

NORTHERN LEHIGH SCHOOL DISTRICT



K-12 Guidance Plan (Chapter 339) July 2023 – June 2026

Revised March 2023

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NORTHERN LEHIGH SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Northern Lehigh School District is to provide a safe school climate where everyone is valued, respected, and included. Our community promotes a collaborative and supportive learning culture that meets students at their level and challenges all to learn and grow. We prepare and motivate our students for their future endeavors by teaching them essential skills, civic responsibility, and an appreciation for life-long learning. We encourage pride in ourselves, schools, and community. We strive for excellence in all we do.

OUR SCHOOLS



Peters Elementary School (K-2)



Slatington Elementary School (3-6)



Northern Leigh Middle School (7-8)



Northern Lehigh High School (9-12)

MOTTO

Living, learning, and leading to make every story better.

DISTRICT OVERVIEW

The Northern Lehigh School District has 1573 students (October 2023 PIMS Report). Of those, 76.6% are White, 17.3% Hispanic, 1.7% Black, less than 1% are each Asian, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native, and 3.6% Two or More Races. The percentage of students who are identified as economically disadvantaged is 41.1%, English Language Learners is 3.2%, special education is 19.4% and gifted is 1.2%. With regard to the graduating Class of 2022, 32.4% of students planned to attend a 4-year college/university, 28.2% enrolled in a 2-year college/university, 3.8% joined the military and 35.6% entered the workforce.

SCHOOL COUNSELORS AND ASSIGNMENTS

Grade Level	School	School Counselor	Number of Students
K-2	Peters Elementary School	Kelly Kromer	372
3-6	Slatington Elementary School	Suzanne Mengel	485
7-8	Northern Lehigh Middle School	Linda Brown (<Jan '23) Maggie Schaffer (>Jan '23)	226
9-12 (A-L)	Northern Lehigh High School	* Allison Chruscial	245
9-12 (M-Z)	Northern Lehigh High School	Raquel Hoffert	245

* Lead Counselor/Department Leader

SCHOOL COUNSELING MISSION

The school counseling mission connects with that of the district. It guides school counselors and other stakeholders in how best to support students to help them realize success during their K-12 educational journey. It aligns with the American School Counselor Association (ASCA) National Model and the themes of leadership, advocacy, collaboration and systemic change, to enhance programming and equity for all Northern Lehigh students.

The mission of the Northern Lehigh School District's Counseling Department is to address the academic, career and personal/social development of all students. The Counseling Department recognizes that every learner's path is different and supports them on their journey by helping to remove barriers so that each student can successfully write their story. Counseling staff collaborate with students, other educators, parents/guardians, postsecondary institutions, businesses, and community agencies to ensure access and equity for all students.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The Northern Lehigh School District offers a variety of PDE-approved career and technical education programs to students through offerings at [Lehigh Career and Technical Institute \(LCTI\)](#).

BOARD-APPROVED GUIDANCE PLAN

This K-12 Comprehensive Guidance Plan (Chapter 339) is approved by the Northern Lehigh School Board. The date when it was last approved was March 13, 2023.

SECTION 1 - CAREER AND TECHNICAL CURRICULA

The Northern Lehigh School District provides career guidance services curriculum to assist all students with unbiased services curriculum to assist all students with unbiased occupational and educational information necessary for realistic career planning.

The Northern Lehigh School District maintains a monthly calendar/listing of K-12 career guidance services offered. It's organized by domain (academic, career, social/emotional) and grade level. It includes ongoing activities to assist all students and their parents with career planning to meet student needs and interests.

Elementary School Level

At the elementary school level, students are introduced to the many career clusters and employment opportunities for their future. In 5th grade students specifically learn about the local career and technical school. They are invited to tour the local career and technical school to observe and discover what skills and programs are offered.

Middle School Level

At the middle school level, students learn more about the various career clusters and possible employment opportunities. In 8th grade, students and teachers attend an Introduction to LCTI assembly and then a walking tour of the LCTI facility. Students complete an online application by the March due date and choose 6 labs of interest. The student will then be placed in one of their six lab choices. Students can attend LCTI beginning as early as 9th grade.

High School Level

At the high school level, students who expressed interest, applied and were accepted to a lab at LCTI can. Each year, students will complete the application by the March due date in order to get priority placement for the following school year. Students will be placed in one of their six lab choices on the application and will attend the CTE program at LCTI for half of their school day. Students who require credit recovery will complete an application to Career Academy Program (CAP). Students in the CAP program will participate in their lab and academics to gain credits they need for graduation. Throughout their time at LCTI, students will have the opportunity to participate in Co-op and internship programs, as well as, various clubs focused on their technical area of choice. Furthermore, students in grade 12 have the opportunity to apply to the Emerging Health Professionals and Animal Science Programs designed to give students exposure to these career fields by enrolling them in dual enrollment courses through local colleges, as well as, clinical shadowing experiences.

Student Awareness Activities:

Grade	Intervention/ Program/Events	Stakeholder/ Delivering	Data Used/Success Indicator	Time	Contact Person
5	Intro LCTI	Educators/Students	Presentation Q and A	Spring	SE School Counselor
5	Tour of LCTI	Educators/ Students	Tour Q and A Portfolio Artifact	Spring	SE School Counselor
8	Field Trip to LCTI	Educators/Students	Tour Q and A Portfolio Artifact	Winter	MS and HS Counselor
9-11	Field trip to LCTI	New students to the district	Tour Q and A	Fall	MS and HS Counselor
8-11	Course Selection	Educators/Students	Completed Course Selection Sheets	January- March	HS Counselors
8-11	Course Selection Assembly	Educators/Students	Presentation Q and A	January/ February	HS Counselors
11	Emerging Health Professionals & Animal Science Info. Session	11th grade students	Presentation Q and A	December	HS Counselors

Parent Awareness:

Intervention/ Program/Events	Date	Stakeholder/ Delivering	Data Used/Success Indicator	Contact Person
Course Selection Information Night	Winter	Educators	Presentation Attendance Q and A	HS and MS Counselor
Table at Open Houses	September	Educators	Questions from parents/ guardians	HS and MS Counselor
Website Link to LCTI Application	All Year	Educators	Successful Completion	HS and MS Counselor

Educator Awareness:

Intervention/ Program/Events	Date	Stakeholder/ Delivering	Data Used/Success Indicator	Contact Person
LCTI Presentation to Elementary Staff	Spring	LCTI	Presentation Q and A	SE School Counselor
LCTI Presentation to Staff and Tour	Approx. every 5 years	Educators	Presentation Tour Q and A Exit Ticket	Administration
LCTI IEP input meetings	Ongoing	Liaisons	Grades Teacher Input Competencies Completed	HS IEP Case Managers

Calendar:

JULY	JANUARY
<p>Academic: PE: Summer Learning Programs and New Registrations and Enrollments SE: Summer Learning Programs and New Registrations and Enrollments MS: Summer Learning Program and New Registration and enrollments HS: Roster is released from LCTI for students attending in the Fall. Students are scheduled.</p>	<p>Academic: PE: IEP/504 meetings, SAIP meetings, BA meetings SE: IEP/504 meetings, SAIP meetings, BA meetings MS: IEP/504 meetings, SAIP meetings, BA consultations. Course selection 8th grade meeting is held with High School Counselors; Parent meeting. Applications made available for students to apply to LCTI. HS: Course selection meetings are held for students where LCTI is introduced; Applications made available for students to begin applying</p>
<p>Career: PE: Summer Learning Programs SE: Summer Learning Programs MS: Summer Learning Programs HS: Connect with CareerLink</p>	<p>Career: PE: Xello and career lessons SE: Xello and career lessons, schedule LCTI presentation/tour MS: Individual meetings held with students to plan and schedule 8th grade students for High School and LCTI Xello and INSPIRE lessons HS: LCTI applications are completed, CareerLink presentations</p>

<p>Personal/Social: PE: Counselors available to talk if needed SE: Counselors available to talk if needed MS: Counselors available to talk if needed HS: Counselors available to talk if needed</p>	<p>Personal/Social: PE: SWPBIS rewards, Second Step lessons, Shanthi project, Nulton Diagnostics, Groups, and SHINE SE: SWPBIS rewards, Zones of Regulation, Second Step lessons, Shanthi project, groups, and SHINE MS – Nulton Diagnostic counselors, CHC counselors & NL social worker HS: Nulton Diagnostic counselors, CHC, counselor, social worker</p>
AUGUST	FEBRUARY
<p>Academic: PE: IEP/504 meeting, BA enrollment/monitoring SE: IEP/504 meeting, BA enrollment/monitoring MS: Finalize schedules for students, IEP/504 meeting, BA enrollment/monitoring HS: Finalize schedules for students attending LCTI paying attention to make sure they are scheduled for the academic course (AM Studies, Wellness/Fitness-11) needed.</p>	<p>Academic: PE: IEP/504 meeting, BA monitoring, SAIP meetings: SE: IEP/504 meeting, BA monitoring, SAIP meetings MS: IEP/504 meetings, SAIP meetings, BA consultations. Individual meetings held with students to plan and schedule 8th grade students for High School and LCTI. HS: Individual scheduling meetings are planned to discuss course planning and future plans.</p>
<p>Career: PE: Xello lessons SE: Xello lessons MS: Schedules are mailed home and conflicts are resolved, if needed. HS: 9th grade orientation day. IEP/504 meetings held</p>	<p>Career: PE: Xello and Career Lessons SE: Xello and career lessons MS Individual meeting held with students to plan and schedule 8th grade students for High School and LCTI HS: During individual meetings career plans are discussed and mapped.</p>
<p>Personal/Social: PE: SWPBIS expectations introduction, Second Step, Nulton Diagnostic, Individual Counseling, SHINE, Meet the Teacher Night SE: SWPBIS review of rules, Zones of Regulation and Second Step, Growth mindset lessons, meet the teacher night, Nulton Diagnostic MS: Nulton Diagnostic, CHC counselors & NL Social Worker</p>	<p>Personal/Social: PE: SWPBIS rewards, Second Step lessons, Shanthi Project, Nulton Diagnostics, Groups, and SHINE SE: SWPBIS review of rules, Zones of Regulation and second step, Growth mindset lessons, Nulton Diagnostic MS: Nulton Diagnostic, CHC counselors & NL Social Worker</p>

<p>HS: Lists are given from school-based services as to who will be receiving services throughout the year.</p>	<p>HS: Nulton Diagnostic, CHC, Social worker meetings</p>
<p>SEPTEMBER</p>	<p>MARCH</p>
<p>Academic: PE: IEP/504 meetings, SAIP meetings SE: IEP/504 meetings, SAIP meetings, and meet the teacher night MS: IEP/504 meetings, SAIP meetings, BA consultations. Schedule adjustments HS: Begin meeting with students to discuss courses, placement, and career plans; career/course mapping</p>	<p>Academic: PE: SWPBIS rewards, Second Step lessons, Shanthi Project, Nulton Diagnostics, Groups, and SHINE SE: IEP/504 meetings, SAIP meetings MS: IEP/504 meetings, SAIP meetings, BA consultations. Individual meeting held with students to plan and schedule 8th grade students for High School and LCTI HS: Department meetings to look at course numbers and sections running next year.</p>
<p>Career: PE: Xello lessons SE: Xello lessons MS: Introduction to Xello and lessons required by each student according to grade level. HS: Finalize labs for students at LCTI after their drop/add period. Begin Xello assignments with all students. College visits</p>	<p>Career: PE: Xello and Career Lessons SE: 5th grade presentation of LCTI, Xello and Career lessons MS: Continue with Xello lessons HS: CareerLink meetings on an as needed basis, Xello portfolio finalization for 11th graders</p>
<p>Personal/Social: PE: SWPBIS rewards, Second Step lessons, Shanthi project, Nulton Diagnostics, Groups, and SHINE SE: SWPBIS, Zones of regulation, Second Step lessons, and Shanthi Project, SHINE, Nulton Diagnostic MS: Nulton Diagnostic and CHC counseling sessions are scheduled. Perspective students interviewed for counseling with NL Social workers. HS: CHC begins and schedules are created for weekly appointments with the liaison; Nulton counselor meetings ongoing; counselor meetings as needed</p>	<p>Personal/Social: PE: SWPBIS rewards, Second Step lessons, Shanthi Project, Nulton Diagnostics, Groups, and SHINE SE: SWPBIS rewards, Zones of Regulation, Second Step lessons, Shanthi Project, groups, SHINE, Nulton Diagnostic MS: Continued counseling with Nulton and CHC as well as NL Social worker HS: Nulton, CHC, social worker</p>

OCTOBER	APRIL
<p>Academic: PE: IEP/504 meetings, SAIP meetings, BA monitoring SE: IEP/504 meetings, SAIP meetings, BA monitoring MS - IEP/504 meetings, SAIP meetings, BA school monitoring HS: PSAT administration, Financial Aid Information Night, LCTI visit for new students; College Visits</p>	<p>Academic: PE: IEP/504 meetings, SAIP meetings, BA monitoring SE: IEP/504 meetings, SAIP meetings, BA monitoring MS: IEP/504 meetings, SAIP meetings, BA school monitoring, develop teacher schedules for following school year and determine the number of classes. HS: Begin developing the Master Schedule for the following year; meet with students who need to choose other classes that are not running</p>
<p>Career: PE: Xello lessons SE: Xello lessons MS: Xello and Career lessons HS: LCTI visit for new students, Financial Aid Information Night, PSAT administration</p>	<p>Career: PE: Xello and Career Lessons SE: Xello and career lessons MS: Xello and Career lessons. Career Fair MS & HS. HS: Career Fair, CareerLink</p>
<p>Personal/Social: PE: SWPBIS rewards, Second Step lessons, Shanthi Project, Nulton Diagnostics, Groups, and SHINE SE: SWPBIS rewards, Zones of Regulation, Second Step lessons, Shanthi Project, groups, SHINE, Nulton Diagnostic MS: Nulton Diagnostic and CHC counseling sessions are scheduled. Perspective students interviewed for counseling with NL Social workers. HS: 504/IEP meetings as needed, Nulton Diagnostic referrals, Social worker referrals, and SAIP meetings</p>	<p>Personal/Social: PE: SWPBIS rewards, Second Step lessons, Shanthi Project, Nulton Diagnostics, Groups, and SHINE : SE: SWPBIS rewards, Zones of Regulation, Second Step lessons, Shanthi Project, groups, SHINE, Nulton Diagnostic MS: Nulton Diagnostic and CHC counseling sessions are scheduled. Perspective students interviewed for counseling with NL Social workers. HS: 504/IEP meetings, Nulton Diagnostic, social working, CHC</p>
NOVEMBER	MAY
<p>Academic: PE: IEP/504 meetings, SAIP meetings, BA monitoring, and parent/teacher conferences SE: IEP/504 meetings, SAIP meetings, BA monitoring, and parent/teacher conferences</p>	<p>Academic: PE: IEP/504 meetings, SAIP meetings, BA monitoring SE: IEP/504 meetings, SAIP meetings, BA monitoring</p>

MS: IEP/504 meetings, SAIP meetings, BA school monitoring, HS: Continue meeting with students to discuss course planning. College visits	MS: IEP/504 meetings, SAIP meetings, BA monitoring, HS: AP Exams, continue building master schedule
Career: PE: Xello lessons SE: Xello lessons MS: Xello continuation HS: Xello continuation; look at Senior graduation/career pathway as per Act 158; CareerLink meetings	Career: PE: Xello and Career Lessons SE: Tour of LCTI for 5th grade, Xello and career lessons MS: Xello continuation HS: Finalize Xello portfolios
Personal/Social: PE: SWPBIS rewards, Second Step lessons, Shanthi project, Nulton Diagnostics, Groups, and SHINE SE: SWPBIS rewards, Zones of Regulation, Second Step lessons, Shanthi Project, groups, SHINE, Nulton Diagnostic MS: Nulton Diagnostic and CHC counseling sessions are scheduled. Perspective students interviewed for counseling with NL Social workers. HS: Center for Humanistic Change, Nulton Diagnostic, 504s/IEPs	Personal/Social: PE: SWPBIS rewards, Second Step lessons, Shanthi project, Nulton Diagnostics, Groups, and SHINE SE: SWPBIS rewards, Zones of Regulation, Second Step lessons, Shanthi Project, groups, SHINE, Nulton Diagnostic MS: Nulton and CHC counseling sessions are scheduled. Perspective students interviewed for counseling with NL Social workers. HS: Nulton Diagnostic, CHC, 504/IEPs, social worker
DECEMBER	JUNE
Academic: PE: IEP/504 meetings, SAIP meetings, BA monitoring SE: IEP/504 meetings, SAIP meetings, BA monitoring, MS - IEP/504 meetings, SAIP meetings BA school monitoring. HS: Program of Studies for the following year developed. Meet with students to finalize second semester classes, if needed.	Academic: PE: IEP/504 meetings, SAIP meetings, BA monitoring SE: IEP/504 meetings, SAIP meetings, BA monitoring, MS IEP/504 meetings, SAIP meetings BA school monitoring. Review Academics and possible Summer School program. Run report cards and Honor Roll. HS: Finalize valedictorian and salutatorian, finalize graduation requirements are met for the graduation class.
Career: PE: Xello lessons SE: Xello lessons MS: Xello lessons and INSPIRE lessons	Career: PE: Xello lessons SE: Xello lessons MS:- Xello lessons and INSPIRE lessons

HS: CareerLink Meetings with individuals, Xello	HS: Xello finalization
Personal/Social: PE: SWPBIS rewards, Second Step lessons, Shanthi Project, Nulton Diagnostics, Groups, and SHINE SE: SWPBIS rewards, Zones of Regulation, Second Step lessons, Shanthi Project, groups, SHINE, Nulton Diagnostic MS: Nulton and CHC counseling sessions are scheduled. Perspective students interviewed for counseling with NL Social workers. HS: CHC, Nulton Diagnostic, 504/IEP meetings	Personal/Social: PE: SWPBIS rewards, Second Step lessons, Shanthi Project, Nulton Diagnostics, Groups, and SHINE SE: SWPBIS rewards, Zones of Regulation, Second Step lessons, Shanthi Project, groups, SHINE MS: Nulton Diagnostic and CHC counseling sessions are scheduled. Perspective students interviewed for counseling with NL Social workers. HS: Finalize year end data, SAP report

BA = Bulldog Academy (NLSD’s In-House Cyber School)

CHC = Center for Humanistic Change

LCTI = Lehigh Career and Technical Institute (Career and Technology Education partner)

SAIP = School Attendance Improvement Plan

SHINE = Schools and Homes in Education Program

SWPBIS = School-Wide Positive Interventions and Supports

SECTION 2 – EDUCATIONAL CAREER PLAN

The Northern Lehigh School District’s school/CTC guidance services action plan maintains written strategies for developing and sustaining an individual student career plan that addresses academic and technical preparation, postsecondary education, and training via individual and group counseling and assessment.

All students deserve a comprehensive career development program that will provide them and their families with resources and developmentally appropriate experiences to guide them through a sound decision making process as they transition through each level and beyond graduation. Students will compile a digital career portfolio to manage and maintain all career exploration, course selection and reflection activities. Each student’s digital career portfolio will be housed in Xello with some evidence kept in hardcopy form.

Evidence of career exploration and readiness is required and collected per guidelines of the Pennsylvania Future Ready Index, beginning in the 2017-2018 school year. Within each level description below are the required pieces of evidence, as well as, the system Northern Lehigh School District uses to collect the required artifacts.

Peters Elementary School (K-2)

In the Northern Lehigh School District, the process of career awareness begins in our primary elementary school using the Career and Education Work Standards integrated into the content curriculum and the Xello platform. Other activities include the School Counselor pushing into

classes to provide lessons and guests from the community visiting classrooms to share what they do in their jobs. The process of collecting evidence begins in Kindergarten and continues with students collecting at least 2 artifacts at each grade level.

Slatington Elementary School (3-6)

In our upper elementary school, students focus on the 3rd Grade and 5th Grade Benchmarks within the Pennsylvania Career education and Work Academic Standards. Through self-exploration and teacher supported career exploration, students learn how to identify their strengths and match those to career interests. They begin goal setting with regard to their educational journey and potential post secondary ambitions and career options. Evidence is included in their digital career portfolio in Xello. Some activities at this level include an informational session about our Career Technology Center and the annual Career, College and Military Fair.

Grade	Evidence	<i>By the end of grade 5, the student has produced six or more pieces of evidence accumulated within the 3-5 grade span.</i>
K	2	
1	2	
2	2	
3	2	
4	2	
5 <i>Benchmark</i>	2 <i>At least 6</i>	

Northern Lehigh Middle School (7-8)

At the middle school level, students explore viable careers related to their interests and aptitudes while developing an individualized career plan that will be included in the digital career portfolio in Xello. Students at the middle level will participate in career preparation activities focus on the 8th Grade Benchmarks within the Pennsylvania Career education and Work Academic Standards, as well as, the incorporation of the INSPIRE essential skills. Some activities at this level include a tour of our Career Technology Center, our Young Women’s and Young Men’s Leadership Seminars, and the annual Career, College and Military Fair.

Grade	Evidence	<i>By the end of grade 8, the student has produced six additional pieces of evidence beyond the K-5 band evidence. One piece of evidence for the 6-8 grade band must be the student’s individualized career plan.</i>
6	2	
7	2	
8 <i>Benchmark</i>	2 <i>At least 6</i>	

Northern Lehigh High School (9-12)

At the high school level, students implement their individualized career plan through ongoing development and refinement of a career portfolio and participation in career preparation activities aligned to the Pennsylvania Career Education and Work Academic Standards, with an emphasis on the 11th Grade Benchmarks. Students continue to explore career interests, participate in career experiences and finalize decisions regarding their post secondary plans. Activities at this level include informational sessions with post-secondary options and businesses, both on and off our campus, as well as through the annual Career, College and Military Fair and integration of the College/Career for Every Student (CFES) essential skills. Student artifacts will be included in their

digital career portfolio in Xello and incorporate all four strands of the Pennsylvania Career Education and Work Academic Standards. School Counselors will continue to meet with students individually to discuss their portfolio, as well as, their Pathway to Graduation.

Grade	Evidence	<i>By the end of grade 11, the student has produced eight additional pieces of evidence beyond the K-5 and 6-8 grade bands of evidence. At least two of these pieces of evidence must demonstrate implementation of the student’s individualized career plan.</i>
9	2-3	
10	2-3	
11 <i>Benchmark</i>	2-3 <i>At least 8</i>	

Even though the collection of evidence for the student’s individualized career plan is not required beyond Grade 11, school counselors continue to meet with Seniors to finalize their post secondary plans, show them their Pathway to Graduation, and provide necessary assistance and resources, on an as needed basis. Some activities include hosting a Financial Aid Information Night, college admissions visits, providing scholarship information, and setting up meetings with the CareerLink counselor.

Parents/Guardians are a vital part of a student’s decision making and must be informed of career opportunities. At Northern Lehigh, we share information with families through Open Houses, monthly Family Engagement Meetings and Coffee and Convo nights, community outreach messages, and parent information sessions. Parents are encouraged to discuss the career portfolio as a family during the year, but especially during course selection and career exploration visits and activities. Parents/Guardians can access their child’s portfolio through the Xello platform.

Faculty have received professional development in the use of the Xello platform and at various levels, create opportunities in the curriculum to tie skills and interests to high priority occupations that affect a student’s decision making process. The Positive Behavior Support and Intervention Systems and emphasis on goal setting and essential skills at each level are also interwoven in the postsecondary preparation and career work that teachers do with students. Staff members also provide ongoing recommendations for course placement and post-secondary letters of recommendation for students. Our Advisory Council is kept informed in this area through updates at our bi-annual meetings and has the opportunity to provide input throughout the school year to continue to improve practice and experiences for students.

SECTION 3 – OCCUPATIONAL INFORMATION

The Northern Lehigh School District maintains a listing of diverse external resources, organized by the 13 National Career Clusters, that includes topics such as career readiness, work-based learning experiences, and postsecondary and technical training options. Following is the list of resources.

Agriculture, Food & Natural Resources

- Culinary Arts @ LCTI
- Commercial Baking @ LCTI
- Foods @ HS

- Food Science @ HS
- FCS 7 @ MS
- FCS 8 @ MS
- Xello @ All Buildings
- 5th and 8th grade tours @ LCTI
- Building Blocks of Career Awareness Lessons @ PE

Architecture & Construction

- Masonry @ LCTI
- Carpentry @ LCTI
- Cabinetmaking and Millwork @ LCTI
- Painting and Design @ LCTI
- Welding Technology @ LCTI
- Home Improvement and Maintenance @ HS
- CAD (Computer-aid/Drafting) @ HS
- CAD II (Computer-aid/Drafting) @ HS
- Xello @ All Buildings
- 5th and 8th grade tours @ LCTI
- Building Blocks of Career Awareness Lessons @ PE

Arts, A/V Technology & Communications

- Emerging Digital and Social Communications @ LCTI
- Advertising Design/Commercial Art @ LCTI
- Commercial Photography/Emerging Digital Media @ LCTI
- Graphic Design @ LCTI
- Art 7 @ MS
- Art 8 @ MS
- Xello @ All Buildings
- Building Blocks of Career Awareness Lessons @ PE
- Photoshop @ HS
- Video Production I and II @ HS
- Fine Arts I and II @ HS
- Cultural Crafts @ HS
- Painting I and II @ HS
- LCCC Painting I @ HS
- Theater Arts and Design @ HS
- 5th and 8th grade tours @ LCTI
- [D11Sports.com Student Internship Program](#) @ HS

Business, Management & Administration

- Accounting @ HS
- Computer Information Technology @ LCTI
- Computer and Networking Technology @ LCTI
- Marketing and Entrepreneurship @ LCTI
- Technology 7 @ MS
- Technology 8 @ MS

- Computer Basics 7 @ MS
- Info Tech Safety 8 @ MS
- Xello @ All Buildings
- 5th and 8th grade tours @ LCTI
- Building Blocks of Career Awareness Lessons @ PE

Health Science

- Emerging Health Program @ LCTI, Penn State Lehigh Valley, LCCC
- Animal Science @ LCTI and LCCC
- Xello @ All Buildings
- Anatomy @ HS
- Chemistry I @ HS
- Honors Chemistry I and II @ HS
- Xello @ All Buildings
- 5th and 8th grade tours @ LCTI
- Building Blocks of Career Awareness Lessons @ PE

Hospitality & Tourism

- Work-Based Learning @ CLIU 21
- Culinary Arts program @ LCTI
- SOC Food Services program @ LCTI
- Xello @ All Buildings
- 5th and 8th grade tours @ LCTI
- Building Blocks of Career Awareness Lessons @ PE

Human Services

- Teacher Education @ LCTI
- Health and Medical Sciences @ LCTI
- Dental Technology @ LCTI
- Cosmetology @ LCTI
- Building Trades Maintenance @ LCTI
- Xello @ All Buildings
- 5th and 8th grade tours @ LCTI
- Child Development @ HS
- Child Development: Early Years @ HS
- Building Blocks of Career Awareness Lessons @ PE

Information Technology

- Print Technology and Graphic Imaging @ LCTI
- Web Design / Web Programming @ LCTI
- Computer Information Technology @ LCTI
- Computer and Networking Technology @ LCTI
- Info Technology Safety @ MS
- CAD (Computer Aided Drafting Technology) @ HS
- CAD II (Computer Aided Drafting Technology) @ HS
- Xello @ All Buildings

- 5th and 8th grade tours @ LCTI
- Building Blocks of Career Awareness Lessons @ PE

Law, Public Safety & Security

- Criminal Justice @ LCTI
- Plumbing and Heating @ LCTI
- HVAC @ LCTI
- Xello @ All Buildings
- 5th and 8th grade tours @ LCTI
- Building Blocks of Career Awareness Lessons @ PE

Manufacturing

- Supply Chain Management & Logistics Tech @ LCTI
- Electromechanical/ Mechatronics Tech @ LCTI
- Precision Machine Tool Technology @ LCTI
- Electrical Technology / Nanofabrication @ LCTI
- Building Blocks of Career Awareness Lessons @ PE
- Xello @ All Buildings
- 5th and 8th grade tours @ LCTI
- What's So Cool About Manufacturing (8th Grade) @ MS

Marketing, Sales & Service

- Marketing and Entrepreneurship Program @ LCTI
- Office Systems Technology @ LCTI
- Essential Skills & Financial Literature @ MS
- Xello @ All Buildings
- 5th and 8th grade tours @ LCTI
- Building Blocks of Career Awareness Lessons @ PE

Science, Technology, Engineering & Mathematics

- Animal Science Program @ LCTI
- Engineering Drafting and Design @ LCTI
- Pre-Engineering and Engineering Technology @ LCTI
- Xello @ All Buildings
- 5th and 8th grade tours @ LCTI
- Building Blocks of Career Awareness Lessons @ PE
- Schools and Homes in Education (SHINE program) @ PE and SE

Transportation, Distribution & Logistics

- Heavy Equipment Operations and Preventative Maintenance @ LCTI
- Small Engine/ Recreational Vehicle Repair @ LCTI
- Diesel/ Medium and Heavy Truck Technology @ LCTI
- Auto Technology @ LCTI
- Auto Collision Repair Technology @ LCTI
- Xello @ All Buildings
- 5th and 8th grade tours @ LCTI
- Building Blocks of Career Awareness Lessons @ PE

Multiple Clusters

- Office of Vocational Rehabilitation (OVR)
- [SEED Program](#) @ LCCC
- Diversified Career Opportunities (DCO) through LCTI
- Service Occupations Clusters @ LCTI
- Career Academic Program (CAP) @ LCTI
- Adult Education through LCTI
- Essential Skills and Financial Literacy 7 @ MS
- Future Ready Skills @ High School
- Dual Enrollment Courses through Penn State Lehigh Valley, LCCC, Moravian University
- High School Scholars Program through Lehigh University
- [Steam Camp](#) @ PE, SE, MS
- [PA CareerLink](#) site and counselor assigned to the district.
- [Workforce Board of the Lehigh Valley \(WBLV\)](#)

SECTION 4 – CUMULATIVE RECORDS

The Northern Lehigh School District maintains documentation showing major career guidance service goals and objectives that reflect general big ideas, followed by specific and measurable goals that use data. Below are the career guidance service goals and objectives.

Peters Elementary School Counseling Program Goals:

Program Goal #1 (Academic): Educate students about the connections between their academic program and the world of work.

- Growth and Achievement Using DIBELS as the Benchmark
- Focus on improvement of ELA/Math through What I Need classes (WIN)
- Completion of Career Lessons for Each Grade Level

Program Goal #2 (Career): By the end of grade 2, each student will produce at least 2 pieces of evidence (but typically 2 pieces each year) that validate all four strands of the CEW standards have been meaningfully addressed.

- All About Me Worksheet
- Tools Workers Use Worksheet
- Xello Lessons

Program Goal #3 (Personal/Social-Emotional): Support students with regard to their social/emotional wellness.

- Students will complete the PASS survey pertaining to social emotional needs.
- Anti-bullying presentations
- Social Skills Group Work / Team Building
- Responsible, Respectful, Safe and Proud Schoolwide Expectations

Slatington Elementary School Counseling Program Goals:

Program Goal #1 (Academic): Educate students about the connections between their academic program, including the curriculum guide, and the world of work.

- Growth and achievement using STAR as the benchmark
- Focus on improvement of ELA/Math through What I Need classes (WIN)
- Completion of career lessons for each grade level.

Program Goal #2 (Career): By the end of grade 5, each student will produce 6 or more pieces of evidence (at least 2 from grade 3, 2 from grade 4, and 2 from grade 5) that validate all four strands of the CEW standards have been meaningfully addressed.

- Complete Xello lessons in all grade levels
- 5th grade will get presentation/tour of the local career/technical school
- Students will attend the college/career/military fair.

Program Goal #3 (Personal/Social-Emotional): Support students with regard to their social/emotional wellness.

- Students will complete the PASS survey pertaining to social emotional needs.
- Anti-bullying presentations
- Daily Zones of Regulation check in
- Social/Emotional lesson through Second Step program

Northern Lehigh Middle School Counseling Program Goals:

Program Goal #1 (Academic): Educate students about the connections between their academic program, including the curriculum guide, and the world of work.

- Xello lessons and portfolio completion
- Bulldogs Inspire (PBIS) lessons
- CFES Brilliant Pathways lessons pertaining to College and Career Readiness

Program Goal #2 (Career): By the end of grade 8, each student will have created a career portfolio containing the K-5 band evidence and an additional 6 pieces of evidence (at least 2 from grade 6, 2 from grade 7, and 2 from grade 8) that validate all four strands of the CEW standards have been meaningfully addressed. One of the pieces of evidence for the 6-8 grade band will be the student's individualized career plan.

- The Student will complete all XELLO lessons assigned to each of their particular grade levels.
- All 8th grade students will write a 5 paragraph reflective report exploring 3 possible LCTI laboratory experiences.
- Both 7th and 8th grade students will complete components of the Career, College and Military Readiness Fair Project.
- Students will complete an individualized career plan by the end of their 8th grade year.
- Students will participate in CFES Brilliant Pathways lessons pertaining to College & Career Readiness.

Program Goal #3 (Personal/Social-Emotional): Support students with regard to their social/emotional wellness.

- The students will attend Anti-bullying presentations and participate in a small group discussion.
- The students will complete the PASS Survey pertaining to social and emotional needs.
- Students will attend BULLDOGS: INSPIRE (PBIS) lessons that address the Essential Skills:
 - Bulldogs Together: Teamwork and Networking
 - Bulldogs Determined: Goal Setting and Perseverance
 - Bulldogs Confident: Agility
 - Bulldogs Lead the Way: Leadership

Northern Lehigh High School Counseling Program Goals:

Program Goal #1 (Academic): Educate students about the connections between their academic program, including the program of studies, and the world of work.

- Complete the Future Ready Skills for a graduation requirement
- Xello assignments and portfolio completion
- Career/Course map with each individual student with special attention to their personal career goals.

Program Goal #2 (Career): By the end of grade 11, each student will have created a career portfolio containing both the K-5 and 6-8 grade band evidence and an additional 8 pieces of evidence (at least 2 pieces of evidence each year) that validate all four strands of the CEW standards have been meaningfully addressed. At least 2 of these pieces of evidence for the 9-11 grade band will demonstrate implementation of the student's individualized career plan.

- Complete Xello portfolio by end of 11th grade, including portfolio components from Future Ready Skills.
- By the end of 11th grade, all students will be placed in a pathway to graduation and will work toward completing that goal if not already obtained.
- Annually students in grades 9-12 will attend the Career/College/Military Fair and complete a survey for their portfolio.

Program Goal #3 (Personal/Social-Emotional): Support students with regard to their social/emotional wellness.

- Students will complete the PASS survey pertaining to social emotional needs.
- Students will work on completing their INSPIRE goals throughout high school.
- Students will meet with their school counselor to map out future goals and needs to obtain those goals.

SECTION 5 – ORIENTATION TO CAREER AND TECHNICAL OPTIONS

The Northern Lehigh School District maintains a listing of career guidance service activities organized by grade level and focused on increasing awareness among all K-12 students, parents, educators, postsecondary, businesses, and community agency stakeholders.

District-Wide

- **Counseling for Success Advisory Council (October/April)** - Stakeholders of NLSD - This group is comprised of NLSD employees, parents/guardians, students, post-secondary representatives, community leaders, and business partners. Annually, the Council meets once in the fall to discuss the Comprehensive Guidance Plan and college, career, and military goals for the upcoming school year. In the spring, the group reflects on the school year to determine if the goals have been met and plan future initiatives.

Peters Elementary School:

- **Elementary Family Engagement Meetings (Monthly)** - Parents/Guardians of students in grades K-6 - Our elementary schools conduct a combined Family Engagement Night. These monthly meetings bring together school administrators, teachers and parents/guardians for training or to discuss areas of interest or concern in the schools. They are also used as ongoing meetings to discuss Title I programming in the schools.
- **School Social Worker**- This individual is available to all our students in grades K-2. They offer counseling services, assistance to parents as well as community outreach services.
- **Building Blocks of Career Awareness**- Lessons are followed and taught by the school counselor in each grade level over the course of six weeks. Students complete take home career awareness worksheets and assignments to engage family discussion and involvement about careers.
- **Xello**- Utilized in each classroom to provide a technology component to the K-2 building's career awareness instruction.
- **Question and Answer Interview Videos**-Created by Peters Elementary staff and students to highlight the various careers that people have within our district.
- **SHINE Program**-The Schools and Homes in Education (SHINE) Program is an after-school program which operates 4 days per week (Monday-Thursday) for students in 1st and 2nd grade. We also have a Kindergarten SHINE program that offers 1 hour of services per week after school. It is designed for children who need a jump start in reading and math, need a safe place to be at after school, need help socially, and may have attendance issues. The SHINE program offers students homework help, dinner, and transportation home. It also has a Social/Emotional component, physical fitness component, and a STEAM component. It incorporates family engagement nights each month as well.
- **STEAM Camp** - STEAM summer camp provides students with student-centered, project-based, and inquiry-driven opportunities to investigate careers, conduct experiments, and expand their understanding of Science, Technology, Engineering, Arts, and Mathematics.

Slatington Elementary School:

- **Elementary Family Engagement Meetings (Monthly)** - Parents/Guardians of students in grades K-6 - Our elementary schools conduct a combined Family Engagement Night. These monthly meetings bring together school administrators, teachers and

parents/guardians for training or to discuss areas of interest or concern in the schools. They are also used as ongoing meetings to discuss Title I programming in the schools.

- **LCTI Assembly and Tour-** The 5th grade students participate in an assembly that shows what Lehigh Career and Technical Institute (LCTI) offers to students when they get to high school. Students then get a tour of the facility.
- **Xello-** is a technology utilized in the classroom to assist with learning about their career awareness.
- **School Social Worker-** This individual is available to all our students in grades 3-6. They offer counseling services as well as community outreach services.
- **SHINE Program-**The Schools and Homes in Education (SHINE) Program is an after-school program which operates 4 days per week (Monday-Thursday) for students in 3rd-4th grade. It is designed for children who need a jump start in reading & math, need a safe place to be at after school, need help socially, and may have attendance issues. The SHINE program offers students homework help, dinner, and transportation home. It also has a Social/Emotional component, physical fitness component, and a STEAM component. It incorporates family engagement nights each month as well.
- **STEAM Camp -** STEAM summer camp provides students with student-centered, project-based, and inquiry-driven opportunities to investigate careers, conduct experiments, and expand their understanding of Science, Technology, Engineering, Arts, and Mathematics.
- **College and Career Fair (annual)-** Students in 5th and 6th grades attend. Various representatives from colleges, community organizations, community and local businesses. Students have the opportunity to meet and speak with all representatives to further educate them on career, college, volunteer opportunities.

Northern Lehigh Middle School:

- **LCTI Introduction assembly -** 8th grade students will be introduced to the programs available to them in 9th grade at Lehigh Career and Technical Institute (LCTI).
- **LCTI Tour -** All 8th grade students participate in a live tour of the various labs that are available to them in 9th grade at Lehigh Career and Technical Institute (LCTI).
- **Xello -** is a technology platform utilized in the classroom to assist with learning about their career awareness.
- **School Social Worker -** This individual is available to all our students in grades 7-8. They offer counseling services as well as community outreach services.
- **College, Career and Military Readiness Fair (annual)-** Students in grades 7-12 invited to attend. Various representatives from colleges, community organizations, community and local businesses. Students have the opportunity to meet and speak with all representatives to further educate them on career, college, volunteer opportunities.
- **Astronomy Initiative -** Students in grades 7-8 will learn how to locate various astronomical points of interest during all seasons of the year—galaxies, nebulae, star clusters, the moon, and planets.
- **Young Women’s Leadership Symposium –** Showcase a small group of professional women who will tell their story to our female student body. The purpose is to give the female population ideas for careers, understanding of how to accomplish goals and self confidence.
- **Young Men’s Leadership Symposium -** Showcase a small group of professional men who will tell their story to our male student body. The purpose is to give the male

population ideas for careers, understanding of how to accomplish goals and self confidence.

- **Coffee and Conversation (Monthly)** - Parents/Guardians of students in grades 7-12 - Forum that brings together school employees, community partners, and families to discuss initiatives at the secondary level.
- **HS Program of Study Presentation** – Students and parents are introduced to the HS Program of Study in order to schedule 9th grade classes and help students prepare for their 9-12 grade experience.

Northern Lehigh High School:

- **Coffee and Conversation (Monthly)** - Parents/Guardians of students in grades 7-12 - Forum that brings together school employees, community partners, and families to discuss initiatives at the secondary level.
- **Financial Aid Information Night** - Parents/Guardians/Students in grades 11-12 are invited to attend an informational session provided by PHEAA. This informational night focuses on educating stakeholders on the college financial aid process, loans that are available, and how to secure scholarships.
- **Program of Studies Presentation** - Parents/Guardians of students in grades 8-11 are invited to attend. The focus of this presentation, given by the school counselors, reviews the course offerings at the high school, pathways to graduation, dual enrollment opportunities, and CTE program information.
- **College and Career Fair (annual)**- Students in grades 7-12 invited to attend. Various representatives from colleges, community organizations, community and local businesses. Students have the opportunity to meet and speak with all representatives to further educate them on career, college, volunteer opportunities.
- **School Social Worker**- This individual is available to all our students in grades 9-12. They offer counseling services as well as community outreach services.
- **PA CareerLink**- The representative from here is available to all students and parents within our community. They assist in the job search process, employment opportunities, mock interviews, resume building, etc. Furthermore, they present to our faculty their purpose and will also begin offering adult education information to our community.
- **College Admissions Meet and Greet**- Available to all students in grades 9-12. Various post-secondary institutions come to present to interested students on their offerings and enrollment process.
- **Military Visits**- Various branches of the military come throughout the year to visit during lunches to educate our students on the recruiting process and job opportunities in the military.
- **College for Every Student (CFES)**- Individual students in grades 9-12 attend monthly meetings to discuss potential college and career options for the future. The students experience college and business visits throughout the year.
- **PA Careerlink Kiosk** - Available to students in grades 9-12 as a way for students to get connected to career and job opportunities throughout the Lehigh Valley.

SECTION 6 – PLACEMENT AND TRANSITION SERVICES

The Northern Lehigh School District maintains a listing of career guidance services to all students that includes provisions for the placement and transition from school to postsecondary work/college/military.

Post-Secondary Acceptance Criteria

Students meet with the school counselor and review acceptance criteria through the following:

- College website
- Xello
- College 101 packet given to Juniors
- College informational sessions provided by the college at the high school throughout the year
- Review of the Common Application
- College/Career/Military Fair in April for all students who can meet with area colleges.

National Collegiate Athletic Association (NCAA) Criteria

- NCAA packet created by the NCAA is given to students that are interested. A review of the NCAA eligibility website is sent via email to parents and students, if applicable.
- NCAA approved courses that NL offers can be found in our Program of Studies.

Military Criteria

- Armed Services Vocational Aptitude Battery (ASVAB) must be taken by any student interested in entering a branch of the military and must meet the minimum Armed Forces Qualification Test (AFQT) score for that branch of the armed services.

Employment

- Students create a resume in Future Ready Skills that can be used when applying.
- CareerLink is available weekly to discuss employment opportunities and help with mock interviews, resume writing, and application support
- Various employers come to the school and present in Future Ready Skills to showcase their employment opportunities for students graduating.
- Co-op and Internship opportunities are available for students that attend LCTI
- Diversified Career Occupations program through LCTI allows students to attend high school half the day and work the other half. This gives students the opportunity to get into the workforce earlier, while earning high school credit and learning employability skills.
- Career, College and Military Fair in April for all students to meet with various employers throughout the area.

SECTION 7 – CONSULTATION WITH TEACHERS AND ADMINISTRATORS

The Northern Lehigh School District maintains a 4-tier delivery system template that includes career guidance curriculum, prevention and intervention, student planning, and support. Below is the 4-tier delivery system.

Item Month Domain	Curriculum (Tier I)	Individual Academic & Career Counseling	System Support
August / September			
Academic:			
Peters Elementary School	Kindergarten Orientation; Parent Presentations; Back to School/Open House Nights; Teacher Consultations; Parent Consultations; SWPBIS Booster; BA Enrollments	Counseling as needed	Grade Level Meetings; Attend/ Present at Faculty Meeting; IEP and Chapter 15 meetings; SWIS Data Entry and Review
Slatington Elementary School	SWPBIS Review of rules; PSSA Data Review; BA enrollment/ monitoring; IEP and Chapter 15 meetings; Meet the Teacher night	Counseling as needed	IEP, 504 and GIEP meetings; Attend/ Present at faculty meetings
Northern Lehigh Middle School	PBIS - INSPIRE Review of rules; IXL baseline scores; Enroll BA Students; 7th Grade Orientation; Open House; Xello Introduction	Counseling as needed; IEP and Chapter 15 meetings	Team meetings; Faculty meetings; IEP meetings; SAIPs; Student meetings
Northern Lehigh High School	PSAT registration; FAFSA Information Night with PHEAA; SWPBIS Review of Rules (INSPIRE); Back to School Night (CHC, Nulton); 9th Grade Orientation	Senior meetings to discuss college planning/career goals planning (complete career/academic map) and review Xello results	At-Risk student meetings
Career:			
Peters Elementary School	Xello; Career Building Blocks		
Slatington Elementary School	Xello		

Northern Lehigh Middle School	Introduce Xello; 7th Grade Orientation; Parent Open House	Team Meetings; Counseling as needed	
Northern Lehigh High School	Xello	Career plan with seniors; college applications/ letters of recommendation	
Social Emotional:			
Peters Elementary School	Parent Conferences for at-risk students; IEP and Chapter 15 meetings; Pledge of Allegiance Program (VFW Ladies Aux.); Learning to Care (K); Character Building and Social Skills (1 st /2 nd) Valley Youth House; Second Step	CHC Learning Lessons Small Group	
Slatington Elementary School	Schedule/begin grade level reward store; Growth Mindset lessons; Second Step Classes; Zones of Regulation		
Northern Lehigh Middle School	CHC Counseling; D&A evaluations and Counseling (MARS, Nulton)		
Northern Lehigh High School	Counseling (CHC, MARS, Nulton)	CareerLink presentations	See ongoing
October			
Academic:			
Peters Elementary School	Student Discussions of what students would like to do when they grow up and importance of school; At-Risk Student Check-Ins	Counseling as needed	Grade Level Meetings; Attend/ Present at Faculty Meeting; IEP and Chapter 15 meetings; SWIS Data Entry and Dive; Fall Fun Day Event and Activities
Slatington Elementary School	Quarter rewards for students grades ch3-6; Child study meetings; BA	Counseling as needed	IEP, 504 and GIEP meeting; SWPBIS monitoring; Attend/ Present at faculty meetings

	monitoring; IEP and Chapter 15 meetings		
Northern Lehigh Middle School	Progress Report distribution; IXL baseline testing	LCTI Information Sessions	See Ongoing
Northern Lehigh High School	Administer PSAT; Financial Aid Information Night; LCTI Visit for new students	College planning/ career goals planning (11 th grade)	See ongoing
Career:			
Peters Elementary School	Xello; Career Building Blocks		
Slatington Elementary School	Xello		
Northern Lehigh Middle School	Xello	LCTI Introduction Assembly; LCTI Field Trip; County wide counseling meeting LCSCA	Team Meetings
Northern Lehigh High School	LCTI Visit for new students	Career Plans (11 th)	
Social Emotional:			
Peters Elementary School	At-Risk Student Meetings with Parents; IEP and Chapter 15 meetings; Social and behavioral skills Lessons; Learning to Care (K); Social Skills and Character Building (1 st /2 nd); Second Step	CHC; INSPIRE Learning Lessons Small Group	
Slatington Elementary School	Reward Store; Growth Mindset Lessons; Zones of Regulation; econd Step Programing; Shanthi Project	Counseling as needed; Organize CHC Groups	
Northern Lehigh Middle School		Counseling as needed; Check and Connect; INSPIRE; Set up Anti-Bullying Assembly (7 th)	See Ongoing

Northern Lehigh High School	See Ongoing	See Ongoing	See Ongoing
November			
Academic:			
Peters Elementary School	Parent Teacher Conferences; At-Risk Student Meetings with Parents	Counseling as needed	Grade Level Meetings; Attend/ Present at Faculty Meeting; IEP and Chapter 15 meetings; SWIS Data Entry and Review
Slatington Elementary School	SWPBIS monitoring; Parent/Teacher/ Student Conferences; SAIPs; BA monitoring	Counseling as needed	IEP's and Chapter 15 meetings; Attend/ Present at faculty meetings
Northern Lehigh Middle School	Print Report Cards; Academic review with students	Counseling as needed; HS Course selection/ Honors classes (8 th); Young Women's Symposium	See Ongoing
Northern Lehigh High School	See ongoing	College planning/career goals (9 th / 10 th)	See ongoing
Career:			
Peters Elementary School	Xello; Career Building Blocks		
Slatington Elementary School	Xello		
Northern Lehigh Middle School	Xello	Career Caravan; Women's Career Panel; LCTI Presentation; LCTI Visit	See Ongoing
Northern Lehigh High School	See ongoing	Career plan (9 th /10 th)	See Ongoing
Social Emotional:			
Peters Elementary School	CICO; Social and behavioral skill Lessons; Learning to Care (K), Character Building and Social	<ul style="list-style-type: none"> Center for Humanistic Change Learning Lessons Small Group 	

	Skills Program (1 st /2 nd); Second Step		
Slatington Elementary School	Student Council meeting; Reward Store; Second Step; Shanthy Project; Zones of Regulation	CHC Counseling	
Northern Lehigh Middle School	See ongoing	CHC and Nulton Counseling	See Ongoing
Northern Lehigh High School	See ongoing	See ongoing	See ongoing
December			
Academic:			
Peters Elementary School	At-Risk Student Conferences with Parents	Counseling as needed	Grade Level Meetings, Attend/ Present at Faculty Meeting; IEP and Chapter 15 meetings; SWIS Data Entry and Review
Slatington Elementary School	Child Study Meetings; SAIPs; BA monitoring; IEP's and Chapter 15 meetings; Monitor SWPBIS	Counseling as needed	IEP and Chapter 15 meetings; Attend/ Presents at faculty meetings
Northern Lehigh Middle School	Q2 Progress reports; Xello lessons	See ongoing	See ongoing
Northern Lehigh High School	PSAT scores; Prepare next year's Program of Studies	See ongoing	See ongoing
Career:			
Peters Elementary School	Xello; Career Building Blocks		
Slatington Elementary School	Xello		
Northern Lehigh Middle School	Xello	See ongoing	See ongoing
Northern Lehigh High School	See ongoing	Prepare for ASVAB and Keystone administration	See ongoing

Social Emotional:			
Peters Elementary School	CICO; Social and behavioral skill lessons; Learning to Care (K); Character Building and Social Skills (1 st /2 nd); Second Step	CHC Learning Lessons	
Slatington Elementary School	Student Council's Senior Citizen luncheon; Reward store; Zones of Regulation; Second Step Program; Shanthi Project	Counseling as needed	
Northern Lehigh Middle School	Print Progress Reports and Distribute	Counseling as needed; Nulton and CHC; Social Worker	See ongoing
Northern Lehigh High School	See ongoing	See ongoing	See ongoing
January			
Academic:			
Peters Elementary School	At-Risk Student Conferences with Parents	Counseling as needed	Grade Level Meetings; Attend /Present at Faculty Meeting; IEP and Chapter 15 meetings; SWIS Data Entry and Review
Slatington Elementary School	SWPBS booster session; SWPBS monitoring; Child study meetings; BA enrollment and monitoring; IEP and Chapter 15 Meetings		IEP and Chapter 15 meetings; Attend/ Present at faculty meetings
Northern Lehigh Middle School	Schedule/Course changes; Print Report cards	PSSA Training updates	Prepare for PSSAs; Review end of quarter grades; Parent letters and meetings for At-Risk students
Northern Lehigh High School	Prepare Dual Enrollment rosters; Coordinate Dual Enrollment registrations and	Credit recovery meetings	Update/ Mail Dual Enrollment Textbook letters, Mail AP Exam registration letters to parents;

	payments; Schedule changes; Discuss AP Exam registration with students		Prepare for / Proctor Keystone Exams; Review end of semester grades/GPA/ rank accuracy
Career:			
Peters Elementary School	Xello; Career Building Blocks		
Slatington Elementary School	Career lessons per grade level; LCTI Assembly (5 th)		
Northern Lehigh Middle School	Xello	LCTI 5 Paragraph Paper (8 th) Meetings	See Ongoing
Northern Lehigh High School	Program of Studies Parent information night; Course selection with student groups	Coordinate/ Registration for ASVAB	See ongoing
Social Emotional:			
Peters Elementary School	CICO; Social and behavioral skills lessons; Learning to Care (K); Character Building and Social Skills Program (1 st /2 nd); Second Step	CHC Learning Lessons	
Slatington Elementary School	Reward store; Quarter rewards; Shanthy Project; Zones of Regulation; Second Step Program	Counseling as needed; CHC Groups	
Northern Lehigh Middle School	See Ongoing	Counseling as needed; CHC, Nulton	
Northern Lehigh High School	See ongoing	See ongoing	504 accommodations to teachers
February			
Academic:			
Peters Elementary School	At-Risk student meetings with parents	Counseling as needed	Grade Level Meetings; Attend / Present at Faculty Meeting; IEP and Chapter 15 meetings; SWIS Data Entry and Review

Slatington Elementary School	Child study meetings; IEP and Chapter 15 meetings; SWPBIS monitoring; SAIPs, BA monitoring	Counseling as needed; CHC Group	Attend /Presents at faculty meetings; IEP and Chapter 15 meetings
Northern Lehigh Middle School	Course selection assembly (8 th); Parents Night Course selections	Course selection for next year (8 th)	PSSA Prep meeting; Prepare materials for PSSAs; County wide counselors meeting
Northern Lehigh High School	Class scheduling meetings	Student meetings for scheduling next school year	Preparing local scholarship applications
Career:			
Peters Elementary School	Xello; Career Building Blocks		
Slatington Elementary School	Career project		
Northern Lehigh Middle School	See Ongoing	Collect course selection sheets and Honors applications to HS; LCTI Application completion	See Ongoing
Northern Lehigh High School	See ongoing	Students complete LCTI applications	See ongoing
Social Emotional:			
Peters Elementary School	CICO; Social and behavioral skills lessons; Learning to Care (K); Character Building and Social Skills (1 st /2 nd); Second Step	CHC Learning Lessons	
Slatington Elementary School	Reward store; Guidance Class; Zones of Regulation; Second Step; Shanthy Project	Counseling as needed; CHC Groups	
Northern Lehigh Middle School	See Ongoing	INSPIRE Lessons; CHC; Project Success; Nulton	See Ongoing
Northern Lehigh High School	See ongoing	See ongoing	See ongoing

March			
Academic:			
Peters Elementary School	At-Risk student conferences with parents	Counseling as needed	Grade Level Meetings; Attend/ Present at Faculty Meeting; IEP and Chapter 15 meetings; SWIS Data Entry and Review
Slatington Elementary School	Preparing for PSSAs; SWPBS monitoring; Quarter rewards	Counseling as needed	Input for IEP, 504 and GIEP meeting; Attends /Presents at faculty meetings
Northern Lehigh Middle School	Preparing for PSSAs; SWPBS monitoring; Quarter rewards	Counseling as needed	See ongoing
Northern Lehigh High School	See ongoing	Individual course selection meetings	See ongoing
Career:			
Peters Elementary School	Xello; Career Building Blocks		
Slatington Elementary School	Career project during specials; LCTI Tour (5 th)		
Northern Lehigh Middle School	Xello	Xello Lessons - Career Fair Slide Presentation (7 th), Self Advocacy, Getting Experience (8 th)	See ongoing
Northern Lehigh High School	College visit CFES	Post-secondary goals (12 th)	See ongoing
Social Emotional:			
Peters Elementary School	CICO; Social and behavioral skills; Learning to Care (K); Character Building and Social Skills (1 st /2 nd); Second Step	CHC Learning Lessons Small Group	
Slatington Elementary School	Reward store; Zones of Regulation; Shanthy Project	Counseling as needed; CHC Groups	
Northern Lehigh Middle School	See ongoing	See ongoing	See ongoing

Northern Lehigh High School	See ongoing	See ongoing	See ongoing
April			
Academic:			
Peters Elementary School	Consult with parents and teachers about student academic concerns	Counseling as needed	Grade Level Meetings; Attend /Present at Faculty Meeting; IEP and Chapter 15 meetings; SWIS Data Entry and Review
Slatington Elementary School	PSSA testing; Child study meetings; SAIPs; BA monitoring	Counseling as needed; CHC groups	IEP, 504 and GIEP meetings; Attend /Present at faculty meetings
Northern Lehigh Middle School	At-risk student conferences	PSSA Testing; Report Cards	Discuss scheduling needs for next year and Summer school with administration
Northern Lehigh High School	Dual Enrollment information meetings and placement testing	See ongoing	Determine course offerings for next year with admin
Career:			
Peters Elementary School	Xello		
Slatington Elementary School	Career project during specials; College and Career Fair		Collect Scholarship Applications
Northern Lehigh Middle School	Xello; Career Fair	See ongoing	See ongoing
Northern Lehigh High School	See ongoing	See ongoing	See ongoing
Social Emotional:			
Peters Elementary School	CICO; Social and behavioral skills lessons; Learning to Care (K); Character Building and Social Skills (1 st /2 nd); Second Step	CHC Learning Lessons Small Group	
Slatington Elementary School	Council meetings; Individual counseling as needed; Reward store; Guidance		

	Class; IEP and Chapter 15 meetings		
Northern Lehigh Middle School	See Ongoing	Counseling as needed	Review of course selections and counts for next year; Teacher needs for following year; IEP and Chapter 15 meetings
Northern Lehigh High School	See Ongoing	See Ongoing	See Ongoing
May			
Academic:			
Peters Elementary School	At-risk student conferences with parents	Counseling as needed	Grade Level Meetings; Attend /Present at Faculty Meeting; IEP and Chapter 15 meetings; SWIS Data Entry and Review
Slatington Elementary School	Orientation (2 nd); Child study meetings; BA monitoring; SWPBIS monitoring	Counseling as needed	Scholarship /award meetings; IEP meetings; Creating class rosters; Attend\ Presents at faculty meetings
Northern Lehigh Middle School	See Ongoing	PSSA and Keystone Testing	8th Awards night
Northern Lehigh High School	Prepare and proctor Keystone Exams; Collect all Dual Enrollments	See ongoing	Proctor/ administer all AP Exams
Career:			
Peters Elementary School	Xello; Career Building Blocks		
Slatington Elementary School	Career project during specials		
Northern Lehigh Middle School		Xello – (8 th) Entrepreneurship; (7 th) Biases and Career Choices; Skills	
Northern Lehigh High School	See ongoing	See ongoing	See ongoing

Social Emotional:			
Peters Elementary School	CICO, Social and behavioral skills lessons; Second Step		
Slatington Elementary School	Reward store; Guidance Class; Zone of Regulation; Shanthi project	Counseling as needed; CHC Group	
Northern Lehigh Middle School	See ongoing	See ongoing	See ongoing
Northern Lehigh High School	See ongoing	See ongoing	See ongoing
June			
Academic:			
Peters Elementary School	At-risk student conferences with parents	Counseling as needed	Grade Level Meetings; Attend/ Present at Faculty Meeting; IEP and Chapter 15 meetings; SWIS Data Entry and Review
Slatington Elementary School	End of year awards; Quarter awards; Child study meetings; BA monitoring	Counseling as needed	Input for IEP and 504, GIEP meetings; Attend /Present at Faculty Meeting
Northern Lehigh Middle School	End of year awards; Set up Summer Counseling and Summer School	See Ongoing	
Northern Lehigh High School	Begin Master Schedule building	See ongoing	Payment/Registration forms for DE to LCCC; Confirm current years reimbursement for DO; Reimbursement checks
Career:			
Peters Elementary School	Xello; Career Building Blocks		
Slatington Elementary School	Career project during specials		
Northern Lehigh Middle School	See ongoing	See ongoing	See ongoing
Northern Lehigh High School	See ongoing	Contact/Recipient information to	See ongoing

		Scholarship donors so awards can be sent	
Social Emotional:			
Peters Elementary School	CICO; Social and behavioral skills lessons; Second Step	CHC Learning Lessons Small Group	
Slatington Elementary School	Reward store	Counseling as needed	
Northern Lehigh Middle School			
Northern Lehigh High School			
July			
Academic:			
Peters Elementary School			
Slatington Elementary School			
Northern Lehigh Middle School	Master Schedule and student schedule changes		
Northern Lehigh High School	Master Schedule and student schedule changes	Scheduling conflict letters	Balance Class Sizes; PowerSchool Rollover Preparation
Career:			
Peters Elementary School			
Slatington Elementary School			
Northern Lehigh Middle School			
Northern Lehigh High School			
Social Emotional:			
Peters Elementary School			
Slatington Elementary School			
Northern Lehigh Middle School			

Northern Lehigh High School			
August			
Academic:			
Peters Elementary School			Teacher Inservices
Slatington Elementary School			Teacher Inservices
Northern Lehigh Middle School	Resolve remaining schedule issues; New student schedules		Teacher Inservices
Northern Lehigh High School			Teacher Inservices; Textbook letters to students for DE S1
Career:			
Peters Elementary School			
Slatington Elementary School			
Northern Lehigh Middle School			
Northern Lehigh High School			Update school profile for college supplements
Social Emotional:			
Peters Elementary School			
Slatington Elementary School			
Northern Lehigh Middle School			
Northern Lehigh High School			

Ongoing Counselor Related Activities	Curriculum (Tier I)	Responsive (Tier 2)	Individual Academic & Career Counseling	System Support
Academic:				
Peters Elementary School	SAIPs; Schedule BA	Student Data Meetings	504 Plans; Parent meetings; Counseling	Professional Development for Staff; IEP

				meetings; Chapter 15 meetings
Slatington Elementary School	SAIPs; Schedule BA	Student Data Meetings	<ul style="list-style-type: none"> 504 Plans; Parent meetings; Counseling 	<ul style="list-style-type: none"> Professional Development for Staff; IEP meetings; Chapter 15 meetings
Northern Lehigh Middle School	Team Meetings; BA Attendance; E-Learn Meetings	PBIS / INSPIRE; CI/CO; IEP and 504 meetings; Intake / Assessment as needed; Manage & Write 504	Team meetings; IEP; Student Counseling; SAP; intake Assessments; E- Learn	Professional Development for Staff
Northern Lehigh High School	BA; New Students; Monitor Xello	IEP Meetings; Manage and write 504 plans; RENEW; At- risk students meetings; Recommend students to tutoring sessions	College application process; SAT registration; Dual Enrollment off-campus options	Professional Development for Staff; BA Attendance; SAIPs
Career:				
Peters Elementary School	Support Career Instruction		Teachers - career program	Students' Career Portfolios
Slatington Elementary School	Support Career Instruction		Teachers - career program	<ul style="list-style-type: none"> Students' Career Portfolios
Northern Lehigh Middle School	Monitoring; FLEX lessons; INSPIRE			
Northern Lehigh High School	Employment/job shadowing opportunities; Career Link services offered to all students	Letters of Recommendatio n; Career Link meetings; Social worker, Nulton, CHC referrals	College Applications; Recommendatio n letters.	CareerLink meetings; Local job postings

Social Emotional:				
Peters Elementary School	Second Step; Shanthi Project; SHINE	Counseling; SWPBIS; CI/CO; Nulton		SWPBIS Monitoring; SAP
Slatington Elementary School	Second Step; Shanthi Project; SHINE	Counseling; SWPBIS; CI/CO; Nulton.		SWPBIS; SAP
Northern Lehigh Middle School	Counseling	Crisis Intervention		SAP; Set up Intake Assessments; BA; SAIPs, Crisis
Northern Lehigh High School		SWPBIS; CI/CO; Nulton, MARS, CHC, Social Worker	Parent Meetings	RENEW; SAP

SECTIONS 8 & 9 – STAKEHOLDER INVOLVEMENT

The Northern Lehigh School District maintains a career guidance service action planning document that shows how each stakeholder group benefits from and/or assists with the delivery of guidance services. That information is below.

Students:

The Counseling Program is modeled to meet student’s individual needs in the areas of academic, careers, and social/emotional development. Curriculum will be delivered through classroom lessons, group counseling, programming, and linkage to community resources. Students are receivers of services and active participants. All students will create an electronic portfolio and participate in the K-12 counseling program. Representatives from each school will participate on the Advisory Council.

Parents:

Parents will understand what the counseling department offers relative to career development. They will assist through participation on the Advisory Council, attendance at programs, and involvement in the transition process. They will be made aware of post-secondary options and planning for their student’s future. Parents will be able to collaborate with district stakeholders in monthly family engagement meetings to inform academic, SEL and college and career practices.

Postsecondary:

We partner with several post-secondary institutions to enhance our K-12 Counseling Program. They benefit from a strong K-12 Counseling Program because they witness students who are more focused and aware of the direction that they are heading. There will be fewer major changes, transfers or discontinuing education due to a lack of awareness of their direction. Post-Secondary

Institutions act as a resource by providing information and guidance to our students about future career opportunities. Some examples are listed below:

- Participation on the Counseling for Career Success Advisory Council
- Schools and Homes in Education (SHINE) Program
- Dual-Enrollment
- Scholar Programs
- College/Career for Every Student (CFES)
- College Admission Meet and Greet
- College, Career and Military Readiness Fair
- Program of Studies (POS) Parent Information Night
- Pennsylvania Higher Education Assistance Agency (PHEAA)

Educators:

Teachers and administrators will have a better understanding of the counseling department curriculum specific to career development. Administrators and at least one teacher from each building will participate on the Counseling for Career Success Advisory Council. Educators will contribute to the program by connecting their curriculum to various aspects of career exploration and acquisition, which can enhance their programs by making them meaningful and linked to a tangible future for students.

Businesses:

Businesses and community members want and need to see students coming into the world of work with career awareness as well as the necessary skill set to be successful. Businesses and community members will participate on the Counseling for Career Success Advisory Council. Members of the business community support the school counseling program by providing resources, career advisory, and mentoring programs to students, as well as, employment opportunities.

Community Agencies:

Community agencies support stakeholders in district through their services. Mental health providers partner with schools to provide social, emotional and mental health services to staff, students and families. Agencies like CareerLink and Workforce Board of the Lehigh Valley (WBLV) support stakeholders through training and employability skills to be successful in the workforce. They provide information on various programs and opportunities available to Northern Lehigh students post-graduation.

The Northern Lehigh School District conducts at least one career guidance services stakeholder group meeting per year and maintains minutes that show discussion of career and postsecondary planning, and career curriculum and assessment, along with details on how the discussion leads to action steps and solutions that enhance career guidance services. Typically, the district holds two *Counseling for Career Success Advisory Council* meetings, one in the fall (typically October) and another in the spring (typically March/April). All stakeholder groups listed below are invited to both meetings. The 2023 *Counseling for Career Success Advisory Council* members can be found in the appendix.

SECTION 10 – FOLLOW UP STUDIES

The Northern Lehigh School District conducts follow-up studies to determine the effectiveness of the career guidance services curriculum that includes study results and how the information collected is used to improve guidance services.

Annually, the Northern Lehigh School District surveys alumni to gauge their effectiveness of guidance services and the college, career and military preparation students received while a student in the district. The results of the survey are discussed amongst a core group of individuals and used to continue to improve programs and services to meet the evolving needs of the student body. The survey can be found in Appendix D of this plan.

Academic Standards for Career Education and Work



Pennsylvania Department of Education

Academic Standards for Career Education and Work

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Academic Standards for Career Education and Work

XXXVIII. INTRODUCTION

The Academic Standards for Career Education and Work reflect the increasing complexity and sophistication that students experience as they progress through school. Career Education and Work Standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas:

- ◆ 13.1 Career Awareness and Preparation
- ◆ 13.2 Career Acquisition (Getting a Job)
- ◆ 13.3 Career Retention and Advancement
- ◆ 13.4 Entrepreneurship

Pennsylvania's economic future depends on having a well-educated and skilled workforce. No student should leave secondary education without a solid foundation in Career Education and Work. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of the workers that drive the need to establish academic standards in Career Education and Work.

Through a comprehensive approach, Career Education and Work Standards complement all disciplines and other academic standards. If Pennsylvania's students are to succeed in the workplace, there are certain skills that they need to obtain prior to graduation from high school. These skills have been identified in the Career Education and Work Standards, but it is up to individual school districts to decide how they are to be taught. Districts can implement integration strategies within existing disciplines or can implement stand-alone courses to specifically address these standards.

A glossary is included to assist the reader in understanding terminology contained in the standards.

13.1. Career Awareness and Preparation			
13.1.3. GRADE 3	13.1.5. GRADE 5	13.1.8. GRADE 8	13.1.11. GRADE 11
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Recognize that individuals have unique interests.</p> <p>B. Identify current personal interests.</p> <p>C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.</p> <p>D. Identify the range of jobs available in the community.</p>	<p>A. Describe the impact of individual interests and abilities on career choices.</p> <p>B. Describe the impact of personal interest and abilities on career choices.</p> <p>C. Relate the impact of change to both traditional and nontraditional careers.</p> <p>D. Describe the range of career training programs in the community such as, but not limited to:</p> <ul style="list-style-type: none"> • Two-and-four year colleges • Career and technical education programs at centers (formerly AVTSs) and high schools • CareerLinks • Community/recreation centers • Faith-based organizations • Local industry training centers • Military • Registered apprenticeship • Vocational rehabilitation centers • Web-based training 	<p>A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>B. Relate careers to personal interests, abilities, and aptitudes.</p> <p>C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.</p> <p>D. Explain the relationship of career training programs to employment opportunities.</p>	<p>A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</p> <p>C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p> <p>D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:</p> <ul style="list-style-type: none"> • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise

<p>E. Describe the work done by school personnel and other individuals in the community.</p>	<p>E. Describe the factors that influence career choices, such as, but not limited to:</p> <ul style="list-style-type: none"> • Geographic location • Job description • Salaries/benefits • Work schedule • Working conditions 	<p>E. Analyze the economic factors that impact employment opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Competition • Geographic location • Global influences • Job growth • Job openings • Labor supply • Potential advancement • Potential earnings • Salaries/benefits • Unemployment 	<p>E. Justify the selection of a career.</p>
<p>F. Explore how people prepare for careers.</p>	<p>F. Investigate people's rationale for making career choices.</p>	<p>F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.</p>	<p>F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Associate degree • Baccalaureate degree • Certificate/licensure • Entrepreneurship • Immediate part/full time employment • Industry training • Military training • Professional degree • Registered apprenticeship • Tech Prep • Vocational Rehabilitation Centers
<p>G. Explain why education and training plans are important to careers.</p>	<p>G. Identify the components of a career plan, such as, but not limited to:</p> <ul style="list-style-type: none"> • Beginnings of career portfolio • Career goals • Individual interests and abilities • Training/education requirements 	<p>G. Create an individualized career plan including, such as, but not limited to:</p> <ul style="list-style-type: none"> • Assessment and continued development of career portfolio 	<p>G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</p>

<p>H. Explain how workers in their careers use what is learned in the classroom.</p>	<p>and costs</p> <p>H. Connect personal interests and abilities and academic strengths to personal career options.</p>	<ul style="list-style-type: none"> • Career goals • Cluster/pathway opportunities • Individual interests and abilities • Training/education requirements and financing <p>H. Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths.</p>	<p>H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p>
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13.2. Career Acquisition (Getting a Job)			
13.2.3. GRADE 3	13.2.5. GRADE 5	13.2.8. GRADE 8	13.2.11. GRADE 11
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Identify appropriate speaking and listening techniques used in conversation.</p> <p>B. Discuss resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Internet • Magazines • Newspapers <p>C. Compose a personal letter.</p>	<p>A. Apply appropriate speaking and listening techniques used in conversation.</p> <p>B. Identify and review resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Internet • Magazines • Newspapers <p>C. Compose and compare a business and a personal letter.</p>	<p>A. Identify effective speaking and listening skills used in a job interview.</p> <p>B. Evaluate resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • CareerLinks • Internet (i.e. O-NET) • Networking • Newspapers • Professional associations • Resource books (that is <i>Occupational Outlook Handbook, PA Career Guide</i>) <p>C. Prepare a draft of career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> • Job application • Letter of appreciation following an interview • Letter of introduction • Request for letter of recommendation • Resume 	<p>A. Apply effective speaking and listening skills used in a job interview.</p> <p>B. Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> • CareerLinks • Internet (i.e. O-NET) • Networking • Newspapers • Professional associations • Resource books (that is <i>Occupational Outlook Handbook, PA Career Guide</i>) <p>C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> • Job application • Letter of appreciation following an interview • Letter of introduction • Postsecondary education/training applications • Request for letter of recommendation • Resume

<p>D. Identify the importance of developing a plan for the future.</p> <p>E. Discuss the importance of the essential workplace skills, such as, but not limited to:</p> <ul style="list-style-type: none"> • Dependability • Health/safety • Team building • Technology 	<p>D. Identify individualized career portfolio components, such as, but not limited to:</p> <ul style="list-style-type: none"> • Achievements • Awards/recognitions • Career exploration results • Career plans • Community service involvement/projects • Interests/hobbies • Personal career goals • Selected school work • Self inventories <p>E. Apply to daily activities, the essential workplace skills, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Personal initiative • Scheduling/time management • Team building • Technical literacy • Technology 	<p>D. Develop an individualized career portfolio including components, such as, but not limited to:</p> <ul style="list-style-type: none"> • Achievements • Awards/recognitions • Career exploration results • Career plans • Community service involvement/projects • Interests/hobbies • Personal career goals • Selected school work • Self inventories <p>E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology 	<p>D. Analyze, revise, and apply an individualized career portfolio to chosen career path.</p> <p>E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology
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13.3. Career Retention and Advancement			
13.3.3. GRADE 3	13.3.5. GRADE 5	13.3.8. GRADE 8	13.3.11. GRADE 11
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Identify attitudes and work habits that contribute to success at home and school.</p> <p>B. Identify how to cooperate at both home and school.</p> <p>C. Explain effective group interaction terms, such as, but not limited to:</p> <ul style="list-style-type: none"> • Compliment • Cooperate • Encourage • Participate <p>D. Explain how money is used.</p>	<p>A. Explain how student attitudes and work habits transfer from the home and school to the workplace.</p> <p>B. Explain the importance of working cooperatively with others at both home and school to complete a task.</p> <p>C. Identify effective group interaction strategies, such as, but not limited to:</p> <ul style="list-style-type: none"> • Building consensus • Communicating effectively • Establishing ground rules • Listening to others <p>D. Explain budgeting.</p>	<p>A. Determine attitudes and work habits that support career retention and advancement.</p> <p>B. Analyze the role of each participant's contribution in a team setting.</p> <p>C. Explain and demonstrate conflict resolution skills:</p> <ul style="list-style-type: none"> • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving <p>D. Analyze budgets and pay statements, such as, but not limited to:</p> <ul style="list-style-type: none"> • Charitable contributions • Expenses • Gross pay • Net pay • Other income • Savings • Taxes 	<p>A. Evaluate personal attitudes and work habits that support career retention and advancement.</p> <p>B. Evaluate team member roles to describe and illustrate active listening techniques:</p> <ul style="list-style-type: none"> • Clarifying • Encouraging • Reflecting • Restating • Summarizing <p>C. Evaluate conflict resolution skills as they relate to the workplace:</p> <ul style="list-style-type: none"> • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving <p>D. Develop a personal budget based on career choice, such as, but not limited to:</p> <ul style="list-style-type: none"> • Charitable contributions • Fixed/variable expenses • Gross pay • Net pay • Other income • Savings • Taxes

<p>E. Discuss how time is used at both home and school.</p>	<p>E. Develop a personal schedule based on activities and responsibilities at both home and school.</p>	<p>E. Identify and apply time management strategies as they relate to both personal and work situations.</p>	<p>E. Evaluate time management strategies and their application to both personal and work situations.</p>
<p>F. Identify the changes in family and friend's roles at-home, at school and in the community.</p>	<p>F. Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention</p>	<p>F. Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations, and explain their impact on jobs and employment.</p>	<p>F. Evaluate strategies for career retention and advancement in response to the changing global workplace.</p>
<p>G. Define and describe the importance of lifelong learning.</p>	<p>G. Describe how personal interests and abilities impact lifelong learning.</p>	<p>G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.</p>	<p>G. Evaluate the impact of lifelong learning on career retention and advancement.</p>

13.4. Entrepreneurship			
13.4.3. GRADE 3	13.4.5. GRADE 5	13.4.8. GRADE 8	13.4.11. GRADE 11
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Define entrepreneurship.</p> <p>B. Describe the character traits of successful entrepreneurs, such as, but not limited to:</p> <ul style="list-style-type: none"> • Adaptability • Creative thinking • Ethical behavior • Leadership • Positive attitude • Risk-taking <p>C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Bake sale • Crafts • Lemonade stand • Pet care 	<p>A. Identify the risks and rewards of entrepreneurship.</p> <p>B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.</p> <p>C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:</p> <ul style="list-style-type: none"> • Marketing • Production • Research and development • Selection of goods and services 	<p>A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to:</p> <ul style="list-style-type: none"> • Benefits • Job security • Operating costs • Wages <p>B. Evaluate how entrepreneurial character traits influence career opportunities.</p> <p>C. Identify and describe the basic components of a business plan, such as, but not limited to:</p> <ul style="list-style-type: none"> • Business idea • Competitive analysis • Daily operations • Finances/budget • Marketing • Productive resources (human, capital, natural) • Sales forecasting 	<p>A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.</p> <p>B. Analyze entrepreneurship as it relates to personal character traits.</p> <p>C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:</p> <ul style="list-style-type: none"> • Community Based Organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers) • Financial institutions • School-based career centers

			<ul style="list-style-type: none">• Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers)• Venture capital
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Academic Standards for Career Education and Work

XXXIX. GLOSSARY

Americans with Disabilities Act (Public Law 101-336):	The Americans with Disabilities Act is a federal civil rights law that prohibits discrimination and for ensuring equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, transportation, and requiring the establishment of tdd/telephone relay services.
Aptitudes:	Capacity to learn and understand.
Associate degree:	A postsecondary degree typically earned within a two-year timeframe.
Baccalaureate degree:	A postsecondary degree, also known as a bachelor's degree, typically earned within a 4-year timeframe from a college or university.
Benefits:	Something of value that an employee receives in addition to a wage or salary. Examples include health and life insurance, vacation leave, retirement plans, and the like.
Budget:	A financial plan that summarizes anticipated income and expenditures over a period of time.
Business plan:	A prepared document detailing the past, present, and future of an organization.
Career and technical centers:	Schools that educate secondary students and adults through academic instruction, job preparation and acquisition of occupational skills leading to credentials or employment, or both, in specific industries. The centers also provide opportunities for transition to postsecondary education and continuing education.
Career cluster:	A grouping of related occupations, which share similar skill sets.

Career days:	Special events that allow students to meet with employers, career development specialists, community-based organization representatives, and postsecondary educators. Events are designed to encourage students to gain information about careers and job opportunities.
Career plan:	A document developed by the student that identifies a series of educational studies and experiences to prepare them for postsecondary education or work, or both, in a selected career cluster or area.
Career portfolio:	An ongoing, individualized collection of materials (electronic or hard copy) that documents a student's educational performance, career exploration and employment experiences over time. While there is no standard format that a career portfolio must take, it typically includes a range of work, containing assignments by the teacher/counselor and selections by the student. It serves as a guide for the student to transition to postsecondary education or the workplace, or both.
Career retention and advancement:	Career retention is the process of keeping a job. Career advancement is the process of performing the necessary requirements to progress in a career.
CareerLinks:	A cooperative system that provides one-stop delivery of career services to job seekers, employers and other interested individuals.
Certificate/licensure:	A document, issued by associations, employers, educational institutions, government, and the like, confirming that one has fulfilled the requirements and is able to perform to a specified level of proficiency within a career field.
Child Labor Laws:	Legislation governing the employment of children under the age of 18.
Competitive analysis:	A tool that allows a business to identify its competitors and evaluate their respective strengths and weaknesses.
Cooperative education:	A structured method of instruction whereby students alternate or coordinate their high school studies with a job in a field related to their academic or career objectives.

Entrepreneurs:	Individuals who engage in the process of organizing, managing, and assuming the risk of a business or enterprise.
Entrepreneurship:	The process of organizing, managing, and assuming the risks of a business or enterprise.
Fair Labor Standards Act:	A federal law that defines overtime and wage requirements (26 U.S.C.A. §§ 201—219).
Fixed/variable expenses:	Fixed expenses are regular in their timing and amount, and include such things as rent, mortgage, car payment, and insurance. Variable expenses are irregular in their timing and amount, and include such things as food, clothing, home and car maintenance, entertainment, and gifts.
Global influences:	Political and cultural changes, which impact the world and its economy.
Gross pay:	The amount earned before deductions, such as taxes, insurance, and retirement/pension plan.
Industrial Resource Centers:	Non-profit corporations, which provide assistance to improve the competitive position of small-to-medium sized manufacturers.
Internship:	A work experience with an employer for a specified period of time to learn about a particular industry or occupation, which may or may not include financial compensation. The workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation.
Job shadowing:	Typically as part of career exploration activities in late middle and early high school, a student follows an employee for one or more days to learn about a particular occupation or industry. Job shadowing is intended to help students explore a range of career objectives and to possibly select a career pathway.
Labor supply:	The number of persons either working or unemployed and actively seeking work.
Marketing:	The process or technique of promoting, selling, and distributing a product or service.

Material Safety Data Sheets:	Federally mandated listings of all hazardous materials that will impact the health and safety of the workers and that are required to be posted in the workplace.
Mediation:	Third-party intervention between conflicting parties to promote reconciliation, settlement, or compromise.
Net pay:	The amount remaining after deductions, such as taxes, insurance, and retirement/pension plan.
Networking:	The act of exchanging information, contacts, and services.
Non-traditional careers:	Fields of work for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.
O*NET:	Occupational Information Network-- is a free public access online web-based system provided by the US Department of Labor, which includes comprehensive up-to-date occupational information including skills, knowledge, abilities and tasks for more than 950 occupations.
Operating costs:	The funds necessary to operate a business, not including the cost of goods sold. This is also referred to as overhead.
OSHA:	The Occupational Safety and Health Administration--A national agency with representatives in each state who monitor health and safety issues in the workplace.
Professional associations:	Organizations of people having common interests.
Professional degree:	A title conferred on students by a college, university or professional school upon completion of a program of study.
Registered apprenticeship:	A formal program registered with the United States Department of Labor's Bureau of Apprenticeship and Training and with the Pennsylvania Apprenticeship Council. This program must follow strict guidelines as to the types of training and amount of training time an apprentice receives and leads directly into occupations requiring such training for entry.

Resume:	A summary of one's personal qualifications, education/training and employment experience.
Salaries/benefits:	Financial compensation paid regularly for services (See "benefits" for definition).
Sales forecasting:	Predicting the number of services or units likely to be sold over a specified period of time.
School-based career centers:	Specialized areas in schools equipped with resources and materials used to research postsecondary and occupational opportunities.
School-based enterprise:	The production of goods or services as part of a school program.
SCORE:	Service Corps of Retired Executives--A Small Business Administration Federally-sponsored program to assist small-to-medium sized companies.
Self inventories:	Evaluations of an individual's strengths, weaknesses, and interests, as it relates to career planning.
Tech Prep:	The name given to programs that offer at least 4 years of sequential course work at the secondary and postsecondary levels to prepare students for technical careers. The curricula are designed to build student competency in academic subjects, as well as to provide broad technical preparation in a career area.
Technical literacy:	The ability of individuals to use existing and emerging technologies, equipment, language, materials, and manuals to participate intelligently in performing tasks related to everyday life, school or job.
Time management strategies:	Scheduling techniques used to effectively and efficiently direct or control activities.
Traditional careers:	Fields of work for which individuals from one gender comprise more than 25% of the individuals employed in each such occupation or field of work.

Unemployment:	Measurement of the number of people who are not working and who are actively seeking work.
Venture capital:	Public or private funds invested in a potentially profitable business enterprise despite risk of loss.
Vocational rehabilitation centers:	Educational facilities that provide life skills and occupational training services for individuals with special needs.
Wages:	Payments of money for labor or services according to contract and on an hourly, daily, or piecework basis.
Web-based training:	Instruction that is available online.
Work habits:	Acquired behaviors that individuals regularly perform in completing tasks related to chores, school or job.
Working conditions:	The environment in which an individual is employed.

APPENDIX B – SCHOOL COUNSELOR JOB DESCRIPTION

NORTHERN LEHIGH SCHOOL DISTRICT
1201 Shadow Oaks Lane
Slatington, Pennsylvania

POSITION TITLE: School Counselor

ORGANIZATION: Reports to Building Principal or Assistant Principal.

QUALIFICATIONS:

Possess valid and current Pennsylvania certification appropriate for the assignment and other required clearances, documents, and licensures as determined by Pennsylvania law and the Northern Lehigh School District School Board. (For employment, guidance counselors must demonstrate superlative teaching organizational, administrative, and communication skills and have outstanding references.)

SCOPE OF RESPONSIBILITIES:

1. Instructional
2. Administrative
3. Miscellaneous Responsibilities

PERFORMANCE RESPONSIBILITIES:

1. Satisfactorily instruct students, school staff, parents, and others when so assigned.
2. Show evidence of satisfactory characteristics of personality, preparation, technique, and pupil reaction. (PDE 5501)
3. Strive to implement the school district's philosophy and instructional goals.
4. Assist in the development of curriculum and the selection of materials.
5. Encourage and motivate students to achieve well.
6. Provide orientation programs to acquaint students with new situations and facilitate their school adjustment process.
7. Provide guidance activities within the classroom.
8. Participate in professional growth activities as directed by the school Principal.
9. Assist in administering enrollment, attendance, special education, grade reporting, and other tasks assigned.
10. Maintain accurate and complete records as required.
11. Assist in enforcing school and school district rules.
12. Assist in the delivery of educational services.
13. Take all necessary and responsible precautions to protect persons and property.

14. Communicate with students, parents, and school staff about student progress, special needs, etc.
15. Develop and provide an effective comprehensive guidance and counseling program to serve the needs of all students.
16. Assist administration with coordination of articulation and follow-up procedures for students moving from school to school and from programs within the school.
17. Act as a school-based source for parents and school staff for information regarding community, agencies, activities, and organizations, etc.
18. Assist with administration and interpretation of group administered achievement tests when appropriate.
19. Provide student career/vocational options through individual and classroom presentations and community involvement.
20. Assist students with immediate and long-range educational planning and course selection (secondary).
21. Assist with facilitating special education referral procedures by conducting screenings and observations in a timely manner.
22. Collaborate with school personnel and parents on educationally related issues, when needed.
23. Assist with school-based attendance and truancy interventions.
24. Participate as a member of a multi-disciplinary team.
25. Maintain confidentiality and accuracy of records and related information and assist with management of student records.
26. Provide for personal professional growth through an ongoing program of improvement.
27. Performs such other tasks and assumes such other responsibilities as may be assigned or delegated by the Building Principal or Assistant Principal.

SALARY:

Established by the School Board via negotiated Collective Bargaining Agreement with the Northern Lehigh Education Association.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk and hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level can vary from quiet to quite loud. Operations may require extended or irregular working times. Work pace can be demanding.

Because of dealing with potential crisis situations in personal counseling, family assistance, and academic counseling, personal stress can be demanding.

Signed and Received:

Signature

Date

Print Name

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

APPENDIX C – ADVISORY COUNCIL

COUNSELING FOR CAREER SUCCESS ADVISORY COMMITTEE

NAME	TITLE	AFFILIATION	F '22	S '23
Kylie Adams-Weiss	Assistant Vice President	Community Partner Greater Lehigh Valley Chamber of Commerce		√
Todd Breiner	Principal	Slatington Elementary	√	√
Linda Brown	School Counselor	NL Middle School	√	
Chad Christman	School Board Member Parent PE/SE Student President Owner	NL School District Parent/Guardian Community Partner Emerald Playground Association Business Partner Landscaping		
Allison Chruscial	School Counselor Parent of SE/MS Student	NL High School Parent/Guardian	√	√
Al DiCarlo	Owner	Business Representative D11 Sports		
Nancy Dischinat	Executive Director	Business Representative Workforce Board Lehigh Valley		
Matt Green	School Board Member	NL School District		
Shawn Green	Librarian	Peters Elementary Slatington Elementary		
Dave Hauser	Principal	NL Middle School	√	√
John Hauth	Senior Director for Sports Medicine Relationships	Business Representative St. Luke's University Health Network		
Kaitlyn Hibbler	Athletic Trainer	Business Partner St. Luke's University Health Network	√	
Raquel Hoffert	School Counselor	NL High School	√	√

Shannon Jones	FCS / Career Teacher	NL Middle School		√
Kelly Kromer	School Counselor	Peters Elementary	√	√
Brandon Kwiatek	Executive Director of High School Connections	Post-Secondary Lehigh Carbon Community College	√	
Matt Link	Superintendent	NL School District		
Christina Luey	Admissions Counselor	Post-Secondary Penn State Lehigh Valley		
Sarah Lutz	Director of Youth Initiatives	Workforce Board Lehigh Valley	√	
Sue Mengel	School Counselor	Slatington Elementary	√	√
Jessica O'Donnell	Executive Vice President	Community Partner Greater Lehigh Valley Chamber of Commerce		
Scott Pyne	Director of Educational Technology, Curriculum and Instruction	NL School District	√	
Jason Reinhard	H/PE Teacher	NL Middle School		
Kara Richardson	1 st Grade Teacher Parent of PE Student	Peters Elementary		√
John Rushefski	Principal	NL High School		
Diane Saeger	2 nd Grade Teacher	Peters Elementary		
Amarilis Sanchez	Parent of MS Student	Parent/Guardian		
Janelle Scheckler	ELA Teacher	NL High School	√	√
Cory Schnauffer	LCTI Counselor Parent of SE Student	CTC Representative Parent/Guardian		
James Schnyderite	Principal	Peters Elementary	√	
Natalie Snyder	Parent of HS Student Owner	Parent/Guardian Business Partner	√	√

		Snyder Welding & Snyder Supply		
Stephanie Snyder	Sports Medicine Coordinator	Business Partner St. Luke's University Health Network		
Tania Stoker	Assistant Superintendent	NL School District	√	
Michael Strohl	Assistant Principal	NL Middle School NL High School	√	√
Tom Szoke	President	Business Representative Szoke Iron Works Inc.		
Maria VanNorman	Parent of SE/HS Student	Parent/Guardian		
Angie Vazquez	Counselor	Business Partner PA CareerLink®	√	
Alice Wanamaker	Executive Director	Community Partner Greater Lehigh Valley Chamber of Commerce		
Jennifer Wentz	Mental Health Counselor	Community Partner (Nulton Diagnostic)		
Greg Williams	General Manager	Business Representative Rentschler's Chevrolet		√
S.R.	2 nd Grade Student	Peters Elementary		
H.S.	4 th Grade Student	Slatington Elementary		
C.C.	6 th Grade Student	Slatington Elementary		
C.C.	6 th Grade Student	Slatington Elementary		
M.C.	8 th Grade Student	NL Middle School		
D.S.	8 th Grade Student	NL Middle School		
L.W.	9 th Grade Student	NL High School		
A.S.	11 th Grade Student	NL High School		√
J.V.	11 th Grade Student	NL High School		



Comprehensive Guidance Plan - Advisory Council
October 17, 2022 @ 10:00AM
In-Person District Office

Attendance:

- Introductions
- Old Business
 - New Student Ambassador Program (Mrs. Chruscial/Mrs. Hoffert)
- New Business
 - Act 158 - Graduation Pathways (Dr. Stoker)
 - Career, College and Military Readiness Fair (Mr. Strohl)
 - CareerLink (Ms. Lutz)
 - Comprehensive Guidance (a.k.a. 339) Plan (Dr. Stoker)
 - College/Career for Every Student (CFES) Conference (Mr. Strohl)
 - Building updates (Mrs. Kromer)
 - PE
 - Building Blocks of Career Awareness
 - Xello
 - Question and Answer Interview Videos
 - Shanthy
 - SHINE Program
 - Second Step Program
 - SE (Mrs. Mengel)
 - Xello
 - LCTI Assembly/Tour
 - SHINE program
 - Second step

- Zones of regulation
 - Shanhi
- MS (Mrs. Brown)
 - Xello
 - LCTI Tour
 - Career speakers
 - Mrs. Jones' Role
 - Coffee & Conversation
 - Career Fair
 - Astronomy Initiative
 - Therapy Dogs
 - School Store Project
 - What's So Cool About Manufacturing?
- HS (Mrs. Chruscial / Mrs. Hoffert)
 - Xello
 - Therapy Dogs
 - Scholar's Program
 - Career Speakers
 - Military Recruit Visits
 - College Visits
 - Esports

- Community Updates

- Future Discussion/Action Items
 - Comprehensive Guidance Plan

- Next Advisory Council Meeting Date
 - January 16, 2023 @ 2PM

- Adjournment



Comprehensive Guidance Plan - Advisory Council
January 16, 2023 @ 2:00PM
In-Person District Office

Attendance:

- Introductions
- Old Business
 - Career, College and Military Readiness Fair (Mr. Strohl)
- New Business
 - Comprehensive Guidance (a.k.a. 339) Plan (Dr. Stoker)
 - Alumni Survey
- Community Updates
- Future Discussion/Action Items
- Next Advisory Council Meeting Date
 - October 2023 – Time TBD
- Adjournment

APPENDIX D – SURVEY



Guidance & College, Career, Military Preparation Survey for Alumni of NLSD

The following survey is being offered to alumni of Northern Lehigh School District so that we can gauge the effectiveness of guidance services and the college, career and military preparation you received while a student in the district. The results of this survey will be shared with a core group of individuals so that we can continue to improve programs and services to meet the evolving needs of our student body.



* Required

First Name *

Your answer

Last Name *

Your answer

If you were known by a different name while attending Northern Lehigh, please enter it here.

Your answer _____

Street Address

(Your address will not be shared publicly. It will only be used to contact alumni through the school district.)

Your answer _____

City

Your answer _____

State

Your answer _____

Zip Code

Your answer _____

Email Address

(Your email address will not be shared publicly. It will only be used to contact alumni through the school district.)

Your answer _____

Phone Number

(Your phone number will not be shared publicly. It will only be used to contact alumni through the school district.)

Your answer _____

In what year did you graduate from Northern Lehigh High School? *

Your answer _____

Check all that apply to you currently. *

- I am in the military
- I am a full-time student in college/university
- I am a part-time student in college/university
- I am in a trade school or certification program for my chosen field
- I work full-time
- I work part-time

If you are in the military, please select the branch of service

- Army
- Navy
- Air Force
- Marines
- Coast Guard

If you attend a post secondary school, please enter the name of your college, university or trade school.

Your answer _____

If you work, please enter the name of your company, organization or employer.

Your answer _____

Northern Lehigh prepared me well for continuing my education

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Northern Lehigh prepared me well for my current occupation.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I feel/felt a sense of connection to Northern Lehigh.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Reflecting on your K-12 experience at Northern Lehigh, what do you see as the district's greatest strengths? *

Your answer _____

Reflecting on your K-12 experience at Northern Lehigh, what do you see as areas in which the district can improve to better prepare students for their endeavors after graduation? *

Your answer _____

Are you willing to return to Northern Lehigh and speak to students about your educational, post-secondary and/or work experience?

- Yes
- Maybe
- No

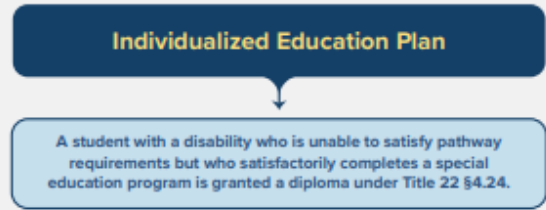
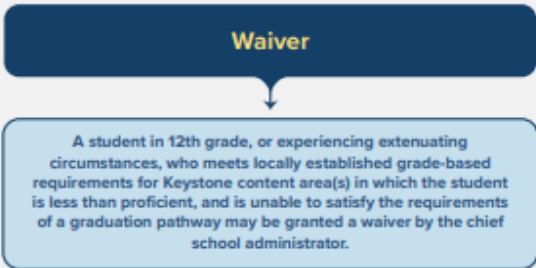
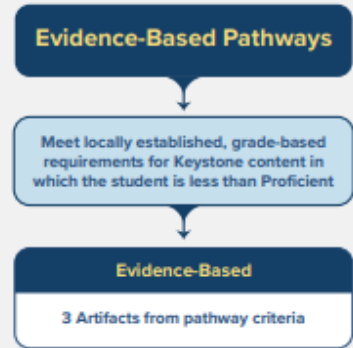
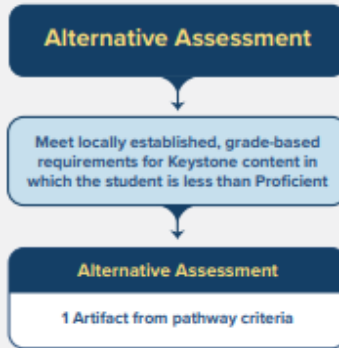
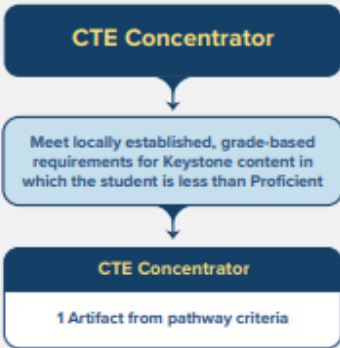
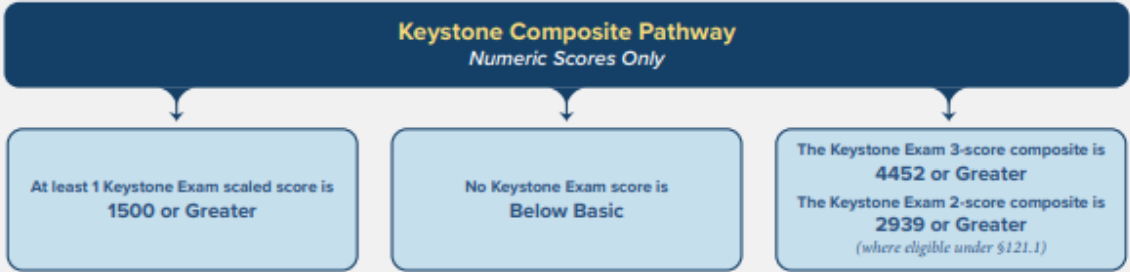
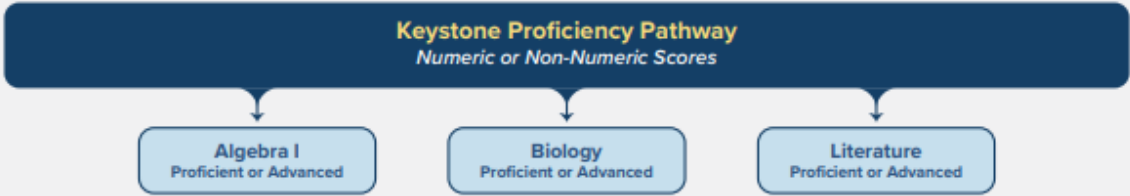
Submit

Clear form

APPENDIX E – GRADUATION PATHWAYS



Pennsylvania Pathways to Graduation



Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
<p style="text-align: center;">1 Artifact</p>	<p style="text-align: center;">1 Artifact</p>	<p style="text-align: center;">3 Artifacts consistent w/student goals ONE or more from Section One No more than TWO from Section Two</p>
<p>Industry-based competency certification</p> <hr/> <p>Likelihood of industry-based competency assessment success</p> <hr/> <p>Readiness for continued engagement in CTE Concentrator program of study</p>	<p>Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)</p> <hr/> <p>Attainment of Gold Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of a pre-apprenticeship program</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework</p>	<p style="text-align: center;">Section 1</p> <hr/> <p>Attainment of 630 or better on any SAT Subject Test</p> <hr/> <p>Attainment of Silver Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on any AP Exam</p> <hr/> <p>Attainment of 3 or better on any IB Exam</p> <hr/> <p>Successful completion of any concurrent enrollment or postsecondary course</p> <hr/> <p>Industry-recognized credentialization</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program</p> <hr/> <p style="text-align: center;">Section 2</p> <hr/> <p>Attainment of Proficient or Advanced on any Keystone Exam</p> <hr/> <p>Successful completion of a service-learning project</p> <hr/> <p>Letter guaranteeing full-time employment or military enlistment</p> <hr/> <p>Completion of an internship, externship, or cooperative education program</p> <hr/> <p>Compliance with NCAA Division II academic requirements</p>