

# K-12 School Counseling Plan

March 17, 2020

## Bristol Township School District



Updated 6/15/21

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## A. Counselor Related Items of the Plan 1-3

### 1. School Counselors and Assignments

Counselor's Name	Building	Ratio
Angela Ensig	Brookwood Elementary School	1:600
Tom Benson	Brookwood Elementary School	1:600
Stephanie Tobey (Social Worker)*	Brookwood Elementary School	
Tammy Surdo	Keystone Elementary School	1:600
Brian Gianfrancesco	Keystone Elementary School	1:600
Jody Como (Social Worker)*	Keystone Elementary School	
Lauren Kradoska	Mill Creek Elementary School	1:600
Kelly Keenan	Mill Creek Elementary School	1:600
Joy Stickney- McDonald (Social Worker)	Millcreek Elementary School	
Bern Gavlick	Franklin D Roosevelt Middle School	1:400
Shana Almeida	Franklin D Roosevelt Middle School	1:400
Meredith Leach (Social Worker)*	Franklin D Roosevelt Middle School	
Karla Jones	Neil Armstrong Middle School	1:400
Steve Pierce	Neil Armstrong Middle School	1:400
Colleen Donnelly (Social Worker)*	Neil Armstrong Middle School	1:400
Christina Evans	Harry S Truman High School	1:270
Greta Allen	Harry S Truman High School	1:270
Adrienne Jones	Harry S Truman High School	1:270
Ann Bodnar	Harry S Truman High School	1:270
Alexis Sierra	Harry S Truman High School	1:270
Rachel Zawisza	Harry S Truman High School	1:270

Micah Wright (BTAP Counselor)*	Harry S Truman High School	
Julie Laquer (Social Worker)*	Harry S Truman High School	

\*Staff not reflected in staff to student ratio

## 2. Role of the School Counselor: ASCA

Leader		
Elementary	Middle	High
<ul style="list-style-type: none"> <li>• Model prosocial behavior through classroom lessons and small social groups.</li> <li>• Organize school-wide initiatives including celebrating anti-bullying activities, Red Ribbon week, food/clothing drives, character education.</li> <li>• Facilitate ESAP teams and participate in the SWPBIS team.</li> <li>• Develop and manage 504 plans &amp; collaborate with teachers.</li> <li>• Collaborate with our Home and School Visitors to support student attendance.</li> <li>• Facilitate parent/guardian and teacher meetings as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Model prosocial behavior</li> <li>• Create/share/communicate valuable information through different means, i.e. newsletter</li> <li>• Visible in the building.</li> <li>• First point of contact for parents, teachers and students</li> <li>• Assist staff, parents/guardians, students in solving problems</li> <li>• Involved with decision making</li> <li>• Involved/leading building initiatives</li> <li>• Facilitate professional development</li> <li>• Facilitate conferences (parent/student/teacher)</li> <li>• Make connections with the community and outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Model prosocial behavior for staff and students.</li> <li>• Facilitate relationships and communication between administrators, staff, students, and parents/ guardians</li> <li>• Continuing Professional Development to promote lifelong learners</li> <li>• Offer assistance/support in solving problems in the building</li> </ul>

<b>Advocate</b>		
<b>Elementary</b>	<b>Middle</b>	<b>High</b>
<ul style="list-style-type: none"> <li>● Help students become self-advocates through conflict resolution</li> <li>● Communicate student's needs to staff and families</li> <li>● Connect families to community resources</li> <li>● Support teachers in meeting student needs</li> <li>● Communicate with community agencies to ensure that services are being provided effectively</li> <li>● Work with families and staff to ensure that student's academic, social and emotional needs are being met in school</li> </ul>	<ul style="list-style-type: none"> <li>● Making connections between the students, parents, teachers, administration and community</li> <li>● Maintain open lines of communication between all stakeholders and assist with sharing student ideas and/or concerns</li> <li>● Assist students/families with concerns, encourage self-advocacy, and provide resources as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Assist students/families with concerns, encourage self-advocacy, and provide resources as needed</li> <li>● We are members of grade level MTSS teams, who develop strategies for students to be successful</li> <li>● Communicate student's needs to staff and families</li> <li>● Assists not only students in school, but also families in need (life circumstances, post-secondary planning, etc.)</li> <li>● Facilitate 504 meetings</li> </ul>

<b>Collaborator</b>		
<b>Elementary</b>	<b>Middle</b>	<b>High</b>
<ul style="list-style-type: none"> <li>● Refer and communicate with outside agencies including but not limited to Big Brothers/Big Sisters, K&amp;S, mental health agencies in our community, Children and Youth, NOVA, the Peace Center, school-based Family Services, No Longer Bound as well as our school PTO, and our home and school visitors</li> <li>● Attend grade level meetings, SWPBIS meetings, attendance meetings &amp; leadership meetings</li> <li>● Communicate with parents, teachers, administrators, and outside agencies on a daily basis</li> </ul>	<ul style="list-style-type: none"> <li>● We work with teachers to deliver lessons regarding academic, social and emotional learning, and college and career readiness.</li> <li>● Work collaboratively with administrators, staff, and stakeholders during team meetings, behavior meetings, attendance meetings, special education meetings, SAP meetings, SWPBIS meetings and Leadership meetings.</li> <li>● Communication with parents, students, teachers, administration, outside stakeholders, and community agencies via websites, emails, conferences, Google classroom/Google community and phone calls.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate effectively with staff, parents/guardians, and students</li> <li>● Communicate and collaborate daily with administration</li> <li>● Attend MTSS (weekly meeting to discuss students that may need additional support)</li> <li>● Work with outside agencies (Mental Health Agencies, C&amp;Y, Community/ Business Partnerships, Sports Coaches, Colleges, etc.)</li> </ul>

<b>Systemic Change Agent</b>		
<b>Elementary</b>	<b>Middle</b>	<b>High</b>
<ul style="list-style-type: none"> <li>• Actively participate in ESAP team, SWPBIS, GST, WINN, Leadership teams, grade level meetings, responsive classroom trainings, crisis teams, attendance meetings</li> <li>• Provide support and resources to students, families and staff</li> <li>• Facilitating educational lessons based on the social, emotional, and/or cultural needs of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Being a positive resource for teachers, students, and administration</li> <li>• Promote positives in the classroom and school</li> <li>• Provide resources to those in need - community partnerships - 21st century, Big Brother/Big Sister and Family Services, etc.</li> <li>• Provide Information- Create/share/communicate valuable information through different means, i.e. newsletter</li> <li>• Facilitating educational lessons based on the social, emotional, and/or cultural needs of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Embrace new strategies for supporting lifelong learners</li> <li>• Continuous learners of technology</li> <li>• Raise concerns to administration regarding specific issues/ trends</li> <li>• Present Naviance classroom lessons to support career readiness</li> <li>• Facilitating educational lessons based on the social, emotional, and/or cultural needs of the school</li> </ul>



### 3. Job Description linked to the Counselor Evaluation Process

Examples or areas of responsibility listed in the counselor job description linked to the evaluation process

Counselor Level	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Environment	<u>Domain 3</u> Delivery	<u>Domain 4</u> Professional Development
Elementary	<p><b>1A: Demonstrating knowledge of counseling theory, best practice and techniques:</b></p> <ul style="list-style-type: none"> <li>• Provide Tier 1 intervention through large classroom lessons targeting academic, personal/social, and careers education</li> <li>• Utilizes SWPBS data to develop Tier 2 and Tier 3 interventions based on student’s needs.</li> <li>• Utilizes research based practices in the development of student interventions</li> </ul>	<p><b>2A: Creating an Environment of Respect and Rapport:</b></p> <ul style="list-style-type: none"> <li>• Develops a rapport and maintains positive interactions with students that are appropriate to student’s ages, culture and developmental levels.</li> <li>• Communicates openly and respectfully with colleagues, individual students, families and stakeholders</li> </ul>	<p><b>3A: Communicating Clearly and Accurately</b></p> <ul style="list-style-type: none"> <li>• Utilize school website and social media to inform staff and families about resources, upcoming school events and initiative.</li> <li>• Educate students regarding social, emotional, behavioral, cultural and college and career ready skills</li> <li>• Collaborates with teacher to help facilitate morning meetings and address student’s needs.</li> </ul>	<p><b>4A: Reflecting on Professional Practice:</b></p> <ul style="list-style-type: none"> <li>• Sets professional goals based on self-reflection, School Performance Profile Scores, and feedback from staff</li> </ul>

<p><b>Elementary</b></p>	<p><b>1B: Demonstrating knowledge of child and adolescent development:</b></p> <ul style="list-style-type: none"> <li>• Utilizes research based strategies to teach developmentally appropriate skills</li> <li>• Utilizes SWPBIS data to determine need for school-wide based programs</li> <li>• Provide Tier1 interventions</li> <li>• Provides measurable pre and post outcome data for small group instruction.</li> <li>• Participates in IEP/504/ESAP meetings; offers knowledge of child development stages to assist in developing services.</li> </ul>	<p><b>2B: Supporting a Culture for Positive Mental Health and Learning:</b></p> <ul style="list-style-type: none"> <li>• Provides group counseling, individual sessions, and classroom activities that promotes a positive learning environment</li> <li>• Through ESAP, attendance meetings and SWPBIS the counselor reviews student attendance, academic and discipline data to determine student interventions and support</li> </ul>	<p><b>3B: Using Questioning and discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• Using pre and post tests for small group instruction.</li> <li>• Review IEP for goals, collect and analyze data.</li> <li>• Provide evidence based strategies for individual, group counseling, and classroom lessons</li> <li>• Utilize Check in Check out.</li> </ul>	<p><b>4B: Maintaining Accurate and Confidential Records:</b></p> <ul style="list-style-type: none"> <li>• Maintains confidential student records and follows district protocol as related FERPA</li> </ul>
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<p><b>Elementary</b></p>	<p><b>1C: Setting instructional outcomes and goals for comprehensive school counseling services:</b></p> <ul style="list-style-type: none"> <li>• Sets goals for small group instruction</li> <li>• Collects pre/post student data.</li> <li>• Participates on the attendance committee and utilizes data to create Student Attendance Improvement Plans (SAIPS)</li> <li>• Reviews behavioral data to help determine the effectiveness of interventions</li> </ul>	<p><b>2C: Managing Procedures:</b></p> <ul style="list-style-type: none"> <li>• Creates a schedule in consideration of student’s academic needs.</li> <li>• Uses district technology including google plus, counselor website, facebook page to communicate various building activities and information.</li> <li>• Follows district policies as related to attendance, suicide, and bullying.</li> </ul>	<p><b>3C: Engaging Students in Learning and Development</b></p> <ul style="list-style-type: none"> <li>• Creates a counselor-student relationships that promote student success</li> <li>• Advocates for appropriate counseling services</li> <li>• Provides students with research based strategies and interventions to address their needs</li> <li>• Reviews goals with student and monitor progress</li> <li>• Assists students in self-reflection</li> <li>• Develops and monitor 504s, behavior plans, CHICO plans, SAIPS, and ESAP data</li> <li>• Promotes career development</li> </ul>	<p><b>4C: Communicating with Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Communicates with families and community stakeholders</li> <li>• Participates in back to school night, parent teacher conferences, IEP/504 meetings, ESAP meetings, MDE meetings</li> </ul>
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<p><b>Elementary</b></p>	<p><b>1D: Demonstrating knowledge of resources:</b></p> <ul style="list-style-type: none"> <li>• Collaborates and links families with community agencies that provide mental health services, housing, food, health insurance/medical care, recreational activities etc.</li> <li>• Utilizes community based programs to increase student social/emotional awareness and growth</li> </ul>	<p><b>2D: Managing Student Behavior:</b></p> <ul style="list-style-type: none"> <li>• Provides emotional support to students in a clear, consistent and sensitive manner</li> <li>• Follows and encourages students to follow the SWPBIS program behavioral expectations</li> </ul>	<p><b>3D: Using Assessment in Delivery of Academic, Career, and Personal Social Development Services</b></p> <ul style="list-style-type: none"> <li>• Utilizes SWPBS and SPP Scores to develop school counseling plans</li> <li>• Track data through pre and post-tests, behavior plans, check in/out, etc.</li> <li>• Reviews IEP goals and student created goals</li> <li>• Review progress reports, nurse visits and attendance</li> <li>• Provide individual, group, and class lessons to make connections between personal interests and abilities</li> </ul>	<p><b>4D: Participating in a Professional Community:</b></p> <ul style="list-style-type: none"> <li>• Attends monthly school district counselor meetings</li> <li>• Attends continuing education workshops and conferences</li> <li>• Collaborates with colleagues across disciplines</li> </ul>
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<p><b>Elementary</b></p>	<p><b>1E: Designing coherent services delivery and school counseling program:</b></p> <ul style="list-style-type: none"> <li>• Delivers evidence-based counseling to students based on the standards.</li> </ul>	<p><b>2E: Organizing Physical Space:</b></p> <ul style="list-style-type: none"> <li>• Creates an environment that is safe, supportive and culturally sensitive.</li> </ul>	<p><b>3E: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Provide crisis intervention.</li> <li>• Collaborate with outside agencies to ensure student's academic, career, and social/emotional needs are being successfully met.</li> <li>• Collaborate with staff to identify student's needs and help develop classroom and small group lessons</li> <li>• Schedule meetings to address student's needs through MTSS, ESAP, and SAIPs</li> <li>• Review discipline records</li> </ul>	<p><b>4E: Growing and Developing Professionally:</b></p> <ul style="list-style-type: none"> <li>• Engages in professional development and implements new strategies into our daily practice</li> </ul>
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<b>Elementary</b>	<b>1F: Designing implementing and/or utilizing student assessments:</b> <ul style="list-style-type: none"><li>• Provides assistance with systemic universal screening for students and work to establish tiered supports</li></ul>	N/A	N/A	<b>4F: Demonstrating Professionalism:</b> <ul style="list-style-type: none"><li>• Demonstrates ethical and professional behavior</li></ul>
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<p><b>Middle</b></p>	<p><b>1a - Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques</b></p> <ul style="list-style-type: none"> <li>• Interaction with students, parents and faculty to ensure student's needs are met</li> <li>• Applies research based strategies to meet the needs of students</li> <li>• Consults and collaborates with outside agencies</li> <li>• Connects parents to community services</li> </ul>	<p><b>2a: Creating an Environment of Respect and Rapport:</b></p> <ul style="list-style-type: none"> <li>• Respects the individual needs of each student and their family which cultivates an environment of respect and rapport</li> <li>• Recognizes that each student and family has their own unique set of circumstances and stories</li> <li>• Builds rapport to ensure comfort in sharing issues of concern</li> <li>• Assist students in identifying their aptitudes and interests and promotes exploration of related careers</li> </ul>	<p><b>3a - Communicating clearly and accurately</b></p> <ul style="list-style-type: none"> <li>• Communicates information with all stakeholders using Google Classroom, Google Communities, publications, websites, and emails</li> <li>• Consultation with students, families, teachers, and administrators on a consistent basis to monitor student performance</li> </ul>	<p><b>4a - Reflecting on Professional Practice</b></p> <ul style="list-style-type: none"> <li>• Graduate course</li> <li>• In district and out of district Professional development</li> <li>• Advocate for and implement new initiatives</li> </ul>
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<p><b>Middle</b></p>	<p><b>1b - Demonstrating Knowledge of Child and Adolescent Development</b></p> <ul style="list-style-type: none"> <li>• School counseling professional development</li> <li>• Building relationships with students</li> <li>• Using age appropriate language</li> <li>• Using age appropriate topics for discussion (individual, group and classroom lessons)</li> <li>• Helping students transition from elementary school expectations to middle school expectations and then preparing them for high school</li> </ul>	<p><b>2b: Establishing a Culture for Learning:</b></p> <ul style="list-style-type: none"> <li>• We work with students on goal setting; helping them to establish life time goals and the steps needed to achieve them..</li> <li>• Students are held accountable for academic performance and helped to address struggles.</li> <li>• Communication with the school team is a part of the process.</li> </ul>	<p><b>3b - Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• Utilizes age appropriate questions and discussion techniques to foster relationships with students and parents</li> <li>• Utilizes motivational interviewing to promote success</li> <li>• Utilizes short term solution focused counseling techniques to address student's needs</li> <li>• Utilizes reflective question to ensure understanding to student's concerns</li> </ul>	<p><b>4b - Maintaining Accurate and Confidential Records</b></p> <ul style="list-style-type: none"> <li>• Appropriately maintain accurate and confidential records consistent with the FERPA</li> </ul>
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<p><b>Middle</b></p>	<p><b>1c - Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services</b></p> <ul style="list-style-type: none"> <li>• Acknowledging and implementing state and district goals along with our personal goals</li> <li>• Helping students identify interests, strengths and personal goals for future.</li> <li>• Helping students maximize potential and support academic and personal challenges/obstacles to success.</li> </ul>	<p><b>2c: Managing Procedures:</b></p> <ul style="list-style-type: none"> <li>• Attends MTSS, GST and IEP meetings to ensure identified students are getting what they need</li> </ul>	<p><b>3c - Engaging students in Learning and Development</b></p> <ul style="list-style-type: none"> <li>• Delivers classroom presentation on academic, behaviors and social skills</li> <li>• Provides examples on how curriculum relates to future/career interests</li> <li>• Providing students with psychoeducation</li> <li>• Utilizes SWPBS and SPP data to identify student's needs</li> <li>• Utilizes research based strategies to address student's needs</li> </ul>	<p><b>4c - Communicating with stakeholders</b></p> <ul style="list-style-type: none"> <li>• Communicates information with all stakeholders using Google Classroom, Google Communities, publications, websites, and emails</li> <li>• Attends MTSS, GST and IEP meetings to ensure students in need of support receive research based interventions</li> <li>• Participates in teachers' team meetings, Parent/Teacher conferences, Student conferences</li> <li>• Participates in monthly district department meetings</li> </ul>
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<p><b>Middle</b></p>	<p><b>1d - Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>• Supports students and families in obtaining community based support services</li> <li>• Identifies appropriate agencies to support the needs of the student</li> <li>• Utilizes Naviance to facilitate future goal planning</li> <li>• Utilizes outside presenters (NOVA, Bucks County IU and Bucks County Council) to share valuable resources</li> <li>• Presents Classroom lessons on topics related to the needs of the students</li> </ul>	<p><b>2d: Managing Student Behavior:</b></p> <ul style="list-style-type: none"> <li>• Perform/Develop Student Improvement Plans with students and use restorative practice techniques to discuss student behaviors.</li> <li>• Provide consultations with staff to help them understand and manage student behaviors.</li> <li>• Students are encouraged to explore their own motives/feelings about their behaviors.</li> </ul>	<p><b>3d - Using assessment in Delivery of Academic, Career and Personal Social Development Services</b></p> <ul style="list-style-type: none"> <li>• Utilizes SWPBS data, SPP data, and EWS data to identify students in need to support and interventions.</li> <li>• Utilizes software to analyze student's academic performance relative to state standards</li> <li>• Utilizes Naviance to assist students in identifying aptitudes and interests related to careers</li> <li>• Utilizes Naviance to aide students in exploring careers</li> </ul>	<p><b>4d - Participating in a professional community</b></p> <ul style="list-style-type: none"> <li>• Attends monthly school district counselor meetings</li> <li>• Attends continuing education workshops and conferences</li> <li>• Collaborates with colleagues across disciplines</li> </ul>
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<p><b>Middle</b></p>	<p><b>1e - Designing Coherent Service Delivery and School Counseling Program</b></p> <ul style="list-style-type: none"> <li>• Develops and implements groups based on student's needs</li> <li>• Designs classroom lessons that are age and developmentally appropriate in career exploration</li> </ul>	<p><b>2e: Organizing Physical Space:</b></p> <ul style="list-style-type: none"> <li>• Offer flexible seating.</li> <li>• Decorate the office with visuals that encourage students to feel comfortable and safe.</li> <li>• Objects to reduce stress are available to students to use while in the office.</li> </ul>	<p><b>3e - Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Parent/teacher conferences</li> <li>• SWPBIS team meetings</li> <li>• SAP team meetings</li> <li>• GST meetings</li> <li>• Attendance meetings</li> </ul>	<p><b>4e - Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Attends monthly school district counselor meetings</li> <li>• Attends continuing education workshops and conferences</li> <li>• Collaborates with colleagues across disciplines</li> </ul>
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<p><b>Middle</b></p>	<p><b>1f - Designing, Implementing and/or Utilizing Student Assessments</b></p> <ul style="list-style-type: none"> <li>• Utilizes assessment data to identify strengths and needs of students and to develop schedules and interventions to support students</li> <li>• Utilizes Naviance to assist students in identifying aptitudes and interests related to careers</li> <li>• Utilizes Naviance to aide students in exploring careers</li> </ul>	<p>N/A</p>	<p>N/A</p>	<p><b>4f - Demonstrating Professionalism</b></p> <ul style="list-style-type: none"> <li>• Demonstrates ethical and professional behavior</li> </ul>
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<p><b>High School</b></p>	<p><b>1A. Demonstrating knowledge of counseling theory, best practice, and technique</b></p> <ul style="list-style-type: none"> <li>● Facilitate classroom lessons related to college and career readiness utilizing Naviance</li> <li>● Offer a variety of resources to students based on our student's needs in regards to post-secondary planning (Examples: Military, Trade Apprenticeships, College visits, Technical Institutions)</li> <li>● Use Solution Focused techniques when seeing students</li> </ul>	<p><b>2a: Creating an Environment of Respect and Rapport:</b></p> <ul style="list-style-type: none"> <li>● Create an office environment in which is welcoming to the students/families and promotes comfort.</li> <li>● Counselors work collaboratively which helps to build that respect and rapport and provides positive modeling for students</li> <li>● Approach each situation with an understanding that every student and family has a unique story and set of needs so that they feel comfortable to share with us so that we can help best support them.</li> </ul>	<p><b>3a. Communicating Clearly and Accurately:</b></p> <ul style="list-style-type: none"> <li>● Utilize Social Media and the schools television program to communicate important information regarding student services.</li> <li>● Communicate information with all stakeholders using Google Classroom, Google Communities, publications, websites, and emails</li> <li>● Consultation with students, families, teachers, and administrators on a consistent basis to monitor student performance</li> </ul>	<p><b>4a. Reflecting on Professional Practice We are consistently performing self-evaluations to assess effectiveness.</b></p> <ul style="list-style-type: none"> <li>● As a department, we conduct evaluations of past policies, procedures, and best practices to change and group evaluations</li> </ul>
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<p><b>High School</b></p>	<p><b>1B. Demonstrating knowledge of child and adolescent development</b></p> <ul style="list-style-type: none"> <li>• Identify the needs of each student while providing the necessary resources (i.e. mental health referrals, C&amp;Y, SAP, Second Chance Alternative Program, Credit Recovery, etc.)</li> <li>• Meet monthly for grade level MTSS meetings to develop plans for students who are referred to the team</li> </ul>	<p><b>2b: Establishing a Culture for Learning:</b></p> <ul style="list-style-type: none"> <li>• Provide support and interventions for academic, emotional and social needs.</li> <li>• Assist students in establishing goals and create opportunities for our students to achieve success</li> <li>• Assist students in developing skills so that they feel accountable for their academic performance</li> <li>• Develop research based interventions to address the needs of students</li> <li>• Facilitate interdisciplinary communication concerning students</li> </ul>	<p><b>3b. Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• Utilize age appropriate questions and discussion techniques to foster relationships with students and parents</li> <li>• Utilize short term solution focused counseling techniques to address student's needs</li> <li>• Utilize reflective question to ensure understanding to student's concerns</li> <li>• Use Naviance surveys and inventories to gauge career interests, learning styles, and strengths and weaknesses.</li> </ul>	<p><b>4b. Maintaining Accurate And Confidential Records</b></p> <ul style="list-style-type: none"> <li>• Appropriately maintain accurate and confidential records consistent with the FERPA</li> <li>• Utilize Counselor's Log which to document daily interactions with students and track student services</li> <li>• Utilize standard process for course selections that ensures consistency in securing student's academic selections</li> <li>• Utilize electronic scheduling system for students to schedule appointments with the school counselor which also allows for accurate record keeping</li> </ul>
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<p><b>High School</b></p>	<p><b>1C. Setting instructional outcomes and goals for comprehensive school counseling program</b></p> <ul style="list-style-type: none"> <li>• Compile data to share with stakeholders regarding retention rates, graduation rates, and post-secondary placement</li> </ul>	<p><b>2c: Managing Procedures:</b></p> <ul style="list-style-type: none"> <li>• Provide regularly scheduled meetings with students to discuss academic performance, course selection, and social/emotional needs</li> <li>• Assist MTSS, SAP, 504 and IEP teams in developing strategies to support students</li> <li>• Facilitate the course selection process</li> <li>• Provide lessons and opportunities for students regarding college and career readiness utilizing Naviance</li> </ul>	<p><b>3c. Engaging Students in Learning and Development</b></p> <ul style="list-style-type: none"> <li>• Meet with students at regular intervals to assess their progress, set goals, accept challenges, and reinforce their responsibility for their own education</li> <li>• Provide classroom lessons to assist students in meeting the college and career ready standards utilizing Naviance</li> <li>• Develop and implement researched based interventions for struggling students</li> <li>• Provide resources for remediation such as tutoring and credit recovery</li> </ul>	<p><b>4c. Communicating with Stakeholders</b></p> <ul style="list-style-type: none"> <li>• Utilize School Counselor webpage to disseminate information</li> <li>• Attend business partnership meetings to establish and promote relationships within the local community</li> <li>• Utilize Social Media blasts to promote upcoming events and share relevant information</li> <li>• Invite stakeholders to participate in school wide events</li> <li>• Utilize Naviance Rep Visits to engage with Higher Ed institutions</li> <li>• Host College and Career Night with colleges, community leaders, local businesses</li> </ul>
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<p><b>High School</b></p>	<p><b>1D. Demonstrating knowledge of resources</b></p> <ul style="list-style-type: none"> <li>● Identify research based practices to support the needs of students at MTSS grade level team meetings</li> <li>● Share information with staff and families regarding community based services</li> <li>● Collaborate with community based agencies</li> <li>● Utilize the Bucks County Community College to provide additional opportunities to students</li> </ul>	<p><b>2d: Managing Student Behavior:</b></p> <ul style="list-style-type: none"> <li>● Identify research based practices to support the needs of students through the MTSS process</li> <li>● Provide Tier 1 and Tier 2 support services to students with behavioral needs</li> <li>● Communicate with parents and assist them in obtaining community based supports and services to address student's behavioral needs</li> </ul>	<p><b>3d. Using Assessment in Delivery of Academic, Career, and Personal Social, Development Services</b></p> <ul style="list-style-type: none"> <li>● Use Standardized testing to inform course selection and academic supports</li> <li>● Assist in the compilation of academic performance data, EWS data, and anecdotal information, to assist MTSS, IEP, and 504 teams in making informed decisions</li> </ul>	<p><b>4d. Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>● Attend County-Wide meetings to network and gain information regarding programs such as the Suicide Prevention Task Force</li> <li>● Utilize social media to exchange ideas with other professionals at a national level</li> <li>● Attend District professional development opportunities</li> <li>● Participate in monthly district department meetings</li> <li>● Communicate with colleges, universities, trade schools, and business leaders to develop opportunities for students</li> </ul>
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<p><b>High School</b></p>	<p><b>1E. Designing coherent service delivery and school counseling program</b></p> <ul style="list-style-type: none"> <li>• Present classroom lessons via Naviance</li> <li>• Facilitate counseling groups based on the needs of the students</li> <li>• Hosts a College and Career Fair</li> </ul>	<p><b>2e: Organizing Physical Space:</b></p> <ul style="list-style-type: none"> <li>• Provide a safe and secure environment where student's information and conversations can be shared in confidence</li> <li>• Provide a warm and inviting atmosphere where students and families feel welcomed</li> </ul>	<p><b>3e. Demonstrating Flexibility and Responsibility</b></p> <ul style="list-style-type: none"> <li>• Gather information and facilitates conversation among stakeholders to develop student action plans which may deviate from typical school requirements</li> <li>• Convene interdisciplinary meetings regarding students at-risk and implements research based practices</li> <li>• Arrange for accommodations so parents can attend meetings: i.e. scheduling, location, translators</li> <li>• Facilitate Crisis Teams in spite of existing schedules</li> </ul>	<p><b>4e. Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Attend monthly school district counselor meetings</li> <li>• Attend continuing education workshops and conferences</li> <li>• Collaborate with colleagues across disciplines</li> <li>• Meet quarterly amongst the cohort and other professionals to share experiences, offer suggestions and problem solve</li> </ul>
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<p><b>High School</b></p>	<p><b>1F. Designing, implementing and/ or student assessments</b></p> <ul style="list-style-type: none"> <li>• Conference with all students regarding academic, behavioral, and social/emotional needs</li> <li>• Administer PSAT to 10th and 11th grade students</li> <li>• Administer ASVAB test to 11th and 12th grade students</li> <li>• Administer College/Career Readiness Assessments through Naviance</li> </ul>	<p>N/A</p>	<p>N/A</p>	<p><b>4f. Demonstrating Professionalism</b></p> <ul style="list-style-type: none"> <li>• School counselors provide leadership and collaborate with the staff to advocate for students and their families.</li> <li>• School counselors demonstrate professionalism by ensuring they maintain and abide by the ASCA Code of Ethics.</li> <li>• School counselors engage with stakeholders to help address student's needs. Counselors also engage in professional development to refine their skills in demonstrating professionalism with students, parents, and staff.</li> </ul>
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## **B. Program Delivery Related Items of the Plan 4-9**

### **School Counseling Department Mission Statement**

#### **Bristol Township School District Mission Statement**

Bristol Township School District will prepare and empower our students to be productive, competitive members in an ever-changing global society.

“Every Student, Every Day”

#### **Bristol Township School District Belief Statements**

##### **We believe ...**

All individuals can learn and achieve.

Understanding and respecting diversity strengthens our educational community.

A safe and healthy learning environment is essential for success.

Students require high-quality, standards-based instruction.

An effective partnership of families, staff and community will improve opportunities for student success.

Students must be empowered to become life-long learners and effective members of society.

All successes should be acknowledged and celebrated.

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

The vision of the Bristol Township School District Counseling Program is for every student to feel empowered with the knowledge and skills necessary to achieve academic, personal/social/ emotional, and career success. With the support of staff, family, and community based businesses/agencies, our goal is to help students recognize their fullest potential and assist them in transitioning into life after high school so that they may become a contributing member of society.

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

The mission of the Bristol Township School District Counseling Program is to address barriers to academic achievement through student advocacy and empowerment to promote student success through a focus on academic achievement, social/personal, emotional, career, and multicultural development that ensures that our students are lifelong learners who are prepared to become productive and responsible citizens of society.

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

We, believe that:

All students are individuals who have self-worth and should be treated with respect and dignity.

Each student possesses a unique set of skills/strengths that can be utilized for the benefit of the classroom/community. All students deserve an opportunity to reach their highest potential.

All students are entitled to a safe environment which is essential to learning.

Learning is a lifelong and progressive process not only for students but also faculty.

Education is a cooperative effort among students, family, teachers, and the community partners.

All students have a right to benefit from a comprehensive counseling program that is supportive of student's strengths, responsive to students' needs, and developmentally appropriate.

As counselors in our school, we are student advocates and role models who will abide by the ethical guidelines and standards set forth by the American School Counseling Association.

**Program Calendar by Domain and Level:  
 Program Delivery by Tier and System Support:**

**Program Delivery by Tier and System Support:**

**Monthly and Ongoing K-12 Counseling Calendar and Delivery Chart**  
 Check Level:   X   Elementary    Middle    High School

Place and “X” in the appropriate column for delivery style and color code the columns

Item Month/Domain/Item	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
Month/Domain/Item	Curriculum (Tier 1) (e.g., Guidance lessons for the whole grade, events offered to specific grade)	Responsive (Tier 2) (e.g., support groups, services delivered to some students or one student)	Individual Academic/Career Counseling (Tier 3) (e.g., Crisis, ESAP, 1:1 counseling)	System Support (without students present; e.g., parent/teacher conferences, testing, professional development)	Non- Counselor Related (Lunch duty, discipline, attendance)
<b>September</b>					
<b>Academic:</b>					
Back to school night				X	
Communication/consultation with teachers re: academic barriers to individual students				X	
IEP Meetings				X	
504 Writing/Meetings				X	
Child Study Team				X	
Individual Counseling			X		
Faculty Meeting					X

Attendance Meeting				x	
SAIPs		x			
ESAP meetings				x	
District ESAP meeting				x	
Parent Communication				x	
Inter-agency meetings				x	
Grade level meetings				x	
<b><u>Career:</u></b>					
<b><u>Social/Emotional:</u></b>					
SWPBIS(teaching expected behaviors/school rules)	x				
504 meetings				X	
IEP meetings				x	
Develop and implement individual behavior plans			x		
Check in-Check out		x	x		
Small Groups		x			
Individual counseling			x		
Crisis Intervention			x		
Home Visits			x		
Communication/consultation with teachers re: individual student behavior		x			
Communication/consultation with teachers on classroom management	x				
Referral/communication to Big Brothers Big Sisters				x	
Referral/communication to school-based mental health provider				x	

Referral/communication to community food resources				x	
Attendance meeting				x	
SAIPs		x			
ESAP meetings				x	
District ESAP meeting				x	
Child Study team meetings				x	
SWPBIS Meetings				x	
SWPBIS Monthly Assembly	x				
Monthly Morning Announcements	x				
Morning/Afternoon duties					x
District Website				x	
Communication with parents/guardians				x	
Communication with outside agencies				x	
Classroom Lesson: Intro to School Counselor (K-5)	x				
Classroom Lesson: Second Step (Kind)	x				
<b>October</b>					
<b>Academic:</b>					
Red Ribbon Week	x			x	
Communication/consultation with teachers re: academic barriers to individual students				x	
IEP Meetings				x	
504 Writing/Meetings				x	
Child Study Team				x	
Individual Counseling			x		

Faculty Meeting					x
Attendance Meeting				x	
SAIPs		x			
ESAP meetings				x	
District ESAP meeting				x	
Parent Communication				x	
Inter-agency meetings				x	
Grade level meetings				x	
<b>Career:</b>					
k—12 guidance plan Chapter339 workshop				x	
<b>Social/Emotional:</b>					
Red Ribbon Week activities	x				
Bullying Prevention Month	x				
Coat Drive		x			
504 meetings				X	
IEP meetings				x	
Develop and implement individual behavior plans			x		
Check in-Check out		x	x		
Small Groups		x			
Individual counseling			x		
Crisis Intervention			x		
Home Visits			x		
Communication/consultation with teachers re: individual student behavior		x			
Communication/consultation with teachers on classroom management	x				



Referral/communication to Big Brothers Big Sisters				x	
Referral/communication to school-based mental health provider				x	
Referral/communication to community food resources				x	
Attendance meeting				x	
SAIPs		x			
ESAP meetings				x	
District ESAP meeting				x	
Child Study team meetings				x	
SWPBIS Meetings				x	
SWPBIS Monthly Assembly	x				
Monthly Morning Announcements	x				
Morning/Afternoon duties					x
District Website				x	
Communication with parents/guardians				x	
Communication with outside agencies				x	
Coordination Nova SafeTouches program lesson 2 <sup>nd</sup> grade	x				
Coordination of Peace Works program (4 <sup>th</sup> /5 <sup>th</sup> )	x				
Classroom Lesson: "Mrs. Joyce Gives the Best High 5's" (2nd)	x				
Classroom Lesson: "Mrs. Potato Head" (Kind)	x				
Focus on School-Wide Rules classroom lesson—1 <sup>st</sup> grade	x				

2 <sup>nd</sup> step classroom lessons (k)	x				
<b>November</b>					
<b><u>Academic:</u></b>					
Communication/consultation with teachers re: academic barriers to individual students				x	
IEP Meetings				x	
504 Writing/Meetings				x	
Child Study Team				x	
Individual Counseling			x		
Faculty Meeting					x
Attendance Meeting				x	
SAIPs		x			
ESAP meetings				x	
District ESAP meeting				x	
Parent Communication				x	
Inter-agency meetings				x	
Grade level meetings				x	
<b><u>Career:</u></b>					
k—12 guidance plan chapter339 workshop				x	
Growth Mindset	x				
<b><u>Social/Emotional:</u></b>					
SWPBIS(teaching expected behaviors/school rules)	x				
504 meetings				X	
IEP meetings				x	
Develop and implement individual behavior plans			x		
Check in-Check out		x	x		

Small Groups		x			
Individual counseling			x		
Crisis Intervention			x		
Home Visits			x		
Communication/consultation with teachers re: individual student behavior		x			
Communication/consultation with teachers on classroom management	x				
Referral/communication to Big Brothers Big Sisters				x	
Referral/communication to school-based mental health provider				x	
Referral/communication to community food resources				x	
Attendance meeting				x	
SAIPs		x			
ESAP meetings				x	
District ESAP meeting				x	
Child Study team meetings				x	
SWPBIS Meetings				x	
SWPBIS Monthly Assembly	x				
Monthly Morning Announcements	x				
Morning/Afternoon duties					x
District Website				x	
Communication with parents/guardians				x	
Communication with outside agencies				x	

Second Step classroom lessons(K)	x				
Whole body listening Larry(K)	x				
Bucket-filling lesson (1 <sup>st</sup> )	x				
My Mouth is a Volcano (2 <sup>nd</sup> )	x				
I Messages (3 <sup>rd</sup> )	x				
Good Communication (5 <sup>th</sup> )	x				
Thanksgiving food drive		x			
<b>December</b>					
<b><u>Academic:</u></b>					
Communication/consultation with teachers re: academic barriers to individual students				x	
IEP Meetings				x	
504 Writing/Meetings				x	
Child Study Team				x	
Individual Counseling			x		
Faculty Meeting					x
Attendance Meeting				x	
SAIPs		x			
ESAP meetings				x	
District ESAP meeting				x	

Parent Communication				x	
Inter-agency meetings				x	
Grade level meetings				x	
Skills Needed to be a successful student	x				
<b>Career:</b>					
k—12 guidance plan chapter339 workshop				x	
How Santa Got His Job (2 <sup>nd</sup> )	x				
Skills Needed To Get the Job You Want 5th	x				
<b>Social/Emotional:</b>					
SWPBIS(teaching expected behaviors/school rules)	x				
504 meetings				X	
IEP meetings				x	
Develop and implement individual behavior plans			x		
Check in-Check out		x	x		
Small Groups		x			
Individual counseling			x		

Crisis Intervention			x		
Home Visits			x		
Communication/consultation with teachers re: individual student behavior		x			
Communication/consultation with teachers on classroom management	x				
Referral/communication to Big Brothers Big Sisters				x	
Referral/communication to school-based mental health provider				x	
Referral/communication to community food resources				x	
Attendance meeting				x	
SAIPs		x			
ESAP meetings				x	
District ESAP meeting				x	
Child Study team meetings				x	
SWPBIS Meetings				x	
SWPBIS Monthly Assembly	x				

Monthly Morning Announcements	x				
Morning/Afternoon duties					x
District Website				x	
Communication with parents/guardians				x	
Communication with outside agencies				x	
Second Step classroom lessons(K)	x				
Pout Pout Fish and Bully Shark (K)	x				
Generosity (1 <sup>st</sup> )	x				
Recess Queen (2 <sup>nd</sup> )	x				
Holiday Donations		x			
<b>January</b>					
<b><u>Academic:</u></b>					
Communication/consultation with teachers re: academic barriers to individual students				x	
IEP Meetings				x	

504 Writing/Meetings				x	
Child Study Team				x	
Individual Counseling			x		
Faculty Meeting					x
Attendance Meeting				x	
SAIPs		x			
ESAP meetings				x	
District ESAP meeting				x	
Parent Communication				x	
Inter-agency meetings				x	
Grade level meetings				x	
Skills Needed to be a successful student	x				
<b>Career:</b>					
k—12 guidance plan chapter339 workshop				x	
<b>Social/Emotional:</b>					
SWPBIS(teaching expected behaviors/school rules)	x				
504 meetings				X	



IEP meetings				x	
Develop and implement individual behavior plans			x		
Check in-Check out		x	x		
Small Groups		x			
Individual counseling			x		
Crisis Intervention			x		
Home Visits			x		
Communication/consultation with teachers re: individual student behavior		x			
Communication/consultation with teachers on classroom management	x				
Referral/communication to Big Brothers Big Sisters				x	
Referral/communication to school-based mental health provider				x	
Referral/communication to community food resources				x	
Attendance meeting				x	

SAIPs		x			
ESAP meetings				x	
District ESAP meeting				x	
Child Study team meetings				x	
SWPBIS Meetings				x	
SWPBIS Monthly Assembly	x				
Monthly Morning Announcements	x				
Morning/Afternoon duties					x
District Website				x	
Communication with parents/guardians				x	
Communication with outside agencies				x	
NOVA Lessons: Personal Safety(K), Bullying-Prevention (1-3), Internet Safety (4 <sup>th</sup> ), Cyber Bullying	x				
Second Step classroom lessons(K)	x				
I am Snow Special (K)	x				
Do Not Call Me Names (1 <sup>st</sup> )	x				

Find Someone Who (1 <sup>st</sup> )	x				
Square Cat (2 <sup>nd</sup> )	x				
Recipe for Friendship (3 <sup>rd</sup> )	x				
Responding to Conflict (5 <sup>th</sup> )	x				
<b>February</b>					
<b><u>Academic:</u></b>					
Communication/consultation with teachers re: academic barriers to individual students				x	
IEP Meetings				x	
504 Writing/Meetings				x	
Child Study Team				x	
Individual Counseling			x		
Faculty Meeting					x
Attendance Meeting				x	
SAIPs		x			
ESAP meetings				x	
District ESAP meeting				x	
Parent Communication				x	

Inter-agency meetings				x	
Grade level meetings				x	
Skills Needed to be a successful student	x				
<b><u>Career:</u></b>					
K—12 Guidance Plan Chapter 339 workshop				x	
<b><u>Social/Emotional:</u></b>					
SWPBIS(teaching expected behaviors/school rules)	x				
504 meetings				X	
IEP meetings				x	
Develop and implement individual behavior plans			x		
Check in-Check out		x	x		
Small Groups		x			
Individual counseling			x		
Crisis Intervention			x		
Home Visits			x		
Communication/consultation with teachers re: individual student behavior		x			

Communication/consultation with teachers on classroom management	x				
Referral/communication to Big Brothers Big Sisters				x	
Referral/communication to school-based mental health provider				x	
Referral/communication to community food resources				x	
Attendance meeting				x	
SAIPs		x			
ESAP meetings				x	
District ESAP meeting				x	
Child Study team meetings				x	
SWPBIS Meetings				x	
SWPBIS Monthly Assembly	x				
Monthly Morning Announcements	x				
Morning/Afternoon duties					x
District Website				x	

Communication with parents/guardians				x	
Communication with outside agencies				x	
NOVA Lessons: Personal Safety(K), Bullying-Prevention (1-3), Internet Safety (4 <sup>th</sup> ), Cyber Bullying	x				
Second Step classroom lessons(K)	x				
Try a Little Kindness (K)	x				
You Gotta Have Heart (1 <sup>st</sup> )	x				
Introduction to Mindfulness (1 <sup>st</sup> )	x				
It's Cool To Be Kind (2 <sup>nd</sup> )	x				
Mindfulness (3 <sup>rd</sup> )	x				
Getting what You Want (3 <sup>rd</sup> )	x				
Bullying (5 <sup>th</sup> )	x				
Kindness Month	x				
Hat/Glove Drive	x				
<b>March</b>					
<b>Academic:</b>					
Communication/consultation with teachers re: academic barriers to individual students					

IEP Meetings				x	
504 Writing/Meetings				x	
Child Study Team				x	
Individual Counseling				x	
Faculty Meeting			x		
Attendance Meeting					x
SAIPs				x	
ESAP meetings		x			
District ESAP meeting				x	
Parent Communication				x	
Inter-agency meetings				x	
Grade level meetings				x	
<b><u>Career:</u></b>					
K—12 Guidance Plan Chapter 339 workshop				x	
<b><u>Social/Emotional:</u></b>					
SWPBIS(teaching expected behaviors/school rules)					
504 meetings	x				

IEP meetings				X	
Develop and implement individual behavior plans				x	
Check in-Check out			x		
Small Groups		x	x		
Individual counseling		x			
Crisis Intervention			x		
Home Visits			x		
Communication/consultation with teachers re: individual student behavior			x		
Communication/consultation with teachers on classroom management		x			
Referral/communication to Big Brothers Big Sisters	x				
Referral/communication to school-based mental health provider				x	
Referral/communication to community food resources				x	
Attendance meeting				x	



SAIPs				x	
ESAP meetings		x			
Child Study team meetings				x	
SWPBIS Meetings				x	
SWPBIS Monthly Assembly				x	
Monthly Morning Announcements	x				
Morning/Afternoon duties	x				
District Website					x
Communication with parents/guardians				x	
Communication with outside agencies				x	
NOVA Lessons: Personal Safety(K), Bullying-Prevention (1-3), Internet Safety (4 <sup>th</sup> ), Cyber Bullying				x	
Second Step classroom lessons(K)	x				
(K)	x				
(1 <sup>st</sup> )	x				
(1 <sup>st</sup> )	x				

(2 <sup>nd</sup> )	x				
(3 <sup>rd</sup> )	x				
(3 <sup>rd</sup> )	x				
(5 <sup>th</sup> )	x				
Safe to Say Assembly 3- 5	x				
"Peyton Heart Project" suicide awareness and bully prevention	x				
"Mental Health in the Classroom" Continuing Education/Professional Development		x			
<b>April</b>					
<b><u>Academic:</u></b>					
Communication/consultation with teachers re: academic barriers to individual students					
IEP Meetings				x	
504 Writing/Meetings				x	
Child Study Team				x	
Individual Counseling				x	
Faculty Meeting			x		
Attendance Meeting					x

SAIPs				x	
ESAP meetings		x			
District ESAP meeting				x	
Parent Communication				x	
Inter-agency meetings				x	
Grade level meetings				x	
PSSA Proctoring				x	
Parent/Teacher Conferences					x
Classroom Lesson: Decision Making Classroom (5th)				x	
<b><u>Career:</u></b>					
K—12 Guidance Plan Chapter 339 workshop				x	
<b><u>Social/Emotional:</u></b>					
SWPBIS(teaching expected behaviors/school rules)					
504 meetings	x				
IEP meetings				X	
Develop and implement individual behavior plans				x	

Check in-Check out			x		
Small Groups		x	x		
Individual counseling		x			
Crisis Intervention			x		
Home Visits			x		
Communication/consultation with teachers re: individual student behavior			x		
Communication/consultation with teachers on classroom management		x			
Referral/communication to Big Brothers Big Sisters	x				
Referral/communication to school-based mental health provider				x	
Referral/communication to community food resources				x	
Attendance meeting				x	
SAIPs				x	
ESAP meetings		x			
Child Study team meetings				x	

SWPBIS Meetings				x	
SWPBIS Monthly Assembly				x	
Monthly Morning Announcements	x				
Morning/Afternoon duties	x				
District Website					x
Communication with parents/guardians				x	
Communication with outside agencies				x	
Classroom Lesson: Believing in Yourself (3rd)				x	
Classroom Lesson: Tattling vs. Telling (1st)	X				
Classroom Lesson: Second Step (Kind)	X				
(K)	x				
(1 <sup>st</sup> )	x				
(1 <sup>st</sup> )	x				
(2 <sup>nd</sup> )	x				
(3 <sup>rd</sup> )	x				

(3 <sup>rd</sup> )	x				
(5 <sup>th</sup> )	x				
	x				

<b>May</b>					
<b><u>Academic:</u></b>					
Communication/consultation with teachers re: academic barriers to individual students				x	
IEP Meetings				x	
504 Writing/Meetings				x	
Child Study Team				x	
Individual Counseling			x		
Faculty Meeting					x
Attendance Meeting				x	
SAIPs		x			
ESAP meetings				x	
Parent Communication				x	
Inter-agency meetings				x	
Grade level meetings				x	
Case transfers to middle school				x	
<b><u>Career:</u></b>					
k—12 guidance plan Chapter339 workshop				x	
<b><u>Social/Emotional:</u></b>					
SWPBIS(teaching expected behaviors/school rules)	x				
504 meetings				X	
IEP meetings				x	

Develop and implement individual behavior plans			x		
Check in-Check out		x	x		
Small Groups		x			
Individual counseling			x		
Crisis Intervention			x		
Home Visits			x		
Communication/consultation with teachers re: individual student behavior		x			
Communication/consultation with teachers on classroom management	x				
Referral/communication to Big Brothers Big Sisters				x	
Referral/communication to school-based mental health provider				x	
Referral/communication to community food resources				x	
Attendance meeting				x	
SAIPs		x			
ESAP meetings				x	
Child Study team meetings				x	
SWPBIS Meetings				x	
SWPBIS Monthly Assembly	x				
Monthly Morning Announcements	x				
Morning/Afternoon duties					x
District Website				x	
Communication with parents/guardians				x	

Communication with outside agencies				x	
Classroom Lesson: Second Step (Kind)	x				
Classroom Lesson: Personal Space(Kind)	x				
(1 <sup>st</sup> )	x				
(1 <sup>st</sup> )	x				
Classroom Lesson: A Bad Case of Tattle Tongue(2 <sup>nd</sup> )	x				
(3 <sup>rd</sup> )	x				
(3 <sup>rd</sup> )	x				
(5 <sup>th</sup> )	x				
<b>June</b>					
<b><u>Academic:</u></b>					
Communication/consultation with teachers re: academic barriers to individual students				x	
IEP Meetings				x	
504 Writing/Meetings				x	
Child Study Team				x	
Individual Counseling			x		
Faculty Meeting					x
Attendance Meeting				x	



SAIPs		x			
ESAP meetings				x	
Parent Communication				x	
Inter-agency meetings				x	
Grade level meetings				x	
<b><u>Career:</u></b>					
<b><u>Social/Emotional:</u></b>					
SWPBIS(teaching expected behaviors/school rules)	x				
504 meetings				X	
IEP meetings				x	
Develop and implement individual behavior plans			x		
Check in-Check out		x	x		
Small Groups		x			
Individual counseling			x		
Crisis Intervention			x		
Home Visits			x		

Communication/consultation with teachers re: individual student behavior		x			
Communication/consultation with teachers on classroom management	x				
Referral/communication to Big Brothers Big Sisters				x	
Referral/communication to school-based mental health provider				x	
Referral/communication to community food resources				x	
Attendance meeting				x	
SAIPs		x			
ESAP meetings				x	
Child Study team meetings				x	
SWPBIS Meetings				x	
SWPBIS Monthly Assembly	x				
Monthly Morning Announcements	x				
Morning/Afternoon duties					x

District Website				x	
Communication with parents/guardians				x	
Communication with outside agencies				x	
Second Step classroom lessons(K to 5)	x				

## Program Delivery by Tier and System Support:

### Monthly and Ongoing K-12 Counseling Calendar and Delivery Chart

Check Level: \_\_\_\_\_ Elementary X Middle \_\_\_\_\_ High School

Place and “X” in the appropriate column for delivery style and color code the columns

Item Month/Domain/Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-Counselor Related
<b>Month/Domain/Item</b>	Curriculum (Tier 1) (e.g., Guidance lessons for the whole grade, events offered to specific grade)	Responsive (Tier 2) (e.g., support groups, services delivered to some students or one student)	Individual Academic/Career Counseling (Tier 3) (e.g., Crisis, ESAP, 1:1 counseling)	System Support (without students present; e.g., parent/teacher conferences, testing, professional development)	Non-Counselor Related (Lunch duty, discipline, attendance)
<b>SEPTEMBER</b>					
<b><u>Academic:</u></b>					
LINKIT	x			X	X
Back to School Night	x				
Newsletter/Welcome letter	X				
504	X				
Parent conferences		X			
SAP		X			
Website updating	X			X	

Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Collaboration with administrators and teachers	X			X	
Attendance meetings		X			
Morning Duty, Lunch Duty and Class coverages					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Initiate and Coordinate Professional development opportunities	X			X	
Technical High School meetings	X				
Resourceful meetings	X				
<b><u>Career:</u></b>					
Back to School Night	X				
Website updating	X			X	
Individual and group counseling	X		X		
Making connections with community partners	X			X	
Collaboration with administrators and teachers	X			X	
Build relationships and make referral to outside agencies	X			X	

(example Milton Hershey, Family Services, etc.)					
Technical High School meetings	X				
<b><u>Social/Emotional:</u></b>					
Back to School Night	X				
Parent conferences		X			
SAP		X			
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Attendance meetings		X			
Collaboration with administrators and teachers	X			X	
Participation in after school activities - dances and volleyball night etc.					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Initiate and Coordinate Professional development opportunities	X			X	
<b>OCTOBER</b>					
<b><u>Academic:</u></b>					
504	X				
Parent conferences		X			

SAP		X			
Website updating	X			X	
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Collaboration with administrators and teachers	X			X	
Attendance meetings		X			
Morning Duty, Lunch Duty and Class coverages					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Technical High School meetings	X				
Resourceful meetings	X				
<b><u>Career:</u></b>					
Lesson plan develop for Naviance	X			X	
Website updating	X			X	
Individual and group counseling	X		X		
Making connections with community partners	X			X	
Collaboration with administrators and teachers	X			X	
Build relationships and make referral to outside agencies	X			X	

(example Milton Hershey, Family Services, etc.)					
<b><u>Social/Emotional:</u></b>					
Peace Center - anti-bullying	X			X	
Parent conferences		X			
SAP		X			
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Attendance meetings		X			
Collaboration with administrators and teachers	X			X	
Participation in after school activities – dances, volleyball night, etc.					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
<b>NOVEMBER</b>					
<b><u>Academic:</u></b>					
6th grade academic presentation	X			X	
4.0 Breakfast	X				
Academic warning letters	X			X	X
504	X				
Parent conferences		X			



SAP		X			
Website updating	X			X	
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Collaboration with administrators and teachers	X			X	
Attendance meetings		X			
Morning Duty, Lunch Duty and Class coverages					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Initiate and Coordinate Professional development opportunities	X			X	
Technical High School meetings	X				
Resourceful meetings	X				
<b><u>Career:</u></b>					
Technical High School classroom presentation and group presentation	X			X	
Website updating	X			X	
Individual and group counseling	X		X		
Making connections with community partners	X			X	

Collaboration with administrators and teachers	X			X	
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Technical High School meetings	X				
<b><u>Social/Emotional:</u></b>					
Parent conferences		X			
SAP		X			
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Attendance meetings		X			
Collaboration with administrators and teachers	X			X	
Participation in after school activities- dances, volleyball night, etc.					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Initiate and Coordinate Professional development opportunities	X			X	
<b>DECEMBER</b>					

<b><u>Academic:</u></b>					
504	X				
Parent conferences		X			
SAP		X			
Website updating	X			X	
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Collaboration with administrators and teachers	X			X	
Attendance meetings		X			
Morning Duty, Lunch Duty and Class coverages					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Resourceful meetings	X				
<b><u>Career:</u></b>					
Website updating	X			X	
Individual and group counseling	X		X		
Making connections with community partners	X			X	
Collaboration with administrators and teachers	X			X	
Build relationships and make referral to outside agencies	X			X	

(example Milton Hershey, Family Services, etc.)					
<b><u>Social/Emotional:</u></b>					
Parent conferences		X			
SAP		X			
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Attendance meetings		X			
Collaboration with administrators and teachers	X			X	
Participation in after school activities – dances, volleyball night, etc.					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
<b>JANUARY</b>					
<b><u>Academic:</u></b>					
LINKIT	X			X	X
504	X				
Parent conferences		X			
SAP		X			
Website updating	X			X	

Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Collaboration with administrators and teachers	X			X	
Attendance meetings		X			
Morning Duty, Lunch Duty and Class coverages					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Resourceful meetings	X				
<b><u>Career:</u></b>					
Lesson plan develop for Naviance					
College and career day					
PHEEA presentation					
Website updating	X			X	
Individual and group counseling	X		X		
Making connections with community partners	X			X	
Collaboration with administrators and teachers	X			X	
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	

<b><u>Social/Emotional:</u></b>					
Parent conferences		X			
SAP		X			
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Attendance meetings		X			
Collaboration with administrators and teachers	X			X	
Participation in after school activities – dances, volleyball night, etc.					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
<b>FEBRUARY</b>					
<b><u>Academic:</u></b>					
4.0 Breakfast	X				
Academic warning letters	X			X	X
Newsletter/Welcome letter	X				
504	X				
Parent conferences		X			
SAP		X			
Website updating	X			X	

Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Collaboration with administrators and teachers	X			X	
Attendance meetings		X			
Morning Duty, Lunch Duty and Class coverages					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Initiate and Coordinate Professional development opportunities	X			X	
Technical High School meetings	X				
Resourceful meetings	X				
<b><u>Career:</u></b>					
Website updating	X			X	
Individual and group counseling	X		X		
Making connections with community partners	X			X	
Collaboration with administrators and teachers	X			X	
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	

Technical High School meetings	X				
<b><u>Social/Emotional:</u></b>					
Parent conferences		X			
SAP		X			
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Attendance meetings		X			
Collaboration with administrators and teachers	X			X	
Participation in after school activities – dances, volleyball night, etc.					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Initiate and Coordinate Professional development opportunities	X			X	
<b>MARCH</b>					
<b><u>Academic:</u></b>					
504	X				
Parent conferences		X			
SAP		X			
Course selection process and classroom presentation					



Website updating	X			X	
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Collaboration with administrators and teachers	X			X	
Attendance meetings		X			
Morning Duty, Lunch Duty and Class coverages					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Technical High School meetings	X				
Resourceful meetings	X				
<b><u>Career:</u></b>					
Lesson plan develop for Naviance	X			X	
Course selection process and classroom presentation					
Website updating	X			X	
Individual and group counseling	X		X		
Making connections with community partners	X			X	
Collaboration with administrators and teachers	X			X	
Build relationships and make referral to outside agencies	X			X	

(example Milton Hershey, Family Services, etc.)					
Technical High School meetings	X				
<b><u>Social/Emotional:</u></b>					
Parent conferences		X			
SAP		X			
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Attendance meetings		X			
Collaboration with administrators and teachers	X			X	
Participation in after school activities – dances, volleyball night, etc.					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
<b>APRIL</b>					
<b><u>Academic:</u></b>					
PSSA preparation and Organization	X			X	X
504	X				
Parent conferences		X			
SAP		X			

Website updating	X			X	
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Collaboration with administrators and teachers	X			X	
Attendance meetings		X			
Morning Duty, Lunch Duty and Class coverages					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Resourceful meetings	X				
<b><u>Career:</u></b>					
Lesson plan develop for Naviance	X			X	
Website updating	X			X	
Individual and group counseling	X		X		
Making connections with community partners	X			X	
Collaboration with administrators and teachers	X			X	
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
<b><u>Social/Emotional:</u></b>					

Parent conferences		X			
SAP		X			
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Attendance meetings		X			
Collaboration with administrators and teachers	X			X	
Participation in after school activities – dances, volleyball night, etc.					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
<b>MAY</b>					
<b><u>Academic:</u></b>					
LINKIT	X			X	X
PSSA preparation and Organization	X			X	X
Academic Meetings	X			X	
504	X				
Parent conferences		X			
SAP		X			
Website updating	X			X	

Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Collaboration with administrators and teachers	X			X	
Attendance meetings		X			
Morning Duty, Lunch Duty and Class coverages					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Initiate and Coordinate Professional development opportunities	X			X	
Technical High School meetings	X				
Resourceful meetings	X				
<b><u>Career:</u></b>					
Lesson plan develop for Naviance	X			X	
Website updating	X			X	
Individual and group counseling	X		X		
Making connections with community partners	X			X	
Collaboration with administrators and teachers	X			X	
Build relationships and make referral to outside agencies	X			X	

(example Milton Hershey, Family Services, etc.)					
Technical High School meetings	X				
<b><u>Social/Emotional:</u></b>					
Parent conferences		X			
SAP		X			
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Attendance meetings		X			
Collaboration with administrators and teachers	X			X	
Participation in after school activities – dances, volleyball night, etc.					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Initiate and Coordinate Professional development opportunities	X			X	
<b>JUNE</b>					
<b><u>Academic:</u></b>					
Academic Meetings	X			X	
Academic warning letters	X			X	X
504	X				

Parent conferences		X			
SAP		X			
Website updating	X			X	
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Collaboration with administrators and teachers	X			X	
Morning Duty, Lunch Duty and Class coverages					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Technical High School meetings	X				
Resourceful meetings	X				
<b><u>Career:</u></b>					
Website updating	X			X	
Individual and group counseling	X		X		
Making connections with community partners	X			X	
Collaboration with administrators and teachers	X			X	
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	

<b><u>Social/Emotional:</u></b>					
Parent conferences		X			
SAP		X			
Communicating information via google classroom, emails, meetings and by phone	X			X	
Individual and group counseling	X		X		
Guidance Support team meeting		X			
Collaboration with administrators and teachers	X			X	
Participation in after school activities – dances, volleyball night, etc.					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
<b>SUMMER</b>					
<b><u>Academic:</u></b>					
Back to School Night	X				
Newsletter/Welcome letter	X				
Website updating	X			X	
Collaboration with administrators and teachers	X			X	
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	



Initiate and Coordinate Professional development opportunities	X			X	
<b><u>Career:</u></b>					
Back to School Night	X				
Website updating	X			X	
Making connections with community partners	X			X	
Collaboration with administrators and teachers	X			X	
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Technical High School meetings	X				
<b><u>Social/Emotional:</u></b>					
Back to School Night	X				
Collaboration with administrators and teachers	X			X	
Participation in after school activities – dances, volleyball night, etc.					X
Build relationships and make referral to outside agencies (example Milton Hershey, Family Services, etc.)	X			X	
Initiate and Coordinate Professional development opportunities	X			X	

**Program Delivery by Tier and System Support:  
 Monthly and Ongoing K-12 Counseling Calendar and Delivery Chart**  
 Check Level: \_\_\_\_\_Elementary \_\_\_\_\_ Middle \_\_\_x\_\_\_ High School  
 Place and "X" in the appropriate column for delivery style and color code the columns

Item Month/Domain/Item	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
<b>SEPTEMBER</b>					
<b>Academic:</b>					
Correct any errors on students' schedule after consulting with the Scheduling Administrator.				X	
Update SCAP/ credit recovery list/ invite any student ( who is in their 4th 5th or 6th year of high school) and parent in for a meeting to create a plan for graduation.		X			
Consult with Bucks County Community College regarding the professors, books and calendar for the				X	

Medical Pathways and Dual Enrollment Programs. Coordinate Transportation for the Hospital Visit					
Meet with all seniors for their Senior Conference and complete the conference sheet. Each senior will leave the conference with the following information: credits they need for graduation, that these credits are in their schedule, class rank and GPA, a preliminary plan for after graduation, overview of deadlines for college planning/ financial, resources for college planning, transcript release, an overview of how to use Naviance, how to sign up for college visitations, NCAA, SAT/ ACT registration and an invitation to return to help with completing steps.			X		
Call/ Email college universities FAFSA ,College PROFILE, SAT			X		
Meet with seniors regarding Questbridge and aid them in completing the application process			X		
Begin meeting new ninth graders.	X				
Schedule all new ELL students/ obtain transcripts and write up credit evaluations/ consult with the Scheduling Administrator				X	x
Ask the secretaries to update ELL students to counselor caseload.				X	x
Make sure all new ELL student information is correctly added to I campus for the PIMS upload				X	x
Meet with new students Write up credit evaluations for all new students. Confirm with DRC regarding seniors			X		

and their Keystone scores to confirm that a student does not need the Workshop Courses					
Coordinated the rewriting of the ELL welcome letter. Consulted with ELL team and Assistant Principal. Gave all new ELL students the welcome letter				X	x
Meet with all new students based on Home Language Survey to determine if he/ she needs to be tested. Coordinate with the ELL teachers to test each new student to see determine if eligible for services.			X	X	
Update the ELL caseload. Consult with Scheduling Administrator				X	x
Add the ELL caseload teacher to each student's schedule				X	
Use Naviance to send transcripts, counselor recommendations, and other documents			X		
Assess the needs of any student who walks into the Career Center for college planning, SAT/ ACT Fee waivers registration, NCAA, college application help, financial aid information and transcript services			X		
Meet with Assistant principal & students regarding last year's final grade change			X	X	
Meet with Assistant principal & students regarding last year's final grade change			X	X	
Return any calls, emails regarding the class of 2018 transcript issues.			X	X	
Meet with parents regarding the financial aid, college planning, how to use Naviance, and SAT/ ACT process.			X		

Meet with students regarding graduating early this year.			X		
Sent out letter to all seniors regarding what they need to pass in order to graduate			X	X	
Sent out letter to all seniors regarding what they need to pass in order to graduate			X	X	
Attend IEP meetings when necessary. Complete schedule changes as requested by IEP team after consulting with Assistant Principal					
Deal with 504 issues.		X	X		
Return calls to parents/ email teachers regarding parent student concerns/ meet with parents and teachers			X	X	
Meet with student who request to see me/assess their needs			X		
Complete Superintendent Hearing Counselor Forms				X	
Refer students to SCAP		X		X	
Meet with students regarding peer conflicts, personal concerns, behavioral issues, attendance and academic concerns		X			
Attend Attendance Meeting		X		X	
Attend MTSS		X		X	
Identify 10th and 11 grade students for PSAT Testing		X		X	
Participate in MTSS meetings (send out and collect SIRF)		X		X	
For the PSAT-Compile student lists, identify Special Education students and those with 504's . Send lists to Special Education to review and provide proper accommodations		X		X	
Set rooms and staff for PSAT		X		X	
Develop Schedule for PSAT test day		X		X	

Communicate with I.U. to have student information needed for labels for PSAT testing.		X		X	
<b>Career:</b>					
Begin meeting new ninth graders.	X				
Meet with seniors regarding Questbridge and aid them in completing the application process			X		
Consult with Bucks County Community College regarding the professors, books and calendar for the Medical Pathways and Dual Enrollment Programs. Coordinate Transportation for the Hospital Visit				X	
Meet with all seniors for their Senior Conference and complete the conference sheet. Each senior will leave the conference with the following information: credits they need for graduation, that these credits are in their schedule, class rank and GPA, a preliminary plan for after graduation, overview of deadlines for college planning/ financial, resources for college planning, transcript release, an overview of how to use Naviance, how to sign up for college visitations, NCAA, SAT/ ACT registration and an invitation to return to help with completing steps.			X		
Call/ Email college universities FAFSA ,College PROFILE, SAT Met with students regarding transferring to a cyber school.			X		
Meet with parents regarding the financial aid, college planning, how to use Naviance, and SAT/ ACT process.			X		
Met with students regarding transferring to a cyber school.			X		
Discuss post-secondary plans with seniors			X		
Assist with the college application process			X		

Write letters of recommendation			X		
Attend lunch duty					X
Identify 10th and 11 grade students for PSAT Testing		X		X	
For the PSAT- Compile student lists, identify Special Education students and those with 504's . Send lists to Special Education to review and provide proper accommodations		X		X	
Set rooms and staff for PSAT		X		X	
Develop Schedule for PSAT test day		X		X	
Communicate with I.U. to have student information needed for labels for PSAT testing.		X		X	
College Visit Prep and Implementation				X	
<b>Social/Emotional:</b>					
Consult with Principal and Assistant Principals regarding discipline				X	
Begin meeting new ninth graders.	X				
Schedule students in the morning 4 days a week for their appointments with a therapist from Family Services School Based Counseling.				X	
Met with students regarding homeless concerns.		X			
Call Childline for mandate reporting and Bucks County Children and Youth		X			
Deal with crisis situations/ call parents/ crisis/ refer students to SAP or in school counseling services or out of school		X			
Meet with student who request to see counselors		X	X		
Meet with students regarding peer conflicts, personal concerns, behavioral issues, attendance and academic concerns		X			
Co-facilitate group with Emotional Support class every Friday		X			
Consult with social worker and home school visitor				X	

Attend lunch duty				X	X
Participate in MTSS meetings (send out and collect SIRF)		X		X	
Complete Superintendent Hearing Counselor Forms			X	X	
<b>OCTOBER</b>					
<b>Academic:</b>					
Consult with administrators regarding students				x	
Correct errors on student's schedules after consulting with Assistant Principal			x		
Go through caseload to determine which students need Credit Recovery, speak with parents, and determine plan for graduation		x		x	
Consult with Bucks County Community College regarding Dual Enrollment courses				X	
Finish meeting with all seniors for their Senior Conference and complete the conference sheet. Each senior will leave the conference with the following information: credits they need for graduation, that these credits are in their schedule, class rank and GPA, a preliminary plan for after graduation, overview of deadlines for college planning/ financial, resources for college planning, transcript release, an overview of how to use Naviance, how to sign up for college visitations, NCAA, SAT/ ACT registration and an invitation to return to help with completing steps.	x		x		
Meet with senior Questbridge applicants and aid them through the application and financial aid process			x		
Meet with 10th grade students	x				
Meet with new students, create schedules, complete credit evaluations, determine if students need Keystone Workshop classes			x		



Meet with all new students based on Home Language Survey to determine if he/ she needs to be tested. Coordinate with the ELL teachers to test each new student to see determine if eligible for services. Give all new ELL students welcome letters.			x		
Schedule all new ELL students/ obtain transcripts and write up credit evaluations/ consult with Assistant Principal				x	
Ask the secretaries to update new ELL students counselor caseload				x	
Make sure all new ELL student information is correctly added to iCampus for the PIMS upload				x	
Use Naviance to send transcripts, write counselor recommendations, and assist teachers in sending letters of recommendation			x	x	
Assist students & parents in the college application process, financial aid, and scholarships	x		x		
Meet with students in grades 9, 10, and 11 for Naviance Career Readiness Presentations	x				
Assess the needs of any student who walks into the Career Center for college planning, SAT/ ACT Fee waivers and registration, NCAA,college application help, financial aid information and transcript services			x		
Call/email colleges/ universities regarding individual student applications			x		
Write 504 plans and participate in meetings			x		
Attend lunch duty					x
Participate in grade level MTSS meetings				x	
Attend Attendance meetings					x
Meet with students with failing grades		x			
Proctor PSAT for 10th & 11th grade students					x
Coordinate with IU for accurate processing and payment for PSAT				x	x

Distribute, and collect, test materials, and ensure proper return for materials.				X	X
Provide parent with information regarding PSAT Logistics	X				X
Finalize testing data with I.U				X	X
Prepare Testing Booklets, bundle for staff including proper test materials for each room				X	X
<b>Career:</b>					
Consult with Bucks County Community College regarding Dual Enrollment courses				X	
Finish meeting with all seniors for their Senior Conference and complete the conference sheet. Each senior will leave the conference with the following information: credits they need for graduation, that these credits are in their schedule, class rank and GPA, a preliminary plan for after graduation, overview of deadlines for college planning/ financial, resources for college planning, transcript release, an overview of how to use Naviance, how to sign up for college visitations, NCAA, SAT/ ACT registration and an invitation to return to help with completing steps.	X		X		
Assess the needs of any student who walks into the Career Center for college planning, SAT/ ACT Fee waivers and registration, NCAA,college application help, financial aid information and transcript services			X		
Meet with students in grades 9, 10, and 11 for Naviance Career Readiness Presentations	X				
Prepare for yearly events with Bucks County Community College				X	
<b>Social/Emotional:</b>					
Schedule students to see the Family Services & Pennndel Mental Health School based counselor		X		X	

Coordinate counseling services for students in and outside of school		x		x	
Consult with administrators regarding students				x	
Meet with students regarding behavioral concerns, peer conflicts, attendance, and personal concerns		x			
Meet with students with homeless concerns		x			
Meet with any student who puts in a request	x				
Assess crisis situations as they arise and develop a plan		x			
Consult with social workers and home and school visitors				x	
Co-facilitate group with students in Emotional Support class		x			
Prepare for IDK Day and facilitate meetings				x	
Co-facilitate girl's group			x		
Participate in grade level MTSS meetings				x	
<b>NOVEMBER</b>					
<b>Academic:</b>					
Consult with administrators regarding students				x	
Use Naviance to send transcripts, write counselor recommendations, and assist teachers in sending letters of recommendation			x	x	
Send out letters to all grade levels regarding first marking period grades				x	
Consult with Bucks County Community College regarding Dual Enrollment Programs				x	
Meet with any student (who is in their 4th 5th or 6th year of high school) to monitor their academic progress.		x	x		
Meet with any senior who requests or who is failing. Review the following information: credits they need for graduation, that these credits are in their schedule,			x		

class rank and GPA, a preliminary plan for after graduation, overview of deadlines for college planning/ financial, resources for college planning, transcript release, an overview of how to use Naviance, how to sign up for college visitations, NCAA, SAT/ ACT registration and an invitation to return to help with completing steps.					
Meet with senior regarding Questbridge and assist in the application and financial aid process			x		
Meet with any grade level student who is failing a course.		x			
Continue to assist 12th grade students with the college process			x		
Meet with 11th grade students for check in regarding grades			x		
Begin meeting with 10th grade students			x		
Coordinate who needs a paper test for the ACCESS for ELL 2.0. Send test orders to Audrey Flojo				x	x
Meet with all new students based on Home Language Survey to determine if he/ she needs to be tested. Coordinate with the ELL teachers to test each new student to see determine if eligible for services. Give all new ELL students welcome letters			X	x	
Schedule all new ELL students/ obtain transcripts and write up credit evaluations/ consult with Assistant Principal				x	x
Ask the secretaries to add new ELL students to my caseload				x	x
Update the ELL caseloads for iCampus				x	x
				x	x
Meet with new students Write up credit evaluations for all new students.			x		

Asset the needs of any student who walks into the Career Center for college planning			x		
Attend IEP meetings				x	
Write 504 Plans and facilitate meetings			x	x	
Complete grade change forms for schedule changes				x	
Send failure letters to parents/ guardians of students who failed the 1st Marking Period		x			
Participate in MTSS meetings				x	
Compile Keystone Test Listings to ensure labels for winter make-up tests					x
Finalize count for PSAT billing				x	
Communicate with parents & teachers regarding students				x	
Call/ email colleges/ universities regarding student specific information			x		
Collaborate with Bucks (Financial Aid Night)				x	
<b>Career:</b>					
Meet with any senior who requests or who is failing. Review the following information: credits they need for graduation, that these credits are in their schedule, class rank and GPA, a preliminary plan for after graduation, overview of deadlines for college planning/ financial, resources for college planning, transcript release, an overview of how to use Naviance, how to sign up for college visitations, NCAA, SAT/ ACT registration and an invitation to return to help with completing steps.			x		
Continue to assist 12th grade students with the college process			x		
Present Naviance lesson to students in grades 9, 10, and 11	x				
Collaborate with Bucks regarding Financial Aid Night and post-secondary planning				x	

Attend Attendance meetings				X	
<b>Social/Emotional:</b>					
Attend Resourceful meeting				X	
Co-facilitate group with students in Emotional Support class		X		X	
Met with students regarding homeless concerns		X			
Deal with crisis situations/ call parents/ crisis/ refer students to SAP or in school counseling services or out of school		X			
Meet with students regarding peer conflicts, personal concerns, behavioral issues, attendance issues, and academic concerns		X			
Consult with social worker and home school visitor				X	
Complete Superintendent Hearing Counselor Forms		X			
Call Childline for mandated reporting and Bucks County Children and Youth		X			
Deal with crisis situations/ call parents/ crisis/ refer students to SAP or in school counseling services or out of school		X		X	
Refer students to SAP		X			
Consult with social worker and home school visitor				X	
Participate in MTSS meetings				X	
Meet with students for individual check ins		X			
Participate in IDK Day (10th grade students)	X				
Co-facilitate girl's group		X		X	
Schedule students to see Family Services Counselor 4 x a week		X		X	
<b>DECEMBER</b>					
<b>Academic:</b>					
Consult with Principal and Assistant Principals				X	
Review any schedule change requests with Scheduling Administrator			X		

Meet with any student ( who is in their 4th 5th or 6th year of high school) to monitor their academic progress.		X	X		
Completed grade change schedule forms			x		
Consult with Bucks County Community College regarding the professors, books and calendar for the any issue that comes up regarding Medical Pathways and Dual Enrollment Programs. Stop Transportation for the Hospital Visit.				X	
Meet with any senior who requests or who is failing. Review the following information: credits they need for graduation, that these credits are in their schedule, class rank and GPA, a preliminary plan for after graduation, overview of deadlines for college planning/ financial, resources for college planning, transcript release, an overview of how to use Naviance, how to sign up for college visitations, NCAA, SAT/ ACT registration and an invitation to return to help with completing steps.			X		
Meet with seniors who did not get Questbridge. Help them complete their applications and aid them in completing financial aid process			X		
Meet tenth graders.			X		
Meet with any grade level student who is failing a course.			X		
Meet with all new students based on Home Language Survey to determine if he/ she needs to be tested. Coordinate with the ELL teachers to test each new student to see determine if eligible for services. Give all new ELL students welcome letters.			X		
Met with students regarding graduating early			X		
Consult with Principal and Assistant Principals			X		

Review any schedule change requests with Scheduling Administrator			X		
Meet with any student (who is in their 4th 5th or 6th year of high school) to monitor their academic progress.		X	X		
Completed grade change schedule forms				X	
Met with students regarding transferring to a cyber school.			X		
Meet with new students Write up credit evaluations for all new students. Confirm with DRC regarding seniors and their Keystone scores to confirm that a student does not need the Workshop Courses			X		
Start coordinating the ELL testing schedule			X	X	
Schedule all new ELL students/ obtain transcripts and write up credit evaluations/ consult with Scheduling Administrator				X	
Ask the secretaries to add new ELL students to my caseload.				X	
Make sure all new ELL student information is correctly added to I campus for the PIMS upload				X	
Update the ELL caseload. Add caseload teacher to any new student. Consult with Scheduling Administrator				X	
Use Naviance for transcripts, counselor recommendations			X		
Write letter of recommendations			X		
Aid students in meeting December college application deadlines			X		
Meet with grade ten students who were absent for Naviance Career Readiness Presentations. Complete the M2 inventory		X			
Asset the needs of any student who walks into the Career Center for college planning, SAT/ ACT Fee			X		



waivers and registration, NCAA, college application help, financial aid information and transcript services					
Call/ email college universities, FAFSA ,College PROFILE, SAT			X		
Meet with parents regarding the financial aid, college planning, how to use Naviance, and SAT/ ACT process.			X		
Attend IEP meetings when necessary. Complete schedule changes as requested by IEP team after consulting with Assistant Principal			X		
Deal with 504 issues.			X		
Return calls to parents/ email teachers regarding parent student concerns/ meet with parents and teachers				X	
Meet with student who request to see me/assess their needs			X		
Refer students to SCAP			X		
Attend Attendance Meeting				X	
Finishing College Visit Prep and Implementation				X	
Setting up Career and College Fair				X	
Tracking Student Visits				X	
Continue Freshman introductions			X		
Meet with administration to finalize testing details				X	
Set up testing rooms, group students for testing.					
<b>Career:</b>					
Consult with Bucks County Community College regarding the professors, books and calendar for the any issue that comes up regarding Medical Pathways and Dual Enrollment Programs. Stop Transportation for the Hospital Visit.				X	
Meet with any senior who requests or who is failing. Review the following information: credits they need for graduation, that these credits are in their schedule,			X		

class rank and GPA, a preliminary plan for after graduation, overview of deadlines for college planning/ financial, resources for college planning, transcript release, an overview of how to use Naviance, how to sign up for college visitations, NCAA, SAT/ ACT registration and an invitation to return to help with completing steps.					
Meet with seniors who did not get Questbridge. Help them complete their applications and aid them in completing financial aid process			X		
Meet with grade ten students who were absent for Naviance Career Readiness Presentations. Complete the M2 inventory		X			
Call/ email college universities, FAFSA ,College PROFILE, SAT			X		
Meet with parents regarding the financial aid, college planning, how to use Naviance, and SAT/ ACT process.			X		
College Visit Prep and Implementation				X	
Setting up Career and College Fair				X	
Tracking Student Visits				X	
Run Bucks Financial Aid Night and FAFSA Completion Night		X		X	
Return and explain PSAT scores		X			
Participate in webinars for National Score Week prior to return of PSAT Score Sheets.				X	
<b>Social/Emotional:</b>					
Schedule students in the morning 4 days a week for their appointments with a therapist from Family Services School Based Counseling.				X	
Met with students regarding homeless concerns.		X			
Call Childline for mandated reporting and Bucks County Children and Youth Social/ Responsive		X			

Complete Superintendent Hearing Counselor Forms Social/ Responsive		X			
Deal with crisis situations/ call parents/ crisis/ refer students to SAP or in school counseling services or out of school Social/ responsive		X			
Meet with students regarding peer conflicts, personal concerns, behavioral issues, attendance issues, and academic concerns Social/ responsive		X			
Consult with social worker and home school visitor Social/ Supportive				X	
Participate in MTSS meetings (send out and collect SIRF)				X	
Co-facilitate group with Emotional Support class every Friday		X			
Attend lunch duty					X
Attend Attendance Meeting				x	
Attend Girls Group		X			
Tracking Student Visits				X	
Resourcefuls				X	
<b>JANUARY</b>					
<b>Academic:</b>					
Consult with Principal and Assistant Principals				X	
Review any schedule change requests with Scheduling Administrator			X	X	
Meet with any student ( who is in their 4th 5th or 6th year of high school) to monitor their academic progress.			X		
Completed grade change forms for schedule changes				X	
Help with the setup for the Keystone testing and proctoring. Coordinated the seating in the cafeteria based last name.				X	

Consult with Bucks County Community College regarding the Spring semester professors, books and calendar for the any issue that comes up regarding Medical Pathways and Dual Enrollment Programs. Stop Transportation for the Hospital Visit. Gave transcripts to Assistant Principal for grading				X	
Meet with any senior who requests or who is failing. Review the following information: credits they need for graduation, that these credits are in their schedule, class rank and GPA, a preliminary plan for after graduation, overview of deadlines for college planning/ financial, resources for college planning, transcript release, an overview of how to use Naviance, NCAA, SAT/ ACT registration and an invitation to return to help with completing steps.			X		
Meet with seniors who did not get Questbridge. Help them complete their applications and aid them in completing financial aid process			X		
Begin meeting with 11th graders.			X		
Met with students regarding transferring to a cyber school.			X		
Meet with new students Write up credit evaluations for all new students. Confirm with DRC regarding seniors and their Keystone scores to confirm that a student does not need the Workshop Courses			X		
Create the ELL testing schedule after consulting with principal, sent schedule to the state, emails to teachers, emails to attendance, create testing groups in WIDA AMS, create Alternate ACCESS test groups, create paper test groups, secure testing materials, check testing labels,get students to testing, create coverage schedule each week for teachers who are testing, coordinate with special education IEP teachers				X	X

and chairperson accommodations for testing, contact students for testing.					
Take the ACCESS 2.0 testing exams				X	x
Make sure all new ELL student information is correctly added to I campus for the PIMS upload				X	x
Update the ELL caseload. Add caseload teacher to any new student. Consult with Scheduling Administrator				X	x
Use Naviance for transcripts, counselor recommendations			x	X	
Write letter of recommendations			X		
Aid students in meeting college application deadlines			X		
Assess the needs of any student who walks into the Career Center for college planning, SAT/ ACT Fee waivers and registration, NCAA, scholarship, college application help, financial aid information and transcript services			X		
Meet with parents regarding the financial aid, college planning, how to use Naviance, and SAT/ ACT process.			X		
Call/ Email college universities FAFSA College PROFILE SAT			X		
Attend IEP meetings when necessary. Complete schedule changes as requested by IEP team after consulting with Scheduling Administrator				X	
Attend IEP meetings when necessary. Complete schedule changes as requested by IEP team after consulting with Scheduling Administrator				X	
Deal with 504 issues.			X		
Return calls to parents/ email teachers regarding parent student concerns/ meet with parents and teachers			X		

Meet with student who request to see me/assess their needs ACA or Social			X		
Refer students to SCAP		X			
Administer Keystone Make-up exams to students who were not proficient on the May Keystone				X	
Organize rooms for students who have accommodations for Keystone Testing				X	
Complete test lists Set up testing materials for Keystone Testing, and print test tickets				X	
Distribute testing materials to test administrators, monitor testing rooms, Proctor Keystone tests, collect and return materials				X	
Participate in MTSS meetings (send out and collect SIRF)				X	
Attend MTSS				X	
Attend Attendance Meeting				X	
Tracking Student Visits				X	
SCAP student check-ins			X		
Run and Attend Bucks Career and College Trip				X	
<b>Career:</b>					
Consult with Bucks County Community College regarding the Spring semester professors, books and calendar for the any issue that comes up regarding Medical Pathways and Dual Enrollment Programs. Stop Transportation for the Hospital Visit. Gave transcripts to Scheduling Administrator for grading				X	
Meet with any senior who requests or who is failing. Review the following information: credits they need for graduation, that these credits are in their schedule, class rank and GPA, a preliminary plan for after graduation, overview of deadlines for college planning/			X		

financial, resources for college planning, transcript release, an overview of how to use Naviance, NCAA, SAT/ ACT registration and an invitation to return to help with completing steps.					
Meet with seniors who did not get Questbridge. Help them complete their applications and aid them in completing financial aid process			X		
Meet with student who request to see me/assess their needs			X		
Setting up and Contacting Vendors for Career and College Fair				X	
Tracking Student Visits				X	
Run and Attend Bucks Career and College Trip				X	
<b>Social/Emotional:</b>					
Schedule students in the morning 4 days a week for their appointments with a therapist from Family Services School Based Counseling.				X	
Consult with social worker and home school visitor Social/ Supportive				X	
Call Childline for mandated reporting and Bucks County Children and Youth Social, Supportive				X	
Meet with student who request to see me/assess their needs		X			
Complete Superintendent Hearing Counselor Forms				X	
Met with students regarding homeless concerns. Social/ Responsive			X		
Deal with crisis situations/ call parents/ crisis/ refer students to SAP or in school counseling services or out of school Social/ Supportive		X		X	
Meet with students regarding peer conflicts, personal concerns, behavioral issues, attendance issues, and academic concerns Social Supp		X		X	

Participate in MTSS meetings (send out and collect SIRF)				X	
Co-facilitate group with Emotional Support class every Friday		X			
Attend lunch duty					X
Attend MTSS				X	
Resourcefuls				X	
Attend Girls Group		X		X	
Attend Attendance Meeting				X	
Meet with walk-in students (mental health check-ins)		X			
Tracking Student Visits				X	
<b>FEBRUARY</b>					
<b>Academic:</b>					
Review any schedule change requests with Mr. Kramarenko	x			x	
Consult with Principal and Assistant Principals		x		x	x
Meet with any student who is in their 4th, 5th, or 6th year to monitor their academic progress				x	
Meet with seniors regarding post-secondary plans				x	
Adapted the ELL testing schedule after consulting with administrators. Send emails to teachers, attendance, create testing groups, create coverage schedules, coordinate with IEP case managers for SPED accommodations				x	x
Make sure all new ELL student information is correctly added to iCampus				x	x
Continue to use Naviance to send transcripts, mid-year reports, and letters of recommendation				x	
Complete grade change forms for schedule changes				x	
Compile list for May Keystones Exams for labels, distribute lists to Special Education teachers for accommodations					x



Correct student data for the DRC for the Keystone Exams					X
Aid students in applying to colleges and scholarships			X		
Attend lunch duty					X
Attend IEP meetings			X		
<b>Career:</b>					
Consult with BCCC regarding courses, Placement testing, and upcoming trips				X	
Facilitate Naviance lessons	X				
Organize College and Career Fair					
<b>Social/Emotional:</b>	X				
Schedule students in the morning 4 days a week for their appointments with District SAP Counselor and/or a therapist from Family Services School Based Counseling.		X		X	
Complete Superintendent Hearing Counselor Forms		X			
Meet with students regarding peer conflicts, personal concerns, behavioral issues, attendance issues, and academic concerns Social Supp		X			
Call C&Y for mandated reporting		X			
Consult with social worker and home school visitor		X		X	
Co-facilitate girl's group		X			
Check in with students		X			
Co-facilitate emotional support group		X			
Deal with crisis situations/ call parents/ crisis/ refer students to SAP or in school counseling services or out of school Social/ Supportive		X			
Meet with students regarding homeless concerns		X		X	
<b>MARCH</b>					
<b>Academic:</b>					
Meet with all ninth grade students for scheduling conference. Each ninth grader will leave the			X		

conference with the following information: credits needed for graduation, grading policy, class rank and GPA, Keystone, credits needed for promotion, Naviance presentations. Reviewed course selections and prerequisites.					
Met with all tenth grade students for scheduling conference. Each tenth grader will leave the conference with the following information: credits needed for graduation, grading policy, class rank and GPA, Keystone, credits earned, credits needed for promotion, Naviance presentations. Reviewed course selections and prerequisites			x		
Met with junior for their Scheduling Conference and complete the conference sheet. Each junior will leave the conference with the following information: credits they need for graduation, that these credits are in their schedule, class rank and GPA, a overview of college planning/ financial, resources for college planning, transcript release, an overview of how to use Naviance Career Readiness Standards, NCAA, SAT/ ACT registration and an invitation to return to help with completing steps. Reviewed course selections and prerequisites			x		
Review any schedule change requests with Scheduling Administrator			x		
Meet with any student ( who is in their 4th 5th or 6th year of high school) to monitor their academic progress.			x		
Completed grade change forms for schedule changes				x	

Consulted with Bucks County Community College regarding the Fall courses and placement testing. Helped coordinate professors, books and calendar for the any issue that comes up regarding Medical Pathways and Dual Enrollment Programs. Stop Transportation for the Hospital Visit.			x		
Meet with any senior who requests or who is failing. Review the following information: credits they need for graduation, that these credits are in their schedule, class rank and GPA, a preliminary plan for after graduation, overview of deadlines for college planning/ financial, resources for college planning, transcript release, an overview of how to use Naviance, NCAA, SAT/ ACT registration and an invitation to return to help with completing steps.			x		
Meet with seniors who did not get Questbridge. Help them complete their applications and aid them in completing financial aid process			x		
Met with students regarding transferring to a cyber school			x		
Meet with new students Write up credit evaluations for all new students. Confirm with Keystone coordinator regarding seniors and their Keystone scores to confirm that a student does not need the Workshop Courses			x	x	
Adapted the ELL testing schedule after consulting with Principal and Assistant principal, emails to teachers, emails to attendance, create testing groups in WIDA AMS, create computer testing groups, secure testing materials, check testing labels, get students to testing,				x	x

create coverage schedule each week for teachers who are testing, coordinate with special education IEP teachers and chairperson accommodations for testing, contact students for testing, consulted with ELL Supervisor					
Make sure all new ELL student information is correctly added to ICampus for the PIMS upload				X	X
Update the ELL caseload. Add caseload teacher to any new student. Consult with Assistant Principal				X	
Use Naviance for transcripts/counselor write letter of recommendations				X	
Aid students in meeting college and scholarship application deadlines			X		
Assess the needs of any student who walks into the Career Center for college planning, SAT/ ACT Fee waivers and registration, NCAA, scholarship, college application help, financial aid information and transcript services			X		
Call/ Email college universities FAFSA College Profile, SAT, ACT scores, letters if Naviance is not an option			X	X	
Meet with parents regarding the financial aid, college planning, how to use Naviance, and SAT/ ACT process-Bucks Financial Aid/Fafsa Night			X	X	
Attend IEP meetings when necessary. Complete schedule changes as requested by IEP team after consulting with Scheduling Administrator			X	X	
Meet, create, and handle 504 cases				X	X

Return calls to parents/ email teachers regarding parent student concerns/ meet with parents and teachers			X	X	
Meet with students who request to see counselor, assess their needs and refer as needed			X		
Refer students to SCAP		X	X		
Attend lunch duty					X
<b>Career:</b>					
Meet with all ninth grade students for scheduling conference. Each ninth grader will leave the conference with the following information: credits needed for graduation, grading policy, class rank and GPA, Keystone, credits needed for promotion, Naviance presentations. Reviewed course selections and prerequisites.			X		
Met with grade ten students who were absent for Naviance Career Readiness Presentations. Complete the Complete the Do What You Are	X		X		
Use Naviance for transcripts, counselor recommendations				X	
Assess the needs of any student who walks into the Career Center for college planning, SAT/ ACT Fee waivers and registration, NCAA, scholarship, college application help, financial aid information and transcript services			X		
<b>Social/Emotional:</b>					
Schedule students in the morning 4 days a week for their appointments with District SAP Counselor and/or a therapist from Family Services School Based Counseling.				X	

Consult with Principal and Assistant Principals				X	
Consult with social worker and home school visitor				X	
Met with students regarding homeless concerns		X			
Call Childline for mandated reporting and Bucks County Children and Youth				X	
Meet with students who request to see counselor, assess their needs and refer as needed			X		
Complete Superintendent Hearing Counselor Forms		X			
Deal with crisis situations/ call parents/ crisis/ refer students to SAP or in school counseling services or out of school			X	X	
Meet with students regarding peer conflicts, personal concerns, behavioral issues, attendance issues, and academic concerns		X	X		
Co-facilitate group with Emotional Support class every Friday				X	
<b>APRIL</b>					
<b>Academic:</b>					
Participate in MTSS meetings (send out and collect SIRF)				X	
Attend Lunch Duty					
Participate in IEP meetings					
Coordinate with Assistant principal to resolve scheduling conflicts				X	
Inventory Keystone Material as they arrive					X
Identify accommodations for all students for Keystone testing groups					X
Refine testing lists to eliminate proficient students from the list					X
Finalize and supply list for Keystone Testing					X

Compile Keystone Test Listings to ensure labels for make-up tests					X
Set accommodations for Special Education Students					X
Help with the setup for the Keystone testing and proctoring.					X
Administer Keystone Make-up exams to students who were not proficient					
Compile test lists and print test tickets Proctor Keystone tests					X
Attend MTSS Meetings				X	
Attend Attendance Meetings				X	
Parent/Teacher meetings regarding Academic progress			X	X	
Meet with 9th, 10th, 11th grade students to ensure their course selection requests are compliant with graduation standards. Provide a course selection worksheet that compiles their credit summary, current schedule, Keystone proficiency level, attendance record, rank, GPA, and a plan moving forward for the next school year. Students are provided with a detailed checklist if their responsibilities for completion of Naviance, SAT/ACT information,			X		
Confirm with an Assistant Principal a plan for Interested Dual Enrollment students. Consult with Bucks County Community College regarding the Dual Enrollment courses for the 2019- 2020 school year. Coordinated the placement testing for the Bucks County Dual Enrollment courses. Prior to the placement testing,meet any student who expressed an			X	X	

interest to confirm their interest; have them apply in the Career Center; take the placement test if needed or have if a student has an appropriate grade point average complete a transcript release form in order to send their transcript. About 2 weeks after the testing, Bucks County Community College sends the scores back. Send any additional information that Bucks requests. Meet with interested students and tell them which courses they are eligible for.					
Change schedule requests for students regarding courses that are not being offered for the 2019-2020 school year.			x		
<b>Career:</b>					
Implement Naviance Lessons				x	
Meet with students regarding post-high school plans			x		
Send transcripts to Military branches, sign paperwork for students to ensure they are in good standing				x	
Utilize Career Center for Scholarship, Financial Aid, and Loan Counseling. Students complete Master Promissory Note, Loan Entrance Counseling, Applying for PHEAA State Grants, and other affiliated grants or scholarships.			x		
Counselor compiles students who plan to attend Bucks County Community College, gathers data on their Math proficiency, English proficiency based on GPA, compile the list of students who need to complete the Placement test. Send transcript and list to BCCC representative and coordinate schedules			x	x	
Explain to students and or parents/ guardians college financial aid packages. Educate them on finding other financial resources to pay the remaining balance. Aid			x	x	



the students and or parent in finding alternative college options such as Bucks County Community College.					
Aid students who need help registering for the SAT and ACT. Provide a fee waiver to free or reduced lunch students. Explain to free or reduced lunch students that they are eligible for fee waivers.			x		
Meet students on an as needed basis		x	x		
<b>Social/Emotional</b>					
Schedule students to see the Family Services & Penn del Mental Health School based counselor		x		x	
Coordinate counseling services for students in and outside of school		x		x	
Consult with administrators regarding students				x	
Meet with students regarding behavioral concerns, peer conflicts, attendance, and personal concerns		x			
Meet with students with homeless concerns		x			
Meet with any student who puts in a request	x				
Assess crisis situations as they arise and develop a plan		x			
Consult with social workers and home and school visitors				x	
Co-facilitate group with students in Emotional Support class		x			
Co-facilitate girl's group			x		
Participate in grade level MTSS meetings				x	
<b>MAY</b>					
<b>Academic</b>					
Confirm with an Assistant Principal a plan for Interested Dual Enrollment students who missed the April placement testing. Consult with Bucks County Community College regarding the Dual Enrollment			x	x	

courses for the 2019- 2020 school year. Prior to the placement testing, meet any student who expressed an interest to confirm their interest; have them apply in the Career Center; take the placement test if needed or have if a student has an appropriate grade point average complete a transcript release form in order to send their transcript. Meet with interested students and tell them which courses they are eligible for. The last step in the process is having each student complete a "High School Approval Form" which will be sent back to Bucks County Community College.					
Change schedule requests for students regarding courses that are not being offered for the 2019-2020 school year.			X		
Change schedules for incoming freshman per parent request			X		
Send failure letters to every parent/guardian of students in caseload that have failed the 3rd Marking Period classes.	X	X	X		
See seniors are in jeopardy of failing for the year to make a plan to graduate. Contact parent/ guardian to inform them that there student may not graduate.			X		
See students who are failing a courses to inform them what is required to pass the class for the year.			X		
Consult with the ESL teachers regarding ELL students being reclassified which may change their 2019-2020 schedule.				X	
Proctor Keystone tests					X
Proctor PLTW testing					X
Coordinate Senior Honors Night			X		
Meet with seniors who are in danger of failing a class. Make sure students met graduation requirements		X			
<b>Career:</b>					

Explain to students and or parents/ guardians college financial aid packages. Educate them on finding other financial resources to pay the remaining balance. Aid the students and or parent in finding alternative college options such as Bucks County Community College.			X		
Assess student's financial aid concerns when they walk into the Career Center. Provide guidance to students who were selected for financial aid federal verification. Guide students in completing the Master Promissory note for loans and providing additional information to financial aid offices			X		
Aid students who need help registering for the SAT and ACT. Provide a fee waiver to free or reduced lunch students. Explain to free or reduced lunch students that they are eligible for fee waivers.			X		
Naviance lessons for 11th grade	X				
<b>Social/Emotional:</b>					
Schedule students to see the Family Services & Pennadel Mental Health School based counselor		X		X	
Coordinate counseling services for students in and outside of school		X		X	
Consult with administrators regarding students				X	
Meet with students regarding behavioral concerns, peer conflicts, attendance, and personal concerns		X			
Meet with students with homeless concerns		X			
Meet with any student who puts in a request	X				
Assess crisis situations as they arise and develop a plan		X			
Consult with social workers and home and school visitors				X	
Co-facilitate group with students in Emotional Support class		X			
Co-facilitate girl's group			X		

Participate in grade level MTSS meetings				X	
<b>SUMMER</b>					
<b>Academic</b>					
Check in with students who will be retained, provide list of summer school options to help regain credit.			X		
Go through caseload to see who has a failed a subject			X		
Create failure and retention list of students on my caseload		X			
Send failure letters home to parent/guardians		X			
Meet with incoming students (from outside of our district) to create student schedules, provide a tour, credit evaluation			X		
Students who failed and did not attend summer school, counselors will change their schedule			X		
Finalize retention list/ Call Parents of retentions-			X		
Share final retention list with building principals/ secretaries to send it to the district office				X	
Correct schedules of retained students		X			
Check all senior schedules to ensure that each student has the right courses for graduation.					
Check schedules of those students who completed a credit recovery course/ write up a credit evaluation for their coursework to be put in ICampus for the transcript		X			
Create credit recovery or SCAP list/ invite any student ( who is in their 4th 5th or 6th year of high school) and parent in for a meeting to create a plan for graduation		X			
Check all ninth, tenth and eleventh grade student schedules for errors			X		

Resolve all scheduling conflicts call and email students/ Meet with Student and Parents. Consult with Scheduling Administrator regarding conflicts				x	
Check all students' schedules of those accepted into the Medical Pathways Program through Bucks County Community College and the Dual Enrollment courses				x	
Consult with Bucks County Community College regarding the professors, books and calendar for the Medical Pathways and Dual Enrollment Programs. Coordinate Transportation for the Hospital Visit				x	
Freshman Orientation Day Duties				x	
Meet with new students on registration days and days leading up to the start of school			x		
Attend IEP meetings for new Special Education Students. Create schedule as per the direction of the IEP team.			x	x	
Write up credit evaluations for all new students. Confirm with DRC regarding seniors and their Keystone scores to confirm that a student does not need the Workshop Courses			x	x	
Meet with all new students based on Home Language Survey to determine if he/ she needs to be tested. Coordinate with the ELA				x	
Schedule all new ELL students/ obtain transcripts and write up credit evaluations/ consult with Scheduling Administrator				x	
Sent all the exit letter to all ELL students who are meet the criteria to be reclassified			x		

Confirm list of ELL students coming from 8th in our district					
Ask the secretaries to update counselor caseloads regarding ELL students.				X	
Make sure all new ELL student information is correctly added to I campus for the PIMS upload				X	
Begin creating the ELL caseload. Consult with Scheduling Administrator				X	
When schedules are released, answer all calls, emails and student meetings.					
Ensure all students have complete schedules					
Make any schedule changes from students who attended summer school/assess retention					
Make schedule changes for students with IEPs/Participate in IEP meetings					
Consult with the Alternative schools regarding students who may return to Truman during the school year. Meet with students and or parents.				X	
<b>Career:</b>					
Connect with colleges, technical schools, and community partners for visits with students throughout the year				X	
Check all students' schedules of those accepted into the Medical Pathways Program through Bucks County Community College and the Dual Enrollment courses				X	
Assess the needs of the students who walk into the Career Center for college planning, SAT/ ACT Fee waivers registration, college application help, and transcript services			X	X	

Return any calls, emails regarding the class of 2018 transcript issue				X	
Meet with parents regarding the financial aid, college planning and SAT/ ACT process.				X	
Create list of where students are doing after graduation		X			
Counselor has students complete graduations survey					
Consult with Principal and Assistant Principals regarding discipline				X	
Consult with social worker and home school visitor				X	

## 1. Curriculum Action Plan:

### Kindergarten Curriculum Action Plan

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Evaluation & Assessment (Evidence or Artifact)
Introduction to the Counselor	M1, M2, B-LS1 B-LS9 B-SMS1	Mr. Potato Head	October	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Learning to Listen	M1; B-LS4	Second Step	October	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	

Focusing Attention	M1; B-LS4	Second Step	October	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Listening Skills	M1, M6 B-SMS1 B-SMS2 B-SMS9 B-SS1 B-SS2 B-SS4 B-SS9	Biblioguidance: <i>"Whole Body Listening Larry"</i>  Reviewed and practiced listening skills	November	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Following Directions	M2; B-LS 4	Second Step	November	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Self-Talk for Staying on Task	M5; B-SMS2	Second Step	November	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Safe Touches	M1, M5 BLS9	NOVA Presentation	November	All kindergarten students	Classroom	NOVA Educator	NOVA Educator
Bullying	M1, M3 B-SMS1 B-SMS2 B-SMS7 B-SMS9 B-SS1 B-SS2 B-SS4 B-SS5 B-SS8	Biblioguidance: <i>"Pout Pout Fish and the Bully Bully Shark"</i>  Define bullying, mean and rude behavior  Discussion on how to be a good friend	December	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo



		Completed Stand Up to Bullying worksheet						
Being Assertive	M5 B-SMS2	Second Step	December	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Feelings	M5; B-SMS2	Second Step	December	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Celebrating Differences	M3, B-SS2	Biblioguidance: <i>"I'm Snow Special"</i>  Completed Snowflake worksheet	January	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Feelings/Empathy	M5; B-SMS2	Second Step	January	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Identifying Anger	M1; B-LS 5	Second Step	January	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Feelings	M1, M5 B-SS2 B-SS4	Biblioguidance: <i>"The Way I Feel"</i>  Completed "In my Heart I Feel..." worksheet	February	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	

Kindness	M1, M3 B-LS2 B-SS1 B-SS2 B-SS3 B-SS4 B-SS9	Biblioguidance : "Try a Little Kindness"  Discussion on ways to show kindness  Completed kindness coloring activity	February	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Same or Different? Respecting differences	M5; B-SMS2	Second Step	February	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Accidents (Working through Conflicts)	M5; B-SMS2	Second Step	February	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Safe Touches	M1, M5 B-LS9	NOVA Curriculum	February	All kindergarten students	Classroom	NOVA Educator	NOVA Educator	
Growth Mindset	M1, M2, M5, M6 B-LS7 B-SMS1 B-SMS5 B-SMS6 B-SMS7	Biblioguidance: "Not Yet"  Students shared goals and completed dream bubble	March	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Responsibility	M3, M6 B-SMS1 B-SMS2 B-SMS5 B-SMS8 B-SMS9 B-SS9	How to be a Responsible Person.  Discussion on responsibilities at home, school & community	March	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	

Caring and Helping (Empathy Building)	M5; B-SMS2	Second Step	March	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
We feel feelings in our bodies	M5; B-SMS2	Second Step	March	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Managing Frustration	M5; B-SMS2	Second Step	April	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Calming Down Strong Feelings	M5; B-SMS2	Second Step	April	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Perseverance	M1, M2, M5, M6 B-LS4 B-SMS5 B-SMS6	Biblioguidance: <i>"The Little Engine that Could"</i>  Completed train worksheets	April	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Personal Space	M1 B-SMS1 B-SMS2 B-SMS7 B-SMS9 B-SS1 B-SS2 B-SS3 B-SS8	Biblioguidance: <i>"Respecting the Personal Space of Others is so Important"</i>  Reviewed and practiced personal space	May	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	

		Completed fish bowl activity						
Handling Waiting	M5 B-SMS2	Second Step	May	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Managing Anger	M5 B-SMS2	Second Step	May	All kindergarten students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	

### Grade 1 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Evaluation & Assessment (Evidence or Artifact)
Introduction to the School Counselor	M 1. ,M 2. B-LS 1 B-LS 9. B-SMS 1. B-SS 2. B-SS 6.	Biblioguidance: "Who is your school counselor?"  A school counselor is BINGO game  Reviewed referral process to see the counselor	October	All 1st Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Bucket Filling	M 1., M 2. M 5. B-SMS 1. B-SMS 7. B-SS 1. B-SS 2.	Biblioguidance: "Have you Filled a Bucket Today?"  Bucket Poster:  Bucket Filler slips	November	All 1st Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	

School Success	M 1, M 5, M 6, B-LS 1, B-LS 7	“Silly School “ & “Super School”  Puppets-Role Play	December	All 1st Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Name Calling	M 3, B-SMS 7 B-SS 5, B-SS 8	“ <i>Don’t Call me Names</i> ” video  Role Play Scenarios	January	All 1st Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
You Gotta Have Heart	M 1, M 3,	Heart Statements  Lion Puppet Pattern Heart Cards	February	All 1st Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Self Control	M 2, M 5, B-SMS 2 B-SS 1	Biblioguidance: “ <i>Clark the Shark</i> ”  Played freeze dance	March	All 1st Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Tattling	M 1, M 3, B-SMS 7, B-SS 8	“ <i>A Tattlers Tale</i> ” video  Completed Tatting worksheet  Reviewed Tattling vs. Reporting	April	All 1st Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Feelings	M 1, M 3, B-SMS 7, B-SS 8	Biblioguidance: “ <i>How are you Feeling?</i> ”	May	All 1st Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo

### Grade 2 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Evaluation & Assessment (Evidence or Artifact)
Introduction to the Counselor	M1, M3 B-SS3	Game Show Counselor interactive power point game Discussed role of the school counselor. Reviewed self-referral process	October	All 2nd Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Bullying	M1, M2, M3 B-SMS7 B-SMS9 B-SS1 B-SS2 B-SS4 B-SS5 B-SS8	Biblioguidance "Recess Queen"  *What is Bullying? *What do we do when we are being bullied? *What is a Bystander? Upstander?	November	All 2nd Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	

Career	M5, M6 B-LS7 B-SS1	Biblioguidance "How Did Santa Get His Job?"  Discussed different career choices, played career guessing game, and completed job applications to be Santa, an elf or a reindeer	December	All 2nd Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Self-Control	M1, M2 B-SMS1 B-SMS2 B-SS1 B-SS2 B-SS3	Biblioguidance "My Mouth is Not a Volcano"  Discussed importance of waiting, taking turns to speak and how others feel when we interrupt them.  Practiced strategies for waiting and not interrupting others	January	All 2nd Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Kindness	M1, M3 B-LS2 B-SMS1 B-SS1 B-SS2 B-SS4 B-SS8 B-SS9	Biblioguidance: "Enemy Pie"  Discussed friendships; *What makes a good friend? *What makes you a good friend? *How do we show kindness towards others?  Created "Friendship Recipe"	February	All 2nd Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
NOVA "Bully-Prevention" Lesson	M 1 B-SS 2 B-SMS 9 M 3 B-SS 5	Facts on Bullying, Bully Prevention & Encouraging Upstanders	February	All 2nd Grade Students	Classrooms	NOVA Educators	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo

Mindfulness	M1 B-SMS2	<p>Exploring Peace</p> <p>Students participate in Mindfulness activity</p> <p>*What is Mindfulness &amp; why is it important? *How can we be Mindful everyday?</p> <p>Completed mindful handout</p>	March	All 2nd Grade Students	Classroom	School Counselor	<p>Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo</p>
Tattling	M1, M3 B-LS1 B-SMS1 B-SMS2 B-SMS9 B-SS1 B-SS2 B-SS3 B-SS5 B-SS8 B-SS9	<p>Biblioguidance: "Tattle Tongue"</p> <p>Discussed the difference between tattling and telling.</p> <p>*When is it important to tell? What does tattling do to our relationships with others?</p> <p>Played Tattle Tongue Q&amp;A game in teams</p>	April	All 2nd Grade Students	Classroom	School Counselor	<p>Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo</p>
Anger Management	M1, M3 B-SMS1 B-SMS2 B-SMS4 B-SMS7 B-SMS9 B-SS1 B-SS2 B-SS3	<p>Biblioguidance: "Soda Pop Head"</p> <p>*What makes us angry? *What does anger look like? Feel like? *What are safe ways to handle angry feelings? *Why is it important to be safe when angry?</p>	May	All 2nd Grade Students	Classroom	School Counselor	<p>Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo</p>



		Reviewed strategies for calming ourselves down  Students completed Soda bottle/ice cube worksheet on ways they calm down						
Anxiety/Coping Skills	M1 B-SMS7 B-SMS10 B-SS8	Biblioguidance: "Wilma Jean & the Worry Machine"  Discussed our worries and different strategies we use to deal with them.  Practiced coping skills	June	All 2nd Grade Students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	

### Grade 3 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Evaluation & Assessment (Evidence or Artifact)
Introduction to the School Counselor: Who is your school counselor?	M 1 M 2 B-LS 1 B-LS 9 B-SMS 1 B-SS 2 B-SS 6	Power Point of "Who is your school counselor?" Jeopardy game  I would like to see the school counselor slips	October	All 3rd Grade Students	Classrooms	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	

Communicating with "I Messages"	M 1 M 2 M 5 B-SMS 1 B-SMS 7 B-SS 1 B-SS 2 B-SS 8	Puppets  Script for negative scenario  Script for positive scenario using "I messages"  Different scenarios for students to use to role play	November	All 3rd Grade Students	Classrooms	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Getting Ready for Success	M 2 M 5 M 6 B-LS 3 B-LS 7	Personal, Ethical, and Work Habit Activity Sheet  Work qualities index cards	December	All 3rd Grade Students	Classrooms	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Recipe for Friendship	M1, M 2 B-LS 7 B-SMS 7 B-SS 8	Biblioguidance: "Recipe for Friendship"  Recipe Card	January	All 3rd Grade Students	Classrooms	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Following Directions	M 6 B-SMS 2: B-SS 1	Following Directions worksheet	February	All 3rd Grade Students	Classrooms	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
NOVA "Bully-Prevention" Lesson	M 1, M3 B-SMS 9 B-SS2 B-SS 5	Facts on Bullying, Bully Prevention & Encouraging Upstanders	February	All 3rd Grade Students	Classrooms	NOVA Educators	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo
Stress Less	M 2, M 5 B-LS3 B-SMS6 B-SMS7	Stress Less Bingo Game	March	All 3rd Grade Students	Classrooms	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco

	B-SMS8 B-SMS10						Kelly Keenan Lauren Kradoska Tammy Surdo	
Self Esteem/ Individuality	M 2, M 5 B-LS2 B-SS1 B-SS2 B-SS3 B-SS8	Biblioguidance: "Giraffes Can't Dance"  What Can I do? worksheet	April	All 3rd Grade Students	Classrooms	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
How do they do that?	M 6 B-LS 7 B-SS1 B-SS7	Job Picture Activity Sheet  Activity Sheet the Career of a Community Hero  Career Path Mini Poster  Picture of Superman	May	All 3rd Grade Students	Classrooms	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	

## Grade 4 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Evaluation & Assessment (Evidence or Artifact)
NOVA "Bully Prevention" Lesson	M 1 B-SS 2 B-SMS 9 M 3 B-SS 5	Facts on Bullying, Bully Prevention & Encouraging Upstanders	February 2019	All 4th Grade	Classrooms	NOVA Educators	NOVA Educator	
Peaceworks	M 1 B-SS 2 B-SMS 9 M 3 B-SS 5	Skills for recognizing and maintaining healthy relationships.	February - March 2019	All 4th Grade Students	Classrooms	A Woman's Place	A Woman's Place	

### Grade 5 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Evaluation & Assessment (Evidence or Artifact)
Introduction to the school counselor: Who is your school counselor jeopardy game.	M 1, M 2. B-LS 1. B-LS 9 B-SMS 1 B-SS 2. B-SS 6.	Power Point of "Who is your school counselor?" Jeopardy game  I would like to see the school counselor slips	October	All 5th grade students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Good Communication	M 1,M 2. M 5 B-SMS 1 B-SMS 7 B-SS 1 B-SS 2 B-SS 8	"I Message" activity page  "I Message/ Blaming Message worksheet  Different scenarios for students to use to role play	November	All 5th grade students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Teamwork	M 2,M 3 B-SMS 7 B-SS 5 B-SS 6 B-SS 8	Marvin's Mystery	December	All 5th grade students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan	

							Lauren Kradoska Tammy Surdo	
Responding to Conflict	M 2 B-SMS 2 B-SMS 7 B-SS 8	Role Play Scenerios	January	All 5th grade students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Bullying	M 2, M 3 B-SMS 2 B-SMS 7 B-SS 8	The Roles in Bullying Situations worksheet  Bullying Strategies worksheet	February	All 5th grade students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
NOVA Bully Prevention Lesson	M1, M2, M3 B-SMS7 B-SMS9 B-SS1 B-SS2 B-SS4 B-SS5 B-SS8 B-SS9	Facts on Bullying, Bully Prevention & Encouraging Upstanders	February	All 5th grade students	Classroom	NOVA Educators	NOVA Educator	
Peaceworks	M1, M3 B-SMS7 B-SMS9 B-SS1 B-SS2 B-SS3 B-SS4 B-SS6 B-SS8	Building healthy relationships	February - March	All 5th grade students	Classroom	A Woman's Place	A Woman's Place	
Stress Less	M 2. B LS 3 B-LS 7 B-SS 1	"Stress Less" Bingo game	March	All 5th grade students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Decision Making	M 1, M 2, M 4, B-LS 1, B-LS 9. B-SS 5. B-SS 9.	Kid President Video	April	All 5th grade students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan	

							Lauren Kradoska Tammy Surdo	
Employability	M 4, M 5. M 6, B-LS 1. B-SMS 1. B-SS 1. B-SMS 2.	Ethical Dilemma Scenarios Activity Sheet	May	All 5th grade students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	
Transition to Middle School	M 1, M 2 B-LS 2 B-SMS 10	Biblioguidance": <i>Oh the Places You Will Go</i> "	June	All 5th grade students	Classroom	School Counselor	Thomas Benson Angela Ensig Brian Gianfrancesco Kelly Keenan Lauren Kradoska Tammy Surdo	

### Grade 6 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Evaluation & Assessment (Evidence or Artifact)
Roadtrip Nation-Career Exploration	Career CEW 13.1.8A 13.1.8B 13.1.8D 13.2.8D 13.2.8.E	Lesson Plan/Naviance	1st Marking Period	6th grade	FDR/Armstrong	School Counselor	Shana Almeida Bern Gavlick Karla Jones School Counselor	Roadtrip Nation Reflection Statement on Naviance
Academic Presentation	Academic CEW 13.1.8F 13.1.8H 13.3.8G	Lesson Plan/Naviance	1st Marking Period	6th grade	FDR/Armstrong	School Counselor	Shana Almeida Bern Gavlick Karla Jones	6th Grade Reflection

							School Counselor	
Drug and Alcohol Dependency - Tobacco use	Social/ Emotional CEW 13.2.8E	Lesson Plan/ Presentation	4th Marking Period	6th grade	FDR/Armstrong	Agency	Community Partner-IU	Reflection
Anti-Violence Program	Social/Emotional	Lessons provided TKF	3 <sup>rd</sup> Marking Period	6 <sup>th</sup> & 7 <sup>th</sup> grade	FDR/Armstrong	TKF Foundation	Shana Almeida Bern Gavlick Karla Jones School Counselor	Post Test Skills Assessment
Cyber Bullying Prevention	Social /Emotional	NOVA	1 <sup>st</sup> Marking Period	6 <sup>th</sup> grade	Armstrong	NOVA Educators	Shana Almeida Bern Gavlick Karla Jones School Counselor	Naviance Reflection: Cyber Bullying
Bullying Prevention	Social Emotional	NOVA	3 <sup>rd</sup> Marking Period	6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> grade	Armstrong	NOVA Educators	Shana Almeida Bern Gavlick Karla Jones School Counselor	Naviance Reflection: Bullying

**Grade 7 Curriculum Action Plan**

<b>Lesson or Program Content</b>	<b>ASCA Domain or CEW Standard</b>	<b>Curriculum &amp; Materials</b>	<b>Start &amp; End Dates</b>	<b># of Students Affected</b>	<b>Location</b>	<b>Stakeholder Teaching Standard</b>	<b>Contact Person</b>	<b>Evaluation &amp; Assessment (Evidence or Artifact)</b>
Sexual Harassment Grade 7	Social Emotional CEW 13.2.8E	NOVA Curriculum	2 <sup>nd</sup> Marking Period	7th Grade	Armstrong	Community Partnership - NOVA	Community Partnership - NOVA	Reflection
Academic and Future Planning Presentation	Academic CEW 13.1.8F 13.1.8H 13.3.8G	Lesson Plan/Naviance	1 <sup>st</sup> Marking Period	7th Grade	FDR/Armstrong	School Counselor	Shana Almeida Bern Gavlick Karla Jones School Counselor	Reflection
Roadtrip Nation - Naviance	Career CEW 13.1.8A 13.1.8B 13.1.8D 13.2.8D 13.2.8E	Lesson Plan/Naviance	3 <sup>rd</sup> Marking Period	7th Grade	FDR/Armstrong	School Counselor	Shana Almeida Bern Gavlick Karla Jones School Counselor	Roadtrip Nation Reflection
Girls Unlimited - anti-bullying presentation	Social Emotional CEW 13.2.8E 13.3.8B 13.3.8C	Girls Unlimited Curriculum	1 <sup>st</sup> Marking Period	7th Grade Girls	Armstrong	Community Partnership - Peace Center	Community Partnership - Peace Center	Reflection
Career Cluster - Naviance	Career CEW 13.1.8A 13.1.8B 13.1.8D	Lesson Plan/Naviance	1 <sup>st</sup> Marking Period	7th Grade	FDR/Armstrong	School Counselor	Shana Almeida Bern Gavlick Karla Jones School Counselor	Career Cluster Reflection
Career Key - Naviance	Career CEW 13.1.8A 13.1.8B 13.1.8D	Lesson Plan/Naviance	2 <sup>nd</sup> Marking Period	7th Grade	FDR/Armstrong	School Counselor	Shana Almeida Bern Gavlick Karla Jones School Counselor	Career Key Reflection
Drug and Vaping presentation	Social Emotional CEW 13.2.8E	Bucks County Council	2 <sup>nd</sup> Marking Period	7th Grade	FDR/Armstrong	Community Partnership - Bucks County Council	Community Partnership - Bucks County Council	Reflection



Team Building - boys	Social Emotional CEW 13.2.8E 13.3.8B 13.3.8C	Lesson plan/Various activities	1 <sup>st</sup> Marking Period	7th Grade	Armstrong	School Counselor	Shana Almeida Bern Gavlick Karla Jones School Counselor	Reflection
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### Grade 8 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Evaluation & Assessment (Evidence or Artifact)
Naviance Lesson 2 Bucks County Technical High School Presentation	Career CEW 13.1.8A 13.1.8B 13.1.8C 13.1.8D 13.1.8F 13.1.8H 13.2.8E 13.3.8A 13.3.8E 13.3.8G	Karla Jones	1 <sup>st</sup> Marking Period	243	Armstrong	Karla Jones	Karla Jones	Reflection Questions completed on Naviance where students considered whether they should apply to the BCTHS for admission or not and understood the application process.
Naviance Leeson 2 Bucks County Technical High School Presentation	Career CEW 13.1.8A 13.1.8B 13.1.8C 13.1.8D 13.1.8F 13.1.8H 13.2.8E 13.3.8A 13.3.8E 13.3.8G	Ron Martino	1 <sup>st</sup> Marking Period	243	Armstrong	Ron Martino	Karla Jones	Reflection Questions completed on Naviance where students considered whether they should apply to the BCTHS for admission or not and understood the application process.
Academic and Future Planning Presentation	Academic/ Career CEW 13.1.8F 13.1.8H	Shana Almeida Bern Gavlick Karla Jones Steve Pierce	1 <sup>st</sup> Marking Period	243	Armstrong	Karla Jones	Karla Jones	?Reflection Questions completed on Naviance?

	13.3.8G							
Naviance Lesson 2 Drug Prevention Presentation	Social Emotional CEW 13.2.8E	Ron Rolon	1 <sup>st</sup> Marking Period	243	Armstrong	Ron Rolon	Karla Jones	Reflection question where students listed three important points they learned and how they will “incorporate lessons learned into their own lives.
Naviance Lesson 2 College and Career Day 2019 – Admission Process	Career CEW 13.1.8A 13.1.8B 13.1.8C 13.1.8D 13.1.8E 13.1.8H 13.2.8A 13.2.8B 13.2.8C 13.2.8E 13.3.8A 13.3.8E 13.3.8G	Lesson Plan by College/University	2 <sup>nd</sup> Marking Period	243	Armstrong	Educator from College/University	Karla Jones	Reflection question where students listed three important points they learned and how they will incorporate lessons learned into their own lives.
<i>Naviance Lesson 2 College and Career Day 2019 – Pennsylvania Higher Education Assistance Agency (PHEAA)</i>	Career CEW 13.1.8A 13.1.8B 13.1.8C 13.1.8D 13.1.8E 13.2.8A 13.2.8B 13.2.8C 13.2.8E 13.3.8A 13.3.8E 13.3.8F	Lesson Plan by PHEAA	2 <sup>nd</sup> Marking Period	243	Armstrong	Educator from PHEAA	Karla Jones	Reflection question where students listed three important points they learned and how they will incorporate lessons learned into their own lives.
<i>Resume Builder – exploring components</i>	Academic/ Career CEW 13.1.8A 13.1.8B 13.1.8D 13.1.8F 13.1.8G 13.2.8C	Lesson Plan/Naviance	4 <sup>th</sup> Marking Period	243	Armstrong	Karla Jones	Karla Jones	Students began entering data into Resume Builder within Naviance

	13.2.8D							
Naviance Lesson 1: Learning Style and Reflection	Academic /Career CEW 13.1.8A 13.1.8B 13.1.8D	Lesson Plan/Naviance	1 <sup>st</sup> Marking Period	243	Armstrong	Karla Jones	Karla Jones	Reflection Questions completed on Naviance
Healthy Relationships	Social Emotional CEW 13.2.8E	NOVA	1 <sup>st</sup> Marking Period	243	Armstrong	NOVA Educator	Karla Jones	

### Grade 9 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Evaluation & Assessment (Evidence or Artifact)
Strengths Explorer(Naviance)	ASCA A:B1.1, A:B1.3, A:B1.5, A:B2.1, A:C1.3, A:C1.4, C:A1.2, C:A1.3, C:B1.6, C:C1.3, M1, M6, B-LS9, CEW	Naviance	Marking Period 2	494	Classroom	School Counselor	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Assessment and reflection on what was learned

	13.1.12A, 13.1.12B, 13.1.12C, 13.1.12E, 13.2.12B							
Do What you are (Naviance)	ASCA A1.10, A1.5, A:A2.4, A:A3.3, A: AB2.3, A: C1.3, B-LS4, B- SMS3 CEW 13.1.12 A, 13.1.12 B 13.1.12 C	Naviance	Marking Period 3	494	Classroom	School Counselor	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Assessment and reflection on what was learned
College Search	ASCA A:A1.1, A:A1.4 A: A2.4, A:A3.3 A: B1.1, A:B1.3 A:B2.1, A:B2.2 A:B2.7, C:B1.6, B- LS7, B-LS9, M4, B- SMS5 CEW 13.1.12A 13.1.12B 13.1.12C	Naviance	Marking Period 4	494	Classroom	School Counselor	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Student generated list on Naviance
Update/Build Resume	ASCA CA.1.3, CA1.7 CA2.6, CB1.2 A:C1.1, A:C1.2, B- LS2, B-LS10 CEW 13:2.8	Naviance	Marking Period 4	494	Classroom	School Counselor	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Start resume
Course Selection & Scheduling Presentations	ASCA A:A1.3, A:A1.4, A:A1.5, A:A2.3, A:A3.1, A:A3.5, A:B1.6, A:B2.1, A:B2.2, A:B2.5, A:B2.6, A:C1.3, A:C1.5, C:A1.6, C:A1.6, C:A2.7, C:C2.1, PS:B1.1, PS:B1.2, M6, B-LS1, B-LS4, B-LS7, B- SMS1, B-SMS5, CEW 13.1.12.E	Powerpoint, Conference Sheet, Course Selection Guide	Marking Period 3 & 4	494	Classroom & Guidance Office	Administrators, counselors, and teachers	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Micah Wright Rachel Zawisza	Course Selection Conference Sheet

College and Career Fair	ASCA C:B1.5, C:B1.6, C:B1.7, C:B1.8, C:B2.1, C:B2.2, M4, M5, M6, B-LS1, B- LS4, B-LS6, B-LS6, B-LS9, B-SMS1, B- SMS5 CEW 13.1.12.F, 13.1.12.	Survey/ Reflection	3 <sup>rd</sup> Marking Period	1592	Old Gym	Counselors, Local Businesses, Military, College Representatives	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Self-Reflection on what students learned (Careers, Colleges, Military)
Career Retention and Group Project: Science	CEW 13.3.9B	Science; Naviance Reflection Survey on Collaboration and Group Work	2 <sup>nd</sup> Marking Period	360 Students	Harry S Truman High School	Teachers and Students	Science Teachers; Counselors	Naviance Reflection Survey on Collaboration and Group Work
Time Management	ASCA A:A1.4, A:A2.1, A:A2.3, A:A2.4, A:A3.2, A:A3.4, A:B1.1, A:B1.2, A:B1.3, A:B1.6, A:B1.7, A:C1.3,, A:C1.4, C:A2.8, C:A2.9, B-LS3, B- LS4, B-LS8 CEW 13.3.9.E	Naviance	4 <sup>th</sup> Marking Period	355	Classroom	Counselors and teachers	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Reflection on time management

### Grade 10 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Evaluation & Assessment (Evidence or Artifact)
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Complete MI Advantage	<p>ASCA  A:A1.5, A:A2.1, A:A2.4,  A:A3.2, A:A3.5, A:B1.3,  A:B1.6, A:B2.1, A:B2.2,  A:C1.3, A:C1.4,C:A1.1,  C:A1.3, C:A1.8, C:A2.5,  C:A2.7, C:B1.3, C:B1.5,  C:C1.3, C:C2.1, PS:A1.1,  PS:A1.2, PSA:1.10,  PS:A.2.3, PS:B1.7, M4,  M5, B-LS4, B-LS9  CEW  13.1.12.B, 13.1.12.C,  13.1.12.E</p>	Naviance	1 <sup>st</sup> Marking Period	393	Classroom	Counselor	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Assessment and reflection on what was learned
PSAT	<p>ASCA  A:B1.2, A:B2.2, A:B2.3,  A:B2.4, A:B2.5, A:B2.7,  A:C1.1, A:C1.6, C:A1.3,  C:A1.7, C:C1.1, PS:B1.11,  PS:B1.12, M4, M5, M6, B-  LS1, B-LS3, B-LS4  CEW  13.1.12.A, 13.1.12.B,  13.1.12.E</p>	PSAT Exam materials	1 <sup>st</sup> Marking Period	748	Classrooms	Counselors, teachers, administrators	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Question and Answer
Search for colleges using College Search & Add College to List of Colleges I am thinking about	<p>ASCA  A:B2.7, C:A1.1, C:A1.2,  C:A1.7, C:B1.1, C:B1.3,  C:B1.5, C:B1.6, PS:A1.3,  M4, M5, B-LS1, B-LS5, B-  LS6, B-LS9  CEW  13.1.12.F, 13.1.12.G,  13.1.12.H</p>	Naviance	1 <sup>st</sup> Marking Period	393	Classroom	Counselor	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Student creates list in Naviance
Build Resume	<p>ASCA  C:A1.3, C:A1.7, C:A2.6,  C:B1.2, PS:C1.1, B-LS2,  B-LS10  CEW  13.2.8.C  13.2.12.C</p>	Naviance	2 <sup>nd</sup> Marking Period	393	Classroom	Counselor	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Update resume
Course Selection & Scheduling Presentations	<p>ASCA  A:A1.3, A:A1.4, A:A1.5,  A:A2.3, A:A3.1, A:A3.5,  A:B1.6, A:B2.1, A:B2.2,  A:B2.5, A:B2.6, A:C1.3,  A:C1.5, C:A1.6, C:A1.6,</p>	Powerpoint, Conference Sheet, Course Selection Guide	3 <sup>rd</sup> & 4 <sup>th</sup> Marking Period	393	Classroom and Guidance Office	Administrators, counselors, and teachers	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Micah Wright Rachel Zawisza	Course Selection Conference Sheet

	C:A2.7, C:C2.1, PS:B1.1, PS:B1.2, M6, B-LS1, B-LS4, B-LS7, B-SMS1, B-SMS5, CEW 13.1.12.E							
College and Career Fair	ASCA C:B1.5, C:B1.6, C:B1.7, C:B1.8, C:B2.1, C:B2.2, M4, M5, M6, B-LS1, B-LS4, B-LS6, B-LS6, B-LS9, B-SMS1, B-SMS5 CEW 13.1.12.F, 13.1.12.	Survey	3 <sup>rd</sup> Marking Period	1592	Old Gym	Counselors, Local Businesses, College Representatives	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Self Reflection on what students learned (Careers, Colleges, Military)
Workplace Skills	CEW 13.2.10E	Naviance Reflection Survey	2 <sup>nd</sup> Marking Period	428	Harry S Truman High School 10 <sup>th</sup> grade Social Studies Class	10 Grade Social Studies Teachers, Counselors	10 Grade Social Studies Teachers,	Naviance Reflection Survey
Future Career Path	CEW 13.1.10E	Naviance Career Awareness and Preparation Survey	3 <sup>rd</sup> Marking Period	428	Harry S Truman High School 10 <sup>th</sup> grade Social Studies Class	10 Grade Social Studies Teachers, Counselors	10 Grade Social Studies Teachers,	Naviance Career Awareness and Preparation Survey
Course Selection Reflection	CEW 13.1.10E	Naviance Course Selection Reflection Survey	3 <sup>rd</sup> Marking Period	428	Harry S Truman High School 10 <sup>th</sup> grade Social Studies Class	10 Grade Social Studies Teachers, Counselors	10 Grade Social Studies Teachers,	Naviance Course Selection Reflection Survey

## Grade 11 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Evaluation & Assessment (Evidence or Artifact)
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Career Interest Profiler	ASCA A:A2.4, A:A3.2, A:B1.6, A:B2.2, A:B2.7, C:A1.1, C:A1.3, C:A2.7, C:B1.2, C:B1.3, C:B1.4,5,5,7,8 M1, M4, B-LS10, B-SMS3 CEW 13.1.12.A, 13.1.12.B, 13.1.12.C, 13.1.12.E, 13.2.12.B,	Naviance	1 <sup>st</sup> Marking Period	355	Classroom	Counselor	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Assessment and reflection on what was learned
PSAT	ASCA A:B1.2, A:B2.2, A:B2.3, A:B2.4, A:B2.5, A:B2.7, A:C1.1, A:C1.6, C:A1.3, C:A1.7, C:C1.1, PS:B1.11, PS:B1.12, M4, M5, M6, B- LS1, B-LS3, B-LS4 CEW 13.1.12.A, 13.1.12.B, 13.1.12.E	PSAT Exam materials	1 <sup>st</sup> Marking Period	748	Classrooms	Counselors, teachers, administrators	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Question and Answer
Course Selection & Scheduling Presentations	ASCA A:A1.3, A:A1.4, A:A1.5, A:A2.3, A:A3.1, A:A3.5, A:B1.6, A:B2.1, A:B2.2, A:B2.5, A:B2.6, A:C1.3, A:C1.5, C:A1.6, C:A1.6, C:A2.7, C:C2.1, PS:B1.1, PS:B1.2, M6, B-LS1, B-LS4, B-LS7, B-SMS1, B-SMS5, CEW 13.1.12.E	Powerpoint, Conference Sheet, Course Selection Guide	3 <sup>rd</sup> & 4 <sup>th</sup> Marking Period	355	Classroom and Guidance Office	Administrators, counselors, and teachers	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Micah Wright Rachel Zawisza	Course Selection Conference Sheet
College and Career Fair	ASCA C:B1.5, C:B1.6, C:B1.7, C:B1.8, C:B2.1, C:B2.2, M4, M5, M6, B-LS1, B-LS4, B- LS6, B-LS6, B-LS9, B-SMS1, B-SMS5 CEW 13.1.12.F, 13.1.12.	Survey	3 <sup>rd</sup> Marking Period	1592	Old Gym	Counselors, Local Businesses, College Representatives	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Self-Reflection on what students learned (Careers, Colleges, Military)
Complete Game Plan Survey	ASCA A:B2.7, C:A1.7, C:A1.7, C:B1.3, PS:A1.3, M1, M2, M4, M5, B-LS1, B-LS4, B-LS7, B- LS9 CEW	Naviance	3 <sup>rd</sup> Marking Period	355	Classroom	Counselors	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Question and Answer about future plans



	13.1.12.B, 13.1.12.E, 13.1.12.F, 13.2.12.B,							
ASVAB Test	ASCA C:A1.3, C:B1.1, C:B1.2, C:B1.4, C:B1.5, C:B1.7, C:B2.1, C:B2.2, C:B2.4, C:B2.5, M2, B-LS1, B-SMS2 CEW 13.1.12.A, 13.1.12.B, 13.1.12.C, 13.2.12.B,	ASVAB Exam Materials	1 <sup>st</sup> & 3 <sup>rd</sup> Marking Period	705	Library	Counselors and teachers	Mae Fernandez	Question and Answer
Formal Speech Reflection	ASCA A:A1.1, A:A2.3, A:A3.2, A:A3.5, A:B1.1, A:B1.2, C:A1.3, C:C1.2, C:C1.7, PS:A1.5, PS:A2.6, PS:A2.7, M3, M5, B-SS1, B-SS6, B- SS8 CEW 13.2.8.A	Naviance	3 <sup>rd</sup> Marking Period	355	Classroom	Counselors and teachers	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Reflection on giving a formal speech
Teamwork Reflection	ASCA A:A1.1, A:A3.2, A:A3.4, A:A3.5, A:B1.2, A:B1.4, A:B1.5, A:B2.5, C:A1.4, C:A1.5, C:A1.6, C:C2.2, PS:A1.9, PS:A2.1,2,3,4,6,7, PS:B1.1, M3, M5, M6, B-SS6, B-SS7, B-SS8, B-SS9 CEW 13.3.12.B, 13.3.12.C,	Naviance	3 <sup>rd</sup> Marking Period	355	Classroom	Counselors and teachers	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Reflection on working on a team
Create a Budget	ASCA A:C1.3, A:C1.5, A:C1.6, C:A1.1, C:A1.2, C:B1.1,2,3,4,5,6,7,8, B-LS1, B-LS2, B-LS3 CEW 13.3.12.D	Naviance	4 <sup>th</sup> Marking Period	355	Classroom	Counselors and teachers	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Develop a budget based on future career
Update/Build Resume	ASCA C:A1.3, C:A1.7, C:A2.6, C:B1.2, PS:C1.1, B-LS2, B- LS10 CEW 13.2.8.C 13.2.12.C	Naviance	1 <sup>st</sup> Marking Period	388	Classroom	Classroom Teachers	English teachers	Update Resume on Naviance
Job Application	CEW 13. 2.11C	Electronic Job Application	2 <sup>nd</sup> Marking Period	365	11 <sup>th</sup> Grade English Class	11 <sup>th</sup> Grade English Teachers,	11 <sup>th</sup> Grade English	Electronic Job Application

						Counselors, and Students	Teachers, Counselors	
Cover Letter	CEW 13.2.11C	Naviance, Google Docs	2 <sup>nd</sup> Marking Period	365	11 <sup>th</sup> Grade English Class	11 <sup>th</sup> Grade English Teachers, Counselors, and Students	11 <sup>th</sup> Grade English Teachers, Counselors	Cover Letter uploaded to Naviance
Entrepreneurial Traits Reflection	CEW 13.4.11B	Naviance Entrepreneurial Traits Reflection Survey	3 <sup>rd</sup> Marking Period	365	11 <sup>th</sup> Grade English Class	11 <sup>th</sup> Grade English Teachers, Counselors, and Students	11 <sup>th</sup> Grade English Teachers, Counselors	Naviance Entrepreneurial Traits Reflection Survey

### Grade 12 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Evaluation & Assessment (Evidence or Artifact)
Update/Build Resume	ASCA C:A1.3, C:A1.7, C:A2.6, C:B1.2, PS:C1.1, B-LS2, B- LS10 CEW 13.2.8.C 13.2.12.C	Naviance	1 <sup>st</sup> Marking Period	388	Classroom	Classroom Teachers	English teachers	Update Resume on Naviance
Postsecondary Planning (College, Career, Military)	ASCA A:B1.1, A:B1.5, C:A1.3, C:A1.8, C:B1.4, C:B1.5, C:B1.8, C:B2.1, C:B2.3, C:C2.1, C:C2.4, PS:A1.10, PS:A2.6, PS:B1.12, PS:C1.2, M4, M5, B- LS5, B-LS6, B-LS7, B-SMS1, B-SMS3 CEW	Online Applications	1 <sup>st</sup> & 2 <sup>nd</sup> Marking Periods	388	Career Center/Guidance Office	School Counselors	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Micah Wright Rachel Zawisza	College & Post- secondary applications

	13.2.8 D 13.1.12 B 13.1.12 E							
College and Career Fair	ASCA C:B1.5, C:B1.6, C:B1.7, C:B1.8, C:B2.1, C:B2.2, M4, M5, M6, B-LS1, B- LS4, B-LS6, B-LS6, B-LS9, B-SMS1, B- SMS5 CEW 13.1.12.F, 13.1.12.	Survey	3 <sup>rd</sup> Marking Period	1592	Old Gym	Counselors, Local Businesses, College Representatives,	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Self-Reflection on what students learned (Careers, Colleges, Military)
ASVAB Test	ASCA C:A1.3, C:B1.1, C:B1.2, C:B1.4, C:B1.5, C:B1.7, C:B2.1, C:B2.2, C:B2.4, C:B2.5, M2, B-LS1, B-SMS2 CEW 13.1.12.A, 13.1.12.B, 13.1.12.C, 13.2.12.B,	ASVAB Exam Materials	1 <sup>st</sup> & 3 <sup>rd</sup> Marking Period	705	Library	Counselors and teachers	Mae Fernandez	Question and Answer
Scholarship Search	ASCA A:A2.1, C:A1.5, C:A1.6, C:A1.7, C:A2.9, B-SMS1, B- SMS3 CEW 13.3.12.D	Naviance, Google Classroom, Guidance Webpage	Ongoing	388	Career Center, Guidance office	Counselors	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Micah Wright Rachel Zawisza	Applications
Financial Aid Night/ FAFSA Completion	ASCA C:A1.7, C:B1.3, C:B1.6, C:B1.12, M4, B-SS1, B-SS3, B- SS5, B-SS8 CEW 13.1.11.F	Powerpoint	1 <sup>st</sup> & 2 <sup>nd</sup> Marking Period	388	Auditorium/ Library	Bucks County Community College	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	Powerpoint, website, and handouts

Bucks County Community College and Presentation	ASCA C;A1.1, C;A1.3, C;A1.5, C;B1.1, C;B1.2	Transportation	2 Sessions a Year; Winter and Spring	60	Bucks County Community College	Bucks County Community College Staff; Teachers; Counselors; Students	Greta Allen Ann Bodnar Christina Evans Adrienne Jones Alexis Sierra Rachel Zawisza	<ul style="list-style-type: none"> <li>• Student application to Bucks County Community College</li> <li>• Student Schedule for Bucks County Community College</li> </ul>
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## 1. Annual Program Goals:

Academic	Elementary	Middle School	High School
Specific	Teaching 2nd grade students mindfulness awareness. Current research suggests that mindfulness practices in schools results in reductions in behavior problems, aggression, and increase happiness and ability to pay attention (Suttie, 2007). Mindfulness also helps students block out distractions and improve memory skills.	Through the development of a Multi-Tiered System of Support, improved communications with parents, quarterly review of student performance data and the utilization of research based interventions, schools increase student grade promotion by reducing students with multiple failures for core academic classes by 20% from SY 21/22 to SY 22/23.	Reduce the retention rate of 9th grade students from 10% to 8% by the end of the 2021-2022 Academic Year.
Measureable	All 2nd grade students will complete a Pretest on practicing mindfulness strategies. Four different lessons from the Zen Kids: Small Group Counseling Program will be taught to	The percentage of students who fail core academic subjects will decrease by 5%	Counselors will collect and analyze data (credits evaluations and grade reports) at the conclusion of the 2021-2022 school year.

	<p>the students prior to participants completing a post-test.</p> <p>The assessment is adapted from Mindful Attention Awareness Scale developed by Kirk Warren Brown.</p>		
Attainable	<p><i>This can be achieved by all 2nd grade student with appropriate time allotment. Schedules will be worked out with individual classroom teachers.</i></p>	Utilizing research based practices to address academic skill deficits relative to the students area of need as indicated by the Early Warning Systems Data	Counselors will meet bi-weekly at MTSS meetings to analyze the Early Warning Data for 9th grade students.
Results Oriented Relevant Realistic	<p>The goal is to have each 2nd grade student participate in a series of classroom lessons on mindfulness. The purpose of this group is to build mindfulness in student participants to promote positive emotions of self-acceptance, improve emotional and cognitive awareness, and improved academic performance. At the conclusion of the lessons, students will be able to name 3 of 6 skills taught.</p>	Leadership teams will meet quarterly to analyze Early Warning Systems data and interventions noted in student action plans to determine the effectiveness of interventions used to support struggling learners.	Counselors will meet with any 9th grade student who has failed 3 or more classes after Marking Period 1 and reassess after Marking Periods 2 and 3.
Time Bound	The students will have their 4 lessons throughout the school year	Leadership teams will meet quarterly to review Early Warning Systems data.	Counselors will analyze data from the beginning of the 2021-2022 school year until the end of the school year.

Career	Elementary	Middle School	High School
Specific	<p>There are approximately 650 5th grade students who will be transitioning to the middle school and need to be thinking about their future career goals. Students need the opportunity to identify their strengths and interests and how they correlate to possible career options in the future. Currently, students have limited exposure to these opportunities to utilize evidence-based assessments and surveys.</p>	<p>Utilizing the Naviance software platform to introduce and collect artifacts related to college and career ready standards, students will develop 6 or more artifacts in their career Portfolio by the conclusion of 8th grade.</p> <p>Specific Naviance lessons to be utilized include but are not limited to:</p> <ul style="list-style-type: none"> <li>Roadtrip Nation</li> <li>Career Key</li> <li>Career Cluster</li> <li>Learning Style Inventory</li> <li>Resume Builder</li> <li>Various Reflections</li> </ul>	<p>All students graduate with a post-secondary plan.</p>
Measureable	<p>All 5th grade students will utilize the O*Net Interest Profiler assessment to identify their strengths and interests which helps to formulate their career cluster and will guide them to explore potential career options.</p> <p>School counselors/social workers will provide assessment tools in the computer lab and help students navigate the online surveys and websites. Students will choose 1 occupation from each of their clusters to explore and identify the level of education/training necessary and how it connects to their</p>	<p>All students will obtain 6 or more artifacts in their Career Portfolio by the conclusion of 8th grade.</p>	<p>All 9th grade students will Complete the Strengths Explorer and Do What You Are Surveys as well as start a resume on Naviance.</p> <p>All 10th grade students will complete the MI Advantage Survey, update resume, and will favorite Careers on Naviance.</p> <p>All 11th grade students will complete the Game Plan Survey, Super Match, and update resume on Naviance.</p>

	strengths, interests & personality.		
Attainable	The student career exploration can be achieved for all 5th grade students; however it will require setting aside time from the general education curriculum to implement as well as additional time in the counselor/social worker schedule.	Student performance toward attainment of the goal will be monitored quarterly and a schedule will be developed for those who need to make up assignments.	Counselors will collaborate with classroom teachers quarterly to ensure the completion of the tasks.
Results Oriented Relevant Realistic	The goal is to have each student complete the O*Net Interest Profiler assessment, identify their career cluster and explore different career options based on the results of the assessment. In turn, students will complete a personal career profile which will be placed in their cumulative file.	Counselors will provide lessons throughout the school year with reflection questions. All data will be collected in student's career portfolio in Naviance.	Counselors will verify progress each Marking period by running reports on Naviance.
Time Bound	Students will participate in a career exploration once a marking period culminating in the completion of their personal career profile. This will be completed by the end of the student's fifth grade school year.	Counselors will review student data quarterly each year to ensure that each student completes 6 artifacts by the conclusion of their 8th grade year.	Students will complete two tasks each Academic Year beginning in grade 9.

<b>Social/Emotional</b>	<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
Specific	Students who are frequently absent/tardy from school tend to have missed social opportunities and are at an increased risk of developing school anxiety. Research shows that students that miss 5 days in the first month of	Utilizing research based practices to teach social, emotional, and behavioral skills, students will demonstrate improved competencies in cooperation and collaboration, conflict management and	9th grade students will respond with appropriate conflict resolution strategies when presented with an issue.

	school become chronically absent.	resolution, and self-regulation.	
Measureable	We will begin measuring the effectiveness of our intervention with the baseline data of 4 <sup>th</sup> & 5 <sup>th</sup> grade students with 10 or more absences by the 2 <sup>nd</sup> marking period and/or tardies that equal 360 minutes (1 school day). We will then intervene by providing small group counseling to help eliminate the barriers to attending school. We will monitor the students' attendance and see if the attendance changes with the interventions provided.	Decrease in state reportable offenses by 15% (in Icampus) from SY21/22 to SY22/23.	Reducing the referral rate from 34% to 30% for 9th grade students by analyzing behavioral referrals in iCampus.
Attainable	The outcome of improving school attendance and decreasing the number of tardies is attainable; however increasing the number of small groups and communicating with parents/guardians will create a greater caseload for counselors.	Through quarterly analysis of Early Warning Systems data, leadership teams will identify students in need of Tier II and Tier III interventions and develop a student action plan to support the implementation and monitoring of student performance throughout the life of the plan.	Counselors will collaborate with administrators and MTSS team to identify students who have 3 or more referrals (Defiance/ Disrespect, Fighting, Harassment, Assault, Sexual Harassment, Bullying)
Results Oriented Relevant Realistic	The goal is to show an improvement from the baseline data of students with 10 or more absences by the 2 <sup>nd</sup> marking period and/or tardies that equal 360 minutes (1 school day).	Through quarterly analysis of the data, leadership teams will be able to define a standard set of interventions that are proven to be successful for students	Upon completion of the 2021-2022 school year, the Behavior Referral Data in iCampus will be analyzed.
Time Bound	The intervention will begin at the beginning of the 2 <sup>nd</sup> marking period and end at the 4 <sup>th</sup> marking period. Data will be reviewed periodically.	Data will be collected and analyzed quarterly. <span style="color: red;">█</span>	Counselors will analyze data from the beginning of the school year until the end of the school year.



## 2. Individualized Academic/Career Plan Process and Portfolio

### Section One: Tier One Activities/Experiences

Grade	1. Career Awareness	2. Career Acquisition	3. Career Retention	4. Entrepreneurship
K	What jobs do I have? 13.1.1D		How did I fill someone's bucket? 13.3C	
1	What do I like & not like to do? 13.1.3A	Team Career Scavenger Hunt 13.2.3D		
2	What do I want to be when I grow up? 13.1.3E	Write a letter to a classmate about yourself 13.1.3A, 13.1.3B, 13.2.3C		What is money & how do we use it? 13.3.3D
3	Classes Count PHEAA 13.1.3H	Portfolio Planning PHEAA 13.2.3D	Responsibility Chart PHEAA 13.3	What makes a community hero? PHEAA 13.4.3B
4	TV Time PHEAA 13.1	Say What? PHEAA 13.2.3A	My Time Chart PHEAA 13.3.5F	Role Changes PHEAA 13.4.3C
5	Careers, Training & Me PHEAA 13.1.5G	All About Me PHEAA 13.2.5D	Role Changes PHEAA 13.3.5F	Entrepreneurial Character Traits in You PHEAA 13.4
6	Road Trip Nation 13.1.5, 13.1.8, 13.1.11	Road Trip Nation 13.2.8, 13.2.11		Road Trip Nation 13.4.8

7	Career Key & Career Cluster Finder 13.1.8, 13.1.11  Road Trip Nation 13.1.5, 13.1.8, 13.1.11	Career Key & Career Cluster Finder 13.2.8		
8	Learning Styles Inventory 13.1.8, 13.1.11	Learning Styles Inventory 13.2.8	Resume Builder 13.2.8	
9	“Do What You Are” “Strengths Explorer” <b>College Search, Course Selection</b> 13.1.11.A, 13.1.11.E	“Do What You Are” & “Strengths Explorer” 13.2.8	“Do What You Are” & “Strengths Explorer” 13.3.8 Resume Builder 13.2.8	Road Trip Nation 13.4.8
10	MI Advantage, College Search 13.1.8 13.1.11 Game Plan Summary 13.1.8, 13.1.11	MI Advantage 13.2.8 Game Plan Summary 13.2.8, 13.2.11	MI Advantage 13.3.8 Resume Builder 13.2.8 Game Plan Summary 13.3.11	
11	Career Interest Profiler & Super Match 13.1.8 13.1.11	Career Interest Profiler & Supermatch 13.2.8	Game Plan Summary 13.3.11 Resume Builder 13.2.8	

12	Graduation Summary			
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### C. Stakeholder Engagement Items of the Plan 10-11

#### 3. Stakeholders:

##### Students:

##### A. Delivery/development of School Guidance Program:

- Communicating what students need with other stakeholders, advisory councils, school board
- Help identify motivational factors

##### B. Benefit from School Guidance Program:

- Gain more knowledge by identifying needs and motivational factors
- Assist students in obtaining skills to be successful
- Creates more personal connections between students and staff/ stakeholders
- Creates positive climate in schools

##### Educators/Administrators:

##### A. Delivery/development of School Guidance Program:

- Provide more opportunities for students to explore careers related to each of the core areas of instruction.
- Provide students with more opportunities to engage in activities related to their skills sets and areas of interest.
- Continue to develop curriculum and courses related to high interest careers
- B. Benefit from School Guidance Program:**
  - Students will be more engaged in courses that reflect their personal skills and interests.
  - Students will be better prepared for post-secondary ventures.
  - Educators and Administrators will find improved relationships and student performance as they engage students in activities that reflect the student's personal interests and skill sets.

**Parents/Guardians:**

- A. Delivery/development of School Guidance Program:**
  - Guide students in a positive and college or career direction
  - Assist students in seeking out proper supports in school
  - Keep students engaged
  - Advocate for students, their interests, and how to pursue their goals
- B. Benefit from School Guidance Program:**
  - Parents will have a greater knowledge of college and career opportunities
  - Parents will be informed regarding their children's aspirations toward college or career post-secondary desires.
  - Parents will find shared support from school staff in helping them and their children obtain their goals.

**Business & Industry/Community**

**A. Delivery/development of School Guidance Program:**

- Expose students to careers (Onsite observations of local businesses/careers)
- Assist students in understanding the path and how to get to a specific career
- Job ready preparation
- Job shadowing for students

**B. Benefit from School Guidance Program:**

- Offer the connection between “Naviance” activities and the real world of business and college
- Offer students more post-secondary options other than college- certificates, programs etc.
- Assist students in making decisions regarding course selection in high school and college.

**Post-Secondary**

**A. Delivery/development of School Guidance Program:**

- Assist students in exploring all options after high school
- Assist students in obtaining information to apply for college and career post-secondary programs
- Foster relationship between student and post-secondary stakeholders to ensure continued growth

**B. Benefit from School Guidance Program**

- Post-secondary stakeholders will receive students who are well informed and better prepared to enter their programs increasing the likelihood that the students will complete the programs successfully.
- Students will make well informed decisions regarding post-secondary options, make well informed decisions regarding post-secondary path, and be knowledgeable of the services and supports available in their college or career path which will ensure

continued growth.

**4. Advisory Council:**

**A. First Meeting Date: November 24, 2019**

**B. Second Meeting Date: March 18, 2020**

<b>Stakeholder Group</b>	<b>Name</b>	<b>Contact Information</b>
<b>Student</b>	Lateefat Adewale-Truman	lateefat.adewale@bristolwpsd.org
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	Nevaeh Macauley- NAA	Nevaeh.Macauley@bristolwpsd.org
<b>Parent/Guardian</b>	Matthew and Heather Schoell- NAA	
	Teara Lennon- Keystone	
	Heidi Devincent- FDR	
	Linda Carmonna Bell-HST	lcb05new@bristolwpsd.org
<b>Educator/Administrator</b>	Lou deFonteny; Director of Spec. Ed. & Pup. Svcs.	lou.defonteny@bristolwpsd.org

	Angela Ensig, Counselor Brookwood Elm.	angela.ensig@bristoltpw sd.org
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	Cosmo DiLiegro, Teacher Truman	cosmo.diliegro@bristoltpw psd.org
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	Kellie Buchanan, School Board Member	kellie.buchanan@bristoltp wpsd.org
	Barbara Bill, School Board Member	barbara.bill@bristoltpwpsd .org
<b>Business/Community</b>	Family Services	
	Penndel Mental Health	
	Lenape Valley Foundtion	Chris Th
	NOVA	
	A Woman's Place	
	K&S	
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	Rachel Hollar, Director of Programs and Services BCIU #22	rhollar@bucksiu.org
	Minesh Pathak, Executive Director Lower Bucks Chamber of Commerce	mapthak@lbccc.org
	Doug Keith, President Future Research Consulting	doug@future2research.com
	Shirlee Howe, County Coordinator Public Citizens for Children and Youth	shirleeh@pccy.org
	Tracy Timby, Dean of Business and Innovation Bucks County Community College	tracy.timby@bucks.edu
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	Tomea Sippio-Smith, Education Policy Director Public Citizens for Children and Youth	asippio31@aol.com



	Lindsey Sides, Bucks County Intermediate Unit	lsides@bucksiu.org
<b>Post-Secondary</b>		
	Bucks County Community College	
	Pennco Tech	
	OVR	
	Jefferson University	

**D. Career Pathway Awareness Items of the Plan 12-13**

**5. Career and Postsecondary Resources by 16 Career Clusters and/or Career Education and Work Standards Strand (Insert Chart)**

Section Two: The Process

- Logistics:
- Interventions/Assessments and Decisions: (Grades 6-12)
- Parental Engagement:
- Faculty Engagement:
- Plan/Portfolio Sustainability and Review:

Section Three: Template of Portfolio

**6. Career and Technology Center Strategies:**

**A. Interventions and events/activities**

**B. Curriculum Action Plan and Stakeholder Chart** **(Insert Chart)**

## APPENDIX

Insert Supporting Documents