



# **CHAPTER 339**

## **K - 12 COMPREHENSIVE COUNSELING PLAN**

# Southern York County School District

## Chapter 339 Counseling Plan

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# Southern York County School District

## School Counselors & Assignments

Counselor Name	School	Ratio
<b>Michelle Brengle</b> <i>Michelle.Brengle@syicsd.org</i>	Southern Elementary School 717-235-4811 x2520	<b>529</b>
<b>Kelly Miller</b> <i>Kelly.Miller@syicsd.org</i>	Friendship Elementary School 717-235-4811 x1520	<b>408</b>
<b>Angela Miller</b> <i>Angela.Miller@syicsd.org</i>	Shrewsbury Elementary School 717-235-4811 x5520	<b>504</b>
<b>Jason Katz</b> <i>Jason.Katz@syicsd.org</i>	Southern Middle School (A-K) 717-235-4811 x3523	<b>221</b>
<b>Lisa Hall</b> <i>Lisa.Hall@syicsd.org</i>	Southern Middle School (L-Z) 717-235-4811 x3522	<b>252</b>
<b>Kate Miklos</b> <i>Kate.Miklos@syicsd.org</i>	Susquehannock High School (A-D) 717-235-4811 x4523	<b>226</b>
<b>Erin O'Connor Rudman</b> <i>Erin.Rudman@syicsd.org</i>	Susquehannock High School (E-K) 717-235-4811 x4525	<b>255</b>
<b>Matthew Shervington-Jackson</b> <i>Matthew.Shervington@syicsd.org</i>	Susquehannock High School (L-R) 717-235-4811 x4524	<b>253</b>
<b>Courtney Koons</b> <i>Courtney.Koons@syicsd.org</i>	Susquehannock High School (S-Z) 717-235-4811 x4522	<b>211</b>
<b>Melissa Seablom</b> <i>Melissa.Seablom@syicsd.org</i>	Susquehannock High School (TES Students) 717-235-4811 x6328	<b>12</b>

# **Southern York County School District**

## **Role of the School Counselor**

It is the responsibility of the School Counseling Department to provide a comprehensive school counseling program for all students in kindergarten through 12th grade. School counselors act as leaders, advocates, collaborators, and agents of systemic change to assure that students have the best possible school services to enable them to take advantage of future postsecondary opportunities. As school leaders, counselors must work with students and all stakeholders to help fulfill the school district's mission. Through counseling students and families on academics, careers, and personal/social needs, school counselors collaborate with teachers and staff to help students work to attain their goals. As student advocates, counselors help students learn how to find and to utilize the resources to achieve success. Gathering and analyzing data to assess what current needs should be addressed is a primary focus of the School Counseling Department.

### **A. Leader**

*The school counselor as a leader effectively manages and implements a comprehensive developmental school counseling program. The leadership role of the school counselor covers the following areas:*

- Development, delivery and evaluation of a comprehensive school counseling program for all students.
- Uses data to identify and remove barriers to student learning.
- Promotes student success by working to close existing achievement gaps among all students.
- Serves on school-based leadership/school improvement teams related to the welfare of all students.
- Serves on district level curriculum teams.
- Supports the school as a safe and welcoming learning community.
- Engages educational community stakeholders in helping the school with its academic mission.
- Develops a system-wide advisory system to help all stakeholders understand and respond to the developmental needs of all students.
- Uses data to promote and evaluate the school counseling program.
- Modify the comprehensive K-12 Counseling Plan that follows PA's Academic Standards for Career Education & Work.

### **B. Advocate**

*School counselors advocate for students, for the counseling profession, and for change. They do so by removing barriers that prevent student learning and providing strategies for closing the equity achievement gaps among students school counselors continually advocate for academic, career and social/personal success of every student. The counselor works to advocate for every student to:*

- Develop programs of counseling and advising that ensure every student has an ongoing connection with a caring adult.
- Create opportunities to support student learning for all.
- Ensure equitable access to educational and career exploration opportunities
- Collaborate with others within and outside the school to help meet all student needs
- Serve as members of the academic intervention teams.

- Provide support for student learning through behavior plans, academic support, and check ins and outs.
- Ensure the academic, personal/social, and career development of all students.
- Collaborate with others within and outside the school to help meet all student's needs.
- Participate in parent teacher conferences, FBA's, IEP's, 504's, and other evaluative processes.
- Participate in the RTII process, Student Support Team, Grade Level Team Meetings, Pupil Services, Student Assistance Program (SAP), and SWEPBS.

### **C. Collaborator**

*School counselors collaborate with all members of the school community and its stakeholders to create an environment that promotes student achievement and commitment to our school's mission statement. Counselors as collaborators also:*

- Access professional development to enhance student's success.
- Offer information and programs to the community.
- Serve actively on district committees.
- Serve actively on school leadership teams.
- Network and problem-solve with the goal of moving forward in a positive manner.
- Provide a comprehensive school counseling program that engages the educational community to ensure that all students benefit from the program.
- Offers parents/guardians information to enhance the educational opportunities for students and their families.
- Share resources with all stakeholders.
- Maintain an open communication style to foster an effective team culture and a sense of community for the school system.
- Teams with staff to provide professional development that enhances student success.
- Collaborates with numerous outside agencies to provide needed resources and services for the students depending on needs.

### **D. Agent of Systemic Change**

*School counselors collaborate and utilize data and observations to identify systemic barriers to student achievement and development within the academic, personal/social, and career domains. They work to remove these barriers that prevent all students from achieving to their full potential in all of the aforementioned domains. Counselors as agents of systemic change:*

- Connect the design, implementation, and management of the school counseling program to the mission of the school.
- Gather data to support the need for change.
- Identify and examine the critical data elements such as grades, test scores, attendance, promotion rates, special education enrollment, discipline, and referral data.
- Narrow down which students are not succeeding by disaggregating the aforementioned data to discover populations with achievement gaps.
- Educate others as to the counselor's efforts to improve the data.
- Publicize the results of the effective school counseling program
- Partner in school improvement by conveying a willingness to be accountable for changing critical data elements.
- Create pro-social programs directed by the school district's counselors.
- Identify realistic goals and creates action plans for students in collaboration with teachers and support team.
- Develop intervention strategies through Positive Behavior Support Plans, Functional Behavior

- Assessments, 504's, and Individualized Education Plans.
- Enlist the support of stakeholders.
- Consult with administration to bring about needed program changes

## Southern York County School District

### Job Description linked to the Counselor Evaluation Process

Counselor Level	<u>Domain 1</u> <i>Planning and Preparation</i>	<u>Domain 2</u> <i>Environment</i>	<u>Domain 3</u> <i>Delivery</i>	<u>Domain 4</u> <i>Professional Development</i>
Elementary	<ul style="list-style-type: none"> <li>Annual work on SYCSD K-12 Comprehensive Counseling Plan/Chapter 339 including advocating for comprehensive K-12 school counseling services.</li> <li>Create and use annual Academic and Personal/Social goals aligned with ASCA Student Standards: Mindsets &amp; Behaviors For Student Success and Career goals aligned with PA CEW standards and CRS Curriculum as part of K-12 Comprehensive Counseling Plan.</li> <li>Help create and maintain the SYCSD K-12 School Counseling Department Advisory Council made up of district staff, students, parents, and community stakeholders to help provide feedback on academic, personal/social, and career development initiatives.</li> <li>Involvement on Student Support Team which uses qualitative (teacher, counselor, nurse and administrator feedback)</li> </ul>	<ul style="list-style-type: none"> <li>Helped create and maintain the SYCSD K-12 School Counseling Department Advisory Council made up of district staff, students, parents, and community stakeholders to help provide feedback on academic, personal/social, and career development initiatives.</li> <li>All Elementary School Counselors serve as members of the SYCSD Diversity Committee.</li> <li>All Elementary School Counselors use the evidenced-based Lil' Aevium curriculum to expand upon their character education curriculum. This includes counselor-led classroom lessons, student-led classroom lessons, staff involvement, student engagement, and reinforcement for monthly character traits.</li> <li>Coordinates orientation for students new to SYCSD elementary schools and and</li> </ul>	<ul style="list-style-type: none"> <li>All SYCSD Elementary Counselors deliver age-appropriate classroom lessons aligned with ASCA, CEW, and SEL standards and assist building teachers in drafting, delivering and storing student artifacts for Future Ready Index requirements.</li> <li>Utilize various methods via the Internet – including Twitter, School Messenger, and the e-Newsletter – to provide content and convey information concerning events, activities, and recommended tasks related to one's academic year.</li> <li>Initiate and participate in parent conferences on both a regularly scheduled basis and as needed.</li> <li>Provide information to families concerning community support services and crisis resources in addition to providing intervention as needed.</li> <li>Coordinate the development and</li> </ul>	<ul style="list-style-type: none"> <li>Use of counselor-designed intervention, note, and data tracker for Student Assistant Program interventions by the whole team.</li> <li>All Elementary Counselors maintain memberships in the Pennsylvania School Counselors Association and the American School Counselors Association</li> <li>All of the SYCSD Elementary Counselors participate and/or receive correspondence for professional development from the York County School Counselors Association and IU12 Counselor Network.</li> <li>All Elementary School Counselors serve as members of the SYCSD Diversity Committee.</li> <li>Elementary School Counselors have led in-service training for building staff and parents on various age-appropriate topics pertaining to the development of children.</li> </ul>

	<p>and quantitative (grades, attendance, and referrals) data to create plans of intervention for targeted and at-risk students and assess effectiveness.</p> <ul style="list-style-type: none"> <li>Continued requests and gathering of varying demographic data including Free/Reduced Status, Ethnic Data, and Disciplinary Data in order to cross-examine it for trends and achievement gaps or lack of the presentation of opportunities based on any combination of these factors.</li> <li>All Elementary School Counselors use the evidenced-based Lil' Aavidum curriculum to expand upon their character education curriculum. This includes counselor-led classroom lessons, student-led classroom lessons, staff involvement, student engagement, and reinforcement for monthly character traits.</li> <li>Continually work with stakeholder groups (students, parents, educators, business and community members, and post-secondary organizations) to develop and coordinate a comprehensive school counseling program aligning with the ASCA National Model.</li> </ul>	<p>transition for students moving up to the SMS.</p>	<p>implementation of Chapter 15, 504 Service Agreements for qualified students in conjunction with assistant principals and school nurse(s) when applicable.</p> <ul style="list-style-type: none"> <li>Helps in coordination and facilitating of the Student Assistance Program including the implementation of Tier 2 and Tier 3 academic, mental health, and behavioral supports. This also included tracking of data to gauge the effectiveness/ success of used interventions.</li> <li>All Elementary School Counselors use the evidenced-based Lil' Aavidum curriculum to expand upon their character education curriculum. This includes counselor-led classroom lessons, student-led classroom lessons, staff involvement, student engagement, and reinforcement for monthly character traits.</li> <li>Works collaboratively with classroom teachers, special education case managers, instructional specialists, and interventionists to determine individualized needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in faculty meetings and other faculty-led/sponsored professional development activities and opportunities.</li> <li>Participate In district sponsored inservice programs and approved professional development activities.</li> <li>Are aware of and make referrals to agencies and resources available to parents and students outside the school.</li> </ul>
<b>Middle</b>	<ul style="list-style-type: none"> <li>Annual work on SYCSD K-12 Comprehensive Counseling Plan/Chapter 339 including advocating for comprehensive K-12 school counseling services.</li> <li>Create and use annual Academic and Personal/Social goals</li> </ul>	<ul style="list-style-type: none"> <li>Some of the members of the SMS Counseling Department serve as members of the SYCSD Diversity Committee.</li> <li>Helped create and maintain the SYCSD K-12 School Counseling Department Advisory Council composed of</li> </ul>	<ul style="list-style-type: none"> <li>Continued requests and gathering of varying demographic data including Free/Reduced Status, Ethnic Data, and Disciplinary Data in order to cross-examine it for trends and achievement gaps or lack of the representation of</li> </ul>	<ul style="list-style-type: none"> <li>SMS counselors have engaged in continued education for credits beyond their master's degree.</li> <li>Use of counselor-designed intervention, note, and data tracker for Student Assistant</li> </ul>

	<p>aligned with ASCA Student Standards: Mindsets &amp; Behaviors For Student Success and Career goals aligned with PA CEW standards and CRS Curriculum as part of K-12 Comprehensive Counseling Plan.</p> <ul style="list-style-type: none"> <li>● Implementation of Sapphire Student Information System to gather and archive student artifacts for Future Ready Index requirements.</li> <li>● Help create and maintain the SYCSD K-12 School Counseling Department Advisory Council made up of district staff, students, parents, and community stakeholders to help provide feedback on academic, personal/social, and career development initiatives.</li> <li>● Currently using Panorama as a Tier 1 Socioemotional screener to use the resulting data to set goals created with teams</li> <li>● Involvement on Student Support Team which uses qualitative (teacher, counselor, nurse and administrator feedback) and quantitative (grades, attendance, and referrals) data to create plans of intervention for targeted and at-risk students and assess effectiveness.</li> <li>● Serve on SMS Curriculum Team to address student achievement with a focus on a socioemotional lens.</li> <li>● Continued requests and gathering of varying demographic data including Free/Reduced Status, Ethnic Data, and Disciplinary Data in order</li> </ul>	<p>district staff, students, parents, and community stakeholders to help provide feedback on academic, personal/social, and career development initiatives.</p> <ul style="list-style-type: none"> <li>● Continued requests and gathering of varying demographic data including Free/Reduced Status, Ethnic Data, and Disciplinary Data in order to cross-examine it for trends and achievement gaps or lack of the representation of opportunities based on any combination of these factors in collaboration with our building level focus groups</li> <li>● Involvement in various de-escalation scenarios based on the “Least Restrictive Alternative” principle for students.</li> <li>● Coordinates orientation for students new to SMS and transition for students coming from SYCSD elementary schools and students moving up to SHS.</li> </ul>	<p>opportunities based on any combination of these factors in collaboration with our building level focus groups.</p> <ul style="list-style-type: none"> <li>● Initiate and participate in parent conferences and/or team meetings on both a regularly scheduled basis and as needed.</li> <li>● Provide information to families concerning community support services and crisis resources in addition to providing intervention as needed.</li> <li>● Coordinate the development and implementation of Chapter 15, 504 Service Agreements for qualified students in conjunction with assistant principals and school nurse(s) when applicable.</li> <li>● Assists students and parents with career resources and in selecting a course of study consistent with the student’s short- and long-term goals, abilities, aptitudes and interests.</li> <li>● Helps in coordination and facilitating of the Student Assistance Program including the implementation of Tier 2 and Tier 3 academic, mental health, and behavioral supports. This also included tracking of data to gauge the effectiveness/ success of used interventions.</li> <li>● Utilize various methods via the Internet – including Twitter, School Messenger, and the e-Newsletter – to provide content and convey information concerning events, activities, and recommended tasks</li> </ul>	<p>Program interventions by the whole team.</p> <ul style="list-style-type: none"> <li>● Members of the SMS Counseling Department participate and/or receive correspondence for professional development from the York County School Counselors Association and IU12 Counselor Network.</li> <li>● Some members of the SMS Counseling Department maintain memberships in the Pennsylvania School Counselors Association and the American School Counselors Association.</li> <li>● Some of the members of the SMS Counseling Department serve as members of the SYCSD Diversity Committee.</li> <li>● SMS School Counselors have led in-service training for building staff and parents on various age-appropriate topics pertaining to the development of children and adolescents.</li> <li>● Participate in faculty meetings and other faculty-led/sponsored professional development activities and opportunities.</li> <li>● Participate In district sponsored inservice programs and approved professional development activities.</li> <li>● Are aware of and make referrals to agencies and resources available to parents and students outside the school.</li> </ul>
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	<p>to cross-examine it for trends and achievement gaps or lack of the representation of opportunities based on any combination of these factors in collaboration with our building level focus groups</p>		<p>related to one's academic year.</p> <ul style="list-style-type: none"> <li>• Works collaboratively with classroom teachers, special education case managers, instructional specialists, and interventionists to determine individualized needs of students.</li> </ul>	
<p><b>High School</b></p>	<ul style="list-style-type: none"> <li>• Annual work on SYCSD K-12 Comprehensive Counseling Plan/Chapter 339 including advocating for comprehensive K-12 school counseling services.</li> <li>• Work to connect old and new secondary counseling programs and initiatives with ASCA Student Standards: Mindsets &amp; Behaviors For Student Success, PA CEW standards, and PA SIS standards.</li> <li>• Create and use annual Academic and Personal/Social goals aligned with ASCA Student Standards: Mindsets &amp; Behaviors For Student Success and Career goals aligned with PA CEW standards and CRS Curriculum as part of K-12 Comprehensive Counseling Plan.</li> <li>• Utilize stakeholder surveys to provide feedback for data-driven services.</li> <li>• Reflection on attendance and perception data for stakeholder workshops to improve services and/or determine a need for new services.</li> <li>• Collaboration with stakeholders (Post-Secondary) to provide their expertise on information and requirements for admission to their respective universities</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the members of the SHS Counseling Department serve as members of the SYCSD Diversity Committee.</li> <li>• Make use of data provided from the CollegeBoard which projects which students are likely to record a "3" or better on various AP Exams to (a) try to encourage SHS curriculum based on data and (b) encourage students to academically challenge themselves.</li> <li>• Have established annual goals to improve the effectiveness of SHS Responsive Service Programs through the Student Assistance Program to better measure and improve student outcomes including the number of follow-up referrals.</li> <li>• Helped create and maintain the SYCSD K-12 School Counseling Department Advisory Council made up of district staff, students, parents, and community stakeholders to help provide feedback on academic, personal/social, and career development initiatives.</li> <li>• Continued requests and gathering of varying demographic data including Free/Reduced Status, Ethnic Data, and</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize stakeholder surveys to provide feedback for data-driven services.</li> <li>• Collaboration with stakeholders (Post-Secondary) to provide their expertise on information and requirements for admission to their respective universities via College Representative presentations.</li> <li>• Make use of data provided from the CollegeBoard which projects which students are likely to record a "3" or better on various AP Exams to (a) try to encourage SHS curriculum based on data and (b) encourage students to academically challenge themselves.</li> <li>• Utilize stakeholder surveys to provide feedback for data-driven services.</li> <li>• Use results from PSSA and Keystone exams to adjust students schedules to meet state graduation mandates/requirements for remediation.</li> <li>• Continued requests and gathering of varying demographic data including Free/Reduced Status, Ethnic Data, and Disciplinary Data in order to cross-examine it for trends and achievement</li> </ul>	<ul style="list-style-type: none"> <li>• SHS counselors have participated in trainings on SBiRT, QPR Suicide Prevention, Project CONNECT® Nicotine Cessation, and Threat Assessment over the last three years and have provided information and training materials to members of the counseling, administrative, and/or SAP teams for consideration for professional development.</li> <li>• SHS counselors have engaged in continued education for credits beyond their master's degree.</li> <li>• Use of Naviance to track student encounter data.</li> <li>• Use of counselor-designed intervention, note, and data tracker for Student Assistant Program interventions by the whole team.</li> <li>• Utilize various methods via the Internet – including Twitter, Naviance, and the e-Newsletter – to provide content and convey information concerning events, activities, and recommended tasks related to one's academic year.</li> <li>• Members of the SHS Counseling Department participate and/or receive correspondence for professional</li> </ul>

	<p>via College Representative presentations.</p> <ul style="list-style-type: none"> <li>● Customization and implementation of Sapphire and Naviance Student Information Systems to gather and archive student artifacts for Future Ready Index requirements.</li> <li>● Help create and maintain the SYCSD K-12 School Counseling Department Advisory Council made up of district staff, students, parents, and community stakeholders to help provide feedback on academic, personal/social, and career development initiatives.</li> <li>● Continued efforts to find, propose, and implement Tier 1 Intervention of a Universal Mental Health Screener for all students in order to assess and target students identified with at-risk or presenting levels.</li> <li>● Continued requests and gathering of varying demographic data including Free/Reduced Status, Ethnic Data, and Disciplinary Data in order to cross-examine it for trends and achievement gaps or lack of the presentation of opportunities based on any combination of these factors.</li> <li>● Attendance at YCAL Education Committee monthly meetings to gather resources for students and the school regarding career preparation, postsecondary options, and school-to-career connections</li> </ul>	<p>Disciplinary Data in order to cross-examine it for trends and achievement gaps or lack of the presentation of opportunities based on any combination of these factors.</p> <ul style="list-style-type: none"> <li>● Involvement in various de-escalation scenarios based on the “Least Restrictive Alternative” principle for students.</li> <li>● Arrangement of our offices allows for the ability to concurrently meet with students while also recording notes electronically via a Desktop or Laptop Computer for later use.</li> <li>● Use of decorative items such as pillows, paintings, FunkoPop® Vinyl Figures and painted/decorated walls strategically placed around offices to serve as a method to ease into conversation.</li> <li>● Coordinates orientation for students new to SHS and transition for students moving up from SMS.</li> </ul>	<p>gaps or lack of the presentation of opportunities based on any combination of these factors.</p> <ul style="list-style-type: none"> <li>● Provide information to families concerning community support services and crisis resources in addition to providing intervention as needed.</li> <li>● Coordinate the development and implementation of Chapter 15, 504 Service Agreements for qualified students in conjunction with assistant principals and school nurse(s) when applicable.</li> <li>● Have established annual goals to improve the effectiveness of SHS Responsive Service Programs through the Student Assistance Program to better measure and improve student outcomes including the number of follow-up referrals.</li> <li>● Assists students and parents with career resources and in selecting a course of study consistent with the student’s short- and long-term goals, abilities, aptitudes and interests.</li> <li>● Helps in coordination and facilitating of the Student Assistance Program including the implementation of Tier 2 and Tier 3 academic, mental health, and behavioral supports. This also included tracking of data to gauge the effectiveness/ success of used interventions.</li> <li>● Utilize various methods via the Internet – including Twitter, Naviance, and the e-</li> </ul>	<p>development from the Lancaster County School Counselors Association, Berks County School Counselor Association, York County School Counselors Association, and IU12 Counselor Network.</p> <ul style="list-style-type: none"> <li>● Some members of the SHS Counseling Department maintain memberships in the Pennsylvania School Counselors Association, the American School Counselors Association, and Pennsylvania Association for College Admission Counseling.</li> <li>● Some of the members of the SHS Counseling Department serve as members of the SYCSD Diversity Committee.</li> <li>● Some of the members of the SHS Counseling Department serve as members of the SYCSD Professional Learning Committee.</li> <li>● Attendance at PSCA Conference(s).</li> <li>● Some of the members of the SHS Counseling Department serve as members of the SHS Building Leadership Team.</li> <li>● Members of the SHS Counseling Department have led in-service training for building staff and parents on various age-appropriate topics pertaining to the development of adolescents.</li> <li>● Participate in faculty meetings and other faculty-led/sponsored professional development activities and opportunities.</li> <li>● Participate In district sponsored inservice</li> </ul>
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	<ul style="list-style-type: none"> <li>Continually work with stakeholder groups to develop and coordinate a comprehensive school counseling program aligning with the ASCA National Model.</li> </ul>		<p>Newsletter – to provide content and convey information concerning events, activities, and recommended tasks.</p> <ul style="list-style-type: none"> <li>Works collaboratively with classroom teachers, special education case managers, and interventionists to determine individualized needs of students.</li> </ul>	<p>programs and approved professional development activities.</p> <ul style="list-style-type: none"> <li>Are aware of and make referrals to agencies and resources available to parents and students outside the school.</li> </ul>
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# **Southern York County School District Counseling Department Mission Statement**

## **Southern York County School District**

The Southern York County School District, through collaboration between all stakeholders, provides an equitable opportunity for education of students to achieve success in life and career.

## **Southern York County School District Counseling Program Mission Statement**

The Southern York County School District Counseling Program is an integral part of the learning environment. All stakeholders, including students, parents, educators/administrators, business/community partners, and postsecondary institutions, will collaborate to remove barriers to student learning. The program will provide all students with supportive opportunities to ensure they acquire the knowledge and skills necessary to achieve their full academic, career, and social-emotional potential in order to become responsible and fulfilled citizens.

# Southern York County School District

## Program Calendar & Delivery

**Monthly K-6 Counseling Calendar and Delivery Chart**

Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
<b>August</b>					
Academic:	-	-	- Share and communicate accommodations on students' 504 plans	-	-
Career:	-	-	-	-	-
Social/Emotional:	<ul style="list-style-type: none"> <li>- Explain self-referral system</li> <li>- Counselor introduction to student body</li> </ul>	-	- Transition counseling	-	- Cafeteria support for Kindergarten & 1st grade students
<b>September</b>					
Academic:	-	-	-	-	-
Career:	<ul style="list-style-type: none"> <li>- Review students' Future Ready Index artifacts with teachers</li> <li>- Annual Smart Futures implementation</li> </ul>	-	-	-	-
Social/Emotional:	<ul style="list-style-type: none"> <li>- Analyze Panorama data</li> <li>- Focus on varying monthly character trait</li> </ul>	<ul style="list-style-type: none"> <li>- New Student Orientation</li> <li>- Plan for small group counseling (FCR guided)</li> </ul>	-	<ul style="list-style-type: none"> <li>- District Diversity Committee Meeting</li> <li>- SAP and PCBH (school based counseling)</li> <li>- FBA</li> </ul>	-
<b>October</b>					
Academic:	-	- Parent/Teacher Conferences	-	-	-
Career:	- Conduct BizTown Interviews (Southern)	-	-	-	-

Social/Emotional:	<ul style="list-style-type: none"> <li>- Bully Prevention Month Initiatives</li> <li>- Focus on varying monthly character trait</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention groups</li> <li>- Plan for small group counseling (FCR guided)</li> </ul>	-	-	-
<b>November</b>					
Academic:	-	-	-	-	-
Career:	<ul style="list-style-type: none"> <li>- Conduct BizTown Interviews (Shrewsbury and Friendship)</li> </ul>	-	-	-	-
Social/Emotional:	<ul style="list-style-type: none"> <li>- Focus on varying monthly character trait</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention groups</li> <li>- Plan for small group counseling (FCR guided)</li> </ul>	-	-	-
<b>December</b>					
Academic:	<ul style="list-style-type: none"> <li>- NA</li> </ul>	-	-	-	-
Career:	-	-	-	-	-
Social/Emotional:	<ul style="list-style-type: none"> <li>- Focus on varying monthly character trait</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention groups</li> <li>- Plan for small group counseling (FCR guided)</li> </ul>	-	-	-
<b>January</b>					
Academic:	-	-	-	-	-
Career:	-	-	-	<ul style="list-style-type: none"> <li>- Coordinate Career Readiness Artifact Upload for PIMS</li> </ul>	-
Social/Emotional:	<ul style="list-style-type: none"> <li>- Focus on varying monthly character trait</li> </ul>	<ul style="list-style-type: none"> <li>- FCR guided small groups</li> <li>- Intervention groups</li> </ul>	-	<ul style="list-style-type: none"> <li>- District Diversity Committee Meeting</li> </ul>	-
<b>February</b>					
Academic:	-	<ul style="list-style-type: none"> <li>- Parent/Teacher Conferences</li> <li>- Intervention groups</li> </ul>	-	-	-
Career:	-	-	-	<ul style="list-style-type: none"> <li>- Coordinate Career Readiness Artifact Upload for PIMS</li> </ul>	-
Social/Emotional:	<ul style="list-style-type: none"> <li>- Focus on varying monthly character trait</li> <li>- Readdress Bully Prevention Initiatives</li> </ul>	<ul style="list-style-type: none"> <li>- FCR guided small groups</li> <li>- TrueNorth Wellness guided small groups</li> <li>- Parent/Teacher Conferences</li> </ul>	-	-	-
<b>March</b>					
Academic:	-	-	<ul style="list-style-type: none"> <li>- Availability at Kindergarten Registration</li> </ul>	-	<ul style="list-style-type: none"> <li>- Build Master Schedule</li> </ul>

Career:	-	-	-	- Coordinate Career Readiness Artifact Upload for PIMS	-
Social/Emotional:	- Focus on varying monthly character trait	- FCR guided small groups - intervention groups	- Availability at Kindergarten Registration	- Availability at Kindergarten Registration - District Diversity Committee Meeting	-
<b>April</b>					
Academic:	-	-	-	-	- PSSA Exam Administration
Career:	-	-	-	-	-
Social/Emotional:	- Focus on varying monthly character trait	- FCR guided small groups	-	-	-
<b>May</b>					
Academic:	- Elementary Student Move-Up Days	-	- Administration & Parental consultation about retention cases - Transition meetings	- Elementary School to Middle School Transition Meeting - Attend Move-Up Days at Southern Middle School	-
Career:	- Bi-Annual Career Fair for 5th/6th grade - Coordinate 6th Grade Career Interest Survey	-	-	-	-
Social/Emotional:	- Elementary Student Move-Up Days - Focus on varying monthly character trait	-	- Administration & Parental consultation about retention cases - Transition meetings	- Elementary School to Middle School Transition Meeting - PNSAS Data Entry for Student Assistance Program	-

### Ongoing K-6 School Counseling Activities

Counselor Related Activity	Counselor Domain Academic (A)	Counselor Domain Career (C)	Counselor Domain Social/Emotional (SE)	Non-Counselor Related Activity (Hours per year)
Administer Informal Risk Assessments			✓	
Avidum Club Meetings			✓	
Arrival & Dismissal Duty				✓
Attend Grade Level Meetings	✓		✓	
Attend IEP Meetings	✓	✓	✓	
Attend IGM Meetings	✓	✓	✓	
Attend Student Support Team Meetings	✓		✓	
Brief Counseling	✓	✓	✓	
Career Artifact Portfolio Monitoring		✓		
Consultation With Community-Based Agencies		✓	✓	
Consultation With Teachers & Administration	✓	✓	✓	
Classroom Lessons	✓		✓	
Classroom Observations For Special Education	✓			
Coordinate Mentor Program	✓		✓	
Coordinate Helping Hands Program		✓		
Crisis Response			✓	
Functional Behavioral Assessments			✓	



Grade Level Presentations	✓		✓	
Individual Student Counseling	✓	✓	✓	
Information Gathering Meeting Participation		✓		
IU12 / YCSCA Meetings	✓	✓	✓	
Manage Chapter 15, 504 Plans	✓		✓	
Mediations and Conflict Resolutions	✓		✓	
Miscellaneous Duties As Assigned				✓
Monthly K-12 Counselor Meetings	✓	✓	✓	
Outpatient Facility Student Re-Entry Plan Meetings	✓		✓	
Parent Communication and Meetings	✓	✓	✓	
Peer Mediations and Conflict Resolutions			✓	
Promoting Monthly Character Education Trait			✓	
Recess Supervision				✓
Review FBA Data & Positive Behavior Support Plans with teachers	✓		✓	
Small Group Counseling	✓		✓	
Smart Futures Program Implementation and Monitoring	✓	✓	✓	
Student Assistance Program Coordination	✓	✓	✓	
Student Attendance Improvement Plan Meetings	✓		✓	

Substitute Teaching				✓ (~90 Hours)
Work With Students on Self-Regulation Strategies	✓	✓	✓	
Write Letters of Recommendation		✓		

## Monthly 7-8 Counseling Calendar and Delivery Chart

Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
<b>August</b>					
Academic:	-	<ul style="list-style-type: none"> <li>- Chapter 15, 504 Plan Review / Renewal</li> <li>- Schedule changes based</li> </ul>	<ul style="list-style-type: none"> <li>- General schedule changes</li> <li>- Schedule changes based on academic need.</li> <li>- Individualized Minute Meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Back to School Night</li> <li>- Staff consultation about Chapter 15, 504 Plans.</li> </ul>	-
Career:	<ul style="list-style-type: none"> <li>- Coordinate Career Education Plans with Practical Arts Department</li> <li>- Introduction to Grade Level CEW Standards</li> </ul>	-	<ul style="list-style-type: none"> <li>- Individualized Minute Meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinate with Technology Department for Smart Futures implementation</li> </ul>	-
Social/Emotional:	<ul style="list-style-type: none"> <li>- Panorama Socioemotional Benchmarking Survey</li> <li>- 7th Grade student orientation</li> </ul>	<ul style="list-style-type: none"> <li>- Individualized students tours</li> </ul>	-	<ul style="list-style-type: none"> <li>- 7th Grade student orientation</li> </ul>	-
<b>September</b>					
Academic:	-	-	-	-	-
Career:	-	-	-	-	-
Social/Emotional:	-	-	-	<ul style="list-style-type: none"> <li>- Analyze Panorama Data</li> </ul>	-
<b>October</b>					
Academic:	<ul style="list-style-type: none"> <li>- 8th Grade York County School of Technology (YCST) Informational Meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Send home progress reports</li> <li>- Parent/Teacher Conferences</li> </ul>	-	<ul style="list-style-type: none"> <li>- Meet with York County School of Technology (YCST) representatives</li> </ul>	-
Career:	<ul style="list-style-type: none"> <li>- Meet with YCST representatives about Application Process</li> </ul>	<ul style="list-style-type: none"> <li>- Meet with students interested in attending YCST</li> </ul>	-	<ul style="list-style-type: none"> <li>- Meet with York County School of Technology (YCST) representatives</li> </ul>	-
Social/Emotional:	-	<ul style="list-style-type: none"> <li>- Parent/Teacher Conferences</li> </ul>	-	<ul style="list-style-type: none"> <li>- New Teacher Orientation meeting</li> </ul>	-
<b>November</b>					
Academic:	-	<ul style="list-style-type: none"> <li>- Assist with York County School of Technology (YCST) applications</li> </ul>	-	<ul style="list-style-type: none"> <li>- Advisory Council Meeting</li> </ul>	-

		<ul style="list-style-type: none"> <li>- Parent/Teacher Conferences</li> <li>- Send home progress reports</li> </ul>			
Career:	<ul style="list-style-type: none"> <li>- YCST meet with representatives to discuss application process for the next school year</li> </ul>	<ul style="list-style-type: none"> <li>- Meet with students interested in attending YCST</li> <li>- Assist with YCST applications</li> </ul>	-	<ul style="list-style-type: none"> <li>- Advisory Council Meeting</li> </ul>	-
Social/Emotional:	-	-	-	<ul style="list-style-type: none"> <li>- Advisory Council Meeting</li> </ul>	-
<b>December</b>					
Academic:	-	<ul style="list-style-type: none"> <li>- Send home progress reports</li> </ul>	-	-	<ul style="list-style-type: none"> <li>- Keystone Exam Administration</li> </ul>
Career:	<ul style="list-style-type: none"> <li>- Junior Achievement Your Economic Success (Y.E.S.) Half-Day Program</li> </ul>	-	<ul style="list-style-type: none"> <li>- YCST Applicant Field Trip</li> </ul>	-	-
Social/Emotional:	-	-	-	-	-
<b>January</b>					
Academic:	-	-	<ul style="list-style-type: none"> <li>- 6th &amp; 7th Grade Course Selections</li> </ul>	-	-
Career:	-	-	<ul style="list-style-type: none"> <li>- 6th &amp; 7th Grade Course Selections</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinate Career Readiness Artifact Upload for PIMS</li> </ul>	-
Social/Emotional:	<ul style="list-style-type: none"> <li>- Panorama Socioemotional Post Survey</li> </ul>	-	-	-	-
<b>February</b>					
Academic:	<ul style="list-style-type: none"> <li>- 8th Grade Course Registration lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Parent/Teacher Conferences</li> </ul>	<ul style="list-style-type: none"> <li>- 6th &amp; 7th Grade Course Selections</li> </ul>	-	-
Career:	<ul style="list-style-type: none"> <li>- 8th Grade Course Registration lesson</li> </ul>	-	<ul style="list-style-type: none"> <li>- 6th &amp; 7th Grade Course Selections</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinate Career Readiness Artifact Upload for PIMS</li> </ul>	-
Social/Emotional:	-	<ul style="list-style-type: none"> <li>- Parent/Teacher Conferences</li> </ul>	-	-	-
<b>March</b>					
Academic:	-	<ul style="list-style-type: none"> <li>- Send home progress reports</li> </ul>	<ul style="list-style-type: none"> <li>- 8th Grade High School Course Selections</li> </ul>	<ul style="list-style-type: none"> <li>- Advisory Council Meeting</li> </ul>	<ul style="list-style-type: none"> <li>- PSSA Exam Administration</li> </ul>
Career:		-	<ul style="list-style-type: none"> <li>- 6th &amp; 7th Grade Course Selections</li> </ul>	<ul style="list-style-type: none"> <li>- Advisory Council Meeting</li> <li>- Coordinate Career Readiness Artifact Upload for PIMS</li> </ul>	-

Social/Emotional:	-	-	-	- Advisory Council Meeting	-
<b>April</b>					
Academic:	- Elementary Student Move-Up Days	-	-	-	- PSSA Exam Administration - Build Master Schedule
Career:	-	-	- 6th & 7th Grade Course Selections	-	-
Social/Emotional:	- Elementary Student Move-Up Days	-	-	-	-
<b>May</b>					
Academic:	-	-	-	-	- Build Master Schedule
Career:	- Local Business S.T.E.M. Presentation	-	-	-	-
Social/Emotional:	-	- Elementary School to Middle School Transition Meeting	-	- Elementary School to Middle School Transition Meeting	-
<b>June</b>					
Academic:	- Monitor student progress	-	-	- Middle School to High School Transition Meeting	- Build Master Schedule
Career:	-	-	-	-	-
Social/Emotional:	-	-	-	- Elementary School to Middle School Transition Meeting - Middle School to High School Transition Meeting	-

### Ongoing 7-8 School Counseling Activities

Counselor Related Activity	Counselor Domain Academic (A)	Counselor Domain Career (C)	Counselor Domain Social/Emotional (SE)	Non-Counselor Related Activity (Hours per year)
Academic Data Reviews	✓			
Administer Risk Assessments			✓	
Aevidum Club Meetings			✓	
Arrival & Dismissal Duty				✓
Attend Team Meetings	✓		✓	
Attend IEP Meetings	✓	✓	✓	
Attend IGM Meetings	✓	✓	✓	
Attend Functional Behavioral Assessment Team Meetings	✓		✓	
Brief Counseling	✓	✓	✓	
Cafeteria Duty				✓ (60 Hours)
Career Artifact Portfolio Monitoring		✓		
Classroom Lessons	✓		✓	
Classroom Observations For Special Education	✓		✓	
Consultation With Community-Based Agencies		✓	✓	
Consultation With Teachers & Administration	✓		✓	
Coordinate Keystone Exams				✓ (30 Hours)
Coordinate PSSA Exams				✓ (80 Hours)

Crisis Response			✓	
Faculty Meetings				✓ (10 Hours)
Grade Level Presentations	✓		✓	
Individual Student Counseling	✓	✓	✓	
Individualized Student Career Ready Skills Meetings Connected to Academics			✓	
IU12 / YCSCA Meetings	✓	✓	✓	
Lead Student Team Meetings	✓			
Manage Chapter 15, 504 Plans	✓	✓	✓	
Manage Monthly Newsletter				✓ (10 Hours)
Mediations and Conflict Resolutions	✓		✓	
Middle School Success Meetings			✓	
Monitor Digital Learning Academy (DLA) Students	✓			
Monthly K-12 Counselor Meetings	✓	✓	✓	
New Student Orientations	✓	✓	✓	
Outpatient Facility Student Re-Entry Plan Meetings	✓		✓	
Parent Communication and Meetings	✓	✓	✓	
Perspective Taking Education			✓	
Responsive Classroom Lessons	✓	✓	✓	

Scheduling New Students	✓	✓	✓	
Smart Futures Program Implementation and Monitoring	✓	✓	✓	
Smart Futures Collaboration and Planning with Practical Arts Team			✓	
Socioemotional Learning Committee	✓		✓	
Student Assistance Program	✓	✓	✓	
Student Attendance Improvement Plan Meetings	✓		✓	
Student Transition Meetings	✓		✓	
Work With Students on Self-Regulation Strategies	✓	✓	✓	



## Monthly 9-12 Counseling Calendar and Delivery Chart

Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
<b>August</b>					
Academic:	- 9th Grade Orientation Presentation	- Chapter 15, 504 Plan Review / Renewal - Academic Transcript Updates (Summer School, Keystones)	- Schedule changes - Coordinate schedules for Dual Enrollment students	- Back to School Night - Update School Profile - Update annual SAT/ACT/AP Report	- PSAT Registration
Career:	- 9th Grade Orientation Presentation	-	- Senior Post-Secondary Meetings	- Update School Profile	-
Social/Emotional:	- 9th Grade Orientation Presentation	-	-	- Back to School Night	-
<b>September</b>					
Academic:	- Provide & Review Senior Year Info Sheet - 9th Grade Counselor Chat Night	- Chapter 15, 504 Plan Review / Renewal	- Send home Senior Graduation Requirement letters	- Update annual SAT/ACT/AP Report	- PSAT Registration - 11th/12th Grade ACT Administration
Career:	- Financial Aid Night Presentation - 9th Grade Counselor Chat Night	-	- Senior Post-Secondary Meetings	-	-
Social/Emotional:	- 9th Grade Counselor Chat Night	-	-	- District Diversity Committee Meeting	-
<b>October</b>					
Academic:	- FAFSA Completion Night	-	- Freshman Year Meetings	- Meet with York County School of Technology (YCST) representatives - Update Curriculum Guide	- 10th/11th Grade PSAT Administration - 11th/12th Grade SAT Administration - Advanced Placement Exam Registration
Career:	- College Application Bootcamp Workshop	-	- Senior Post-Secondary Meetings - Freshman Year Meetings	- Meet with York County School of Technology (YCST) representatives	-
Social/Emotional:	- Selection of HOBY participants	- Parent/Teacher Conferences	- Freshman Year Meetings	- New Teacher Orientation meeting	-
<b>November</b>					
Academic:	-	- Send home Senior Failure letters	- Freshman Year Meetings	- Advisory Council Meeting	- Advanced Placement Exam Registration

		<ul style="list-style-type: none"> <li>- Assist with York County School of Technology (YCST) applications</li> <li>- Parent/Teacher Conferences</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinate schedules for Dual Enrollment students</li> </ul>	<ul style="list-style-type: none"> <li>- Update Curriculum Guide</li> </ul>	
Career:	<ul style="list-style-type: none"> <li>- Dollars for Scholars &amp; Scholarship Information Night</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Freshman Year Meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Advisory Council Meeting</li> </ul>	<ul style="list-style-type: none"> <li>- ASVAB Administration</li> </ul>
Social/Emotional:	<ul style="list-style-type: none"> <li>-</li> </ul>		<ul style="list-style-type: none"> <li>- Freshman Year Meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Advisory Council Meeting</li> <li>- District Diversity Committee Meeting</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
<b>December</b>					
Academic:	<ul style="list-style-type: none"> <li>- 9th Grade Scheduling for the High School Evening Program</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinate schedules for Dual Enrollment students</li> </ul>	<ul style="list-style-type: none"> <li>- Update Curriculum Guide</li> </ul>	<ul style="list-style-type: none"> <li>- Keystone Exam Administration</li> </ul>
Career:	<ul style="list-style-type: none"> <li>- Alumni Panel Workshop</li> <li>- Select participants for Adams Electric Summer Leadership</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
Social/Emotional:	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
<b>January</b>					
Academic:	<ul style="list-style-type: none"> <li>- Preparing for the Workforce Evening Program</li> </ul>	<ul style="list-style-type: none"> <li>- Meetings with 10th and 11th graders to discuss PSAT Results</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinate semester schedule changes</li> <li>- Coordinate schedules for Dual Enrollment students</li> </ul>	<ul style="list-style-type: none"> <li>- Update Curriculum Guide</li> </ul>	<ul style="list-style-type: none"> <li>- 10th Grade PreACT Registration</li> </ul>
Career:	<ul style="list-style-type: none"> <li>- Preparing for the Workforce Evening Program</li> <li>- Dollars for Scholars Bootcamp</li> </ul>	<ul style="list-style-type: none"> <li>- Meetings with 10th and 11th graders to discuss PSAT Results</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
Social/Emotional:	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- District Diversity Committee Meeting</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
<b>February</b>					
Academic:	<ul style="list-style-type: none"> <li>- 8th Grade Course Registration lesson</li> <li>- Post-Secondary Testing Information Evening Program</li> </ul>	<ul style="list-style-type: none"> <li>- Send home senior failure letters</li> <li>- Meetings with 10th and 11th graders to discuss PSAT Results</li> <li>- Parent/Teacher Conferences</li> </ul>	<ul style="list-style-type: none"> <li>- Individual Scheduling Meetings</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- 10th Grade PreACT Registration</li> </ul>
Career:	<ul style="list-style-type: none"> <li>- 8th Grade Course Registration lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Meetings with 10th and 11th graders</li> </ul>	<ul style="list-style-type: none"> <li>- Individual Scheduling Meetings</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>

	- Post-Secondary Testing Information Evening Program	to discuss PSAT Results			
Social/Emotional:	-	- Parent/Teacher Conferences	-	-	-
<b>March</b>					
Academic:	- Dual Enrollment Information Evening Program	- Send home underclassmen failure letters - Graduation Project presentations	- Individual Scheduling Meetings - 8th Grade High School Course Selection meetings	- Advisory Council Meeting	- 10th Grade PreACT Administration - 11th Grade SAT Administration - Build Master Schedule
Career:	- Annual College & Career Fair - Dual Enrollment Information Evening Program	-	- Individual Scheduling Meetings	- Advisory Council Meeting	-
Social/Emotional:	-	-	-	- Advisory Council Meeting - District Diversity Committee Meeting	-
<b>April</b>					
Academic:	- What to Expect for Rising Seniors Evening Program - Internship Meeting	- Meetings with 10th graders to discuss PreACT results - Review Chapter 15, Section 504 Plans for upcoming 8th graders	-	-	- 11th Grade ACT Administration - Build Master Schedule - End of the Year Awards
Career:	- What to Expect for Rising Seniors Evening Program - Internship Meeting - Coordinate Senior Exit Survey	- Meetings with 10th graders to discuss PreACT results	-	-	- ASVAB Administration
Social/Emotional:	- Selection participants for Future Leaders of York	-	-	-	-
<b>May</b>					
Academic:	-	- TES & Life Skills Scheduling	- Schedule conflict revision meetings - Coordinate schedules for Dual Enrollment students	-	- Advanced Placement Exam Administration - Keystone Exam Administration - Build Master Schedule - End of the Year Awards - Senior Final Exams

Career:	-	-	-	-	-
Social/Emotional:	-	-	-	-	-
<b>June</b>					
Academic:	-	- Summer School / Credit Recovery correspondence	- Coordinate schedules for Dual Enrollment students	- Update NCAA Course Registry	-
Career:	- Send final transcripts	-	-	-	-
Social/Emotional:	-	-	-	-	-

### Ongoing 9-12 School Counseling Activities

Counselor Related Activity	Counselor Domain Academic (A)	Counselor Domain Career (C)	Counselor Domain Social/Emotional (SE)	Non-Counselor Related Activity (Hours per year)
Administer Risk Assessments			✓	
Avidum Club Meetings			✓	
Attend IEP Meetings	✓	✓	✓	
Attend IGM Meetings	✓	✓	✓	
Assist With College Applications		✓		
Brief Counseling	✓	✓	✓	
Career Artifact / Graduation Project Portfolio Monitoring		✓		
Classroom Observations	✓		✓	✓ (10 Hours, Per Counselor)
College & Career Representative Visits		✓		
Consultation With Community-Based Agencies		✓	✓	
Consultation With Teachers & Administration	✓		✓	
Coordinate AP Exams				✓ (20 Hours)
Coordinate Keystone Exams				✓ (20 Hours)
Coordinate Pre-ACT Exam				✓ (10 Hours)
Coordinate PSAT Exam				✓ (10 Hours)

Coordinating the Multi-Disciplinary Evaluation Process				✓
Credit Management & Transcript Updates	✓			
Crisis Response			✓	
Department Meetings	✓	✓	✓	
Faculty Meetings				✓ (5.5 Hours)
Individual Student Counseling	✓	✓	✓	
IU12 / YCSCA Meetings	✓	✓	✓	
Leadership Team Meetings	✓			
Mediations and Conflict Resolutions	✓		✓	
Miscellaneous Duties As Assigned				✓ (50 Hours, Per Counselor)
Monitor Digital Learning Academy (DLA) Students	✓			
Monthly K-12 Counselor Meetings	✓	✓	✓	
Monthly Scholarship Bulletin		✓		
Outpatient Facility Student Re-Entry Plan Meetings	✓		✓	
Parent Communication and Meetings	✓	✓	✓	
Professional Learning Committee Meetings	✓	✓	✓	
Scheduling New Students	✓	✓	✓	
Student Assistance Program	✓	✓	✓	

Student Attendance Improvement Plan Meetings	✓		✓	
Student Services Meetings	✓		✓	
Update HS Counseling Website				✓ (25 Hours)
Monthly YCAL Education Committee Meetings	✓	✓		

# Southern York County School District

## Curriculum Action Plan

### Elementary

Kindergarten									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain PA Career Ready Skill	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Personal Space	B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 9, B-SS 2, B-SS 4, B-SS 5, 13.1.3.H, 13.2.3.A, 13.3.3.A, A.PK-K.2, B.PK-K.1, B.PK-K.3, C.PK-K.1, C.PK-K.3	<ul style="list-style-type: none"> <li>"Personal Space Camp" by Julia Cook</li> </ul>	1st MP - 4th MP	~185	School Counseling Offices, SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>Informal observations</li> <li>Question and Answer</li> <li>Teacher Feedback</li> </ul>	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance
Listening Skills	B-SMS 2, B-SMS 4, B-SMS 6, B-SS 1 B-SS 2, B-SS 3, B-SS 6, 13.1.3.H, 13.2.3.A, 13.3.3.A, A.PK-K.2, B.PK-K.1, B.PK-K.3, C.PK-K.3	<ul style="list-style-type: none"> <li>"Howard B. Wigglebottom Learns to Listen" by Howard Binkow</li> <li>Whole Body Listening by Elizabeth Sautter &amp; Kristen Wilson</li> </ul>	1st MP - 4th MP	~185	School Counseling Offices, SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>Informal observations</li> <li>Question and Answer</li> <li>Teacher Feedback</li> </ul>	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance
Feelings	B-SMS 2, B-SS 1 B-SS 2, B-SS 3, B-SS 5, B-SS 8, B-SS 9, 13.1.3.A, 13.1.3.B, 13.3.3.A, A.PK-K.1, A.PK-K.2, A.PK-K.3, A.PK-K.4, C.PK-K.3	<ul style="list-style-type: none"> <li>Feelings books, posters and videos</li> </ul>	1st MP - 4th MP	~185	School Counseling Offices, SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>Informal observations</li> <li>Question and Answer</li> <li>Teacher Feedback</li> </ul>	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance
Self-Esteem	B-LS 4, B-LS 6, B-LS 7, B-LS 8, B-SMS 3, B-SMS 5, B-SS 8, 13.3.3.A, A.PK-K.2, A.PK-K.3, B.PK-K.2	<ul style="list-style-type: none"> <li>Self-esteem books, posters and videos</li> </ul>	1st MP - 4th MP	~185	School Counseling Offices, SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>Informal observations</li> <li>Question and Answer</li> <li>Teacher Feedback</li> </ul>	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance
Tattling vs. Reporting	B-LS 1, B-SMS 1, B-SMS 4, B-SS 2, B-SS 5, B-SS 8, B-SS 9, 13.2.3.E, 13.3.3.A, 13.3.3.B, 13.3.3.C, A.PK-K.2, A.PK-K.3, B.PK-K.1, B.PK-K.3, B.PK-K.4, C.PK-K.1	<ul style="list-style-type: none"> <li>"Don't Squeal Unless It's A Big Deal" by Jeanne Franz Ransom</li> <li>"Armadillo Tattletale" by Hellen Kettelman</li> </ul>	1st MP - 4th MP	~185	School Counseling Offices, SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>Informal observations</li> <li>Question and Answer</li> <li>Teacher Feedback</li> </ul>	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance
Accepting Others and Showing Kindness	B-SMS 2, B-SMS 9, B-SS 2, B-SS 4, B-SS 5, B-SS 9, 13.3.3.A, 13.3.3.B, 13.3.3.C, A.PK-K.1, A.PK-K.2, A.PK-K.3, B.PK-K.1, B.PK-K.3, B.PK-K.4, C.PK-K.3	<ul style="list-style-type: none"> <li>Kindness and friendship books and videos</li> </ul>	1st MP - 4th MP	~185	School Counseling Offices, SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>Informal observations</li> <li>Question and Answer</li> <li>Teacher Feedback</li> </ul>	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance
Smart Futures 'My Interests' Activity	M 3, M 6, B-LS 1, B-LS 7, 13.1.3.A, 13.1.3.B, 13.1.3.D, A.PK-K.1, A.PK-K.3, A.PK-K.4	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~185	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Community Roles' Activity	M 3, M 6, B-LS 1, B-LS 7, B-LS 9, B-SMS 8, B-SS 3, 13.1.3.C, 13.1.3.D, B.PK-K.1, B.PK-K.3	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~185	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark



Smart Futures 'Preparation for Careers' Activity	M 3, M 6, B-LS 1, B-LS 6, B-LS 7, B-LS 9, B- SMS 5, 13.1.3.C, 13.1.3.D	• Smart Futures Curriculum	1st MP - 4th MP	~185	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
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1 <sup>st</sup> Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain PA Career Ready Skill	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Smart Futures 'Changing Roles' Activity	M 1, M 5, M 6, B-LS 1, B-LS 3, B-LS 7, B-LS 9, B-SMS 8, B- SMS 10, B-SS 4, B-SS 10, 13.1.3.C, 13.3.3.A, 13.3.3.B, 13.3.3.E, 13.3.3.F, A.1-5.2, C.1-5.2	• Smart Futures Curriculum	1st MP - 4th MP	~188	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Using What You Learn in School' Activity	M 3, M 6, B-LS 1, B- LS 4, B-LS 7, B-LS 9, 13.1.3.D, A.1-5.2, A.1-5.4	• Smart Futures Curriculum	1st MP - 4th MP	~188	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Cooperation in Group Settings' Activity	M 2, M 5, B-SMS 1, B- SS 1, B-SS 2, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9, B- SS 10, 13.2.3.A, 13.2.3.E, 13.3.3.A, 13.3.3.B, 13.3.3.C, A.1-5.1, B.1-5.1, B.1- 5.2, B.1-5.3, B.1-5.4, C.1-5.3	• Smart Futures Curriculum	1st MP - 4th MP	~188	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Successful Attitudes and Work Habits' Activity	M 1, M 2, M 3, M 4, M 5, M 6, B-LS 1, B- LS 4, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 6, B-SMS 8, B-SMS 9, B- SS 1, B-SS 2, B-SS 6, B-SS 7, B-SS 8, B-SS 9, 13.3.3.A, 13.3.3.B, 13.3.3.C, 13.3.3.G, A.1-5.1, B.1-5.2, B.1- 5.3, B.1-5.4, C.1-5.3	• Smart Futures Curriculum	1st MP - 4th MP	~188	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Accepting Others / Bullying	B-SMS 2, B-SMS 9, B- SS 2, B-SS 4, B-SS 5, B-SS 9, 13.3.3.A, 13.3.3.B, 13.3.3.C, A.1-5.3, B.1-5.1, B.1- 5.2, B.1-5.3, B.1-5.4, C.1-5.1, C.1-5.2, C.1- 5.3	• "Counselor created materials • Lil' Aavidum Curriculum.	2nd MP - 4th MP	~188	School Counseling Offices, SYCSD Elementary Classrooms	• Informal observations • Question and Answer • Teacher Feedback	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance
Friendships	B-SMS 2, B-SMS 9, B- SS 2, B-SS 4, B-SS 5, B-SS 9, 13.3.3.A, 13.3.3.B, 13.3.3.C, B.1-5.1, B.1-5.2, B.1- 5.3, B.1-5.4, C.1-5.1, C.1-5.2, C.1-5.3	• Green Circle • Friendship books and videos • Counselor created materials	2nd MP - 4th MP	~188	School Counseling Offices, SYCSD Elementary Classrooms	• Informal observations • Question and Answer • Teacher Feedback	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance
Tattling vs. Reporting	B-LS 1, B-SMS 1, B-SMS 4, B-SS 2, B-SS 5, B-SS 8, B-SS 9, 13.2.3.E, 13.3.3.A, 13.3.3.B, 13.3.3.C, A.1- 5.3, B.1-5.1, B.1-5.3, B.1-5.4, C.1-5.1, C.1- 5.2, C.1-5.3	• "Don't Squeal Unless It's A Big Deal" by Jeanne Franz Ransom. • "Armadillo Tattletale" by Hellen Kettelman.	2nd MP - 4th MP	~188	School Counseling Offices, SYCSD Elementary Classrooms	• Informal observations • Question and Answer • Teacher Feedback	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance

2 <sup>nd</sup> Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain PA Career Ready Skill	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Smart Futures 'How Money is Used' Activity	M 4, M 5, M 6, B-LS 1, B-LS 3, B-SMS 4, 13.3.3.D, A.1-5.4	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~191	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Lifelong Learning' Activity	M 3, M 4, M5, M 6, B-LS 7, B-SMS 5, 13.3.3.A, 13.3.3.G, A.1-5.4	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~191	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'What is Entrepreneurship?' Activity	M 3, M 4, M5, M 6, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-LS 10, B-SMS 1, B-SMS 2, B-SMS 5, B-SMS 6, B-SS 1, B-SS2, B-SS 3, B-SS 8, 13.4.3.A, 13.4.3.B, 13.4.3.C, A.1-5.2, A.1-5.4, C.1-5.1, C.1-5.2	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~191	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Character Traits of Entrepreneurs' Activity	M 3, M 4, M5, M 6, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-LS 10, B-SMS 1, B-SMS 2, B-SMS 5, B-SMS 6, B-SS 1, B-SS2, B-SS 3, B-SS 8, 13.4.3.A, 13.4.3.B, 13.4.3.C, A.1-5.2, A.1-5.4, C.1-5.1, C.1-5.2	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~191	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Accepting Others / Positive Relationships/ Friendship/ Bullying	B-SMS 2, B-SMS 9, B-SS 2, B-SS 4, B-SS 5, B-SS 9, 13.3.3.A, 13.3.3.B, 13.3.3.C, A.1-5.3, B.1-5.1, B.1-5.2, B.1-5.3, B.1-5.4, C.1-5.1, C.1-5.2, C.1-5.3	<ul style="list-style-type: none"> <li>"Counselor created materials</li> <li>Lil' Aevium Curriculum</li> <li>Green Circle Program</li> </ul>	2nd MP - 4th MP	~191	School Counseling Offices, SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>Informal observations</li> <li>Question and Answer</li> <li>Teacher Feedback</li> </ul>	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance
Body Safety	B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 9, B-SS 2, B-SS 3, B-SS 9, 13.2.3.E, 13.3.3.A, B.1-5.3, B.1-5.4	<ul style="list-style-type: none"> <li>YWCA Victim's Assistance Organization</li> </ul>	2nd MP - 4th MP	~191	School Counseling Offices, SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>Informal observations</li> <li>Question and Answer</li> <li>Teacher Feedback</li> </ul>	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance
3 <sup>rd</sup> Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain PA Career Ready Skill	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Smart Futures 'The Importance of Planning' Activity	M 6, B-LS 1, B-LS 3, B-LS 4, B-LS 7, B-LS 9, B-SMS 2, B-SMS 4, B-SMS 5, 13.1.3.F, 13.1.3.G, 13.1.3.H, 13.2.3.B, 13.2.3.D, 13.3.3.A, 13.3.3.G, A.1-5.4	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~215	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Researching Job Opportunities' Activity	M 5, B-LS 1, B-LS 5, B-LS 7, B-LS 9, B-SMS 3, B-SMS 5, 13.2.3.B,	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~215	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Writing a Personal Letter' Activity	M 5, B-LS 5, B-SMS 3, B-SS 1, 13.2.3.C	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~215	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark

Smart Futures 'How to be an Ultra-Good Listener' Activity	M 2, M 5, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9, B-SS 10, 13.2.3.A, 13.2.3.E, A.1-5.1, B.1-5.1, B.1-5.2, B.1-5.3, B.1-5.4, C.1-5.2, C.1-5.3,	• Smart Futures Curriculum	1st MP - 4th MP	~215	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Accepting Others/Positive Relationships/Friendship/Bullying	B-SMS 2, B-SMS 9, B-SS 2, B-SS 4, B-SS 5, B-SS 9, 13.3.3.A, 13.3.3.B, 13.3.3.C, A.1-5.3, B.1-5.1, B.1-5.2, B.1-5.3, B.1-5.4, C.1-5.1, C.1-5.2, C.1-5.3	• "Counselor created materials • Lil' Aevium curriculum • "Odd Velvet" by Mary Whitcomb • Green Circle Program	2nd MP - 4th MP	~215	School Counseling Offices, SYCSD Elementary Classrooms	• Informal observations • Question and Answer • Teacher Feedback	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance
<b>4<sup>th</sup> Grade</b>									
<b>Lesson / Program Content</b>	<b>ASCA Mindset/Behavior CEW Domain PA Career Ready Skill</b>	<b>Curriculum &amp; Materials</b>	<b>Start &amp; End Dates</b>	<b># Of Students Affected</b>	<b>Location</b>	<b>Evaluation and Assessment</b>	<b>Stakeholder Teaching Standard</b>	<b>Contact Person</b>	<b>Indicators</b>
Smart Futures 'Interests and Abilities' Activity	M 3, M 5, M 6, B-LS 1, B-LS 7, 13.1.5 A, 13.1.5 B, 13.1.5 F, 13.1.5 H, 13.3.5 G, A.1-5.2, A.1-5.4	• Smart Futures Curriculum	1st MP - 4th MP	~224	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Six Career Paths' Activity	M 3, M 5, M 6, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-LS 10, B-SMS 5, B-SS 5, B-SS 8, B-SS 9, 13.1.5.A, 13.1.5.B, 13.1.5.F, 13.1.5.H, A.1-5.2, A.1-5.4	• Smart Futures Curriculum	1st MP - 4th MP	~224	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'What is a Career Plan?' Activity	M 3, M 4, M 5, M 6, B-LS 1, B-LS 2, B-LS 3, B-LS 4, B-LS 7, B-LS 8, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 8, 13.1.5.C, 13.1.5.E, 13.1.5.F, 13.1.5.G, 13.2.5.B, 13.2.5.D, A.1-5.2, A.1-5.4, B.1-5.4	• Smart Futures Curriculum	1st MP - 4th MP	~224	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Choosing a Career' Activity	M 3, M 6, B-LS 1, B-LS 7, B-SMS 5, 13.1.5.A, 13.1.5.B, 13.1.5.C, 13.1.5.E, 13.1.5.F, 13.1.5.H, A.1-5.4	• Smart Futures Curriculum	1st MP - 4th MP	~224	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Applying Successful Attitudes and Work Habits' Activity	M 3, M 4, M 5, M 6, B-LS 1, B-LS 2, B-LS 3, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9, B-SS 10, 13.2.5.A, 13.2.5.E, 13.3.5.A, 13.3.5.B, 13.3.5.C, A.1-5.1, A.1-5.4, B.1-5.1, B.1-5.2, B.1-5.3, B.1-5.4, C.1-5.1, C.1-5.2, C.1-5.3,	• Smart Futures Curriculum	1st MP - 4th MP	~224	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark

Smart Futures 'Cooperation in Group Settings Part II' Activity	M 3, M 4, M 5, M 6, B-LS 1, B-LS 2, B-LS 3, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9, B-SS 10, 13.3.5.C, A.1-5.1, A.1-5.4, B.1-5.1, B.1-5.2, B.1-5.3, B.1-5.4, C.1-5.1, C.1-5.2, C.1-5.3,	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~224	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'My Personal Schedule' Activity	M 5, B-LS 3, B-LS 10, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 8, B-SMS 10, 13.1.5.E, A.1-5.4	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~224	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Risk and Rewards of Entrepreneurship' Activity	M 4, M5, M 6, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 5, B-SMS 6, 13.4.5.A, C.1-5.1	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~224	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Accepting Others /Friendships/ Positive Relationships/ Bullying	B-SMS 2, B-SMS 9, B-SS 2, B-SS 4, B-SS 5, B-SS 9, 13.3.3.A, 13.3.3.B, 13.3.3.C, A.1-5.3, B.1-5.1, B.1-5.2, B.1-5.3, B.1-5.4, C.1-5.1, C.1-5.2, C.1-5.3	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>Lil' Aevium Curriculum</li> <li>Green Circle Program</li> </ul>	3rd MP - 4th MP	~224	School Counseling Offices, SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>Informal observations</li> <li>Question and Answer</li> <li>Teacher Feedback</li> </ul>	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance

### 5<sup>th</sup> Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain PA Career Ready Skill	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Smart Futures 'Career Training Programs' Activity	M 1, M 3, M 4, M 5, M 6, B-LS 1, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5, B-SMS 6, 13.1.5.D, 13.1.5.E, 13.1.5.F, A.1-5.4	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~248	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Workplace Roles-Stereotypes and Inequality' Activity	M 2, M 5, M 6, B-SS 2, B-SS 4, B-SS 5, B-SS 7, B-SS 8, B-SS 9, B-SS 10, 13.1.5.C, 13.1.5.E, 13.1.5.F, 13.3.5.B, 13.3.5.F, A.1-5.4, B.1-5.1, B.1-5.2, C.1-5.1, C.1-5.3	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~248	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Speaking Skills' Activity	M 4, M 5, B-SS 1, B-SS 6, B-SS 7, B-SS 8, 13.2.5.A, 13.3.5.C, B.1-5.3	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~248	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Writing a Business Letter' Activity	M 1, M 2, M 4, M 5, B-SS 1, B-SS 3, B-SS 6, B-SS 8, 13.2.5.C, 13.3.5.B,	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~248	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Researching Job Opportunities' Activity	M 5, B-LS 1, B-LS 5, B-LS 7, B-LS 9, B-SMS 3, B-SMS 5, 13.2.5.B	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	1st MP - 4th MP	~248	SYCSD Elementary Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark

Smart Futures 'Budgeting' Activity	B-LS 1, B-LS 3, B-LS 7, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 5, B-SMS 6, B-SS 5, 13.3.5.D, A.1-5.4	• Smart Futures Curriculum	1st MP - 4th MP	~248	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Character Traits of Real Entrepreneurships' Activity	M 4, M5, M 6, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-SMS 1, B-SMS 2, B- SMS 5, B-SMS 6, 13.4.5.B, C.1-5.1	• Smart Futures Curriculum	1st MP - 4th MP	~248	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Steps in Creating a Good or a Service' Activity	M 1, M 4, B-LS 1, B-LS 2, B-LS 3, B-LS 6, B-LS 9, 13.4.5.C, C.1-5.1	• Smart Futures Curriculum	1st MP - 4th MP	~248	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Accepting Others / Friendships/ Positive Relationships/ Bullying	B-SMS 2, B-SMS 9, B-SS 2, B-SS 4, B-SS 5, B-SS 9, 13.3.5.A, 13.3.5.B, 13.3.5.C, A.1-5.3, B.1- 5.1, B.1-5.2, B.1-5.3, B.1-5.4, C.1-5.1, C.1- 5.2, C.1-5.3	• Counselor created materials • Lil' Aevium Curriculum	3rd MP - 4th MP	~248	School Counseling Offices, SYCSD Elementary Classrooms	• Informal observations • Question and Answer • Teacher Feedback	SYCSD Elementary Counselors	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance
<b>6<sup>th</sup> Grade</b>									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain PA Career Ready Skill	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Smart Futures 'Career Clusters and Pathways' Activity	M 3, M 5, M 6, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-SMS 5, 13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.E, 13.1.8.F, 13.1.8.H, A.6-8.2, C.6- 8.1	• Smart Futures Curriculum	1st MP - 4th MP	~201	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'My Resume Activity' Activity	M 3, M 5, B-SS 1, B-SS 8, 13.2.8.C, A.6- 8.2, B.6-8.3,	• Smart Futures Curriculum	1st MP - 4th MP	~201	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Conflict Resolution' Activity	M 1, M 2, M 5, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9, B-SS 10, 13.2.8.E, 13.3.8.A, 13.3.8.C, A.6-8.2, A.6- 8.3, A.6-8.4, B.6-8.1, B.6-8.2, B.6-8.3, B.6- 8.4, C.6-8.1, C.6-8.2, C.6-8.3,	• Smart Futures Curriculum	1st MP - 4th MP	~201	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Smart Futures 'Learning from Entrepreneurs' Activity	M 4, M5, M 6, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-SMS 1, B-SMS 2, B- SMS 5, B-SMS 6, 13.4.8.A, 13.4.8.B, 13.4.8.C, C.6-8.1	• Smart Futures Curriculum	1st MP - 4th MP	~201	SYCSD Elementary Classrooms	• CEW Artifacts in Smart Futures	SYCSD Elementary Teachers	Michelle Brengle Angela Miller Kelly Miller	% Career Standards Benchmark
Positive Choices/Healthy Relationships	B-SMS 1, B-SMS 2, B- SMS 4, B-SMS 9, B-SS 2, B-SS 3, B-SS 5, B-SS 9, 13.2.5.A, 13.2.5.E, A.6-8.2, B.6-8.1, B.6- 8.2, B.6-8.3, B.6-8.4, C.6-8.1, C.6-8.2, C.6- 8.3	• Too Good For Drugs" curriculum.	Varies By School	~201	School Counseling Offices, SYCSD Elementary Classrooms	• Informal observations • Question and Answer • Teacher Feedback	Family Child Resources, Inc.	Michelle Brengle Angela Miller Kelly Miller	% Students w/ Regular Attendance
Accepting Others / Friendships/ Positive	B-SMS 2, B-SMS 9, B-SS 2, B-SS 4, B-SS 5, B-SS 9, 13.3.3.A, 13.3.3.B, 13.3.3.C, B.6-8.1, B.6-	• Counselor created materials	3rd MP - 4th MP	~201	School Counseling Offices,	• Informal observations	SYCSD Elementary Counselors	Michelle Brengle Angela Miller	% Students w/ Regular Attendance

Relationships/ Bullying	8.2, B.6-8.3, B.6-8.4, C.6-8.1, C.6-8.2, C.6-8.3	• Lil' Aevium curriculum.			SYCSD Elementary Classrooms	• Question and Answer • Teacher Feedback		Kelly Miller	
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## Middle School

7 <sup>th</sup> Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain PA Career Ready Skill	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Counseling Services Introductory Lesson	B-LS 4, B-LS 6, B-LS 8, B-SMS 1, B-SMS 2, B-SMS 6, B-SMS 8, B-SS 3, B-SS 5, 13.1.8.F, 13.3.8.A, 13.3.8.C, 13.3.8.E,	• Counselor created materials	1st MP	~235	SMS Classrooms	• Survey Results	SMS Counselors	Lisa Hall Jason Katz	% Career Standards Benchmark
Career Development Lesson	B-LS 6, B-LS 7, B-LS 9, B-SMS 4, B-SMS 5, 13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.D, 13.1.8.E, 13.1.8.F, 13.2.8.B	• Career Inventories • Holland Assessments	2nd MP	~235	SMS Classrooms	• CEW Artifacts in Smart Futures	SMS Counselors	Lisa Hall Jason Katz	% Career Standards Benchmark
Responsive Classroom Advisories	B-LS 6, B-LS 8, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 2, B-SS 3, B-SS 6, B-SS 8, 13.1.1.B, 13.1.1.H, 13.3.11.A, 13.3.11.6, B.6-8.1, B.6-8.2, B.6-8.3, B.6-8.4, C.6-8.1, C.6-8.2, C.6-8.3	• Southern Middle School P.R.I.D.E. Curriculum	August - June	~235	SMS Classrooms	• Panorama Survey Results	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark
Smart Futures 'My Interest Survey' Activity	M 3, M 6, B-LS 1, B-LS 7, 13.1.8.A, 13.1.8.B, A.6-8.2	• Smart Futures Curriculum	August - June	~235	SMS Classrooms	• CEW Artifacts in Smart Futures	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark
Smart Futures 'My Work Value Survey' Activity	M 3, M 6, B-LS 1, B-LS 9, B-LS 10, B-SMS 3, B-SMS 5, B-SMS 6, B-SMS 10, B-SS 6, B-SS 10, 13.1.8.A, 13.1.8.B, 13.1.8.F, 13.1.8.H, A.6-8.4	• Smart Futures Curriculum	August - June	~235	SMS Classrooms	• CEW Artifacts in Smart Futures	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark
Smart Futures 'Knowledge Skill Ability Survey' Activity	M 1, M 3, M 4, M 5, M 6, B-LS 1, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 4, B-SMS 5, B-SMS 6, 13.1.8.A, 13.1.8.B, 13.1.8.D, 13.1.8.F, 13.1.8.H, A.6-8.2, A.6-8.4, C.6-8.1, C.6-8.3	• Smart Futures Curriculum	August - June	~235	SMS Classrooms	• CEW Artifacts in Smart Futures	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark
Smart Futures 'Career Research' Activity	M 5, B-LS 1, B-LS 5, B-LS 7, B-LS 9, B-SMS 3, B-SMS 5, 13.2.8.B	• Smart Futures Curriculum	August - June	~235	SMS Classrooms	• CEW Artifacts in Smart Futures	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark
Smart Futures 'Career Acquisition Documents' Activity	M 1, M 4, M 5, B-SS 1, B-SS 3, B-SS 6, B-SS 8, 13.2.8.C, A.6-8.2	• Smart Futures Curriculum	August - June	~235	SMS Classrooms	• CEW Artifacts in Smart Futures	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark
Smart Futures 'Budgeting' Activity	M 1, M 5, B-LS 1, B-LS 3, B-LS 7, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 5, 13.4.8.D, C.6-8.1	• Smart Futures Curriculum	August - June	~235	SMS Classrooms	• CEW Artifacts in Smart Futures	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark



8 <sup>th</sup> Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain PA Career Ready Skill	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Counseling Services Introductory Lesson	B-LS 4, B-LS 6, B-LS 8, B-SMS 1, B-SMS 2, B-SMS 6, B-SMS 8, B-SS 3, B-SS 5, 13.1.8.F, 13.3.8.A, 13.3.8.C, 13.3.8.E	<ul style="list-style-type: none"> <li>Counselor created materials</li> </ul>	1st MP	~246	SMS Classrooms	<ul style="list-style-type: none"> <li>Survey Results</li> </ul>	SMS Counselors	Lisa Hall Jason Katz	% Career Standards Benchmark
Career Development Lesson	B-LS 6, B-LS 7, B-LS 9, B-SMS 4, B-SMS 5, 13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.D, 13.1.8.E, 13.1.8.F, 13.2.8.B	<ul style="list-style-type: none"> <li>Career Inventories.</li> <li>Holland Assessments.</li> </ul>	2nd MP	~246	SMS Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SMS Counselors	Lisa Hall Jason Katz	% Career Standards Benchmark
Smart Futures 'Changing Work Place' Activity	M 2, M 5, M 6, B-LS 1, B-LS 9, B-SS 2, B-SS 4, B-SS 5, B-SS 7, B-SS 8, B-SS 9, B-SS 10, 13.1.8.C, 13.1.8.D, 13.3.8.A, 13.3.8.F, A.6-8.4, B.6-8.2, C.6-8.2, C.6-8.3	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	August - June	~246	SMS Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark
Smart Futures 'Economics of Jobs' Activity	M 1, M 3, M 5, M 6, B-LS 1, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5, 13.1.8.C, 13.1.8.D, 13.1.8.E, A.6-8.2	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	August - June	~246	SMS Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark
Smart Futures 'Explore Your CTC' Activity	M 3, M 6, B-LS 1, B-LS 7, B-LS 9, B-SMS 4, B-SMS 5, B-SMS 10, 13.1.8.D, 13.1.8.H	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	August - June	~246	SMS Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark
Smart Futures 'Goal Setting' Activity	M 1, M 4, M 5, B-LS 4, B-LS 7, B-SMS 5, B-SMS 6, 13.2.8.D, 13.3.8.G, A.6-8.4	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	August - June	~246	SMS Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark
Smart Futures 'Learning Style' Activity	M 1, M 2, M 3, M 4, M 5, M 6, B-LS 2, B-LS 4, B-LS 5, B-LS 9, B-SMS 3, B-SMS 6, B-SMS 8, B-SMS 10, B-SS 1, B-SS 8, 13.3.8.A, 13.3.8.G, A.6-8.2	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	August - June	~246	SMS Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark
Smart Futures 'My Business Plan' Activity	M 4, M 5, M 6, B-LS 1, B-LS 2, B-LS 3, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 5, B-SMS 6, B-SS 8, 13.4.8.A, 13.4.8.C A.6-8.2, A.6-8.4, C.6-8.3	<ul style="list-style-type: none"> <li>Smart Futures Curriculum</li> </ul>	August - June	~246	SMS Classrooms	<ul style="list-style-type: none"> <li>CEW Artifacts in Smart Futures</li> </ul>	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark
Responsive Classroom Advisories	B-LS 6, B-LS 8, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 2, B-SS 3, B-SS 6, B-SS 8, 13.1.1.B, 13.1.1.H, 13.3.11.A, 13.3.11.6	<ul style="list-style-type: none"> <li>Southern Middle School P.R.I.D.E. Curriculum</li> </ul>	August - June	~246	SMS Classrooms	<ul style="list-style-type: none"> <li>Panorama Survey Results</li> </ul>	SMS Counselors, SMS Teachers	Lisa Hall Jason Katz	% Career Standards Benchmark
York County School of Technology Presentation	B-LS 7, B-LS 8, B-LS 9, B-SMS 5, B-SMS 10, 13.1.11.A, 13.1.11.B, 13.1.11.C, 13.1.11.D, 13.1.11.5, 13.1.11.H, 13.3.11.G	<ul style="list-style-type: none"> <li>YCST website information and publications</li> </ul>	October	~246	SMS Gymnasium	<ul style="list-style-type: none"> <li>Not evaluated</li> </ul>	SMS Counselors, YCST Reps	Lisa Hall Jason Katz Gerald Mentz	# of Students Enrolled In CTC

9th Grade Scheduling Aligning With Post-Secondary Plans	M 4, M 5, M 6, B-LS 1, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 10, B-SS 5, B-SS 8, 13.1.11A, 13.1.11B, 13.1.11D, 13.1.11H, 13.2.11D, A.9-12.2, A.9-12.4, B.9-12.1	<ul style="list-style-type: none"> <li>Teacher Recommendations generated from the SIS</li> <li>Course Selection Forms generated from the SIS</li> </ul>	February	~246	SMS Classrooms, SMS Counseling Office	<ul style="list-style-type: none"> <li>Not evaluated</li> </ul>	SMS Counselors, SHS Counselors, SMS Teachers, SMS Students, SMS Parents	Lisa Hall Jason Katz Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% AP/IB Enrollment # of Unique Rigorous Courses Offered # of Students Enrolled In CTC Algebra Keystone PVAAS Academic Growth Score Cohort Graduation Rate
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## High School

9 <sup>th</sup> Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEV Domain PA Career Ready Skill	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
'9th Grade Counselor Chat' Evening Program	M 2, M 3, M 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5, B-SMS 10, B-SS 3, 13.1.11.H, 13.3.11.G, A.9-12.3, A.9-12.4, B.9-12.1	<ul style="list-style-type: none"> <li>Counselor created materials</li> </ul>	August	~20	SHS Campus	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> </ul>	SHS Counselors	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% AP/IB Enrollment % College Course Enrollment # of Unique Rigorous Courses Offered
Freshmen Meetings	M 3, M 4, B-LS 3, B-LS 6, B-LS 10, B-SMS 5, B-SMS 10, B-SS 1, B-SS 3, 13.1.1.B, 13.1.1.H, 13.3.11.A, 13.3.11.6, A.9-12.4, B.9-12.1, B.9-12.4	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>Naviance</li> </ul>	1st MP 2nd MP	~220	SHS Counseling Office	<ul style="list-style-type: none"> <li>'Freshman Survey' results</li> </ul>	SHS Counselors	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% Students w/ Regular Attendance Cohort Graduation Rate # of Students Enrolled In CTC
'Scheduling For The High School' Evening Program	M 2, M 3, M 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5, B-SMS 10, B-SS 3, 13.1.11.H, 13.3.11.G, A.9-12.2, A.9-12.4	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>SHS course curriculum</li> </ul>	December	~130	SHS Campus	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> </ul>	SHS Counselors, Principals	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% AP/IB Enrollment % College Course Enrollment # of Unique Rigorous Courses Offered
Junior Achievement (JA) S.T.E.M. Summit	M 4, M 5, M 6, B-LS 1, B-LS 2, B-LS 5, B-SMS 2, B-SMS 6, B-SMS 7, B-SMS 9, B-SS 1, B-SS 2, B-SS 6, B-SS 7, 13.1.11.A, 13.1.11.B, 13.1.11.D, 13.2.11.B, 13.3.1.A, A.9-12.4, B.9-12.1, B.9-12.2, C.9-12.3	<ul style="list-style-type: none"> <li>Junior Achievement curriculum</li> </ul>	January	~220	SHS Campus	<ul style="list-style-type: none"> <li>'S.T.E.M. Summit Survey' results</li> </ul>	JA Reps	Melissa Bell	% Career Standards Benchmark % AP/IB Enrollment % College Course Enrollment # of Unique Rigorous Courses Offered



10th Grade Scheduling Aligning With Post-Secondary Plans	M 4, M 5, M 6, B-LS 1, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 10, B-SS 5, B-SS 8, 13.1.11A, 13.1.11B, 13.1.11D, 13.1.11H, 13.2.11D, A.9-12.2, A.9-12.4, B.9-12.1	<ul style="list-style-type: none"> <li>Teacher Recommendations generated from the SIS</li> <li>Course Selection Forms generated from the SIS</li> </ul>	February	~220	SHS Classrooms, SHS Counseling Office	<ul style="list-style-type: none"> <li>Not evaluated</li> </ul>	SHS Counselors, SHS Teachers, SHS Students, SHS Parents	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% AP/IB Enrollment  # of Unique Rigorous Courses Offered  # of Students Enrolled In CTC  % Proficient or Advanced Biology Keystone  Algebra Keystone PVAAS Academic Growth Score  Cohort Graduation Rate
10 <sup>th</sup> Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain PA Career Ready Skill	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Career Seminar Course	M 4, M 6, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-SMS 5, B-SS 5, 13.1.11.A, 13.1.11.B, 13.1.11.C, 13.1.11.D, 13.1.11.E, 13.1.11.F, 13.1.11.G, 13.1.11.H, 13.2.11.A, 13.2.11.B, 13.2.11.C, 13.2.11.D, 13.3.11.A, 13.3.11.D, 13.3.11.E, 13.3.11.F, 13.3.11.G, 13.4.11.A, 13.4.11.B, A.9-12.1, A.9-12.2, A.9-12.3, A.9-12.4, B.9-12.1, B.9-12.2, B.9-12.3, C.9-12.4	<ul style="list-style-type: none"> <li>Naviance College &amp; Career Readiness curriculum</li> <li>Teacher-designed curriculum.</li> </ul>	August - January ----- January - June	~250	SHS Classrooms	<ul style="list-style-type: none"> <li>Course Grade</li> <li>9-11 Grade Band artifacts</li> </ul>	SHS Teachers, SHS Students	Jocelyn Ruppert Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% Career Standards Benchmark  % Students Attending Post-Secondary Education  % Students Enlisted in Military  % of Students Entered PA Workforce  % Competent / Advanced on Industry Assessments  % Earning Industry Credential
College Rep / Career Speaker Visits	M 4, B-LS 7, B-LS 9, B-LS 10, B-SS 3, CEW13.1.11.D, 13.1.11.F, 13.1.11.H, 13.3.11.G, A.9-12.2, A.9-12.4, B.9-12.1, B.9-12.3, C.9-12.3	<ul style="list-style-type: none"> <li>Presenter materials</li> </ul>	August - June	~50	SHS Counseling Office	<ul style="list-style-type: none"> <li>Reflection statements</li> </ul>	Business Reps, Postsecondary Reps, Community Members	Matthew Shervington Courtney Koons James Sterner SHS Teachers	% Career Standards Benchmark  % Students Attending Post-Secondary Education  % Students Enlisted in Military  % of Students Entered PA Workforce

PSAT Administration	M 2, M 4, M 5, B-LS 6, B-LS 9, 13.1.11.F, 13.1.11.H, A.9-12.4	<ul style="list-style-type: none"> <li>College Board and PSAT materials</li> </ul>	October	~70	SHS Classrooms	<ul style="list-style-type: none"> <li>Not evaluated</li> </ul>	SHS Counselors, SHS Teachers	Erin O'Connor Rudman	% Students Attending Post-Secondary Education
'Post-Secondary Alumni Panel' Daytime Program	M 4, M 6, B-LS 4, B-LS 7, B-LS 9, B-SMS 10, B-SS 1, B-SS 2, B-SS 9, 13.1.11.C, 13.1.11.D, 13.1.11.F, 13.2.11.B, 13.3.11.A, 13.3.11.F, 13.3.11.G, A.9-12.2, A.9-12.4, B.9-12.1, B.9-12.2, B.9-12.3, C.9-12.1, C.9-12.3	<ul style="list-style-type: none"> <li>Presenter materials</li> </ul>	December	~25	SHS Auditorium	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> <li>Reflection Statements</li> </ul>	SHS Counselors, SYCSD Alumni	Matthew Shervington	% Career Standards Benchmark % Students Attending Post-Secondary Education % Students Enlisted in Military % of Students Entered PA Workforce
'Preparing for the Workforce' Evening Program	M 4, B-LS 7, B-SMS 5, B-SMS 8, 13.1.11.B, 13.1.11.D, 13.1.11.F, 13.1.11.H, 13.2.11.C, A.9-12.2, A.9-12.4, B.9-12.1, B.9-12.2	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>HACC Academy curriculum</li> <li>Pre-Apprenticeship curriculum</li> <li>Internship site curriculum</li> </ul>	January	~100	SHS Campus	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> </ul>	SHS Counselors, Principals, Business Reps, Postsecondary Reps	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% Completed Work-Based Experience % Students Enlisted in Military % of Students Entered PA Workforce
PSAT Result Interpretation Meetings	M 2, M 4, M 5, B-LS 6, B-LS 9, 13.1.11.F, 13.1.11.H, A.9-12.2, A.9-12.4, C.9-12.3	<ul style="list-style-type: none"> <li>College Board PSAT materials</li> </ul>	January	~70	SHS Counseling Office	<ul style="list-style-type: none"> <li>Not evaluated</li> </ul>	SHS Counselors	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% AP/IB Enrollment % College Course Enrollment % Students Attending Post-Secondary Education
'Post-Secondary Testing Information Night' Evening Program	M 4, B-LS 7, B-SMS 5, B-SMS 8, 13.1.11.B, 13.1.11.D, 13.1.11.F, 13.1.11.H, 13.2.11.C, A.9-12.2, A.9-12.4, B.9-12.1, B.9-12.2	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>College Board materials</li> <li>ACT materials</li> </ul>	February	~40	SHS Campus	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> </ul>	SHS Counselors	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% College Course Enrollment % Students Attending Post-Secondary Education
11th Grade Scheduling Aligning With Post-Secondary Plans	M 4, M 5, M 6, B-LS 1, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 10, B-SS 5, B-SS 8, 13.1.11A, 13.1.11B, 13.1.11D, 13.1.11H, 13.2.11D, A.9-12.2, A.9-12.4, B.9-12.1	<ul style="list-style-type: none"> <li>Teacher recommendations generated from the SIS</li> <li>Course Selection Forms generated from the SIS.</li> </ul>	February	~250	SHS Classrooms, SHS Counseling Office	<ul style="list-style-type: none"> <li>Not evaluated</li> </ul>	SHS Counselors, SHS Teachers, SHS Students, SHS Parents	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% AP/IB Enrollment % College Course Enrollment # of Unique Rigorous Courses Offered % Proficient or Advanced Biology Keystone Algebra Keystone PVAAS Academic Growth Score

									Biology Keystone PVAAS Academic Growth Score  Cohort Graduation Rate
Pre-ACT Administration	M 2, M 4, M 5, B-LS 6, B-LS 9, 13.1.11.F, 13.1.11.H, A.9-12.4	• Pre-ACT materials	March	~60	SHS Classrooms	• Not evaluated	SHS Counselors, SHS Teachers	Courtney Koons	% Students Attending Post- Secondary Education  % of Students Entered PA Workforce
Annual College & Career Fair	M 4, B-LS 1, B-SMS 5, B-SS 3, 13.1.11.B, 13.1.11.C, 13.1.11.D, 13.1.11.F, 13.3.11.B, 13.3.11.F, 13.4.11.A, 13.4.11.B, A.9-12.4, B.9-12.1, B.9-12.2, B.9-12.3	• Presenter materials	March	~50	SHS Cafeteria	• 'Workshop Evaluation' form results	SHS Counselors,, Business Reps, Postsecondary Reps	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% Career Standards Benchmark  % Students Attending Post- Secondary Education  % Students Enlisted in Military  % of Students Entered PA Workforce
'Dual Enrollment Information Night' Evening Program	M 4, B-LS 7, B-SMS 5, B-SMS 8, 13.1.11.B, 13.1.11.D, 13.1.11.F, 13.1.11.H, 13.2.11.C, A.9-12.2, A.9-12.4, B.9- 12.1, B.9-12.2	• Counselor created materials • Presenter materials	April	~40	SHS Campus	• 'Workshop Evaluation' form results	SHS Counselors	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% College Course Enrollment  % Students Attending Post- Secondary Education
PreACT Result Interpretation Meetings	M 2, M 4, M 5, B-LS 6, B-LS 9, 13.1.11.F, 13.1.11.H, A.9-12.2, A.9-12.4, C.9-12.3,	• Counselor created materials • Pre-ACT materials	April	~60	SHS Counseling Office	• Not evaluated	SHS Counselors	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% AP/IB Enrollment  % College Course Enrollment  % Students Attending Post- Secondary Education
<b>11<sup>th</sup> Grade</b>									
<b>Lesson / Program Content</b>	<b>ASCA Mindset/Behavior CEW Domain PA Career Ready Skill</b>	<b>Curriculum &amp; Materials</b>	<b>Start &amp; End Dates</b>	<b># Of Students Affected</b>	<b>Location</b>	<b>Evaluation and Assessment</b>	<b>Stakeholder Teaching Standard</b>	<b>Contact Person</b>	<b>Indicators</b>
College Rep / Career Speaker Visits	M 4, B-LS 7, B-LS 9, B- LS 10, B-SS 3, CEW13.1.11.D, 13.1.11.F, 13.1.11.H, 13.3.11.G, A.9-12.2, A.9-12.4, B.9-12.1, B.9- 12.3, C.9-12.3	• Presenter materials	August - June	~100	SHS Counseling Office	• Reflection statements	Business Reps, Postsecondary Reps, Community Members	Matthew Shervington Courtney Koons James Sterner SHS Teachers	% Career Standards Benchmark  % Students Attending Post- Secondary Education  % Students Enlisted in Military  % of Students Entered PA Workforce

PSAT Administration	M 2, M 4, M 5, B-LS 6, B-LS 9, 13.1.11.F, 13.1.11.H, A.9-12.4	<ul style="list-style-type: none"> <li>College Board and PSAT materials</li> </ul>	October	~100	SHS Classrooms	<ul style="list-style-type: none"> <li>Not evaluated</li> </ul>	SHS Counselors, SHS Teachers	Erin O'Connor Rudman	% Students Attending Post-Secondary Education
'Post-Secondary Alumni Panel' Daytime Program	M 4, M 6, B-LS 4, B-LS 7, B-LS 9, B-SMS 10, B-SS 1, B-SS 2, B-SS 9, 13.1.11.C, 13.1.11.D, 13.1.11.F, 13.2.11.B, 13.3.11.A, 13.3.11.F, 13.3.11.G, A.9-12.2, A.9-12.4, B.9-12.1, B.9-12.2, B.9-12.3, C.9-12.1, C.9-12.3	<ul style="list-style-type: none"> <li>Presenter materials</li> </ul>	December	~40	SHS Auditorium	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> <li>Reflection Statements</li> </ul>	SHS Counselors, SYCSD Alumni	Matthew Shervington	% Career Standards Benchmark % Students Attending Post-Secondary Education % Students Enlisted in Military % of Students Entered PA Workforce

Junior/PSAT Result Interpretation Meetings	M 2, M 4, M 5, B-LS 6, B-LS 9, 13.1.11.F, 13.1.11.H, A.9-12.2, A.9-12.4, C.9-12.3	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>College Board PSAT materials.</li> </ul>	January	~135	SHS Counseling Office	<ul style="list-style-type: none"> <li>Not evaluated</li> </ul>	SHS Counselors	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% AP/IB Enrollment % College Course Enrollment % Students Attending Post-Secondary Education
'Preparing for the Workforce' Evening Program	M 4, B-LS 7, B-SMS 5, B-SMS 8, 13.1.11.B, 13.1.11.D, 13.1.11.F, 13.1.11.H, 13.2.11.C, A.9-12.2, A.9-12.4, B.9-12.1, B.9-12.2	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>HACC Academy curriculum</li> <li>Pre-Apprenticeship curriculum</li> <li>Internship site curriculum</li> </ul>	January	~100	SHS Campus	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> </ul>	SHS Counselors, Principals, Business Reps, Postsecondary Reps	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% Completed Work-Based Experience % Students Enlisted in Military % of Students Entered PA Workforce
'Post-Secondary Testing Information Night' Evening Program	M 4, B-LS 7, B-SMS 5, B-SMS 8, 13.1.11.B, 13.1.11.D, 13.1.11.F, 13.1.11.H, 13.2.11.C, A.9-12.2, A.9-12.4, B.9-12.1, B.9-12.2	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>College Board materials</li> <li>ACT materials</li> </ul>	February	~100	SHS Campus	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> </ul>	SHS Counselors	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% College Course Enrollment % Students Attending Post-Secondary Education
12th Grade Scheduling Aligning With Post-Secondary Plans	M 4, M 5, M 6, B-LS 1, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 10, B-SS 5, B-SS 8, 13.1.11A, 13.1.11B, 13.1.11D, 13.1.11H, 13.2.11D, A.9-12.2, A.9-12.4, B.9-12.1	<ul style="list-style-type: none"> <li>Teacher recommendations generated from the SIS</li> <li>Course Selection Forms generated from the SIS.</li> </ul>	February	~210	SHS Classrooms, SHS Counseling Office	<ul style="list-style-type: none"> <li>Not evaluated</li> </ul>	SHS Counselors, SHS Teachers, SHS Students, SHS Parents	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% AP/IB Enrollment % College Course Enrollment # of Unique Rigorous Courses Offered % Completed Work-Based Experience

									Cohort Graduation Rate
Annual College & Career Fair	M 4, B-LS 1, B-SMS 5, B-SS 3, 13.1.11.B, 13.1.11.C, 13.1.11.D, 13.1.11.F, 13.3.11.B, 13.3.11.F, 13.4.11.A, 13.4.11.B, A.9-12.4, B.9-12.1, B.9-12.2, B.9-12.3	<ul style="list-style-type: none"> <li>Presenter materials</li> </ul>	March	~100	SHS Cafeteria	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> </ul>	SHS Counselors,, Business Reps, Postsecondary Reps	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% Career Standards Benchmark  % Students Attending Post-Secondary Education  % Students Enlisted in Military  % of Students Entered PA Workforce
'Dual Enrollment Information Night' Evening Program	M 4, B-LS 7, B-SMS 5, B-SMS 8, 13.1.11.B, 13.1.11.D, 13.1.11.F, 13.1.11.H, 13.2.11.C, A.9-12.2, A.9-12.4, B.9-12.1, B.9-12.2	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>Presenter materials</li> </ul>	April	~60	SHS Campus	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> </ul>	SHS Counselors	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% College Course Enrollment  % Students Attending Post-Secondary Education
'Rising Senior: What to Expect Night' Evening Program	M 4, B-LS 7, B-SMS 5, B-SMS 8, 13.1.11.B, 13.1.11.D, 13.1.11.F, 13.1.11.H, 13.2.11.C, A.9-12.2, A.9-12.4, B.9-12.1, B.9-12.2	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>College Board materials</li> <li>ACT materials</li> </ul>	April	~100	SHS Campus	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> </ul>	SHS Counselors	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% College Course Enrollment  % Students Attending Post-Secondary Education  % Students Enlisted in Military  % of Students Entered PA Workforce
<b>12<sup>th</sup> Grade</b>									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain PA Career Ready Skill	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
College Rep / Career Speaker Visits and Instant Decision Days	M 4, B-LS 7, B-LS 9, B-LS 10, B-SS 3, CEW13.1.11.D, 13.1.11.F, 13.1.11.H, 13.3.11.G, A.9-12.2, A.9-12.4, B.9-12.1, B.9-12.3, C.9-12.3	<ul style="list-style-type: none"> <li>Presenter materials</li> </ul>	August - June	~100	SHS Counseling Office	<ul style="list-style-type: none"> <li>Not evaluated</li> </ul>	Business Reps, Postsecondary Reps, Community Members	Matthew Shervington Courtney Koons James Sterner SHS Teachers	% Career Standards Benchmark  % Students Attending Post-Secondary Education  % Students Enlisted in Military  % of Students Entered PA Workforce

Senior Meetings	B-LS 6, B-LS 8, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 2, B-SS 3, B-SS 6, B-SS 8, 13.1.1.B, 13.1.1.H, 13.3.11.A, 13.3.11.6, A.9-12.4, B.9-12.1, B.9-12.4	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>College Board materials</li> <li>Naviance materials</li> </ul>	1st MP	~260	SHS Counseling Office	<ul style="list-style-type: none"> <li>'Senior Meeting post-survey' results</li> </ul>	SHS Counselors	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% Students w/ Regular Attendance  % Students Attending Post-Secondary Education  % Students Enlisted in Military  % of Students Entered PA Workforce  Cohort Graduation Rate
Naviance Graduation/Career Portfolio Presentation and Submission	M 4, B-LS 7, 13.1.11.A, 13.1.11.B, 13.1.11.D, 13.1.11.E, 13.1.11.F, 13.1.11.G, 13.3.11.A, 13.3.11.G, A.9-12.4, B.9-12.2, B.9-12.3, C.9-12.3	<ul style="list-style-type: none"> <li>Students' Naviance Career &amp; Graduation Portfolio</li> </ul>	August - March	~260	SHS Classrooms	<ul style="list-style-type: none"> <li>Project-Based</li> </ul>	SHS Teachers, SHS Counselors	Jocelyn Ruppert James Sterner Melissa Bell Kevin Molin Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% Students Attending Post-Secondary Education  % Students Enlisted in Military  % of Students Entered PA Workforce  Cohort Graduation Rate
'Financial Aid Night' Evening Workshop	M 4, B-LS 7, B-LS 9, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 10, B-SS 3, B-SS 5, B-SS 9, 13.1.11.D, 13.3.11.D, 13.1.11.F, 13.1.11.G, A.9-12.1, A.9-12.2, A.9-12.4, B.9-12.3, C.9-12.3	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>PHEAA provided materials</li> <li>FSA provided materials</li> </ul>	September	~75	SHS Cafeteria	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> </ul>	SHS Counselors, Postsecondary Reps	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% Students Attending Post-Secondary Education
'FAFSA Completion Night' Evening Workshop	M 4, B-LS 7, B-LS 9, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 10, B-SS 3, B-SS 5, B-SS 9, 13.1.11.D, 13.3.11.D, 13.1.11.F, 13.1.11.G, A.9-12.1, A.9-12.2, A.9-12.4, B.9-12.3, C.9-12.3	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>PHEAA provided materials.</li> <li>FSA provided materials</li> </ul>	October	~20	SHS Library	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> </ul>	SHS Counselors, Postsecondary Reps	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% Students Attending Post-Secondary Education
'Dollars for Scholars / Scholarship Information' Evening Workshop	M 4, B-LS 7, B-LS 9, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 10, B-SS 3, B-SS 5, B-SS 9, 13.1.11.D, 13.3.11.D, 13.1.11.F, 13.1.11.G, A.9-12.1, A.9-12.2, A.9-12.4, B.9-12.3, C.9-12.3	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>PHEAA provided materials.</li> <li>FSA provided materials</li> <li>Scholarship America website</li> </ul>	November	~30	SHS Library	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> </ul>	SHS Counselors, Postsecondary Reps	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% Students Attending Post-Secondary Education
'Dollars for Scholars Assistance' Daytime Workshop	M 4, B-LS 7, B-LS 9, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 10, B-SS 3, B-SS 5, B-SS 9, 13.1.11.D, 13.3.11.D, 13.1.11.F, 13.1.11.G, A.9-12.1, A.9-12.2, A.9-12.4, B.9-12.3, C.9-12.3	<ul style="list-style-type: none"> <li>Counselor created materials</li> <li>Scholarship America website</li> </ul>	January	~20	SHS Campus	<ul style="list-style-type: none"> <li>'Workshop Evaluation' form results</li> </ul>	SHS Counselors	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	% Students Attending Post-Secondary Education
Senior Exit Survey Administration and Completion	M 4, B-LS 7, 13.1.11.A, 13.1.11.B, 13.1.11.D, 13.1.11.E, 13.1.11.F, 13.1.11.G, 13.3.11.A, 13.3.11.G,	<ul style="list-style-type: none"> <li>"Senior Exit" Naviance Survey</li> </ul>	April	~260	SHS Campus	<ul style="list-style-type: none"> <li>Senior Exit Survey Results</li> </ul>	SHS Counselors, SHS Students	Kate Miklos Erin O'Connor Rudman	% Students Attending Post-Secondary Education

	A.9-12.2, A.9-12.4, B.9-12.1, B.9-12.2, B.9-12.4, C.9-12.3							Matthew Shervington Courtney Koons	% Students Enlisted in Military  % of Students Entered PA Workforce  Cohort Graduation Rate
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# Southern York County School District

## Program Goals for the 2021-2022 School Year

### Elementary Level

Academic	
<b><u>Specific:</u></b> What is the specific issue based on school data?	Regular attendance in school is a key component to a student's success. Poor attendance can result in gaps in achievement and reduce opportunities for academic growth. During the 2020-21 school year, 7.5% of SYCSD elementary students (107 total students) had 7 or more unlawful absences.
<b><u>Measurable:</u></b> How will we measure the effectiveness of our interventions?	Attendance data from the conclusion of the 2020-21 school year will be compared to attendance data from the conclusion of the 2021-22 school year to measure the effectiveness of teacher, counselor, and administrative interventions targeting attendance.
<b><u>Attainable:</u></b> What outcome would stretch us but is still attainable.	The number of SYCSD elementary students identified for truancy concerns (7 or more unlawful) will be reduced by 50 to 55%. This number (4% of SYCSD elementary students; 53 total) would be much more reflective of a typical year for SYCSD elementary students while also taking into consideration the lingering effects of the COVID-19 pandemic on students.
<b><u>Results-Oriented:</u></b> Is the goal reported in result-oriented data (process, perception and outcome?)	<p><b>Process:</b> Students trending towards or having more than 7 absences will be referred for Student Assistance Program services and/or a Student Attendance Improvement Plan to determine goals, implement appropriate interventions, and identify supports to improve school attendance.</p> <p><b>Perception:</b> Students will understand the connection between consistent school attendance and academic school success as highlighted in a Student Attendance Improvement Plan.</p> <p><b>Outcome:</b> The number of SYCSD elementary students identified to have 7 or more unlawful absences will be reduced by 50 to 55% in comparison to the previous school year.</p>
<b><u>Timeline:</u></b> When will our goal be accomplished?	The data will be collected for SYCSD elementary students at the end of the 2021-22 school year for comparison to the previous year's attendance data for the same group.



# Southern York County School District

## Program Goals for the 2021-2022 School Year

### Elementary Level

Career	
<b><u>Specific:</u></b> What is the specific issue based on school data?	Career development is a lifelong process. Being aware of careers in elementary school - and understanding the connection between school and career attainment - is tied to success in many aspects of a person's development in childhood and adulthood. During the 2020-21 school year, 96.8% of SYCSD elementary students (401 total students) met or exceeded the 5th grade benchmark for documented career development artifacts which are required for the Pennsylvania Department of Education's 'College and Career Measures' within the Future Ready PA Index.
<b><u>Measurable:</u></b> How will we measure the effectiveness of our interventions?	The Career Standards Benchmark data (generated from reports sent to PIMS detailing the number of career artifacts produced in grades K-3, 4, and 5 for each student) for SYCSD elementaries from the 2020-21 school year will be compared to the Career Standards Benchmark data for SYCSD elementaries from the 2021-22 school year.
<b><u>Attainable:</u></b> What outcome would stretch us but is still attainable.	The number of SYCSD elementary students that meet or exceed the 5th grade benchmark will be increased by 2%. This number (99% of SYCSD elementary students, 438 total) would push SYCSD past the threshold for the Statewide Performance Standard which is 98% and creates an opportunity for continued growth towards 100%.
<b><u>Results-Oriented:</u></b> Is the goal reported in result-oriented data (process, perception and outcome?)	<p><b>Process:</b> During the 2021-22 school year, SYCSD elementary schools will use the Smart Futures platform and curriculum to aid in the student career development process. Smart Futures lessons will be delivered throughout the school year by SYCSD staff. The platform will be overseen by counselors and administrators. Lessons will generate career artifacts at the K-3, 4th, and 5th grade levels.</p> <p><b>Perception:</b> Students will understand the identified 3rd and 5th grade knowledge and skills relating to the four different areas of the PA Career Education and Work Standards: Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship.</p> <p><b>Outcome:</b> 99% of SYCSD elementary students will meet or exceed the 5th grade benchmark for documented career development artifacts.</p>
<b><u>Timeline:</u></b> When will our goal be accomplished?	The number of SYCSD elementary students that meet or exceed the 5th grade benchmark will be compared at the end of the year to the previous year's benchmark data for the same group.

# Southern York County School District

## Program Goals for the 2021-2022 School Year

### Elementary Level

Personal/Social	
<b><u>Specific:</u></b> What is the specific issue based on school data?	Students that demonstrate interpersonal and/or intrapersonal issues in school are more likely to struggle to demonstrate the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. SYCSD elementary students were assessed in the fall of the 2021-22 school year on these measures through an evidenced-based survey from Panorama Education. The survey identified 'Growth Mindset' (57%) and 'Emotion Regulation' (51%) as the areas most in need of growth for students selecting a favorable or positive answer choice.
<b><u>Measurable:</u></b> How will we measure the effectiveness of our interventions?	Panorama Education survey data for SYCSD elementary students from fall of the 2021-22 school year will be compared to Panorama Education survey data for SYCSD elementary students from the spring of the 2021-22 school year to measure the effectiveness of teacher, counselor, and administrative interventions targeting mindsets, skills, attitudes, and feelings for school and career success.
<b><u>Attainable:</u></b> What outcome would stretch us but is still attainable.	The percentage of SYCSD elementary students that select a favorable or positive answer choice for items that relate to the 'Growth Mindset' and 'Emotion Regulation' measures will increase by 5%. These numbers (62% and 56% of SYCSD elementary students responding favorably) would reflect SYCSD elementary results remaining comparable to Panorama's national data for Growth Mindset and bettering Panorama's national data for Emotion Regulation.
<b><u>Results-Oriented:</u></b> Is the goal reported in result-oriented data (process, perception and outcome?)v	<p><b>Process:</b> All SYCSD elementary students will receive services and programming that promote successful mindsets, skills, attitudes, and feelings from SYCSD staff. Identified students in need of additional intervention will be involved in SEL intervention groups, FCR Kids' groups, and referred for Student Assistance Program services.</p> <p><b>Perception:</b> Students will demonstrate the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. Students will understand the importance of and speak favorably about measures for 'Growth Mindset' and 'Emotion Regulation' at a level similar to those for 'Self-Efficacy,' 'Social Awareness,' and 'Self-Management.'</p> <p><b>Outcome:</b> The percentage of SYCSD elementary students that select a favorable or positive answer choice for items that relate to the 'Growth Mindset' and 'Emotion Regulation' measures will increase by 5% respectively in comparison to the Fall.</p>
<b><u>Timeline:</u></b> When will our goal be accomplished?	The data will be collected for SYCSD elementary students during the Spring of the 2021-22 school year for comparison to data for the same group from the Fall of the 2021-22 school year.

# Southern York County School District

## Program Goals for the 2021-2022 School Year

### Southern Middle School

Academic	
<b><u>Specific:</u></b> What is the specific issue based on school data?	In September of 2021, the SYCSD Three-Year Comprehensive Plan was introduced to and approved by the School Board. Included in the plan was the goal to increase the percentage of students scoring proficient or advanced on English Language Arts, Mathematics, and Science assessments will increase by 10% each of the next three years.
<b><u>Measurable:</u></b> How will we measure the effectiveness of our interventions?	iReady (ELA and Math) and Classroom Diagnostic Tools (Science) assessment data from the 2020-21 school year will be compared to assessment data from the same systems throughout the 2021-22 school year to measure the effectiveness of teacher, counselor, and administrative interventions targeting academic growth.
<b><u>Attainable:</u></b> What outcome would stretch us but is still attainable.	The number of SMS students scoring proficient or advanced on English Language Arts, Mathematics, and Science assessments by 10%. This is congruent with the goal set forth for all district students within the SYCSD Comprehensive Plan.
<b><u>Results-Oriented:</u></b> Is the goal reported in result-oriented data (process, perception and outcome?)	<p><b>Process:</b> All SMS students will receive instruction and services from SYCSD staff designed to foster academic growth. Identified students that are basic or below basic in understanding per assessment results will receive additional targeted interventions such as data-informed student support teams.</p> <p><b>Perception:</b> Students will be able to use effective resources and mathematical strategies, be able to implement reading strategies independently, and demonstrate increased reading levels.</p> <p><b>Outcome:</b> The number of SMS students scoring proficient or advanced on English Language Arts, Mathematics, and Science assessments will increase by 10% in comparison to the previous school year.</p>
<b><u>Timeline:</u></b> When will our goal be accomplished?	The data will be collected for SMS students at the end of the 2021-22 school year for comparison to the previous year's assessment data for the same group.

# Southern York County School District

## Program Goals for the 2021-2022 School Year

### Southern Middle School

Career	
<b><u>Specific:</u></b> What is the specific issue based on school data?	When thoughtful career exploration begins at a young age, it often helps goals be both recognized and then later achieved. Therefore, by the time they transition to Susquehannock High School, Southern Middle School students will begin to develop their career portfolio through exploration. This will include a minimum of 8 pieces of evidence of career exploration and a documented Career Plan through the Smart Futures platform in accordance with Chapter 339 and Future Ready PA Index Requirements.
<b><u>Measurable:</u></b> How will we measure the effectiveness of our interventions?	All Southern Middle School 8th grade students' Career Portfolios, as required by Chapter 339 and the Future Ready PA Index, will be examined for compliance with the minimum number of artifacts/pieces of evidence (8 including a career plan) and for meeting all four different areas of the PA Career Education and Work Standards: Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship.
<b><u>Attainable:</u></b> What outcome would stretch us but is still attainable.	The number of Southern Middle School students that exceed the 8th grade benchmark will be 100%. This number should be obtainable as Southern Middle School exceeded performance standards for the "Percent Career Standards Benchmark" under the Future Ready PA Index in 2020 and 2021 meaning that 100% of SMS 8th grade students' portfolios have had all 8 required artifacts. With the procurement of the SmartFutures platform and curriculum, the ability to exceed the minimal benchmark of 8 is attainable.
<b><u>Results-Oriented:</u></b> Is the goal reported in result-oriented data (process, perception and outcome?)	<p><b>Process:</b> During the 2021-22 school year, Southern Middle School will use the Smart Futures platform and curriculum to aid in the student career development process. Smart Futures lessons will be delivered throughout the school year by Southern Middle School staff. The platform will be overseen by counselors and administrators. Lessons will generate career artifacts at the 7th and 8th grade levels.</p> <p><b>Perception:</b> Students will understand the identified 8th grade knowledge and skills relating to the four different areas of the PA Career Education and Work Standards.</p> <p><b>Outcome:</b> 100% of Southern Middle School 8th grade students will exceed the 8th grade benchmark (minimum of 8 required artifacts including a career plan).</p>
<b><u>Timeline:</u></b> When will our goal be accomplished?	The number of Southern Middle School students that exceed the 8th grade benchmark will be examined when the required data is reported to the Pennsylvania Department of Education in the spring of 2022.

# Southern York County School District

## Program Goals for the 2021-2022 School Year

### Southern Middle School

Personal/Social	
<b><u>Specific:</u></b> What is the specific issue based on school data?	Students that demonstrate interpersonal and/or intrapersonal issues in school are more likely to struggle to demonstrate the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. Southern Middle School students were assessed in the fall of the 2021-22 school year on these measures through an evidenced-based survey from Panorama Education. The survey identified 'Social Perspective Taking' (49%) and 'Emotion Regulation' (51%) as the areas most in need of growth for students selecting a favorable or positive answer choice.
<b><u>Measurable:</u></b> How will we measure the effectiveness of our interventions?	Panorama Education survey data for Southern Middle School students from spring of the 2021-22 school year will be compared to Panorama Education survey data for Southern Middle School students from the spring of the 2020-21 school year to measure the effectiveness of teacher, counselor, and administrative interventions targeting mindsets, skills, attitudes, and feelings for school and career success. Attendance and discipline data between the two cohorts will be examined for changes as well.
<b><u>Attainable:</u></b> What outcome would stretch us but is still attainable.	The percentage of Southern Middle School students that select a favorable or positive answer choice for items that relate to the 'Social Perspective Taking' and 'Emotion Regulation' measures will increase by 20%. These numbers (59% and 61% of Southern Middle School students responding favorably) would reflect Southern Middle School results remaining comparable to Panorama's national data for Emotion Regulation and bettering Panorama's national data for Social Perspective Taking.
<b><u>Results-Oriented:</u></b> Is the goal reported in result-oriented data (process, perception and outcome?)	<p><b>Process:</b> All Southern Middle School students will receive services and programming that promote successful mindsets, skills, attitudes, and feelings from SYCSD staff. This includes the Responsive Classroom Middle School curriculum, use of Responsive Advisory meetings, zone of regulation curriculum, Panorama Playbook curriculum, and resources from Second Step.</p> <p><b>Perception:</b> Students will demonstrate the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. Students will understand the importance of and speak favorably about measures for 'Growth Mindset' and 'Emotion Regulation' at a level similar to those for 'Self-Efficacy,' 'Social Awareness,' and 'Self-Management.'</p> <p><b>Outcome:</b> The percentage of Southern Middle School students that select a favorable or positive answer choice for items that relate to the 'Social Perspective Taking' and 'Emotion Regulation' measures will increase by 20% respectively in comparison to the previous spring.</p>
<b><u>Timeline:</u></b> When will our goal be accomplished?	The data will be collected for Southern Middle School students during the spring of the 2021-22 school year for comparison to data for the same group from the spring of the 2020-21 school year.

# Southern York County School District

## Program Goals for the 2021-2022 School Year

### Susquehannock High School

Academic	
<b><u>Specific:</u></b> What is the specific issue based on school data?	In the U.S., students who fall behind in 9th grade have a graduation rate 30% lower than that of students who are able to stay on track. During the '20-'21 school year 13% of 9th grade students did not earn 7 credits, 9% of 10th graders did not exceed 12 cumulative credits, and 9% of 11th graders did not exceed 18 cumulative credits leaving them behind track for graduation representing 11% of all students. The SHS Counseling Department will work to reduce this number to 7% of students or less.
<b><u>Measurable:</u></b> How will we measure the effectiveness of our interventions?	The pre- and post-intervention academic data measured by credits for members of the Class of 2022, Class of 2023, and Class of 2024 will be compared. Members of the Class of 2022 will need to exceed 25 credits by year's end, members of the Class of 2023 will need to exceed 18 credits by year's end, and members of the Class of 2024 will need to exceed 12 credits by year's end.
<b><u>Attainable:</u></b> What outcome would stretch us but is still attainable.	The number of students that fail to earn at least 12 credits by the end of 10th grade, 18 credits by the end of 11th grade, and 25 credits by the end of 12th grade will be reduced by roughly 33% by year's end. This will be done through Tier 2 interventions targeting this specific set of students in addition to Tier 1 interventions targeting all students to ensure they remain on track.
<b><u>Results-Oriented:</u></b> Is the goal reported in result-oriented data (process, perception and outcome?)	<p><b>Process:</b> The number of students identified as off pace to meet their respective credit threshold will be monitored after the 1st, 2nd, 3rd and 4th marking periods of the 2021-22 school year..</p> <p><b>Perception:</b> Student's perception on their ability to succeed through passing and completing classes to earn credits will be gauged through informal meetings with counselors and credit obtainment.</p> <p><b>Outcome:</b> The number of students that fail to earn at least 12 credits by the end of 10th grade, 18 credits by the end of 11th grade, and 25 credits by the end of 12th grade will be reduced by roughly 33%</p>
<b><u>Timeline:</u></b> When will our goal be accomplished?	The data for credit obtainment for the Class of 2022, Class of 2023, and Class of 2024 at the conclusion of the 2021-2022 school year will be compared to the data for credit obtainment for the same classes at the conclusion of the 2020-2021 school year. This comparison will take place immediately following the conclusion of the school year.

# Southern York County School District

## Program Goals for the 2021-2022 School Year

### Susquehannock High School

Career	
<b><u>Specific:</u></b> What is the specific issue based on school data?	There are a number of benefits associated with having an established career plan prior to graduating high school. Moreover, school counselors can deliver individualized services to students based on an established career plan. At the start of the 2021-2022 school year, 45% of Susquehannock High School Seniors indicated that they are currently unsure about the state of their post-secondary planning.
<b><u>Measurable:</u></b> How will we measure the effectiveness of our interventions?	The state of the student's post-secondary planning will be measured with pre- and post-intervention surveys in comparison to the results of their Senior Meeting Pre-Survey measuring the state of their post-secondary planning to start the academic year.
<b><u>Attainable:</u></b> What outcome would stretch us but is still attainable.	The number of Susquehannock High School Seniors that indicate that are currently unsure about the state of their post-secondary planning will be reduced 200% meaning that less than 15% of Susquehannock High School Seniors indicated that they are currently unsure about the state of their post-secondary planning by May of 2021.
<b><u>Results-Oriented:</u></b> Is the goal reported in result-oriented data (process, perception and outcome?)	<p><b>Process:</b> All Susquehannock High School seniors will have an individualized 'Senior Meeting' with their counselors as part of a Tier 1 intervention. Students will have the ability to identify additional needs through needs surveys, which will be used to create additional follow up programs as a Tier 2 intervention.</p> <p><b>Perception:</b> Students understanding of the the application process for college, financial aid dynamics, local pre-apprenticeship &amp; apprenticeship opportunities, military recruitment procedures, and local opportunities for employment will be increased indicated by Post Secondary Transition to School, Military, and Work data for College and Career Measures for SHS's Future Ready PA Index.</p> <p><b>Outcome:</b> Based on survey data following these interventions, over 85% of the Susquehannock High School Seniors will indicate that they are currently comfortable about or well-prepared for the state of their post-secondary planning.</p>
<b><u>Timeline:</u></b> When will our goal be accomplished?	The data provided from follow up surveys will be examined throughout the school year, beginning in October of the '21-'22 school year all the way until its conclusion..

# Southern York County School District

## Program Goals for the 2021-2022 School Year

### Susquehannock High School

Personal/Social	
<b><u>Specific:</u></b> What is the specific issue based on school data?	Students who participate in extracurricular activities demonstrate stronger success factors including greater academic success, desirable soft skills for school/career success, and greater interest in school and community involvement. During the 2019-2020 school year, 30% of surveyed 9th graders indicated involvement in or desire to join at least two extracurricular activities of interest.
<b><u>Measurable:</u></b> How will we measure the effectiveness of our interventions?	Data will be collected from the Counseling Department's "Freshman Survey" on Naviance following the completion of all freshman meetings and compared to the data from the "Freshman Survey" from the 2019-20 school year to measure the effectiveness of the 9th Grade Counselor Chat evening program, Link Crew Day lesson from counselors, and freshman meetings on awareness of /involvement in extracurricular activities of interest.
<b><u>Attainable:</u></b> What outcome would stretch us but is still attainable.	Although only 30% of surveyed 9th graders indicated at least two extracurricular activities of interest previously, there were fidelity concerns as not all freshmen were surveyed. New and concerted interventions and efforts for education and distribution will allow better fidelity in results. Therefore, the number of 9th graders that indicate involvement in or desire to join at least two extracurricular activities of interest will increase by 200% which is 60% of all 9th grade students.
<b><u>Results-Oriented:</u></b> Is the goal reported in result-oriented data (process, perception and outcome?)	<p><b>Process:</b> All SHS freshmen will meet with their school counselor during the 2nd marking period of the 2021-22 school year and receive lessons from Link Crew leaders to help become aware of extracurricular opportunities available at SHS. New evening programs such as the 9th Grade Counselor Chat evening presentation will also present this information.</p> <p><b>Perception:</b> Students will demonstrate an awareness of the benefits of being involved in extracurricular activities and opportunities on their academic success, career and life soft skills, and interest in school and community involvement.</p> <p><b>Outcome:</b> The number of 9th graders that indicate involvement in or desire to join at least two extracurricular activities of interest will increase by 200% which is 60% of all students.</p>
<b><u>Timeline:</u></b> When will our goal be accomplished?	The data from the Counseling Department's "Freshman Survey" on Naviance in the 2019-20 school year will be compared to the same data from the current freshman class in the Fall of the 2021-22 school year.



# Southern York County School District

## Individualized Academic & Career

### Process and Portfolio

#### Section One: Career Development Intervention Chart: Tier One

Grade	CEW 13.1 Career Awareness	CEW 13.2 Career Acquisition	CEW 13.3 Career Retention	CEW 13.4 Entrepreneurship
<b>K</b>	<ul style="list-style-type: none"> <li>My Interests</li> <li>Community Roles</li> <li>Preparation for Careers</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Changing Roles</li> <li>Using What You Learn in School</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation in Group Settings</li> </ul>	<ul style="list-style-type: none"> <li>Changing Roles</li> <li>Cooperation in Group Settings</li> <li>Successful Attitudes and Work Habits</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>How Money is Used</li> <li>Lifelong Learning</li> </ul>	<ul style="list-style-type: none"> <li>What is Entrepreneurship?</li> <li>Character Traits of Entrepreneurs</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>The Importance of Planning</li> </ul>	<ul style="list-style-type: none"> <li>Researching Job Opportunities</li> <li>Writing a Personal Letter</li> <li>How to be an Ultra-Good Listener</li> <li>The Importance of Planning</li> </ul>	<ul style="list-style-type: none"> <li>The Importance of Planning</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Interests and Abilities</li> <li>Six Career Paths</li> <li>What is a Career Plan?</li> <li>Choosing a Career</li> </ul>	<ul style="list-style-type: none"> <li>Applying Successful Attitudes and Work Habits</li> <li>What is a Career Plan?</li> </ul>	<ul style="list-style-type: none"> <li>Interests and Abilities</li> <li>Cooperation in Group Settings Part II</li> <li>My Personal Schedule</li> <li>Applying Successful Attitudes and Work Habits</li> </ul>	<ul style="list-style-type: none"> <li>Risk and Rewards of Entrepreneurship</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Career Training Programs</li> <li>Workplace Roles- Stereotypes and Inequality</li> </ul>	<ul style="list-style-type: none"> <li>Speaking Skills</li> <li>Writing a Business Letter</li> <li>Researching Job Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Speaking Skills</li> <li>Budgeting</li> <li>Workplace Roles- Stereotypes and Inequality</li> </ul>	<ul style="list-style-type: none"> <li>Character Traits of Real Entrepreneurship</li> <li>Steps in Creating a Good or a Service</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Career Clusters and Pathways</li> </ul>	<ul style="list-style-type: none"> <li>My Resume Activity</li> <li>Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>Learning from Entrepreneurs</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>My Interest Survey</li> <li>My Work Value Survey</li> <li>Knowledge Skill Ability Survey</li> </ul>	<ul style="list-style-type: none"> <li>Career Research</li> <li>Career Acquisition Documents</li> </ul>	<ul style="list-style-type: none"> <li>Budgeting</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>Changing Work Place</li> <li>Economics of Jobs</li> <li>Explore Your CTC</li> <li>6-8 Career Plan</li> </ul>	<ul style="list-style-type: none"> <li>Goal Setting</li> <li>6-8 Career Plan</li> </ul>	<ul style="list-style-type: none"> <li>Changing Work Place</li> <li>Goal Setting</li> <li>Learning Style Survey</li> <li>6-8 Career Plan</li> </ul>	<ul style="list-style-type: none"> <li>My Business Plan</li> <li>6-8 Career Plan</li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>Career Cluster Finder Inventory</li> <li>Career Cluster Finder Reflection</li> <li>S.T.E.M. Summit Reflection</li> <li>Freshman Survey</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>Career Interest Profiler Inventory</li> <li>Do What You Are Assessment Inventory</li> <li>Learning Style Inventory</li> <li>Collective Inventory Reflections Document</li> <li>Interview a Professional</li> <li>Create a Career Plan</li> </ul>	<ul style="list-style-type: none"> <li>Interview a Professional</li> <li>Build a Resume</li> <li>Mock Interview</li> </ul>	<ul style="list-style-type: none"> <li>Learning Style Inventory</li> <li>Strengths Explorer Inventory</li> <li>Collective Inventory Reflections Document</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>Junior Post-Secondary Survey</li> <li>Graduation Project Field Experience #1</li> <li>Graduation Project Field Experience #2</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Human Geography Course Service Project</li> </ul>

12	<ul style="list-style-type: none"> <li>• Senior Year Planning Survey</li> <li>• Graduation Project Portfolio Presentation &amp; Submission</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Project Portfolio Presentation &amp; Submission</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Project Portfolio Presentation &amp; Submission</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Project Portfolio Presentation &amp; Submission</li> </ul>
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## Section Two: Academic and Career Plan Process

1. Demographics	Process Description
<ul style="list-style-type: none"> <li>What grade will the Plan and Portfolio start?</li> </ul>	<ul style="list-style-type: none"> <li>Evidence collection for the portfolio begins in Kindergarten and continues through 12th grade.</li> <li>The academic plan begins in 7th grade and continues through 12th grade.</li> </ul>
<ul style="list-style-type: none"> <li>Will the plan/portfolio be electronic, hard copy or both?</li> </ul>	<p>The Plan and Portfolio will be stored electronically through Sapphire at all levels as well as Smart Futures at the elementary and middle school level and Naviance at the high school.</p>
<ul style="list-style-type: none"> <li>Who will be responsible for maintaining the portfolio?</li> </ul>	<p>Teachers will lead activities through the Smart Futures platform at the elementary schools. Career readiness artifacts will be monitored in SmartFutures by school counselors at the elementary level.</p> <p>Teachers will lead activities through the Smart Futures platform at the middle school. Career readiness artifacts will be monitored in SmartFutures by school counselors. The School Counseling and Practical Arts departments will be responsible for updating, monitoring, and maintaining the portfolio with help from the Technology Department.</p> <p>Students are responsible for creating and uploading items to Naviance at the high school. Many of these artifacts will be facilitated by teachers during the Career Seminar course. The School Counseling and Business Departments are responsible for updating and maintaining the portfolio with help from the Technology Department.</p>
<ul style="list-style-type: none"> <li>What demographic information will be included on the student portfolio?</li> </ul>	<p>Name, birthday, age, gender, State ID, grade, and homeroom.</p>
2. Interventions, Assessments & Decisions	Process Description by Grade based on when the plan starts. What the students can know and do at each grade level and in each strand of the Career Education and Work Standards.
<p>Grade 6</p>	<p>6th grade students will be able to identify their own career clusters and pathways, begin to write a resume, engage in conflict resolution strategies, and gain information from entrepreneurs. All four CEW standards are covered: Career Awareness, Career Acquisition, Career Retention, and Entrepreneurship.</p>
<p>Grade 7</p>	<p>7th grade students will identify their interests, work values and knowledge, skills and abilities. They will conduct career research, gather career acquisition documents and engage in financial literacy budgeting activities. All four CEW standards are covered: Career Awareness, Career Acquisition, Career Retention, and Entrepreneurship.</p>
<p>Grade 8</p>	<p>8th grade students will learn about the changing workplace, the economics of jobs, and explore their local Career and Technical Center. They will create a career plan, set goals, discover their personal learning style and create a business plan. All four CEW standards are covered: Career Awareness, Career Acquisition, Career Retention, and Entrepreneurship.</p>
<p>Grade 9</p>	<p>9th grade students will participate in a series of Development Day lessons that center on career exploration. As part of these lessons, students will take a Career Cluster assessment through the Naviance platform and complete a corresponding reflection google document. 9th grade students will also participate in the S.T.E.M. Summit event hosted by Junior Achievement. With guidance from their science teachers, students will complete a reflection survey through Naviance that relates their S.T.E.M. Summit experience with potential SHS courses and careers in the field. School counselors also meet with 9th grade students individually in the fall and again in the spring to discuss scheduling plans and revisit their Academic/Career plan.</p>

<b>Grade 10</b>	All 10th grade students are required to take a semester-long career exploration course titled Career Seminar. During this course students will complete additional assessments through the Naviance platform including the "Career Interest Profiler," "Do What You Are" Assessment, "Learning Style Inventory", and "Strengths Explorer Inventory." They will complete a corresponding reflection google document as on all of these inventories. During the course, students will also engage in a mock interview with staff, interview a professional in a desired career field, build a functional resume, and formulate their career plan to date into a practical document. Students are offered the opportunity to sit for the PSAT's in October and the PreACT in February, but are responsible for the cost. School counselors also meet with 10th grade students individually in the spring to discuss scheduling plans and revisit their Academic/Career plan.
<b>Grade 11</b>	11th grade students will complete a survey through Naviance – that will also serve as the pre-test – that will gauge how prepared they feel for their post-secondary plans in relationship to what steps they've already taken or plan to take. They will also engage in at least two field experiences in which they visit a college campus, partake in a job shadowing opportunity, document a day of part-time work, or come to a career or college representative presentation in the counseling office. They must document this experience and do a corresponding reflection google document. During their Human Geography/AP Human Geography course students will complete a "Services Placement Project" assignment which encourages them to use entrepreneurial skills to consider and justify the need for a business or service not in the Southern York County area. Students are offered the opportunity to sit for the PSAT's in October, but are responsible for the cost. School counselors also meet with 11th grade students individually in the spring to discuss scheduling plans and revisit their Academic/Career plan.
<b>Grade 12</b>	12th grade students will meet with their school counselor individually in the beginning days of the school year to discuss their Academic/Career plan and the final steps in high school to achieve their post-secondary goal. These students also participate in the "Real Life Day" event hosted by Junior Achievement. All 12th grade students are required to present their Academic/Career plan by way of the Susquehannock Graduation Project on an assigned date to a class of 10th grade students in Career Seminar.

### Student Development of their Plan:

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

**7th Grade:** Students will complete the "My Interest Survey," "My Work Value Survey," "Knowledge Skill Ability Survey," "Career Research," "Career Acquisition Documents," and "Budgeting" activities through Smart Futures in order to begin generating a "6-8 Career Plan" document. They will also have the optional opportunity to learn "skills" through obtaining badges and taking courses through Smart Futures.

**8th Grade:** Students will complete the "Changing Work Place," "Economics of Jobs," "Explore Your CTC," "Goal Setting," "Learning Style Survey," and "My Business Plan" activities through Smart Futures in order to finish generating a "6-8 Career Plan" document. They will also have the optional opportunity to learn "skills" through obtaining badges and taking courses through Smart Futures. Students will also have the opportunity to participate in the annual York County School of Technology (YCST) assembly & presentation co-managed by the school counselors and YCST representatives to help make a determination on if they would like to attend.

**9th Grade:** Students will complete the "Career Cluster Finder" in Naviance and the corresponding reflection document during English class in the first semester. Students will participate in the S.T.E.M. Summit hosted by Junior Achievement and complete the corresponding reflection survey in Naviance during their respective science classes.

**10th Grade:** Students will enroll in and take the Career Seminar course. During this course, they will complete the "Career Interest Profiler," "Do What You Are," "MI Advantage & Learning Style," "Strengths Explorer," and "Values" inventories and the corresponding reflection document. They will also build a resume, create a career plan, and interview a professional and type up a reflection and upload these documents to Naviance.

**11th Grade:** Students will be required to partake in two "Field Experience" opportunities. These opportunities can be a job shadow, visit to a career fair, visit to a post-secondary campus, attendance at an education/college fair, attendance at an SHS

college or career visit or holding part-time employment. They will be required to document their experience using a school-created template and upload it to Naviance. Students in the AP Human Geography course will also have the opportunity to present an entrepreneurial venture to their classmates and upload it to Naviance.

**12th Grade:** Students will present the contents of their Career Portfolio to a Career Seminar teacher. Students may also be eligible for involvement in an internship relevant to their desired career path.

<b>3. Parent &amp; Guardian Engagement</b>	<b>What strategies will be used to inform parents/guardians to engage them in the Academic/Career Plan and Portfolio process for their children?</b>
<b>Level of Parents &amp; Guardians</b>	<b>Awareness &amp; Engagement Strategies</b>
<b>Elementary Parents &amp; Guardians</b>	Parents/Guardians will be informed about the plan through the monthly school counselor newsletter. Smart Futures, the new medium, from grades K-8 will be explained to parents in the newsletter and at parent/teacher conferences. Parents will be encouraged to join the K-12 Advisory Council to both provide feedback on the current plan and portfolio process and help determine ways to better engage all parents in the district.
<b>Middle School Parents &amp; Guardians</b>	Parents/Guardians will be informed about the plan through the monthly school counselor newsletter. Smart Futures, the new medium, from grades K-8 will be explained to parents in the newsletter and at parent/teacher conferences. Parents will be encouraged to join the K-12 Advisory Council to both provide feedback on the current plan and portfolio process and help determine ways to better engage all parents in the district.
<b>High School Parents &amp; Guardians</b>	Parents/Guardians will be informed about the plan and portfolio process through many different means. They will be encouraged to be actively involved with and monitor their student's portfolio at the high school level by being granted access to a parent Naviance account which mirrors their students' account. They will also be involved in the scheduling process each year through using permission and – when appropriate – course waiver forms. Parents will be encouraged to join the K-12 Advisory Council to both provide feedback on the current plan and portfolio process and help determine ways to better engage all parents in the district. Parents will also be informed of items relating to their child's post-secondary development through different mediums including Naviance, Twitter, electronic newsletters, mass emails, and in-person at Open House.

<b>4. Faculty/Administrator Engagement</b>	<b>What strategies will be used to inform teachers/administrators in the process of development, maintenance and presentation of the plan and portfolio in elementary, middle and high school?</b>
<b>Level of Parents &amp; Guardians</b>	<b>Awareness &amp; Engagement Strategies</b>
<b>Elementary</b>	The elementary school administration and faculty will be actively involved in the development and maintenance of students' plan through the program Smart Futures. The administrators will convey and reinforce the importance and practicality of students having a plan for both the students and the school itself. Additionally, administrators will continue to take an active role in working collaboratively with teachers to better implement the Pennsylvania The Career Education and Work Standards into curriculum and instruction. Our K-6 teachers

	will develop and maintain the career artifacts for their students yearly, by using the Smart Futures platform.
<b>Middle School</b>	The middle school administration and faculty will be actively involved in the development and maintenance of students' plan through the program Smart Futures. The administrators will convey and reinforce the importance and practicality of students having a plan for both the students and the school itself. Additionally, administrators will continue to take an active role in working collaboratively with teachers to better implement the Pennsylvania The Career Education and Work Standards into curriculum and instruction. Our teachers will develop and maintain the career artifacts for their students yearly, by using the Smart Futures platform. Our administration and staff will also work collaboratively with the Junior Achievement Program to extend the understanding of the CEW standards for all middle school students
<b>High School</b>	The Susquehannock High School administration and faculty will be actively involved in the development, maintenance, and presentation of students' plan and portfolio. Building administrators will convey and reinforce the importance and practicality of students having a plan and portfolio for both the students and the school itself. Additionally, administrators will continue to take an active role in working collaboratively with teachers to better implement the Pennsylvania The Career Education and Work Standards into curriculum and instruction. Teaching staff that teach the Career Seminar course or are a homeroom advisor will maintain portfolios through checking for completion and quality of pieces of evidence for career standard benchmarks. Special education case managers will work with school counselors to better incorporate portfolio items from Naviance into the Post-Secondary/Transition section of student's Individualized Education Plans.

<b>5. Plan/Portfolio Sustainability and Review</b>	<b>What strategies will be developed to assist students with updating and sustaining the plan/process?</b>
<b>How will the plan and portfolio be revisited each year while in middle school and high school?</b>	At the high school level, the plan will be revisited by way of the Susquehannock High School Graduation Project. Aspects of the plan will be infused into various classes such as 9th grade homeroom and science classes and the 10th grade career seminar course. In addition to monitoring by homeroom teachers, as counselors meet with students for annual meetings in 9th, 11th, and 12th grade, counselors will discuss the student's current status in completing facets of the plan along with the student's post-secondary plans.
<b>What process will be used for the student to present the information on their plan at various times (i.e. Exit Interview or other events)?</b>	Through the Graduation Project, students must present on the development of their career plan and submit/upload this presentation and their portfolio to Naviance to earn a requisite half-credit towards graduation.. Students can do this as early as 11th grade though most students will do this during an allotted time during their 12th grade year.

# Southern York County School District

## Stakeholders

Students	How students will benefit from the K-12 Guidance Program	How students assist with the delivery of the K-12 Guidance Program
	<p>The students of the Southern York County School District will be prepared to become confident lifelong learners and responsible citizens. Through participating in a comprehensive school counseling program students will receive the delivery of a continuum of counseling services from kindergarten through graduation. This continuum includes intervention and responsive services in the form of individual student meetings, student centered planning, recurring classroom lessons, and the provision of unique opportunities based on their desires and needs. Additionally, SYCSD counselors facilitate collaboration with other stakeholder groups to relate career planning to the district curriculum and provide practical enrichment opportunities. These services allow for individual student planning that supports student's academic, career, and personal/social development and designed to create and achieve goals related to student's interests, abilities, and future plans.</p>	<p>Southern York County School District students at the elementary level will begin to develop an awareness of careers of interest. Students at the middle school level will establish a preference for some of the aforementioned careers of interest. Students at the high school level will begin to demonstrate competencies required for their careers of interest. Students will use counselors as advocates for this developmental process and seek resources in the areas of academic, career, and personal/social development. At the secondary level students will develop their Individualized Career Plan and will be responsible for maintaining their Graduation Project Portfolio. Students will provide feedback on the effectiveness of counseling programs through surveys, attendance, and student representation on the K-12 Counseling Advisory Council which will guide the design, implementation and methodology of programs used to reach SYCSD students.</p>

Educators	How educators benefit from the K-12 Guidance Program	How educators assist with the delivery of the K-12 Guidance Program
	<p>Educators will benefit directly and indirectly from a comprehensive career program. They will benefit directly through expanding their knowledge by keeping up with current and future career trends. This professional development will allow educators to discover contemporary careers suitable to their content area. Additionally, educators will be made aware of and be able to incorporate the PA Career Education and Work Standards into their content. Educators will also learn how the K-12 School Counseling Department can help augment instructional practices for students to be better connected to local career-related resources. These direct benefits will result in the indirect benefit of increased student engagement due to students being better able to see the direct parallels between curriculum and their desired postsecondary plans.</p>	<p>Educators – including administrators, teachers, school nurses, and paraprofessionals – will assist with the delivery of the K-12 program through a multitude of ways. This group of stakeholders will advocate for and value and significance of the school counselor role. Likewise, they will advocate for and value the impact of a comprehensive school counseling program in promoting a positive school environment and positively impacting the academic and career indicators relating to the PA Future Ready Index. Educators will support and help assess the effectiveness of the school counseling program through serving on the K-12 Advisory Council and consulting with counselors to connect course content to career development exploration and opportunities.</p>

### Stakeholder: Educator

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
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SYCSD teachers and paraprofessionals at the elementary level will more directly assist the K-12 Counseling Program in the career development of students.	During the coming school years the number of SYCSD elementary teachers that will assist in career development plan artifact collection will increase until it is 100% of all teachers.	M 3, M 4, B-LS 7, B-LS 9, B-SS 3, 13.1.3.B, 13.1.5.B, 13.1.3.C, 13.1.3.D, 13.1.5.D, 13.1.3.E, 13.1.5.E, 13.1.3.F, 13.1.5.F, 13.1.3.G, 13.2.3.B, 13.2.5.B, 13.2.3.D, 13.2.5.D, 13.3.3.A, 13.3.5.A, 13.3.3.B, 13.3.5.B, 13.3.3.D, 13.3.5.D, 13.3.3.G, 13.3.5.G, 13.4.3.B, 13.4.3.C, 13.4.5.B, 13.4.5.C,	K-6	<ul style="list-style-type: none"> <li>Continued creation and delivery of grade K through 6 career development plan artifacts for classroom lessons.</li> </ul>	Percentage of students that meet their career standards benchmark	Ongoing
SYCSD teachers, administrators, nurses, and paraprofessionals at the secondary level will more directly assist the K-12 Counseling Program in the career development of students.	During the coming school years the number of SMS and SHS teachers that bring in guest speakers representing careers relevant to their content area will see an annual increase of 5%.	M 3, M 4, M 6, B-LS 1, B-LS 7, B-LS 9, B-SMS 5, B-SS 3, 13.1.8.F, 13.1.11.F, 13.2.8.B, 13.2.11.B, 13.2.8.E, 13.2.11.E, 13.3.8.A, 13.3.11.A, 13.3.8.F, 13.3.11.F,	7-12	<ul style="list-style-type: none"> <li>Coordinate a list of career representatives from local organizations and SYCSD parents that can speak in classrooms and the counseling office which can be shared with all secondary staff.</li> </ul>	Number of middle school and high school student that attend career speaker engagements,t	Ongoing

Parents	How parents/guardians benefit from the K-12 Guidance Program	How parents/guardians assist with the delivery of the K-12 Guidance Program
	SYCSD Parents will benefit from a comprehensive career program because their children will receive coordinated services in the classroom and school setting designed to prepare them for the challenges of the future and assist them in developing skills for learning and long-range planning. Parents will be provided with information to assist children in the planning of their current and future interests relating to postsecondary goals. Through efforts from the school counseling program, parents will have the opportunity to access and collaborate with outside services related to postsecondary planning.	The K-12 comprehensive program will benefit indirectly and directly from parent involvement. It will benefit indirectly because parents have the greatest impact on the development of their child's attitudes and behaviors towards academic, personal/social, and career matters. It will benefit directly from parents being partners in career development through representation on the SYCSD K-12 Advisory Council and various opportunities to volunteer including Career Day, Junior Achievement events, Y.E.S. events, and career speaking engagements at the high school.

### Stakeholder: Parents

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Better involvement of SYCSD parents in the development of the SYCSD K-12 Counseling Plan.	During the coming school years at least 25% of SYCSD parents will complete a needs assessment at either the building, stage, or district level.	M 3, M 4, B-LS 7, B-LS 9, B-SS 3, 13.1.3.G, 13.1.3.H, 13.1.5.G, 13.1.11.D, 13.1.11.G, 13.3.5.A, 13.3.8.A, 13.3.8.B, 13.3.8.F, 13.3.8.G, 13.3.11.C, 13.3.11.E, 13.3.11.G, 13.4.3.B, 13.4.11.B	K-12	<ul style="list-style-type: none"> <li>Creation and circulation of needs assessments at the building, stage, and district-wide levels.</li> </ul>	Number of participants in needs assessment  Feedback from needs assessment	August of 2021-22 school year
Improve the awareness of district resources for postsecondary research for all SYCSD students.	During the coming school year(s) at least 33% of SYCSD parents will have a measurable awareness of the	M 4, B-LS 1, B-LS 7, B-LS 9, B-SS 3, 13.1.8.D, 13.1.11.D, 13.1.11.F, 13.1.11.G, 13.2.8.B, 13.2.11.B	K-12	<ul style="list-style-type: none"> <li>Increase communication with students, staff, and parents on Naviance (Elementary &amp; SMS) and Naviance (SHS).</li> </ul>	Number of SYCSD parents with a parent/observer account on Smart Futures or Naviance	Ongoing



	Smart Futures and Naviance platforms					
Better involvement of SYCSD parents in the delivery of the SYCSD K-12 Counseling Plan.	During the coming school years at least 10% of SYCSD parents will serve as career volunteers, liaisons or representatives for their field.	M 4, B-LS 7, B-LS 9, B-SS 3, 13.1.3.D, 13.1.3.E, 13.1.3.F, 13.1.3.G, 13.1.5.D, 13.1.5.E, 13.1.5.F, 13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.E, 13.1.8.F, 13.1.11.A, 13.1.11.B, 13.1.11.C, 13.1.11.F, 13.2.3.E, 13.2.5.E, 13.2.8.B, 13.2.8.E, 13.2.11.B, 13.2.11.E, 13.1.3.G, 13.1.5.A, 13.1.5.F, 13.1.5.G, 13.1.8.A, 13.1.8.F, 13.1.8.G, 13.1.11.A, 13.1.11.F, 13.1.11.G, 13.4.3.B, 13.4.5.B, 13.4.8.B, 13.4.11.B	K-12	<ul style="list-style-type: none"> <li>Coordination of parent career speakers for career fair across the elementary schools</li> <li>Coordination of Junior Achievement and Y.E.S. program volunteers at all three levels.</li> <li>Coordination of parents willing to speak at SHS with teachers.</li> <li>Correspondence asking for parent volunteers for their career fields.</li> </ul>	<p>Number of parent volunteers for career fair, career representative visits, Junior Achievement programs, and Y.E.S. programs.</p> <p>Number of students attending those programs.</p>	Ongoing
Better involvement of SYCSD parents in the assessment of the SYCSD K-12 Counseling Plan	During the coming school years at least 18 parents will participate in the SYCSD K-12 Advisory Council with consistency by attending both annual meetings.	M 3, M 4, B-LS 7, B-LS 9, B-SS 3, 13.1.3.G, 13.1.3.H, 13.1.5.G, 13.1.11.D, 13.1.11.G, 13.3.5.A, 13.3.8.A, 13.3.8.B, 13.3.8.F, 13.3.8.G, 13.3.11.C, 13.3.11.E, 13.3.11.G, 13.4.3.B, 13.4.11.B	K-12	<ul style="list-style-type: none"> <li>Recruitment of interested parents through workshops, correspondence, and needs assessment(s).</li> </ul>	Number of parent participants on the SYCSD K-12 Counseling Advisory Council	April of 2021-22 school year

Business & Community	How business/community partners benefit from the K-12 Guidance Program	How business/community partners assist with the delivery of the K-12 Guidance Program
	Local businesses and community organizations will benefit from the district's comprehensive career program by working directly with the Southern York County School District in developing the requisite skills that students need to excel in the workforce. In building early partnerships with SYCSD students, this stakeholder group encourages students to remain as members of the local labor force immediately upon graduation or return upon completion of postsecondary schooling.	Local businesses and community organizations will assist with the district's comprehensive career program in an advising capacity. They will serve on the K-12 Advisory Council to contribute feedback to help assess the district's impact on students' career development. They will also provide direct opportunities for SYCSD students to build awareness and acquire skills needed for the current and developing workforce. This will be accomplished through field trips, speaking engagements, job shadowing experiences, and other methodologies to engage our K-12 students.

### Stakeholder: Business/Community

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Continue to improve the engagement of local businesses and community organizations in the career development of SYCSD elementary students.	During the coming school years the number of representatives from local businesses and community organizations in the bi-annual career fair	M 4, B-LS 7, B-LS 9, B-SS 3, 13.1.3.D, 13.1.3.E, 13.1.3.F, 13.1.3.G, 13.1.5.D, 13.1.5.E, 13.1.5.F, 13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.E, 13.1.8.F, 13.1.11.A, 13.1.11.B, 13.1.11.C, 13.1.11.F, 13.2.3.E, 13.2.5.E, 13.2.8.B,	K-6	<ul style="list-style-type: none"> <li>Coordination of local business and community organization representatives for career fair across the elementary schools</li> </ul>	Number of local business and community organization volunteers for bi-annual career fair.	June of 2021-22 school year

	will increase by 5% for each event.	13.2.8.E, 13.2.11.B, 13.2.11.E, 13.1.3.G, 13.1.5.A, 13.1.5.F, 13.1.5.G, 13.1.8.A, 13.1.8.F, 13.1.8.G, 13.1.11.A, 13.1.11.F, 13.1.11.G, 13.4.3.B, 13.4.5.B, 13.4.8.B, 13.4.11.B,				
Improve the coordination of current initiatives between SYCSD administration, the SYCSD K-12 School Counseling Department, and local business & community organizations.	During the coming school years there will be at least a 50% overlap in K-12 Counseling Advisory Council and District Business Council members representing local businesses or community organizations.	M 4, B-LS 7, B-LS 9, B-SS 3, 13.1.3.F, 13.1.5.F, 13.1.11.F, 13.3.3.A, 13.3.5.A, 13.3.8.A, 13.3.11.A, 13.3.3.G, 13.3.5.G, 13.3.8.G, 13.3.11.G, 13.4.3.B, 13.4.5.B, 13.4.8.B, 13.4.11.B	K-12	<ul style="list-style-type: none"> <li>Consultation between parties that plan SYCSD K-12 Counseling Advisory Council and District Business Council.</li> </ul>	Percentage of stakeholders on the SYCSD K-12 Counseling Advisory Council and District Business Council members representing local businesses or community organizations.	April of 2021-22 school year
Continue to improve the engagement of local businesses and community organizations in the career readiness of SHS students.	During the coming school years there will be at least a 10% increase in the number of SHS students engaging in internships and work-based learning experiences.	M 2, M 4, M 5, B-LS 3, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-LS 10, B-SMS 3, B-SMS 8, B-SMS 10, B-SS 3, B-SS 6, B-SS 9, 13.1.11.D, 13.1.11.E, 13.1.11.H, 13.2.11.C, 13.2.11.E, 13.3.11.E, 13.3.11.F	9-12	<ul style="list-style-type: none"> <li>Enroll students in Diversified Occupations and Work Experience courses.</li> <li>Coordinate with the SHS Administration and SHS Business Department to arrange internship opportunities.</li> </ul>	Percentage of SHS students completing a work-based learning experience.	June of 2020-21 school year

Post secondary	How postsecondary partners benefit from the K-12 Guidance Program	How postsecondary partners assist with the delivery of the K-12 Guidance Program
	Postsecondary stakeholders will enjoy a mutually beneficial partnership with the Southern York County School District. Involvement with our comprehensive school counseling program will allow students to be better exposed to research platforms and resources. This will assist students in choosing to enter and remain with various postsecondary options including two-year and four-year colleges, technical and trade schools, apprenticeships or the workforce, and the military. These institutions will thus benefit from gaining students who have the emotional capacity and the academic skills to be successful in their postsecondary environments due to a strong foundation created from an academic plan and career portfolio.	Postsecondary partners will assist the Southern York County School District school counseling program in preparing students for postsecondary success. Through being informed of research options for postsecondary endeavors and direct exposure to these endeavors, students' individualized career plans will be created, refined, and ultimately fulfilled. Exposure will include workshops, presentations, and direct engagement opportunities for students that allow them to be provided information they otherwise may be unable to obtain from counselors, teachers, or local business and community stakeholders. Postsecondary partners will also assist with the assessment of the comprehensive plan by serving on the K-12 Advisory Council.

### Stakeholder: Postsecondary

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Improve the awareness of postsecondary options for other stakeholder groups.	During the coming school years the number of SYCSD teachers aware of	M 4, B-LS 1, B-LS 7, B-LS 9, B-SS 3, 13.1.5.D, 13.1.8.D, 13.1.11.D, 13.1.11.F, 13.1.11.G, 13.2.3.B,	K-12	<ul style="list-style-type: none"> <li>Engage SYCSD stakeholder groups in professional development and</li> </ul>	Number of students reporting teachers at any level as "assisting	June of 2021-22 school year

	researched postsecondary options will increase by at least 5% each year.	13.2.5.B, 13.2.8.B, 13.2.11.B		workshops on postsecondary options.	<i>in choosing a career</i> ” on their Senior Exit Survey.	
Improve the awareness of online resources for postsecondary research for SMS and SHS students.	During the coming school years at least 90% of SYCSD students in grades 7-12 will access PACareerZone, Smart Futures, Naviance or BigFuture.	M 4, B-LS 1, B-LS 7, B-LS 9, B-SS 3 13.1.8.D, 13.1.11.D, 13.1.11.F, 13.1.11.G, 13.2.8.B, 13.2.11.B	7-12	<ul style="list-style-type: none"> <li>Promote workshops on Naviance and BigFuture for students and parents.</li> <li>Increase communication with students and parents on PACareerZone (SMS) and Naviance / BigFuture (SHS).</li> </ul>	Number of SYCSD students in grades 7-12 with an account on PACareerZone, Naviance or BigFuture.	Ongoing

# Southern York County School District

## K-12 Advisory Council

Stakeholder Group	Name	Title & Organization	Attendance Meeting #1	Attendance Meeting #2
<b>Student</b>			11/16/21	03/16/22
	Finn Peck	Student, Susquehannock HS	✓	
	Noah Pohlig	Student, Susquehannock HS	✓	
	Katelynn Ketterman	Student, Susquehannock HS	✓	
	Rachael Diggs	Student, Susquehannock HS		
	Amanda Diggs	Student, Susquehannock HS		
	Briley Jones	Student, Susquehannock HS	✓	
	Nictorious Khoury	Student, Susquehannock HS		
	Griffin Weeks	Student, Susquehannock HS		
	Zoe Wickrowski	Student, Susquehannock HS		
<b>Parent &amp; Guardian</b>				
	Amy Diggs	Parent, Susquehannock HS		
	Kris Cysyk	Parent, Susquehannock HS		
	Mesha Ross	Parent, Susquehannock HS		
	Shannon O'Donnell	Parent, Susquehannock HS		
	Amanda Martinez	Parent, SYCSD		
	Carolyn Orner	Parent, Southern MS		
	Danielle Lindsey	Parent, Susquehannock HS		
	Stephanie Kachik	Parent, Susquehannock HS	✓	
<b>Educator &amp; Administrator</b>				
	Dr. Melissa Bell	Administrator, Susquehannock		
	Brenna Higgs	School Psychologist, SYCSD		
	James Hollinger	Administrator, Southern El.		
	Dr. Kimberly Hughes	Director of Curriculum, SYCSD		
	Dr. Kevin Molin	Administrator, Susquehannock		
	Dr. Len Reppert	Administrator, Southern MS		
	Chrissie Bosley	Teacher, Susquehannock		
	James Sterner	Administrator, Susquehannock		
	Andrew Warren	Teacher, Susquehannock		
	Stephanie Winemiller	Administrator, Friendship El.		

	<b>Mary Dankosky</b>	<i>Administrator, Shrewsbury El.</i>		
	<b>Dr. Sandy Lemmon</b>	<i>Superintendent, SYCSD</i>		
	<b>Dr. Bob Bryson</b>	<i>Asst Superintendent, SYCSD</i>		
	<b>Kristin Petry</b>	<i>Teacher, Shrewsbury El.</i>		
	<b>Sandy Bollinger</b>	<i>Teacher, Southern El.</i>		
	<b>Justin Presley</b>	<i>Teacher, Southern MS</i>		
	<b>Jocelyn Ruppert</b>	<i>Teacher, Susquehannock</i>		
	<b>Mark Rill</b>	<i>Coord of Pub Info &amp; Transport</i>	✓	
	<b>Andrew Shelow</b>	<i>Instructional Spec, Friendship El.</i>		
	<b>Catherine Scholles</b>	<i>Instructional Spec, Southern El</i>		
<b>Business &amp; Community</b>				
	<b>Scott Brenneman</b>	<i>Examining Board Member, IBEW Local 229</i>		
	<b>Deb Rohrbaugh</b>	<i>Associate Director, Kinsley Education Center.</i>		
	<b>Brian Paterniti</b>	<i>Director Of Workforce Development, Manufacturers Association</i>		
<b>Postsecondary</b>				
	<b>Ricke Cohen</b>	<i>Admissions Counselor, HACC York Campus</i>		
	<b>Walter Harper</b>	<i>Counselor, Office of Vocational Rehabilitation</i>		
	<b>Terri Van Slyke</b>	<i>Admissions Counselor, Penn State: York</i>		
	<b>Sharon Mulligan</b>	<i>Associate Director of Admissions, York College of PA</i>		
	<b>Quinten Moore</b>	<i>Coordinator of Workforce Development &amp; Continuing Education, HACC</i>		
	<b>SFC Mike Schriefer</b>	<i>Recruiting and Retention NCO, Army National Guard</i>	✓	

# Southern York County School District

## Career and Postsecondary Resources

### Organizations & Agencies

Intermediary Organizations: <i>Connecting, Collaborating, Convening Organizations</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Crispus Attucks Center for Employment & Training	13.1, 13.2, 13.3	<ul style="list-style-type: none"> <li>• Architecture &amp; Construction</li> <li>• Business Management &amp; Administration</li> <li>• Education &amp; Training</li> <li>• Finance</li> <li>• Health Science</li> <li>• Hospitality &amp; Tourism</li> <li>• Human Services</li> <li>• Manufacturing</li> <li>• Science, Technology, Engineering, &amp; Mathematics</li> <li>• Transportation, Distribution, &amp; Logistics</li> </ul>
Harrisburg Area Community College	13.1, 13.2, 13.3	<ul style="list-style-type: none"> <li>• Education &amp; Training</li> </ul>
Lincoln Intermediate Unit 12 (IU12)	13.1, 13.2, 13.3	<ul style="list-style-type: none"> <li>• Education &amp; Training</li> </ul>
Pennsylvania State University: York	13.1, 13.2, 13.3	<ul style="list-style-type: none"> <li>• Education &amp; Training</li> </ul>
York County School of Technology	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>• Agriculture, Food &amp; Natural Resources</li> <li>• Architecture &amp; Construction</li> <li>• Arts, A/V Technology, &amp; Communications</li> <li>• Business Management &amp; Administration</li> <li>• Education &amp; Training</li> <li>• Finance</li> <li>• Health Science</li> <li>• Hospitality &amp; Tourism</li> <li>• Human Services</li> <li>• Information Technology</li> <li>• Law, Public Safety, Corrections, &amp; Security</li> <li>• Manufacturing</li> <li>• Marketing</li> <li>• Science, Technology, Engineering, &amp; Mathematics</li> <li>• Transportation, Distribution, &amp; Logistics</li> </ul>
York College of Pennsylvania		<ul style="list-style-type: none"> <li>• Education &amp; Training</li> </ul>

Umbrella Organizations: <i>Organizations that represent a large group of business organizations with a common mission</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
The Engineering Society of York	13.1, 13.2, 13.3	<ul style="list-style-type: none"> <li>• Architecture &amp; Construction</li> <li>• Business Management &amp; Administration</li> <li>• Manufacturing</li> <li>• Science, Technology, Engineering, &amp; Mathematics</li> <li>• Transportation, Distribution, &amp; Logistics</li> </ul>
Southern Community Services	13.2, 13.3	<ul style="list-style-type: none"> <li>• Agriculture, Food &amp; Natural Resources</li> </ul>

		<ul style="list-style-type: none"> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
Southern York County Alumni Association	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Agriculture, Food &amp; Natural Resources</li> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
York County Economic Alliance (YCEA)	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Agriculture, Food &amp; Natural Resources</li> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>

Community & State Organizations: Agencies representing community and state initiatives, service to communities		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Community Progress Council	13.2, 13.3	<ul style="list-style-type: none"> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> </ul>
Family-Child Resources, Inc.	13.2, 13.3	<ul style="list-style-type: none"> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> </ul>
Junior Achievement (JA)	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Agriculture, Food &amp; Natural Resources</li> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> </ul>

		<ul style="list-style-type: none"> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
Office of Vocational Rehabilitation (OVR)	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Agriculture, Food &amp; Natural Resources</li> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
Pennsylvania CareerLink of York County	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Agriculture, Food &amp; Natural Resources</li> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
Penn-Mar Human Services	13.2, 13.3	<ul style="list-style-type: none"> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> </ul>
Pennsylvania Higher Education Assistance Agency	13.1, 13.2, 13.3	<ul style="list-style-type: none"> <li>● Education &amp; Training</li> <li>● Finance</li> </ul>
York/Adams MH-IDD Program	13.2, 13.3	<ul style="list-style-type: none"> <li>● Human Services</li> </ul>
York County Alliance for Learning (YCAL)	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Agriculture, Food &amp; Natural Resources</li> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> </ul>



		<ul style="list-style-type: none"> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
York County Children & Youth Services (CYS)	13.2, 13.3	<ul style="list-style-type: none"> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> </ul>
York County Communities That Care (CTC)	13.1, 13.2, 13.3	<ul style="list-style-type: none"> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> </ul>
York County Learning Center	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Education &amp; Training</li> </ul>

## Networking Opportunities

Individual Contacts: <i>Contacts acquired through networking and interaction</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Cindy Strawbridge (HACC: York)	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Education &amp; Training</li> </ul>
Diona Brown (PHEAA)	13.1, 13.2, 13.3,	<ul style="list-style-type: none"> <li>● Education &amp; Training</li> <li>● Finance</li> </ul>
James Schreiber (National Guard)	13.2	<ul style="list-style-type: none"> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Health Science</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
Walter Harper (OVR)	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Agriculture, Food &amp; Natural Resources</li> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
Terry Van Slyke (PSU: York)	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Education &amp; Training</li> </ul>
Tiffanie A. Devan (PHEAA)	13.1, 13.2, 13.3,	<ul style="list-style-type: none"> <li>● Education &amp; Training</li> <li>● Finance</li> </ul>
Sharon Mulligan (York College)	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Education &amp; Training</li> </ul>

Community & Business Meetings: <i>Meetings, which bring cross/community members together to promote growth to further a cause</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
York County Alliance for Learning (YCAL)	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Agriculture, Food &amp; Natural Resources</li> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
The York County Chamber of Commerce	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Agriculture, Food &amp; Natural Resources</li> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
The Technology Council of Central PA	13.1, 13.2, 13.3	<ul style="list-style-type: none"> <li>● Architecture &amp; Construction</li> <li>● Business Management &amp; Administration</li> <li>● Manufacturing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>

Community Events: <i>Conferences, Workshops, Grand Openings</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
PACAC College Fair at York College	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Education &amp; Training</li> </ul>
PHEAA Financial Aid Workshops	13.1, 13.2, 13.3	<ul style="list-style-type: none"> <li>● Education &amp; Training</li> <li>● Finance</li> </ul>
Susquehannock High School College & Career Fair	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Education &amp; Training</li> </ul>

York County Cooperative Job Fair	13.2, 13.3	<ul style="list-style-type: none"> <li>● Agriculture, Food &amp; Natural Resources</li> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
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## Online & Other Resources

Internet Based Links: <i>Websites educating others and promoting career development and related topics</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
ACT.org	13.2, 13.3	<ul style="list-style-type: none"> <li>● Education &amp; Training</li> </ul>
CollegeBoard.org	13.2, 13.3	<ul style="list-style-type: none"> <li>● Education &amp; Training</li> </ul>
Naviance Student	13.1, 13.2, 13.3	<ul style="list-style-type: none"> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
O*Net	13.1, 13.2, 13.3	<ul style="list-style-type: none"> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>

PACareerZone	13.1, 13.2, 13.3	<ul style="list-style-type: none"> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
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Media & Advertising: <i>Various marketing methods that provide contacts, career awareness, ideas and workforce information</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
York Daily Record	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
York Dispatch	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
Susquehannock Courier Website	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Education &amp; Training</li> <li>● Information Technology</li> <li>● Marketing</li> </ul>

SMS Counseling Office Twitter	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Education &amp; Training</li> <li>● Information Technology</li> <li>● Marketing</li> </ul>
SHS Counseling Office Twitter	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Education &amp; Training</li> <li>● Information Technology</li> <li>● Marketing</li> </ul>
Shrewsbury Elementary Counseling Twitter	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Education &amp; Training</li> <li>● Information Technology</li> <li>● Marketing</li> </ul>

Publication & Documents: <i>Hard copy materials that offer contacts and career/workforce information</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
SHS Curriculum Guide	13.1	<ul style="list-style-type: none"> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> </ul>

## Post-Secondary Options

Postsecondary Options: <i>Colleges, Apprenticeships, Military, Vocational Training</i>			
Resources	Description	CEW Strand(s) 13.X	Career Cluster or District Pathway
Apprenticeship Programs	<ul style="list-style-type: none"> <li>● York Electricians Pre-Apprenticeship</li> <li>● Kinsley Construction Pre-Apprenticeship</li> <li>● York Manufacturer's Association Pre-Apprenticeship</li> </ul>	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Architecture &amp; Construction</li> <li>● Manufacturing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> </ul>
Diploma & Certificate Programs	<ul style="list-style-type: none"> <li>● HACC Academy</li> <li>● York County School of Technology</li> </ul>	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> </ul>

			<ul style="list-style-type: none"> <li>● Science, Technology, Engineering, &amp; Mathematics</li> </ul>
Associates Degree Programs	<ul style="list-style-type: none"> <li>● Harrisburg Area Community College</li> <li>● Howard County Community College</li> <li>● Penn State University: York</li> <li>● Thaddeus Stevens College of Technology</li> </ul>	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> </ul>
Bachelors Degree Programs	<ul style="list-style-type: none"> <li>● Shippensburg University</li> <li>● Millersville University</li> <li>● Penn State University</li> <li>● York College of Pennsylvania</li> <li>● Towson University</li> <li>● Messiah College</li> </ul>	13.1, 13.2, 13.3, 13.4	<ul style="list-style-type: none"> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Business Management &amp; Administration</li> <li>● Education &amp; Training</li> <li>● Finance</li> <li>● Health Science</li> <li>● Hospitality &amp; Tourism</li> <li>● Human Services</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Marketing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>
Military Training	<ul style="list-style-type: none"> <li>● Dallastown JROTC</li> </ul>	13.1, 13.2, 13.3	<ul style="list-style-type: none"> <li>● Architecture &amp; Construction</li> <li>● Arts, A/V Technology, &amp; Communications</li> <li>● Health Science</li> <li>● Information Technology</li> <li>● Law, Public Safety, Corrections, &amp; Security</li> <li>● Manufacturing</li> <li>● Science, Technology, Engineering, &amp; Mathematics</li> <li>● Transportation, Distribution, &amp; Logistics</li> </ul>



# Southern York County School District

## Career and Technology Center Strategies

### Student Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
8th	YCST Assembly & Presentation	Gerrard Mentz Lisa Hall Jason Katz	● % CTE Program of Study Concentration (4-Year Cohort)	October - April	Southern Middle School	Gerrard Mentz
8th	YCST Open House	YCST Staff	● % CTE Program of Study Concentration (4-Year Cohort)	November	Southern Middle School	Bruce Riley Nola Bassett Courtney Hershey Shante Morant Robyn Albright
8th	YCST Tours	YCST Staff Lisa Hall Jason Katz	● % CTE Program of Study Concentration (4-Year Cohort)	December / January	York County School of Technology	Bruce Riley Nola Bassett Courtney Hershey Shante Morant Robyn Albright
9th	Provision of Application Materials	Lisa Hall Jason Katz Erin O'Connor Rudman	● % CTE Program of Study Concentration (4-Year Cohort)	October - April	Southern Middle School Susquehannock High School	Gerrard Mentz Bruce Riley Nola Bassett Courtney Hershey Shante Morant Robyn Albright

### Parent Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
8th	Parent Newsletters	Gerrard Mentz Lisa Hall Jason Katz	● % CTE Program of Study Concentration (4-Year Cohort)	October - April	Southern Middle School	Lisa Hall Jason Katz
8th	Parent Newsletters	YCST Staff	● % CTE Program of Study Concentration (4-Year Cohort)	November	Southern Middle School	Bruce Riley Nola Bassett Courtney Hershey Shante Morant Robyn Albright





## Educator Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
8th	Attendance at Assembly & Presentation	Gerrard Mentz Lisa Hall Jason Katz	● % CTE Program of Study Concentration (4-Year Cohort)	October - April	Southern Middle School	Gerard Mentz
8th	Provision of Application Materials For Case Managers	Kate Miklos Erin O'Connor Rudman Matthew Shervington Courtney Koons	● % CTE Program of Study Concentration (4-Year Cohort)	November	Southern Middle School	Gerard Mentz