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) |

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|  | I have identified careers that match my knowledge, skills and abilities. (13.l.l l A)  I have identified my personal interests and careers that match my personality. (13. l.l l.B)  I have identified career clusters that are a good fit for me (13.l.ll.E)  I have Chosen a Career Cluster that matches me. (13. l.l l.G)  I have identified things I've done or can do now that can prepare me for career success. (13. l.l l. 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) |

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**Student Development of their Plan:**

**Interventions and decisions by students and families during each grade**

|  |  |
| --- | --- |
| **3. Parental** & **Guardian Engagement** | **What strategies will be used to inform parents/guardians**  **to engage them in the Academic/Career Plan and Portfolio process for their children?** |
| Level of Parent &  Guardians | Awareness and Engagement Strategies |
| Elementary Parents &  Guardians | Students will share their K-3 Activity Journal with their parents. Students will share their 4-5 Activity Journal with their parents. |
| Middle School Parents &  Guardians | 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. |
| High School Parents &  Guardians | 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. |

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| **4. Faculty/Administrator Engagement:** | **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?** |
| Level of Educators & Administrators | Awareness and Engagement Strategies |
| Overall | 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. |

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|  | | 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 and 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 PQrtfolio**

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.l.l l.D. |
| Career Acquisition Documents | Place to store documents related to acquiring employment including resume, references, cover letter, letters ofrecommendation. 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. |
| **HONORSAND 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. |
| SCHOOLWORK | Stores schoolwork that demonstrates the application of meaningful skills in the workplace. |

Click link to view a sample: K-12 Career Portfolio

1. Stakeholder Engagement: Components 10-11

## 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 P11rents/Guardians benefit from the K-12  ,Guidance Program | | How Pilr!!nts/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 aboutA.W. Beattie and post- secondary options | Discuss the many options for post- secondary education. | 13.l | 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.l | 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.l | 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.l | 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 | l: l Conferencing Beattie Fieldtrip Beattie Presentation  Scheduling Presentation Curriculum Expo College visits to **HS** Military visits to HS | Process/ Performance | Ongoing |

## School Counseling Program Advisory Council

### First Meeting Date: Second Meeting Date:

**Stlilceholder Group**

**Sl'UDEN:r** '

**Name**

I **Title,&10r2anization1** I

'

**PARENl'&·GUARDIAN,·** '

#### EDUCATOR.&ADMINISTRATOR

!Abby Maher

]Peter Hughes

Kristen Maher rI'BD

TBD TBD TBD

Nuket Curran

~

Dr. Sean Aiken Dr. Bryan O'Black Dr. Kathi Graczyk Eloise Milligan Cindy Foht

Venice Piveronas JoAnne Townsend Kathy Newport Denise Erb

Beth Zelinko Chuck Roades Kristi Coleman Maryann Swartz Brvan Marree Merritt McDaniel Roger Rech Eileen Phillips

Middle School Student High School Student

''

Reg. Ed. Parent Beattie Parent GATE Parent Title I Parent

Special Education Parent Rotary and Business Member

Superintendent

Assistant Superintendent Director of Student Services Curriculum Director Primary Principal Elementary Asst. Principal High School Asst. Principal Social Worker/ SAP

K-12 Career Readiness Counselor Elementary School Counselor High School Counselor

Middle School Counselor Primary School Counselor HS Teacher

MS teacher

HS Teacher- Transition Coordinator SASD School Board Director

#### BUSINESS:&'€OMMUNITY

* C•

Lori Cable Maria Kitay Stacey Martin Katie Powers Jodina Hicks Maggie Giel

Ingrid Kalchthaler Melissa Mason Sharon McRae Phillip Little Jackie Foor Carolyn Pschirer rica Cochran

Rotary Club/Cable Orthodontics Anchorpoint Counseling Ministry Anchorpoint Counseling Ministry Volunteers of America Volunteers of America

Big Brother/Big Sisters

Shaler North Hills Community Library Shaler North Hills Communitv Library Shaler North Hills Community Library PA Attorney General's Office -Safety Consortium for Public Education [North Hills Community Outreach North Hills Community Outreach

|  |  |  |
| --- | --- | --- |
|  | !Dirk Lesnett | Elfinwild Presbyterian Church |
|  | [Pastor JJ Lvnn | Emmanuel Lutheran Church |
|  | !Frank Spiker | SA Resource Officer |
|  | Sara Goodyear | Beattie Tech |
|  | !Eric Heasley | Beattie Tech |
| **POST-SECONDARY** '' |  | ' |
|  | !Barry Duerr | University of Pittsburgh |
|  | oseph Guiffre | Duquesne University |
|  | Caitlin Engle | Robert Morris University |
|  | lfBD | Carlow University |
| **[B** | **D** | Chatham University |
|  | [Angel Sanchez | LaRoche College |
|  | (Jim Bender | CCAC |
|  | TBD | Rosedale Technical College |
|  | **TBD** | Pittsburgh Technical College |
|  | TBD | Bidwell Training Center |
|  | James Smith | Military |
|  | Amv Sawdey | PHEAA |

1. Career Pathway Awareness: Components 12-13
2. Career and Postsecondary Resources Supporting the CEW Standard Strands and Career Pathways (or Clusters)

**Sixteen Career €lusters'**

..

**nll[!s://www,acteonline.or career0clusters-2/**

Hospitality & Tourism Human Services Information Technology

Law, Public Safety, Corrections, & Security Manufacturing

Marketing

Science, Technology, Engineering, &

Mathematics

Transportation, Distribution, & Logistics

Agriculture, Food & Natural Resources Architecture & Construction

Arts, A/V Technology, & Communications Business Management & Administration Education & Training

Finance

Government & Public Administration Health Science

* 1. Career Awareness & Planning
  2. Career Acquisition
  3. Career Retention
  4. Entrepreneurship

**CEWStrands**

#### ORGANIZA TI0NS AND AGENCIES

|  |  |  |
| --- | --- | --- |
| ·Intennediai:y Org zations:.*Connecting, Collaborating, Conveni11g,0rggnizµtions* | | |
| 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) |
|  |  | 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 |

|  |  |  |
| --- | --- | --- |
|  |  | 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 Org!lfilzations: *Otganiiatfons•that repreyent a 101:ge,group*** *of* ***busin s o,:gar,fzati!)ns ,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 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 11Community ,& State | ,1©\_rg z tions: *Ag ncies r,epr:es.enting commun1ty 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€oritacts: | *.Cbntacts-acqu'ired tlfrough* | *-networ.king1and,,interaction* | | | |
| -- | | | | |  |
| 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 | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1Community & Busines,Ns 1eetings: *Meetings, ,which-bring* | | *·cross/community members together to promote* | |
| *g,;owth to.further a,cause* | | | |
| 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 Event*,*s*C*: *onferences, W.or hops; Grand Openings* | | |
| 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 (Leaming 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 BasediLinks, *Webs'ites educating* | | | | | *.othetsrand promoting ca* | | *\_,:eer* | *.development and'r,elated topics* ' | | | | | |
| - | | | | | | | | | | | |  | |
| Resources | | | | | | CEW Strand(s) 13.X | | | Career Cluster or District  Pathway | | | | |
| Smart Futures | | | | | | 13.1, 13.2, 13.3, 13.4 | | | All Career Clusters | | | | |
|  | JNiedia | (& .Adv:ertisfug: *Various* | *,mar.ketingmethods ihat.pro,vide contacts, car.eer* | | | | | | | *,awar,eness,.* | *-rideas* | | *,and* I |
| *workfor.ce'in*., *for,mation'* I | | | | | | | | | | | | | |
| Resources | | | | | | CEW Strand(s) 13.X | | | Career Cluster or District Pathway | | | | |
| Consortium for Public Education | | | | | |  | | | All Clusters | | | | |
| :miolication-& Bbcuments:1 *Hari/*  ! | | | | *fcopymtitei:ials* | | *,that offer contacts aha,* | | *career/wo,:k/orce informdtion* | | | | | |
| Resources | | | | | | CEW Strand(s) 13.X | | | Career Cluster or District Pathway | | | | |
| Penn State Readiness Institute | | | | | |  | | | All Clusters | | | | |

**Post-Secondary Options**

|  |  |  |
| --- | --- | --- |
| Postsecondary Options: *Colleges; Apprentice.ships, Milztqry, 1Vocatio\_nal Tr:aining* | | |
| 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 |

## 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 | Every 9 weeks |  | Middle School | Mrs. McDaniel | Mrs. McDaniel |  |
|  | -Beattie Website: Choose *5* Areas of Study (of interest) |  |  |  |  |
|  | -Comic Strip/Google Slides |  |  |  |  |
|  | -Beattie Wall |  |  |  |  |

**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 | Student  Parent |  |  |
|  |  |  |  | Digital Career Education Resource | Mrs. Erb (support) |
| K-12 | Smart Futures | On- | all | Smart Futures | Classroom | HS |  |
|  |  | going |  | online activities | teachers | counselors |
|  |  |  |  |  |  | Mrs. Erb |
|  |  |  |  |  |  | Mrs. |
|  |  |  |  |  |  | Milligan |

**EDUCATOR AWARENESS:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Intervention, Program, or Eve11,t** | **Start** &  **End Dates** | **#Of**  **Educators** | **Location** | **Stakeholder Delivering** | **Contact Person** | **Indicator** |
| K-12 | Smart Futures | Aug- |  | Shaler | Classroom | Eloise |  |
|  |  | May | Area | Teachers | Milligan |
|  |  |  | School |  | Mrs. Erb |
|  |  |  | District |  | Jon Dolny |
|  |  |  |  |  | Lynn |
|  |  |  |  |  | Williams |

475 East Waterfront Drive

M 9l )

Homestead, PA 15120

(412) 394-5700

[www.aiu3.net](http://www.aiu3.net/)

Educatlonal Opponunltles • Innovative Solutlons • Leadership Excellence

**AIU Transition Memorandum of Understanding**

The Allegheny Intermediate Unit Head Start and Pre-K Counts Programs, In partnership with the

Trying Togeth the United Way of Southwest PA, agree to support best practices in transition to kindergarten with the -...+..-..:aaa:..1-..-+.........\_. ..::;\_ 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 /amllles, transition events, report enrollment numbers***

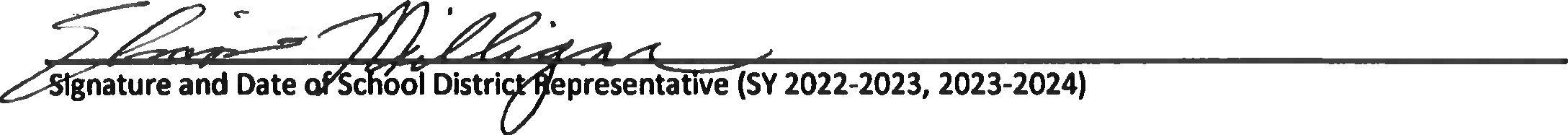
This MOU fulfills the HiSI and state and federal requirements for kindergarten transition under the Every Student Succeeds Act/Title I. This MOU will be revisited and updated annually.

**AIU Best Practice Deliverables Include:**

* Hosting and participating in HiSI Leadership monthly meetings
* Hosting HiSI 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
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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

We maximize educational opportunities for all learners by responding to the needs of our community

with leading-edge, high-quality, cost-effective programs and services.

### 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 *SHIJ fJa.EA* (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:

1. 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.
2. Funds shall be used to support appropriate services to school age children who are eligible for services through these funds.
3. 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.
4. 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

Assistant Executive Director for Special Education and Pupil Services

Date

School District Superintendent Signature Date

**Essentials of Firefighting @ Allegheny County Fire Academy**

##### (0911)

**Days per year:** 14

**Credit Value:** .5

**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.