

# UPPER PERKIOMEN SCHOOL DISTRICT

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*COMPREHENSIVE GUIDANCE PLAN, ACT 339*



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## ACKNOWLEDGEMENTS

The Upper Perkiomen School District K-12 School Counseling Plan was refined throughout the 2017- 18 school year. This plan will be reviewed annually and revised as necessary to remain current. Thank you to the individuals listed below who were trained in the components (marked with an \*) and those who worked as a team to develop the comprehensive plan for Upper Perkiomen School District:

Dr. Andrea Farina  
Leanne LeGendre  
Karen Shetler

Dr. Rob Carpenter  
Angela Traub  
Katrina Harman

George Reigle  
Tracy James

Allison Stephens  
Theresa Schlatterer

John Gunning  
Jeff Bibus

Kimberly Kelly\*  
Susan Kenna

## PROGRAM DEVELOPMENT PROCESS

September 27, 2017: 339 training series at the MCIU (6 hours)  
October 6, 2017: K-12 Counselors meet at Ed Center to discuss and work on the plan (2 hrs.)  
October 18, 2017: UPHS counselors and social worker meet to work on plan (1 hour)  
October 20, 2017: 339 training series at the MCIU (6 hours)  
November 7, 2017: K-12 Counselors meet to discuss and work on the plan (6 hrs.)  
November 13, 2017: K-12 Counselors meet at Ed Center to discuss and work on the plan (3 hrs.)  
December 12, 2017: 339 training series at the MCIU (6 hours)  
January 31, 2018: K-12 Counselors meet at Ed Center to discuss and work on plan (3.5 hrs.)  
February 16, 2018: K-12 Counselors meet at Ed Center to discuss and work on plan (7 hrs.)  
February 16, 2018: UPSD admin, staff, and MCCC reps discuss Future Ready Index/339 (1.5 hrs.)  
March 1, 2018: 339 training series at the MCIU (6 hours)  
April 5, 2018: 339 training series at the MCIU (6 hours)  
May 4, 2018: K-12 Counselors meet at Ed Center to discuss and work on plan (3 hrs.)

DISTRICT & COMMUNITY DEMOGRAPHICS  
(As of October 2, 2017)

School	Female	Male
Hereford	416	461
Marlborough	336	373
Middle	397	406
High	451	521

- Number of UPSD students: 3,363
- Number of UPSD staff members: 310
- Number of UPSD school counselors: 9
- Number of UPSD Social Workers: 1
- Average number of students served by each counselor: 375

GRADE BREAKDOWN BY ETHNICITY

Grade	American Indian/ Alaskan Native	Asian	Black or African American	Hispanic	Multi- Racial	Native Hawaiian or Pacific Islander	White
Kindergarten	0	3	5	11	5	0	202
First	3	5	7	11	6	0	215
Second	2	4	13	15	4	0	221
Third	2	2	9	15	4	0	262
Fourth	1	7	5	22	5	0	252
Fifth	1	8	6	13	5	0	229
Sixth	1	6	10	20	8	0	230
Seventh	1	7	4	22	4	0	236
Eighth	2	6	4	16	6	0	220
Ninth	1	6	13	12	4	0	224
Tenth	1	6	8	14	4	0	232
Eleventh	0	3	4	6	5	0	199
Twelfth	1	7	9	8	4	0	203
Totals	16	70	97	186	69	0	2,925

## COMMUNITY INFORMATION

Upper Perkiomen School District serves a suburban community in Pennsylvania that is situated in the northern corner of Montgomery County, and the eastern corner of Berks County. The district comprises: Upper Hanover and Marlborough Townships and the boroughs of East Greenville, Green Lane, Pennsburg, and Red Hill in Montgomery County and Hereford Township in Berks County. The district serves approximately 3,300 students in our four schools: Marlborough Elementary, Hereford Elementary, Upper Perkiomen Middle School and Upper Perkiomen High School.

Upper Perkiomen School District was once an agricultural community, but over the years has evolved into a community that where residents work outside the district in New Jersey, Allentown, Quakertown, and Philadelphia. Our proximity to neighboring cities permits field trips to museums, theatre productions, and businesses. Students and their families have easy access to Philadelphia, New York City, and Washington, D.C. In addition, recreational activities such as hunting, fishing, camping, skiing, and participation in the many school and community sports programs provide many options and opportunities for the youth and families in our community. All of these experiences not only offer a wide range of choice and involvement, but also add to the diversity of the community in which we live.

- East Greenville population is approximately 2741
- Green Lane population is approximately 389
- Hereford population is approximately 2437
- Marlborough population is approximately 2976
- Pennsburg population is approximately 3086
- Red Hill population is approximately 2118
- Upper Hanover population is approximately 6877

## SPECIALIZED POPULATION INFORMATION

Number of UPSD students identified as special education students: 500

Building	Number of Special Education Students
Hereford Elementary School	102
Marlborough Elementary School	59
Upper Perkiomen Middle School	138
Upper Perkiomen High School	169
Out of District	32

Number of students identified as English Language Learners: 23

Building	Number of Special Education Students
Hereford Elementary School	8
Marlborough Elementary School	7
Upper Perkiomen Middle School	3
Upper Perkiomen High School	5

Number of students receiving free or reduced lunch: 1,030

Building	Number of Special Education Students
Hereford Elementary School	295
Marlborough Elementary School	173
Upper Perkiomen Middle School	261
Upper Perkiomen High School	301



SCHOOL COUNSELORS AND ASSIGNMENTS

Counselor Name	Counselor Contact	Building	Ratios
Angela Traub	<a href="mailto:atraub@upsd.org">atraub@upsd.org</a> (215) 541-7120	High School, 9-12	244:1
John Gunning	<a href="mailto:jgunningjr@upsd.org">jgunningjr@upsd.org</a> (215) 541-7121	High School, 9-12	244:1
Leanne LeGendre	<a href="mailto:llegendre@upsd.org">llegendre@upsd.org</a> (215) 541-7122	High School, 9-12	244:1
Kimberly Kelly	<a href="mailto:kkelly@upsd.org">kkelly@upsd.org</a> , (215) 541-7127	High School, 9-12	244:1
Tracy James	<a href="mailto:tjames@upsd.org">tjames@upsd.org</a> (215) 541-7416	Middle School, 6-8	400:1
Theresa Schlatterer	<a href="mailto:tschlatterer@upsd.org">tschlatterer@upsd.org</a> , (215) 541-7481	Middle School, 6-8	400:1
Jeffrey Bibus	<a href="mailto:jbibus@upsd.org">jbibus@upsd.org</a> (215) 541-3409	Hereford Elementary, K-2	443:1
Susan Kenna	skenna@upsd.org (215) 541-3426	Hereford Elementary, 3-5	444:1
Karen Shetler	<a href="mailto:kshetler@upsd.org">kshetler@upsd.org</a> (215) 541-7219	Marlborough Elementary, K-5	708:1
Kate Harman	<a href="mailto:kharman@upsd.org">kharman@upsd.org</a> (215) 541-2472	District Social Worker, K-12	3371:1

## UPPER PERKIOMEN SCHOOL DISTRICT MISSION STATEMENT

The Upper Perkiomen School District empowers learners, fosters community partnerships and inspires innovation to maximize personal growth.

## UPPER PERKIOMEN SCHOOL DISTRICT VISION STATEMENTS

The Upper Perkiomen School District:

- Provides a safe and supportive school environment that values and is responsive to uniqueness of each individual.
- Encourages all students and staff to responsibly advocate for themselves and actively make choices in their own learning.
- Nurtures a student centered learning environment that enhances critical and creative thinking.
- Will provide students access to a full continuum of learning experiences in order to actualize their personal growth.
- Fosters and utilizes local and global connections to cultivate learning experiences within and beyond the classroom

## SCHOOL COUNSELING DEPARTMENT MISSION STATEMENT

The Upper Perkiomen School District Counseling Program is designed to enhance and teach all students the skills needed to be independent and productive citizens in a diverse society. Students are taught how to maximize their learning of academic, personal, social, and career skills, and are encouraged to cultivate their independence and creativity. Our program focuses on needs, interests, and issues related to the various stages of personal growth and development. Making connections to services and resources through collaboration with all stakeholders: parents, educators/administrators, business community, post-secondary institutions and students. The counseling department is an integral part of the total educational experience within the Upper Perkiomen School District.

## SCHOOL COUNSELING STUDENT ACADEMIC/CAREER PLAN PROCESS OVERVIEW

### Step 1: Reflection and Guided Self-Evaluation

- *The first step in career planning should be to gather information about yourself to assist in making a decision about a career.*

### Step 2: Exploration

- *The second step in career planning is to explore and research your options. Exploring takes your self-assessment a step further by looking at your personal interests, skills, values, and work-life needs and narrowing down areas of possibilities.*

### Step 3: Decision-Making and Goal Setting

- *After having completed your self-assessment and explored your options you should be ready to make some career decisions. The question now is how you will decide.*

### Step 4: Gaining Experience

- *Career related experience can help you develop the skills, abilities and knowledge to solidify your career goals.*

### Step 5: Implementation

- *This is the step in the process where you implement what you have learned and move forward towards a new job or more advanced education. You should also continue to evaluate your options and make adjustments as needed.*

PROGRAM GOALS- ATTENDANCE

<b>HEREFORD ELEMENTARY SCHOOL</b>	
<p><b>Specific Issue:</b> What is the specific Issue based on our school's data?</p>	In 2016-17 school year, 4 students in grades K-5 had 10 or more unexcused absences
<p><b>Measurable:</b> How will we measure the effectiveness of our interventions?</p>	The attendance data for the 2017-18 school year will be compared with the attendance data for 2016-2017 school year
<p><b>Attainable:</b> What outcome would stretch us but is still attainable?</p>	The number of unexcused absences among this student population will decrease X%
<p><b>Results-Oriented:</b> Is this goal reported in results-oriented data (process, perception and outcome)?</p> <p><b>PROCESS:</b> Intervention used, # of students involved, # of staff involved in programs.</p> <p><b>PERCEPTION:</b> Beliefs, attitudes, Knowledge (survey)</p> <p><b>OUTCOME:</b> What changed?</p>	<p><b>PROCESS-</b> SAIP meetings, SAP, Focus Groups, x students involved, Guidance, Administration, and SAP liaison</p> <p><b>PERCEPTION-</b> Survey</p> <p><b>OUTCOME-</b> Number of students who have decreased their absences by X%</p>
<p><b>Time Bound:</b> When will our goal be accomplished?</p>	We will collect and compare data at the end of the 2018-19

**MARLBOROUGH ELEMENTARY SCHOOL**

<p><b>Specific Issue:</b> What is the specific Issue based on our school's data?</p>	<p>In 2016-17 school year, 2 students in grades K-5 had 10 or more unexcused absences</p>
<p><b>Measurable:</b> How will we measure the effectiveness of our interventions?</p>	<p>The attendance data for the 2018-19 school year will be compared with the attendance data for 2016-2017 school year</p>
<p><b>Attainable:</b> What outcome would stretch us but is still attainable?</p>	<p>The number of unexcused absences among this student population will decrease X%</p>
<p><b>Results-Oriented:</b> Is this goal reported in results-oriented data (process, perception and outcome)?</p> <p><b>PROCESS:</b> Intervention used, # of students involved, # of staff involved in programs.</p> <p><b>PERCEPTION:</b> Beliefs, attitudes, Knowledge (survey)</p> <p><b>OUTCOME:</b> What changed?</p>	<p><b>Process-</b> SAIP meetings, SAP, Focus Groups, x students involved, Guidance, Administration, and SAP liaison</p> <p><b>Perception-</b> Survey</p> <p><b>Outcome-</b> Number of students who have decreased their absences by X%</p>
<p><b>Time Bound:</b> When will our goal be accomplished?</p>	<p>We will collect and compare data at the end of the 2018-19</p>

**UPPER PERKIOMEN MIDDLE SCHOOL**

<p><b>Specific Issue:</b> What is the specific Issue based on our school's data?</p>	<p>In 2016-17 school year, 12 students in grades 6-8 had 10 or more unexcused absences</p>
<p><b>Measurable:</b> How will we measure the effectiveness of our interventions?</p>	<p>The attendance data for the 2018-19 school year will be compared with the attendance data for 2016-2017 school year</p>
<p><b>Attainable:</b> What outcome would stretch us but is still attainable?</p>	<p>The number of unexcused absences among this student population will decrease 5%</p>
<p><b>Results-Oriented:</b> Is this goal reported in results-oriented data (process, perception and outcome)?</p> <p><b>PROCESS:</b> Intervention used, # of students involved, # of staff involved in programs.</p> <p><b>PERCEPTION:</b> Beliefs, attitudes, Knowledge (survey)</p> <p><b>OUTCOME:</b> What changed?</p>	<p><b>PROCESS-</b> SAIP meetings, SAP, Focus Groups, x students involved, Guidance, Administration, and SAP liaison</p> <p><b>PERCEPTION-</b> Survey (Naviance--Attendance/Smart Goal 2018)</p> <p><b>OUTCOME-</b> Number of students who have decreased their absences by 5%</p>
<p><b>Time Bound:</b> When will our goal be accomplished?</p>	<p>We will collect and compare data at the end of the 2018-19</p>

**UPPER PERKIOMEN HIGH SCHOOL**

<p><b>Specific Issue:</b> What is the specific Issue based on our school's data?</p>	<p>In 2016-17 school year, 60 students in grades 9-12 had 10 or more unexcused absences</p>
<p><b>Measurable:</b> How will we measure the effectiveness of our interventions?</p>	<p>The attendance data for the 2018-19 school year will be compared with the attendance data for 2016-2017 school year</p>
<p><b>Attainable:</b> What outcome would stretch us but is still attainable?</p>	<p>The number of students with 10 or more unexcused absences in grades 9-12 will decrease by 1%</p>
<p><b>Results-Oriented:</b> Is this goal reported in results-oriented data (process, perception and outcome)? <b>PROCESS:</b> Intervention used, # of students involved, # of staff involved in programs. <b>PERCEPTION:</b> Beliefs, attitudes, Knowledge (survey) <b>OUTCOME:</b> What changed?</p>	<p><b>PROCESS-</b> SAIP meetings, SAP, Focus Groups, Guidance, Administration, and SAP liaison, positive school incentive plan, climate steering committee, 9th grade academy <b>PERCEPTION-</b> Survey (Naviance--Attendance/Smart Goal 2018) <b>OUTCOME-</b> The number of students with 10 or more unexcused absences will have decreased by 6 or more students</p>
<p><b>Time Bound:</b> When will our goal be accomplished?</p>	<p>By the end of the 2018-19 school year, we will collect and compare data at the end of the 2017-2018 school year</p>

PROGRAM GOALS- CAREER AWARENESS

<b>MARLBOROUGH ELEMENTARY SCHOOL</b>	
<p><b>Specific Issue:</b> What is the specific Issue based on our school's data?</p>	<p>Elementary students have a limited exposure to post-secondary and career opportunities. Early awareness and exposure to a wide-range of post-secondary educational and career options can lead students to set high academic goals that connect to their career goals.</p>
<p><b>Measurable:</b> How will we measure the effectiveness of our interventions?</p>	<p>The effectiveness of the intervention will be measured by the student's ability to identify three personal career interests and three sparks and interests.</p>
<p><b>Attainable:</b> What outcome would stretch us but is still attainable?</p>	<p>90% of 5th grade students will demonstrate the ability to discuss a post-secondary educational opportunity and also three personal career interests.</p>
<p><b>Results-Oriented:</b> Is this goal reported in results-oriented data (process, perception and outcome)? <b>PROCESS:</b> Intervention used, # of students involved, # of staff involved in programs. <b>PERCEPTION:</b> Beliefs, attitudes, Knowledge (survey) <b>OUTCOME:</b> What changed?</p>	<p><b>Process</b> - All 5th grade students will participate in career awareness lessons.  <b>Perception</b> - pre/posttest knowledge, beliefs and attitudes about post-secondary and careers.  <b>Outcome</b> - Based on the survey data, 90% of the 5th grade students will be able to identify three personal career interests and a post-secondary educational opportunity.</p>
<p><b>Time Bound:</b> When will our goal be accomplished?</p>	<p>The goal will be accomplished by May of the 5th grade year.</p>



## HEREFORD ELEMENTARY SCHOOL

<p><b>Specific Issue:</b> What is the specific Issue based on our school's data?</p>	<p>Elementary students have a limited exposure to post-secondary and career opportunities. Early awareness and exposure to a wide-range of post-secondary educational and career options can lead students to set high academic goals that connect to their career goals.</p>
<p><b>Measurable:</b> How will we measure the effectiveness of our interventions?</p>	<p>The effectiveness of the intervention will be measured by the students' ability to identify three personal career interests and three sparks and interests.</p>
<p><b>Attainable:</b> What outcome would stretch us but is still attainable?</p>	<p>90% of 5th grade students will demonstrate the ability to discuss a post-secondary educational opportunity and also three personal career interests.</p>
<p><b>Results-Oriented:</b> Is this goal reported in results-oriented data (process, perception and outcome)? <b>PROCESS:</b> Intervention used, # of students involved, # of staff involved in programs. <b>PERCEPTION:</b> Beliefs, attitudes, Knowledge (survey) <b>OUTCOME:</b> What changed?</p>	<p><b>Process</b> - All 5th grade students will participate in career awareness lessons.  <b>Perception</b> - pre/posttest knowledge, beliefs and attitudes about post-secondary and careers.  <b>Outcome</b> - Based on the survey data, 90% of the 5th grade students will be able to identify three personal career interests and a post-secondary educational opportunity.</p>
<p><b>Time Bound:</b> When will our goal be accomplished?</p>	<p>The goal will be accomplished by May of the 5th grade year.</p>

## UPPER PERKIOMEN MIDDLE SCHOOL

<p><b>Specific Issue:</b> What is the specific Issue based on our school's data?</p>	<p>Middle school students will participate in lessons related to Career Awareness in 6th, 7th and 8th grades. Continued exposure to post-secondary educational and career options will support students in setting academic goals.</p>
<p><b>Measurable:</b> How will we measure the effectiveness of our interventions?</p>	<p>Students will be able to identify potential post-secondary plans for continuing education and/or career pathways.</p>
<p><b>Attainable:</b> What outcome would stretch us but is still attainable?</p>	<p>90% of middle school students will be able to discuss post-secondary educational options and identify a potential career interest.</p>
<p><b>Results-Oriented:</b> Is this goal reported in results-oriented data (process, perception and outcome)?</p> <p><b>PROCESS:</b> Intervention used, # of students involved, # of staff involved in programs.</p> <p><b>PERCEPTION:</b> Beliefs, attitudes, Knowledge (survey)</p> <p><b>OUTCOME:</b> What changed?</p>	<p><b>Process</b> - All middle school students will participate in Career Awareness lessons.</p> <p><b>Perception</b> - Journal entries and documentation in Naviance.</p> <p><b>Outcome</b> - 6th and 7th graders will be able to identify three career clusters that currently fit with their identified interests. 8th graders will identify one program at the Western Center that they found to be the most interesting to them and identify potential career paths from that program.</p>
<p><b>Time Bound:</b> When will our goal be accomplished?</p>	<p>Goals will be accomplished by May of the school year.</p>

## UPPER PERKIOMEN HIGH SCHOOL

**Specific Issue:**

What is the specific Issue based on our school's data?

During the 2016-17 school year, only 85% of seniors indicated that they had a post-secondary plan.

**Measurable:**

How will we measure the effectiveness of our interventions?

The senior survey/HS profile data for the 2016-17 school year will be compared with the same data for 2018-2019 school year

**Attainable:**

What outcome would stretch us but is still attainable?

90% of seniors will be able to identify their post-secondary plan

**Results-Oriented:**

Is this goal reported in results-oriented data (process, perception and outcome)?

**PROCESS:**

Intervention used, # of students involved, # of staff involved in programs.

**PERCEPTION:**

Beliefs, attitudes, Knowledge (survey)

**OUTCOME:**

What changed?

**PROCESS-** Individual senior meetings, increase number of college visits offered, STAR club, Application assistance sessions and placement testing with MCCC, mandatory PSAT administration to all 10th graders, Chamber of Commerce Participation, Job Shadowing, Work Program, 339 activities

**PERCEPTION-** Project, Reflection Journal in Naviance,

**OUTCOME-** 90% of seniors will identify a post-secondary plan

**Time Bound:**

When will our goal be accomplished?

We will collect and compare data at the end of the 2018-2019 school year

PROGRAM GOALS- SCHOOL CLIMATE

<b>MARLBOROUGH ELEMENTARY SCHOOL</b>	
<p><b>Specific Issue:</b> What is the specific Issue based on our school's data?</p>	<p>During the 2017-2018 school year, 708 of K-5 students participated in one or more school-related activity.</p>
<p><b>Measurable:</b> How will we measure the effectiveness of our interventions?</p>	<p>The number of students participating in a school-related activity.</p>
<p><b>Attainable:</b> What outcome would stretch us but is still attainable?</p>	<p>90% of students will be participating in a school related activity.</p>
<p><b>Results-Oriented:</b> Is this goal reported in results-oriented data (process, perception and outcome)? <b>PROCESS:</b> Intervention used, # of students involved, # of staff involved in programs. <b>PERCEPTION:</b> Beliefs, attitudes, Knowledge (survey) <b>OUTCOME:</b> What changed?</p>	<p><b>Process</b> - All students will participate in classroom lessons regarding respectful, responsible, safe, and kind.  <b>Perception</b> - Students, Teachers and Staff all complete a district wide climate survey.  <b>Outcome</b> - Data will be collected and compared to the previous year's climate survey results. Areas of weakness will be targeted for the upcoming school year.</p>
<p><b>Time Bound:</b> When will our goal be accomplished?</p>	<p>Data from the end of the 2017 - 2018 school year will be compared with data from the 2016 - 2017 school year as soon as available. Approximately October of 2018.</p>

## HEREFORD ELEMENTARY SCHOOL

<p><b>Specific Issue:</b> What is the specific Issue based on our school's data?</p>	<p>During the 2017-18 school year 880 students were educated on the importance of being respectful, responsible, safe, and kind with the understanding that these lessons would decrease the number of behavioral referrals to administration.</p>
<p><b>Measurable:</b> How will we measure the effectiveness of our interventions?</p>	<p>The number of students participating in a school-related activity</p>
<p><b>Attainable:</b> What outcome would stretch us but is still attainable?</p>	<p>85% of the students will fall in the green range of and have fewer than five behavioral reports.</p>
<p><b>Results-Oriented:</b> Is this goal reported in results-oriented data (process, perception and outcome)?</p> <p><b>PROCESS:</b> Intervention used, # of students involved, # of staff involved in programs.</p> <p><b>PERCEPTION:</b> Beliefs, attitudes, Knowledge (survey)</p> <p><b>OUTCOME:</b> What changed?</p>	<p><b>Process</b> - All students will participate in classroom lessons regarding respectful, responsible, safe, and kind.</p> <p><b>Perception</b> - Classroom lessons for all teaching staff and students will be conducted at the beginning of the school year with repeated reminders at the mid-way point.</p> <p><b>Outcome</b> - Data will be collected and compared to last year's behavioral data with the objective of having less students referred to administration.</p>
<p><b>Time Bound:</b> When will our goal be accomplished?</p>	<p>Data from the end of the 2017-18 school year will be compared with data from the 2016-17 school year</p>

## UPPER PERKIOMEN MIDDLE SCHOOL

<p><b>Specific Issue:</b> What is the specific Issue based on our school's data?</p>	<p>During the 2017-18 school year, the total enrollment for all school-sponsored extracurricular activities was 962 participants.</p>
<p><b>Measurable:</b> How will we measure the effectiveness of our interventions?</p>	<p>The number of students participating in one school-related activity.</p>
<p><b>Attainable:</b> What outcome would stretch us but is still attainable?</p>	<p>5% increase in the overall enrollment in our school-sponsored extracurricular activities</p>
<p><b>Results-Oriented:</b> Is this goal reported in results-oriented data (process, perception and outcome)?</p> <p><b>PROCESS:</b> Intervention used, # of students involved, # of staff involved in programs.</p> <p><b>PERCEPTION:</b> Beliefs, attitudes, Knowledge (survey)</p> <p><b>OUTCOME:</b> What changed?</p>	<p><b>Process</b> - Career Day, Western Center Visit, School Clubs, SAP, Small Groups, Counselor meetings, 5th grade orientation, school wide positive behavior recognition</p> <p><b>Perception</b> - Survey</p> <p><b>Outcome</b> - We will have at least 1010 participants in our school-sponsored extracurricular activities.</p>
<p><b>Time Bound:</b> When will our goal be accomplished?</p>	<p>Data from the end of the 2018 - 2019 school year will be compared with data from the 2017 – 2018 school year.</p>

## UPPER PERKIOMEN HIGH SCHOOL

<p><b>Specific Issue:</b> What is the specific Issue based on our school's data?</p>	<p>During the 2017-18 school year, the total enrollment for all school-sponsored extracurricular activities was 1203 participants.</p>
<p><b>Measurable:</b> How will we measure the effectiveness of our interventions?</p>	<p>The number of students participating in one of 12 clubs, 23 sports teams, 3 bands, 4 choirs, or orchestra.</p>
<p><b>Attainable:</b> What outcome would stretch us but is still attainable?</p>	<p>5% increase in the overall enrollment in our school-sponsored extracurricular activities</p>
<p><b>Results-Oriented:</b> Is this goal reported in results-oriented data (process, perception and outcome)?</p> <p><b>PROCESS:</b> Intervention used, # of students involved, # of staff involved in programs.</p> <p><b>PERCEPTION:</b> Beliefs, attitudes, Knowledge (survey)</p> <p><b>OUTCOME:</b> What changed?</p>	<p><b>PROCESS-</b> Club Fair, 9th grade orientation, Academy scholars, SAP, counselor meetings, principal advisory committee, positive incentive committee, culture committee, Link it Crew, daily i/e period, mentoring.</p> <p><b>PERCEPTION-</b> Survey, Rosters</p> <p><b>OUTCOME-</b> We will have at least 1265 participants in our school-sponsored extracurricular activities.</p>
<p><b>Time Bound:</b> When will our goal be accomplished?</p>	<p>Data from the end of the 2018-19 school year will be compared with data from the 2017-18 school year.</p>

## STAKEHOLDERS

### **Students:**

The students of Upper Perkiomen School District will understand the connection between the classroom and future endeavors. Students will possess the ability to maximize learning of academic, personal, social, and career skills as independent and creative individuals. Students will gain an understanding of how their education and skills will directly impact their success in the workforce.

Students will provide feedback to various areas of the district in the form of surveys or anecdotal evidence. Student feedback, along with other stakeholders, will be crucial to the design and implementation of programs. Representatives of this group will be members of the district school counseling advisory council.

### **Parents:**

Upper Perkiomen School District understands that parents are an integral part of the development of student growth. Parents understand the importance of their role of working beyond the school day to foster independence, strong character, and academic responsibility. The district will support them through ongoing communication, facilitating community resources, and offering relevant training opportunities.

In partnership with the school district, parents will engage in various forms of communication regarding their student's needs and goals and foster an environment that is productive to learning. Representatives of this group will be members of the district school counseling advisory council.

### **Educators:**

Educators will be impacted by becoming aware of the standards and guidance curriculum as well as promote the beliefs and mission of the school counseling program through classroom instruction, meetings with parents, students, and community members, and by attending and participating in programs developed by the school counseling department.

Educators will be an integral part of the K-12 School Counseling Plan. They will integrate programming into their curriculum and provide feedback regarding the effectiveness and relevance of the programming. They will also evaluate student progress and assist in the documentation of their growth. Representatives of this group will be members of the district school counseling advisory council.

### **Business/Community:**

The local business community, The Open Link, and/or Upper Perk Chamber of Commerce will be impacted by the school counseling program by developing partnerships with the district and student population. The local business community will benefit by having access to prospective employees who have an understanding of the value of positive social interactions, teamwork, goal setting, communication, and the academic skills needed in the workforce. Representatives of this group will be members of the district school counseling advisory council.



As partners, members of the business community, The Open Link, and Upper Perk Chamber of Commerce will provide opportunities to students to job shadow, mentor, and provide support of guidance curriculum in the area of workplace expectations as well as serve on the K-12 School Counseling Plan. This reciprocal relationship will mutually benefit all stakeholders. Representatives of this group will be members of the district school counseling advisory council.

### **Post-Secondary:**

Post-Secondary partners will be impacted by the school counseling program by developing community partnerships with the Upper Perkiomen School District to make students aware of the programs and opportunities available at their institution. Partners shall include post-secondary opportunities including private colleges, public colleges, community colleges, military career options, and career training institutions.

Post-Secondary partners will serve on the K-12 School Counseling Plan to help guide the school counseling program in preparing our students for postsecondary success. Post-secondary partners will provide opportunities for students to present, research, explore, and tour campuses, programs, and facilities. Representatives of this group will be members of the district school counseling advisory council.

## ROLE OF THE SCHOOL COUNSELOR

School Counselors should possess the knowledge, abilities, skills, and attitudes necessary to plan, organize, implement, and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

### **Leader:**

The Upper Perkiomen School District (UPSD) counselors act in the role of leader by effectively creating, implementing, and monitoring a comprehensive counseling plan. The UPSD counselors work with students, families, administrators, community groups, and post-secondary institutions and are seen as the catalyst of bridging the gap between these different stakeholders.

### **Advocate:**

The Upper Perkiomen School District counselors act as the voice of the student population. The UPSD counseling department promote student achievement by advocating for students' academic, career and personal/social developmental needs. The UPSD counselors advocate and impact attitudes, policies, and practices to reduce or eliminate barriers so that students can be successful in meeting their career, personal/social and academic needs. The UPSD counselors demonstrate advocacy by:

- Conducting individual, small group and large group lessons and activities.
- Promoting and designing a proactive approach that strives to meet the needs of all students.
- Responding to students needs in a prompt and professional manner that addresses students' needs while in a crisis.
- Assessing the need for internal and external mental health referrals for students when appropriate.
- Identifying community resources and building partnerships that can be utilized to bolster student achievement.

**Collaborator:**

The Upper Perkiomen School District counselors work with stakeholders both inside our buildings and in the community in order to develop and enhance the comprehensive school counseling program. Through collaboration school counselors can build relationships and access additional resources and build relationships. The UPSD counselors demonstrate collaboration by sitting on the following committees/teams, including but not limited to:

- Western Montgomery Career and Technology Center Principal/Counselor Meetings
- Montgomery County Community College and Dual Enrollment meetings
- School Climate Committee
- Wellness Committee
- Scheduling Committee
- 9th Grade Academy
- Faculty Action Committee
- At-Risk/ Dropout Prevention meetings
- Chamber of Commerce Meetings
- School-wide Safety Committee
- Data Team
- IEP, Multidisciplinary, and 504 Teams
- Student Assistance Program (SAP) Team Member
- QBS Team
- Preschool to Grade 3 Alliance Team
- Multi-Tiered System of Support (MTSS) facilitator
- ASIST Trained

**Agent of Systemic Change:**

The Upper Perkiomen School District Counselors are expected to serve the needs of every student within the school district. The UPSD counselors have the privilege of having access to student achievement, attendance records, behavioral and social/emotional data that assists the counselors in designing a program to meet the needs of individual students. UPSD counselors are able to see the bigger picture in terms of each student in order to identify barriers that may prevent them from achieving college and career readiness.

The UPSD counselors demonstrate systemic change by:

- Identifying systemic barriers, through data analysis, to student success and attempting to remove those obstacles.
- Designing comprehensive programs that seek to deliver the program components equitably to all students.
- Creating clear guidelines and practices that address societal issues such as relational aggression, dating violence, and cyberbullying.

UPPER PERKIOMEN SCHOOL DISTRICT ADVISORY COUNCIL

The advisory council meeting will meet twice a year, preferably once in the fall and once in the spring. Agenda, program goals, and minutes will be provided in a timely manner.

ADVISORY COUNCIL MEMBERSHIP

NAME	ROLE
Deborah Brien	Community Member and Parent
Adrienne Brown	Community Member and Parent
Norma-Jean Mertz	Community Member and Parent
Stuart Bush	Executive Director- The Open Link
Jennifer Butler	Executive Director- MontcoWorks
Robert Carpenter	Parent and Principal- Upper Perkiomen High School
Melanie Cunningham	School board member, President & Quality Control Manager- Titanium Finishing
Kim Detwiler	SVP, Director of Corporate Communications- Univest Corporation of PA
Brenda Diehl	Human Resources Director- Bracalente Manufacturing Group
David DiMattio	Vice President- Montgomery County Community College, West Campus
Andrea Farina	Asst. Superintendent- Upper Perkiomen School District
Michele Fillippo	PERK UP Project Coordinator, UPV Chamber of Commerce
Kyle Longacre	Program Administrator for College & Career Readiness- MCIU
Barbara Mueller	School-to-Work Coordinator- WMCTC

NAME	ROLE
Carol Obando-Derstine	Regional Affairs Director- PPL Electric Utilities
George Reigle	Director of Pupil Services & Special Education- Upper Perkiomen School District
Michele Rodenberger	UPV Chamber of Commerce, Parent
Pete Rosenquist	Owner- US Tape
Luanne Stauffer	UPV Chamber of Commerce
Shane Thrush	Work Program Coordinator, Special Education Department Head-UPHS
Judith Maginnis	School Board Member, Parent
TBD	Hereford Student
TBD	Marlborough Student
TBD	Middle School Student
TBD	High School
TBD	Western Center Student

UPPER PERKIOMEN SCHOOL DISTRICT MONTHLY COUNSELING CALENDAR

UPPER PERKIOMEN HIGH SCHOOL

Counselor Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-counselor Related
<b>August</b>					
<b>ACADEMIC:</b>					
Scheduling		Individual Student Planning (drop/change)	Individual Student Planning		
Master Schedule Conflicts and Revisions			meet with/ correspond with students who have scheduling conflicts		
New Student Enrollments			Individual Student Planning		
Grade Level Meetings	Assemblies by grade				
AP exams				AP audit	
Gateway to Success			Assist with application and placement testing for selected student	Meet to nominate and select student for program	
High School Honors Program (DeSales, Lehigh, Moravian)			Assist with application to program	Meet to nominate and select students for program	
High School Profile					

**CAREER**

Naviance Introduction	Classroom presentation			Update Naviance welcome pages per grade level	
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**SOCIAL/EMOTIONAL**

Freshman Orientation	Freshman Orientation (Tour and Activity)				
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**September**

**ACADEMIC:**

Dual Enrollment	Promotion of Dual Enrollment to students within eligible coursework	Small group sessions to assist with application to MCCC and registering for dual credit			
PSAT Planning	Advertising, sign-up, ordering				proctor scheduling, proctor training, supervisor training, schedule development, logistics development, accommodations planning
Awards Assembly		Present awards at evening assembly			
Campus Visit to Montgomery County Community College		College and Career Prep Class (plus additional interested students)			

College Application Process	meet with every senior to develop college/career plan	process applications of seniors applying to postsecondary schools -- letters of rec, school reports, etc.	additional help with individual students/parents as needed		
<b>CAREER</b>					
<b>SOCIAL/EMOTIONAL</b>					
Safe Driving Event	Hand on presentation with all 11th and 12th graders				
Mental Health Table	Mental/Behavioral health liaison provided resources to all students in hallway				
US Army Anti-Bullying Lesson	Presentation and Simulation with all 9th and 10th graders				
Freshman Meetings	Individual meetings with every 9th grader				
<b>October</b>					
<b>ACADEMIC</b>					
Open House					
Grade 10/11 PSAT	Pre-admin meeting with all 10th graders	Pre-admin with select 11th graders		test delivery in classrooms	
Financial Aid Night	Parent and Student Information Session on FAFSA/PHEAA				

College Application Process	meet with every senior to develop college/career plan	process applications of seniors applying to postsecondary schools -- letters of rec, school reports, etc.	additional help with individual students/parents as needed		
Alumni Tracker				Prepare and send data	
<b>CAREER</b>					
College and Career Planning	meet with every senior to develop college/career plan				
<b>SOCIAL/EMOTIONAL</b>					
<b>November</b>					
<b>ACADEMIC</b>					
Guidance Budgeting				delegating guidance funds	
Financial Aid Planning		Presentation to Personal Finance Class			
AP exams				Survey of curriculum and staff	
Parent/Teacher Conferences		team meeting			
Academic Progress Reviews		meet individually with failing students and communicating with parents			



College Application Process	meet with every senior to develop college/career plan	process applications of seniors applying to postsecondary schools -- letters of rec, school reports, etc.	additional help with individual students/parents as needed		
Program of Studies				review/revise documents	
<b>CAREER</b>					
<b>SOCIAL/EMOTIONAL</b>					
Holiday Help				Select at-risk students, identify needs	
<b>December</b>					
<b>ACADEMIC</b>					
Grade 10/11 PSAT			interpreting results		billing and fee waiver processing
High School Honors Program (DeSales, Lehigh, Moravian)			Assist with application to program	Meet to nominate and select students for program	
Lenfest Applications		Meet with qualifying students	process applications of students		
College Application Process	meet with every senior to develop college/career plan	process applications of seniors applying to postsecondary schools -- letters of rec, school reports, etc.	additional help with individual students/parents as needed		

Keystone Testing					Proctoring, Make-up testing
<b>CAREER:</b>					
Western Montgomery Career and Technical Center Recruitment	Western Center Presentations to 9th Grade	Setting up visits to interested students	Processing Individual Applications, Creating plans with students		
<b>SOCIAL/EMOTIONAL</b>					
Holiday Help		meet with students or families to deliver goods			
<b>January</b>					
<b>ACADEMIC</b>					
Course Selection		Individual Student Planning (Drop/Change)	Individual Student Planning		
keystone testing administration					Keystone Proctoring
Dual Enrollment	Promotion of Dual Enrollment to students within eligible coursework	Small group sessions to assist with application to MCCC and registering for dual credit			
Application Assistance for Montgomery County Community College		small group sessions			
Registration for Pre-placement Testing at Montgomery County Community College		small group sessions			

College Application Process	meet with every senior to develop college/career plan	process applications of seniors applying to postsecondary schools -- letters of rec, school reports, etc.	additional help with individual students/parents as needed		
College Night Planning				setting up speakers, facilities management, advertising	
Academic Progress Reviews		meet individually with failing students and communicating with parents			
Naviance Introduction	Classroom presentation				
<b>CAREER</b>					
<b>SOCIAL/EMOTIONAL</b>					
<b>February</b>					
<b>ACADEMIC</b>					
Course Selection			Individual Student Planning		
College Application Process	meet with every senior to develop college/career plan	process applications of seniors applying to postsecondary schools -- letters of rec, school reports, etc.	additional help with individual students/parents as needed		

AP exams		AP student registration with select students			
Alumni Tracker				Prepare and send data	
<b>CAREER</b>					
<b>SOCIAL/EMOTIONAL</b>					
Dating Violence presentation	9th grade health classes				
True Stories (Drug and Alcohol Prevention)	9th grade health classes				
Friends for Life (Suicide Prevention)	9th grade health classes				
<b>March</b>					
<b>ACADEMIC</b>					
Scheduling			Individual Student Planning		
College Night	Presentation to families regarding college application process	Breakout sessions on specific topics			
AP exams		AP student registration (with select students)			
Senior Awards				Application and Information update	Benefactor correspondence and timeline creation

National Honors Society				Selection of inductees	
<b>CAREER</b>					
<b>SOCIAL/EMOTIONAL</b>					
<b>April</b>					
<b>ACADEMIC</b>					
Senior Awards Process	Senior Awards made available and application completion sessions for students to gather more info	committees to select recipients	individual application help		forming committees, corresponding with benefactors, updating paperwork
Montgomery County Community College Placement Testing		organize pre-admin small group session		organize test admin	
AP exams		AP pre-admin			
Junior Class Presentations	College Search Process				
Academic Progress Reviews		meet individually with failing students and communicating with parents			
<b>CAREER</b>					
<b>SOCIAL/EMOTIONAL:</b>					

<b>May</b>					
<b>ACADEMIC</b>					
AP exams		AP exam administration			Proctoring AP Exams
Senior Awards	Senior Awards Night			Planning/Setting up for night	gathering checks for recipients, managing awards attendees, benefactor correspondence,
Master Schedule Conflicts and Revisions			meet with students who have scheduling conflicts		
Keystone Testing					Proctoring, Make-up testing
<b>CAREER</b>					
<b>SOCIAL/EMOTIONAL</b>					
<b>June</b>					
<b>ACADEMIC</b>					
Graduation	Practice and execution of Commencement				
Senior Survey	Naviance Survey				

AP exams				Paperwork and payment completed and submitted	
Master Schedule Conflicts and Revisions			meet with students who have scheduling conflicts		
<b>CAREER</b>					
Senior Survey	senior meeting				
<b>SOCIAL/EMOTIONAL</b>					
<b>July</b>					
<b>ACADEMIC</b>					
College Visitation Coordination				Coordinating college visitation calendar	
National Merit Scholarship Nominations				Application for nominees	
Military Academy Application			Meet with student/family, complete application		
Master Schedule Conflicts and Revisions			meet with/ correspond with students who have scheduling conflicts		
Fall PSAT Ordering					ordering materials

**CAREER**

Technical School Visitation Coordination				Coordinating technical school visitation calendar	
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**UPPER PERKIOMEN MIDDLE SCHOOL**

<b>Counselor Activity</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non-counselor Related</b>
<b>August</b>					
Academic:					
Career:					
Social/Emotional:	Orientation for students new to district				
<b>September</b>					
Academic:	6th How to get good Grades 6th Grade Meet & Greet				
Career:	6th Grade Meet & Greet			Faculty Meeting-	
Social/Emotional:	6th Grade Meet & Greet	Data collection on at risk students		Open House	
<b>October</b>					
Academic:	6th Grade Meet & Greet				



Career:	6th Grade Meet & Greet				
Social/Emotional:	6th Grade Meet & Greet/ Red Ribbon Week 6-8 Gr. "Be the change you wish to see in the world" Guest speaker				
<b>November</b>					
Academic:	7th Grade Meet & Greet	Parent Teacher Conference			
Career:	CTC Visit (8th Gr)/ Naviance and Journal 7th Grade Meet & Greet			Naviance Training for Staff	
Social/Emotional:	7th Grade Meet & Greet	Winter Coat Drive			
<b>December</b>					
Academic:	7th Grade Meet & Greet				
Career:	7th Grade Meet & Greet				
Social/Emotional:	Empathy GL 7th Grade Meet & Greet	Guidance Groups 6-8	7th Grade Meet & Greet		
<b>January</b>					
Academic:	7th Grade Meet & Greet				
Career:	Naviance/ Career Cluster/ 7th Grade Meet & Greet				

Social/Emotional:	7th Grade Meet & Greet	Guidance Groups 6-8			
<b>February</b>					
Academic:	9th Grade Scheduling/				
Career:	9th Grade Scheduling/ 6th Gr Interest Inventory				
Social/Emotional:					
<b>March</b>					
Academic:	PSSA TEST Admin.			PSSA Test Delivery	
Career:	Holland's Inventory (7th)/Naviance			8th grade Career Day Communication	
Social/Emotional:	6th Social Media GL				
<b>April</b>					
Academic:	PSSA Test Admin			PSSA Test Delivery	
Career:				8th Grade Career Day Communication	
Social/Emotional:	6th Social Media GL			Suicide Awareness LESSON through SAP	
<b>May</b>					
Academic:				GIFTED IEP/Meetings	

Career:	Career Day -8th Grade			8th Grade Career Day Setup	
Social/Emotional:	5th Grade Orientation/ 6th Mindfulness GL				Student video
<b>June</b>					
Academic:		Light's retention Scale		Teacher conferences regarding course failures	
Career:					
Social/Emotional:					SAP data entry for PDE
<b>July</b>					
Academic:					
Career:					
Social/Emotional:					

## HEREFORD ELEMENTARY SCHOOL

Counselor Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non-counselor Related
<b>August</b>					
Academic: Bracken new students			Testing to get a baseline for the incoming students	Bracken new students	
Academic:				Meet the Teacher Night	
Career: Learn students interests and likes - Sparks	Worksheet/Google Doc to help follow students				
Social/Emotional:				Meet the Teacher Night	
Social/Emotional: - Preparing the students for the start of new year	Welcome address to students and introductions. Setting students up with school and individual goals for year (Google Docs for Goal Setting)				
<b>September</b>					
Academic: Be Safe, Be Respectful, Be Kind, Be Responsible	Classroom lessons and Area Lessons			SWPBIS - LESSONS	
Academic: Gifted Screenings			Gifted Screening		
Academic: Parent Meetings				Evaluation Parent Request Meetings	

Career: Character Building Skills	Teaching Respect, Responsibility, Kind				
Career: Learn students interests and likes - Sparks				Interest and finding out about the students	
Social/Emotional: Bullying, Be Safe, Be Respectful, Be Kind, Be Responsible		MTSS--Behavioral as needed		SWPBIS - LESSONS	
<b>October</b>					
Academic:				Evaluation Parent Request Meetings	
Career:					
Social/Emotional: Personal Space, Peer Interaction	Personal Space - Use of Language - Peer Interaction lesson in classroom	MTSS--Behavioral as needed			
<b>November</b>					
Academic: Universal Screener given to all 2nd Grade		CoGat - universal screener	CoGat - universal screener		
Academic: Parent Teacher Conferences				Parent Conferences	
Career:					
Social/Emotional:		Anger Management / Coping Skills / Stress Management			
Social/Emotional:		Classroom Survival Skills			

Social/Emotional:		Social interactions / Appropriate behaviors			
Social/Emotional:		Friendship			
Social/Emotional:		Feelings			
Social/Emotional:	Body under Control/Peer Interaction at Recess Lesson	MTSS--Behavioral as needed		504 Meetings	
<b>December</b>					
Academic: Data Meetings				Updated academic data to discuss progress	
Career:					
Social/Emotional:		Anger Management / Coping Skills / Stress Management			
Social/Emotional:		Classroom Survival Skills			
Social/Emotional:		Social interactions / Appropriate behaviors			
Social/Emotional:		Friendship			
Social/Emotional:		Feelings			
Social/Emotional:		MTSS--Behavioral as needed			
<b>January</b>					

Academic:					
Career:					
Social/Emotional:		MTSS--Behavioral as needed			
<b>February</b>					
Academic: Data Meetings				Updated academic data to discuss progress	
Career:					
Social/Emotional:		Anger Management / Coping Skills / Stress Management			
Social/Emotional:		Classroom Survival Skills			
Social/Emotional:		Social interactions / Appropriate behaviors			
Social/Emotional:		Friendship			
Social/Emotional:		Feelings			
Social/Emotional:		MTSS--Behavioral as needed			
<b>March</b>					
Academic:				Parent/Teacher Conferences	

Career:					
Social/Emotional:		Anger Management / Coping Skills / Stress Management			
Social/Emotional:		Classroom Survival Skills			
Social/Emotional:		Social interactions / Appropriate behaviors			
Social/Emotional:		Friendship			
Social/Emotional:		Feelings			
Social/Emotional:		MTSS--Behavioral as needed			
<b>April</b>					
Academic:PSSA- School Assessment Coordinators		PSSA - Proctoring			
Career:					
Social/Emotional:		MTSS--Behavioral as needed			
<b>May</b>					
Academic: Transition to MS				Transition Meetings, tour, and meeting with	
Academic: Data Meetings				Updated academic data to discuss progress	



Career:					
Social Emotional: Transition to MS				Tour and meetings with middle school counselors	
Social/Emotional:		MTSS--Behavioral as needed		Walnut Street Theater, Transition Meetings, Middle School Tour	
<b>June</b>					
Academic:				Bracken Assessment for School Readiness	
Career:					
Social/Emotional:		MTSS--Behavioral as needed			

**MARLBOROUGH ELEMENTARY SCHOOL**

<b>Counselor Activity</b>	<b>Curriculum (Tier 1)</b>	<b>Responsive (Tier 2)</b>	<b>Individual Academic/Career Counseling</b>	<b>System Support</b>	<b>Non-counselor Related</b>
<b>August</b>					
Academic:				Meet the Teacher Night	504 updates
Career:					
Social/Emotional:	Start of school year assembly				
<b>September</b>					
Academic:					504 updates
Career:					
Social/Emotional:	K- Introduce expected/unexpected behaviors, Thinking Thoughts and Feeling Feelings. (Book 1)		Met with students as need.		
	1st- Reviewed Following Group Plan, Thinking with your eyes, Body in the Group, Whole Body Listening, Hidden Rules and Smart Guess (1-7)				
	2nd- Reviewed Following Group Plan, Thinking with your eyes, Body in the Group and Whole Body Listening. Book (1-5)				
<b>October</b>					
Academic:	3rd- Read and discussed "Your Fantastic Elastic Brain". Then labeled a brain.				504 updates

	4th- Introduced Growth Mindset. Discussed Neurons and had student build their own. Showed the connection.				
Career:	5th- Students took interest inventory online. Saved data for future use. (mynextmove.org)				
Social/Emotional:	K- Introduced The Group Plan and Thinking with your Eyes. (Book 2,3)	Small groups started. Scheduled once every cycle.	Met with students as need.		
	1st- Introduced Flexible vs. Stuck Thinking, Size on my Problem and Sharing your Imagination.				
	2nd- Hidden Rules (Book 6)				
<b>November</b>					
Academic:	3rd- Read and discussed "What Shoes Will You Wear"			Parent/Teacher Conferences	504 updates
	4th-				
Career:	5th- Searched careers based on results of interest inventory.				
Social/Emotional:	K- Body in the Group (Book 4)	Small groups once every cycle.	Met with students as need.		
	1st- Social Detective				
	2nd- Smart Guess vs. Wacky Guess (Book 7)				
<b>December</b>					
Academic:	3rd- Students took interest inventory online. Saved data for future use.				504 updates
Career:					
Social/Emotional:	K- Whole Body Listening (Book 5)	Small groups once every cycle.	Met with students as need.		

	1st-				
	4th-				
	5th-				
<b>January</b>					
Academic:					504 updates
Career:					
Social/Emotional:	K- Hidden Rules (Book 6)	Small groups once every cycle.	Met with students as need.		
	1st- Making Friends is an Art				
	2nd- Flexible vs. Stuck Thinking (Book 8)				
<b>February</b>					
Academic:					504 updates
Career:					
Social/Emotional:	K- Smart Guesses (Book 7)	Small groups once every cycle.	Met with students as need.		
	1st- Tease Monster, A Frog Thing, Just a Little Bit				
	2nd- Size of My Problem (Book 9)				
<b>March</b>					
Academic:				Parent/Teacher Conferences	504 updates

Career:					
Social/Emotional:	K- Flexible and Stuck Thinking (Book 8)	Small groups once every cycle.	Met with students as need.		
	1st- Glenna's Seeds, We are all alike, We are all different				
<b>April</b>					
Academic:					504 updates PSSA test administration and make-ups.
Career:					
Social/Emotional:	K- Size of my Problem (Book 9)		Met with students as need.		
	1st- Bubble Gum Brain, Cecil's Garden, Zack Apologizes.				
<b>May</b>					
Academic:					504 updates PSSA test administration and make-ups.
Career:					
Social/Emotional:	K- Shared Imagination (Book 10)	Small groups once every cycle.	Met with students as need.		
	1st- The Sandwich Swap				

	5th- Entrepreneur Lesson				
<b>June</b>					
Academic:				Bracken administered all incoming Kindergarten students.	
Career:					
Social/Emotional:					

## Career Readiness Index Curriculum Alignment

### Elementary Evidence by Standard

Career & Work Elementary Level Survey Results- [K-3 Results](#), [4-5 Results](#)

[Resources](#)

Grade Level	Activity Title	Activity Description	Artifact Evidence Produced	Standard Alignment	Partnership
K	Read "Tools at Work!" Complete career worksheet.	Complete "What do they Drive" worksheet. Activity 15 on CD.	Completed worksheet		Classroom Teacher/ School Counselor
1	What interests and likes do you have? What are your sparks?	Complete sheet regarding what the students' interests and sparks are. Learning more about me!	Google Doc - regarding interests and spark		Classroom Teacher / School Counselor
2	"What Shoes will you Wear" - Julia Cook	Students will choose a pair of shoes and tell why they want to wear them.	Written Response.		Classroom Teacher/ School Counselor
3	Shark Tank Episode	Students will watch an episode of shark tank	Reflection/ brainstorming worksheet	13.4.5 Entrepreneurship (A) 13.1.5 Career Awareness and Preparation (AB)	Classroom Teacher. School Counselor
4	The Application	Students will complete an application for Safety Patrol. In small group they will receive feedback to help recognize areas of strengths and areas to think about.	Application Worksheet	13.1.3 Career Awareness & Preparation (A) (F,G) 13.2.3 Career Acquisition(A)(B) 13.3.3 Career Retention & Advancement (A)	Classroom lesson School Counselor/ Classroom teacher (Social Studies)
5	My Next Move website.	Students will complete an online interest inventory, as well as, research a career that relates to their interests.	Screenshot of the inventory results/ research worksheet	13.1.5 Career Awareness & Preparation (A) (E) (H)) 13.3.5 Career Retention & Advancement (A) 13.1.8 Entrepreneurship (A)	Classroom lesson School Counselor/ Classroom teacher (Social Studies)

## Middle School Evidence by Standard

### [Career & Work Middle Level Survey Results](#)

### [Resources](#)

Grade Level	Activity Title	Activity Description	Artifact Evidence Produced	Standard Alignment	Partnership
6	Artifact 1:Letter to a Business Owner	The students will learn the proper format for an MLA block style business letter. They will write a mock letter to a business requesting a service or asking a question about a product.	Letter uploaded in Naviance	<b>Career Awareness &amp; Preparation</b> Career Acquisition (Getting a Job) <b>Career Retention &amp; Advancement</b> Entrepreneurship	C.Brondson/ Communication Technology
6	Artifact 2:Career Cluster Exploration	Students will participate in a Career Cluster Lesson plan that included a matching games. Students will then complete Career Cluster Finder inventory in Naviance. The lesson will conclude with students writing a self-reflection on their results and possible career options within that cluster.	Clusters to add to their portfolio in Naviance and written reflection	<b>Career Awareness &amp; Preparation</b> Career Acquisition (Getting a Job) Career Retention & Advancement Entrepreneurship	T. Schlatterer/ T. James Science Classroom  Completed in September
6	Artifact 3:Holland Personality Inventory	<i>Students will learn about the RIASEC Hexagon model, which was pioneered by Dr. John Holland. They will complete an online inventory through O-Net-My Next Move.</i>	Students will upload a detailed description of these results along with a journal entry in Naviance.	<b>Career Awareness &amp; Preparation</b> Career Acquisition (Getting a Job) Career Retention & Advancement Entrepreneurship	T. Schlatterer/ T. James Science Classroom  Completed in December
7	Artifact 4: Managing Personal Finances	Students will learn how to balance a checkbook, manage a bank account.	Journal entry in Naviance	<b>Career Awareness &amp; Preparation</b> Career Acquisition (Getting a Job) Career Retention & Advancement Entrepreneurship	C. Bintliff/ Family and Consumer Science



7	Artifact 5: Business Website Design & Business Commercial	Students will take on the role of a small business owner. They need to design a website to market their business. Students will also create a commercial that advertises their business	Website and commercial will be uploaded into Naviance.	Career Awareness & Preparation Career Acquisition (Getting a Job) Career Retention & Advancement <b>Entrepreneurship</b>	C. Brondson Communication Technology
7	Artifact 6: Budgeting My Life	Students will use the budgeting component of pacareerzone.org to create a mock budget of their future. Using the career results from the Interest Profiler they will use a specific salary to budget their monthly/annual expenses.	Budget results uploaded into Naviance portfolio/ journal entry reflection	Career Awareness & Preparation Career Acquisition (Getting a Job) <b>Career Retention &amp; Advancement</b> Entrepreneurship	T. Schlatterer/ T. James Science Classroom  Completed in Trimester 1
8	Artifact 7: Understanding Business financing		Journal Entry in Naviance	<b>Career Awareness &amp; Preparation</b> Career Acquisition (Getting a Job) Career Retention & Advancement <b>Entrepreneurship</b>	C. Bintliff/ Family and Consumer Science
8	Artifact 8: Career Research Project	Students create a video about a career they have chosen after taking an Interest Survey and researching the Occupational Outlook Handbook. They collect information, pictures, charts, videos and interview someone in that field by either finding an interview online or interviewing a person. They must also include education/training needed for the career, the salary and occupational outlook for the career	Using MovieMaker software and they create a video	<b>Career Awareness &amp; Preparation</b> Career Acquisition (Getting a Job) Career Retention & Advancement Entrepreneurship	C Brondson/ Communication Tech

8	Artifact 9: Western Montgomery Career and Technology Center field trip and reflection	8th graders will be given a tour of the WMCTC meet with teachers/ counselor/ admin and be provided information on the pilot program.	Naviance journal reflection about field trip and programs offered	<b>Career Awareness &amp; Preparation</b> <b>Career Acquisition (Getting a Job)</b> Career Retention & Advancement Entrepreneurship	T. Schlatterer/ T. James  Science Classroom Completed in Trimester 1
8	Artifact 10: Career Fair Thank you Letter	- 8th graders will participate in a career fair and then produce a thank you letter and reflect upon their experience	Thank you letter/ questionnaire about interviews	Career Awareness & Preparation <b>Career Acquisition (Getting a Job)</b> <b>Career Retention &amp; Advancement</b> Entrepreneurship	T. Schlatterer ELA Classroom  Complete Trimester 3
Career Plan					

### High School Evidence by Standard

[Career & Work High School Level Survey Results](#)

[Resources](#)

Artifact Number	Activity Title	Activity Description	Artifact Evidence Produced	Standard Alignment	Partnership
1	Cover Letter and Resume  (9th Grade Freshman Prep)	Students build and create a resume and cover letter for themselves	Cover letter and Resume in Naviance	Career Awareness & Preparation <b>Career Acquisition (Getting a Job)</b> Career Retention & Advancement Entrepreneurship	Freshman Prep (Business Dept.)
2	Ace the Interview (9th Grade)	Students draft answers on handout and participate in a mock interview with adults from community	Worksheet and Reflection- Maybe Collaboration Rubric/ Youtube Video of Interview	Career Awareness & Preparation <b>Career Acquisition (Getting a Job)</b> Career Retention & Advancement Entrepreneurship	Freshman Prep (Business Dept.) partnered with Chamber of Commerce

3	Career Presentation Freshman Prep Class (Needs to go to UPMS)- Replace with Micro credential in Freshman Prep	Students will research and present on their chosen career	PowerPoint or Tri-fold board (photo may be uploaded to Naviance)	Career Awareness & Preparation <b>Career Acquisition (Getting a Job)</b> Career Retention & Advancement Entrepreneurship	Business/Tech Department
4	Do What You Are 2.0- Freshman Prep (Needs to go to UPMS)- Replace with Micro credential in Freshman Prep	Students will complete a career/personality/interest inventory	Naviance Do What You Are 2.0 results	Career Awareness & Preparation Career Acquisition (Getting a Job) Career Retention & Advancement Entrepreneurship	Business/Tech Department
5	Super Match College Search	Students use Naviance Super Match tool to explore colleges that fit their individual criteria.	Naviance Super Match results	<b>Career Awareness &amp; Preparation</b> Career Acquisition (Getting a Job) Career Retention & Advancement Entrepreneurship	Guidance Department- Presentation to all 11th graders in the spring
6	Recommendation Letter	Students write a college recommendation letter for themselves from the perspective of a teacher	Recommendation letter	Career Awareness & Preparation <b>Career Acquisition (Getting a Job)</b> Career Retention & Advancement Entrepreneurship	English 10- Rushatz & Hawthorne
7	Aptitude Assessment and Career Alignment Assignment	Students take an aptitude assessment and use their results to explore various careers that would align with specified aptitudes	Survey results and student reflection	<b>Career Awareness &amp; Preparation</b> Career Acquisition (Getting a Job) Career Retention & Advancement Entrepreneurship	English 10- Rushatz
8	Western Center Presentations	Students attend a presentation regarding the programs offered at the Career and Technical Center. Afterward, students are offered the option to participate in a visit to see programs of interest	Exit Survey/ reflection piece	<b>Career Awareness &amp; Preparation</b> Career Acquisition (Getting a Job) Career Retention & Advancement Entrepreneurship	Guidance/Western Center- presentation to all 9th graders in November

	Job Shadowing Experience with Naviance Link (All 10th Grade)			Career Awareness & Preparation Career Acquisition (Getting a Job) Career Retention & Advancement Entrepreneurship	
	Student Success Course				
	Sophomore Business Tours	Students will have the opportunity to tour two local businesses that they have chosen from	Exit Survey/ Reflection Piece		
9		Digital Portfolio (20 artifacts)			

CURRICULUM ACTION PLAN

MARLBOROUGH ELEMENTARY

Lesson Content/ Program Content	Standard: Career P/S/A Number/Letter	Curriculum and Materials	Start and End Dates	# of Students Taught	Location	Evaluation and Assessment	Group Teaching Standards	Counselor Name
We Thinkers		We Thinkers book series	September - June		Kindergarten Classrooms			Shetler
Social Thinking		Books by Michele Garcia Winner	September - June		First Grade Classrooms			Shetler
Executive Functioning		"Unstuck and on target"	October - June	19	Guidance Office			Shetler
Social Thinking		Books by Michele Garcia Winner	September - June		Second Grade Classrooms			Shetler
Growth Mindset		"Your Fantastic Elastic Brain"	October		Third Grade Classrooms			Shetler
Growth Mindset		Build a Neuron	October		Fourth Grade Classrooms			Shetler
Interest Inventory		<a href="http://www.mynextmove.org">www.mynextmove.org</a>	October - November		Fifth Grade Classrooms			Shetler
Career Exploration		"What Shoes will you Wear"	October		Third Grade Classrooms			Shetler

**HEREFORD ELEMENTARY**

<b>Lesson Content/ Program Content</b>	<b>Standard: Career P/S/A Number/Letter</b>	<b>Curriculum and Materials</b>	<b>Start and End Dates</b>	<b># of Students Taught</b>	<b>Location</b>	<b>Evaluation and Assessment</b>	<b>Group Teaching Standards</b>	<b>Counselor Name</b>
Bullying	B-SMS 1 B-SMS 2 B-SS 1 B-SS 2	Skillstreaming Curriculum	August - June	880	Classroom, Guidance Office			Bibus/McNeely
Listening	B-SS 1	Skillstreaming Curriculum		880	Guidance Office, Classroom	Pre-test/ Post-test, Self-Monitoring, Teacher Reports		Bibus/McNeely
Friendship	B-SS 2 B-SS 3 B-SS 4 B-SS 5 B-SS 6 B-SS 7 B-SS 8 B-SS 9	Skillstreaming Curriculum			Guidance Office, Classroom	Pre-test/ Post-test, Self-Monitoring		Bibus/McNeely
Feelings	M -1, M - 2, M - 6,	Skillstreaming Curriculum			Guidance Office, Classroom	Pre-test/ Post-test, Self-Monitoring		Bibus/McNeely
Stress Management	B-SMS 1 B-SMS 2 B-SMS 6 B-SMS 7 B-SMS 8 B-SMS 9 B-SMS 10	Skillstreaming Curriculum			Guidance Office, Classroom	Pre-test/ Post-test, Self-Monitoring		Bibus/McNeely
Respect		SWPBIS Tier 1 Lesson Plans	August-June	880	Classroom, Hallway, Playground, Cafeteria, Bathroom, Bus			Bibus/McNeely

Responsibility		SWPBIS Tier 1 Lesson Plans	August-June	880	Classroom, Hallway, Playground, Cafeteria, Bathroom, Bus			Bibus/McNeely
Safety	B-SMS 9 B-SS 9	SWPBIS Tier 1 Lesson Plans	August-June	880	Classroom, Hallway, Playground, Cafeteria, Bathroom, Bus			Bibus/McNeely
Kindness		SWPBIS Tier 1 Lesson Plans	August-June	880	Classroom, Hallway, Playground, Cafeteria, Bathroom, Bus			Bibus/McNeely
Anger Management		Skillstreaming Curriculum			Guidance Office, Classroom	Pre-test/ Post-test, Self-Monitoring		Bibus/McNeely
Career Interest Inventory				150	Classrooms			Bibus/McNeely
Career Awareness	B-LS 2 B-LS 5 B-LS 7 B-LS 9				Classrooms			Bibus/McNeely

**UPPER PERKIOMEN MIDDLE SCHOOL**

<b>SIXTH GRADE</b>								
Lesson Content/ Program Content	Standard: Career P/S/A Number/Letter	Curriculum and Materials	Start and End Dates	# of Students Taught	Location	Evaluation and Assessment	Group Teaching Standards	Counselor Name
How to Get Good Grades	13.3.8E	PowerPoint How to get good grades	September	6th Grade	UPMS	Learning Style quiz		T. James/ T. Schlatterer
Teaching Tolerance	B-SS 2	Character Edu	October	6th Grade	UPMS	Activity Completion		T. James/ T. Schlatterer
Conflict Resolution	13.3.8C	Character Edu	November	6th Grade	UPMS	Activity Completion		T. James/ T. Schlatterer
Empathy	B-SS 4	Character Edu	December	6th Grade	UPMS	Activity Completion		T. James/ T. Schlatterer
Career Goal Setting & Learning Styles	13.1.8AB	Career Tec/ Naviance	January	6th Grade	UPMS	Journal Entry		T. James/ T. Schlatterer
Career Clusters	13.1.8AB	Career Tec/ Naviance	February	6th Grade	UPMS	Journal Entry		T. James/ T. Schlatterer
Interest Inventory	13.1.8AB	The Career Game	March	6th Grade	UPMS	Inventory results		T. James/ T. Schlatterer
Social Media Awareness	B-LS 5	Character Edu	April	6th Grade	UPMS	Activity Completion		T. James/ T. Schlatterer
Mindfulness	B-SM 2	Character Edu	May	6th Grade	UPMS	Activity Completion		T. James/ T. Schlatterer



**SEVENTH GRADE**

<b>Lesson Content/ Program Content</b>	<b>Standard: Career P/S/A Number/Letter</b>	<b>Curriculum and Materials</b>	<b>Start and End Dates</b>	<b># of Students Taught</b>	<b>Location</b>	<b>Evaluation and Assessment</b>	<b>Group Teaching Standards</b>	<b>Counselor Name</b>
Goal Setting for Careers	13.1.8F 13.1.8AB	Naviance	Trimester 1	7th Grade	UPMS	Naviance journal		T. James/ T. Schlatterer
Holland Interest Inventory	C:A1.3	Naviance	Trimester 2	7th Grade	UPMS	Inventory results		T. James/ T. Schlatterer
Business Website Design	C:B1:6	Communication Tech		7th Grade	UPMS	Activity Completion		C. Brondson
Business Newspaper Advertisement	13.2.8B	Communication Tech		7th Grade	UPMS	Activity Completion		C. Brondson
Business Commercial		Communication Tech		7th Grade	UPMS	Activity Completion		C. Brondson
Budgeting	13.3.8D	PACareerzone	Trimester 3	7th Grade	UPMS	Activity Completion		T. James/ T. Schlatterer

**EIGHTH GRADE**

<b>Lesson Content/ Program Content</b>	<b>Standard: Career P/S/A Number/Letter</b>	<b>Curriculum and Materials</b>	<b>Start and End Dates</b>	<b># of Students Taught</b>	<b>Location</b>	<b>Evaluation and Assessment</b>	<b>Group Teaching Standards</b>	<b>Counselor Name</b>
Goal Setting for Career & College Readiness	13.1.8H 13.2.8E	Naviance	Trimester 1	8th Grade	UPMS	Journal Entry		T. James/ T. Schlatterer
WCTC Journal	13.1.8D	Naviance	Trimester 1	8th Grade	UPMS	Journal Entry		T. James/ T. Schlatterer
Career Video		Communication Tech		8th Grade	UPMS	Activity Completion		C. Brondson
Interest Inventory	13.1.8AB	PaCareerZone	MAY	8th Grade	UPMS	Inventory results		T. James/ T..Schlatterer
Career Day Prep		Naviance	MAY	8th Grade	UPMS	scavenger hunt completed		T. Schlatterer
College Exploration		Naviance	MAY	8th Grade	UPMS	Naviance Portfolio		T. Schlatterer

**UPPER PERKIOMEN HIGH SCHOOL**

<b>NINTH GRADE</b>									
<b>Grade Level</b>	<b>Lesson Content/ Program Content</b>	<b>ASCA Domain and/or CEW Domain</b>	<b>Curriculum and Materials</b>	<b>Start and End Dates</b>	<b># of Students Taught</b>	<b>Location</b>	<b>Evaluation and Assessment</b>	<b>Stakeholder Responsible</b>	<b>Contact Person</b>
9	Freshman Orientation	M 3, B-SS2, B-SS3, B-SS6,	Scavenger Hunt	August	250	High School	None	Freshman Academy Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	Naviance Introduction	B-LS5, B-LS 9	PowerPoint	August	250	Freshman Prep Classes	Monitoring log-ins	Business Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9-12	Grade Level Meetings	M 1, M 3, M 4	PowerPoint	August (1st week of school)	1000	Auditorium		Principals	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9-12	Dual-Enrollment Information Session	B-LS 4, B-LS 8, B-LS 10		September	varies	AP Language, Computer Programming, AP Computer Science, Database Spreadsheet, Advanced	# of registered students	Counselor: J. Gunning	J. Gunning

						Webpage 2, Personal Finance, German 1 & 2			
9-10	US Army Anti- Bullying Lesson	B-SS 2, B-SS 4, B-SS6, B-SS 7, B- SS 9	Guest Speaker	September	500	Audion	possible survey	Counselor: A. Traub	A. Traub
9	Freshman Meetings	M 3, M 4	none	September	250	Guidance		Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	Western Center Presentation	13.1.11A	PowerPoint/Gu est Speaker	November	250	Auditorium	# of applications received	WMCTC Counselor	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	Dating Violence Presentation	B-SS 2, B-SS 8	Guest Speaker	February	250	Health Class	Surveys	Health Teacher, Laurel House Representative	K. Kelly
9	Drug and Alcohol Presentation	B-SS 5, B-SMS 9	Guest Speaker, True Stories Curriculum	February	250	Health Class	Surveys	Health Teacher, Creative Health Representative	A. Traub
9	Suicide Prevention Presentation	B-SMS 7	Guest Speaker, Friends for Life Curriculum	February	250	Health Class	Surveys	Health Teacher, Creative Health Representative	A. Traub

9-12	Course Selection	B-LS 7, B-LS 8, B-LS 9, B-LS 10	Skyward	Feb-March	1000	Guidance	% students scheduled	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	Goal Setting		Naviance: SMART Goals		250	Freshman Prep Classes	% completed in Naviance	Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	Learning Styles		Naviance: Learning Style Inventory		250	Freshman Prep Classes	% completed in Naviance	Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	Strengths and Talents		Naviance: Strengths Explorer Inventory		250	Freshman Prep Classes	% completed in Naviance	Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	Personality		Naviance: Do What You Are Personality Assessment		250	Freshman Prep Classes	% completed in Naviance	Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	Naviance Exploration	September and February	Naviance		250	Freshman Prep Classes		Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub

9	Career Assessment		Naviance: Myers-Briggs Indicator		250	Freshman Prep Classes	% completed in Naviance	Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	Career and Technical Education				250	Freshman Prep Classes		Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9-12	Dual-Enrollment Information Session	B-LS 4, B-LS 8, B-LS 10		September	varies	AP Language, Computer Programming, AP Computer Science, Database Spreadsheet, Advanced Webpage 2, Personal Finance, German 1 & 2, Freshman Prep	# of registered students	Counselors: J. Gunning Teacher: Business/Technology	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	Manufacturing Tour				250	Local community businesses		Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	Job Applications				250	Freshman Prep Classes	% Completed	Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A.

									Traub
9	Post-HS Options				250	Freshman Prep Classes	Unit 4 Assessment	Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	PSAT, SAT, ACT overview & prep				250	Freshman Prep Classes	Unit 4 Assessment	Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	College Search		Naviance		250	Freshman Prep Classes	Unit 4 Assessment	Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	OOH/BLS		PowerPoint		250	Freshman Prep Classes	Unit 4 Assessment	Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9	Job Skills/Interviews		Guest Speaker (Chamber of Commerce)	January	250	Freshman Prep Classes	Unit 5 Assessment	Business/Technology Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub

**TENTH GRADE**

<b>Grade Level</b>	<b>Lesson Content/ Program Content</b>	<b>Standard: Career P/S/A Number/Letter (ASCA)</b>	<b>Curriculum and Materials</b>	<b>Start and End Dates</b>	<b># of Students Taught</b>	<b>Location</b>	<b>Evaluation and Assessment</b>	<b>Stakeholder Responsible:</b>	<b>Contact Person:</b>
9-12	Grade Level Meetings	M 1, M 3, M 4	PowerPoint	August (1st week of school)	Every student	Auditorium		Administrator	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
10-11	PSAT Results	B-LS 7, B-LS 9	PowerPoint	December	PSAT Takers	Audion	Student PSAT scores; % participation	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9-12	Dual-Enrollment Information Session	B-LS 4, B-LS 8, B-LS 10		September	varies	AP Language, Computer Programming, AP Computer Science, Database Spreadsheet, Advanced Webpage 2, Personal Finance, German 1 & 2	# of registered students	Montgomery County Community College Representative	Counselor: J. Gunning
9-10	US Army Anti-Bullying Lesson	B-SS 2, B-SS 4, B-SS6, B-SS 7, B- SS 9	Guest Speaker	September	500	Audion	possible survey	US Army Representative	Counselor: A. Traub



10-11	College Night	M 4, B-LS 9	PowerPoint/Guest Speakers	March	varies	Audion & Classrooms		Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9-12	Course Selection	B-LS 7, B-LS 8, B-LS 9, B- Ls 10	Skyward	Feb-March	All Students	Guidance	% students scheduled	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
10	Goal Setting		Naviance: SMART Goals		All Students				

**ELEVENTH GRADE**

Grade Level	Lesson Content/ Program Content	Standard: Career P/S/A Number/Letter (ASCA)	Curriculum and Materials	Start and End Dates	# of Students Taught	Location	Evaluation and Assessment	Stakeholder Responsible	Contact Person:
9-12	Grade Level Meetings	M 1, M 3, M 4	PowerPoint	August (1st week of school)	Every student	Auditorium		Administrator	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
10-11	PSAT Results	B-LS 7, B-LS 9	PowerPoint	December	PSAT Takers	Audion	Student PSAT scores; % participation	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub

11	College Search	13.1.11A, 13.1.11B, M 4,	Naviance	Spring	All Juniors	Eng./SS classes	# of colleges in junior's "thinking about" list	English/SS Teachers	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
9-12	Dual-Enrollment Information Session	B-LS 4, B-LS 8, B-LS 10		September	varies	AP Language, Computer Programming, AP Computer Science, Database Spreadsheet, Advanced Webpage 2, Personal Finance, German 1 & 2	# of registered students	Montgomery County Community College Representative	Counselors: J. Gunning
11-12	Safe Driving Event	b-SMS 4, B- SmS 9	Driving Simulators	September	500	Audion	Survey		Counselors: A. Traub
11-12	Financial Aid Night	B-SMS 6	PowerPoint/Gue st Speaker	October	varies	Audion		Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
10-11	College Night	M 4, B-LS 9	PowerPoint/Gue st Speakers	March	varies	Audion & Classrooms		Higher Education Representatives	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub

9-12	Course Selection	B-LS 7, B-LS 8, B-LS 9, B- Ls 10	Skyward	Feb-March	All Students	Guidance	% students scheduled	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
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TWELFTH GRADE									
Grade Level	Lesson Content/ Program Content	Standard: Career P/S/A Number/Letter (ASCA)	Curriculum and Materials	Start and End Dates	# of Students Taught	Location	Evaluation and Assessment	Stakeholders Responsible:	Contact Person:
9-12	Grade Level Meetings	M 1, M 3, M 4	PowerPoint	August (1st week of school)	Every student	Auditorium		Administrator	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
12	College Application Process	B-SMS-1, B-SMS 3	PowerPoint	Aug-Feb	College-bound Seniors	Guidance	% of Seniors applied	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
12	Scholarship Application Process	A:A3.4, A:B2.4, A:B2.6	PowerPoint/Guest Speaker	Spring	College-bound Seniors	Audion	% Seniors applied; amount of Scholarship \$ reported	Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub	Counselor: L. LeGendre

9-12	Dual-Enrollment Information Session	B-LS 4, B-LS 8, B-LS 10		September	varies	AP Language, Computer Programming, AP Computer Science, Database Spreadsheet, Advanced Webpage 2, Personal Finance, German 1 & 2	# of registered students		Counselor: J. Gunning
11-12	Safe Driving Event	b-SMS 4, B-SmS 9	Driving Simulators	September	500	Audion	Survey		Counselor: A. Traub
9-12	Course Selection	B-LS 7, B-LS 8, B-LS 9, B-Ls 10	Skyward	Feb-March	All Students	Guidance	% students scheduled		Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub
11-12	Financial Aid Night	B-SMS 6	PowerPoint/Guest Speaker	October	varies	Audion			Counselors: J. Gunning, K. Kelly, L. LeGendre, A. Traub

ORGANIZING CAREER RESOURCES

Upper Perkiomen School District Counseling Department

<u>Resource Type</u>	<u>List Resources</u>
<b>Intermediary Organization</b>	<ul style="list-style-type: none"> <li>→ ACT</li> <li>→ College Board</li> <li>→ Desales University</li> <li>→ Lehigh University</li> <li>→ Montgomery County Community College</li> <li>→ Montgomery County Counselor Association</li> <li>→ Montgomery County Crisis Response Team (Jean Miksch: 610-755-9331, <a href="mailto:jmikschr@mciu.org">jmikschr@mciu.org</a>)</li> <li>→ Montgomery County SAP Council (Jean Miksch: 610-755-9331, <a href="mailto:jmikschr@mciu.org">jmikschr@mciu.org</a>)</li> <li>→ Moravian College</li> <li>→ Naviance User Network</li> <li>→ US Army</li> <li>→ PASSHE</li> <li>→ Pennsylvania School Counselor Association</li> <li>→ Pennsylvania Association of College Admissions Counselors (PACAC)</li> <li>→ PHEAA</li> <li>→ PSU-Lehigh Valley</li> <li>→ Upper Perkiomen Crisis Response Team</li> <li>→ Western Montgomery Career &amp; Technology Center (Candice Landis: 610-849-7272, <a href="mailto:clandis@westerncenter.org">clandis@westerncenter.org</a>)</li> </ul>
<b>Community Agencies</b>	<ul style="list-style-type: none"> <li>→ Borough of East Greenville Police Department</li> <li>→ Brooke Glen Hospital (215-641-5300)</li> <li>→ Buxmont Academy CSF (Kip Suida, 215-257-4131, <a href="mailto:kipsuida@csfbuxmont.org">kipsuida@csfbuxmont.org</a>)</li> <li>→ CARON Foundation (800-854-6023)</li> <li>→ Center for Loss and Bereavement (Louis Harris: 610-222-4110)</li> <li>→ Community Health &amp; Dental (610-326-9460)</li> <li>→ Creative Health Services (Sulyn Godsey: 610-970-6490)</li> <li>→ East Greenville Fire Company (215-679-5311)</li> <li>→ Grand View Hospital (215-453-4000)</li> <li>→ Horsham Clinic (Lindsey Teska: 215-643-7800)</li> <li>→ Indian Valley Foundations (Michelle Moffit: 267-203-1500)</li> <li>→ Job Corps</li> <li>→ Kidspeace (800-854-3123)</li> </ul>

	<ul style="list-style-type: none"> <li>→ Project Live</li> <li>→ The Open Link (Linda Connell: 215- 679-4112, <a href="mailto:lindac@theopenlink.org">lindac@theopenlink.org</a>)</li> <li>→ Montgomery County Access Services</li> <li>→ Lakeside/Mainstay</li> <li>→ Laurel House</li> <li>→ Lehigh Valley Hospital</li> <li>→ Lincoln Center</li> <li>→ Lions Club of Upper Perkiomen Valley ( Dr. John Farris)</li> <li>→ Marlborough Township Police Department</li> <li>→ Maternity Care Coalition</li> <li>→ MontCo Works (Kyle Longacre: 610- 755-9354, <a href="mailto:klongacre@mciu.org">klongacre@mciu.org</a>)</li> <li>→ Montgomery County Children and Youth</li> <li>→ Montgomery County Juvenile Probation</li> <li>→ Ombudsman (Gregory Grove - (215-538-7966)</li> <li>→ Pathway School (610-277-0660)</li> <li>→ Penn Foundation- (Deb Ryan- (215) 453-5163)</li> <li>→ Pennsylvania State Police-</li> <li>→ Progressions (Avery Wasamanski- 610-970-5000)</li> <li>→ Operation backpack- (Tricia Schnieder- <a href="http://triciaoperationbp.org">triciaoperationbp.org</a>)</li> <li>→ Service Access Management (</li> <li>→ St. Luke's Hospital</li> <li>→ The Academy</li> <li>→ The Anderson School</li> <li>→ The Light Program</li> <li>→ The Women's Center</li> <li>→ Victims Services Center of Montgomery County</li> <li>→ Upper Perk Ambulance Corps</li> <li>→ Upper Perkiomen Police Department (Chief Adams - 215-679-8203)</li> <li>→ Upper Perkiomen YMCA (Michael Tannous - 215-679-9622 X3110)</li> <li>→ Valley Thrift Store</li> <li>→ VOCA (Jennifer Barnett - 610-888-6152)</li> </ul>
<p><b>Umbrella Organization</b></p>	<ul style="list-style-type: none"> <li>→ Montgomery County Intermediate Unit</li> <li>→ Upper Perkiomen Valley Chamber of Commerce</li> </ul>

**Community/Business Meeting**

- American Legion Auxiliary Perkiomen Unit 184
- Artisan Display
- Bear Creek Mountain Resort
- Bike-N-Sol
- Blommer
- Bracalente
- Business and Professional Women's Club
- Gordon H. Bayer, Inc.
- Commonwealth Insurance Durn & Bieler
- East Greenville Fire Co. Auxiliary
- Fun-E-Farm Too
- Good Shepherd Rehabilitation
- Green Lane/Marlborough Lioness Club
- Gulack Foundation
- Kiwanis Club of Upper Perkiomen Valley
- Knoll
- Last Chance Ranch
- Lenfest Foundation
- Liberty Thrift
- Logan's Heroes Animal Rescue
- MidGard
- Nestler Foundation
- Perkiomen Chapter #318 Order of the Eastern Star
- Perkiomen Lodge #595
- Perkiomen Valley Women's Club
- PPL
- Proper Brewing Company
- Property Solutions
- QNB Bank
- Red Hill Band
- St. Luke's Healthcare Network
- The Grand Theater
- Titanium Finishing Inc
- Town and Country Newspaper
- Tri-County Area Federal Credit Union
- US Tape
- Uninvest
- Valley Cafe

	<ul style="list-style-type: none"> <li>→ Wells Fargo Bank</li> <li>→ Wing-Man</li> </ul>
<b>Community Events</b>	<ul style="list-style-type: none"> <li>→ 6th Grade Orientation</li> <li>→ 8th Grade Parent Night</li> <li>→ Career Fair</li> <li>→ Kindergarten "Get Set"</li> <li>→ Kindergarten Orientation</li> <li>→ Open House Events at all UPSD Schools</li> <li>→ UPHS College Information Night</li> <li>→ UPHS Community Day</li> <li>→ UPHS Financial Aid Night</li> <li>→ UPHS Senior Awards Night</li> <li>→ UPSD Parent Engagement Workshops</li> <li>→ Upper Perkiomen Valley Community Day</li> </ul>
<b>Internet Based Links</b>	<ul style="list-style-type: none"> <li>→ ASCA Website</li> <li>→ Collegeboard.org</li> <li>→ actstudent.org</li> <li>→ Edgenuity.com</li> <li>→ Naviance</li> <li>→ Occupational Outlook Handbook</li> <li>→ PACAC Website</li> <li>→ PASCA Website</li> <li>→ Schoology.com</li> <li>→ Mc3.edu</li> <li>→ Apstudent.collegeboard.org</li> <li>→ Pheaa.org</li> <li>→ Pacareerzone.org</li> <li>→ Westerncenter.org</li> </ul>
<b>Media/ Advertising</b>	<ul style="list-style-type: none"> <li>→ Google classroom</li> <li>→ Schoology</li> <li>→ Upper Perkiomen School District Web Page</li> <li>→ UPMS TV Studio</li> <li>→ UPN (Upper Perk Network)</li> <li>→ UPMS- Newsletter</li> <li>→ UPHS Counseling Office Newsletter</li> </ul>



	→ UPHS Principal Newsletter
<b>Publications/ Documents</b>	<ul style="list-style-type: none"> <li>→ Western Center Career and Technology Program Guide</li> <li>→ UPHS Course Selection Guide</li> <li>→ Military Information</li> <li>→ PA Career Guide</li> <li>→ PHEAA Financial Aid Materials</li> </ul>

Action Plan for 3 Goals in the Career Domain

**Stakeholder:** Parents

<b>“Big Ideas”</b>	<b>Program Goal (SMART Format)</b>	<b>Standards Addressed CEW</b>	<b>Grade Level</b>	<b>Activities/Events Description</b>	<b>Data to Measure Impact</b>	<b>Timeline Start to Finish</b>
Educate parents about the plan.	Goal: During the 2018-2019 school year 85% of surveyed Upper Perkiomen School District parents will know the district comprehensive counseling plan and understand its importance.	13.1.3 C, 13.2.3 D,	K-12	<p>Distribute comprehensive counseling plan to all parents (Skylert, newsletter, website, brochure, UPTV link)</p> <p>Principals will present it at meet the staff/open house nights.</p>	Attendance, Parent login data, & survey	2018-2019

<p>Educate them about career and technology education center and all secondary options.</p>	<p>Goal: During the 2018-2019 school year, 85% of surveyed secondary parents are informed about secondary and post-secondary options.</p>	<p>13.1.3 C, F,G</p>	<p>6-12</p>	<p>Opportunity to attend an Open house at the Western Center.</p> <p>Presentation at 9th Grade Parent Orientation Night</p> <p>College Night Presentation</p> <p>Resources on our Website</p> <p>K-12 Counseling Dept. Newsletter 3x per year</p>	<p>Attendance, Parent login data</p>	<p>2018-2019</p>
<p>Encourage and engage parent connection to post- secondary goals and outside resources</p>	<p>Goal: During the 2018-2019 school year, 85% of parents will have access to career- based software programs utilized by the school district.</p>	<p>13.1.3 5,8,11</p>	<p>K-12</p>	<p>Parents will be given login information for Naviance and PA career zone</p> <p>Parents will be given login information for schoology, Google Drive, google classroom</p>	<p>Attendance, Parent login data</p>	<p>2018-2019</p>

Educators:

Educators will be impacted by becoming aware of the standards and guidance curriculum as well as promote the beliefs and mission of the school counseling program through classroom instruction, meetings with parents, students, and community members, and by attending and participating in programs developed by the school counseling department.

Educators will be an integral part of the K-12 School Counseling Plan. They will integrate programming into their curriculum and provide feedback regarding the effectiveness and relevance of the programming. They will also evaluate student progress and assist in the documentation of their growth. Representatives of this group will be members of the district school counseling advisory council.

### Action Plan for 3 Goals in the Career Domains

**Stakeholder:** Educator/Administrator

"Big Idea"	Program Goal (SMART Format)	Standards Addressed CEW	Grade Level	Activities/Events Description	Data to Measure Impact	Timeline Start to Finish
Connect outside resources to staff to build career development program.	Goal: By the end of the school year in 2020-2021, 100% of all district administrative and professional staff will participate in at least one real-life community work experience		K-5 6-8 9-12 6-12 K-12	Chaperoning sophomore businesses tours  Participation in MS Career Day  Collaborative meetings with UPVCC  Teacher in the Workplace  Subject specific outside professionals will be invited to educate	Business Tour Survey  PD Exit Questionnaires	Annual  Quarterly  At least every 5 years

				students and staff on job trends and marketability		
Connect staff to the career and technical center.	Goal: By the end of the school year in 2020-2021, 100% of all district professional staff will collaborate with WMCTC staff to develop an understanding of career and work standards addressed in each technical area.		K-5 6-8 9-12 6-12 K-12	Attendance and participation in monthly Principal's Council Meetings and Special Education Meetings  Western Center will have current students' present program content to fifth grade students.  Career and Tech Expo- WMCTC students will have the opportunity to showcase their skills and knowledge to staff and students  Coordinate a combined professional development day with staff from our district and the WMCTC		Monthly  Annually  May  One time- TBD
Educate staff about the K-12 comprehensive guidance plan and program	Goal: By the end of the school year in 2020-2021, 100% of all district course unit and topic maps		K-5 6-8 9-12	Administrators and guidance will present to staff through PLC or faculty meetings	Attendance  Curriculum, Lesson	

	will include career education and work standards.		6-12 K-12	Teachers will map out the career education and work standards in their unit and topic templates  Provide training on G Suite, BYOC and Naviance	Plan Review, Grading  Attendance, % of activity in program	
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**Business/Community:**

The local business community, The Open Link, and/or Upper Perk Chamber of Commerce will be impacted by the school counseling program by developing partnerships with the district and student population. The local business community will benefit by having access to prospective employees who have an understanding of the value of positive social interactions, teamwork, goal setting, communication, and the academic skills needed in the workforce. Representatives of this group will be members of the district school counseling advisory council.

As partners, members of the business community, The Open Link, and Upper Perk Chamber of Commerce will provide opportunities to students to job shadow, mentor, and provide support of guidance curriculum in the area of workplace expectations as well as serve on the K-12 School Counseling Plan. This reciprocal relationship will mutually benefit all stakeholders. Representatives of this group will be members of the district school counseling advisory council.

**Action Plan for 3 Goals in the Career Domain**

**Stakeholder:** Business/ Community

Big Idea	Program Goal (SMART Format)	Standards Addressed CEW	Grade Level	Activities/Events Description	Data to Measure Impact	Timeline Start to Finish
Connect with community member or local	By the end of the 2021-2022 school year, a staff member	13.1, 13.3, 13.4	K-12	Identify participants in Chamber of Commerce meetings	Attendance, meeting agenda minutes	All year

businesses to build partnerships and add something to our program	from each building will attend 85% of all UPVCC Perk Up Meetings.			Rotating attendance at Chamber meetings  Sharing of information with staff via faculty meetings, group emails or committee meetings		
Develop a career development activity outside the building for kids	By the end of the 2021-2022 school year, 50% of all interested students will participate in job shadowing through the Chamber of Commerce.	13.1, 13.3, 13.4	K-12	Identify businesses willing to allow students to job shadow  Identify programs (i.e. Naviance) to plan and follow up on job shadowing activities  Follow up building level demonstration by students who job shadow	Attendance, survey, student ability to demonstrate skills acquired, Naviance journaling,	All year
Choose a business partner and meet with them to build networking	By the end of the 2021-2022 school year, Freedom YMCA and Upper Perkiomen School District will have met 3 times to discuss networking opportunities.	13.1, 13.3, 13.4	K-12	Identify a point person at Freedom YMCA to coordinate a partnership  Identify staff members to participate in a networking committee with the Freedom YMCA	Minutes from meetings, attendance at meetings	All year

				Attend planned networking meetings with Freedom YMCA		
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Post-Secondary:

Post-Secondary partners will be impacted by the school counseling program by developing community partnerships with the Upper Perkiomen School District to make students aware of the programs and opportunities available at their institution. Partners shall include post-secondary opportunities including private colleges, public colleges, community colleges, military career options, and career training institutions.

Post-Secondary partners will serve on the K-12 School Counseling Plan to help guide the school counseling program in preparing our students for postsecondary success. Post-secondary partners will provide opportunities for students to present, research, explore, and tour campuses, programs, and facilities. Representatives of this group will be members of the district school counseling advisory council.

**Action Plan for 3 Goals in the Career Domain**

**Stakeholder:** Post-Secondary

Big Ideas	Program Goal (SMART Format)	Standards Addressed CEW	Grade Level	Activities/Events Description	Data to Measure Impact	Timeline Start to Finish
Increase parents & staff awareness of post-secondary options	By the end of the 2021-22 school year, 85% of surveyed secondary parents will be able to identify post-secondary options for students.  By the end of the		K-5 6-8 9-12 6-12 K-12	<ul style="list-style-type: none"> <li>List and describe for each goal</li> <li>List and describe for each goal</li> <li>List and describe for each goal</li> </ul>	Survey	

	2021-22 school year, 100% of staff will be able to identify post-secondary options for students.					
Create student awareness of unfamiliar post-secondary resources	By the end of the 2021-22 school year, 100% of HS students will be able to identify a post-secondary resource.		<p>K-5</p> <p>6-8</p> <p>9-12</p> <p>6-12</p> <p>K-12</p>	<p>Freshman prep lesson and assignment on resources</p> <p>Guidance emails</p> <p>Classroom presentations</p>	Naviance Artifact	
Engage post-secondary stakeholders at every level	By the end of the 2021-22 school year, 100% of school counselors will collaborate with at least one post-secondary stakeholder		<p>K-5</p> <p>6-8</p> <p>9-12</p> <p>6-12</p> <p>K-12</p>	<p>Identify and reach out a post-secondary stakeholder that is an appropriate partnership for your student population</p> <p>Collaborate to create an enriching activity for your student population</p>	Program Goals	



## Ongoing K - 12 Counselor Duties & Responsibilities

(See Ongoing Activities- HS, Ongoing Activities- MS, Ongoing Activities- HE, & Ongoing Activities- MLB for counselor duties and responsibilities in above linked document)

**EXAMPLES to reference:**

<http://www.nwlehighsd.org/files/2086795/ch%20339%20comprehensive%20guidance%20plan.pdf>

<http://ccc.iu1.wikispaces.net/file/view/Lebanon+339+March+2016.pdf>

**ROLES of School Counselor at each level:** <https://www.schoolcounselor.org/school-counselors-members/careers-roles>

**Video Resources:** <http://kevinifleming.com/resources/>