

K-12 School Guidance Plan

March 2025

Bloomensburg Area School District



School District

Chapter 339 Counseling Plan

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1. School Counselors & Assignments

Counselor Name	School	Ratio
Ann Kostiuk akostiuk@bloomsd.k12.pa.us	Bloomsburg Area Middle School 570-784-9100	1:259
Amanda Lombardo alombardo@bloomsd.k12.pa.us	W.W. Evans Elementary/Beaver-Main Elementary 570-784-3167	1:346
Makayla Snyder msnyder@bloomsd.k12.pa.us	Memorial Elementary School 570-784-7885	1:422
Jami Fisher jfisher@bloomsd.k12.pa.us	Bloomsburg Area Middle/High School 570-784-9100/570-784-6100	1:214
Tammy Mrozek tamrozek@bloomsd.k12.pa.us	Bloomsburg Area High School 570-784-6100	1:175
Brian McNamara bmcnamara@bloomsd.k12.pa.us	Bloomsburg Area High School 570-784-6100	1:175
Anne Eaton aeaton@bloomsd.k12.pa.us	Bloomsburg Area School District 570-784-7885	1:35
Marguerite Yanoshak myanoshak@bloomsd.k12.pa.us	Bloomsburg Area School District 570-784-9100	1:35
Chris Blockus cblockus@bloomsd.k12.pa.us	Memorial Elementary 570-784-7885	1:422

2. Role of the School Counselor

Role	Level	Evidence of Role
Leader	Elementary	Facilitate the creation and implementation of school-wide PBIS program, identifying supporting staff and roles as well as teaching/training building staff for implementation of program; develop and implement weekly K-5 classroom lessons on SEL/Career topics according to ASCA/PA CEW standards; actively participate in/facilitate SAIPs, Standardized testing, gifted screening and testing, 5th-6th grade transition, K transition
	Middle	<p>Modify the comprehensive K-12 Counseling Plan that follows PA Academic Standards for Career Education and Work (CEW) and ASCA standards</p> <p>Promotes safe learning environments for all students that are also welcoming. Implementation and oversight of school-wide PBIS program and committee to promote safe learning environments.</p> <p>Utilize student data to help make appropriate changes to their program. Examples include standardized test scores, program evaluation, attendance rates, suspension rates, group counseling pre-and-post test results, program feedback, surveys, and other forms of data.</p> <p>Continue to serve on improvement teams related to the welfare of students. Examples include Project Echo, Wake Up and Learn, SAP Team, grade-level transition teams for elementary to middle school and middle school to high school, middle grade level teams, and other collaborative opportunities as formed by administration and/or the school counselor.</p> <p>Continue to respond to community needs based on feedback from the advisory council and community partners.</p>
	High School	<p>Develop and deliver "Future Ready" programming to all high school students.</p> <p>Actively participant in the following programs/processes: SAP, Co-Operative Education, Academic Affairs Committee, SAIP, home/school visitation, Occupational Advisory Committee.</p> <p>Modify the comprehensive K-12 Counseling Plan that follows PA Academic Standards for Career Education and Work (CEW) and ASCA standards</p> <p>Team Leads in the following: Blended Program , 504 Plans, Child Study, HS Standardized Testing, Wake-up and Learn, Luzerne County Community College, Liaisons for Post-secondary Institutions, Employers, Military, outside mental/behavioral health organizations, juvenile probation and community services.</p>

Advocate	Elementary	Consults with classroom teachers, administration, and parents to advocate for student needs and system needs to improve student outcomes, actively identifies students in need of support as a part of Child Study, develop 504 plans and accommodations, administer Climate Surveys and lead data teams, implementing changes and interventions in responses to patterns and student needs
	Middle	<p>Proactively striving to create equitable access to educational, personal/social and career exploration opportunities to all students.</p> <p>Identifying, responding, and addressing students' needs.</p> <p>Identifying and collaborating with community resources that can be utilized to meet student needs and bolster student achievement.</p> <p>Participating on child study/school-based MTSS, Tier 1, 2, and 3 intervention teams (SAP, MTSS, attendance, 504/IEP/GIEP teams)</p> <p>Provide support for student learning through incentive plans, such as school climate, Check-in/Check-outs, and academic progress planning.</p> <p>Identify and recommend building-wide interventions, such as tutoring programs, mentoring programs, new student transition programs, and new student orientation meetings.</p> <p>Ensure the academic, social/emotional, and career development of all students.</p> <p>Collaborate with others within and outside of the school community to address the holistic needs of students.</p>
	High	<p>Identify and assist students who struggle academically, socially or emotionally and get them connected to appropriate resources.</p> <p>Continually strive to create a positive learning environment for students by implementing programs, resources, and procedures that will benefit student well-being.</p> <p>Help students engage in college and career exploration, enroll in rigorous courses, and participate in extracurricular activities, so that all students are seen as competitive candidates when graduating from high school.</p> <p>Participate on SAP, Child study, SAIP, and 504/IEP teams.</p>
Collaborator	Elementary	Participates as a member of the Child Study team and offers insights on student and available interventions/resources within the school to assist in student identification, supports teachers with implementing interventions; collaborates with community mental/behavioral health organizations and providers; collaborates with parents on providing appropriate interventions and supports.
	Middle	Provide a comprehensive School Counseling Program that engages the educational community to ensure that all students benefit from the program.

		<p>Share resources with teachers which includes articles, speakers, professional development opportunities, new research, and other ideas.</p> <p>Provide parents/guardians with resources to enhance the academic and career opportunities.</p> <p>Refer students and families to community agencies and resources to provide social and emotional supports.</p> <p>Communicate available resources to all stakeholders through counseling, school-level biogs and in each counseling office.</p> <p>Maintain an open communication forum to foster consultation and professional dialogue with families and colleagues.</p> <p>Serve actively as a collaborator on school leadership teams.</p> <p>Team with staff to provide professional development that enhances student success.</p> <p>Work with school administrators' and teachers to make informed decisions concerning systemic or building needs.</p> <p>Provide parents with information that enhances and strengthens their child's academic, career success and personal development.</p> <p>Work with community agencies, businesses and higher education organizations to promote career and college readiness.</p>
	High	<p>Work with all HS teachers and departments to identify student needs and develop plans to address gaps..</p> <p>Lead Child Study meetings identifying areas of need for individual students/teachers.</p> <p>Provide feedback/information to admissions counselors at post-secondary institutions which will help students explore and connect with them.</p> <p>Develop positive relationships with parents and guardians to enhance the school and home connection.</p> <p>Communicate with parents and guardians to assist with academic and emotional needs of students.</p> <p>Communicate with parents and guardians to create awareness of community programming that will strengthen students academic, social and emotional development.</p> <p>Assist outside agencies when developing student plans.</p>
Systemic Change Agent	Elementary	<p>Identifies patterns, trends and areas of need based on available data such as student surveys and PBIS programs, works to bring these areas to the attention of administration and staff, support and provide Tier 2 services to students identified as "at risk" behaviorally/academically, member of local counseling organization, participate in regular professional development to ensure best practice processes; consult with local counselors, mentoring school counselor candidates,</p>
	Middle	<p>Gather and review data to support the need for change.</p> <p>Remove any and all barriers to academic achievement.</p> <p>Implement support interventions needed to ensure all students graduate and prepared for college and career success.</p> <p>Connect the design, implementation, and management of the school counseling program to the mission of the school.</p>

		<p>Identify and examine the critical data elements such as grades, test scores, attendance, promotion rates, special education enrollment, discipline, and referral data.</p> <p>Narrow down which students are not succeeding by disaggregating the aforementioned data to discover populations with achievement gaps.</p> <p>Educate stakeholders as to the counselor's efforts to improve the data.</p> <p>Identify realistic goals and create action plans for students in collaboration with teachers and support teams.</p> <p>Consult with administration to bring about needed program changes.</p> <p>Identify realistic goals and create action plans for students in collaboration with professional staff.</p> <p>Utilize school climate intervention strategies to promote a positive and safe learning environment.</p> <p>Enlist the support of stakeholders through advisory council.</p>
	High School	<p>Collect data from the following stakeholders to determine areas where change is necessary. Administration, Faculty/Staff, Students, Parents and community members.</p> <p>Identify students that are at risk academically, socially and emotionally and develop plans to assist them in reaching their potential.</p> <p>Collaborate with students, parents, and teachers to develop graduation success plans.</p> <p>Connect students with opportunities that will enhance their academic, social and emotional goals.</p> <p>Collaborate with post secondary partners to develop activities which will engage students and promote future career mobility and satisfaction.</p> <p>Partner with administration to create a positive academic environment where all students have access and opportunity.</p> <p>Connect the design, implementation and management of the school counseling program to the mission of the school.</p> <p>Continually participate in professional development opportunities.</p>

3. Job Description linked to the Counselor Evaluation Process

Counselor Level	<u>Domain 1</u> <i>Planning and Preparation</i>	<u>Domain 2</u> <i>Environment</i>	<u>Domain 3</u> <i>Delivery</i>	<u>Domain 4</u> <i>Professional Development</i>
Elementary	2, 4,7, 9, 10, 14, 15	8, 9, 13, 15	1, 2, 4, 7,8, 9, 10, 11, 14, 15	12
Middle	2, 3, 4, 5, 6, 8, 17, 18	15	1, 2, 3, 5, 6, 7, 8, 12, 14, 15, 16, 17	18
High School	2,3,4,5,6,10,11,13,17,18	15	1,2,3,5,6,7,8,9,10,11,12, 13,14,16	18
School Counselor: Mental Health Specialist	1,4,3,2,7, 8, 12, 13,14 ,, 15, 16, 17, 18	18	1, 5, 6, 8, 9, 10, 11, 14, 15, 16, 17, 18	7, 18

JOB DESCRIPTION

TITLE: ELEMENTARY GUIDANCE COUNSELOR

QUALIFICATIONS: Possesses proper teaching certificate (Elementary School Counselor) as directed by the Bureau of Teacher Certification, Pennsylvania Department of Education

REPORTS TO: Building Principal

JOB GOAL: To assist students, administrators, educational staff, and parents in overcoming students' problems which would otherwise prevent optimal academic, emotional, and social development.

PERFORMANCE DUTIES AND RESPONSIBILITIES:

1. In conjunction with the building principal, initiate parent/teacher/counselor conferences in order to better assess the academic problems of students.
2. Monitor each student's progress.
3. Maintain and safeguard school records for each student.
4. Organize a multi-disciplinary team meeting whenever a teacher or parent requests a psycho-educational evaluation for a student. Work with school psychologist and special education teachers to implement findings of the same.
5. Assist in administering the testing program, update necessary reports, and enter data.
6. Interpret results of standardized testing to teachers, students, and parents.
7. Maintain career resource materials and assist students in using these resources.
8. Be available for every student who wishes to see a counselor. Provide an atmosphere of trust and confidentiality for any student. Provide a supportive environment for students experiencing personal problems.
9. Provide support to classroom teachers in regard to student behavior and academic performance.
10. Coordinate, organize, and manage group counseling through development of a classroom guidance program.
11. Provide support for students with special needs so that they may continue their educational program.
12. School counselors may work summer hours at the contracted hourly rate as approved by the administration.
13. Maintain confidentiality of student/classroom.
14. Aid in the coordination, administration, and interpretation of DIAL testing, 4Sight and 4Sight testing.
15. Aid in the coordination of Kindergarten orientation and fifth-grade graduation.
16. Perform other duties as assigned by the building principal.

SELECTION: Appointment shall be made by the Board of School Directors following the recommendation of the Superintendent.

EVALUATION: Performance to be evaluated at least annually by the building principal.

TERMS OF EMPLOYMENT: 202-day work year, with salary and benefits as per the Professional Employees' Contract. Summer work as needed, paid at the hourly rate, as per the Professional Employees' Contract.

JOB DESCRIPTION

TITLE: SECONDARY GUIDANCE COUNSELOR

QUALIFICATIONS: Possesses proper teaching certificate (Secondary School Counselor) as directed by the Bureau of Teacher Certification, Pennsylvania Department of Education

REPORTS TO: Building Principal

JOB GOAL: To assist students, administrators, educational staff, and parents in overcoming students' problems which would otherwise prevent optimal academic, emotional, and social development.

PERFORMANCE DUTIES AND RESPONSIBILITIES:

1. Assist students in schedule planning and course selection.
2. Initiate parent/teacher/counselor conferences in order to better assess the academic problems of students.
3. Monitor each student's progress by keeping a record of credits earned and by reviewing progress reports four times a year and report cards four times a year.
4. Maintain and safeguard school records for each student.
5. Organize a multi-disciplinary team meeting whenever a teacher or parent requests a psycho-educational evaluation for a student. Work with school psychologist and special education teachers to implement findings of the same.
6. Assist in administering the testing program.
7. Interpret results of standardized testing to teachers and students.
8. Maintain career resource materials and assist students in using resources.
9. Assist students with the completion of college applications.
10. Maintain an on-going scholarship file.
11. Host college admissions representatives and armed services representatives in the Guidance Office for the purpose of meeting with students.
12. Act as a liaison between the school and community in developing resources to meet the needs of students, parents and teachers.
13. Provide information on SAT Workshops and Financial Aid Workshops for college bound students and their parents.
14. Assist in the selection of students for awards and scholarships.
15. Be available for every student who wishes to see a counselor. Provide an atmosphere of trust and confidentiality for any student. Provide a supportive environment for students experiencing personal problems.
16. Serve as a member of the BASE team.
17. Provide support for students with special needs so that they may continue their educational program.
18. Guidance counselors may work summer hours at the contracted hourly rate as approved by the administration.
19. Perform other duties as assigned by the administration.

SELECTION: Appointment shall be made by the Board of School Directors following the recommendation of the Superintendent.

EVALUATION: Performance to be evaluated at least annually by the building principal.

TERMS OF EMPLOYMENT: 202-day work year, with salary and benefits as per the Professional Employees' Contract. Summer work as needed, paid at the hourly rate, as per the Professional Employees' Contract.

JOB DESCRIPTION

TITLE: School Counselor: Mental Health Specialist

QUALIFICATIONS: Possesses proper teaching certificate as directed by the Bureau of Teacher Certification, Pennsylvania Department of Education

REPORTS TO: Director of Special Services

JOB GOAL: To provide social skill development strategies through small group and individual instruction for students who demonstrate or have been identified with emotional, social, and/or behavioral weaknesses. This individual will provide a variety of mental health services in support of children, adolescents, and their families, including case management, counseling, and/or assisting in the implementation of appropriate treatment or service plans.

PERFORMANCE DUTIES AND RESPONSIBILITIES:

1. Conduct formal and informal assessments of student functioning, developmental history, family and community structure, interpersonal relationships, adaptive behavior, and cultural factors that may influence learning.
2. Use student, family, school, and community assessments to develop appropriate interventions to improve student learning.
3. Develop student-based plans consistent with curriculum, student needs, strengths, social and cognitive functioning, and cultural experiences.
4. Assist in the planning of therapeutic, remedial, and behavioral modification activities.
5. Provide direct services to students, including individual and group therapy, counseling, and educational and informational programs.
6. Provide supportive case work to children and their families, including parent education and self-advocacy.
7. Participate in staff/teacher meetings, in-service trainings, conferences, and workshops.
8. Participate as a team member of the Student Assistance Program (SAP).
9. Deliver/present in-service activities to staff when requested.
10. Provide parent counseling and training to help them acquire the necessary skills to support the implementation of their child's specialized Individualized Educational Plan (IEP) and/or 504 Plan.
11. Assist students and their families in gaining access to formal and informal community resources.
12. Consult with stakeholders to facilitate an understanding of factors in a student's home, education agency, and community that affect their educational experience.
13. Consult and collaborate with other district personnel, parents, and community resources in areas that impact student learning (e.g. mental health, behavior management, school safety, diversity, crisis management, child abuse and neglect).
14. Work with individuals, groups, and organizations to develop programs and systems that promote student welfare and achievement.
15. Promote collaboration among community health, mental health, and welfare service providers and facilitate greater access to these services for students and their families.
16. Participate in interagency panels to assist effective integration of services to students and/or families.

17. Assist in the coordination and implementation of the district's bullying prevention programs and positive school wide behavior programs.
18. Perform other duties as assigned by the principal, supervisor, or superintendent.

TERMS OF EMPLOYMENT: 202-day work year, with salary and benefits as per the Professional Employees' Contract. Summer work as needed, paid at the hourly rate, as per the Professional Employees' Contract.

4. Counseling Department Mission Statement

District Mission Statement
<p>The mission of the Bloomsburg Area School District is to prepare its students to become contributing, responsible citizens and life-long learners with the ability to adapt and to succeed in a competitive world.</p>
K-12 School Counseling Mission Statement
<p>The mission of the Bloomsburg Area School District Counseling Department is to provide a comprehensive developmental counseling program that is committed to reciprocally aiding students, parents, and the business/postsecondary community by providing programming that meets the objectives adopted in the Pennsylvania Career Education and Work Standards. We will challenge all students academically, equip all students personally and socially, and prepare all students for a successful future in both college and career endeavors.</p>

5. W.W. Evans and Beaver Main Elementary Program Calendar & 6. Program Delivery

Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
August					
Academic:	<p>Complete DIAL administration for incoming K, analyze and share results</p> <p>Assisting in class placement decisions</p> <p>Introduce skills for success such as active listening and responsibility with PAWS program</p>	<p>Identifying students in need of academic supports</p> <p>Identifying students in need of academic supports</p> <p>Participate in IST/CST teams</p> <p>Assist with implementing strategies/accommodations as needed.</p> <p>Attend IEP/team meetings as needed/requested</p> <p>Supporting families with attendance/engagement and collaborating in SAIP creation</p> <p>Assist with completion and return of assessment paperwork from providers (Vanderbilt forms, etc)</p>	<p>Identifying struggling students, collaborating with classroom teachers on academic strategies for success</p>	<p>Analyze and provide feedback on DIAL testing</p> <p>Manage building records</p> <p>Develop materials for community and family stakeholders at back to school events- K orientation and family night</p>	<p>Notify staff of 504 plans</p> <p>Develop and manage building 504 plans</p>
Career:	<p>Introduce communication, time management, work ethic skills embedded in PAWS/PBIS program</p>	<p>Supporting students in goal setting, responsibility, work ethic, collaboration/communication skills as needed</p>	<p>Identifying struggling students, collaborating with classroom teachers on responsibility and executive functioning skills for success</p>		
Social/Emotional:	<p>Facilitate PBIS team to develop and implement PBIS intro lessons school-wide.</p>	<p>Support individual students with transition back to school/classroom; conducting</p>	<p>Develop rapport with all students through lunches, breakfasts, and morning welcomes</p>	<p>Collaborate with teachers on successful strategies to support individual and groups</p>	<p>Daily lunch duties, daily bus/dismissal duty 5.5 hours/week</p>

		<p>observations, providing check-ins.</p> <p>Refer families to community/mental health agencies as appropriate</p>	<p>Provide check in support for behavior to support learning and academic goals</p>	<p>of students to provide seamless transition</p> <p>Facilitate PBIS kick-off and teaching of expectations</p>	
September					
Academic:	<p>K-5 lessons in listening skills, responsibility, communication, problem solving, goal setting and skills for success</p> <p>Navigate 360 curriculum</p>	<p>Assist in identifying students in need of accommodations for benchmark and diagnostics testing</p> <p>Identifying students in need of academic supports</p> <p>Participate in IST/CST teams</p> <p>Assist with implementing strategies/accommodations as needed</p> <p>Attend IEP/team meetings as needed/requested</p> <p>Supporting families with attendance/engagement and collaborating in SAIP creation</p> <p>Assist with completion and return of assessment paperwork from providers (Vanderbilt forms, etc)</p>	<p>Conduct building-wide climate surveys to identify individual student needs and follow up with these students 1:1</p> <p>Provide 1:1 counseling to develop learning and academic skills at parent/teacher/student request</p> <p>Advocate and plan for student accommodations for successful state testing</p> <p>Gifted screening on as needed basis</p>	<p>Sharing patterns and trends from climate surveys with administration and faculty/staff to facilitate change where needed</p> <p>Manage building records</p>	<p>Develop and manage building 504 plans</p>
Career:	<p>K-5 classroom in responsibility collaboration/cooperation, and connecting learning to future success</p>	<p>Supporting students in goal setting, responsibility, work ethic, collaboration/communication skills as needed</p>	<p>Encourage and identify individual interests and strengths awareness of career options in 1:1 counseling as needed/referred by teachers, parents, students</p>	<p>Teach expected behaviors such as attendance, respect from perspective of future workplace expectations as well as school</p>	
Social/Emotional:	<p>Coordinate PBIS program- facilitate building PBIS teams, develop and implement school-wide rewards, coordinate and</p>	<p>Identification of Tier 2 needs/students in PBIS program/small groups</p> <p>Develop and support implementation of</p>	<p>Develop rapport with all students through breakfast/lunch/morning welcome</p> <p>Identify student needs and support</p>	<p>Participate in back to school night/open house</p> <p>Facilitate monthly PBIS rewards for students</p>	<p>Daily lunch duties, daily bus/dismissal duty 5.5 hours/week</p>

	<p>implement school store for individual rewards</p> <p>Develop and implement K-5 social/emotional lessons - Navigate 360 curriculum</p> <p>Administer and analyze 1st school-wide SEL screener/survey</p>	behavior plans as needed	<p>individuals in 1:1 counseling, teacher collaboration, parent conferences, and support services referrals</p> <p>Develop rapport with all students through lunches, breakfasts, and morning welcomes</p> <p>Administer Climate Survey</p>		
October					
Academic:	<p>K-5 lessons and activities in teamwork/ collaboration, compromise, responsibility, healthy choices for success at school, technology use</p>	<p>Identifying students in need of academic supports</p> <p>Participate in IST/CST teams</p> <p>Assist with implementing strategies/ accommodations as needed</p> <p>Attend IEP/team meetings as needed/requested</p> <p>Supporting families with attendance/ engagement and collaborating in SAIP creation</p> <p>Assist with completion and return of assessment paperwork from providers (Vanderbilt forms, etc)</p>	<p>Provide 1:1 counseling to develop learning and academic skills at parent/teacher/ student request</p>	<p>Red Ribbon Week coordination</p> <p>Bully prevention week coordination</p> <p>Attend and support family night at Book Fair</p> <p>Manage building records</p>	<p>Develop and manage building 504 plans</p>
Career:	<p>K-5 lessons in technology use and healthy choices supporting positive work ethic/ responsibility (i.e. sleep and morning routines, healthy eating, exercise, water, avoiding harmful substances)</p>	<p>Supporting students in goal setting, responsibility, work ethic, collaboration/ communication skills as needed</p>	<p>Encourage and identify individual interests and strengths awareness of career options in 1:1 counseling as needed/referred by teachers, parents, students</p>	<p>Coordinate career and future activities and highlight careers supporting healthy communities as part of Red Ribbon Week</p>	

	K-5 classroom in responsibility collaboration/cooperation, and connecting learning to future success				
Social/Emotional:	<p>Coordinate PBIS program- facilitate building PBIS teams, develop and implement school-wide rewards, coordinate and implement school store for individual rewards</p> <p>Develop and implement K-5 social/emotional lessons - Navigate 360 curriculum</p>	<p>Identification of Tier 2 needs/students in PBIS program/small groups based on survey and other data sets</p> <p>Develop and support implementation of behavior plans as needed</p> <p>Facilitate K-5 SEL small groups as needed based on teacher provided/data indicated needs</p>	<p>Identify student needs and support individuals in 1:1 counseling, teacher collaboration, parent conferences, and support services referrals</p> <p>Analyze and meet with individual students based on Climate Survey results.</p>	<p>Coordinate building Red Ribbon Week activities</p> <p>Coordinate building Holiday Help program</p> <p>Sharing patterns and trends from climate surveys with administration and faculty/staff to facilitate change where needed</p> <p>Develop and implement monthly "Coffee with the Counselor" to promote family education and support</p>	Daily lunch duties, daily bus/dismissal duty 5.5 hours/week
November					
Academic:	<p>Classroom lessons in communication and cooperation</p> <p>Navigate 360 curriculum</p>	<p>Identifying students in need of academic supports</p> <p>Participate in IST/CST teams</p> <p>Assist with implementing strategies/accommodations as needed</p> <p>Attend IEP/team meetings as needed/requested</p> <p>Supporting families with attendance/engagement and collaborating in SAIP creation</p> <p>Assist with completion and return of assessment paperwork from providers (Vanderbilt forms, etc)</p>	<p>Provide 1:1 counseling to develop learning and academic skills at parent/teacher/student request</p> <p>Ongoing gifted screening on as needed basis</p>	Manage building records	Develop and manage building 504 plans

Career:	K-5 classroom lessons utilizing SmartFutures curriculum and meeting career benchmarks	Supporting students in goal setting, responsibility, work ethic, collaboration/communication skills as needed	Encourage and identify individual interests and strengths awareness of career options in 1:1 counseling as needed/referred by teachers, parents, students	Update district 339 plan	
Social/Emotional:	<p>Coordinate PBIS program- facilitate building PBIS teams, develop and implement school-wide rewards, coordinate and implement school store for individual rewards</p> <p>Develop and implement K-5 social/emotional lessons - Navigate 360 curriculum</p>	<p>Supporting individual students with social skill development through 1:1 counseling</p> <p>Responding after discipline infraction with counseling support</p> <p>Reviewing and analyzing PBIS data and forming small groups supporting Tier 2 students with social needs</p> <p>Supporting families with attendance/engagement and collaborating in SAIP creation</p>	<p>Identify student needs and support individuals in 1:1 counseling, teacher collaboration, parent conferences, and support services referrals</p> <p>Provide check in support for behavior to support learning and academic goals</p>	<p>Coordinate building Holiday Help program</p> <p>Develop and implement monthly "Coffee with the Counselor" to promote family education and support</p> <p>Facilitate monthly PBIS rewards for students</p>	Daily lunch duties, daily bus/dismissal duty 5.5 hours/week
December					
Academic:	<p>Classroom lessons in growth mindset, positive thoughts, goal setting, active listening, communication, problem solving and other skills for success</p> <p>Navigate 360 curriculum</p>	<p>Collaborating as part of IST/CST team to identify students in need of support and intervention services</p> <p>Assist with implementing strategies/accommodations as needed</p> <p>Attend IEP/team meetings as needed/requested</p> <p>Supporting families with attendance/engagement and collaborating in SAIP creation</p> <p>Assist with completion and return of assessment paperwork</p>	<p>Provide 1:1 counseling to develop learning and academic skills at parent/teacher/student request</p> <p>Gifted screening on as needed basis</p>	Manage building records	Develop and manage building 504 plans

		from providers (Vanderbilt forms, etc)			
Career:	Classroom lessons utilizing SmartFutures and meeting career benchmarks	Supporting students in goal setting, responsibility, work ethic, collaboration/communication skills as needed	Encourage and identify individual interests and strengths awareness of career options in 1:1 counseling as needed/referred by teachers, parents, students	Update district 339 plan	
Social/Emotional:	Classroom lessons in positive/negative thought,	<p>Small groups in response to building data, social/emotional intervention</p> <p>Identification of Tier 2 needs/students in PBIS program/small groups</p> <p>Develop and support implementation of behavior plans as needed</p>	<p>Identify student needs and support individuals in 1:1 counseling, teacher collaboration, parent conferences, and support services referrals</p> <p>Meet with students in response to Climate Survey</p> <p>Provide check in support for behavior to support learning and academic goals</p>	Develop and implement monthly "Coffee with the Counselor" to promote family education and support	<p>Facilitate school holiday gift program</p> <p>Daily lunch duties, daily bus/dismissal duty 5.5 hours/week</p>
January					
Academic:	<p>K-5 lessons in listening skills, responsibility, communication, problem solving, goal setting and skills for success</p> <p>Navigate 360 curriculum</p>	<p>Collaborating as part of IST/CST team to identify students in need of support and intervention services</p> <p>Assist with implementing strategies/accommodations as needed</p> <p>Attend IEP/team meetings as needed/requested</p> <p>Supporting families with attendance/engagement and collaborating in SAIP creation</p> <p>Assist with completion and return of assessment paperwork from providers (Vanderbilt forms, etc)</p>	<p>Conduct building-wide climate surveys to identify individual student needs and follow up with these students 1:1</p> <p>Provide 1:1 counseling to develop learning and academic skills at parent/teacher/student request</p> <p>Advocate and plan for student accommodations for successful state testing</p> <p>Gifted screening on as needed basis</p>	Manage building records	<p>Develop and manage building 504 plans</p> <p>Prepare for grades 3-5 PSSA testing including staff trainings and communication, PSTAT certificates, accommodations and prep.</p> <p>Manage and develop 504 plans</p>

Career:	K-5 career topics lessons during guidance class, including career awareness topics with K-1 and Smart Futures lessons across multiple career domains with grades 2-5	Track all students and work with individuals and small groups to meet career benchmarks and goals Supporting students in goal setting, responsibility, work ethic, collaboration/communication skills as needed	Assist students with the creation and management of individual career portfolios Track progress of career standard benchmarks and work with small groups and individuals as needed for completion and intervention Encourage and identify individual interests and strengths awareness of career options in 1:1 counseling as needed/referred by teachers, parents, students	Prepare career fair Update district 339 plan	
Social/Emotional:	Coordinate PBIS program- facilitate building PBIS teams, develop and implement school-wide rewards, coordinate and implement school store for individual rewards Develop and implement K-5 social/emotional lessons - Navigate 360 curriculum Administer mid-year universal SEL screener/survey , analyze results and share with building stakeholders	Small groups in response to building needs and data on social-emotional topics Identification of Tier 2 needs/students in PBIS program/small groups Develop and support implementation of behavior plans as needed	Provide check in support for behavior to support learning and academic goals based on needs and screeners	Develop and implement monthly “Coffee with the Counselor” to promote family education and support	Daily lunch duties, daily bus/dismissal duty Daily lunch duties, daily bus/dismissal duty 5.5 hours/week
February					
Academic:	K-5 lessons in listening skills, responsibility , communication, problem solving, goal setting and skills for success	Collaborating as part of IST/CST team to identify students in need of support and intervention services Assist with implementing	Provide 1:1 counseling to develop learning and academic skills at parent/teacher/ student request Advocate and plan for student accommodations for	Manage building records	Develop and manage building 504 plans Prepare for grades 3-5 PSSA testing including staff trainings and communication, PSTAT certificates, PSSA plans and organization,

	Navigate 360 curriculum	<p>strategies/accommodations as needed</p> <p>Attend IEP/team meetings as needed/requested</p> <p>Supporting families with attendance/engagement and collaborating in SAIP creation</p> <p>Assist with completion and return of assessment paperwork from providers (Vanderbilt forms, etc)</p>	<p>successful state testing</p> <p>Ongoing gifted screening on as needed basis</p>		groupings and accommodations
Career:	K-5 career topics lessons during guidance class, including career awareness topics with K-1 and Smart Futures lessons across multiple career domains with grades 2-5	<p>Track all students and work with individuals and small groups to meet career benchmarks and goals</p> <p>Supporting students in goal setting, responsibility, work ethic, collaboration/communication skills as needed</p>	<p>Assist students with the creation and management of individual career portfolios</p> <p>Track progress of career standard benchmarks and work with small groups and individuals as needed for completion and intervention</p> <p>Encourage and identify individual interests and strengths awareness of career options in 1:1 counseling as needed/referred by teachers, parents, students</p>	<p>Prepare career fair</p> <p>Update district 339 plan</p>	
Social/Emotional:	<p>Coordinate PBIS program- facilitate building PBIS teams, develop and implement school-wide rewards, coordinate and implement school store for individual rewards</p> <p>Develop and implement K-5 social/emotional lessons - Navigate 360 curriculum</p>	<p>Identification of Tier 2 needs/students in PBIS program/small groups</p> <p>Develop and support implementation of behavior plans as needed</p>		<p>Develop and facilitate Kindness Week activities and participation</p> <p>Develop and implement monthly "Coffee with the Counselor" to promote family education and support</p>	Daily lunch duties, daily bus/dismissal duty 5.5 hours/week
March					

Academic:	<p>K-5 lessons in listening skills, responsibility, communication, problem solving, goal setting and skills for success</p> <p>Navigate 360 curriculum</p>	<p>Collaborating as part of IST/CST team to identify students in need of support and intervention services</p> <p>Assist with implementing strategies/accommodations as needed</p> <p>Attend IEP/team meetings as needed/requested</p> <p>Supporting families with attendance/engagement and collaborating in SAIP creation</p> <p>Assist with completion and return of assessment paperwork from providers (Vanderbilt forms, etc)</p>	<p>Provide 1:1 counseling to develop learning and academic skills at parent/teacher/student request</p> <p>Advocate and plan for student accommodations for successful state testing</p> <p>Gifted screening on as needed basis</p>	<p>Manage building records</p>	<p>Develop and manage building 504 plans</p> <p>Prepare for grades 3-5 PSSA testing including staff trainings and communication, PSTAT certificates, PSSA plans and organization</p>
Career:	<p>K-5 career fair</p> <p>K-5 career topics lessons during guidance class, including career awareness topics with K-1 and Smart Futures lessons across multiple career domains with grades 2-5</p>	<p>Track all students and work with individuals and small groups to meet career benchmarks and goals</p> <p>Supporting students in goal setting, responsibility, work ethic, collaboration/communication skills as needed</p>	<p>Assist students with the creation and management of individual career portfolios</p> <p>Track progress of career standard benchmarks and work with small groups and individuals as needed for</p> <p>Completion and intervention</p> <p>Encourage and identify individual interests and strengths awareness of career options in 1:1 counseling as needed/referred by teachers, parents, students</p>	<p>Host and facilitate K-5 career fair</p> <p>Update district 339 plan</p>	
Social/Emotional:	<p>Coordinate PBIS program- facilitate building PBIS teams, develop and implement school-wide rewards,</p>	<p>Small groups in response to identified needs and climate surveys/universal screeners</p>	<p>Provide check in support for behavior to support learning and academic goals based on needs and screeners</p>	<p>Develop and implement monthly "Coffee with the Counselor" to promote family education and support</p>	<p>Daily lunch duties, daily bus/dismissal duty 5.5 hours/week</p>

	<p>coordinate and implement school store for individual rewards</p> <p>Develop and implement K-5 social/emotional lessons - Navigate 360 curriculum</p>	<p>Identification of Tier 2 needs/students in PBIS program/small groups</p> <p>Develop and support implementation of behavior plans as needed</p>			
April					
Academic:	<p>K-5 lessons in listening skills, responsibility, communication, problem solving, goal setting and skills for success</p> <p>Navigate 360 curriculum</p>	<p>Collaborating as part of IST/CST team to identify students in need of support and intervention services</p> <p>Assist with implementing strategies/accommodations as needed</p> <p>Attend IEP/team meetings as needed/requested</p> <p>Supporting families with attendance/engagement and collaborating in SAIP creation</p> <p>Assist with completion and return of assessment paperwork from providers (Vanderbilt forms, etc)</p>	<p>Conduct building-wide climate surveys to identify individual student needs and follow up with these students 1:1</p> <p>Provide 1:1 counseling to develop learning and academic skills at parent/teacher/student request</p> <p>Advocate and plan for student accommodations for successful state testing</p> <p>Gifted screening on as needed basis</p>	Manage building records	<p>Develop and manage building 504 plans</p> <p>Coordinate PSSA/OLSAT testing</p> <p>Serve as SAC</p>
Career:	<p>K-5 career topics lessons during guidance class, including career awareness topics with K-1 and Smart Futures lessons across multiple career domains with grades 2-5</p>	<p>Track all students and work with individuals and small groups to meet career benchmarks and goals</p> <p>Supporting students in goal setting, responsibility, work ethic, collaboration/communication skills as needed</p>	<p>Assist students with the creation and management of individual career portfolios</p> <p>Track progress of career standard benchmarks and work with small groups and individuals as needed for</p> <p>Completion and intervention</p> <p>Encourage and identify individual interests and strengths</p>	Update district 339 plan	

			awareness of career options in 1:1 counseling as needed/referred by teachers, parents, students		
Social/Emotional:	<p>Coordinate PBIS program- facilitate building PBIS teams, develop and implement school-wide rewards, coordinate and implement school store for individual rewards</p> <p>Develop and implement K-5 social/emotional lessons - Navigate 360 curriculum</p>	<p>Identification of Tier 2 needs/students in PBIS program/small groups</p> <p>Develop and support implementation of behavior plans as needed</p>	Provide check in support for behavior to support learning and academic goals based on needs and screeners	Develop and implement monthly "Coffee with the Counselor" to promote family education and support	Daily lunch duties, daily bus/dismissal duty 5.5 hours/week
May					
Academic:	<p>K-5 lessons in listening skills, responsibility, communication, problem solving, goal setting and skills for success</p> <p>Navigate 360 curriculum</p>	<p>Collaborating as part of IST/CST team to identify students in need of support and intervention services</p> <p>Assist with implementing strategies/accommodations as needed</p> <p>Attend IEP/team meetings as needed/requested</p> <p>Supporting families with attendance/engagement and collaborating in SAIP creation</p> <p>Assist with completion and return of assessment paperwork from providers (Vanderbilt forms, etc)</p>	<p>Provide 1:1 counseling to develop learning and academic skills at parent/teacher/student request</p> <p>Advocate and plan for student accommodations for successful state testing</p> <p>Gifted screening on as needed basis</p>	<p>Manage building records</p> <p>Coordinate DIAL testing for incoming K students, analyze and share results,</p> <p>Collaborate with admin and teachers on class lists/scheduling for next school year</p>	<p>Develop and manage building 504 plans</p> <p>Facilitate and manager PSSA/OLSAT testing</p> <p>Serve as SAC</p>
Career:	K-5 career topics lessons during guidance class, including career awareness topics with K-1 and Smart Futures lessons across	Track all students and work with individuals and small groups to meet career benchmarks and goals	Review and manage individual career portfolios,	Transition career documents to Middle School counselors, report career standards benchmarks to district/state,	

	multiple career domains with grades 2-5	Supporting students in goal setting, responsibility, work ethic, collaboration/communication skills as needed			
Social/Emotional:	<p>Coordinate PBIS program- facilitate building PBIS teams, develop and implement school-wide rewards, coordinate and implement school store for individual rewards</p> <p>Develop and implement K-5 social/emotional lessons - Navigate 360 curriculum</p> <p>Administer end of year universal screener/survey, analyze results, share with building stakeholders</p>	<p>Identification of Tier 2 needs/students in PBIS program/small groups</p> <p>Develop and support implementation of behavior plans as needed</p>	Provide check in support for behavior to support learning and academic goals based on needs and screeners	Develop and implement monthly "Coffee with the Counselor" to promote family education and support	Daily lunch duties, daily bus/dismissal duty 5.5 hours/week

5. Memorial Elementary Program Calendar & 6. Program Delivery

Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
August					
Academic:	<p>Back to school programs including parent night and K orientation</p> <p>Assist in Kindergarten DIAL testing/ Classroom placements</p>	<p>Identifying students in need of academic supports</p> <p>Participate in Child Study meetings as needed</p> <p>Notify staff of 504 plans and assist with implementing strategies/ accommodations as needed</p> <p>Communication with parents</p>	Identifying struggling students, collaborating with classroom teachers on academic strategies for success	<p>Manage building records</p> <p>Send out all Court orders to any teacher working with the individual student</p> <p>Attend team and Child Study meetings</p>	Develop 504 Plans

Career:	K-5 Career Lessons	Individual counseling as needed	Individual Counseling as needed		
Social/Emotional:	Developing and communicating school behavior expectations (PBIS program) Introducing selves and interests PBIS lessons	Short-term individual counseling Small group counseling as needed Communication with parents	Develop rapport with all students through lunches and breakfast duties	Plan and implement PBIS team meetings Attend team and Child Study meetings Collaborate with teachers on strategies to support individual and groups of students	Daily Breakfast Duty
September					
Academic:		Develop 504 plans Individual counseling as needed Communication with parents Participate in Child Study Team Meetings	Identifying struggling students, collaborating with classroom teachers on academic strategies for success	Manage building records Attend team and Child Study meetings	
Career:	K-5 Career Lessons	Individual counseling as needed	Individual Counseling as needed		
Social/Emotional:	Continued support for PBIS program K-5 social/emotional lessons School Climate Survey	Identification of Tier 2 needs/students in PBIS program Short-term individual counseling Small group counseling as needed Communication with parents		Lead PBIS Team Meetings Attend team and Child Study meetings SAP Meetings	Daily Breakfast Duty
October					
Academic:			Identifying struggling students, collaborating with classroom teachers on academic strategies for success	Red Ribbon Week coordination Bully Prevention week coordination Manage building records	
Career:	K-5 Career Lessons	Individual counseling as needed	Individual Counseling as needed		
Social/Emotional:	Bullying Prevention Lessons and activities Red Ribbon Week Lessons and activities	Short-term individual counseling Small group counseling as needed		Analyze/share Climate Survey data with building staff/faculty and implement improvement plans accordingly	Facilitate school holiday help program Daily Breakfast Duty

	Red Ribbon Week Poster Contest during Guidance Lessons	Communication with parents		Coordinate building Red Ribbon Week activities Lead PBIS Team Meetings Attend team and Child Study meetings	
November					
Academic:			Identifying struggling students, collaborating with classroom teachers on academic strategies for success	Manage building records	
Career:	K-5 Career Lessons	Individual counseling as needed	Individual Counseling as needed		
Social/Emotional:	K-5 social/emotional lessons	Short-term individual counseling Small group counseling as needed Communication with parents		Lead PBIS Team Meetings Attend team and Child Study meetings	Facilitate school holiday help program Daily Breakfast Duty
December					
Academic:			Identifying struggling students, collaborating with classroom teachers on academic strategies for success	Manage building records	
Career:	K-5 Career Lessons	Individual counseling as needed			
Social/Emotional:	K-5 social/emotional lessons	Short-term individual counseling Small group counseling as needed Communication with parents		Lead PBIS Team Meetings Attend team and Child Study meetings	Facilitate school holiday help program Daily Breakfast Duty
January					
Academic:			Identifying struggling students, collaborating with classroom teachers on academic strategies for success	Manage building records	Prepare for grades 3-5 PSSA testing including staff trainings and communication, PSTAT certificates, PSSA plans and organization
Career:	K-5 Career Lessons	Individual counseling as needed			

Social/Emotional:	K-5 social/emotional lessons School Climate Surveys	Short-term individual counseling Small group counseling as needed Communication with parents		Lead PBIS Team Meetings Attend team and Child Study meetings	Daily Breakfast Duty
February					
Academic:			Identifying struggling students, collaborating with classroom teachers on academic strategies for success	Manage building records	Prepare for grades 3-5 PSSA testing including staff trainings and communication, PSTAT certificates, PSSA plans and organization
Career:	K-5 Career Lessons	Individual counseling as needed			
Social/Emotional:	K-5 social/emotional lessons Kindness Week Activities	Short-term individual counseling Small group counseling as needed Communication with parents		Lead PBIS Team Meetings Attend team and Child Study meetings Analyze/share Climate Survey data with building staff/faculty and implement improvement plans accordingly Communicate Kindness Week activities	Daily Breakfast Duty
March					
Academic:			Identifying struggling students, collaborating with classroom teachers on academic strategies for success	Manage building records	Prepare for grades 3-5 PSSA testing including staff trainings and communication, PSTAT certificates, PSSA plans and organization
Career:	K-5 career fair K-5 Career Lessons	Individual counseling as needed			
Social/Emotional:	K-5 social/emotional lessons	Short-term individual counseling Small group counseling as needed Communication with parents		Lead PBIS Team Meetings Attend team and Child Study meetings	Daily Breakfast Duty
April					
Academic:			Identifying struggling students, collaborating with	Manage building records	PSSA Testing

			classroom teachers on academic strategies for success		
Career:	K-5 Career Lessons	Individual counseling as needed			
Social/Emotional:	K-5 social/emotional lessons School Climate Surveys	Short-term individual counseling Small group counseling as needed Communication with parents		Lead PBIS Team Meetings Attend team and Child Study meetings	Daily Breakfast Duty
May					
Academic:				Manage building records collaborate with admin and teachers on class lists/scheduling for next school year	PSSA Testing
Career:	K-5 Career Lessons	Individual counseling as needed			
Social/Emotional:	K-5 social/emotional lessons	Short-term individual counseling Small group counseling as needed Communication with parents	Review and manage individual career portfolios, transition career documents to Middle School counselors, report career standards benchmarks to district/state	Lead PBIS Team Meetings Attend team and Child Study meetings Analyze/share Climate Survey data with building staff/faculty and implement improvement plans accordingly	Daily Breakfast Duty

5. Middle School Program Calendar & 6. Program Delivery

Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
August					
Academic:	Participate in Open House/Parent Night for 6th, 7th, & 8th grade 6th grade Summer Camp	Developing annual 504 plans Lead Child Study Team (CST) meetings Individual counseling as needed	Student Scheduling	Review new student records and consult with teachers regarding students' academic records	Develop 504 Plans

	Review PSSA data results	Communication with parents			
Career:	6-8 Career Lessons	Individual counseling as needed	Student Scheduling		
Social/Emotional:	6th grade Summer/Transition Camp PBIS expectation lessons Navigate 360/Compass Curriculum Lessons	Short-term individual counseling Small group counseling Communication with parents Navigate 360/Compass Curriculum Lessons		Participate in BASE meetings SWPBIS planning and implementation Liaison with local agencies	Lunch Duty
September					
Academic:		Lead CST meetings Develop 504 plans Individual counseling as needed Communication with parents	Student Scheduling	Review new student records and consult with teachers regarding students' academic records	Develop 504 plans
Career:	6-8 Career Lessons	Individual counseling as needed	Student Scheduling		
Social/Emotional:	SAP overview presentation to 6th, 7th, and 8th grades Navigate 360/Compass Curriculum Lesson Intro to School Counselor lessons for 6th grade students	Short term individual counseling Small group counseling Communication with parents Navigate 360/Compass Curriculum Lessons		Participate in BASE meetings PBIS committee meetings SWPBIS planning and implementation Liaison with local agencies	Lunch Duty
October					
Academic:		Organize conferences for Parent/Teacher Conference Day Lead CST meetings Individual counseling as needed Communication with parents	Student Scheduling	Review new student records and consult with teachers regarding students' academic records	Develop 504 Plans

Career:	6-8 Career Lessons	Individual counseling as needed	Student Scheduling		
Social/Emotional:	Bully Prevention lessons and activities Red Ribbon Week activities Navigate 360/Compass Curriculum Lesson	Short-term individual counseling Small group counseling Communication with parents Navigate 360/Compass Curriculum Lessons		Participate in BASE meetings PBIS committee meetings SWPBIS planning and implementation Liaison with local agencies	Lunch Duty
November					
Academic:		Lead CST meetings Individual counseling as needed Communication with parents	Discuss grades with students failing after quarter 1 Student Scheduling	Review new student records and consult with teachers regarding students' academic records	Develop 504 Plans
Career:	6-8 Career Lessons CMAVTS presentation to 8th graders	Individual counseling as needed	Student Scheduling		
Social/Emotional:	School climate surveys/ SEL assessment Navigate 360/Compass Curriculum Lesson	Short-term individual counseling Small group counseling Communication with parents Navigate 360/Compass Curriculum Lessons		Participate in BASE meetings PBIS committee meetings SWPBIS planning and implementation Liaison with local agencies	Lunch Duty
December					
Academic:		Lead CST meetings Individual counseling as needed Communication with parents	Student Scheduling	Review new student records and consult with teachers regarding students' academic records	Develop 504 Plans
Career:	6-8 Career Lessons 8th Graders tour CMAVTS	Individual counseling as needed	Student Scheduling		
Social/Emotional:	Navigate 360/Compass Curriculum Lesson	Short-term individual counseling		Participate in BASE meetings	Lunch Duty

		Small group counseling Communication with parents Navigate 360/Compass Curriculum Lessons		PBIS committee meetings SWPBIS planning and implementation Liaison with local agencies	
January					
Academic:		Lead CST meetings Individual counseling as needed Communication with parents	Discuss grades with students failing after quarter 2 Student Scheduling	Review new student records and consult with teachers regarding students' academic records	Develop 504 Plans
Career:	6-8 Career Lessons	Individual counseling as needed	Student Scheduling		
Social/Emotional:	Re-teaching of PBIS expectation lessons Navigate 360/Compass Curriculum Lesson	Short-term individual counseling Small group counseling Communication with parents Navigate 360/Compass Curriculum Lessons		Participate in BASE meetings PBIS committee meetings SWPBIS planning and implementation Liaison with local agencies	Lunch Duty
February					
Academic:	Prepare and deliver CMAVTS 8th grade applications	Lead CST meetings Individual counseling as needed Communication with parents	8th grade parent HS programming night Student Scheduling	Review new student records and consult with teachers regarding students' academic records	Develop 504 Plans
Career:	6-8 Career Lessons	Individual counseling as needed	Student Scheduling		
Social/Emotional:	Kindness Week activities Navigate 360/Compass Curriculum Lesson	Short-term individual counseling Small group counseling Communication with parents Navigate 360/Compass Curriculum Lessons		Participate in BASE meetings PBIS committee meetings SWPBIS planning and implementation Liaison with local agencies	Lunch Duty

March					
Academic:	Keystone Camp	Lead CST meetings Individual counseling as needed Communication with parents	Inservice 8-9th grade student scheduling requests Discuss grades with students failing after quarter 3 Student Scheduling	Review new student records and consult with teachers regarding students' academic records	PSSA Inservice to staff PSSA prep Develop 504 Plans
Career:	6-8 Career Lessons	Individual counseling as needed	Student Scheduling		
Social/Emotional:	Navigate 360/Compass Curriculum Lesson	Short-term individual counseling Small group counseling Communication with parents Navigate 360/Compass Curriculum Lessons		Participate in BASE meetings PBIS committee meetings SWPBIS planning and implementation Liaison with local agencies	Lunch Duty
April					
Academic:		Identifying students at risk for retention Lead CST meetings Individual counseling as needed Communication with parents	Complete rising 9th grade course requests Student Scheduling	Review new student records and consult with teachers regarding students' academic records	PSSA Testing Develop 504 Plans
Career:	6-8 Career Lessons	Individual counseling as needed	Student Scheduling		
Social/Emotional:	Navigate 360/Compass Curriculum Lesson	Short-term individual counseling Small group counseling Communication with parents Navigate 360/Compass Curriculum Lessons		Participate in BASE meetings PBIS committee meetings SWPBIS planning and implementation Liaison with local agencies	Lunch Duty
May					
Academic:	5th grade quiz game lesson on Middle School	Lead CST meetings Individual counseling as needed	Student Scheduling	Review new student records and consult with teachers	PSSA Testing Keystone Testing

	5th grade Move-Up Day to the Middle School 6th, 7th, & 8th grade Move-up Day	Communication with parents Retention parent meeting		regarding students' academic records	Develop 504 Plans
Career:	6-8 Career Lessons 8th grade Career Fair 5th grade quiz game lesson on Middle School 5th grade Move-Up Day to the Middle School 6th, 7th, & 8th grade Move-Up Day	Individual counseling as needed	Student Scheduling		
Social/Emotional:	Navigate 360/Compass Curriculum Lesson	Short-term individual counseling Small group counseling Communication with parents Navigate 360/Compass Curriculum Lessons		Participate in BASE meetings PBIS committee meetings SWPBIS planning and implementation Liaison with local agencies	Lunch Duty

5. High School Program Calendar & 6. Program Delivery

Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
August					
Academic:	Participate in Freshman Orientation Prepare Parent Newsletters Prepare and deliver CMAVTS applications	Identifying at-risk students in need of academic/scheduling supports Lead Child Study Team Meetings Developing annual 504 plans	Entering Summer School grades Transcript reviews for upcoming year Enrolling new students Making Schedule Adjustments	ACT 158 data/information reports	Enter New student data into Accelerate/ Blended Contact sending schools for missing records of new students.

		Individual counseling as needed	Preparing Blended schedules Prepare transcripts and LOR's for Seniors Developing 504 and meeting with parents/students		
Career:	Setting up Smart Futures		Assisting students with Co-Op ideas Making Schedule Adjustments		Employment verification Alumni Transcript requests
Social/Emotional:		Identifying at-risk students in need of services Individual counseling based on student need Crisis Management	Assist new students transitioning to the HS	Participate in SAP meetings	Lunch Duty
September					
Academic:	Setting up College Rep visits Prepare and deliver CMAVTS applications College Prep Presentation 12th	Preparing PSAT registration information Preparing AP registration/roster paperwork Lead CST meetings Individual counseling as needed	Conducting Senior Interviews Preparing and sending progress reports Making Schedule Adjustments Prepare transcripts and LOR's for Seniors Developing 504 and meeting with parents/students Talk with ineligible students	Organizing PSAT data/download needs	Enter New student data into Accelerate/ Blended Contact sending schools for missing records of new students.
Career:	Setting up Military visits Organizing Post-secondary informational sessions College/Career Individual discussions				Employment verification Alumni Transcript requests
Social/Emotional:		Individual counseling based on student need	Assist new students transitioning to the HS	Participate in SAP meetings	Lunch Duty

		Crisis Management			
October					
Academic:	Prepare and deliver CMAVTS applications	Prepare/Schedule Parents- Teacher Conferences Lead CST meetings Individual counseling as needed Assist in developing plans for truant students	Conduct Freshman/Sophomore Interviews Prepare transcripts and LOR's for Seniors Developing 504 and meeting with parents/students Talk with ineligible students	PSAT Preparation/ Proctoring Facilitate Financial Aid Night	Send Progress Reports Enter New student data into Accelerate/ Blended Contact sending schools for missing records of new students.
Career:	10-11 Career Lessons College/Career Individual discussions Parent College Application Planning Presentation Financial Aid Night	Prepare and Proctor DAR Scholarship	College/Career Field Trips		Employment verification Alumni Transcript requests
Social/Emotional:		Individual counseling based on student need Crisis Management	Assist new students transitioning to the HS	Participate in SAP meetings	Lunch Duty
November					
Academic:	Prepare/Schedule Parent/Teacher Conferences	Prepare/Schedule Parents Teacher Conferences for at-risk students Lead CST meetings Assist in developing plans for truant students Individual counseling as needed	Prepare transcripts and LOR's for Seniors Developing 504 and meeting with parents/students Talk with ineligible students		Enter New student data into Accelerate/ Blended
Career:	10-11 Career Lessons College/Career Individual discussions		Conduct Junior Interviews College/Career Field Trips		Employment verification Alumni Transcript requests
Social/Emotional:		Individual counseling based on student need Crisis Management		Participate in SAP meetings	Lunch Duty
December					

Academic:	Prepare Parent Newsletters	Prepare/Schedule Parents Teacher Conferences Lead CST meetings Assist in developing plans for truant students Individual counseling as needed	Conduct Junior Interviews Prepare transcripts and LOR's for Seniors Developing 504 and meeting with parents/students Talk with ineligible students		Send Progress Reports Enter New student data into Accelerate/ Blended
Career:	10-11 Career Lessons College/Career Individual discussions ASVAB TEsting				Employment verification Alumni Transcript requests Prepare list of ASVAB test takers
Social/Emotional:		Individual counseling based on student need Crisis Management		Participate in SAP meetings	Lunch Duty
January					
Academic:	9th Grade Career Lessons College/Career Individual discussions	Prepare Rotary Student of the month Voting/materials/information. Prepare/Schedule Parents Teacher Conferences Lead CST meetings Assist in developing plans for truant students Individual counseling as needed	Developing 504 and meeting with parents/students Talk with ineligible students Process/create mid year reports for Common applications	Prepare scholarship materials for students	Enter New student data into Accelerate/ Blended
Career:	FAFSA Completion Workshop				Employment verification Alumni Transcript requests
Social/Emotional:		Individual counseling based on student need Crisis Management		Participate in SAP meetings	Lunch Duty
February					
Academic:	Setting up College Rep visits-11th	Prepare/Schedule Parents Teacher Conferences	Developing 504 and meeting with parents/students	ACT 158 compliance preparation	Send Progress Reports

		Lead CST meetings Assist in developing plans for truant students Individual counseling as needed	Talk with ineligible students Process Course requests 8-11	Prepare/Maintain Local Scholarship applications and spreadsheets	
Career:	College/Career Individual discussions		College/Career Field Trips		Employment verification Alumni Transcript requests
Social/Emotional:		Individual counseling based on student need Crisis Management		Participate in SAP meetings	Lunch Duty
March					
Academic:		Prepare/Schedule Parents Teacher Conferences Lead CST meetings Assist in developing plans for truant students Individual counseling as needed	Scheduling Meetings 8-11 Developing 504 and meeting with parents/students Talk with ineligible students Process Course requests 8-11	ACT 158 compliance preparation Prepare/Maintain Local Scholarship applications and spreadsheets PSAT Preparation/ Proctoring	
Career:	College/Career Individual discussions Junior Jumpstart workshops		Speak to juniors and seniors about Co-Op during scheduling meetings Speak to sophomores about job shadowing during scheduling meetings College/Career Field Trips		Employment verification Alumni Transcript requests
Social/Emotional:		Individual counseling based on student need Crisis Management	Assist new students transitioning to the HS	Participate in SAP meetings	Lunch Duty
April					
Academic:		Prepare/Schedule Parent Teacher Conferences Lead CST meetings Assist in developing plans for truant students	Scheduling Meetings 8-11 Developing 504 and meeting with parents/students Talk with ineligible students	Prepare Materials and packets for BHS faculty Scholarship Voting ACT 158 compliance preparation Prepare/Maintain Local Scholarship	Send Progress Reports Keystone Inservice to staff Keystone prep

		Individual counseling as needed	Speak to students in danger of being retained Process Course requests 8-11 Process Scheduling conflicts	applications and spreadsheets PSAT10 Preparation/Proctoring	
Career:		Coordinate and , Support GED Presentation with the CSIU for identified students	Speak to juniors and seniors about Co-Op during scheduling meetings Speak to sophomores about job shadowing during scheduling meetings		Employment verification Alumni Transcript requests
Social/Emotional:		Individual counseling based on student need Crisis Management	Assist new students transitioning to the HS	Participate in SAP meetings	Lunch Duty
May					
Academic:		Lead CST meetings Assist in developing plans for truant students Prepare & distribute summer school letters Individual counseling as needed	Process Scheduling conflicts Developing 504 and meeting with parents/students	AP Testing Preparation/Proctoring	Keystone Testing Preparation/Proctoring
Career:	Organize and facilitate Community Service Fair-10-11				Employment verification Alumni Transcript requests
Social/Emotional:		Individual counseling based on student need Crisis Management		Participate in BASE meetings	Lunch Duty

5. School Counselor/Mental Health Specialist Program Calendar & 6. Program Delivery

Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related	
August						

Academic:						
Career:						
Social/Emotional:		<p>Work with individuals, groups, and organizations to develop programs and systems that promote student welfare and achievement. Lunch Groups</p> <p>Group Counseling, Participate in staff meetings, in-service trainings, conferences, and workshops. Indirect services</p>	<p>Provide direct services to students, including individual and group therapy, counseling, and educational and informational programs. Conduct formal and informal assessments, crisis intervention</p>	<p>Provide supportive case work to children and their families, including parent ed and self-advocacy, attend SAP/BASE, IEP, and 504 meetings.</p>	Breakfast Duty	
September						
Academic:						
Career:						
Social/Emotional:		<p>Work with individuals, groups, and organizations to develop programs and systems that promote student welfare and achievement. Lunch Groups</p> <p>Group Counseling, Participate in staff meetings, in-service trainings, conferences, and workshops. Indirect services</p>	<p>Provide direct services to students, including individual and group therapy, counseling, and educational and informational programs. Conduct formal and informal assessments, crisis intervention</p>	<p>Provide supportive case work to children and their families, including parent ed and self-advocacy, attend SAP/BASE, IEP, and 504 meetings.</p>	Breakfast Duty	
October						
Academic:						

Career:						
Social/Emotional:		<p>Work with individuals, groups, and organizations to develop programs and systems that promote student welfare and achievement. Lunch Groups</p> <p>Group Counseling, Participate in staff meetings, in-service trainings, conferences, and workshops. Indirect services</p>	<p>Provide direct services to students, including individual and group therapy, counseling, and educational and informational programs. Conduct formal and informal assessments, crisis intervention</p>	<p>Provide supportive case work to children and their families, including parent ed and self-advocacy, attend SAP/BASE, IEP, and 504 meetings.</p>	Breakfast Duty	
November						
Academic:						
Career:						
Social/Emotional:		<p>Work with individuals, groups, and organizations to develop programs and systems that promote student welfare and achievement. Lunch Groups</p> <p>Group Counseling, Participate in staff meetings, in-service trainings, conferences, and workshops. Indirect services</p>	<p>Provide direct services to students, including individual and group therapy, counseling, and educational and informational programs. Conduct formal and informal assessments, crisis intervention</p>	<p>Provide supportive case work to children and their families, including parent ed and self-advocacy, attend SAP/BASE, IEP, and 504 meetings.</p>	Breakfast Duty	
December						
Academic:						
Career:						

Social/Emotional:		<p>Work with individuals, groups, and organizations to develop programs and systems that promote student welfare and achievement. Lunch Groups</p> <p>Group Counseling, Participate in staff meetings, in-service trainings, conferences, and workshops. Indirect services</p>	<p>Provide direct services to students, including individual and group therapy, counseling, and educational and informational programs. Conduct formal and informal assessments, crisis intervention</p>	<p>Provide supportive case work to children and their families, including parent ed and self-advocacy, attend SAP/BASE, IEP, and 504 meetings.</p>	Breakfast Duty	
January						
Academic:						
Career:						
Social/Emotional:						
February						
Academic:						
Career:						
Social/Emotional:		<p>Work with individuals, groups, and organizations to develop programs and systems that promote student welfare and achievement. Lunch Groups</p> <p>Group Counseling, Participate in staff meetings, in-service trainings, conferences, and workshops. Indirect services</p>	<p>Provide direct services to students, including individual and group therapy, counseling, and educational and informational programs. Conduct formal and informal assessments, crisis intervention</p>	<p>Provide supportive case work to children and their families, including parent ed and self-advocacy, attend SAP/BASE, IEP, and 504 meetings.</p>	Breakfast Duty	
March						

Academic:						
Career:						
Social/Emotional:		<p>Work with individuals, groups, and organizations to develop programs and systems that promote student welfare and achievement. Lunch Groups</p> <p>Group Counseling, Participate in staff meetings, in-service trainings, conferences, and workshops. Indirect services</p>	<p>Provide direct services to students, including individual and group therapy, counseling, and educational and informational programs. Conduct formal and informal assessments, crisis intervention</p>	<p>Provide supportive case work to children and their families, including parent ed and self-advocacy, attend SAP/BASE, IEP, and 504 meetings.</p>	Breakfast Duty	
April						
Academic:						
Career:						
Social/Emotional:		<p>Work with individuals, groups, and organizations to develop programs and systems that promote student welfare and achievement. Lunch Groups</p> <p>Group Counseling, Participate in staff meetings, in-service trainings, conferences, and workshops. Indirect services</p>	<p>Provide direct services to students, including individual and group therapy, counseling, and educational and informational programs. Conduct formal and informal assessments, crisis intervention</p>	<p>Provide supportive case work to children and their families, including parent ed and self-advocacy, attend SAP/BASE, IEP, and 504 meetings.</p>	Breakfast Duty	
May						
Academic:						

Career:						
Social/Emotional:		<p>Work with individuals, groups, and organizations to develop programs and systems that promote student welfare and achievement. Lunch Groups</p> <p>Group Counseling, Participate in staff meetings, in-service trainings, conferences, and workshops. Indirect services</p>	<p>Provide direct services to students, including individual and group therapy, counseling, and educational and informational programs. Conduct formal and informal assessments, crisis intervention</p>	<p>Provide supportive case work to children and their families, including parent ed and self-advocacy, attend SAP/BASE, IEP, and 504 meetings.</p>	Breakfast Duty	

7. Curriculum Action Plan

Elementary

Kindergarten									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Welcome Back/Respect and Meet the Counselor	M.3, M.6 B.SS-2, B.SS-6	PBIS team/teacher-created materials; <i>Under the Umbrella</i> or similar children's literature	August-Sept	121	W.W. Evans/Beaver-Main/Memorial Elementary	student participation in class discussion; observed student application of skills/concepts following lessons;	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of PAWS expectations PBIS data
Whole Body Listening	M.5 B.SMS-2; B.SS-1	Navigate360, module 4, week 22 -whole body listening song/dance -potato head model -teacher created potato head cut/paste for each student	Sept.	121	W.W. Evans/Beaver-Main/Memorial Elementary	whole group responses (T-P-S, thumbs/down, or similar) during lesson completion observed student application of skills/concepts following lessons; individual check of student work/ability to explain 1 part of body used for listening	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher identification of skill's successful use

Personal Space/Boundaries	M.1, M.6 B.SMS-2, B.SMS-9 B.SS-1, B.SS-2, B.SS-9	Navigate360, Mod. 1, week 6 -Harrison P. Spader, <i>Personal Space Invader</i> , or similar children's literature -hula hoops, fish bowl model or other model of space	Sept.	121	W.W. Evans/ Beaver-Main/ Memorial Elementary	whole group responses (T-P-S, thumbs/down, or similar) during lesson completion observed student application of skills/concepts following lessons	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher identification of skill's successful use
School Climate Check	M.1, M.3 B.SS-1, B.SS-2, B.SS-6	school-wide Climate Survey/Universal screener -counselor-created and Navigate 360 SEL assessment	Sept., Jan., April)	121	W.W. Evans/ Beaver-Main and Memorial Elementary	student completion of Climate Survey, data analyzed for individual Tier 2 participation and system/building needs	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	completion of Climate Survey/screen er
Anti-Bullying	M.1, M.3, M.6 B-SMS.7, S-SMS.9, B-SS.2, S-SS.4, B-SS.5, B-SS.8, B-SS.9, B-SS.10	Navigate 360- Stand Up Against Bullying Counselor-created informational slides, Chrysanthemum or similar children's literature	Oct.	121	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	whole group responses (T-P-S, thumbs/down, or similar) during lesson completion observed student application of skills/concepts following lessons	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher identification of skill's successful use completion of exit ticket
Can I Play, Too?	M.2, M.3 B-LS.10, S-SMS.5, B-SMS.6, B-SMS.7, B-SS.1, B-SS.2, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9, B-SS.10	Navigate 360- Can I Play , Too? How to Join a Group Elephant and Piggie story <i>Can I Play, Too?</i> counselor-created small group game	Oct.	65	W.W. Evans/Beaver -Main	whole group responses (T-P-S, thumbs/down, or similar) during lesson completion students complete in discussion of story and in small group game to apply skills	BASD Elementary School Counselor	Amanda Lombardo	student application of skills, teacher identification of skill's successful use
Game-Based practice	M.1, M-2, M.3, B-SMS.1, B-SMS.2, B-SMS.6, B-SMS.7, B.SS-1, B.SS-2, B.SS-8	board games and counselor-created games, such as Chutes and Ladders, UNO, Jenga, BINGO and similar Four Corners, Heads Up 7 Up, Simon Says	Oct.- Dec. April	121	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	observed use of skills taught in curriculum including problem solving, emotion management, playing fair, respect, communication and listening, etc	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher identification of skill's successful use

Healthy Choices	M.1 B.SMS-9	Navigate 360- The Choice is Right, module 1, week 7 counselor-created materials to promote distinguishing between healthy and unhealthy choices including physical health, mental/emotional health, and social/community health	Oct.	121	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	whole group responses (T-P-S, thumbs/down, or similar) during lesson completion observed use of skills, student feedback and participation in activities and discussion	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher/parent identification of skill's successful use
Career, Career Awareness- Tools and Community Careers	M.2, M.4, M.6 B.LS-1, B.LS-2, B.LS--7, B.LS-8 B.SMS-5, B.SS-6, B-SS-7 CEW 13..3.D	complete counselor-designed career awareness materials including puzzles, play-doh, group work, hands on/cut and paste activities to identify community careers, compare careers, determine tools used in community careers supplemental children's literature including <i>Career Day</i> <i>Group Smart Futures Lessons 1-4</i>	Jan-February	121	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	observed use of skills during activities, student feedback and participation in activities and discussion student completion of at least one artifact for career portfolio	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	% completing Career Benchmark
Career, Career Awareness- Helping Careers	M.2, M.4, M.6 B.LS-1, B.LS-2, B.LS--7, B.LS-8 B.SMS-5, B.SS-6, B-SS-7 CEW 13..3.D	complete cut and paste matching activity for "Helping Careers" supplemental children's literature including <i>When I Grow Up</i> (Yankovic) or similar	Jan-February	65	W.W. Evans/ Beaver-Main Elementary	observed use of skills during activities, student feedback and participation in activities and discussion student completion of at least one artifact for career portfolio	BASD Elementary School Counselor	Amanda Lombardo	% completing Career Benchmark
Career, Career Awareness- Food and Service Careers	M.2, M.4, M.6 B.LS-1, B.LS-2, B.LS--7, B.LS-8 B.SMS-5, B.SS-6, B-SS-7 CEW 13..3.D	counselor-designed activities to represent food and services careers- Make A Pizza Order and "Bob's Haircut" supplemental children's literature including <i>How did That Get in my Lunchbox</i> or similar	Jan-February	65	W.W. Evans/ Beaver-Main Elementary	observed use of skills during activities, student feedback and participation in activities and discussion student completion of at least one artifact for career portfolio	BASD Elementary School Counselor	Amanda Lombardo	% completing Career Benchmark
Career, Career Awareness- Building/Fixing Careers	M.2, M.4, M.6 B.LS-1, B.LS-2, B.LS--7, B.LS-8 B.SMS-5, B.SS-6, B-SS-7 CEW 13..3.D	counselor-designed activities - puzzle matching in small groups to match pictures of careers with what they build/fix	Jan-February	65	W.W. Evans/ Beaver-Main Elementary	observed use of skills during activities, student feedback and participation in activities and discussion student completion of at least one	BASD Elementary School Counselor	Amanda Lombardo	% completing Career Benchmark

						artifact for career portfolio			
Career, Career Awareness-Building/Fixing Career Centers/Wrap Up	M.2, M.4, M.6 B.LS-1, B.LS-2, B.LS--7, B.LS-8 B.SMS-5, B.SS-6, B-SS-7 CEW 13..3.D	students participate in centers to review tools, settings, and products of various community careers	Jan-February	65	W.W. Evans/ Beaver-Main Elementary	observed use of skills during activities, student feedback and participation in activities and discussion student completion of at least one artifact for career portfolio	BASD Elementary School Counselor	Amanda Lombardo	% completing Career Benchmark
Problem Solving	M.2, M.2, M.5, M.6	Navigate 360 ("A Problem in the Woods") & Kelso's Choice materials	February-March	121	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student participation in large and small group discussions, formative assessments, demonstration of skills in social stories	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student demonstration /application of problem solving skills as observed by school staff
1 st Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Welcome Back/Respect	M.3, M.6 B.SS-2, B.SS-6	PBIS team/teacher-created materials <i>If you Take a Mouse to School</i> or similar children's literature counselor-created handouts/activities	August-Sept.	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student participation in class discussion; observed student application of skills/concepts following lessons;	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher identification of skill's successful use; PBIS data
Meet the Counselor	B.SS-3	Counselor created materials to introduce counseling services and help students identify ways to utilize available resources for support	1st class- Nov. Aug/Sept.	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	students identify one way they hope the school counselor can help them	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	identification of one area of a school counselor's role
School Climate Check	M.1, M.3 B.SS-1, B.SS-2, B.SS-6	counselor-created Climate Survey Navigate 360 SEL Assessment	Sept., Jan., April	1 127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student completion of Climate Survey, data analyzed for individual Tier 2 participation and system/building needs	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher identification of skill's successful use
Anti-Bullying	M.1, M.3, M.6 B-SMS.7, S-SMS.9, B-SS.2, S-SS.4, B-SS.5,B-SS.8, B-SS.9, B-SS.10	Navigate 360, MOdule 5, week 28,"What is an Upstander" Counselor-created informational slides, <i>Stand Tall, Molly Lou Lemon</i> or similar children's literature, counselor-created handout	Oct.	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	whole group responses (T-P-S, thumbs/down, or similar) during lesson completion student participation in class discussion;	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher identification of skill's successful use

						observed student application of skills/concepts following lessons			
Game-based Social Skills	M.1, M-2, M.3, B-SMS.1, B-SMS.2, B-SMS.6, B-SMS.7, B.SS-1, B.SS-2, B.SS-8	board games and counselor-created games, such as Chutes and Ladders, UNO, Jenga, BINGO and similar Four Corners, Simon Says, Heads Up Seven Up	Oct.- Dec. April	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	observed use of skills taught in curriculum including problem solving, emotion management, playing fair, respect, communication and listening, etc	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher identification of skill's successful use
Healthy Choices	M.1 B.SMS-9	Navigate 360 "Safe and Healthy Superheros", module 1, week 7 counselor-created materials to promote distinguishing between healthy and unhealthy choices including physical health, mental/emotional health, and social/community health	Oct.	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	whole group responses (T-P-S, thumbs/down, or similar) during lesson completion observed use of skills, student feedback and participation in activities and discussion	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher/parent identification of skill's successful use
Career, Career Awareness- Tools	M.2, M.4, M.6 B.LS-1, B.LS-2, B.LS--7, B.LS-8 B.SMS-5, B.SS-6, B-SS-7 CEW 13.1.3.D/E/F/G CEW 13.2.3.D	complete counselor-designed career awareness materials including puzzles, play-doh, and groupwork to correctly identify tools used for specific careers	Jan-February	65	W.W. Evans/ Beaver-Main Elementary	observed use of skills, student feedback and participation in activities and discussion	BASD Elementary School Counselor	Amanda Lombardo	% completing Career Benchmark
Career, Career Awareness- Clothes	M.2, M.4, M.6 B.LS-1, B.LS-2, B.LS--7, B.LS-8 B.SMS-5, B.SS-6, B-SS-7 CEW 13.1.3.D/E/F/G CEW 13.2.3.D	complete counselor-designed career awareness materials including coloring and drawing to identify the clothes worn by a variety of careers in the community supplemental literature- <i>Clothesline Clues to the Jobs People Do</i>	Jan-February	65	W.W. Evans/ Beaver-Main Elementary	observed use of skills, student feedback and participation in activities and discussion	BASD Elementary School Counselor	Amanda Lombardo	% completing Career Benchmark
Career, Career Awareness- Place	M.2, M.4, M.6 B.LS-1, B.LS-2, B.LS--7, B.LS-8 B.SMS-5, B.SS-6, B-SS-7 CEW 13.1.3.D/E/F/G CEW 13.2.3.D	complete counselor-designed career awareness materials including puzzles and small group discussion to identify careers available in a variety of settings and locations and how location impacts career decisions supplemental literature- <i>Clothesline Clues to the Jobs People Do</i>	Jan-February	65	W.W. Evans/ Beaver-Main Elementary	observed use of skills, student feedback and participation in activities and discussion	BASD Elementary School Counselor	Amanda Lombardo	% completing Career Benchmark
Career - Personal Career Plan	M.2, M.4, M.6 B.LS-1, B.LS-2, B.LS--7, B.LS-8 B.SMS-5, B.SS-6, B-SS-7 13.1.3.B/F	students create personal plan of career considering tools, place, and clothes Smart Futures Group Lessons K-3 Lessons 3	Jan-February	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student successful completion of individual career plan to	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	% completing Career Benchmark

	13.2.3.D	and 4				be placed in portfolios			
Career-Entrepreneurship	M.2, M.4, M.6 B.LS-1, B.LS-2, B.LS--7, B.LS-8 B.SMS-5, B.SS-6, B-SS-7 13.4.3.A/C	students create a personal business idea and complete counselor-created materials to design their "grand opening"	Jan-Feb.	65	W.W. Evans/ Beaver-Main Elementary	student successful completion of business idea to be placed in portfolios	BASD Elementary School Counselor	Amanda Lombardo	% completing Career Benchmark
Problem Solving	M.2, M.2, M.5, M.6	Navigate 360 ("Positive Problem Solving") & Kelso's Choice materials	February-March	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student participation in large and small group discussions, formative assessments, demonstration of skills in social stories	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student demonstration /application of problem solving skills as observed by school staff
2 nd Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Welcome Back/Meet the Counselor	M.3, M.6 B.SS-2, B.SS-6. B.SS-3	PBIS team/teacher-created materials to review PBIS expectations Counselor created materials to introduce counseling services and help students identify ways to utilize available resources for support <i>Sumi's First Day of School Ever</i> or similar children's literature	Sept.	128	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	Student participation in discussion and completion of collaborative group work to demonstrate application of PBIS expectations across school settings	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher identification of skill's successful use; PBIS data
School Climate Check	M.1, M.3 B.SS-1, B.SS-2, B.SS-6	counselor-created Climate Survey Navigate 360 SEL Assessment	Sept., Jan., April	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student completion of Climate Survey, data analyzed for individual Tier 2 participation and system/building needs	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	completion of Climate Survey/ Universal Screener
Being Confident	M.1, M.2, M.3, M.5, M.6, B-LS 4, B-LS 8, B-SMS 6:	Navigate 360, Week 19 positive self- talk activity <i>I Like Myself</i> (Beaumont) or similar	Sept. April	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student participation in discussion and completion of collaborative group work to demonstrate application of PBIS expectations across school settings	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher identification of skill's successful use; PBIS data
Anti-Bullying	M.1, M.3, M.6 B-SMS.7, S-SMS.9, B-SS.2, S-SS.4, B-SS.5,B-SS.8, B-SS.9, B-SS.10	Navigate 360, Module 2, week 11- "How to Be an Upstander" Counselor-created informational slides, <i>Juice Box Bully</i> and <i>We Are All Wonders</i> or	Oct., Jan, Feb	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student participation in class discussion; observed student application of skills/concepts	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher identification of skill's successful use

		similar children's literature				following lessons			
Game-based Social Skills	M.1, M-2, M.3, B-SMS.1, B-SMS.2, B-SMS.6, B-SMS.7, B.SS-1, B.SS-2, B.SS-8	board games and counselor-created games, such as Chutes and Ladders, UNO, Jenga, BINGO and similar Four Corners, Heads Up Seven Up, Simon Says	April	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	observed use of skills taught in curriculum including problem solving, emotion management, playing fair, respect, communication and listening, etc	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher/parent identification of skill's successful use
Healthy Choices	M.1 B.SMS-9 B-SMS5	Navigate 360 Week 7- "Staying On Track with Healthy Choices" counselor-created materials to promote distinguishing between healthy and unhealthy choices including physical health, mental/emotional health, and social/community health; National Red Ribbon Week materials	Oct.	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	whole group responses (T-P-S, thumbs/down, or similar) during lesson completion observed use of skills, student feedback and participation in activities and discussion	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher/parent identification of skill's successful use
Career- My Interests	13.1.3 (A, B) M.1., M.3, M.5, M.6, B-LS 1	SmartFutures Lesson 1 counselor-created supplemental materials	Jan-February	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student successful completion of Smart Futures lessons and reflections for career portfolio	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	% completing Career Benchmark
Career- Community Roles	13.1.3.C/D/E M.2, M.3, B-LS-9	Smart Futures, Lessons 2 & 7 Counselor created supplemental discussion materials	January-February	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student successful completion of Smart Futures lessons and reflections for career portfolio	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	% completing Career Benchmark
Career- Preparation for Careers	13.1.3.F M.6, B-LS-7, B-LS-9	Smart Futures Lesson 3	January-February	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student successful completion of Smart Futures lessons and reflections for career portfolio	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	% completing Career Benchmark
Career- Cooperation in Group Settings; Successful Attitudes and Work Habits	13.2.3.E13.3.3.A M.3, M.5, B-LS-3, B-LS.6, B-SMS.1, B-SMS.2, B-SMS.3, B-SMS.7, B-SMS.10	Smart Futures Lessons 5 & 6	January-February	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student successful completion of Smart Futures lessons and reflections for career portfolio	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	% completing Career Benchmark
Personal Space	M.1, M.2, B.SMS-1, B.SMS-2, B.SMS-6, B.SS-2,, B.SS-4, B.SS-5, B.SS-6,, B.SS-9	Navigate 360- The Space Between Us students complete hand-on collaborative activities to demonstrate appropriate space in a variety of situations Supplemental literature <i>Personal Space Camp</i>	Feb	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	whole group responses (T-P-S, thumbs/down, or similar) during lesson completion	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher/parent identification of skill's successful use

		(Cook)				observed use of skills, student feedback and participation in activities and discussion			
Active Listening	M.1, B-SS.1, B-SS.2, B-SS.3, B-SS.5, B-ss.6, B-SS.9, B-SMS.7	Navigate 360 Week 22, Active Listening supplemental literature <i>My Mouth is a Volcano</i> (Cook) & associated activity provided by publisher	Feb	127	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	whole group responses (T-P-S, thumbs/down, or similar) during lesson completion observed use of skills, student feedback and participation in activities and discussion	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher/parent identification of skill's successful use
3 rd Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Welcome Back/Respect	M.3, M.6 B.SS-2, B.SS-6	PBIS team/teacher-created materials; <i>Sumi's First Day of School Ever</i> or similar children's literature	August-Sept	164	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student participation in class discussion; observed student application of skills/concepts following lessons;	BASD School Counselor	Amanda Lombardo Makayla Snyder	student demonstration of skills/concepts as observed by teachers/staff
School Climate Check	M.1, M.3 B.SS-1, B,SS-2, B.SS-6	counselor-created Climate Survey Navigate 360 SEL Assessment	Sept., Jan., April (3 weeks)	164	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student completion of Climate Survey, data analyzed for individual Tier 2 participation and system/building needs	BASD School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher identification of skill's successful use
Anti-Bullying	M.1, M.3, M.6 B-SMS.7, S-SMS.9, B-SS.2, S-SS.4, B-SS.5, B-SS.8, B-SS.9, B-SS.10	Navigate 360 Kindness in the Classroom curriculum Counselor-created informational slides and handouts,, <i>Say Something</i> , and <i>Invisible Boy</i> or similar children's literature	Oct. Feb.	164	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student participation in class discussion; observed student application of skills/concepts following lessons	BASD school counselor	Amanda Lombardo Makayla Snyder	student mastery of bullying definition, recognition and response skills indicated by assessment, mastery = 4/5 correct, or better
Healthy Choices-Self Care	M.1 B.SMS-9	Navigate 360 lesson # 7, Self Care Everywhere counselor-created materials to promote self care and healthy choices including physical health, mental/emotional health, and social/community health	Oct. 1 week	164	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	observed use of skills, student feedback and participation in activities and discussion	BASD School Counselor	Amanda Lombardo Makayla Snyder	student demonstration of skills/observed use of skills by teacher/staff
Career - How Money Is Used	13.3.3 (D) M.3; B-LS1	SmartFutures, Grade 3, Lessons 8 Counselor-created supplemental materials including building and	Dec - Jan	164	W.W. Evans/ Beaver-Main Elementary	successful completion of benchmark lessons on SmartFutures;	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	% completing Career Benchmark

		ice cream sundae (budgeting and money).			Memorial Elementary	participation in discussion			
Career- Lifelong Learning	13.3.3.G M.1, M.4, M.6,B-LS 4, B-LS 5, B-LS 6, B-LS 8,B-SMS 3, B-SMS 5, B-SMS 10	Smart Futures, Grade 3, Lesson 9 counselor-created materials to identify areas of learning students wish to pursue outside of the classroom	Dec - Jan	164	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	successful completion of benchmark lessons on SmartFutures; participation in discussion	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	% completing Career Benchmark
Career- Entrepreneurship?	13.4.3 (A); 13.4.3 (B); M.3, M.5, B-LS 2, B-LS 4, B-LS 9, B-SMS 4	Smart Futures Grade 3, Lessons 10-11	Dec - Jan	164	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	successful completion of benchmark lessons on SmartFutures; participation in discussion	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	% completing Career Benchmark
Career- Entrepreneurship?	13.4.3 (A); 13.4.3 (B); M.3, M.5, B-LS 2, B-LS 4, B-LS 9, B-SMS 4, B-LS 5; B-LS 8, B-SS 1, B-SS 2, B-SS 6, B-SS 7, B-SS 9	counselor-created collaborative research project- student groups assigned a historical entrepreneur and develop presentation to share out with the class about entrepreneur traits	Dec - Jan	65	W.W. Evans/ Beaver-Main Elementary	successful completion of benchmark lessons on SmartFutures; participation in discussion	BASD Elementary School Counselor	Amanda Lombardo	% completing Career Benchmark
Career- Researching Job Opportunities, Personal Letter	13.2.3 (B); 13.2.3.C, M.1, M.5, B-LS 1, B-LS 5, B-LS 9, B-SS 1	Smart Futures Lessons 12-13	Dec - Jan	164	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	successful completion of benchmark lessons on SmartFutures; participation in discussion	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	% completing Career Benchmark
Career- Be an ULTRA Good Listener & Importance of Planning	13.2.3 (A, E) 13.1.3 (G) 13.2.3 (D) 13.3.3 (E) M.1, M.5, M.4, B-LS 3, B-LS 7, B-LS 9,B-SMS 5	Smart Futures Lessons 12-13	Dec - Jan	164	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	successful completion of benchmark lessons on SmartFutures; participation in discussion	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	% completing Career Benchmark
SEL- Think it or Speak It	M.1, M.5, B-SS.1, B-SS.4, B-SS.5, B-SS.5. B-SS.6, B-SS.8, B	Navigate 360, #11, Think it Or Speak It counselor created discussion and support materials	March	164	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	successful completion of quiz and questions on Navigate 360	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, observed through teacher/staff observation, student self-reporting on survey
SEL- Having an Open Mind	M.1, M.5, B-SS.1, B-SS.4, B-SS.5, B-SS.5. B-SS.6, B-SS.8, B	Navigate 360- #12. counselor created discussion and support materials	March	164	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	successful completion of quiz and questions on Navigate 360	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, observed through teacher/staff observation, student self-reporting on survey
SEL- Self Efficacy	M.1. M.5,	Navigate 360 #13 counselor created discussion and support materials	March/April	164	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	successful completion of quiz and questions on Navigate 360	BASD Elementary School Counselor	Amanda Lombardo Makayla Snyder	student application of skills, observed through teacher/staff observation, student self-reporting on survey

4th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Welcome Back/Counselor Introductory lesson	M.3, M.6 B.SS-2, B.SS-6	PBIS team/teacher-created materials	August (1 week)	65 51	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student participation in class discussion; observed student application of skills/concepts following lessons;	Elementary Counselor	Amanda Lombardo Makayla Snyder	% of students present for lessons
Friendship/Perspective	B.SS-1, B.SS-2, B.SS-4, B.SS-5, B.SS-6, B.SS-7, B.SS-8, B.SS-9	Navigate 360 Counselor created game and supplemental materials	September -October (2 weeks)	65 51	W.W. Evans/Beaver -Main Elementary Memorial Elementary	accurate answers on classroom quiz/game activity	Elementary Counselor	Amanda Lombardo Makayla Snyder	% of students present for lessons
School Climate Check	M.1, M.3 B.SS-1, B.SS-2, B.SS-6	counselor-created Climate Survey Navigate 630 SEL Assessment	Sept., Jan., April (3 weeks)	65 51	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student completion of Climate Survey, data analyzed for individual Tier 2 participation and system/building needs	Elementary Counselor	Amanda Lombardo Makayla Snyder	% of student completing climate survey screener
Anti-Bullying	M.1, M.3, M.6 B-SMS.7, S-SMS.9, B-SS.2, S-SS.4, B-SS.5, B-SS.8, B-SS.9, B-SS.10	Navigate 360 Counselor-created informational slides, <i>Say Something</i> or similar children's literature	Oct. 1 week	65 51	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student participation in class discussion; observed student application of skills/concepts following lessons	Elementary Counselor	Amanda Lombardo Makayla Snyder	% of students completing lesson
Game based Social Skills	M.1, M-2, M.3, B-SMS.1, B-SMS.2, B-SMS.6, B-SMS.7, B.SS-1, B.SS-2, B.SS-8	board games and counselor-created games, such as Chutes and Ladders, UNO, Jenga, BINGO and similar Four Corners, Simon Says, Heads Up Seven Up	Oct.- Dec. April 3 weeks	65 51	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	observed use of skills taught in curriculum including problem solving, emotion management, playing fair, respect, communication and listening, etc	Elementary Counselor	Amanda Lombardo Makayla Snyder	student application of skills, teacher/parent identification of skill's successful use
Healthy Choices	M.1 B.SMS-9	teacher-created materials and National Red Ribbon Week materials	October (1 week)	65 51	W.W. Evans/Beaver -Main Elementary Memorial Elementary	student participation in classroom discussions	Elementary Counselor	Amanda Lombardo Makayla Snyder	% students meeting career benchmarks
Communication		Navigate 360 in the Classroom supplemental materials	October/November	65 51	W.W. Evans/Beaver -Main Elementary Memorial Elementary	student completion of lesson and participation in discussion/activities	Elementary Counselor	Amanda Lombardo Makayla Snyder	% of students completing Navigate 360 lessons
Career - Interests		Smart Futures, lesson1	January	65 51	W.W. Evans/Beaver -Main Elementary	student completion of Smart Futures lesson	Elementary Counselor	Amanda Lombardo	% students meeting career benchmarks

					Memorial Elementary			Makayla Snyder	
Career- Personal Schedule		Smart Futures, lesson 4	January/February	65 51	W.W. Evans/Beaver -Main Elementary Memorial Elementary	student completion of SmartFutures lesson	Elementary Counselor	Amanda Lombardo Makayla Snyder	% students meeting career benchmarks
Career- Budgeting		Smart Futures, lesson 15	February	65 51	W.W. Evans/Beaver -Main Elementary Memorial Elementary	student completion of SmartFutures lesson	Elementary Counselor	Amanda Lombardo Makayla Snyder	% students meeting career benchmarks
Career- Group Cooperation & Work Ethic		Smart Futures, lesson 3 & 5	February	65 51	W.W. Evans/Beaver -Main Elementary Memorial Elementary	student completion of SmartFutures lesson	Elementary Counselor	Amanda Lombardo Makayla Snyder	% students meeting career benchmarks
Career- Entrepreneur		Smart Futures , lesson 6	February/ March	65 51	W.W. Evans/Beaver -Main Elementary Memorial Elementary	student completion of SmartFutures lesson	Elementary Counselor	Amanda Lombardo Makayla Snyder	% students meeting career benchmarks

5th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Welcome Back	M.3, M.6 B.SS-2, B.SS-6	PBIS team/teacher-created materials	August (1 week)	55 80	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student participation in class discussion; observed student application of skills/concepts following lessons;	Elementary Counselor	Amanda Lombardo Makayla Snyder	
Friendship and Peer Conflict	M.3 B.SS-1, B.SS-2, B.SS-4, B.SS.5, B.SS.8, B.SS.9	Navigate 360 Supplemental: Kindness in the Classroom; Second Step; children's literature such as <i>The Sandwich Swap</i> and/or similar,	November	55 80	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student participation in class discussion; observed student application of skills/concepts following lessons; student reflections	Elementary Counselor	Amanda Lombardo Makayla Snyder	% of students completing Navigate 360
School Climate Check	M.1, M.3 B.SS-1, B.SS-2, B.SS-6	counselor-created Climate Survey Navigate 360	Sept., Jan., April (3 weeks)	65 80	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	student completion of Climate Survey, data analyzed for individual Tier 2 participation and system/building needs		Amanda Lombardo Makayla Snyder	
Anti-Bullying	M.1, M.3, M.6 B-SMS.7, S-SMS.9, B-SS.2, S-SS.4, B-SS.5, B-SS.8, B-SS.9, B-SS.10	Counselor-created informational slides, <i>Say Something</i> or similar children's literature	Oct. 1 week	65	W.W. Evans/ Beaver-Main Elementary	student participation in class discussion; observed		Amanda Lombardo	

						student application of skills/concepts following lessons			
Game based Social Skills	M.1, M-2, M.3, B-SMS.1, B-SMS.2, B-SMS.6, B-SMS.7, B.SS-1, B.SS-2, B.SS-8	board games and counselor-created games, such as Chutes and Ladders, UNO, Jenga, BINGO and similar Four Corners, Simon Says, Heads Up Seven Up	Oct.- Dec. April 3 weeks	65 80	W.W. Evans/ Beaver-Main Elementary Memorial Elementary	observed use of skills taught in curriculum including problem solving, emotion management, playing fair, respect, communication and listening, etc		Amanda Lombardo Makayla Snyder	
Healthy Choices	M.1 B.SMS-9	teacher-created materials and National Red Ribbon Week materials Navigate 360	October (1 week)	55 80	W.W. Evans/Beaver -Main Elementary Memorial Elementary	student participation in classroom discussions		Amanda Lombardo Makayla Snyder	
6 th Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Counseling Services Introductory Lesson/ Introduction to School Counselor	B-LS 4, B-LS 6, B-LS 8, B-SMS 1, B-SMS 2, B-SMS 6, B-SMS 8, B-SS 3, B-SS 5, 13.1.8.F, 13.3.8.A, 13.3.8.C, 13.3.8.E,	Counselor developed and/ or procured materials	August/ September	125	Middle school classroom	Teacher observation; Questions and answers from students	BASD Middle School Counselor	Ann Kostiuk	% students present for lessons
Smart Futures 'Career Clusters and Pathways' Activity	M 3, M 5, M 6, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-SMS 5, 13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.E, 13.1.8.F, 13.1.8.H,	Smart Futures Curriculum	October	125	Middle school classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Ann Kostiuk	% Career Standards Benchmark
Smart Futures 'Conflict Resolution' Activity	M 1, M 2, M 5, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9, B-SS 10, 13.2.8.E, 13.3.8.A, 13.3.8.C, A.6-8.2, A.6- 8.3	Smart Futures Curriculum	November	125	Middle school classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Ann Kostiuk	% Career Standards Benchmark
Smart Futures 'My Interest Survey' Activity	M 3, M 6, B-LS 1, B-LS 7, 13.1.8.A, 13.1.8.B	Smart Futures Curriculum	December	125	Middle school classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Ann Kostiuk	% Career Standards Benchmark
Smart Futures 'Goal Setting' Activity	M 1, M 4, M 5, B-LS 4, B-LS 7, B-SMS 5, B-SMS 6, 13.2.8.D, 13.3.8.G	Smart Futures Curriculum	January	125	Middle school classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Ann Kostiuk	% Career Standards Benchmark
Smart Futures 'Learning Style' Activity	M 1, M 2, M 3, M 4, M 5, M 6, B-LS 2, B-LS 4, B-LS 5, B-LS 9, B-SMS 3, B-SMS 6, B-SMS 8, B-SMS 10, B-SS 1, B-SS 8, 13.3.8.A, 13.3.8.G	Smart Futures Curriculum	February	125	Middle school classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Ann Kostiuk	% Career Standards Benchmark

Beginning of Year SEL Assessment	M 1, M 3, B-SS 1, B-SS 2, B-SS-6	Navigate 360/Compass Curriculum	August/September	125	Middle school classroom	Staff Observation; assessment rating scale	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Intro to SEL Program	M 1, M 2, B-LS 4, B-SS 1; 13.1.5.A	Navigate 360/Compass Curriculum	August/September	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Personal Strengths Inventory	M 1, M 5, B-SS 1, B-LS 4, 13.1.8.A	Navigate 360/Compass Curriculum	September	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Healthy Lifestyle Decisions...in Space	M 7, B-SS 6, B-LS 1, B-SMS 1, 13.3.8.A	Navigate 360/Compass Curriculum	October	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Emotional Messages	M 2, B-SS 1, 13.3.8.A	Navigate 360/Compass Curriculum	October	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Gratitude	B-PF 5, B-SMS 1, B-SS 2, 13.2.8.E	Navigate 360/Compass Curriculum	November	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Social Media Safety	B-SS 3, B-SMS 1, B-SMS 2, B-SS 6, 13.2.8.B	Navigate 360/Compass Curriculum	November	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Mid-Year SEL Assessment	M 1, M 3, B-SS 1, B-SS 2, B-SS 6, B-SMS 1	Navigate 360/Compass Curriculum	November/December	125	Middle school classroom	Staff Observation; Assessment Rating Scale	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Learn Your Learning Style	M 1, M 5, B-LS 1, B-LS 2, b-LS 4, B-SMS 5, B-SS 1, 13.1.8.A	Navigate 360/Compass Curriculum	December	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Organizational Skills	M 6, B-LS 3, B-SMS 1, B-SS 3, 13.3.8.B	Navigate 360/Compass Curriculum	December	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
What Does Kindness Look Like in the Middle School?	B-SS 6, B-SMS 1, B-SS 3, 13.2.8.B	Navigate 360/Compass Curriculum	January	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Self-Talk and Self-Esteem	M 1, M 6, BB-LS 4, B-SMS 6, 13.1.8.A	Navigate 360/Compass Curriculum	January	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Your Control Zone	M 1, B-SMS 6, B-SMS 7, B-SS 3, 13.3.8.B	Navigate 360/Compass Curriculum	February	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Invisible Identities	M 4, B-LS 9, B-SS 6, 13.2.8.E	Navigate 360/Compass Curriculum	February	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate

									360/Compass Curriculum
Three Types of Bullying	M 1, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 7, B-LS 2, B-SS 6, 13.3.8.A	Navigate 360/Compass Curriculum	March	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Executive Functioning	M 4, B-LS 9, B-SMS 6, B-SS 3, 13.3.8.B	Navigate 360/Compass Curriculum	March	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Conflict Resolution & Compromise	M 2, M 5 B-LS 6, B-LS 9, B-SMS 6, B-SS 6, B-SS 3, 13.2.8.b	Navigate 360/Compass Curriculum	April	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Apologies & Repairing Relationships	M 1, B-SMS 1, B-SS 6, 13.3.8.A	Navigate 360/Compass Curriculum	April	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Respect for All Things	M 2, M 4, B-LS 6, B-SMS 1, B-SS 5, 13.2.5.E	Navigate 360/Compass Curriculum	May	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Different Perspectives in Conflict	M 1, M 2, B-LS 1, B-LS 2, B-SMS 1, B-SMS 2, B-SS 6, 13.2.8.B	Navigate 360/Compass Curriculum	May	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum

End of Year SEL Assessment	M 1, M 2, M 3, B-SS 1, B-SS 2, B-SS 6	Navigate 360/Compass Curriculum	May/June	125	Middle school classroom	Staff Observation; Assessment Rating Scale	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
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Middle School

7 th Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Smart Futures 'Learning from Entrepreneurs' Activity	M 4, M5, M 6, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-SMS 1, B-SMS 2, BSMS 5, B-SMS 6, 13.4.8.A, 13.4.8.B, 13.4.8.C	Smart Futures Curriculum	October	143	Middle School Classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Ann Kostiuk	% Career Standards Benchmark
Smart Futures 'My Work Value Survey' Activity	M 3, M 6, B-LS 1, B-LS 9, B-LS 10, B-SMS 3, B-SMS 5, B-SMS 6, B-SMS 10, B-SS 6, B-SS 10, 13.1.8.A, 13.1.8.B, 13.1.8.F, 13.1.8.H	Smart Futures Curriculum	November	143	Middle School Classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Ann Kostiuk	% Career Standards Benchmark
Smart Futures 'Knowledge Skill Ability Survey' Activity	M 1, M 3, M 4, M 5, M 6, B-LS 1, B-LS 5, BLS 6, B-LS 7, B-LS 8, BLS 9, B-SMS 4, B-SMS 5, B-SMS 6, 13.1.8.A, 13.1.8.B, 13.1.8.D, 13.1.8.F, 13.1.8.H	Smart Futures Curriculum	December	143	Middle School Classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Ann Kostiuk	% Career Standards Benchmark

Smart Futures 'Changing Work Place' Activity	M 2, M 5, M 6, B-LS 1, B-LS 9, B-SS 2, B-SS 4, B-SS 5, B-SS 7, B-SS 8, B-SS 9, B-SS 10, 13.1.8.C, 13.1.8.D, 13.3.8.A, 13.3.8.F	Smart Futures Curriculum	January	143	Middle School Classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Ann Kostiuk	% Career Standards Benchmark
Smart Futures 'My Business Plan' Activity	M 4, M 5, M 6, B-LS 1, B-LS 2, B-LS 3, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 5, B-SMS 6, B-SS 8, 13.4.8.A, 13.4.8.C	Smart Futures Curriculum	February	143	Middle School Classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Ann Kostiuk	% Career Standards Benchmark
Beginning of Year SEL Assessment	M 1, M 3, B-SS 1, B-SS 2, B-SS-6	Navigate 360/Compass Curriculum	August/S eptembe r	143	Middle school classroom	Staff Observation; assessment rating scale	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Intro to SEL Program	M 1, M 2, B-LS 4, B-SS 1; 13.1.5.A	Navigate 360/Compass Curriculum	August/S eptembe r	143	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
My Value	M 1, M 5, B-SS 1, B-LS 4, 13.1.8.A	Navigate 360/Compass Curriculum	Septemb er	143	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Sustaining Attention	M 7, B-SS 6, B-LS 1, B-SMS 1, 13.3.8.A	Navigate 360/Compass Curriculum	October	143	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
The Language of Emotions	M 2, B-SS 1, 13.3.8.A	Navigate 360/Compass Curriculum	October	143	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Gratitude: It's a International Thing	B-PF 5, B-SMS 1, B-SS 2, 13.2.8.E	Navigate 360/Compass Curriculum	Novembe r	143	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
10 Ways to Resolve Peer Pressure	B-SS 3, B-SMS 1, B-SMS 2, B-SS 6, 13.2.8.B	Navigate 360/Compass Curriculum	Novembe r	143	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Mid-Year SEL Assessment	M 1, M 3, B-SS 1, B-SS 2, B-SS 6, B-SMS 1	Navigate 360/Compass Curriculum	Novembe r/Decem ber	143	Middle school classroom	Staff Observation; Assessment Rating Scale	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Supporting Your Own Learning Style	M 1, M 5, B-LS 1, B-LS 2, b-LS 4, B-SMS 5, B-SS 1, 13.1.8.A	Navigate 360/Compass Curriculum	Decembe r	143	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Acting on Impulse	M 6, B-LS 3, B-SMS 1, B-SS 3, 13.3.8.B	Navigate 360/Compass Curriculum	Decembe r	143	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Compassion + Action = Kindness	B-SS 6, B-SMS 1, B-SS 3, 13.2.8.B	Navigate 360/Compass Curriculum	January	143	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate

									360/Compass Curriculum
Standing up, Speaking Up	M 1, M 6, BB-LS 4, B-SMS 6, 13.1.8.A	Navigate 360/Compass Curriculum	January	143	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Mini-Vacation from Stress	M 1, B-SMS 6, B-SMS 7, B-SS 3, 13.3.8.B	Navigate 360/Compass Curriculum	February	143	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Cultural Competence	M 4, B-LS 9, B-SS 6, 13.2.8.E	Navigate 360/Compass Curriculum	February	143	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Standing Up for Other	M 1, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 7, B-LS 2, B-SS 6, 13.3.8.A	Navigate 360/Compass Curriculum	March	143	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Working Memory	M 4, B-LS 9, B-SMS 6, B-SS 3, 13.3.8.B	Navigate 360/Compass Curriculum	March	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Effective Leadership	M 2, M 5 B-LS 6, B-LS 9, B-SMS 6, B-SS 6, B-SS 3, 13.2.8.b	Navigate 360/Compass Curriculum	April	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Responsibility in the Digital World	M 1, B-SMS 1, B-SS 6, 13.3.8.A	Navigate 360/Compass Curriculum	April	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Respect Yourself	M 2, M 4, B-LS 6, B-SMS 1, B-SS 5, 13.2.5.E	Navigate 360/Compass Curriculum	May	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Jumping to Conclusions	M 1, M 2, B-LS 1, B-LS 2, B-SMS 1, B-SMS 2, B-SS 6, 13.2.8.B	Navigate 360/Compass Curriculum	May	125	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
End of Year SEL Assessment	M 1, M 2, M 3, B-SS 1, B-SS 2, B-SS 6	Navigate 360/Compass Curriculum	May/Jun e	125	Middle school classroom	Staff Observation; Assessment Rating Scale	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
8th Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Smart Futures 'My Resume Activity'	M 3, M 5, B-SS 1, B-SS 8, 13.2.8.C	Smart Futures Curriculum	School Year	152	Middle School Classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Jami Fisher	% Career Standards Benchmark
Smart Futures 'Career Research' Activity	M 5, B-LS 1, B-LS 5, B-LS 7, B-LS 9, B-SMS 3, B-SMS 5, 13.2.8.B	Smart Futures Curriculum	School Year	152	Middle School Classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Jami Fisher	% Career Standards Benchmark

Smart Futures 'Career Acquisition Documents' Activity	M 1, M 4, M 5, B-SS 1, B-SS 3, B-SS 6, B-SS 8, 13.2.8.C	Smart Futures Curriculum	School Year	152	Middle School Classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Jami Fisher	% Career Standards Benchmark
Smart Futures 'Budgeting' Activity	M 1, M 5, B-LS 1, B-LS 3, B-LS 7, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 5, 13.4.8.D	Smart Futures Curriculum	School Year	152	Middle School Classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Jami Fisher	% Career Standards Benchmark
Smart Futures 'Economics of Jobs' Activity	M 1, M 3, M 5, M 6, B-LS 1, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5, 13.1.8.C, 13.1.8.D, 13.1.8.E	Smart Futures Curriculum	School Year	152	Middle School Classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Jami Fisher	% Career Standards Benchmark
Smart Futures 'Explore Your CTC' Activity	M 3, M 6, B-LS 1, B-LS 7, B-LS 9, B-SMS 4, B-SMS 5, B-SMS 10, 13.1.8.D, 13.1.8.H	Smart Futures Curriculum	School Year	152	Middle School Classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Jami Fisher	% Career Standards Benchmark
8th Grade Career Plan	M1, M2, M3, M4, M5, M6, B-LS 7, B-LS 9, B-SMS 6 13.1.8.G	Smart Futures Curriculum	School Year	152	Middle School Classroom	CEW artifacts and Smart Futures	BASD Middle School Counselor	Jami Fisher	% Career Standards Benchmark
Beginning of Year SEL Assessment	M 1, M 3, B-SS 1, B-SS 2, B-SS-6	Navigate 360/Compass Curriculum	August/September	152	Middle school classroom	Staff Observation; assessment rating scale	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Intro to SEL Program	M 1, M 2, B-LS 4, B-SS 1; 13.1.5.A	Navigate 360/Compass Curriculum	August/September	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Using my Skills to Improve	M 1, M 5, B-SS 1, B-LS 4, 13.1.8.A	Navigate 360/Compass Curriculum	September	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
What is Your Body Image?	M 7, B-SS 6, B-LS 1, B-SMS 1, 13.3.8.A	Navigate 360/Compass Curriculum	October	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Emotion Data	M 2, B-SS 1, 13.3.8.A	Navigate 360/Compass Curriculum	October	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Greta's Gratitude Challenge	B-PF 5, B-SMS 1, B-SS 2, 13.2.8.E	Navigate 360/Compass Curriculum	November	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Making Things Right	B-SS 3, B-SMS 1, B-SMS 2, B-SS 6, 13.2.8.B	Navigate 360/Compass Curriculum	November	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Mid-Year SEL Assessment	M 1, M 3, B-SS 1, B-SS 2, B-SS 6, B-SMS 1	Navigate 360/Compass Curriculum	November/December	152	Middle school classroom	Staff Observation; Assessment Rating Scale	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum

Self-Determination	M 1, M 5, B-LS 1, B-LS 2, b-LS 4, B-SMS 5, B-SS 1, 13.1.8.A	Navigate 360/Compass Curriculum	December	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Self-Monitoring	M 6, B-LS 3, B-SMS 1, B-SS 3, 13.3.8.B	Navigate 360/Compass Curriculum	December	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Random Acts of Kindness	B-SS 6, B-SMS 1, B-SS 3, 13.2.8.B	Navigate 360/Compass Curriculum	January	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Giving & Receiving Feedback	M 1, M 6, BB-LS 4, B-SMS 6, 13.1.8.A	Navigate 360/Compass Curriculum	January	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Stress & Anxiety	M 1, B-SMS 6, B-SMS 7, B-SS 3, 13.3.8.B	Navigate 360/Compass Curriculum	February	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
The Influence of Culture	M 4, B-LS 9, B-SS 6, 13.2.8.E	Navigate 360/Compass Curriculum	February	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
The Impact of Cyberbullying	M 1, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 7, B-LS 2, B-SS 6, 13.3.8.A	Navigate 360/Compass Curriculum	March	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Managing Our Time	M 4, B-LS 9, B-SMS 6, B-SS 3, 13.3.8.B	Navigate 360/Compass Curriculum	March	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Establishing Priorities	M 2, M 5 B-LS 6, B-LS 9, B-SMS 6, B-SS 6, B-SS 3, 13.2.8.b	Navigate 360/Compass Curriculum	April	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
Taking Accountability	M 1, B-SMS 1, B-SS 6, 13.3.8.A	Navigate 360/Compass Curriculum	April	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
What Does Your Reputation Say About You?	M 2, M 4, B-LS 6, B-SMS 1, B-SS 5, 13.2.5.E	Navigate 360/Compass Curriculum	May	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
De-escalation Communication	M 1, M 2, B-LS 1, B-LS 2, B-SMS 1, B-SMS 2, B-SS 6, 13.2.8.B	Navigate 360/Compass Curriculum	May	152	Middle school classroom	Staff Observation; Pre & Post Test assessment	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum
End of Year SEL Assessment	M 1, M 2, M 3, B-SS 1, B-SS 2, B-SS 6	Navigate 360/Compass Curriculum	May/June	152	Middle school classroom	Staff Observation; Assessment Rating Scale	BASD Staff &/or School Counselor	Ann Kostiuk	% of students completing Navigate 360/Compass Curriculum

High School

9 th Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
New Thinking About Career Success	M 5, M 6, B-LS 1 B-LS 2, B-LS 4, B-LS 5 B-LS 6, B-LS 9, B-SS 9, B-SMS 10, B-SMS 6, B-SMS 5 13.1.11 F, 13.1.11 H	Smart Futures Curriculum	School Year	80	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	Futures Classroom Teacher	% Career Standards Benchmark
My Personality Type	M 1, M 3, M 5, B-LS 1, B-LS 7, C-SMS 1, D-SMS 2, E-SMS 6, F-SS 2, G-SS 4, H-SS 6, I-SS 7, J-SS 10 13.1.11 A, 13.1.11 B, 13.2.11 A	Smart Futures Curriculum	School Year	150	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	Futures Classroom Teacher	% Career Standards Benchmark
Personal Interests	M 1, M 3, M 4, M 5, B-LS 1 B-LS 7, B-LS 9 B-SMS 6, 13.1.11 B	Smart Futures Curriculum	School Year	80	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	Futures Classroom Teacher	% Career Standards Benchmark
Preparation for Careers	M 3, M 5, M 6 B-LS 1, B-LS 7 B-LS 8, B-LS 9 B-SMS 3, B-SMS 5 13.1.11 F	Smart Futures Curriculum	School Year	80	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	Futures Classroom Teacher	% Career Standards Benchmark
Abilities & Aptitudes	M 1, M 3, M 4, M 5, B-LS 1, B-LS 6, B-LS 7, B-LS 9, B-SMS 6, 13.1.11 A	Smart Futures Curriculum	School Year	80	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	Futures Classroom Teacher	% Career Standards Benchmark
Career Clusters & Pathways	M 5, M 6, B-LS 1, C-LS 7, D-LS 8, E-LS 9 13.1.11 E, 13.1.11 G	Smart Futures Curriculum	School Year	80	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	Futures Classroom Teacher	% Career Standards Benchmark
Experiencing Careers while still in HS	M 1, M 3, M 4, M 5, B-LS 1, B-LS 3, B-LS 4, B-LS 7, B-LS 9, B-SMS 2, C-SMS 8, D-SMS 10 E-SS 9 13.1.11 D, 13.2.11 B	Smart Futures Curriculum	School Year	80	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	Futures Classroom Teacher	% Career Standards Benchmark
Selecting your Career goal	M 1, M 4, M 5, M 6, B-LS 1, B-LS 3, C-LS 5, D-LS 7, E-LS 9, F-SMS 5, G-SMS 6, H-SMS 8, 13.1.11 E, 13.2.11 B	Smart Futures Curriculum	School Year	80	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	Futures Classroom Teacher	% Career Standards Benchmark

Active Listening	M 1, M 2, M 4, B-LS 7, B-LS 9, B-SS 1, C-SS 2, D-SS 3, E-SS 4, F-SS 5, B-SS 7, B-SS 6, C-SS 8, BSS 10, 13.2.11 A, 13.3.11 B	SmartFutures Curriculum	School Year	80	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	Futures Classroom Teacher	% Career Standards Benchmark
10th Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Job Application	M 1, M 4, B-LS 7 C-LS 9, D-SMS 8 E-SS 1, F-SS 3, G-SS 5, H-SS 8 13.2.11 A	Smart Futures Curriculum	Fall	120	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	McNamara and Mrozek	% Career Standards Benchmark
My programs and majors	M 1, M 4, M 5, M 6, B-LS 1, B-LS 3, B-LS 5, B-LS 7, B-LS 9, B-SMS 5, C-SMS 6, D-SMS 8, 13.1.11 F	Smart Futures Curriculum	Winter	120	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	McNamara and Mrozek	% Career Standards Benchmark
Job Interview	M 1, M 4, B-LS 7B-LS 9, B-LS 10, B-SMS 8, B-SS 1, B-LS 9 B-LS 10, B-SMS 8, B-SS 1, C-SS 3, D-SS 5, E-SS 8, 13.2.11 A,13.2.11 B	Smart Futures Curriculum	Spring	120	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	McNamara and Mrozek	% Career Standards Benchmark
The Entrepreneur within	M 3, M 5, B-LS 2, B-LS 4, B-LS 9, B-SMS 5, B-SMS 6, B-SMS 10, C-SS 5, D-SS 7, 13.3.11A,, 13.3.11 B	Smart Futures Curriculum	Spring	120	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	McNamara and Mrozek	% Career Standards Benchmark
Multiple Intelligences	M 3, M 4, M 5, B-LS 7 13.1.11 A, 13.1.11 B	Smart Futures Curriculum	Spring	120	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	McNamara and Mrozek	% Career Standards Benchmark
11th Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
College Survey	M 1, M 4, M 5, M 6, B-LS 1, C-LS 3, B-LS 5, CLS 7, D-LS 9, E-SMS 5, F-SMS 6, G-SMS 8 13.1.11 F	Smart Futures Curriculum	Fall	120	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	McNamara and Mrozek	% Career Standards Benchmark
My Personal Budget	M 3, M 5, B-LS1, B-LS 9, B-SMS 2, B-SMS 4, C-SMS 5 13.3.11 D	Smart Futures Curriculum	Fall	120	HS Classroom	CEW artifacts and Smart Futures	BASD HS Counselor	McNamara and Mrozek	% Career Standards Benchmark
College Tour	13.1.11 F, 13.1.11 H	The College Tour	Winter	120	HS Classroom	CEW artifacts	BASD HS Counselor	McNamara and Mrozek	

									% Career Standards Benchmark
Co-Operative Education	13.1.11 D	Counselor interviews/ meetings	Spring	45	HS Classroom	CEW artifacts	BASD HS Counselor	McNamara and Mrozek	% Career Standards Benchmark
12th Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
College Application Presentation	13.2.11 B, 13.2.11 C	Counselor developed materials	September	120	HS Classroom	CEW artifacts	BASD HS Counselor	McNamara and Mrozek	% Career Standards Benchmark
Scholarship Presentation	13.2.11 B, 113.3.11 D	Counselor developed materials	Winter	120	HS Classroom	CEW artifacts	BASD HS Counselor	McNamara and Mrozek	% Career Standards Benchmark
College Finance & Budgeting	13.3.11 D	My Smart Burrowing	Fall	120	HS Classroom	CEW artifacts	BASD HS Counselor	McNamara and Mrozek	% Career Standards Benchmark
Co-Operative Education	13.1.11 D	Counselor interviews/ meetings	Fall	45	HS Classroom	CEW artifacts	BASD HS Counselor	McNamara and Mrozek	% Career Standards Benchmark

8. Annual Program Goals

Program Goals for the 2025-2026 School Year

Elementary Level

	Academic	Career	Personal/Social
<u>Specific:</u> What is the specific issue based on school data?	Identify students in need of support and intervention services.	K-5 career topics lessons during guidance class, including career awareness topics with K-1 and Smart Futures lessons across multiple career domains with grades 2-5.	Counselors will utilize data to identify and implement interventions to improve student performance (discipline, attendance, grades)
<u>Measurable:</u> How will we measure the effectiveness of our interventions?	Gather information from team meetings, who has been identified and who is still in need of services for academic needs.	All Students will meet Career benchmark requirements by the end of elementary school	Students who have received three or more referrals will receive interventions tailored to their needs.
<u>Attainable:</u> What outcome would stretch us but is still attainable.	Reduce the number of students needing intervention services next year.	Every student will start a career plan.	To reduce the number of student referrals.
<u>Results-Oriented:</u> Is the goal reported in result-oriented data (process, perception and outcome?)	Every student that qualifies, will receive academic support	Career standards will be implemented.	Implement a specific intervention (classroom, individual, or group) for those students who have received three or more referrals in SWIS.
<u>Timeline:</u> When will our goal be accomplished?	By the end of each school year	By the end of each school year	By the end of each school year

School District Program Goals for the 2025-2026 School Year

Middle School Level

	Academic	Career	Personal/Social
<u>Specific:</u> What is the specific issue based on school data?	Reduce retention rates.	Assure that all students have a personalized career plan by the end of their 8th grade school year.	Improve well being for at risk students
<u>Measurable:</u> How will we measure the effectiveness of our interventions?	Compare lists from previous years' retention.	Career Standard Benchmarks will be completed and checked off in PIMS.	Evaluate student engagement and satisfaction
<u>Attainable:</u> What outcome would stretch us but is still attainable.	Reduce retention by 2% each year.	Every student will complete a career plan.	All students will complete check-ins at least twice each year.
<u>Results-Oriented:</u> Is the goal reported in result-oriented data (process, perception and outcome?)	Retention rate will be monitored.	Career standards will be implemented.	Check-ins will monitor students' mental health and overall school satisfaction.
<u>Timeline:</u> When will our goal be accomplished?	By the end of the following school year.	By the end of each school year	By the end of each school year.

School District Program Goals for the 2027 School Year

High School Level

	Academic	Career	Personal/Social
<u>Specific:</u> What is the specific issue based on school data?	Develop targeted graduation plans for academically at risk students to reduce increasing dropout rate.	To develop a more extensive plan for students entering the workforce after graduation	To get more at- risk students engaged in extracurricular activities.
<u>Measurable:</u> How will we measure the effectiveness of our interventions?	compare lists from beginning of the year until the end to see student progress	Pre and post survey	Compare Student Activity lists
<u>Attainable:</u> What outcome would stretch us but is still attainable.	To get 3 students to successfully engage and graduate on time.	A workforce workshop for seniors that could eventually turn into a recruiting opportunity.	Get 3 Students to try a new activity
<u>Results-Oriented:</u> Is the goal reported in result-oriented data (process, perception and outcome?)	Graduation rate	We would have to compare cohort numbers from year to year	Extracurricular Participation %
<u>Timeline:</u> When will our goal be accomplished?	In June of each year	Spring of 2027	Spring of 2027

9. Individualized Academic & Career Process and Portfolio

Section One: Career Development Intervention Chart: Tier One Interventions

Grade	CEW 13.1 Career Awareness	CEW 13.2 Career Acquisition	CEW 13.3 Career Retention	CEW 13.4 Entrepreneurship
K	-Students participate in activities, discussions, and read aloud of children's literature to discuss careers in the community that represent helping careers, building/fixing careers, services, careers, and creative careers			
1	-Students participate in activities, discussions, and children's literature to discuss how location, clothing, tools, and skills are influenced by career choices. -Students identify a possible career choice of interest.			-Students complete collaborative activity to discuss what business they would like to open or add to the community
2	SmartFutures -Students complete interest surveys and match to possible careers -Students learn about careers in the community		SmartFutures -Students complete activities to discuss cooperation and attitudes that promote healthy work	SmartFutures -Students develop a personal business idea for a possible business
3		SmartFutures -Students complete activities regarding job opportunities, listening and planning	SmartFutures -Students complete activities to discover budgeting and possibilities for lifelong learning	SmartFutures -Students learn about the character traits of common entrepreneurs and research historical entrepreneurs
4	SmartFutures -Students complete interest survey and choose possible career path if interest, discussing results	SmartFutures -Students complete activities about successful work habits and discuss as a class	SmartFutures -Students learn about time management and scheduling and produce a personal schedule	SmartFutures -Students discover the risks and rewards of entrepreneurship and develop ideas for possible risks and rewards in a personal business
5	SmartFutures -Students will learn about and make a career plan, including a possible educational pathway for careers of interest to them	SmartFutures -Students will learn about writing and speaking skills and apply them to the jobs of interest to them through discussion and collaboration	SmartFutures -Students will complete a personal budget	SmartFutures -Students will discover traits of entrepreneurs and consider similar traits in themselves

6	Smart Futures: -My Interest Survey -Career Clusters & Pathways	Smart Futures: -Conflict Resolution -Goal Setting	Smart Futures: -My Learning Style	
7	Smart Futures: -My Work Values Survey -Knowledge, Skill, Ability Survey		Smart Futures: -Changing Workplace	Smart Futures: -Learning from Entrepreneurs -My Business Plan
8	SmartFutures: -Economics of Jobs -Explore Your CTC	SmartFutures: -My Resume -Career Research -Career Acquisition		SmartFutures: -Budgeting
9	SmartFutures: -Personal Interests -Preparation for Careers -Abilities and Aptitudes -Career Clusters and Pathways -Experiencing Careers while still in HS -Selecting your Career Goal		-My Personality Type -Active Listening	-New Thinking About Career Success
10	-My Programs and Majors -Multiple Intelligences	-Job Application -Job Interview -Active Listening		-The Entrepreneur Within
11	-College Survey -ASVAB -The College Tour		-My Personal Budget	
12		-Scholarship Presentation -College Application Presentation	-Scholarship Presentation -College Finance & Budgeting	

Section Two: Academic and Career Plan Process

1. Demographics	Process Description
<ul style="list-style-type: none"> What grade will the Plan and Portfolio start? 	<ul style="list-style-type: none"> Evidence collection for the portfolio begins in 2nd grade and continues through 12th grade. The academic plan begins in 6th grade and continues through 12th grade.
<ul style="list-style-type: none"> Will the plan/portfolio be electronic, hard copy or both? 	<ul style="list-style-type: none"> The Plan and Portfolio will be stored electronically through Smart Futures at the elementary, middle, and high school levels. Hard copies of artifacts will be stored in students' career files in the building the student currently is enrolled at.
<ul style="list-style-type: none"> Who will be responsible for maintaining the portfolio? 	<ul style="list-style-type: none"> Career portfolios will be monitored in Smart Futures by school counselors at each building.
<ul style="list-style-type: none"> What demographic information will be included on the student portfolio? 	<ul style="list-style-type: none"> Name, graduation year
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.

Grade 6	6th grade students will be able to identify their own career clusters and pathways, engage in conflict resolution strategies, identify their interests, ; identify their primary learning style and techniques that can help them succeed in the classroom or workplace, and learn to set goals. CEW standards covered: Career Awareness, Career Acquisition, and Career Retention.
Grade 7	7th grade students will identify their work values and knowledge, skills and abilities. They will learn about the changing workplace, gain information from entrepreneurs, and create a business plan. All four CEW standards are covered: Career Awareness, Career Acquisition, Career Retention, and Entrepreneurship.
Grade 8	8th grade students will begin to write a resume, conduct career research, gather career acquisition documents and engage in financial literacy budgeting activities. They will also learn about the economics of jobs, explore their local Career and Technical Center, and create a career plan. All 8th grade students are provided with an opportunity to tour the local CTC. All four CEW standards are covered: Career Awareness, Career Acquisition, Career Retention, and Entrepreneurship.
Grade 9	9th grade students will complete activities that explore career options and learn there are many different paths that lead to career success. Students will also learn the concept of Entrepreneurial skills and how they relate to career success. Students will learn about their own Personality types, abilities and aptitudes and how they relate to their career selection process. Students will be matched with careers based on their own specific results. Three CEW standards are covered: Career Awareness, Career Retention and Advancement, and Entrepreneurship.
Grade 10	10th grade Students will complete a job application, prepare for careers, identify careers that match with their own abilities and aptitudes as well as their specific type of intelligence from an interest profiler and multiple intelligence activity. Students will identify High School experiences that will prepare them for their future career, select individual career goals and require post-secondary training associated with their goal. Students will also learn active listening skills and practice job Interviewing skills. Entrepreneurial skills and character traits will also be studied. All four CEW standards are covered: Career Awareness, Career Acquisition, Career Retention and Advancement, and Entrepreneurship.
Grade 11	11th grade students will take the ASVAB test and identify careers related to their results and interests, explore colleges and trade schools that offer training for the career they want. Students will also create a sample personal budget based on their career goals and lifestyle they plan to live. Two CEW standards are covered: Career Awareness and Career Retention and Advancement.
Grade 12	12th grade students will have the opportunity to participate in multiple counselor presentations/activities involving: Budgeting, College applications, Scholarships, Cooperative Education experiences and local employment workshops. Three CEW standards are covered: Career Awareness, Career Acquisition, Career Retention and Advancement.

Student Development of their Plan:
Interventions and decisions by students and families during each grade

4th grade: students complete the “Interests and Abilities,” “Career Paths,” “Cooperation in Group Settings Part II,” “My Personal Schedule,” “Applying Successful Attitudes and Work Habits,” “Rewards of Entrepreneurship,” on Smart Futures.

5th grade: Students complete the “What is a Career Plan,” “Choosing a Career,” “Career Training Programs,” “Speaking Skills,” “Character Traits of Real Entrepreneurs,” and “Budgeting” activities on Smart Futures

6th Grade: Students will complete the "My Interest Survey," "Goal Setting," "Learning Style Survey," "Conflict Resolution," and "Career Clusters and Pathways" activities through Smart Futures in order to begin generating a "6-8 Career Plan" document. They will also have the optional opportunity to learn “skills” through obtaining badges through Smart Futures.

7th Grade: Students will complete the "My Work Value Survey," "Knowledge Skill Ability Survey," "My Business Plan," "Changing Workplace," and “Learning from Entrepreneurs” activities through Smart Futures in order to begin generating a "6-8 Career Plan” document. They will also have the optional opportunity to learn “skills” through obtaining badges through Smart Futures.

8th Grade: Students will complete “My Resume”, “Career Research”, “Budgeting”, “Career Acquisition Documents”, “Economics of Jobs”, and “Exploring My CTC” activities in Smart Futures which will lead into the development and completion of their Individualized Career Plan. Over the winter months, all 8th grade students will have the opportunity to tour Columbia Montour Area Vocational Technical School and, if interested, apply for acceptance into the school. High School course scheduling will be discussed with all 8th grade students and their parents during the springtime and begin before the school year ends.

9th Grade: Students will complete the “New Thinking About Career Success”, “My Personality Type” and “Personal Interests” activities through Smart Futures in order to begin generating a “9-12 Individualized Academic and Career Plan”.

10th Grade: Students will complete the “Job Application”, “Preparation for Careers”, “Abilities and Aptitudes”, Career Clusters and Pathways”, “Experiencing Careers while still in HS”, “Selecting your Career Goal”, My Programs and Majors”, “Job Interview”, “Active Listening”, “The Entrepreneur Within and “Multiple Intelligences” activities through Smart Futures to build on their “9-12 Individualized Academic and Career Plan”.

11th Grade: Students will complete the “College Survey” and “My Personal Budget” activities to complete their “9-12 Individualized Academic and Career Plan”.

12th Grade: Counselors meet individually with Students in September and October to review and discuss post-secondary options as they relate to the completed “9-12 Individualized Academic and Career Plan”. Students are placed in classes and co-operative education experiences as they relate to their specific career plans. Class presentations are held for students in 12th grade to discuss concrete future planning steps, scholarship information. Students entering directly into the workforce have the opportunity to participate in presentations from local employers about various types of employment opportunities.

3. Parent & 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 Parents & Guardians	Awareness & Engagement Strategies
Elementary Parents & Guardians	Smart Futures program information listed on the district website. K-2 handouts and materials sent home in student folder for parent/guardian review.
Middle School Parents & Guardians	Smart Futures information for parents is listed on the Middle School Guidance web page. Information sent home with students for parent(s)/guardian(s).
High School Parents & Guardians	Parents and guardians are updated via email every time counselors assist their student in completing part of their portfolio.

4. Faculty/Administrator Engagement	What strategies 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 Parents & Guardians	Awareness & Engagement Strategies
Elementary	“Guidance” class is scheduled as part of the expressive arts curriculum. Regular updates are sent to all staff regarding curriculum and programming.

Middle School	Middle school teachers collaborate with school counselors to complete lessons/activities during class throughout the school year.
High School	Teachers of English, Business, Social Studies regularly engage by allowing class time for completion of portfolios. 10th grade English teacher and Business teacher also contribute by developing portfolio assignments.

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?	Middle school students refer to their career plan when selecting high school courses. HS students revisit plan each year at scheduling time when counselors have individual meetings with them to discuss correlations between high school courses and college/career goals.
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)?	

Section Three: Student Academic and Career Portfolio Image

Overview



My name is XXXXX I am a student at **Bloomsburg High School** with the class of 2026.



My career goal is to be an **I want to be a doctor..**











For my education I'd like to **pursue a Bachelor's degree** and study **Chiropractic, Pediatric Dentistry/Pedodontics, Physical Therapy Assistant, Medicine, or Traffic, Customs, and Transportation Clerk/Technician.**



Some of the schools I'm considering are **University of Pittsburgh-Pittsburgh Campus, Temple University, University of Virginia-Main Campus, and West Virginia University.**

2 Who am I?

My Future Ready Badges

 Level: 9-Adult Abilities and Aptitudes <i>Dec 14, 2022</i> ★ I-Statement I understand the types of careers suited to the way my mind works best.	 Level: 9-Adult Abilities and Aptitudes <i>Dec 14, 2022</i> ★ I-Statement I have analyzed how my personality traits relate to career choice.	 Level: 9-Adult Personal Interests <i>Dec 14, 2022</i> ★ I-Statement I have analyzed how my personality affects how I work and how I work with others.	 Level: 9-Adult Work Habits <i>Dec 14, 2022</i> ★ I-Statement I have reviewed careers that match my personality type.
 Level: 9-Adult Abilities and Aptitudes <i>Dec 16, 2022</i> ★ I-Statement I have identified careers that match my abilities and aptitudes.	 Level: 9-Adult Personal Interests <i>Dec 16, 2022</i> ★ I-Statement I have identified my personal interests and careers that match my personality.	 Level: 9-Adult Career Selection Influences <i>Dec 19, 2022</i> ★ I-Statement I have identified career clusters that are a good fit for me.	 Level: 9-Adult Career Plan Components <i>Dec 19, 2022</i> ★ I-Statement I have Chosen a Career Cluster that matches me.



Level: 9-Adult

Preparation for Careers

Feb 21, 2023

★ **I-Statement**
I have chosen post-secondary programs/majors that align to my career choice.



Level: 9-Adult

Preparation for Careers

Feb 21, 2023

★ **I-Statement**
I understand that different careers require different types of education paths



Level: 9-Adult

Relationship Between

Education and Career

Feb 21, 2023

★ **I-Statement**
I understand that there are many paths to career success.



Level: 9-Adult

Risk and Rewards

Feb 21, 2023

★ **I-Statement**
I understand how entrepreneurship relates to my career goals and career opportunities



Level: 9-Adult

Interviewing Skills

Feb 21, 2023

★ **I-Statement**
I am able to complete a professional job application.



Level: 9-Adult

Preparation for Careers

Feb 21, 2023

★ **I-Statement**
I have considered many education paths that can lead to career success.



Level: 9-Adult

Local Career Preparation

Opportunities

Feb 21, 2023

★ **I-Statement**
I have identified things I've done or can do now that can prepare me for career success.



Level: 9-Adult

Career Selection Influences

Feb 21, 2023

★ **I-Statement**
I have identified a career goal.



Level: 9-Adult

Resources

Feb 21, 2023

★ **I-Statement**
I have researched a career using multiple resources.



Level: 9-Adult

Preparation for Careers

Feb 21, 2023

★ **I-Statement**
I have explored and selected schools or colleges that offer training that prepares me for the career I want.



Level: 9-Adult

Interviewing Skills

Feb 21, 2023

★ **I-Statement**
I understand and can apply good job interviewing skills.



Level: 9-Adult

Interviewing Skills

Feb 21, 2023

★ **I-Statement**
I know effective listening skills that can be used in a job interview.



Level: 9-Adult

Cooperation and Teamwork

Feb 21, 2023

★ **I-Statement**
I have practiced active listening skills in a one-to-one conversation.



Level: 9-Adult

Budgeting

Mar 06, 2023



Level: 9-Adult

Risk and Rewards

Mar 06, 2023



Level: 9-Adult

Character Traits

Mar 06, 2023

★ **I-Statement**
I have studied a contemporary entrepreneur and the character traits that made them successful.



2

5





Level: 6-8

Local Career Preparation Opportunities Mar 12, 2023

★ **I-Statement**

I have toured my local CTC and investigated a program that interests me.

Level: 6-8

Preparation for Careers Mar 12, 2023

★ **I-Statement**

I have explored a career that is connected to a program offered at my local CTC.

My Learning Style

Learning styles refer to how you prefer to absorb and process information, such as through visual, auditory, or kinesthetic methods. Identifying your learning style is vital for career exploration as it enables you to select educational and training opportunities that best suit your preferred way of learning, ensuring a more effective and enjoyable learning experience. By understanding your learning style, you can make informed decisions about skill development and career paths, leading to greater confidence and success in your chosen field.



Complete the Learning Style activity to see your results here.

[Go to Activities](#)

My Interest Type

These interests categorize jobs into six types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. They play a vital role in career exploration by enabling you to recognize your preferences, strengths, and interests, assisting you in making informed decisions about potential career paths that align with your unique personality traits. Understanding these codes will help you find a fulfilling career that leads to greater job satisfaction and success.



Investigative The "Thinkers"

I like to observe, learn, investigate, analyze, evaluate and solve problems. My friends would say I am introspective, curious, original, creative and achievement oriented. Example jobs include psychologists and engineers.



Conventional The "Organizers"

I like to work with data, have clerical or numerical ability, carry out tasks in detail, and follow through on others instructions. My friends would say I am persistent, self-controlled and a perfectionist. Example jobs include benefits



Enterprising The "Persuaders"

I like to work with people to influence, persuade, perform, lead, and manage for organizational goals or economic gain. My friends would say I am socially outgoing, wanting to win, positive, and energetic. Example jobs include lawyers and

My Personality Type

Personality types are classifications that define individual characteristics, behavior patterns, and preferences. In career exploration, recognizing your personality type is crucial as it helps you identify potential job matches that align with you strengths, interests, and work styles. By considering your personality type, you can make informed career decisions, leading to greater job satisfaction, productivity, and a sense of fulfillment in your chosen profession.



The Doer

E S T P

Flexible and tolerant, they take a pragmatic approach focused on immediate results. Theories and conceptual explanations bore them - they want to act energetically to solve the problem. Focus on the here-and-now,

My Work Values

Work values are the guiding principles and beliefs that you prioritize in your professional life, influencing your job satisfaction and motivation. In career exploration, understanding your work values is crucial as it allows you to align your career choices with what you find meaningful, fulfilling, and important. By considering your work values, you can make informed decisions about your career path, leading to increased job satisfaction, engagement, and long-term success in a profession that resonates with your core values.



Complete the Work Values activity to see your work values.

[Go to Activities](#)

My Knowledge, Skills, and Abilities

Knowledge, skills, and abilities are the essential building blocks of career education, empowering individuals to acquire expertise, adapt to evolving industries, and excel in their chosen professions.

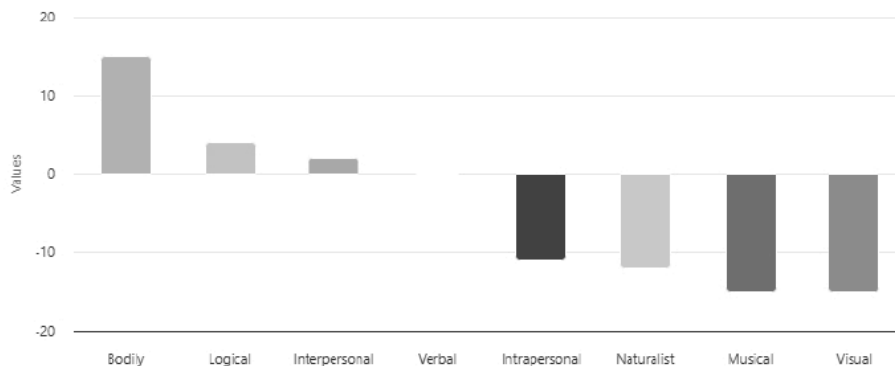


Complete the "Knowledge, Skills, and Abilities" activity to see your results.

[Go to Activities](#)

My Multiple Intelligences Report

You have a unique set of traits that make you who you are. The study of multiple intelligences will help you to identify the way your mind works in such a way as to help you better understand yourself and the types of careers in which you might enjoy and excel. This Multiple Intelligences Report is intended to equip you to make better career pathway decisions and, ultimately, lead a more effective and fulfilling life.



Your top intelligences are:
Bodily and Logical

Extraordinary individuals are distinguished less by their impressive "raw powers" than by their ability to identify their strengths and then to exploit them.

- Howard Garner

③ Where am I going?

My Favorite Careers

	Career	Description	Wage	Education
♡	Speech-Language Pathology Assistants	Assist speech-language pathologists in the assessment and treatment of speech, language, voice, and fluency disorders.	\$47,880	Medium Preparation Needed
♡	Nuclear Technicians	Assist nuclear physicists, nuclear engineers, or other scientists in laboratory, power generation, or electricity production activities.	\$92,120	Medium Preparation Needed
♡	Dispatchers, Except Police, Fire, and Ambulance	Schedule and dispatch workers, work crews, equipment, or service vehicles for conveyance of materials, freight, or	\$55,620	Some Preparation Needed
♡	Security Guards	Guard, patrol, or monitor premises to prevent theft, violence, or infractions of rules. May operate x-ray and metal detector	\$49,040	Some Preparation Needed
♡	Family Medicine Physicians	Diagnose, treat, and provide preventive care to individuals and families across the lifespan. May refer patients to specialists	\$297,130	Extensive Preparation Needed

My Favorite Career Clusters

	Cluster	Description
♡	Information Technology	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration
♡	Business Management & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and
♡	Science, Technology, Engineering & Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

④ How do I get there?

My Favorite Programs and Majors

	Program	Description
♡	Medicine	A program that prepares individuals for the independent professional practice of medicine, involving the prevention, diagnosis, and treatment of illne...
♡	Traffic, Customs, and Transportation Clerk/Technician	A program that prepares individuals to perform duties associated with managing revenue-based customs, traffic, or transportation services, such as con...
♡	Physical Therapy Assistant	A program that prepares individuals, under the supervision of a physical therapist, to implement physical therapy treatment care plans, train patients...
♡	Pediatric Dentistry/Pedodontics	A program that focuses on the advanced study of the therapeutic and preventive care of the oral health of children from birth through adolescence, and...
♡	Chiropractic	A program that prepares individuals for the independent professional practice of chiropractic, a health care and healing system based on the applicati...

My Favorite Schools and Colleges

	Name	Location	Tuition	Net Cost
♡	West Virginia University	Morgantown, WV	\$27,360	\$12,347
♡	University of Pittsburgh-Pittsburgh Campus	Pittsburgh, PA	\$21,524	\$29,187
♡	Temple University	Philadelphia, PA	\$21,991	\$23,742
♡	University of Virginia-Main Campus	Charlottesville, VA	\$59,633	\$23,101

**10. School District
Stakeholders Engagement**

Students	How students will benefit from the K-12 Guidance Program	How students assist with the delivery of the K-12 Guidance Program
	<p>The K-12 Guidance Program is designed to support students at every stage of their educational journey, addressing their academic, social, emotional, and career development needs. Here are the key ways students will benefit from this program:</p> <ol style="list-style-type: none"> 1. Academic Support and Growth <ul style="list-style-type: none"> ○ Personalized Planning: Students receive individual guidance on course selection, study habits, and academic goal-setting, promoting tailored learning experiences. ○ Skill Development: The program emphasizes essential skills like time management, organization, and test-taking strategies, contributing to students' academic success and confidence. ○ Monitoring Progress: Regular check-ins and support help students stay on track, adjust goals, and overcome academic challenges. 2. Social and Emotional Well-being <ul style="list-style-type: none"> ○ Conflict Resolution and Peer Relationships: The program provides resources and counseling to develop strong interpersonal skills, manage conflict, and foster positive relationships. ○ Mental Health Awareness: Students learn strategies for stress management, emotional regulation, and self-care, essential for maintaining a healthy mindset. ○ Coping Skills and Resilience: By teaching students to navigate challenges, the program helps them build resilience and a positive outlook, essential for overall well-being. 3. Career Awareness and Preparation <ul style="list-style-type: none"> ○ Career Exploration: Through assessments and activities, students discover their interests and strengths, exploring potential career paths and industries that align with their skills. 	<p>Students play an active role in the delivery of the K-12 Guidance Program by participating in initiatives and activities, providing feedback, and taking on leadership opportunities that enhance their own development and contribute to the guidance program's overall effectiveness. Here are ways students assist with this program:</p> <ol style="list-style-type: none"> 1. Goal-Setting and Progress Tracking <ul style="list-style-type: none"> ● Personalized Learning Goals: Students take ownership of their academic, personal, and career goals by participating in individual meetings with guidance counselors and reviewing their progress regularly. ● Self-Reflection Activities: Through self-assessment and reflective exercises, students become more aware of their growth areas and strengths, fostering a sense of responsibility and self-direction. 2. Participating in Social-Emotional Learning (SEL) Activities <ul style="list-style-type: none"> ● Engaging in SEL Lessons: Students participate in guidance lessons focused on skills such as empathy, communication, and self-regulation, which builds their own competencies while strengthening the program's reach. ● Reflecting on Personal Goals: By setting and reflecting on personal goals, students practice growth-oriented thinking and reinforce their self-awareness, a core aspect of social-emotional well-being. 3. Career Awareness and Preparation: <p>Elementary School</p> <ol style="list-style-type: none"> 1. Participating in Career Days and Guest Speaker Sessions

	<ul style="list-style-type: none"> ○ College and Career Readiness: The program offers guidance on postsecondary options, including college application processes, financial aid, and alternative career paths, preparing students for life after high school. ○ Job Skills Training: Older students gain practical skills, such as resume writing, job search strategies, and interview techniques, preparing them for internships, jobs, or further education. <p>The K-12 Guidance Program is integral to each student's development, empowering them with the knowledge, skills, and support they need to thrive academically, emotionally, and in their future careers.</p>	<ul style="list-style-type: none"> ○ Learning from Professionals: Students attend sessions with guest speakers from various professions, gaining early exposure to diverse career paths and asking questions that foster curiosity and awareness about different jobs. <ol style="list-style-type: none"> 2. Engaging in Career Exploration Activities <ul style="list-style-type: none"> ○ Exploring Through Play and Art: Students participate in play-based activities, drawing or creating projects about "what they want to be when they grow up," which builds foundational career awareness and allows them to express early interests. ○ Participating in Role-Playing Activities: By role-playing different careers in classroom activities, students start to see themselves in various roles and understand the importance of different jobs in society. <p>Middle School</p> <ol style="list-style-type: none"> 1. Engaging in Career Exploration Units <ul style="list-style-type: none"> ○ Identifying Interests and Strengths: Students take introductory assessments to explore their interests and strengths, guiding them toward possible career paths and promoting self-awareness. ○ Researching Career Options: Through research projects, students learn about various careers, including necessary skills and education requirements, fostering early awareness of potential career directions. 2. Participating in Job Shadowing Days and School Projects <ul style="list-style-type: none"> ○ Collaborating on Career-Related Projects: Students work on group projects that explore different industries, strengthening teamwork and communication skills while learning about real-world applications of academic knowledge. 3. Learning About High School Pathways and Career Readiness <ul style="list-style-type: none"> ○ Understanding High School Course Options: Students begin to explore high school course options aligned

		<p>with career interests, learning from older students or guidance counselors about pathways in fields like technology, health, arts, and trades.</p> <p>High School</p> <ol style="list-style-type: none"> 1. Engaging in Career-Interest Assessments and Planning <ul style="list-style-type: none"> ○ Refining Career Goals: High school students take interest assessments that help guide their academic choices and career goals, working closely with counselors to develop personalized plans. 2. Participating in Job Shadowing, Internships, and Cooperative Education Programs <ul style="list-style-type: none"> ○ Gaining Real-World Experience: High school students gain firsthand experience in fields of interest through internships, job shadowing, or co-op programs, often working alongside mentors and applying learned skills in real settings. 3. Joining Career-Focused Clubs and Competitions <ul style="list-style-type: none"> ○ Networking and Leadership in Clubs: Students join clubs such as Future Business Leaders of America (FBLA), where they participate in competitions, develop leadership abilities, and network with professionals and peers in their fields. 4. Participating in Career Fairs and College Visits <ul style="list-style-type: none"> ○ Exploring Post-Secondary Options: Students attend career and college fairs where they meet representatives from various industries and educational institutions, gaining valuable information about required skills and further education options. ○ Exploring Dual Enrollment and Certification Programs: High school students pursuing college-level courses or certifications can mentor or advise peers on these options, building a collaborative support system.

Educators	How educators benefit from the K-12 Guidance Program	How educators assist with the delivery of the K-12 Guidance Program
	<p>Educators gain several benefits from the K-12 Guidance Program, as it provides essential support in fostering students' academic, social, and emotional growth, thereby creating a more effective teaching environment. Here are key ways educators benefit from the program:</p> <ol style="list-style-type: none"> Enhanced Classroom Management <ul style="list-style-type: none"> Student Behavioral Support: With counselors providing guidance on conflict resolution and emotional regulation, educators face fewer disruptions, enabling a more focused and productive learning atmosphere. Targeted Interventions for At-Risk Students: The program helps identify at-risk students early, providing teachers with insights and strategies to support these students more effectively in the classroom. Collaborative Support for Student Needs <ul style="list-style-type: none"> Resource and Referral Assistance: Educators can refer students to counselors for additional support, including academic help, mental health resources, and social services, which alleviates some of the burden on teachers. Team Meetings and Consultations: Teachers meet with guidance counselors to discuss individual students' needs, collaboratively developing strategies that align with both the teacher's and student's goals. Improved Academic Achievement <ul style="list-style-type: none"> Academic Counseling and Goal-Setting Support: Counselors work with students on goal-setting and study skills, enabling students to perform better academically, which can improve classroom outcomes for educators. Motivational Programs and Incentives: By fostering a culture of achievement, the guidance program motivates students, which translates into a more engaged and high-achieving classroom environment. Professional Development and Resources <ul style="list-style-type: none"> Workshops on Student Development: Guidance counselors offer teachers 	<p>Educators play a key role in delivering and supporting the K-12 Guidance Program by collaborating with counselors, reinforcing skills in the classroom, and helping identify and address students' diverse needs. Here's how educators contribute to the program's success:</p> <ol style="list-style-type: none"> Collaborating with Counselors <ul style="list-style-type: none"> Frequent Communication: Teachers communicate regularly with counselors, sharing insights on student progress, challenges, and areas where support is needed, ensuring a well-rounded approach to student development. Team Meetings and Planning: Educators meet with counselors to strategize on individual student needs, academic planning, and social-emotional interventions, providing vital input from daily classroom interactions. Integrating Social-Emotional Learning (SEL) in the Classroom <ul style="list-style-type: none"> Promoting Emotional Literacy: Teachers model and encourage emotional awareness, empathy, and coping strategies, helping students develop key SEL skills that align with guidance objectives. Conflict Resolution and Positive Interactions: Educators reinforce conflict resolution techniques and promote respectful communication, enhancing the school climate and supporting guidance goals. Monitoring and Reporting Student Progress <ul style="list-style-type: none"> Identifying At-Risk Students: Teachers are often the first to notice when a student may be struggling with academic, behavioral, or emotional issues. By identifying these students early, they help counselors provide targeted support. Tracking Academic and Behavioral Data: Educators provide feedback and data on student performance, which counselors use to adjust interventions and develop individualized plans for success.

	<p>insights on adolescent development, mental health, and effective teaching strategies for diverse learners.</p> <ul style="list-style-type: none"> ○ Resources for Inclusive Education: Educators gain access to resources and strategies that promote inclusivity, helping them create a welcoming and supportive classroom for all students. <p>5. Reduced Teacher Stress and Workload</p> <ul style="list-style-type: none"> ○ Behavioral and Emotional Support for Students: With guidance counselors addressing emotional issues and mediating conflicts, teachers experience reduced classroom stress and are better able to focus on instruction. ○ Clearer Lines of Support for Complex Cases: Teachers are not solely responsible for complex student challenges, as counselors are available to manage these cases, reducing educators' responsibilities outside academic instruction. <p>6. Stronger School-Community Connections</p> <ul style="list-style-type: none"> ○ Family and Community Engagement: Guidance counselors often communicate with families and community agencies, fostering a partnership that supports student success and eases the communication responsibilities for teachers. ○ Collaboration on School-Wide Initiatives: Teachers benefit from a cohesive team approach to school initiatives (like anti-bullying programs and college preparation), creating a more unified and effective school environment. <p>7. Enhanced School Climate and Culture</p> <ul style="list-style-type: none"> ○ Positive Student-Teacher Relationships: With counselors addressing students' emotional and social needs, students are more likely to be engaged, respectful, and positive in their interactions with teachers. ○ School-Wide Emotional and Social Growth: As students receive guidance on social skills, empathy, and teamwork, teachers experience a more harmonious and collaborative school culture. <p>Overall, the K-12 Guidance Program provides educators with critical support in handling academic, behavioral, and social challenges, enhancing their ability to teach</p>	<p>4. Supporting Career and College Readiness Activities</p> <ul style="list-style-type: none"> ○ Career Exploration in Classroom Discussions: Teachers incorporate career-related discussions and activities that introduce students to different career paths, helping them make informed decisions about their futures. ○ Preparation for College and Career Goals: High school educators assist with guidance programs on college application processes, resume building, and interview skills, aligning with students' long-term goals. <p>5. Reinforcing Guidance Lessons and Skills</p> <ul style="list-style-type: none"> ○ Embedding Guidance Themes in Lessons: Teachers embed lessons on teamwork, problem-solving, and decision-making, reinforcing guidance program themes and helping students apply these skills in various contexts. ○ Encouraging Goal-Setting and Reflection: Educators encourage students to set academic and personal goals, fostering a growth mindset that supports guidance goals in academic achievement and personal development. <p>6. Facilitating a Positive and Inclusive Learning Environment</p> <ul style="list-style-type: none"> ○ Modeling Respect and Inclusivity: Teachers promote a classroom culture that values diversity, empathy, and collaboration, creating a welcoming environment that reflects the guidance program's commitment to student well-being. ○ Encouraging Peer Support: Educators foster a classroom atmosphere where students support one another, which strengthens social skills and builds a sense of community. <p>7. Engaging Families in Student Success</p> <ul style="list-style-type: none"> ○ Communicating with Families: Educators update families on academic progress and any social-emotional needs, helping bridge the gap between home and school and keeping families involved in the guidance program's objectives. ○ Encouraging Family Participation: Teachers invite families to participate in school-wide events, workshops, and resources,
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	effectively and contributing to a more positive and supportive school environment.	<p>reinforcing the partnership in student growth and success.</p> <p>8. Participating in Professional Development</p> <ul style="list-style-type: none"> ○ Training on Student Needs: Educators engage in professional development on mental health, child development, and trauma-informed practices, equipping them with the knowledge needed to support the guidance program. ○ Staying Informed on Best Practices: Teachers continually update their skills in areas such as SEL, cultural competence, and behavior management, which directly supports guidance goals for a positive school environment. <p>By integrating these practices into their daily roles, educators contribute significantly to the delivery and impact of the K-12 Guidance Program, enhancing both student outcomes and the overall effectiveness of the program.</p>
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Stakeholder: Educator

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Educators are a critical element in facilitating student development in Academic, Personal/Social and Career Domain	Educators will be informed regarding school counseling curriculum/ programs.	13.1 13.2 13.3 13.4	K-12	These stakeholders will be made aware of the mission, goals, programs and curriculum through regular communication from the school counseling department. The counseling staff will coordinate with content area teachers to integrate the CEW standards in daily lessons. Educators will also serve as an important part of the advisory council, providing the members with direct feedback regarding their experiences with the programs and curricula that are in place.	Counselors will work with the curriculum coordinator and department heads to review current integration and possible future integration opportunities. Staff will be surveyed to determine the degree of engagement belief in programs. Based on feedback, strategies for increasing engagement will be developed and implemented.	Ongoing

Parents	How parents/guardians benefit from the K-12 Guidance Program	How parents/guardians assist with the delivery of the K-12 Guidance Program
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	Parents are a valuable resource for school counselors and vice-versa. Parents will be informed regarding school counseling curriculum/programs	Parents will participate in a variety of activities that will facilitate their student's academic, personal-social and career development. These activities may include but are not limited to; parent conferences, IEP meetings, open houses (Meet the Teacher, STEM Night, Literacy Night, 8th Grade CTC Registration Night, FAFSA and Financial Aid Night, building and grade level orientations, Sapphire orientation, etc.) Other activities may include career days/fairs/lunches and classroom volunteer programs. Parents will also serve as an integral part of the advisory council providing the members with direct feedback regarding their experiences with counseling programs and curricula.
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Stakeholder: Parents

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Parents play a pivotal role in their child's academic success and career development and are a valuable, and often underutilized resource for school counselors	Parents will be informed regarding school counseling curriculum/ programs.	13.1 13.2 13.3 13.4	K-12	The following activities will be utilized to engage all parents in the educational process: meet the teacher night/open houses, parent conferences, IEP/504 meetings, kindergarten, Middle School and High School orientations, night, Sapphire Orientation, career days/fairs/lunches, classroom volunteer programs, and advisory council.	We will continue to gather data on parent attendance at the activities listed. Based on results, and feedback from parents, procedures for each activity will be reviewed and adjusted with the intent of increasing parent participation. Strategies for increasing engagement will be designed and implemented.	Ongoing

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
	These individuals are a critical support for the school counseling program. The traditional roles of these partners include providing opportunities for students to view and experience the world of work, providing donations for school programs and needy families, etc. But these partners can also support the school-counseling program through a host of other activities that will help insure that future employees have the necessary skills to be successful in the workplace.	Providing job-shadow and internship sites for students, participating in panel discussions, career days/fairs/lunches, and participating in Senior Exit Interviews will allow them to show students why their academic skills, personal-social skills and career maturity are so important in the workplace. Educators will gather feedback from businesses/community organizations about the general citizenship qualities, etc. that they regularly find missing as new employees begin to work for them and utilize this information to adjust and modify programs and curriculum. Business and Community Partners will also be critical members of the advisory council, providing the members with direct feedback regarding their experiences with programs and curricula that are in place.

Stakeholder: Business/Community

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Business and Community members are a valuable resource for schools and will benefit from programs that produce employees who have an understanding of the value of positive social interactions, teamwork, goal setting, communication, and the academic skills needed in the workforce.	Business and Community member representation will occur 100% in the following activities: job-shadow and internship sites for students, participating in panel discussions, career days/fairs and lunches.	13.1 13.2 13.3 13.4	K-12	As partners, community and business leaders will provide opportunities for students to job-shadow, provide support of guidance curriculum in the areas of workplace expectations, and serve on the advisory council.	Feedback gathered during these activities will be collected, analyzed and utilized to modify curriculum and delivery	Ongoing

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
	These individuals can provide opportunities for students upon graduation but also can serve to assist students while in school. Partnerships between high schools and higher education institutions can provide opportunities for students to gain credits/opportunities while students are still in high school. Other critical roles that Post-Secondary Partners can play include supporting educators with developing relevant and challenging classroom activities, visiting classrooms/serving on panels to share with students regarding opportunities that exist and skills that are necessary to capitalize on those opportunities.	Post-Secondary Partners will serve on the Advisory Counsel, providing important feedback regarding their experiences with the district's counseling programs and curricula.

Stakeholder: Postsecondary

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
The final critical partner in providing a comprehensive K-12 School Counseling Program are representatives from PostSecondary. They are an excellent resource for students upon graduation, while benefitting from enrolling skilled students with a clear career direction.	Increase the number of Post-Secondary partnerships by adding one or more new representatives from a higher education institution to the K-12 Guidance Advisory Council Board.	13.1 13.2 13.3 13.4	K-12	Our post-secondary partners welcome our high school students and graduates into their various programs. Partnerships between high schools and higher education institutions can provide opportunities for our students to gain credits/opportunities while students are still in high school. They also provide opportunities for mentors, tutors, and classroom guest speakers.	Feedback from PostSecondary partners will be utilized to maintain and improve existing partnerships and they will be surveyed regarding ways to increase engagement in the process	Ongoing

				Post-secondary students in education, psychology and social work programs can also complete internships and student teaching in our facility		
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**11. SchoolGuidance Program
K-12 Advisory Council**

Stakeholder Group	Name	Title & Organization	Attendance Meeting #1	Attendance Meeting #2
Student				
	TBD			
Parent & Guardian				
	TBD			
Educator & Administrator				
	Andrea Landis	High School		
	Cara Dunn	Memorial Elementary		
	Guy Moses	W.W.Evans & Beaver-Main Elementary		
	Michelle Prybyla	Secondary Complex		
	Amy Melchiorre	District Office		
	JJ Cleaver	District Office		
	TBD			
Business & Community				
	Chris Berleth	Columbia Montour Chamber of Commerce		
	Lance Deihl	Journey Bank		
	Kelly O'Brein	BIDA		
	Danielle Pearson	Teen Center		
	Adrean Mael	United Way		
	TBD			
Postsecondary				
	Carmelitta Oakley	LCCC		

	Mindy Andino	Commonwealth University		
	Daniel Knorr	Commonwealth University		
	Maria DeLucca	LCCC		

School District
12. Career and Postsecondary Resources

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

Organizations & Agencies

Intermediary Organizations: <i>Connecting, Collaborating, Convening Organizations</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
SmartFutures	13.1, 13.2, 13.3, 13.4	Education & Training
CSIU	13.1, 13.2, 13.3	Education & Training
Bloomsburg/Geisinger Hospital - Bloomsburg	13.2, 13.3	Health Science
Geisinger Medical Center – Danville	13.2, 13.3	Health Science
Dyco Inc - Bloomsburg	13.2, 13.3	Manufacturing
BIDA	13.2, 13.3	Manufacturing
K-Fab	13.2, 13.3	Manufacturing

Umbrella Organizations: <i>Organizations that represent a large group of business organizations with a common mission</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Columbia Montour Chamber of Commerce - Bloomsburg	13.2, 13.4	Human Services
United Way of Columbia County – Bloomsburg	13.2, 13.3, 13.4	Human Services

Community & State Organizations: <i>Agencies representing community and state initiatives, service to communities</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Local Fire Companies	13.1, 13.2, 13.3	Human Services
Local Police Departments	13.1, 13.2, 13.3	Law, Public Safety, Corrections, & Security
Columbia Montour CareerLink - Bloomsburg	13.1, 13.2, 13.3	Education & Training

Commonwealth Workforce Development System www.cwds.state.pa.us		
PHEAA, Contact TBD- (570) 220-0473	13.1, 13.2, 13.3, 13.4	Business Management & Administration

Networking Opportunities

Individual Contacts: <i>Contacts acquired through networking and interaction</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Columbia Montour Chamber of Commerce Foundation	13.1, 13.2, 13.3, 13.4	Human Services
BIDA	13.1, 13.2, 13.3, 13.4	Human Services
ARC	13.1, 13.2, 13.3, 13.4	Human Services
CSIU	13.1, 13.2, 13.3	Education and Training
SunCom	13.1, 13.2, 13.3, 13.4	Human Services
CareerLink	13.1, 13.2, 13.3	Human Services

Community & Business Meetings: <i>Meetings, which bring cross/community members together to promote growth to further a cause</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Columbia MontoChamber of Commerce Foundation	13.2, 13.3, 13.4	Human Services
YMCA- Bloomsburg	13.2, 13.3, 13.4	Human Services

Community Events: <i>Conferences, Workshops, Grand Openings</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Bloomsburg Fair	13.1, 13.2, 13.3, 13.4	Agriculture, Food & Natural Resources

Online & Other Resources

Internet Based Links: <i>Websites educating others and promoting career development and related topics</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
O-Net	13.1, 13.2, 13.3, 13.4	Information Technology
SmartFutures	13.1, 13.2, 13.3, 13.4	Information Technology
College Board-Career Exploration	13.1, 13.2, 13.3	Information Technology

Media & Advertising: <i>Various marketing methods that provide contacts, career awareness, ideas and workforce information</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
School Website	13.2	Arts, A/V Technology, & Communications
Promotional Materials at Fair	13.2	Arts, A/V Technology, & Communications

Publication & Documents: <i>Hard copy materials that offer contacts and career/workforce information</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Press Enterprise	13.2	Arts, A/V Technology, & Communications
SmartFutures	13.1, 13.2, 13.3, 13.4	Information Technology

Post-Secondary Options

Postsecondary Options: <i>Colleges, Apprenticeships, Military, Vocational Training</i>			
Resources	Description	CEW Strand(s) 13.X	Career Cluster or District Pathway
Bloomsburg University	College	13.1, 13.2, 13.3, 13.4	Education & Training
Pennsylvania College of Technology	Vocational Training	13.1, 13.2, 13.3, 13.4	Education & Training
Luzerne County Community College	Vocational TRaining	13.1, 13.2, 13.3, 13.4	Education & Training

School District
13. Career and Technology Center Strategies

Student Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
8	Vo-Tech Classroom Presentations Vo-Tech Visit Vo-Tech Application Course Selection	CMTV	N/A	Jan- Mar	BMS	School Counselors
9-12	Individual Counseling/Scheduling Meeting	BASD	N/A	Jan- Mar	BHS	School Counselors

Parent Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
9	Meet the Teacher Nights	BASD	Attendance/ Interest	August	BHS	School Counselors
K-12	District Webpage	BASD	N/A	Year-round	BASD	School Counselors

Educator Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
9-12	CMVT Open house	CMVT	Future interest/Applications	October	CMVT	School Counselors
8	Vo-Tech Classroom Presentations Vo-Tech Visit	CMVT	Student Interest/Applications	Jan-Mar	BMS	School Counselors