

K-12 School Guidance Plan

March 7, 2019

Freedom Area School District



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A. Counselor Related Items of the Plan 1-3

1. School Counselors and Assignments

Counselor's Name	Building	Ratio
School Counseling Department		
Ms. Rita Kaplin	Freedom Area High School	445:2
Mr. Christopher Bennett	Freedom Area High School	445:2
Mrs. Susan Suleski	Freedom Area Middle School	439:1
Mr. Randal Perkins	Freedom Area Elementary School	458:1
College and Career Readiness Coordinator		
Mr. Ronald Kelm	Freedom Area School District	1333:1
Prevention Network Services		
Mrs. Barbara Martz*	Freedom Area School District	1333:1
Mrs. Stephanie Stewart*	Freedom Area Elementary School	458:0.2

*Indicates Prevention Specialist contracted by the Freedom Area School District and employed by the Beaver County Prevention Network.

2. Role of the School Counselor: ASCA

The Freedom Area School District recognizes the necessity of a comprehensive and developmental program of support services which is integral to the delivery of a quality education for every student. The School Counseling Department is staffed with masters-level educated, state certificated school counselors who possess knowledge of effective, theory-based counseling practices. All professionals collaborate to deliver services along the three domains of academic achievement, personal/social growth, and career development according to the American Counseling Association (ACA) Code of Ethics and Standards of Practice, and in keeping with the American School Counselor Association (ASCA) Ethical Standards. Freedom Area School District Counselors function as leaders by developing and implementing a curriculum that is based on state standards and reflects decisions of the local school board. They maintain membership in national, state, and local professional associations and attend respective conferences to keep abreast of the latest developments in the field. Counselors serve as advocates for students by developing academic plans, coordinating career development experiences, and providing support for emerging personal/social needs. As collaborators they meet periodically with all stakeholders both within and outside of the school district in order to meet the educational needs of the students and contribute to the community at large. Through the implementation of departmental programs and via supporting school-wide initiatives they act as agents of systemic change, utilizing school data sources to promote the well-being of students, their families, and the overall school climate. The College and Career Readiness Coordinator works in tandem with School Counselors and alongside teachers to implement the program career development activities and experiences. All student records pertaining to the Career Education and Work Standards are also tracked and archived by this coordinator.

Supplementary, prevention-based services are also contracted and delivered by agency-trained specialists to support the mission of the department. Prevention Specialists have a unique set of skills that include but are not limited to coordination of the Student Assistance Program (SAP), crisis response and management, classroom lessons, attendance monitoring and communication, and assistance with truancy meetings/hearings. They are also trained to teach and coordinate various curricula in support of the district's overall vision and mission.

Role	Level	Evidence of Role
Leader	Elementary	CPI Team Leader; 504 Plan Case Manager; PowerSchool Implementation; Beaver County Counselor Association Member; PSCA Member; ASCA Member; NBCC Certification and Membership; Chapter 339 Lead Counselor
	Middle	CPI Team Leader; 504 Plan Case Manager; PowerSchool Implementation; Beaver County Counselor Association Member
	High School	Homeless Liaison; Dual Enrollment; CCBC College in the High School; CPI Team Leader; BC Career & Technology Center's Liaison; Power School Implementation; AP, SAT and PSAT Coordinator; Keystone Exams Coordinator; 504 Plan Case Manager; Chapter 339 Lead Counselor
Advocate	Elementary	SAP Team Member; IEP Team Member
	Middle	Rachel Challenge
	High	Homeless Liaison; SAP Member; IEP team Member; Transition Coordinator; College applications; Concussion Protocol; GIEP Team Member; Reference for Jobs
Collaborator	Elementary	Parent Conferences; Community Mental Health Liaison; Red Ribbon Week Coordinator; Testing Coordinator
	Middle	Parent Conferences; Community Mental Health Liaison; Red Ribbon Week Coordinator; Testing Coordinator
	High	Parent Conferences; Collaborates with Faculty for Student Success; Community Mental Health Liaison; Testing Coordinator; Agency Coordinator; OVR Coordinator; Facebook and Emails to Students and Parents/Guardians; Guidance Webpage/Calendar; Beaver County Career and Technology Liaison; Post-secondary Liaison for Dual Enrollment and College in the High School; Financial Aid Night; Business Liaison i.e., Beaver County Chamber of Commerce
Systemic Change Agent	Elementary	Career Connections with Educators; KC Club Facilitator; Identifies Realistic Goals and Establishes Action Plans in Collaboration with Teachers and Members of Support Teams; Facilitates an Environment to Encourage Collaboration
	Middle	Master Schedule Consultant; Rachel's Challenge Lead Contact; Identifies Realistic Goals and Establishes Action Plans in Collaboration with Teachers and Members of Support Teams; Facilitates an Environment to Encourage Collaboration
	High School	Master Schedule Consultant; Program of Studies; Identifies Realistic Goals and Establishes Action Plans in Collaboration with Teachers and Members of Support Teams; Helps Facilitate an Environment to Encourage Success and Awareness of Student's Post-secondary Goals; Uses Various Data to help Make Better Decisions in Program Planning

3. Job Description linked to the Counselor Evaluation Process

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

Counselor Level	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Environment	<u>Domain 3</u> Delivery	<u>Domain 4</u> Professional Development
Elementary/ Middle/ High School	<p>Chapter 339 Teacher Coordinator.</p> <p>Applies theories and research about human development and student learning within counseling programs and services. Works collaboratively with other disciplines to implement and evaluate evidence-based practices and build capacity of individuals and the system.</p> <p>Reviews standardized and state test results, diagnostic test results, and report cards for a group of students who are at risk for drop-out and discusses and advocates for evidence-based interventions (ALAS, Job Corps, etc) with an interdisciplinary school improvement team.</p> <p>Models how to implement Cognitive Behavior Therapy techniques with</p>	<p>Ensures parents and teachers to feel comfortable coming to him/her for assistance with their children/students.</p> <p>Provides classroom activities, group counseling, and individual sessions that promote equity and access to rigorous academic programs. Interacts with students and knows significant interests of students.</p> <p>Arranges the physical environment to thoroughly support learning. Assists some students in monitoring college/career process.</p> <p>Follows district protocols and policies related to suicide threats. Ensures classroom guidance is well organized, students assume responsibility for</p>	<p>Created a website to share both current and upcoming events, activities, and recommended tasks that are age and developmentally appropriate for students and information sharing with parents and community.</p> <p>Utilizes reality therapy techniques, which are highly effective in encouraging student response and result in student knowledge and self-discovery as evidenced by student self-assessment and increased student attendance and academic achievement.</p> <p>Provides guest speakers, career shadowing, college tours, CCBC High School Academies tour and other programming to provide personalized opportunities for students to set future goals specific to his/her</p>	<p>Actively seeks feedback through an advisory council made up of parents, students, teachers, School Counselors, administrators, and community members.</p> <p>Is highly effective in adhering to the laws, rules, policies, and ethical standards related to confidentiality of student records and other information, and reviews records annually.</p> <p>Uses a system for recording student progress, counseling notes, and records that is efficient and effective.</p> <p>Regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, and</p>

	<p>students who have self-control issues and monitors student response to the treatment across implementers and settings.</p> <p>Has a working relationship with personnel from community agencies and is able to connect students and families to their services.</p> <p>Identifies inequity in school-wide practice of offering PSAT testing to students taking only advanced courses. Provides research evidence and data to support opening the testing group to a larger capacity resulting in system change and allowing a wider network of students the opportunity.</p>	<p>productivity, and students are always actively engaged.</p> <p>Ensures that every student has developed an individualized career planning portfolio that includes as a minimum: achievements, awards and recognitions, career exploration results, career plans, post-secondary schools, community service involvement/projects, interests/hobbies, personal career goals, selected school work, and self-inventories.</p> <p>Provides guest speakers, career shadowing, college tours, and other programming to provide personalized opportunities for students to set future goals specific to his/her strengths and areas of interest. Students design their own job shadowing experiences and voluntarily share the planning and results with the School Counselor.</p>	<p>strengths and areas of interest.</p> <p>Is aware that there are some students who need extra time on a test and tries to accommodate the need.</p> <p>Collaborates and consults with stakeholder groups to ensure that school counseling program plans address and support students' academic, career, and social/emotional development.</p> <p>Identifies school-wide/system-wide policies that have potential for placing students at risk for dropping out and works to address/change those policies.</p>	<p>in-services; reads professional journals) and incorporates new evidence-based practices and skills in our daily work.</p> <p>Actively shares his/her expertise with other members of the Department.</p> <p>Seeks opportunities to communicate and collaborate with other School Counselors at the local, state, and national levels.</p>
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B. Program Delivery Related Items of the Plan 4-9
4. School Counseling Department Mission Statement

District Mission Statement
<p>The mission of the Freedom Area School District is to meet the diverse educational needs of all students through collaboration with family, staff and community using high standards of excellence that will empower them to succeed in a global society.</p>
K-12 School Counseling Mission Statement
<p>The mission of the Freedom Area School District's School Counseling Department is to provide a comprehensive, developmental program addressing the areas of academic, career and social/personal needs of all students. The Freedom Area School Counseling Department is dedicated to establish, collaborate and sustain partnerships with administrators, educators, students and their families, local business and agencies and post-secondary institutions. These partnerships will help facilitate in maximizing the strengths, skills, abilities and talents of all students so they may become self-confident, productive workers, productive citizens and lifelong learners. Our comprehensive counseling programs strive to offer equal access for all students to enrich their educational potential.</p>

5. Program Calendar by Domain and Level:
6. Program Delivery by Tier and System Support:

ELEMENTARY SCHOOL

Item Month/Domain/Item	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
SEPTEMBER					
Academic:	Open House	Begin Group counseling for academic at-risk students	Academic Scheduling	Plan/ coordinate school counseling tasks and calendar	
			Revise 504 Plans		
			Service Agreement meetings		
			Progress Reports		
Career:				Plan/ coordinate Classroom Guidance schedule	
				Advertise/communicate School	

				Counseling program	
				School Counseling Department/ BCCA Meeting	
Social/Emotional:	Rachel's Challenge Kick-off Assembly; Classroom Guidance	Individual/ Group Counseling		Plan/ coordinate Classroom Guidance schedule	Breakfast Duty
	International Day of Peace	Crisis Intervention			
		Collaboration with Educators			
		Parent Conferences			
OCTOBER					
Academic:		MTSS Meetings	Parent Conference Day	Act 80- Professional Development	

Career:				County-Wide Professional Development	
Social/Emotional:	Red Ribbon Week; Classroom Guidance	Individual/ Group Counseling		Act 80- Professional Development	Breakfast Duty
		Crisis Intervention			
		Collaboration with Educators			
		Parent Conferences			
NOVEMBER					
Academic:			Report Cards	Act 80- Professional Development	
				Advisory	

				Council Meeting	
Career:				Act 80- Professional Development	
				Advisory Council Meeting	
				School Counseling Department/ BCCA Meeting	
Social/Emotional:	Classroom Guidance	Individual/ Group Counseling		Act 80- Professional Development	Breakfast Duty
		Crisis Intervention		School Counseling Department/ BCCA Meeting	
		Collaboration with Educators		Advisory Council Meeting	
		Parent			

		Conferences			
DECEMBER					
Academic:		MTSS Meetings	Progress Reports		
Career:	Making contacts/confirming speakers for Career Day			School Counseling Department/BCCA Meeting	
Social/Emotional:	Classroom Guidance	Individual/Group Counseling		School Counseling Department/BCCA Meeting	Breakfast Duty
		Crisis Intervention			
		Collaboration with Educators			
		Parent			

		Conferences			
JANUARY					
Academic:			Report Cards	Act 80- Professional Development	
			Distribute Service Agreement Monitoring forms		
Career:	Making contacts/ confirming speakers for Career Day			Act 80- Professional Development	
				School Counseling Department/ BCCA Meeting	
Social/Emotional:	Classroom Guidance	Individual/ Group		Act 80- Professional	Breakfast Duty

		Counseling		Development	
		Crisis Intervention		School Counseling Department/ BCCA Meeting	
		Collaboration with Educators			
		Parent Conferences			
FEBRUARY					
Academic:		MTSS Meetings	Progress Reports		PSSA Testing Coordination
Career:	Making contacts/ confirming speakers for Career Day; Classroom Guidance			School Counseling Department/ BCCA Meeting	

Social/Emotional:		Individual/ Group Counseling		School Counseling Department/ BCCA Meeting	Breakfast Duty
		Crisis Intervention			
		Collaboration with Educators			
		Parent Conferences			
MARCH					
Academic:			Report Cards	In-service- Professional Development	PSSA Testing Coordinati on
			Kindergarten Registration	Master Schedule Consultation	
Career:	Planning/			In-service-	

	coordinating Career Day			Professional Development	
	Deliver Career Day			Advisory Council meeting	
				School Counseling Department/ BCCA Meeting	
Social/Emotional:	Classroom Guidance	Individual/ Group Counseling		In-service- Professional Development	Breakfast Duty
		Crisis Intervention		School Counseling Department/ BCCA Meeting	
		Collaboration with Educators			
		Parent Conferences			
APRIL					
Academic:		MTSS Meetings	Progress Reports	Master Schedule	PSSA Testing

				Consultation	Administration
Career:	Classroom Guidance				
Social/Emotional:	Anti-violence Day	Individual/ Group Counseling			Breakfast Duty
		Crisis Intervention			
		Collaboration with Educators			
		Parent Conferences			
MAY					
Academic:	AR Assembly and President's		Report Cards	Act 80- Professional Development	PSSA Testing Administration

	Award for Achievement/Academic Excellence				
				Master Schedule Consultation	
Career:				Act 80-Professional Development	
Social/Emotional:	Classroom Guidance	Individual/Group Counseling		Act 80-Professional Development	Breakfast Duty
		Crisis Intervention			
		Collaboration with Educators			
		Parent Conferences			

JUNE					
Academic:			Consult with Administration/ Communicate to Parents About Retention Cases	Inservice- Professional Development	
				Prepare transcripts for permanent record files	
				Master Schedule Consultation	
Career:				Inservice- Professional Development	
Social/Emotional:		Individual/ Group Counseling; Crisis		Inservice- Professional Development	Breakfast Duty

		Intervention; Collaboration with Educators; Parent Conferences			
	JULY				
Academic:			Academic Scheduling	Professional Development	
Career:				Professional Development	
Social/Emotional:				Professional Development	
				Review Class Rosters	

AUGUST					
Academic:			Academic Scheduling	Inservice-Professional Development	
			Develop 504 Plans	Advisory Council Meeting	
			Service Agreement Meetings		
			Review Permanent Record Files		
Career:				Inservice-Professional Development	
				Advisory Council Meeting	
Social/Emotional:				Inservice-Professional Development	
				Advisory Council	

				Meeting	
				Review Class Rosters	

ELEMENTARY SCHOOL

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support; Counselor Related	System Support: Non-Counselor Related
Academic:	Classroom Guidance	Parent Communication	Parent Conferences	Faculty Meeting	Class Coverage
		MTSS Meetings	IEP Meetings	Student Information System Management	
		Individual Counseling	New/Student Scheduling and Orientation		
		Group Counseling	Service Agreement Case Management		
Career:	Classroom Guidance		Parent Conferences		PIMS Course Data Entry
				Faculty Meeting	

Social/Emotional:	Classroom Guidance	Parent Communication	Parent Conferences	Faculty Meeting	Breakfast Duty
	KC Club Meetings	CPI Response Team and Debriefing Meetings			
		Crisis Counseling			
		SAP meeting			
		Individual Counseling			
		Group Counseling			
		Children and Youth Reporting			

MIDDLE SCHOOL

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

Career:			Individual planning/ scheduling	Scheduling	
Social/Emotional:	RC assembly and FOR training	Individual/ group student counseling Crisis intervention	Individual planning/ scheduling	RC planning SWIBIS	Intermittent lunch duty
OCTOBER					
Academic:		MTSS	Individual counseling		
Career:	Classroom guidance GETGO/RC				

Social/Emotional:	Classroom guidance GETGO/RC Red Ribbon Week	Individual/group student counseling Crisis Intervention Collaboration/conferences with parents and faculty		SWIBIS	Intermittent lunch duty
NOVEMBER					
Academic:		Individual counseling			
Career:	Classroom guidance GETGO/RC				

Social/Emotional:	Classroom guidance GETGO/RC	Individual/ group student counseling Crisis Intervention Collaboration/ conferences with parents and faculty		SWIBIS	Intermittent lunch duty
DECEMBER					
Academic:					
Career:	Classroom guidance GETGO/RC				

Social/Emotional:	Classroom guidance GETGO/RC	Individual/ group student counseling Crisis Intervention Collaboration/ conferences with parents and faculty		SWIBIS	Intermittent lunch duty
JANUARY					
Academic:					
Career:	Classroom guidance GETGO/RC				

Social/Emotional:	Classroom guidance GETGO/RC	Individual/ group student counseling Crisis Intervention Collaboration/ conferences with parents and faculty		SWIBIS	Intermittent lunch duty
FEBRUARY					
Academic:		Individual counseling Parent conferences Teacher collaboration scheduling			
Career:	Classroom guidance				

	GETGO/RC				
Social/Emotional:	Classroom guidance GETGO/RC Camfel Assembly	Individual/group student counseling Crisis Intervention Collaboration/conferences with parents and faculty		SWIBIS	Intermittent lunch duty
MARCH					
Academic:					
Career:	Classroom guidance GETGO/RC	8 th grade HS scheduling Trades fieldtrip			

Social/Emotional:	Classroom guidance GETGO/RC	Individual/ group student counseling Crisis Intervention Collaboration/ conferences with parents and faculty			Test prep Intermittent lunch duty
APRIL					
Academic:					Test preparation Test coordination
Career:					

Social/Emotional:		Individual/ group student counseling Crisis Intervention Collaboration/ conferences with parents and faculty			Intermittent lunch duty
MAY					
Academic:	Scheduling class meetings	Individual scheduling	Scheduling collab Admin special education		Test prep and coordination

Career:	8 th grade portfolio	Individual planning			
Social/Emotional:		Individual/ group student counseling Crisis Intervention Collaboration/ conferences with parents and faculty			Intermittent lunch duty
JUNE					
Academic:			scheduling		
Career:					

Social/Emotional:					
JULY					
Academic:			scheduling		
Career:					
Social/Emotional:					
AUGUST					
Academic:			Scheduling collab special education		

Career:					
Social/Emotional:			Orientation new students		

MIDDLE SCHOOL

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support; Counselor Related	System Support: Non-Counselor Related
Academic:	Classroom guidance lessons	Individual and small group counseling	Individual and Small Group Counseling	scheduling	Testing preparation Testing coordination
		Collaboration with faculty community, liaison, parents			
Career:	Naviance Classroom Guidance				

Social/Emotional:		Individual /Group Counseling			
		Conflict resolution			
		SAP			
		CYF reporting			

Program Calendar and Delivery

Freedom Area High School

Grades 9-12 School Counseling Program

JULY

Academic 9-12:

- Arrange for Financial Aid program speaker
- Retrieve Keystone scores from the recent Spring administration and edit student schedules accordingly
- Advise students and parents via email.

Career 9-12:

JANUARY

Academic 9-12:

- Continue preparation of scholarship updates
- Attend IEP/GIEP meetings
- Monitor 504 Plans/student progress
- Attend the Beaver County Counselor's Association meeting
- College Applications (ISP);
- Compose letters of recommendation
- New student enrollment
- Start to update the Program of Studies for the next school year.
- Send Spring course registration to CCBC.
- Meet with students to review academic performance

Career 9-12:

- Mini Job Fairs during lunches
- Beaver County CTC ½ visit in program areas.
- Coordinate with the BC-CTC on student progress
- OVR meets with specific students

- Beaver County Job Training provides programs for specific students
-

Personal/Social 9-12:

Personal/Social 9-12:

- Concussion meetings and monitoring
- Address student needs at SAP meetings
- Gather information for Homeless numbers to report monthly.

AUGUST

FEBRUARY

Academic 9-12:

- Scheduling;
- 504 Plans;
- Early College
- Applications;
- Compose letters of recommendation
- Student tours of building
- Attend and present at Freshman and New Student Orientation;
- Review Permanent Record Files
 - Prepare college meeting calendar
 - Update student profile
 - Update counseling resources including website

Academic 9-12:

- Continue preparation of scholarship updates
- Attend IEP/GIEP meetings
- Monitor 504 Plans/student progress
- Attend the Beaver County Counselor's Association meeting
- Update counseling resources including website
- Update state reporting for PIMS
- Enrollment of new students
- Meet with students to review academic performance

- Update state reporting for PIMS
- Enrollment of new students
- Present and attend grade level assemblies

Career 9-12:

- Professional Development
- Counseling related to student schedules

Career 9-12:

- Mini Job Fairs during lunches
- Coordinate with the BC-CTC on student progress
- Group meetings with 9th, 10th, 11th graders regarding scheduling
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students

Personal/Social 9-12:

- Review Class Rosters
- Professional development
- Prepare Rachel's challenge Assembly

Personal/Social 9-12:

- Concussion meetings and monitoring
- Address student needs at SAP meetings
- Gather information for Homeless numbers to report monthly.

SEPTEMBER

Academic 9-12:

- Scheduling;
- 504 Plans/meetings;
- Monitor 504 Plans/student progress
- Attend IEP/GIEP meetings
- Verify and check rosters for CCBC College in the high School
- Verify and check rosters for the Beaver County Career and Technology Center
- Early College applications
- Group senior meetings for post-secondary goals
- College Applications;
- Compose letters of recommendation
- Review Permanent Record Files
- New Student Orientation;
 - Review and destruction of records
 - Preparation of non-school testing schedule
 - Update counseling resources (college guides/books/website)
 - Schedule professional development
 - Prepare college meeting calendar
 - Finalize school year schedules, including meeting with students for schedule changes prior to beginning of school year

MARCH

Academic 9-12:

- Organize letters and mail to parents in regards to CCBC College in the High School Fall courses
- SATs
- 504 Plans/meetings;
- Monitor 504 Plans/student progress
- Attend IEP/GIEP meetings
- Update counseling resources (college guides/books/website)
- Schedule professional development
- Continue to update monthly scholarships
- New student enrollment
- Attend the Beaver County Counselor's Association meeting
- Organize May Keystone testing
- Review graduation name list
- Receiving, organizing, and preparing scholarships
- Planning of AP exams
- Meet with students to review academic performance
- Review Budget

- Update school profile
- Attend SAT/ACT regional meetings
- Begin preparation of scholarship updates
- New student enrollment
- Attend the Beaver County Counselor's Association meeting
- Attend PHEAA workshop
- Prepare individual Guidance Planning packets

Career 9-12:

- Plan for Individual Guidance Plan meetings for senior students
- Coordinate with the BC-CTC regarding orientation process for the next school year.
- College Visits
- Share information to students regarding Dual Enrollment for spring.
- Coordinate with the BC-CTC on student progress

Career 9-12:

- Post-Secondary School Visits for sophomores
- Share information to students regarding Dual Enrollment for spring.
- Mini Job Fairs during lunches
- Coordinate with the BC-CTC on student progress
- Group meeting with 8th graders regarding scheduling
- Individual meetings with students regarding scheduling
- Mini Job Fairs during Lunches
- Freshman Forum (Career project)
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students

Personal/Social 9-12:

- Plan for Individual Guidance Plan meetings for seniors students
- Address individual student needs at SAP meeting
- Advise students to participate in community service volunteer day
- Prepare Rachel's Challenge Assembly
- Advise students to participate in community service for senior project
- Address student needs at SAP meetings
- Gather information for Homeless numbers to report monthly.
- Concussion meetings and monitoring

OCTOBER

Academic 9-12:

- Administer PSAT to all 10th and 11th grade students
- Administer the SATs
- Complete and return AP participation form
- Continue preparation of scholarship updates
- Attend IEP/GIEP meetings
- Monitor 504 Plans/student progress

Personal/Social 9-12:

- Concussion meetings and monitoring
- Address student needs at SAP meetings
- Gather information for Homeless numbers to report monthly.

APRIL

Academic 9-12:

- Continue preparation of scholarship updates
- Attend IEP/GIEP meetings
- Monitor 504 Plans/student progress
- Attend the Beaver County Counselor's Association meeting
- Review graduation name list
- Receiving, organizing, and preparing scholarships

- Attend the Beaver County Counselor's Association meeting
- College Applications (ISP);
- Compose letters of recommendation
- Review Permanent Record Files (ISP)
- Organize December retest for Keystones
- Monitor senior grades and graduation
- Update counseling resources (college guides/books/website)

- Planning of AP exams
- Meet with students to review academic performance
- Complete AP voucher
- Order AP exams
- Reserve rooms for AP exams
- Schedule Staff for AP exams
- Secure substitutes for AP exams
- Letter to families about AP testing
- On-going meetings to review graduation diploma name list and program

Career 9-12:

- Individual Counseling with seniors
- Conduct the Beaver County Career and Technology Center's Orientation in 10th grade English.
- College visits
- Financial Aid Night
- Mini Job Fairs during lunches
- Coordinate with the BC-CTC on student progress
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students

Career 9-12:

- Coordinate with the BC-CTC on student progress
- Financial Aid Night
- BC-CTC application are due
- Coordinate with the BC-CTC on new students for the following year.
- Continue with Individual meetings with students regarding scheduling
- Mini Job Fairs during Lunches
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students

Personal/Social 9-12:

Personal/Social 9-12:

- Concussion meetings and monitoring

- Gather information for Homeless numbers to report monthly.
- Address student needs at SAP meetings
- Concussion meetings and monitoring

- Address student needs at SAP meetings
- Gather information for Homeless numbers to report monthly.

NOVEMBER

MAY

Academic 9-12:

- Continue preparation of scholarship updates
- Attend IEP/GIEP meetings
- Monitor 504 Plans/student progress
- Attend the Beaver County Counselor's Association meeting
- College Applications (ISP);
- Compose letters of recommendation
- Organize letters and mail to parents in regards to CCBC College in the High School Spring courses.
- Update counseling resources (college guides/books/website)

Academic 9-12:

- Keystone Testing Administration (SS)
- Review and finalize graduation names list
- Receiving, organizing, and preparing scholarships
- Continue preparation of scholarship updates
- Attend IEP/GIEP meetings
- Monitor 504 Plans/student progress
- Attend the Beaver County Counselor's Association meeting
- Help coordinate the Principal's Reception

Career 9-12:

- Individual Counseling with seniors

Career 9-12:

- Coordinate with the BC-CTC on student progress

- Conduct the Beaver County CTC Orientation in the English 10 course.
- Military Day during the lunches
- College Visits
- Mini Job Fairs during lunches
- Coordinate with the BC-CTC on student progress
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students

Personal/Social 9-12:

- Gather information for Homeless numbers to report monthly.
- Address student needs at SAP meetings
- Concussion meetings and monitoring

- Coordinate with the BC-CTC on new students for the following year.
- Gather information on post-secondary plans during the Senior Project presentations
- Receive schedule conflict list and review with students to resolve for next year
- Finalize school year schedules, including meeting with students for schedule changes prior to the beginning of the school year

Personal/Social 9-12:

- Concussion meetings and monitoring
- Address student needs at SAP meetings
- Gather information for Homeless numbers to report monthly.

DECEMBER

Academic 9-12:

- Keystone Testing Administration (SS)
- Continue preparation of scholarship updates
- Attend IEP/GIEP meetings
- Monitor 504 Plans/student progress
- Attend the Beaver County Counselor's Association meeting
- College Applications (ISP);
- Compose letters of recommendation
- New student enrollment

Career 9-12

- Sophomores tour the Beaver County Career and Technology Center.
- Mini Job Fairs During lunches
- Military Day during the lunches
- Coordinate with the BC-CTC on student progress
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students

JUNE

Academic 9-12:

- Review schedule conflicts
- Graduation ceremony
- Review failure notices
- Assist with summer school enrichment and credit recovery

Career 9-12:

- Send final transcripts

Personal/Social 9-12:

- Gather information for Homeless numbers to report monthly.
- Address student needs at SAP meetings
- Concussion meetings and monitoring

Personal/Social 9-12:

- Prepare final SAP report for state reporting

COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM
Freedom Area School District
Grades 9-12 High School

Guidance Curriculum

Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.

Purpose

Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.

Prevention, Intervention and Responsive Services

Addresses school and student needs.

Purpose

Prevention, Intervention and Responsive services to groups and/or individuals.

Individual Student Planning

Assists students and parents in development of academic and career plans.

Purpose

Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.

System Support

Includes program, staff and school support activities and services.

Purpose

Program delivery and support.

Academic

- Scheduling;
- Early College applications
- Group senior meetings for post-secondary goals
- Review Permanent Record Files
- Finalize school year schedules, including meeting with students for schedule changes prior to beginning of school year
- Prepare and attend 8th grade students for transition to high school
- Senior meetings to review college application process
- Present and attend grade level assemblies
- Attend and present at Freshman and New Student Orientation (GC);

Academic

- Update counseling resources (college guides/books/website)
- Semester failures and schedule changes
- Meet with students to discuss course selections
- Participation in attendance hearings
- Assists in students schedules with Learning Support teachers.

Academic

- 504 Plans/meetings
- Monitor 504 Plans/student progress
- Attend IEP/GIEP meetings
- Receive schedule conflict list and review with students to resolve for next year
- Assist with summer school enrichment and credit recovery
- New student enrollment
- Processing college applications and scholarship applications
- Individual senior meetings to gather information on post-secondary plans
- Receive schedule conflict list and review with students to resolve for next year

Counselor Related

- Attend the Beaver County Counselor's Association meeting
- Professional Development
- Attend PHEAA workshop
- New student enrollment/tours of building
- Verify and check rosters for CCBC College in the high School
- Verify and check rosters for the Beaver County Career and Technology Center
- College Applications;
- Compose letters of recommendation
- Prepare and distribute teacher recommendation documents
- Review and destruction of records

- Prepare individual Guidance Planning packets
 - Visit to Post secondary Schools
 - Attend 8th grade orientation in the spring
- Finalize school year schedules, including meeting with students for schedule changes prior to the beginning of the school year
 - Concussion meetings and monitoring
- Begin preparation of scholarship updates
 - Attend SAT/ACT regional meetings
 - Update school profile
 - Prepare college meeting calendar
 - Completed and return AP participation form
 - Prepare for the Graduate Survey
 - Complete College Board test center requires for testing dates
 - Administer PSAT to all 10th and 11th grade students
 - Administer the SATs
 - Provide revisions for course catalog
 - Arrange for Financial Aid program speaker
 - Prepare materials and host Financial Aid evening
 - Proctor Keystone examinations
 - AP registration begins

- Order AP exams
- Complete AP voucher
- Reserve Rooms for AP Exams
- Review online course selections for each student (resolve conflicts for next school year)
- On-going meetings to review graduation diploma name list and program
- Order graduation tickets, prepare list of students for honor cords
- Preparation of non-school testing schedule
- Schedule professional development
- Distribute course catalogs for new school year
- Begin and continue to update monthly scholarships

- Career**
- Counseling related to student schedules

- Career**
- Conduct the Beaver County Career and Technology Center's

- Career**
- Freshman Forum (Career project)

- Post local scholarships and junior scholarships
 - Collect local scholarship applications
 - Participate in College Board Training
 - Letters to parents regarding College in the High School
 - Emails to parents about BC-CTC Orientation
 - Administer AP exam
 - Review schedule conflicts
 - Review Budget
 - Forecast budget for next school year
 - Send Final Transcripts
 - SAP Team member
 - Participation in SAP meetings
- Non-Counselor Related**
- Professional Development (SS)

- Guidance plan meetings with freshman, sophomore and juniors
- Students tour the Beaver County CTC
- Students visit the Beaver County CTC for career considers and shadows in specific program areas.
- Senior meetings to gather information on post-secondary plans
- College Visits
- Mini Job Fairs during lunches
- Group meeting with 8th graders regarding scheduling

Personal/Social

- Establish relationships with freshman students
- Plan for individual guidance Plan meeting for

Orientation in 10th grade English.

- Students/sophomores visit the Beaver County CTC for career considers and shadows in specific program areas
- Post-Secondary School Visits for sophomores
- Coordinate with the BC-CTC on Student progress and meet with those students.
- Individual Guidance Meetings Continue
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students.

Personal/Social

- Address individual student needs at SAP meetings

- Career counseling related to schedules
- Mock Interviews with Sophomores and Seniors
- Senior meetings to gather information on post-secondary plans

Personal/Social

- Parent Teacher Conferences
- Individual counseling and peer counseling as needed.

- Participate in College Board PSAT/AP Potential Training
- Professional Development: tour post-secondary Schools
- Updating State reporting for PIMS

- Homeless Liaison – gather data and complete reports
- Coordinates various service activities

freshman,
sophomores, juniors
and seniors

- Review Failure list and meet with students
- Review and monitor grades with students with 504 Plans.

Percentage of Time

15%-25%

Percentage of Time

25%-35%

Percentage of Time

20%-30%

Percentage of Time

15%-30%

7. Curriculum Action Plan:

Kindergarten Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholders	Contact Person
Individual Student Meetings	13.1.3 A, B, C, D, E; 13.2.3 A, B, C, D, E; 13.3.3 E, F, G; 13.4.3 B	informal meetings	ongoing	varies	dean of student's office	informal feedback	dean of students	John Capehart
Common Area Interactions	13.3.3 C	unstructured interaction	ongoing	85	common areas	informal feedback	dean of students	John Capehart
Art Projects	13.1.3 A, B; 13.3.3 B and C	project-based; group work	ongoing	85	classroom	formal evaluation	teacher	Melissa Krajcovic
Topic Lectures	13.1.3 E; 13.3.3 A	class discussions	ongoing	85	classroom	informal evaluation	teacher	Melissa Krajcovic
Book Discussions	13.1.3 A and D; 13.3.3 D	class discussions	ongoing	85	library	informal evaluation	teacher	Tara Little
Topic Lectures	13.1.3 B and C; 13.3.3 C	group work	ongoing	85	library	informal evaluation	teacher	Tara Little
Topic Lectures	13.1.3 A and B; 13.3.3 C	class discussions	ongoing	85	gymnasium	informal evaluation	teacher	Dana Gaertner
Performances	13.2.3 A; 13.3.3 C	solos; group work	ongoing	85	classroom	formal evaluation	teacher	Jennifer Newman

Topic Lectures	13.3.3 B; 13.4.3 B	class discussions	ongoing	85	classroom	informal evaluation	teacher	Jennifer Newman
Speech Sessions	13.1.3 A and D; 13.2.3 A; 13.3.3 A, C and D	individual and group work	ongoing	varies	speech office	formal evaluation	teacher	Renae Bogdan
Book Discussions	13.1.3 A, B, C, D; 13.2.3 A	guided reading	ongoing	85	title I office	informal feedback	teacher	Linda Girty
Group Discussions	13.1.3 E; 13.2.3 D; 13.3.3 B	group work	ongoing	85	title I office	informal feedback	teacher	Linda Girty
Writing Prompts	13.1.3 A	individual work	ongoing	22	classroom	formal evaluation	teacher	Amy DeChellis
Share Time	13.1.3 B	group work	ongoing	22	classroom	informal feedback	teacher	Amy DeChellis
Family Unit Discussion	13.1.3 C	class discussions	fall	22	classroom	informal evaluation	teacher	Amy DeChellis
Guest Speakers/Readers	13.1.3 D	group work	ongoing	22	classroom	informal feedback	teacher	Amy DeChellis
Partner Read/Share Circle	13.2.3 A	group work	ongoing	22	classroom	informal evaluation	teacher	Amy DeChellis
Group Projects/Bucket List	13.2.3 D	group work	ongoing	22	classroom	formal evaluation	teacher	Amy DeChellis
Kind, Safe, Responsible	13.3.3 A, B	class discussions	ongoing	22	classroom	informal feedback	teacher	Amy DeChellis
Chain Links/Teacher Modeling	13.3.3 C	class discussions	ongoing	22	classroom	informal feedback	teacher	Amy DeChellis

Writing Prompts	13.1.3 A	individual work	ongoing	21	classroom	formal evaluation	teacher	Erica Davids
Share Time	13.1.3 B	group work	ongoing	21	classroom	informal feedback	teacher	Erica Davids
Family Unit Discussion	13.1.3 C	class discussions	fall	21	classroom	informal evaluation	teacher	Erica Davids
Guest Speakers/Readers	13.1.3 D	group work	ongoing	21	classroom	informal feedback	teacher	Erica Davids
Partner Read/Share Circle	13.2.3 A	group work	ongoing	21	classroom	informal evaluation	teacher	Erica Davids
Group Projects/Bucket List	13.2.3 D	group work	ongoing	21	classroom	formal evaluation	teacher	Erica Davids
Kind, Safe, Responsible	13.3.3 A, B	class discussions	ongoing	21	classroom	informal feedback	teacher	Erica Davids
Chain Links/Teacher Modeling	13.3.3 C	class discussions	ongoing	21	classroom	informal feedback	teacher	Erica Davids
Writing Prompts	13.1.3 A	individual work	ongoing	21	classroom	formal evaluation	teacher	Gena Tokar
Share Time	13.1.3 B	group work	ongoing	21	classroom	informal feedback	teacher	Gena Tokar
Family Unit Discussion	13.1.3 C	class discussions	fall	21	classroom	informal evaluation	teacher	Gena Tokar
Guest Speakers/Readers	13.1.3 D	group work	ongoing	21	classroom	informal feedback	teacher	Gena Tokar
Partner Read/Share Circle	13.2.3 A	group work	ongoing	21	classroom	informal evaluation	teacher	Gena Tokar

Group Projects/Bucket List	13.2.3 D	group work	ongoing	21	classroom	formal evaluation	teacher	Gena Tokar
Kind, Safe, Responsible	13.3.3 A, B	class discussions	ongoing	21	classroom	informal feedback	teacher	Gena Tokar
Chain Links/Teacher Modeling	13.3.3 C	class discussions	ongoing	21	classroom	informal feedback	teacher	Gena Tokar
Writing Prompts	13.1.3 A	individual work	ongoing	22	classroom	formal evaluation	teacher	Lori Sacco
Share Time	13.1.3 B	group work	ongoing	22	classroom	informal feedback	teacher	Lori Sacco
Family Unit Discussion	13.1.3 C	class discussions	fall	22	classroom	informal evaluation	teacher	Lori Sacco
Guest Speakers/Readers	13.1.3 D	group work	ongoing	22	classroom	informal feedback	teacher	Lori Sacco
Partner Read/Share Circle	13.2.3 A	group work	ongoing	22	classroom	informal evaluation	teacher	Lori Sacco
Group Projects/Bucket List	13.2.3 D	group work	ongoing	22	classroom	formal evaluation	teacher	Lori Sacco
Kind, Safe, Responsible	13.3.3 A, B	class discussions	ongoing	22	classroom	informal feedback	teacher	Lori Sacco
Chain Links/Teacher Modeling	13.3.3 C	class discussions	ongoing	22	classroom	informal feedback	teacher	Lori Sacco
Rachel's Challenge	13.1.5 13.2.5 13.3.5	Classroom Guidance	ongoing	85	classroom	informal evaluation	prevention specialist	Stephanie Stewart

Grade 1 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Individual Student Meetings	13.1.3 A, B, C, D, E; 13.2.3 A, B, C, D, E; 13.3.3 E, F, G; 13.4.3 B	informal meetings	ongoing	varies	dean of student's office	informal feedback	dean of students	John Capehart
Common Area Interactions	13.3.3 C	structured interaction	ongoing	86	common areas	informal feedback	dean of students	John Capehart
Art Projects	13.1.3 A, B; 13.3.3 B and C	project-based; group work	ongoing	86	classroom	formal evaluation	teacher	Melissa Krajcovic
Topic Lectures	13.1.3 E; 13.3.3 A	class discussions	ongoing	86	classroom	informal evaluation	teacher	Melissa Krajcovic
Book Discussions	13.1.3 A and D	class discussions	ongoing	86	library	informal evaluation	teacher	Tara Little
Topic Lectures	13.1.3 B and C; 13.3.3 C	group work	ongoing	86	library	informal evaluation	teacher	Tara Little
Write Letters to Friends	13.2.3 C	composition	ongoing	86	library	formal evaluation	teacher	Tara Little
Topic Lectures	13.1.3 A and B; 13.3.3 C	class discussions	ongoing	86	gymnasium	informal evaluation	teacher	Dana Gaertner
Performances	13.2.3 A; 13.3.3 C	solos; group work	ongoing	86	classroom	formal evaluation	teacher	Jennifer Newman

Topic Lectures	13.3.3 B; 13.4.3 B	class discussions	ongoing	86	classroom	informal evaluation	teacher	Jennifer Newman
Speech Sessions	13.1.3 A and D; 13.2.3 A; 13.3.3 A, C and D	individual and group work	ongoing	varies	speech office	formal evaluation	teacher	Rena Bogdan
Book Discussions	13.1.3 A, B, C, D; 13.2.3 A	guided reading	ongoing	86	title I office	informal feedback	teacher	Linda Girty
Group Discussions	13.1.3 E; 13.2.3 D; 13.3.3 B	group work	ongoing	86	title I office	informal feedback	teacher	Linda Girty
Daily Conversations	13.1.3 A, B, G; 13.2.3 A	individual and group work	ongoing	15	classroom	informal feedback	teacher	Erin Carnevale
Fact vs. Opinion	13.2.3 B	computer research	ongoing	15	classroom	formal evaluation	teacher	Erin Carnevale
Topic Lectures	13.2.3 C	letter writing	ongoing	15	classroom	formal evaluation	teacher	Erin Carnevale
Behavior Chart	13.3.3 A, B, C, D, G	individual/class discussions	ongoing	15	classroom	formal/informal feedback	teacher	Erin Carnevale
Journal Writing	13.1.3 A	individual work	ongoing	21	classroom	formal evaluation	teacher	Leslie DePace
Getting to Know You	13.1.3 B	individual and group work	September	21	classroom	informal feedback	teacher	Leslie DePace
The Noun Song	13.1.3 D	individual and group work	ongoing	21	classroom	informal evaluation	teacher	Leslie DePace

Reader's Workshop	13.2.3 A	individual work	ongoing	21	classroom	formal evaluation	teacher	Leslie DePace
Letters to Friend/Family	13.2.3 C	letter writing	ongoing	21	classroom	formal/informal feedback	teacher	Leslie DePace
Daily Discussions	13.2.3 E; 13.3.3 A, G	individual/class discussions	ongoing	21	classroom	informal feedback	teacher	Leslie DePace
Chain of Kindness	13.3.3 C	class discussions	ongoing	21	classroom	informal feedback	teacher	Leslie DePace
Journal Writing	13.1.3 A	individual work	ongoing	21	classroom	formal evaluation	teacher	Candy Bomberger
Getting to Know You	13.1.3 B	individual and group work	September	21	classroom	informal feedback	teacher	Candy Bomberger
The Noun Song	13.1.3 D	individual and group work	ongoing	21	classroom	informal evaluation	teacher	Candy Bomberger
Reader's Workshop	13.2.3 A	individual work	ongoing	21	classroom	formal evaluation	teacher	Candy Bomberger
Letters to Friend/Family	13.2.3 C	letter writing	ongoing	21	classroom	formal/informal feedback	teacher	Candy Bomberger
Daily Discussions	13.2.3 E; 13.3.3 A, G	individual/class discussions	ongoing	21	classroom	informal feedback	teacher	Candy Bomberger
Chain of Kindness	13.3.3 C	class discussions	ongoing	21	classroom	informal feedback	teacher	Candy Bomberger
Guided Reading, Journal Writing, Community Building	13.1.3 A, B	individual and group work	ongoing	21	classroom	formal/informal evaluation	teacher	Kristine McCowin

Weekly Readers	13.1.3 D	individual work	ongoing	21	classroom	informal evaluation	teacher	Kristine McCowin
Class Orientation and Discussions	13.1.3 E	class discussions	September	21	classroom	informal feedback	teacher	Kristine McCowin
Shared Journal Entries, Turn and Talk, Partner Read, Show and Tell	13.2.3 A	group work	ongoing	21	classroom	informal evaluation	teacher	Kristine McCowin
Letters to Santa	13.2.3 C	individual work	December	21	classroom	formal evaluation	teacher	Kristine McCowin
School Rules & Responsibilities	13.3.3 A, B	individual/class discussions	ongoing	21	classroom	informal feedback	teacher	Kristine McCowin
Chain of Kindness	13.3.3 C	class discussions	ongoing	21	classroom	informal feedback	teacher	Kristine McCowin
Guided Reading, Journal Writing, Community Building	13.1.3 A, B	individual and group work	ongoing	21	classroom	formal/informal evaluation	teacher	Tina Cygan
Weekly Readers	13.1.3 D	individual work	ongoing	21	classroom	informal evaluation	teacher	Tina Cygan
Class Orientation and Discussions	13.1.3 E	class discussions	September	21	classroom	informal feedback	teacher	Tina Cygan
Shared Journal Entries, Turn and Talk, Partner Read, Show and Tell	13.2.3 A	group work	ongoing	21	classroom	informal evaluation	teacher	Tina Cygan
Letters to Santa	13.2.3 C	individual work	December	21	classroom	formal evaluation	teacher	Tina Cygan

School Rules & Responsibilities	13.3.3 A, B	individual/class discussions	ongoing	21	classroom	informal feedback	teacher	Tina Cygan
Chain of Kindness	13.3.3 C	class discussions	ongoing	21	classroom	informal feedback	teacher	Tina Cygan
Rachel's Challenge	13.1.5 13.2.5 13.3.5	Classroom Guidance	ongoing	86	classroom	informal evaluation	prevention specialist	Stephanie Stewart

Grade 2 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Individual Student Meetings	13.1.3 A, B, C, D, E; 13.2.3 A, B, C, D, E; 13.3.3 E, F, G; 13.4.3 B	informal meetings	ongoing	varies	dean of student's office	informal feedback	dean of students	John Capehart
Common Area Interactions	13.3.3 C	instructured interaction	ongoing	101	common areas	informal feedback	dean of students	John Capehart
Art Projects	13.1.3 A, B; 13.3.3 B and C	project-based; group work	ongoing	101	classroom	formal evaluation	teacher	Melissa Krajcovic
Topic Lectures	13.1.3 E; 13.3.3 A	class discussions	ongoing	101	classroom	informal evaluation	teacher	Melissa Krajcovic
Book Discussions	13.1.3 A and D	class discussions	ongoing	101	library	informal evaluation	teacher	Tara Little

Topic Lectures	13.1.3 B and C; 13.3.3 C	group work	ongoing	101	library	informal evaluation	teacher	Tara Little
Write Letters to Friends	13.2.3 A and C	composition ; presentation s	ongoing	101	library	formal evaluation	teacher	Tara Little
Topic Lectures	13.1.3 A and B; 13.3.3 C	class discussions	ongoing	101	gymnasium	informal evaluation	teacher	Dana Gaertner
Performances	13.2.3 A; 13.3.3 C	solos; group work	ongoing	101	classroom	formal evaluation	teacher	Jennifer Newman
Topic Lectures	13.3.3 B; 13.4.3 B	class discussions	ongoing	101	classroom	informal evaluation	teacher	Jennifer Newman
Speech Sessions	13.1.3 A and D; 13.2.3 A; 13.3.3 A, C and D	individual and group work	ongoing	varies	speech office	formal evaluation	teacher	Renaë Bogdan
Book Discussions	13.1.3 A, B, C, D; 13.2.3 A	guided reading	ongoing	101	title I office	informal feedback	teacher	Linda Girty
Group Discussions	13.1.3 E; 13.2.3 D; 13.3.3 B	group work	ongoing	101	title I office	informal feedback	teacher	Linda Girty
Daily Conversations	13.1.3 A, B, G; 13.2.3 A	individual and group work	ongoing	15	classroom	informal feedback	teacher	Erin Carnevale
Fact vs. Opinion	13.2.3 B	computer research	ongoing	15	classroom	formal evaluation	teacher	Erin Carnevale
Topic Lectures	13.2.3 C	letter writing	ongoing	15	classroom	formal evaluation	teacher	Erin Carnevale

Behavior Chart	13.3.3 A, B, C, D, G	individual/class discussions	ongoing	15	classroom	formal/informal feedback	teacher	Erin Carnevale
Reading Inventory	13.1.3 A	individual work	September	20	classroom	formal evaluation	teacher	Joy Crouch
Group Discussions	13.1.3 B, C; 13.3.3 A, B, C, G	group work	ongoing	20	classroom	informal feedback	teacher	Joy Crouch
Social Studies/Literature/ELA	13.1.3 D; 13.2.3 A, C	individual and group work	ongoing	20	classroom	formal evaluation	teacher	Joy Crouch
Goal Setting Activities/Chain Links	13.2.3 D; 13.3.3 C	group work	ongoing	20	classroom	formal/informal evaluation	teacher	Joy Crouch
Math Topic 8	13.3.3 D	individual and group work	Dec./Jan.	20	classroom	formal evaluation	teacher	Joy Crouch
Daily/Weekly Schedules	13.3.3 E	individual and group work	ongoing	20	classroom	informal feedback	teacher	Joy Crouch
All About Me Projects	13.1.3 A	individual and group work	September	19	classroom	formal evaluation	teacher	Heidi Orrico
Reading Interest Surveys	13.1.3 B	individual and group work	September	19	classroom	formal evaluation	teacher	Heidi Orrico
Family/School Roles Book	13.1.3 C	individual and group work	Fall	19	classroom	informal feedback	teacher	Heidi Orrico
Research Writing	13.1.3 D	individual work	ongoing	19	classroom	formal evaluation	teacher	Heidi Orrico

Back to School Activities/Goals/Resolutions	13.1.3 G; 13.2.3 D	individual work	Sep./Jan.	19	classroom	informal feedback	teacher	Heidi Orrico
Guided Reading	13.2.3 A; 13.4.3 C	group work	ongoing	19	classroom	formal evaluation	teacher	Heidi Orrico
Epic	13.2.3 B	individual work	ongoing	19	classroom	formal evaluation	teacher	Heidi Orrico
Journal Responses	13.2.3 C	individual work	ongoing	19	classroom	formal evaluation	teacher	Heidi Orrico
Planners/Schedules/Conferences	13.2.3 E; 13.3.3 A, B	class discussions	ongoing	19	classroom	informal feedback	teacher	Heidi Orrico
Chain Links	13.3.3 C	individual/class discussions	ongoing	19	classroom	informal feedback	teacher	Heidi Orrico
Math Topic 8/Social Studies 5.2.2 A, B, C, D; 6.5.2 A, D, E, G, H	13.3.3 D, E, F	individual and group work	Dec./Jan.	19	classroom	formal evaluation	teacher	Heidi Orrico
Weekly Classroom Writing	13.1.3 A, B	individual and group work	ongoing	21	classroom	formal evaluation	teacher	Rick Baldauf
Social Studies/Math	13.1.3 C, D, E, F, G; 13.3.3 D	individual and group work	ongoing	21	classroom	formal evaluation	teacher	Rick Baldauf
Thank You Letters	13.2.3 C	individual work	Spring	21	classroom	formal evaluation	teacher	Rick Baldauf
Daily Work	13.3.3 A, B	individual work	ongoing	21	classroom	formal evaluation	teacher	Rick Baldauf
Classroom Discussions	13.1.3 A; 13.2.3 A	group work	ongoing	19	classroom	informal feedback	teacher	Terri Seltzer

Scholastic News/Weekly Reader/Guided Reading	13.1.3 C, D, E, F	individual and group work	ongoing	19	classroom	formal evaluation	teacher	Terri Seltzer
Science Reports/Reading and Math Eggs	13.2.3 B, D	individual and group work	ongoing	19	classroom	formal evaluation	teacher	Terri Seltzer
Frog and Toad Extension Writing	13.2.3 C	individual work	ongoing	19	classroom	formal evaluation	teacher	Terri Seltzer
Classroom Rules/Expectations	13.3.3 A, B, C	class discussions	ongoing	19	classroom	informal feedback	teacher	Terri Seltzer
Math Unit 8	13.3.3 D, E	individual and group work	Dec./Jan.	19	classroom	formal evaluation	teacher	Terri Seltzer
Rachel's Challenge	13.1.5 13.2.5 13.3.5	Classroom Guidance	ongoing	101	classroom	informal evaluation	prevention specialist	Stephanie Stewart

Grade 3 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Individual Student Meetings	13.1.3 A, B, C, D, E; 13.2.3 A, B, C, D, E;	informal meetings	ongoing	varies	dean of student's office	informal feedback	dean of students	John Capehart

	13.3.3 E, F, G; 13.4.3 B							
Common Area Interactions	13.3.3 C	instructed interaction	ongoing	86	common areas	informal feedback	dean of students	John Capehart
Art Projects	13.1.3 A, B; 13.3.3 B and C	project-based; group work	ongoing	86	classroom	formal evaluation	teacher	Melissa Krajcovic
Topic Lectures	13.1.3 E; 13.3.3 A	class discussions	ongoing	86	classroom	informal evaluation	teacher	Melissa Krajcovic
Book Discussions	13.1.3 A and D	class discussions	ongoing	86	library	informal evaluation	teacher	Tara Little
Topic Lectures	13.1.3 B and C; 13.3.3 C	group work	ongoing	86	library	informal evaluation	teacher	Tara Little
Topic Lectures	13.1.3 A and B; 13.3.3 C	class discussions	ongoing	86	gymnasium	informal evaluation	teacher	Dana Gaertner
Performances	13.2.3 A; 13.3.3 C	solos; group work	ongoing	86	classroom	formal evaluation	teacher	Jennifer Newman
Topic Lectures	13.3.3 B; 13.4.3 B	class discussions	ongoing	86	classroom	informal evaluation	teacher	Jennifer Newman
Speech Sessions	13.1.3 A and D; 13.2.3 A; 13.3.3 A, C and D	individual and group work	ongoing	varies	speech office	formal evaluation	teacher	Renae Bogdan
Daily Conversations	13.1.3 A, B, G; 13.2.3 A	individual and group work	ongoing	15	classroom	informal feedback	teacher	Erin Carnevale
Fact vs. Opinion	13.2.3 B	computer research	ongoing	15	classroom	formal evaluation	teacher	Erin Carnevale

Topic Lectures	13.2.3 C	letter writing	ongoing	15	classroom	formal evaluation	teacher	Erin Carnevale
Behavior Chart	13.3.3 A, B, C, D, G	individual/class discussions	ongoing	15	classroom	formal/informal feedback	teacher	Erin Carnevale
Daily Conversations	13.1.3 A, B; 13.2.3 A	individual and group work	ongoing	15	classroom	informal feedback	teacher	Brian Obman
Daily Rotation Schedule	13.2.3 A; 13.3.3 C	small group time	ongoing	15	classroom	informal feedback	teacher	Brian Obman
Time & Money Chapter	13.3.3 D	structured lesson	fall	15	classroom	formal evaluation	teacher	Brian Obman
Start of Year Writing Prompts	13.1.3 A	individual work	September	43	classroom	formal evaluation	teacher	Lori Baker
Science/Social Studies/Math	13.1.3 G; 13.3.3 D	individual and group work	ongoing	43	classroom	formal evaluation	teacher	Lori Baker
Reading, Writing, Listening, Speaking	13.2.3 A	individual and group work	ongoing	43	classroom	informal evaluation	teacher	Lori Baker
Weekly Friday Family Letters	13.2.3 C	individual and group work	ongoing	43	classroom	formal evaluation	teacher	Lori Baker
Goal Setting/Collaboration/Planners	13.2.3 D; 13.3.3 B, E	individual and group work	ongoing	43	classroom	informal feedback	teacher	Lori Baker
Daily Conversations	13.2.3 E; 13.3.3 A, C, G	individual/class discussions	ongoing	43	classroom	informal feedback	teacher	Lori Baker

Start of Year Activities	13.1.3 A	individual and group work	September	42	classroom	formal evaluation	teacher	Christopher Delong
Science/Social Studies	13.1.3 G	individual and group work	ongoing	42	classroom	formal evaluation	teacher	Christopher Delong
Reading, Writing, Listening, Speaking	13.2.3 A	individual and group work	ongoing	42	classroom	informal evaluation	teacher	Christopher Delong
Weekly Friday Letters	13.2.3 C	individual and group work	ongoing	42	classroom	formal evaluation	teacher	Christopher Delong
Goal Setting/Collaboration/Planners	13.2.3 D; 13.3.3 B, E	individual and group work	ongoing	42	classroom	informal feedback	teacher	Christopher Delong
Daily Conversations	13.2.3 E; 13.3.3 A, C, G	individual/class discussions	ongoing	42	classroom	informal feedback	teacher	Christopher Delong
Start of Year Activities	13.1.3 A	individual and group work	September	43	classroom	formal evaluation	teacher	Colleen Tyler
Science/Social Studies	13.1.3 G	individual and group work	ongoing	43	classroom	formal evaluation	teacher	Colleen Tyler
Reading, Writing, Listening, Speaking	13.2.3 A	individual and group work	ongoing	43	classroom	informal evaluation	teacher	Colleen Tyler
Weekly Friday Letters	13.2.3 C	individual and group work	ongoing	43	classroom	formal evaluation	teacher	Colleen Tyler

Goal Setting/Collaboration/Planners	13.2.3 D; 13.3.3 B, E	individual and group work	ongoing	43	classroom	informal feedback	teacher	Colleen Tyler
Daily Conversations	13.2.3 E; 13.3.3 A, C, G	individual/class discussions	ongoing	43	classroom	informal feedback	teacher	Colleen Tyler
Start of Year Activities	13.1.3 A	individual and group work	September	42	classroom	formal evaluation	teacher	Amanda Whitworth
Science/Social Studies	13.1.3 G	individual and group work	ongoing	42	classroom	formal evaluation	teacher	Amanda Whitworth
Reading, Writing, Listening, Speaking	13.2.3 A	individual and group work	ongoing	42	classroom	informal evaluation	teacher	Amanda Whitworth
Weekly Friday Letters	13.2.3 C	individual and group work	ongoing	42	classroom	formal evaluation	teacher	Amanda Whitworth
Goal Setting/Collaboration/Planners	13.2.3 D; 13.3.3 B, E	individual and group work	ongoing	42	classroom	informal feedback	teacher	Amanda Whitworth
Daily Conversations	13.2.3 E; 13.3.3 A, C, G	individual/class discussions	ongoing	42	classroom	informal feedback	teacher	Amanda Whitworth
Career Day	13.1.5 13.2.5 13.3.5	presentations	May	86	classroom	informal evaluation	counselor	Randal Perkins
Rachel's Challenge	13.1.5 13.2.5 13.3.5	Classroom Guidance	ongoing	86	classroom	informal evaluation	counselor	Randal Perkins

Grade 4 Curriculum Action Plan

Lesson Content/Program	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Individual Student Meetings	13.1.5 A, B, C, D, E; 13.2.5 A, B, C, D, E; 13.3.5 E, F, G; 13.4.5 B	informal meetings	ongoing	varies	dean of student's office	informal feedback	dean of students	John Capehart
Common Area Interactions	13.3.5 C	unstructured interaction	ongoing	98	common areas	informal feedback	dean of students	John Capehart
Art Projects	13.1.5 A, B; 13.3.5 B and C	project-based; group work	ongoing	98	classroom	formal evaluation	teacher	Melissa Krajcovic
Topic Lectures	13.1.5 E; 13.3.5 A	class discussions	ongoing	98	classroom	informal evaluation	teacher	Melissa Krajcovic
Book Discussions	13.1.5 A and D	class discussions	ongoing	98	library	informal evaluation	teacher	Tara Little
Topic Lectures	13.1.5 B and C; 13.3.5 C	group work	ongoing	98	library	informal evaluation	teacher	Tara Little
Public Speaking	13.2.5 A	presentations	ongoing	98	library	formal evaluation	teacher	Tara Little
Topic Lectures	13.1.5 A and B; 13.3.5 C	class discussions	ongoing	98	gymnasium	informal evaluation	teacher	Dana Gaertner
Performances	13.2.5 A; 13.3.5 C	solos; group work	ongoing	98	classroom	formal evaluation	teacher	Jennifer Newman

Topic Lectures	13.3.5 B; 13.4.5 B	class discussions	ongoing	98	classroom	informal evaluation	teacher	Jennifer Newman
Speech Sessions	13.1.5 A and D; 13.2.5 A; 13.3.5 A, C and D	individual and group work	ongoing	varies	speech office	formal evaluation	teacher	Rena Bogdan
Daily Conversations	13.1.5 A, B, G; 13.2.5 A	individual and group work	ongoing	15	classroom	informal feedback	teacher	Erin Carnevale
Fact vs. Opinion	13.2.5 B	computer research	ongoing	15	classroom	formal evaluation	teacher	Erin Carnevale
Topic Lectures	13.2.5 C	letter writing	ongoing	15	classroom	formal evaluation	teacher	Erin Carnevale
Behavior Chart	13.3.5 A, B, C, D, G	individual/class discussions	ongoing	15	classroom	formal/informal feedback	teacher	Erin Carnevale
Daily Conversations	13.1.5 A, B; 13.2.5 A	individual and group work	ongoing	15	classroom	informal feedback	teacher	Brian Obman
Daily Rotation Schedule	13.2.5 A; 13.3.5 C	small group time	ongoing	15	classroom	informal feedback	teacher	Brian Obman
Time & Money Chapter	13.3.5 D	structured lesson	fall	15	classroom	formal evaluation	teacher	Brian Obman
Daily Conversations	13.2.5 A	group work	ongoing	48	classroom	informal evaluation	teacher	Susan Camp
Cooperative Learning	13.2.5 E; 13.3.5 A, B, C	group work	ongoing	48	classroom	informal feedback	teacher	Susan Camp
Cooperative Learning	13.2.5 A; 13.3.5 B	turn and talk	ongoing	48	classroom	informal feedback	teacher	Linda Haffner

Guided Reading	13.3.5 C	group work	ongoing	48	classroom	informal evaluation	teacher	Linda Haffner
Cooperative Learning	13.3.5 B, C	group work	ongoing	49	classroom	informal feedback	teacher	Kristine Ricci
Class Novel	13.4.5 A	individual and group work	spring	49	classroom	formal evaluation	teacher	Kristine Ricci
Projects/Course work	13.2.5 E	individual and group work	ongoing	49	classroom	formal evaluation	teacher	Amy Shultz
Cooperative Learning	13.3.5 A, B, C	class discussions	ongoing	49	classroom	informal evaluation	teacher	Amy Shultz
Time For Kids	13.4.5 A	class discussions	ongoing	49	classroom	informal evaluation	teacher	Amy Shultz
Career Day	13.1.5 13.2.5 13.3.5	presentations	May	98	classroom	informal evaluation	counselor	Randal Perkins
Rachel's Challenge	13.1.5 13.2.5 13.3.5	Classroom Guidance	ongoing	98	classroom	informal evaluation	counselor	Randal Perkins

Grade 5 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Individual Student Meetings	13.1.5 A, B, C, D, E; 13.2.5 A, B, C, D, E;	informal meetings	ongoing	varies	Dean of student's office Guidance	informal feedback	Dean of students Counselor	Capehart Suleski

	13.3.5 E, F, G; 13.4.5 B							
Common Area Interactions	13.3.5 C	structured interaction	ongoing	123	common areas	informal feedback	Dean of students	John Capehart
Literature Circles	13.2.5 A	novels	ongoing	123	classroom	presentation of paper and projects	teacher	Boyd Nicely
Guided Reading	13.2.5 E; 13.3.5 B and C	novels	ongoing	123	classroom	discussion groups	teacher	Boyd Nicely
Performances	13.2.5 A; 13.3.5 C	solos; group work	ongoing	123	classroom	formal evaluation	teacher	Jennifer Newman
Topic Lectures	13.3.5 B; 13.4.5 B	class discussions	ongoing	123	classroom	informal evaluation	teacher	Jennifer Newman
Career Day	13.1.5 13.2.5 13.3.5	presentations	May	123	classroom	informal	Counselor	Suleski
Classroom Guidance	13.1.5 13.2.5 13.3.5	RC GetGo	ongoing	123	classroom	informal	Counselor	Suleski
CTC Virtual Tour	13.1.5 13.2.5 13.3.5	CTC program	April	123	classroom	informal	Counselor	Suleski
Fortune 500 Entrepreneur Presentation	13.1.5 13.2.5 13.3.5	HS Fortune 500	April	123	classroom	informal	Counselor	Suleski
Naviance Lesson Goals	13.3.5	Naviance program	September	123	classroom	informal	CCRC	Kelm
Naviance Roadtrip Nation	13.3.5	Naviance Program	December	123	classroom	informal	CCRC	Kelm

Strip District Field trip	13.3.5	Math and ELA curriculum	May	123	Field trip	informal	teachers	Boyd
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Grade 6 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Ocean Expert	13.1.8 A,B 13.3.8 E	Science	December	115	classroom	informal	teachers	Moore/Ging
CSI week	13.1.8A,B 13.3.8 E 13.3.8 E	Science Community Law enforcement materials	February	115	Classroom, School building	informal	teachers	Moore/Ging
Fall Fest	13.1.8 A,B 13.3.8 E	Science	November	115		informal	teachers	Moore/Ging
Game of Life	13.1.8A,B,G 13.3.8 D	Math	ongoing	25	classroom	informal	teachers	Moore/Ging
Career Exploration	13.1.8 A,B	ELA, Naviance	ongoing	115	classroom	informal	teachers	Zeigler/Strati
HS Science conference	13.1.8 A,B,G 13.3.8 E	Science		115	HS	informal	teachers	ALL 6th

Author's Tea	13.2.8 A 13.3.8 E	ELA	April	115	classroom	informal	teachers	Strati/Zeigler
Math Final Project	13.2.8 A 13.3.8 E	Math	May	115	classroom	formal	teachers	Moore/Ging
Career Day	13.1.8 13.2.8 13.3.8 13.4.8	Guidance	May	115	classroom	informal	Counselor	Suleski
Classroom Guidance	13.1.8 13.2.8 13.3.8 13.4.8	RC GETGO	ongoing	115	classroom	informal	Counselor	Suleski
Roadtrip Nation	13.1.8 13.2.8 13.4.8	Naviance	November	115	classroom	informal	Counselor	Suleski
Set a Goal lesson	13.3.8	Naviance	September	115	classroom	informal	CCTC	Kelm/Suleski
Learning style inventory assessment/ Reflection	13.1.8	Naviance	October	115	classroom	informal	CCTC	Kelm/Suleski

Grade 7 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Research Black History project	13.2.8A	ELA, History	January	115	classroom	formal	teacher	Finch
Time Management Learning style unit	13..3.8	ELA, Guidance	September	115	classroom	informal	teacher/counselor	Finch/Suleski
Long term projects/presentation	13..2.8A 13.3.8 B	Geography Math Science Health	ongoing	115	classroom	formal	Teacher	Culler Post/ Koutsaurais Patosky Smithmyer/ Matsook
Planners time management	13.2.8 E	ALL	ongoing	115	classroom	informal	All	Any
Career subject real world discussions	13.1.8F,H	ALL	ongoing	115	classroom	informal	All	Post/Suleski
Career soft skills discussions	13.2.8E,H	ALL	ongoing	115	classroom	informal	All	Any
Transition survey	13.1.8 A,B	IEP special Education	intermittent	20	classroom	informal	teacher	L.Miller
Health lesson Career skills	13.2.8E	Health	January	115	classroom	informal	teacher	Smithmyer
Group game and class project	13.3.8B	Health /PE Library media	March	115	classroom	informal	teacher	Smithmyer Heiman

Group work,team games	13.3.8C	Health/PE	ongoing	115	classroom	informal	teacher	Matsook
Career Day	13.1.8 13.2.8 13.3.8 13.4.8	Guidance	May	115	classroom	informal	Counselor	Suleski
Classroom Guidance	13.1.8 13.2.8 13.3.8 13.4.8	Guidance	ongoing	115	classroom	informal	Counselor	Suleski
Basic Goal lesson	13.3.8	Naviance	September	115	classroom	informal	CCTC	Kelm/Sulesk
Roadtrip Nation Reflection	13.2.8 13.4.8.	Naviance	November	115	classroom	informal	CcTC	Kelm Suleski
Career Cluster finder assessment/reflection	13.1.8	Naviance	October	115	classroom	informal	CCTC	Kelm/Suleski
Career Research Project	13.1.8	ELA and Naviance	MAY	115	classroom	informal	teacher	Hartman Finch

Grade 8 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Career Portfolio	13.1.8 A,B,,E,G	Naviance	ongoing	120	classroom	informal	All	Spiker/Kelm
Food Truck project	13.1.8C,G	Naviance Computer	Week 4 of each term	120	classroom	informal	teacher	Spiker/Kelm

	13.4.8A,B C							
Presentations	13.2.8 A 13.3.8A,B	All	ongoing	120	classroom	informal	teachers	Spiker
Digital footprint lesson	13.3.8 A,G	Computer Application	Week 2	120	classroom	informal	teacher	Spiker
Google sheets Budget project	13.3.8D	Computer Application Personal finance	Week 3	120	classroom	informal	teacher	Spiker Kappas
GIEP interest inventory	13.1.8 A,F	GIEP	Week 2	7	GATE classroom	informal	Teacher	S. Miller
Robotics project	13.1.8 C	GATE	November	7	GATE classroom	informal	Teacher	S. Miller
GIEP meetings	13.1.8 H	GATE	intermittent	7	Office	informal	Teacher	S. Miller
Transition survey	13.1.8 A	Special Education	Week 1	30	Special education room	informal	Teacher	Vandecar
Career outlook project	13.1.8 E 13.3.8 C,G 13.4.8A 13.4.8 B	Personal Finance	Week 4	120	classroom	informal	Teacher	Kappas
Human Capital Lesson	13.3.8 E 13.4.8A	Personal Finance	Week 3	120	classroom	informal	Teacher	Kappas
Group projects	13.3.8 B	All	ongoing	120	classroom	informal	Teachers	Any
Time Management lessons	13.3.8F	Guidance Personal Finance Guidance		120	classroom	informal	Teacher/Counselor	Kappas/ Suleski
Career Discussions	13.1.8F,H	All	ongoing	120	classroom	informal	All	Any

Career Day	13.1.8, 13.2.8, 13.3.8 13.4.8	Guidance	May	120	classrooms	informal	Counselor	Suleski
Classroom Guidance	13.1.8, 13.2.8, 13.3.8 13.4.8	RC GetGo	ongoing	120	classrooms	informal	Counselor	Suleski
Goal Setting	13.3.8	Naviance	September	120	classrooms	informal	Counselor	Suleski/Kelm
Road Trip Nation reflection	13.1.8 13.3.8 13.4.8	Naviance	November	120	classrooms	informal	CCRC	Suleski/Kelm
Career Key Assessment and reflection	13.1.8	Naviance	January	120	classroom	informal	CCRC	Suleski/Kelm
Build Resume	13.1.8	Naviance	March	120	classroom	informal	CCRC	Suleski/Kelm

Grade 9 Curriculum Action Plan

Lesson Content/ Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Budget Your Life Activity	PA CEW 13.1.11 F,H	PA Career Zone	March	114	English	Completion of activity	Teacher	Andrea Niedbala

	ASCA BLS 7 BLS 8, BLS 10							
Career Assessments	PA CEW 13.1.11 E,F,G,H 13.2.11 D 13.3.11 G ASCA M2, BLS 10, BSMS 4, 7,8,10 BSS 1,8	CAPS/COPS/COPE S assessments	March	114	English	Completi on of Assessme nts	Teacher/Prevention Specialist	Andrea Niedbala/B arb Martz
Career Research	PA CEW 13.1.8 A,B,D,E, F 13.2.8 B,D,E 13.3.8.A ASCA M4, M5, M6 B-LS 7 B-LS 9 BSMS 3	PA Career Zone	Februa ry	114	English	Career Exploratio n Activity Sheet and portfolio	Teacher/School Counselor	Andrea Niedbala Rita Kaplin/ Chris Bennett
Job Gateway	PA CEW 13.2.11 A,B,C,D	www.pajobgateway.com Career Portfolios/ Naviance	Februa ry	114	English	Job Search results	Teacher/School Counselor	Andrea Niedbala Rita Kaplin/ Chris Bennett

Resume Writing and Cover Letters	PA CEW 13.2.11 B,C,D,E	Student profile/resume creation, interview question review and practice, www.collegedata.com evaluation of	February	114	English	Finding what colleges are looking for when they review applications (College Match activity), plan for classes and clubs that student should participate in to meet their goals after high school	Teacher/School Counselor	Andrea Niedbala Rita Kaplin/ Chris Bennett
Presentations and mock interviews	PA CEW A,B, 13.3.11 A,B,C,E, F	Information from Career Research	Spring	114	English	Completion and grades received	Teacher/School Counselor	Andrea Niedbala Rita Kaplin/ Chris Bennett
Individual Career	PA CEW (All)*	Career Portfolios/ Naviance	Spring	114	(Guidance Office)	Individual Career	School Counselor	Rita Kaplin/

Planning meetings	ASCA (All)* *depending on the individual meeting					Plans updated		Chris Bennett
9th Grade Orientation	13.1.11.F, 13.3.11.A, 13.3.11.G, 16.1.12.B, 16.2.12.E	9th grade schedules	August (week before school)	114	HS Auditorium	Questions & Answers	Teacher/School Counselor/Administrator	9 th grade team, School Counselor and Principal
What's Your Major Monday	13.1.11.B, 13.1.11.E, 13.1.11.F, 13.1.11.H	Google Docs Form	All year	425	FAHS	Survey	School Counselor	Guidance Office
9th Grade 1st Day Assembly	13.1.11.F, 13.3.11.A, 13.3.11.G, 16.1.12.B, 16.2.12.E	A/V Equipment	August (week before school)	114	HS Auditorium	Questions & Answers	Teacher/School Counselor/Administrator	9 th grade team, School Counselor and Principal
Course Selections	13.1.11.A-D,	FAHS Course Selection Hand-book	Semester 2	114	History Courses	Completion of	School Counselor	School Counselor

	13.1.11.F, 13.1.11.H , 13.2.11.B					Course Selection Sheet		
Mini Career Fair Lunches	3.1.11.B- D, 13.1.11.F, 13.2.11.F	Survey	All year	114	FAHS Student area outside cafeteria	Complete d Survey	School Counselor	School Counselor

Grade 10 Curriculum Action Plan

Lesson Content/ Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Numb er of Studen ts Affect ed	Location	Evaluation and Assessment	Stakeholder	Contact Person
Career Assessment s	PA CEW 13.1.11 F,H ASCA BLS 7 BLS 8, BLS 10	Occupational Outlook Handbook	Winter/ Spring	100	Communicati ons	Completion of Assessments	Teacher/Sch ool Counselor	Brad Baldwin/ Rita Kaplin
Career Research	PA CEW 13.1.8 A,B,D,E,F 13.2.8 B,D,E 13.3.8.A	Occupational Outlook Handbook	Winter/ Spring	100	Communicati ons	Career Exploration Activity Sheet and portfolio	Teacher/Sch ool Counselor	Brad Baldwin/ Rita Kaplin

	ASCA M4, M5, M6 B-LS 7 B-LS 9 BSMS 3							
Mock Interviews	PA CEW A,B, 13.3.11 A,B,C,E,F	Rubric	February	100	Communications	Completion of Activity	Teacher/School Counselor	Brad Baldwin/ Rita Kaplin
Job Gateway	PA CEW 13.2.11 A,B,C,D	www.pajobgateway.com	February	100	Communications	Job Search results	Teacher/School Counselor	Brad Baldwin/ Rita Kaplin
Success in the New Economy	PA CEW 13.1.11 A,B,D,E,F, G 13.2.11 D 13.3.11 A,D,F,G	Success in the New Economy Video. Big Idea Handout	November	100	English	Success in the new economy handout Career Objectives recorded	Teacher/School Counselor	Blair Lasko/ Rita Kaplin
Post-Secondary Visits	PA CEW 13.1.11 D,F	Based on Career research	March	100	Communications	Participation and Feedback	Teacher/School Counselor	10 th Grade Team/Guidance
Individual Career Planning meetings	PA CEW (All)* ASCA (All)* *depending on the individual meeting	Career Portfolios/ Naviance	Spring	100	(Guidance Office)	Individual Career Plans updated	School Counselor	Rita Kaplin/ Chris Bennett

Beaver County CTC Orientation and visit	PA CEW 13.1.11 D,F	BC-CTC Power Point	December	100	BC-CTC	Tour sign-ups	School Counselor	Rita Kaplin
Course Selections	13.1.11.A -D, 13.1.11.F, 13.1.11.H, 13.2.11.B	FAHS Course Selection Hand-book	Semester 2	114	History Courses	Completion of Course Selection Sheet	School Counselor	School Counselor
Mini Career Fair Lunches	3.1.11.B-D, 13.1.11.F, 13.2.11.F	Survey	All year	114	FAHS Student area outside cafeteria	Completed Survey	School Counselor	School Counselor
What's Your Major Monday	13.1.11.B, 13.1.11.E, 13.1.11.F, 13.1.11.H	Google Docs Form	All year	425	FAHS	Survey	School Counselor	Guidance Office
Apprenticeship Programs	3.1.11.A-C, 13.1.11.E-F, 13.1.11.H	Power point/resources/brochures	Semester 1	325	FAHS	Survey/follow up interview	School Counselor	Rita Kaplin
CCBC HS Academies	3.1.11.B-C, 13.1.11.F, 13.2.11.F	Tour of CCBC programs, presentation	Semester 2	40	FAHS	Survey/follow up interview	School Counselor	Rita Kaplin
The Challenge Program	3.1.11.B-C, 13.1.11.F, 13.2.11.	5 posters (24 x36) for each award category /1 Banner (70 x 24)	2018-2019	325	FAHS	Attendance, STEM, Community Service, Academic	School Counselor	Guidance

	13.3.11 A-C	Monthly Announcements from TCP to remind students of the Program. Quarterly newsletters and various email announcements/updates from The Challenge Program. Press Releases 2-3 times a year				Improvement , Academic Excellence Improvements		
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Grade 11 Curriculum Action Plan

Lesson Content/ Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Entrepreneurship T-Shirt Business	3.1.11.A-C, 13.1.11.E-F, 13.1.11.H	Equipment/computers to run business	2018-2019	50	Fortune 500 Course	Teacher's Evaluation policy	Teacher	Kristen Milanovich

Apprenticeship Programs	3.1.11.A-C, 13.1.11.E-F, 13.1.11.H	Power point/resources/brochures	Semester 1	325	FAHS	Survey/follow up interview	School Counselor	Rita Kaplin
Course Selections	13.1.11.A-D, 13.1.11.F, 13.1.11.H, 13.2.11.B	FAHS Course Selection Hand-book	Semester 2	114	History Courses	Completion of Course Selection Sheet	School Counselor	School Counselor
Mini Career Fair Lunches	3.1.11.B-D, 13.1.11.F, 13.2.11.F	Survey	All year	114	FAHS Student area outside cafeteria	Completed Survey	School Counselor	School Counselor
What's Your Major Monday	13.1.11.B, 13.1.11.E, 13.1.11.F, 13.1.11.H	Google Docs Form	All year	425	FAHS	Survey	School Counselor	Guidance Office
Individual Career Planning meetings (e-folios)	PA CEW (All)* ASCA (All)*	Career Portfolios/Naviance	Spring	100	(Guidance Office)	Individual Career Plans updated	School Counselor	Rita Kaplin/ Chris Bennett

	*depending on the individual meeting							
Post-Secondary Planning (e-folios)	3.1.11.A-C, 13.1.11.E-F, 13.1.11.H	Career Plan Re-view/ Naviance	Semester 1	100	English	Completed Writ-ten Post-Secondary Plan	School Counselor/Teacher	School Counselor / Cat Shultz
Career Assessments	PA CEW 13.1.11 F,H ASCA BLS 7 BLS 8, BLS 10	Occupational Outlook Handbook	Winter / Spring	100	Communications	Completion of Assessments	Teacher/School Counselor	Brad Baldwin/ Rita Kaplin
Career Fair (National College Fair)	PA CEW 13.1.11 D,E,F,G, H 13.2.11 A,B,D, 13.3.11 A,E,F,G 13.4.11 A,B	Career Fair Interest Survey, Career Fair Individual Agenda, Career Fair Evaluation	February	45	Guidance	Participation. Feedback surveys	School Counselor/Teacher	School Counselors/ Cat Shultz
CCBC HS Academies	3.1.11.B-D, 13.1.11.F, 13.2.11.F	Tour of CCBC programs, presentation	Semester 2	40	FAHS	Survey/follow up interview	School Counselor	Rita Kaplin

The Challenge Program	3.1.11.B-C, 13.1.11.F, 13.2.11.13.3.11 A-C	5 posters (24 x36) for each award category /1 Banner (70 x 24) Monthly Announcements from TCP to remind students of the Program. Quarterly newsletters and various email announcements/updates from The Challenge Program. Press Releases 2-3 times a year	2018-2019	325	FAHS	Attendance, STEM, Community Service, Academic Improvement, Academic Excellence Improvements	School Counselor	Guidance
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Grade 12 Curriculum Action Plan

Lesson Content/ Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Budget Your Life Activity	PA CEW 13.1.11 F,H ASCA	H & R Block Curriculum	February/ March	75	English	Completion of project.	Teacher	Heather Giammaria

	BLS 7 BLS 8, BLS 10							
Mock Interviews	PA CEW 13.2.11 B,C,D,E	Guest interviewers/ Teacher's Rubric	February/ March	110	English	Participation and assessment	Teacher	Heather Giammaria/ Aaron Fitzpatrick
Resume and Cover Letter Writing	PA CEW 13.1.11 A,B,D,E, F,G 13.2.11 D 13.3.11 A,D,F,G	Teacher's Rubric	February/ March	110	English	Participation and assessment	Teacher	Heather Giammaria/ Aaron Fitzpatrick
Financial Aid Night (also open to all grades)	PA CEW 13.1.11.D, 13.3.11. D	Provided by PHEAA	October	80	(evening presentation)	Participation	School Counselor	Rita Kaplin/ Chris Bennett
Entrepreneurship T-Shirt Business	3.1.11.A-C, 13.1.11.E-F, 13.1.11.H	Equipment/computers to run business	2018-2019	50	Fortune 500 Course	Teacher's Evaluation policy	Teacher	Kristen Milanovich
College Recruiter Visits	PA CEW 13.1.11 D,F	Provided by Colleges	September - June	250	Café/ Guidance	Number of visits	School Counselor	Guidance
Post-Secondary Planning (e-folios)	3.1.11.A-C, 13.1.11.E-	Career Plan Review/ Naviance	Semester 1	100	English	Completed Writ-ten Post-	School Counselor/Teacher	School Counselor/ Aaron

	F, 13.1.11.H					Secondary Plan		Fitzpatrick/ Heather Giammaria
Senior Exit Interviews	3.2.11.D	Outline of Plan Components of Senior Project	May	100	Classroom	Rubric Scoring	Administrator	Principals
What's Your Major Monday	13.1.11.B, 13.1.11.E, 13.1.11.F, 13.1.11.H	Google Docs Form	All year	425	FAHS	Survey	School Counselor	Guidance Office
Apprenticeship Programs	3.1.11.A- C, 13.1.11.E- F, 13.1.11.H	Power point/resources/broc hures	Semeste r 1	325	FAHS	Survey/foll ow up interview	School Counselor	Rita Kaplin
The Challenge Program	3.1.11.B- C, 13.1.11.F, 13.2.11. 13.3.11 A-C	5 posters (24 x36) for each award category /1 Banner (70 x 24) Monthly Announcements from TCP to remind students of the Program. Quarterly newsletters and various email announcements/update s from The Challenge Program. Press Releases 2-3 times a year	2018- 2019	325	FAHS	Attendance , STEM, Communit y Service, Academic Improveme nt, Academic Excellence Improveme nts	School Counselor	Guidance

8. Annual Program Goals:

LEVEL: ELEMENTARY

Year(s) 2018-19

Smart Format	Academic	Career	Social/Emotional
SPECIFIC: What is the specific issue based on your schools' data?	There is a need for expanded school counseling services in conjunction with the Multi-Tiered Support Services program in grades K-2.	Currently, grades K-4 do not have an integrated career awareness curriculum that reaches all students.	The Rachel's Challenge Kindness and Compassion curriculum has been implemented on a limited basis in grades K-2 and more regularly in grades 3-4.
MEASURABLE: How will we measure the effectiveness of our interventions?	Students referred to the program in grades K-4 will be identified as in need of social/emotional support to complement other MTSS services.	Students will become familiar with the career clusters and world of work as it relates to their emerging interests.	Students will be introduced/reintroduced to the 5 Challenges and participate in class related discussions and activities.
ATTAINABLE: What outcome would stretch us but is still attainable	In grades K-2, targeted individual counseling will be provided, along with services already in place for grades 3 and 4, to strengthen the program's overall efficacy.	Two classroom guidance lessons will be created per grade level and delivered to the K-4 population, in conjunction with Career Day for grades 3 and 4, as the capstone experience.	Classroom guidance lessons will be reorganized such that all grades levels, K-4, will received regular lessons in a comprehensive and sequential fashion.
RESULTS: Is the goal reported in results-oriented data (process, perception, and outcome?)	Progress will be tracked via MTSS process and outcome data, and student performance will be maintained or improved as reported through grades, attendance, and promotion decisions.	The elementary school counselor will provide two lessons at each grade level in the months of February and April, in conjunction with teacher follow-up activities and Career Day.	The elementary school counselor will provide six lessons at each grade level in the months of September, October, November/December, January, March, and May to be reinforced by KC Club.
TIMELINE: When will our goal be accomplished?	Identified students will receive individual counseling support through the course of their involvement in the MTSS program until exited or upon promotion to the next grade level.	Students will have participated in 10 career development lessons by the end of 4th grade.	Students will have participated in 24 lessons by the end of 4 th grade.

Annual Program Goals

LEVEL: MIDDLE SCHOOL

Year(s) 2018-19 _____

Smart Format	Academic	Career	Social/Emotional
SPECIFIC: What is the specific issue based on your schools' data?	There is a need for expanded school counseling services in conjunction with the Multi-Tiered Support Services program in grades 5-8.	According to PA Code Chapter 339, all students must develop an academic and career plan portfolio. Reportable career exploration activities have not been organized into a sequential and developmental framework for student reference.	Students need to develop positive interpersonal skills with their peers related to diversity.
MEASURABLE: How will we measure the effectiveness of our interventions?	Students referred to the program in grades K-4 will be identified as in need of social/emotional support to complement other MTSS services.	During the 2018-2019 school year, 100% 8th grader students will have the opportunity to participate in a Naviance Orientation lessons and to set a SMART GOAL as measured by: <ul style="list-style-type: none"> • Completing Strengths Explorers Assessment and reflection • Completing the Learning style Inventory Assessment and reflection • Building a resume • Creating a career plan 	Students will complete pre and post tests RC assessment survey.
ATTAINABLE: What outcome would stretch us but is still attainable	All students will show growth in their academic performance by 20% throughout the school year.	During the 2019-2020 school year, our interventions in Naviance will be designed to build upon the career plan portfolio and career development activities delivered to students in grade 5 through 8. 100% of these students will have the required artifact records stored in the program for future reference.	80% of all students will indicate that they feel comfortable in their school climate.
RESULTS: Is the goal reported in results-oriented data (process,	Progress will be tracked per MTSS, PowerSchool gradebook and CDT data. Students will complete self-	The College and Career Readiness Coordinator will work with all teachers to provide lessons at each grade level	Progress will be tracked per data from Rachel's Challenge pre/post survey.

perception, and outcome?)	assessments pre and post that indicate growth in resilience related to academics.	throughout the school year, in conjunction with teacher follow-up activities.	Discipline and attendance data will indicate progress toward goal.
TIMELINE: When will our goal be accomplished?	Identified students will receive individual counseling support through the course of their involvement in the MTSS program until exited or upon promotion to the next grade level Students will look at their individual progress at the end of each quarter and develop goals. At the end of the school year students will have achieved their goal.	Students will have participated in at least 6 career development lessons by the end of 8th grade.	Students will participate in monthly Rachel's challenge activities.

Annual Program Goals

LEVEL: HIGH SCHOOL

Year(s) 2018-19

Smart Format	Academic	Career	Social/Emotional
SPECIFIC: What is the specific issue based on your schools' data?	There is a need for expanded school counseling services in conjunction with the Multi-Tiered Support Services program in grades 9-12	As per PA Code Chapter 339, all students must develop a transition portfolio. We did not have a structured system to house all the college and career information.	Freshman need to increase their student involvement and be connected to high school related activities by the end of their Freshman year.
MEASURABLE: How will we measure the effectiveness of our interventions?	Students referred to the program in grades 9-12 will be identified as in need of social/emotional support to complement other MTSS services.	During the 2018-2019 school year, 100% 9th and 10 th grader students will have the opportunity to participate in a Naviance Orientation lessons to set a SMART GOAL as measured by: <ul style="list-style-type: none"> • Completing Strengths Explorers Assessment and reflection 	Goal will be measured by the number of activities, at least 2, freshman will also add activities to their Naviance Portfolio. Counselors will meet with freshmen by the end of the 2019-2020 school year, to ensure they have participated in these activities.

		<ul style="list-style-type: none"> • Completing the Learning style Inventory Assessment and reflection • Building a resume 	
ATTAINABLE: What outcome would stretch us but is still attainable	In grades 9-12, targeted individual counseling will be provided, along with services already in place for grades 10, 11 and 12, to strengthen the program's overall efficacy.	During the 2019-2020 school year, our interventions in Naviance will be designed to increase the number of assessments, number of career and colleges added to their favorites and building on their resume. The 10 th graders who will complete this will be 100%.	Counselors will meet with all 9 th grade students to facilitate and explain the importance of connecting to their school and community to enhance their feelings of accomplishment and self-efficacy to ensure academic growth and regular attendance
RESULTS: Is the goal reported in results-oriented data (process, perception, and outcome?)	Progress will be tracked via MTSS process and outcome data, and student performance will be maintained or improved as reported through grades, attendance, and promotion decisions	The College and Career Readiness Coordinator will work with the English teachers to provide lessons at each grade level in the months of February and April, in conjunction with teacher follow-up activities and Freshman Forum	Counselors will meet with every freshman by the end of the school year. Students will also complete the "Do What You Are" personality/career assessment within the Naviance Program to connect their personality traits of those careers/activities (Clubs, sports, volunteer) in school and/or community.
TIMELINE: When will our goal be accomplished?	Identified students will receive individual counseling support through the course of their involvement in the MTSS program until exited or upon promotion to the next grade level	Students will have participated in at least 12 career development lessons by the end of 12th grade	Every freshman will meet individually with their School Counselor by the end of the 2019-2020 school year and complete a personality assessment.

9. Individualized Academic & Career Plan Process and Portfolio

Section One: Career Development Intervention Chart: Tier One Interventions

Grade	CEW 13.1: Career Awareness	CEW 13.2: Career Acquisition	CEW 13.3: Career Retention	CEW 13.4: Entrepreneurship
K	Career Development Classroom Guidance Lessons	Rachel's Challenge Classroom Guidance Lessons	Rachel's Challenge Classroom Guidance Lessons	
1	Career Development Classroom Guidance Lessons	Rachel's Challenge Classroom Guidance Lessons	Rachel's Challenge Classroom Guidance Lessons	
2	Career Development Classroom Guidance Lessons	Rachel's Challenge Classroom Guidance Lessons	Rachel's Challenge Classroom Guidance Lessons	
3	Career Development Classroom Guidance Lessons; Career Day	Rachel's Challenge Classroom Guidance Lessons	Rachel's Challenge Classroom Guidance Lessons	
4	Career Development Classroom Guidance Lessons; Career Day	Rachel's Challenge Classroom Guidance Lessons	Rachel's Challenge Classroom Guidance Lessons	
5	Roadtrip Nation Reflection; Career Day	Basic Goal	Rachel's Challenge Dream Big	Entrepreneur project
6	Roadtrip Nation Reflection; Career Day	Basic Goal	Learning Style Inventory Assessment	CSI Day; Science Conference
7	Roadtrip Nation Reflection; Career Cluster Finder Assessment; 3 or more Career Clusters; Career Day; ELA 7 Career Project	Basic Goal; ELA 7 Career Project	ELA 7 Career Project	ELA 7 Career Project
8	Roadtrip Nation Reflection; Career Key Reflection; 7 or more Careers; Career Day	Basic Goal; Career Key Assessment; Resume	Career Portfolio	Entrepreneur Projects
9	Roadtrip Nation Reflection;	SMART Goal; Resume	Strengths Explorer assessment; Strengths Explorer reflection; Learning Style Inventory assessment; Learning Style Inventory reflection	

10	Roadtrip Nation Reflection; 7 or more Careers	SMART Goal; Advanced College Search; 3 or more Colleges; Resume; Game Plan Survey	Do What You Are assessment; Do What You Are reflection; MI Advantage assessment; MI Advantage reflection	Fortune 500
11	Career Interest Profiler assessment; 7 or more Careers; Career Interest Profiler reflection	SMART Goal; Resume; Advanced College Search; 3 or more Colleges; SuperMatch college search; Game Plan Survey		Fortune 500
12		SMART Goal; Resume; Graduation Survey	Graduation Project	Fortune 500

Section Two: Academic and Career Plan Process

1. Demographics	Process Description
<ul style="list-style-type: none"> • What grade will the Plan and Portfolio Start? 	Grade 3
<ul style="list-style-type: none"> • Will the plan/portfolio be electronic, hard copy or both? 	Electronic, with some hard copy back-ups
<ul style="list-style-type: none"> • Who will be responsible for maintaining the portfolio? 	College and Career Readiness Coordinator
<ul style="list-style-type: none"> • What demographic information will be included on the student portfolio? 	Biographical, GPA/Class Rank, and standardized testing results
2. Interventions, Assessments & Decisions	Process Description by Grade based on when the plan starts. What the students can know and do at each grade level and in each strand of the Career Education and Work Standards.
Grade 6	Students will set a goal; Students will watch videos of leaders from a wide variety of personal and professional backgrounds discussing their careers and their paths to their careers. Students will describe the various career paths they learned about will predict what type of career path would be a good fit for them; Students will complete an assessment uncovering their preferred environmental, emotional, and physical learning preferences; Students will describe what they understood about their learning preferences. Based on the results, students will suggest actionable changes in order to increase their learning potential.
Grade 7	Students will set a goal; Students will watch videos of leaders from a wide variety of personal and professional backgrounds discussing their careers and their paths to their careers. Students will describe the various career paths they learned about will predict what type of career path would be a good fit for them; Students will complete an assessment uncovering their top three Career Clusters; Students will add Career Clusters that are of interest to their Favorites List; Students will describe what Career Cluster interests them the most and why. Students will discuss what types of secondary and post-secondary courses they will need to take to pursue careers within that cluster.
Grade 8	Students will set a goal; Students will watch videos of leaders from a wide variety of personal and professional backgrounds discussing their careers and their paths to their careers. Students will describe the various career paths they learned about will predict what type of career path would be a good fit for them; Students will complete an

	<p>assessment uncovering their Holland Interest Codes and accompanying best-fit careers; Students will add careers that are of interest to their Favorites List; Students will justify if they believe the assessment results accurately describes them and their interests.</p> <p>Students will provide an interesting career fact about a newly suggested career; Students will construct a resume.</p>
Grade 9	<p>Students will set a goal; Students will watch videos of leaders from a wide variety of personal and professional backgrounds discussing their careers and their paths to their careers. Students will describe the various career paths they learned about will predict what type of career path would be a good fit for them; Students will complete an assessment uncovering their top three strengths; Students will describe what they understood about their top strengths. Based on the results, students will suggest actionable changes in order to capitalize on their strengths; Students will complete an assessment uncovering their preferred environmental, emotional, and physical learning Preferences; Students will describe what they understood about their learning preferences. Based on the results, students will suggest actionable changes in order to increase their learning potential; Students will construct/build a resume.</p>
Grade 10	<p>Students will set a goal; Students will watch videos of leaders from a wide variety of personal and professional backgrounds discussing their careers and their paths to their careers. Students will describe the various career paths they learned about will predict what type of career path would be a good fit for them; Students will complete an assessment uncovering their Myers-Briggs personality type; Students will add careers that are of interest to their Favorites List; Students will describe how the assessment helps them understand themselves better. Based on the results, students will suggest actionable changes they will take to improve their career-college readiness. Students will provide an interesting career fact about a newly suggested career; Students will complete an assessment uncovering their top intelligences; Students will add careers that are of interest to their Favorites List; Students will describe what they understood about their top intelligences. Based on the results, students will suggest actionable changes in order to capitalize on their intelligences; Students will complete a search to uncover best-fit post-secondary institutions; Students will add colleges that are of interest to their Favorites List; Students will construct/build a resume; Students will complete a survey indicating their post-secondary preferences.</p>
Grade 11	<p>Students will set a goal; Students will construct/build a resume; Students will complete an assessment uncovering their Holland Interest Codes and accompanying best-fit careers; Students will add careers that are of interest to their Favorites List; Students will justify if they believe the assessment results accurately describes them and their interests.</p>

	Students will provide an interesting career fact about a newly suggested career; Students will complete a search to uncover best-fit post-secondary institutions; Students will add colleges that are of interest to their Favorites List; Students will complete a search to uncover best-fit post-secondary institutions; Students will complete a survey indicating their post-secondary preferences.
Grade 12	Students will set a goal; Students will construct/build a resume; Students will complete a survey indicating their intended post-secondary plans and scholarships earned.

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

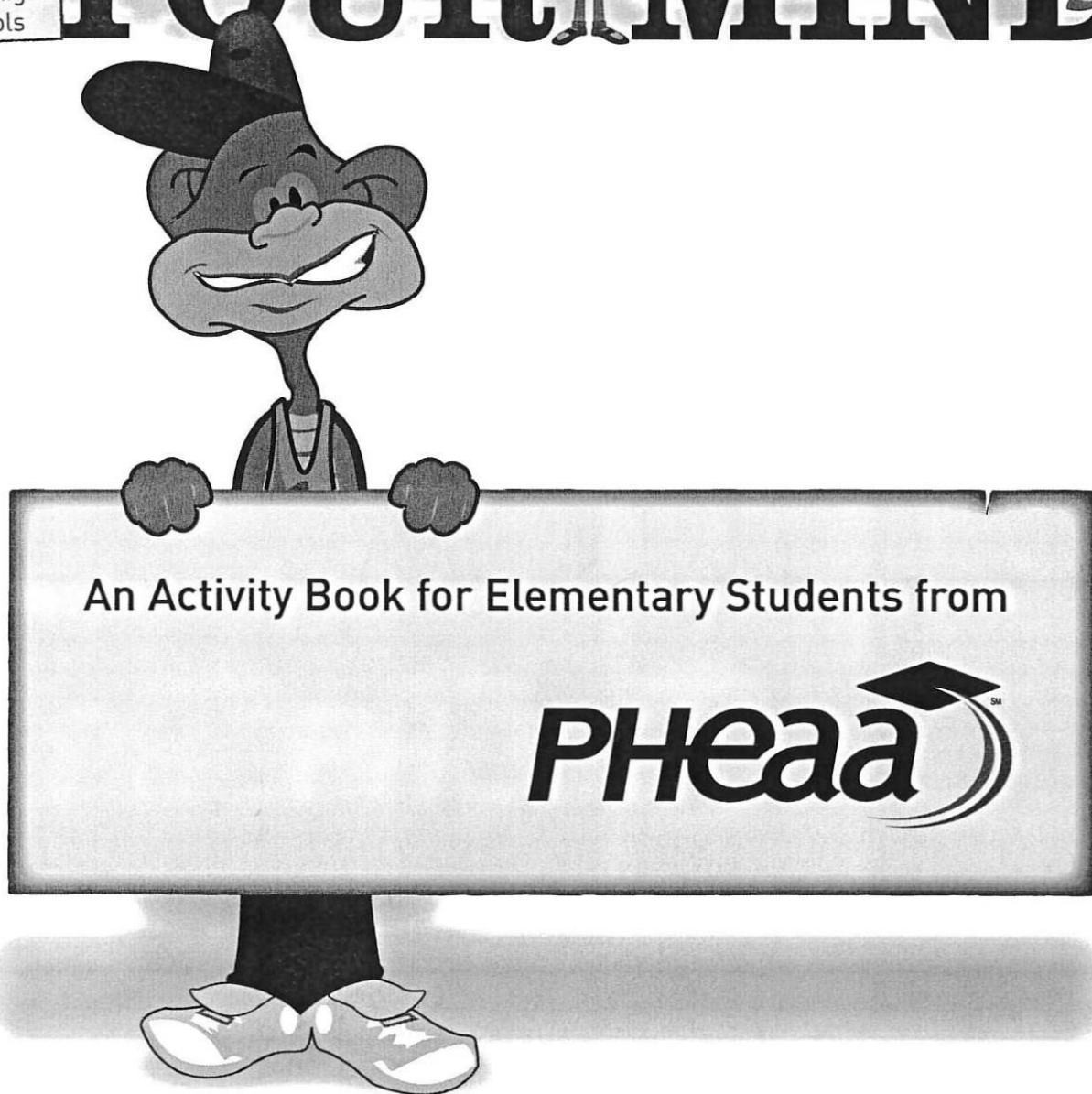
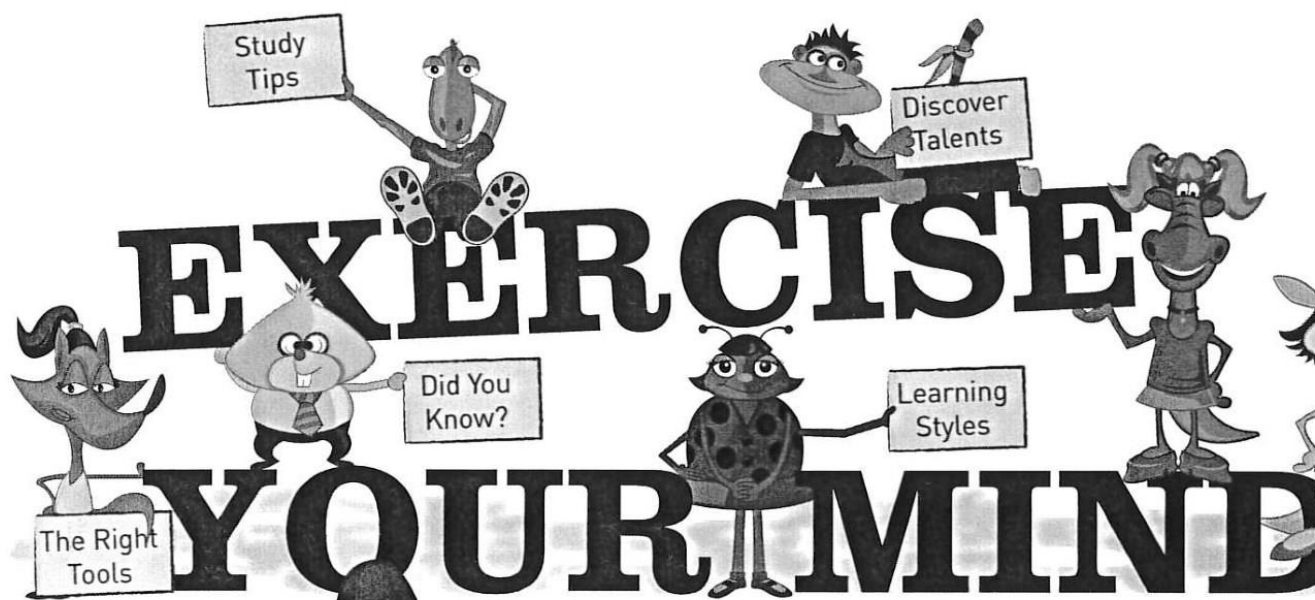
8th grade career portfolio lessons; Freshman forum; sophomore visits to pos-secondary schools; juniors participate in college fairs, annual individual student 4-year plan meetings; parent student teacher conferences; financial aid workshops

3. Parental & Guardian Engagement	What strategies will be used to inform parents/guardians to engage them in the Academic/Career Plan and Portfolio process for their children?
Level of Parent & Guardians	Awareness and Engagement Strategies
Elementary Parents & Guardians	Parent Naviance Access; Career Development Assignments; Freedom Area School District/Guidance Webpage; Invitation to Participate in Career Day; Parent/Guardian Letters
Middle School Parents & Guardians	Parent Naviance Access; Career Development Assignments; Freedom Area School District/Guidance Webpage; Invitation to Participate in Career Day; Parent/Guardian Letters
High School Parents & Guardians	Parent Naviance Access; Mass-emails; Bulldog Beat TV Station; Freedom Area School District/Guidance Facebook Page; Freedom Area School District/Guidance Webpage

4. Faculty/Administrator Engagement:	What strategy will be used to inform teachers/administrators in the process of development, maintenance and presentation of the plan and portfolio in elementary, middle and high school?
Level of Educators & Administrators	Awareness and Engagement Strategies
Elementary	Professional Development; Faculty Meetings/email; College and Career Readiness Coordinator Sessions; Naviance Resources; Career Development Content posted on Google Drive
Middle School/Junior High	Professional Development; Faculty Meetings/email; College and Career Readiness Coordinator Sessions; Naviance Resources; Career Development Content posted on Google Drive
High School	Professional Development; Faculty Meetings/email; College and Career Readiness Coordinator Sessions; Naviance Resources; Career Development Content posted on Google Drive

5. Plan/Portfolio Sustainability and Review	What strategies will be developed to assist students with updating and sustaining the plan/process?
<ul style="list-style-type: none"> • How will the plan and portfolio be revisited each year while in middle school and high school? 	<p>The College and Career Readiness Coordinator will meet with all students through core courses such as English and Communications to revise and update the portfolio throughout the planning process.</p>
<ul style="list-style-type: none"> • What process will be used for the student to present the information on their plan at various times (i.e. Exit Interview or other events)? 	<p>Students will be encouraged to share their plan with parents at inception, throughout its development, and upon completion, as they prepare for post-secondary pursuits. It will also be incorporated into their Senior Projects and will be part of the presentation/exit interview process.</p>

Section Three: Student Academic and Career Portfolio Image





ELEMENTARY School Activities

CAREER EXPLORATION (22 Activities)

- Pg. 3 Health Careers
- Pg. 4 Careers in the Arts
- Pg. 5 What on Earth is an Entomologist?
- Pg. 6 My Talents
- Pg. 7 Word Search - Careers
- Pg. 8 Matching Game - Careers
- Pg. 9 Noun Fun
- Pg. 10 Matching Game - Careers & School Subjects
- Pg. 11 What Do They Do?
- Pg. 12 Outdoor Fun - Careers
- Pg. 13 How Can I Get Some Pizza?
- Pg. 14 Word Search - Find Your Career
- Pg. 15 Working With Money
- Pg. 16 Helping People
- Pg. 17 Word Search - Health Field Careers
- Pg. 18 Career Tips for Law & Public Safety
- Pg. 19 Word Search - Law & Public Safety Careers
- Pg. 20 What's in Your Future?
- Pg. 21 The Right Tools
- Pg. 22 Verb Fun
- Pg. 23 I Want to be a Doctor
- Pg. 24 What in the World is an Archaeologist?



ELEMENTARY School Activities

STUDENT DEVELOPMENT (7 Activities)

- Pg. 25 Alpha Clue
- Pg. 26 Are You a Good Student?
- Pg. 27 What Are Values?
- Pg. 28 Your Learning Style
- Pg. 29 Word Scramble - School Subjects
- Pg. 30 Tips From Sadie
- Pg. 31 Test Taking Tips

CRITICAL THINKING/LOGIC (2 Activities)

- Pg. 32 Math Teaser
- Pg. 33 Brain Teaser

FINANCIAL LITERACY (1 Activity)

- Pg. 34 Saving for the Future

HEALTH CAREERS

ACTIVITY (1)

Lemar Lemur's teacher just told the students that they will get to dissect a frog this year in class, and he can't wait! Lemar's dad thinks he should work in the health field. Can you list some cool careers in the health field for Lemar to choose from. We'll give you 2 to get you started. Be creative!

1. Nurse

2. Eye Doctor (also called Optometrist)

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



CAREERS IN THE ARTS

ACTIVITY (2)

Caroline Croc wants to be a famous actress when she grows up, but becoming a famous star is not easy. She is also interested in other fine arts like dancing, singing and painting. List some careers in the Fine Arts field for Caroline to consider just in case she doesn't make it to the big screen. We'll give you 2 to get you started. Be creative!

1. Fashion Designer

2. Music Teacher

3. _____

4. _____

5. _____

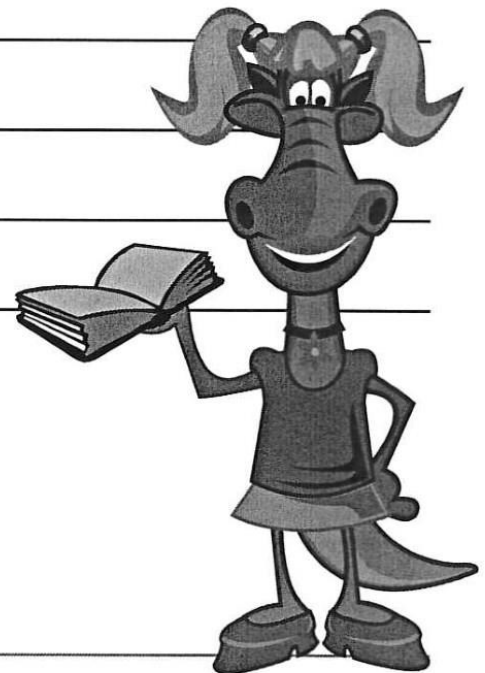
6. _____

7. _____

8. _____

9. _____

10. _____



WHAT ON EARTH IS AN ENTOMOLOGIST?

ACTIVITY (3)

Sadie Ladybug told her teacher that she wants to be an entomologist when she grows up. Use the clues below to find out what an entomologist does.

20 = T	12 = S
44 = E	35 = U
8 = N	15 = D
5 = I	9 = C

12	20	35	15	5	44	12
5	8	12	44	9	20	12

An Entomologist _____



MY TALENTS

ACTIVITY (4)

Dr. Marty Mole loves his job as a science teacher. That is because he likes helping people, and he loves science. The key to choosing a career is to consider your talents and interests – those are things you are good at and things you like to do. Make a list of your talents and interests, and then try to think of a job that relates to each one.

1a. Talent/Interest:

1b. Related Career:

2a. Talent/Interest:

2b. Related Career:

3a. Talent/Interest:

3b. Related Career:



WORD SEARCH – CAREERS

ACTIVITY (5)

Tyler Turtle isn't sure what he wants to be when he grows up, but he loves sports, so he will probably do something in the sports field. See if you can find the following sports-related careers in the word search below.

AGENT	DOCTOR	TEACHER
ATHLETE	MARKETER	THERAPIST
COACH	REFEREE	TRAINER
DIETICIAN	SCOUT	UMPIRE

H T K A G E N T Z D
E C E O N R T H I O
E M A R K E T E R X
R T H O A N T R O A
E H E C C I U A T L
F R H L C A O P C P
E E I I H R C I O J
R Z A P S T S S D D
E N M F M A A T W V
Y P U C H U F G C O



MATCHING GAME – CAREERS

ACTIVITY (6)

Besides being a great parent, Mrs. Joie Kangaroo is also a cosmetologist. A cosmetologist is also called a beautician. They give beauty treatments to people, like cutting and styling hair and applying make-up. Listed below are some other careers that you may not know about. Use the dictionary or the Internet to help you match each career to its correct description. Write the number in front of the correct description.

1 = Mechanic

6 = Choreographer

2 = Engineer

7 = Zoologist

3 = Astronomer

8 = Sales Person

4 = Physician

9 = Optometrist

5 = Architect

10 = Journalist

- _____ Studies animals and wildlife
- _____ An eye doctor
- _____ Repairs machines
- _____ Studies stars, planets, and outer space
- _____ Sells products for a business
- _____ Can work in many fields, uses science to solve problems
- _____ A news writer
- _____ A doctor
- _____ Creates, directs and teaches dance
- _____ Plans and designs buildings



NOUN FUN

ACTIVITY (7)

Below is a list of some common nouns. Remember, a noun is a person, place, thing or idea. See if you can think of a job that has to do with each noun in some way. One is done for you; now see if you can do the rest. Be creative and have fun!

NOUN

JOB

Hammer

Carpenter

Dog

Cake

Desk

Dress

Fish

Corn

Glove

Tree

Bear

Water

Child

MATCHING GAME – CAREERS & SCHOOL SUBJECTS

ACTIVITY (8)

Did you know that every job out there is related to a subject you are studying in school? That is why Dr. Marty Mole told you to try to do well in all of your school subjects. See if you can match each job below to the school subject it is related to. If you've never heard of the job, use the dictionary to help you.

Writer	Science
Cartoonist	Math
History Professor	Art
Accountant	Music
Web Designer	Language Arts
Choreographer	Social Studies
Professional Athlete	Computer
Astronomer	Physical Education



WHAT DO THEY DO?

ACTIVITY (9)

Make a list of some characters you see on TV and the job that they have on the show. They can be cartoon characters or human characters. Then, list what you see them doing at their jobs. If you can't remember, or if you're not sure, use a dictionary or the Internet to help you.

1. TV Character: _____

His or Her Job: _____

What They Do: _____

2. TV Character: _____

His or Her Job: _____

What They Do: _____

3. TV Character: _____

His or Her Job: _____

What They Do: _____

OUTDOOR FUN – CAREERS

ACTIVITY (10)

Mrs. Joie Kangaroo loves spending time outdoors. She likes to take her children for walks in the forest and to play in the park. Did you know that there are lots of jobs that involve working outdoors? See if you can think of some. Be creative! Mrs. Kangaroo gave you one to get you started. Have fun!

1. Construction Worker

2. _____

3. _____

4. _____

5. _____

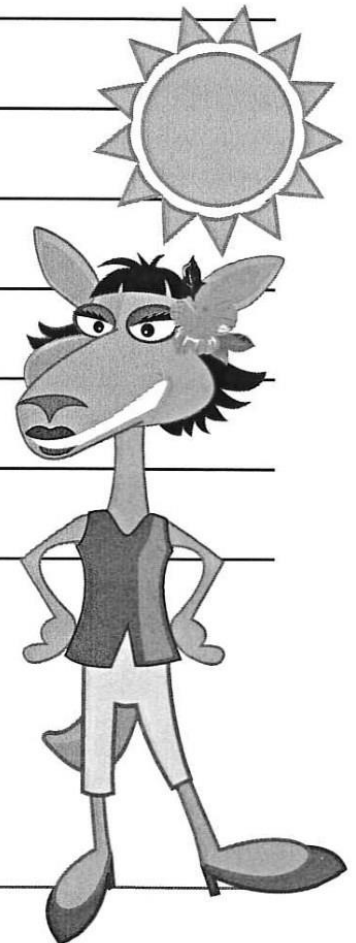
6. _____

7. _____

8. _____

9. _____

10. _____



HOW CAN I GET SOME PIZZA?

ACTIVITY (11)

Lemar Lemur was hungry for a pepperoni pizza last night, so his mom called and had one delivered to the house. But with all of this talk about careers lately, Lemar started thinking about the different jobs of the people it takes to make and deliver a pizza. He thought of one – the chef. See if you can help him think of some more.

1. Chef

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



WORD SEARCH – FIND YOUR CAREER

ACTIVITY (12)

There are lots and lots of different careers out there to choose from. We've included some of them in the word search below. See if you can find all 12 of them. Do any of them interest you? If so, which one(s), and why? If not, tell us some other jobs that you think you might like to do when you grow up.

DOCTOR	DENTIST	NURSE
JUDGE	TEACHER	POLICE
MECHANIC	BARBER	ARTIST
CHEF	MUSICIAN	LAWYER

B J R E E N I P N E
A U J E U N R A S C
R D M R H E I A B I
B G S D O C T O R L
E E L J I L A W W O
R B T S I T N E D P
B U U A R T I S T Y
I M E C H A N I C B
R E Y W A L F E H C
R B D H B V Y P F I

WORKING WITH MONEY

ACTIVITY (13)

Tyler Turtle's mom has three kids, with two of her kids in college. Both kids in college like working with money. She named her first kid Tabitha and called her Tabby for short. She named her second Nicholas and called him Nick for short.

What did she name her third child? _____

List as many careers as you can that involve working with money. Be creative! We gave you one to get you started.

1. Loan Officer

2. _____

3. _____

4. _____

5. _____



HELPING PEOPLE

ACTIVITY (14)

At the beginning of the school year, Sadie Ladybug told you that she wants to be an entomologist and study insects when she grows up. But she also likes to help people. There are LOTS of jobs that involve helping people. Be creative! We gave you 2 to get you started.

1. Teacher

2. Firefighter

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



WORD SEARCH – HEALTH FIELD CAREERS

ACTIVITY (15)

Below is a list of careers in the health field. See if you can find them all.

NURSE	
DENTIST	Q D T P T T P N
PODIATRIST (a foot doctor)	C E S E S S H A G N I D I I A I
SURGEON (a doctor that performs surgery)	N T G I R R R C O I O A T T M I
CARDIOLOGIST (a heart doctor)	E S L T E A A S
PHYSICIAN (another name for a doctor)	G T O R M I C Y R Y I I O D I H
PEDIATRICIAN (children's doctor)	U N D C T O S P
OPTOMETRIST (an eye doctor)	S V R I P P T C N M A A O B K V
PHARMACIST (gives you medicine that your doctor wants you to take)	A H C N U R S E

CAREER TIPS FOR LAW & PUBLIC SAFETY

ACTIVITY (16)

Chris Chameleon is thinking about working in the law and public safety field when he grows up. You're probably thinking he wants to be a cop or lawyer, right? Well, he's not sure yet... there are many other jobs in that field too. Some of them include firefighters, lifeguards, security guards, court officers, paralegals, game wardens, and many more. Now, let's see if the Law and Public Safety field may be for you. Put a check next to any statements that apply to you.

- I can keep calm when under pressure.
- I follow and respect rules.
- I like to help people.
- I think it would be fun to work in a courtroom.
- I would like to be responsible for other people's safety.

If you have a lot of check marks, you may want to think about a career in law and public safety. Keeping people safe is a very important job. We need good people working in these careers!



WORD SEARCH – LAW & PUBLIC SAFETY CAREERS

ACTIVITY (17)

We talked about jobs in law and public safety. Below is a word search containing some of the many jobs in this field. See if you can find them all.

LAWYER	L	A	W	Y	E	R	J	D	I	F
POLICE	A	J	U	D	G	E	D	R	R	I
JUDGE	G	S	R	E	V	G	H	O	P	R
DETECTIVE	I	B	J	T	G	N	Y	T	W	E
PARALEGAL	L	A	G	E	L	A	R	A	P	F
MAYOR	J	Y	I	C	M	R	T	G	R	I
PARK RANGER	I	N	M	T	W	K	Z	I	H	G
FIREFIGHTER	P	F	Q	I	T	R	W	T	W	H
INVESTIGATOR	T	O	N	V	N	A	D	S	I	T
PARAMEDIC	Y	D	L	E	B	P	N	E	N	E
	V	T	M	I	C	D	E	V	J	R
	E	E	Q	T	C	Y	C	N	Z	K
	P	A	R	A	M	E	D	I	C	J

WHAT'S IN YOUR FUTURE?

ACTIVITY (18)

Chris Chameleon also told his parents that he might want to be a geologist when he grows up. Use the clues below to find out what a geologist does.

1 = A	20 = T
8 = H	18 = R
21 = U	19 = S
4 = D	5 = E
9 = I	

19	20	21	4	9	5	19
5	1	18	20	8		

What does a geologist do? _____



THE RIGHT TOOLS

ACTIVITY (19)

If Roxy Fox becomes a mechanic when she grows up, she will have to use lots of tools to do her work. But, mechanics are not the only people who use tools while working. See if you can think of a tool that relates to each job below.

<u>JOB</u>	<u>TOOL</u>
Chef	_____
Hairstylist	_____
Teacher	_____
Secretary	_____
Doctor	_____



VERB FUN

ACTIVITY (20)

Below is a list of verbs. Remember a verb is a word that names an action. Now see if you can list a career that relates to each one. The first one is done for you. Be creative and have fun!

<u>VERB</u>	<u>CAREER</u>
Cut	Hairstylist
Build	_____
Write	_____
Dance	_____
Fix	_____
Type	_____
Dig	_____
Run	_____
Argue	_____
Drive	_____

I WANT TO BE A DOCTOR

ACTIVITY (21)

When Dr. Marty Mole asked his students what they want to be when they grow up, some said doctors. Dr. Mole explained to them that there are lots of different kinds of doctors, and he gave examples of a few. Below is a list of some of the different types of doctors that he talked about. See if you can match the doctor to the body part he or she treats. First see if you know any of them on your own, then you will have to use a dictionary to help you with the rest.

Optometrist	Teeth
Cardiologist	Eyes
Chiropractor	Feet
Dentist	Heart
Dermatologist	Blood
Gastroenterologist	Spine
Hematologist	Newborn Babies
Neonatologist	Skin
Podiatrist	Stomach



WHAT IN THE WORLD IS AN ARCHAEOLOGIST?

ACTIVITY (22)

Chris Chameleon loves to learn about the past. He is very interested in learning about the ways that people lived in ancient history. His mom told him he should be an archaeologist when he grows up. You're probably thinking... what in the world is an archaeologist?

Archaeologists study people from all different parts of the world and throughout time. They find and study "artifacts" (items that people in the past left behind) to discover how those people lived, what they wore, when they hunted or farmed, how they built their homes, what toys their children played with, and what they believed in.

Now, just for fun, see how many words you can make using the letters in ARCHAEOLOGIST. We gave you one to get you started.

- | | |
|----------|-----------|
| 1. Chat | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |



ALPHA CLUE

ACTIVITY (23)

Tyler Turtle is the star of the track team, and he got straight A's last marking period. But these things didn't come easy to him. He worked very hard to get to where he is now. Use the clues below to find out how to do better in school, in sports, in music... in everything you do!

(hint: 1=A, 2=B, 3=C, write out the alphabet to help you)

16 18 5 16 1 18 5 !



ARE YOU A GOOD STUDENT?

ACTIVITY (24)

Trying hard and being a good student now will help get you ready for middle school, high school and your future job. Are you a good student?

Write 'A' for Always

Write 'S' for Sometimes

Write 'N' for Never

_____ I do my homework.

_____ I ask and answer questions in class.

_____ I have what I need for class with me.

_____ I get along well with my teachers.

_____ I am happy with my grades.

_____ I have good attendance.

Scoring:

Give yourself 2 points for each "always," 1 point for each "sometimes," and 0 points for each "never." **Put your point total here.** _____

10-12 points: You are a very good student. Keep up the good work!

7 - 9 points: You are doing pretty well, but could be doing a bit better.

3 - 6 points: You are probably not getting very good grades. Use a planner to keep track of your homework, and talk to your teachers about ways you can improve.

0-2 points: You need to start RIGHT NOW to improve your study habits. Talk to your teacher about things you can do to get better grades.

WHAT ARE VALUES?

ACTIVITY (25)

A value is something that means a lot to you. When deciding what you want to do when you grow up, you should think about your values. If a job fits your values, you'll like it better. Below is a list of some work values. Put a check next to the ones that are most important to you.

- I'd like a job where I take risks.
- I'd like a job where I could choose my hours of work.
- I'd like a job where I help people with problems.
- I'd like a job where I earn a lot of money.
- I'd like a job that involves working with my hands.
- I'd like a job that involves traveling a lot.
- I'd like a job where I do the same things every day.
- I'd like to lead others.
- I'd like a job that allows me to be creative.
- I don't want to do the same thing every day.
- I'd like a job that involves working as a team.
- I prefer to work alone.

YOUR LEARNING STYLE

ACTIVITY (26)

In school, Roxy Fox enjoys projects that involve working with her hands. She said she learns things better that way. On the other hand, Chris Chameleon would rather listen while his teacher explains something, and Lemar Lemur likes to study charts or watch videos. How do you like to learn?

1. Your class is learning about the seven continents and four oceans. Would you rather:
 - A. Listen while your teacher reads a story about the continents and oceans.
 - B. Put together a puzzle to learn about where each continent and ocean is located.
 - C. Watch a video about the seven continents and four oceans.

2. If I have to learn how to do something, I learn best when I:
 - A. Watch someone show me how.
 - B. Hear someone tell me how.
 - C. Try to do it myself.



WORD SCRAMBLE – SCHOOL SUBJECTS

ACTIVITY (27)

Dr. Marty Mole told his students that one good way to start preparing for a successful future is to go to school everyday and to try to do well in every school subject. Below is a list of scrambled school subjects.

1. tamh Math
2. cenisec _____
3. ciaols dtsusie _____
4. tar _____
5. smiuc _____
6. dearnig _____
7. riwtng _____
8. putmocre _____
9. gmy _____



TIPS FROM SADIE

ACTIVITY (28)

Sadie Ladybug told you, if you want to be a winner, you need to plan early for your future. Well, here are a few things you can start doing now to prepare you for middle school, high school, college and your future career.

1. Start reading b _____ .
2. Go to S _____ each day.
3. Discover and pr _____ your talents.
4. S _____ and get g _____ grades in school.
5. Hand in your homework on t _____ .



TEST TAKING TIPS

ACTIVITY (29)

Roxy Fox always makes sure to study for her tests, and when her mom quizzes her on the material the night before, she always seems to know it. When it comes time to take the test, however, she forgets everything and panics. Has this ever happened to you? Don't feel bad, it happens to a lot of students. Fill in the blanks to find some things you can try doing to help you.

1. S _ _ _ _ each night for several nights before the test.
2. Make up a practice t _ _ _ _ of what you think may be on the actual t _ _ _ _ , and take that the night before.
3. Make sure to get enough S _ _ _ _ the night before the test, and e _ _ _ a good breakfast.
4. Before you start the test, take a few deep breaths and picture yourself doing W _ _ _ _ .
5. R _ _ _ _ the directions carefully.
If you don't understand them, ask the t _ _ _ _ _ _ _ _ to explain.



MATH TEASER

ACTIVITY (30)

Roxy Fox's favorite school subject is Math. She is a whiz when it comes to working with numbers. How are your math skills? Check them out by completing the brain teaser below, but be careful!

Do this math in your head only --
DO NOT write it down.

1. Take 1000 and add 40 to it.
2. Now add another 1000.
3. Now add 30.
4. Add another 1000.
5. Now add 20.
6. Now add another 1000.
7. Now add 10.

What is the total? _____



BRAIN TEASER

ACTIVITY (31)

Lemar Lemur loves to challenge his mind with brain teasers. He has excellent problem solving skills, which is a good trait to have since many jobs require those skills. See if you're as good at brain teasers as Lemar.

Does your first name have another meaning, as in the name Norm, which also means average? Use the clues below to see if you can figure out these names.

1. This name also means a thin beam of light, starts with "R."

2. This name is something you eat on a bun, also called a "hot dog."

3. This is a name of a cartoon character, and it is also a ball hit out of the park.

4. This name means "happiness," starts with "J."

5. This name is also a flower often sent on Valentine's Day.



SAVING FOR THE FUTURE

ACTIVITY (32)

Since Sadie Ladybug thinks she would like to be an entomologist when she grows up, her parents already started saving money for her to go to college. She started saving too. When she gets money for her birthday or another special occasion, she puts it into her own savings account that her parents helped her open.

Use the clues below to decode this very important message from Sadie...

- | | |
|-------|--------|
| 1 = E | 6 = A |
| 2 = Y | 7 = L |
| 3 = T | 8 = R |
| 4 = N | 9 = P |
| 5 = F | 10 = O |
| | 11 = U |

<u>9</u>	<u>7</u>	<u>6</u>	<u>4</u>		<u>1</u>	<u>6</u>	<u>8</u>	<u>7</u>	<u>2</u>
<u>5</u>	<u>10</u>	<u>8</u>		<u>2</u>	<u>10</u>	<u>11</u>	<u>8</u>		
<u>5</u>	<u>11</u>	<u>3</u>	<u>11</u>	<u>8</u>	<u>1</u>				



ANSWERS TO ACTIVITIES

ACTIVITY (3) – Studies insects

ACTIVITY (6) - Studies animals and wildlife =(7) Zoologist; An eye doctor= (9) Optometrist; Repairs Machines =(1) Mechanic; Studies stars, planets and outer space = (3) Astronomer; Sells products for a business = (8) Sales Person; Can work in many different fields = (2) Engineer; A news writer = (10) Journalist; A doctor = (4) Physician; Creates, directs and teaches dance = (6) Choreographer; Plans and designs buildings = (5) Architect

ACTIVITY (8) - Writer – Language Arts; Cartoonist – Art; History Professor – Social Studies; Accountant – Math; Web Designer – Computer; Choreographer – Music; Professional Athlete – Physical Education; Astronomer – Science

ACTIVITY (13) - Tyler

ACTIVITY (18) - Studies Earth

ACTIVITY (21) - Optometrist – Eyes; Cardiologist – Heart; Chiropractor – Spine; Dentist- Teeth; Dermatologist – Skin; Gastroenterologist – Stomach; Hematologist – Blood; Neonatologist – Newborn Babies; Podiatrist – Feet

ACTIVITY (23) - PREPARE

ACTIVITY (27) - Math; Science; Social Studies; Art; Music; Reading; Writing; Computer; Gym

ANSWERS TO ACTIVITIES

ACTIVITY (28) - Start reading books.

Go to school each day.

Discover and practice your talents.

Study and get good grades in school.

Hand in your homework on time.

ACTIVITY (29) - Study each night...

Make up a practice test... on the actual test...

Make sure you get enough sleep... eat a good breakfast

... picture yourself doing well

Read the directions... ask the teacher

ACTIVITY (30) - Did you get 5,000? Well, if you did, you are incorrect! The correct answer is 4,100. If you don't believe it, check your addition on a calculator. Remember to always take your time and be careful when solving problems!

ACTIVITY (31) - Ray; Frank; Homer; Joy; Rose

ACTIVITY (32) - Plan Early for Your Future

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RG-EYMBE
08/0/10

Naviance Program

PA CEW Artifact Checklist							
Freedom Area School District							
Task	Completion Trigger	CEW	13.1 Career Awareness & Preparation	13.2 Career Acquisition	13.3 Career Retention & Advancement	13.4 Entrepreneur- ship	Total Artifacts
Grade 3							
-- Grades 3 - 5 --							
Grade 4							
"A Job For Me"	Student research and fills out graphic organizer	13.1.5	1				1
Grade 5							
Set a Basic Goal		13.3.5			1		1
Career Day	Student Fills out graphic organizer and reflection	13.1.5, 13.2.5, 13.3.5	1	1	1	1	1
Roadtrip Nation -Find clips from the Entrepreneurship section that would be appropriate for 5th graders -Show whole class -Naviance reflection questions to satisfy 13.4 description ----Entrepreneurial traits ----Traditional v. entrepreneurial employment (differences in what your day look likes, how money is made, "job happiness")		13.4.5				1	1
		Standards for Grades 3-5	2	1	2	2	4
Grade 6							
-- Grades 6 - 8 --							
Set a Basic Goal		13.3.8			1		1

Complete Roadtrip Nation Reflection (and watch videos)		13.1.8, 13.2.8, or 13.4.8	1	1		1	1																								
Complete Learning Style Inventory assessment		Back-up evidence																													
Complete Learning Style Inventory reflection		13.1.8	1				1																								
Career Day	Student Fills out graphic organizer and reflection	13.1.5-8, 13.2.5-8	1	1		1	1																								
Game of Life Activity (Only a portion of students complete)	Student creates ppt on simulated life choices (career, budget, living expenses etc.)		1			1	1																								
Grade 7																															
Set a Basic Goal		13.3.8				1	1																								
Complete Roadtrip Nation Reflection (and watch videos)		13.1.8, 13.2.8, 13.4.8	1	1		1	1																								
Complete Career Cluster Finder assessment		Back-up evidence																													
Complete Career Cluster Finder reflection		13.1.8	1				1																								
Career Day	Student Fills out graphic organizer and reflection	13.1.5-8, 13.2.5-8	1	1		1	1																								
Career Research Project	Student researches and presents career/ rubric	13.1.8 (flexible)	1				1																								
Grade 8																															
Set a Basic Goal		13.3.8				1																									
Complete Roadtrip Nation Reflection (and watch videos)		13.1.8, 13.2.8, 13.4.8	1	1			1																								
Add 7 or more Careers to Favorites List																															
Complete Career Key reflection		13.1.8	1																												
Build Resume	Student creates resume	13.2.8		1																											
Career Day	Student Fills out graphic organizer and reflection	13.1.5-8, 13.2.5-8	1	1		1	1																								
Individual Academic and Career Plan	Student creates plan	13.1.8	1	1		1	1																								
		Areas met for Grades 6-8	11	8		7	6																								
							11																								
<table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td><u>13.1</u></td> <td><u>13.2</u></td> <td><u>13.3</u></td> <td><u>13.4</u></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>Career Awareness & Preparation</td> <td>Career Acquisition</td> <td>Career Retention & Advancement</td> <td>Entrepreneurship</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>13.1.11</td> <td>13.2.11</td> <td>13.3.11</td> <td>13.4.11</td> <td></td> </tr> </table>											<u>13.1</u>	<u>13.2</u>	<u>13.3</u>	<u>13.4</u>					Career Awareness & Preparation	Career Acquisition	Career Retention & Advancement	Entrepreneurship					13.1.11	13.2.11	13.3.11	13.4.11	
			<u>13.1</u>	<u>13.2</u>	<u>13.3</u>	<u>13.4</u>																									
			Career Awareness & Preparation	Career Acquisition	Career Retention & Advancement	Entrepreneurship																									
			13.1.11	13.2.11	13.3.11	13.4.11																									
Task																															
Completion Trigger																															
CEW																															
-- Grades 9 - 11 --																															
Grade 9																															
Set a SMART Goal		13.3.11				1	1																								
Complete Roadtrip Nation Reflection (and watch videos)		13.1.11, 13.2.11, 13.4.11	1	1			1																								
Complete Strengths Explorer assessment	Tracked by system	Back-up evidence																													

Complete StrengthsExplorer reflection	Student completes a survey	13.1.11	1				1
Complete Learning Style Inventory assessment	Tracked by system						
Update/build Resume		13.2.11		1			1
Student Portfolio	Student creates Individual Student portfolio						
Career research and portfolio	Student creates Individual Student portfolio	13.1.11,13.2.11	1	1	1		1
Freshman Forum Presentation	Student creates presentation of career/rubric	13.3.11				1	1
Individual Academic and Career Plan	Student creates plan	13.1.8	1	1	1		1
Grade 10							
Set a SMART Goal		13.3.11			1		1
Complete Roadtrip Nation Reflection (and watch videos)		13.1.11, 13.2.11, 13.4.11	1	1		1	1
Complete Do What You Are assessment	Tracked by system	Back-up evidence					
Add 7 or more Careers to Favorites List	Student adds at least 4 careers	13.1.11	1				1
Complete Do What You Are reflection	Student completes a survey	13.1.11	1				1
Complete MI Advantage assessment	Tracked by system	Back-up evidence					
Add 4 or more Careers to Favorites List	Student adds at least 4 careers	13.1.1.	1				1
Complete MI Advantage reflection	Student completes a survey	13.1.11	1				1
Update/build Resume	Student completes resume	13.2.11		1			1
Complete Game Plan Survey	Student completes survey						
Career research	Student researches and presents career	13.1.11, 13.2.11,	1	1	1		1
Mock Interview	Student is assessed based on rubric	13.3.11			1		1
Success in the New Economy	Students completes Graphic Organizer on career objectives	13.1.11, 13.2.11,1	1	1	1		1
Individual Academic and Career Plan	Student creates plan	13.1.8	1				1
Grade 11							
Set a SMART Goal		13.3.11			1		1
Update/build Resume		13.2.11		1			1
Complete Career Interest Profiler assessment	Tracked by system	Back-up evidence					
Add 4 or more Careers to Favorites List	Student adds at least 4 careers	13.1.11	1				1
Complete Career Interest Profiler reflection	Student completes a survey	13.1.11	1				1

Scope & Sequence 6-12: DRAFT

Freedom Area School District



5th Grade Program - Class of 2026

Task	Duration	Learning Objective(s)	Owner <i>Specific</i>	Timeline <i>Date, Time/PD, Place</i>	Metric of Success	Completion Trigger	Logistics <i>Classroom needs, tech</i>	Resources
Set a Basic Goal	5+ min	Students will set a goal.			100% of students add a goal	Student adds a goal		
Complete Roadtrip Nation Reflection (and watch videos)	15+ min	Students will watch videos of leaders from a wide variety of personal and professional backgrounds discussing their careers and their paths to their careers. Students will describe the various career paths they learned about will predict what type of career path would be a good fit for them.			100% of students complete reflection	Student completes a survey		

6th Grade Program - Class of 2025

Task	Duration	Learning Objective(s)	Owner <i>Specific</i>	Timeline <i>Date, Time/PD, Place</i>	Metric of Success	Completion Trigger	Logistics <i>Classroom needs, tech</i>	Resources
Set a Basic Goal	5+ min	Students will set a goal.			100% of students add a goal	Student adds a goal		
Complete Roadtrip Nation Reflection (and watch videos)	15+ min	Students will watch videos of leaders from a wide variety of personal and professional backgrounds discussing their careers and their paths to their careers. Students will describe the various career paths they learned about will predict what type of career path would be a good fit for them.			100% of students complete reflection	Student completes a survey		
Complete Learning Style Inventory assessment	15-20 min	Students will complete an assessment uncovering their preferred environmental, emotional, and physical learning preferences.			100% of students complete assessment	Tracked by system		
Complete Learning Style Inventory reflection	5-10 min	Students will describe what they understood about their learning preferences. Based on the results, students will suggest actionable changes in order to increase their learning potential.			100% of students complete reflection	Student completes a survey		

7th Grade Program - Class of 2024

<u>Task</u>	<u>Duration</u>	<u>Learning Objective(s)</u>	<u>Owner</u>	<u>Timeline</u>	<u>Metric of Success</u>	<u>Completion Trigger</u>	<u>Logistics</u>	<u>Resources</u>
			<i>Specific</i>	<i>Date, Time/PD, Place</i>			<i>Classroom needs, tech</i>	
Set a Basic Goal	5+ min	Students will set a goal.			100% of students add a goal	Student adds a goal		
Complete Roadtrip Nation Reflection (and watch videos)	15+ min	Students will watch videos of leaders from a wide variety of personal and professional backgrounds discussing their careers and their paths to their careers. Students will describe the various career paths they learned about will predict what type of career path would be a good fit for them.			100% of students complete reflection	Student completes a survey		
Complete Career Cluster Finder assessment	10-25 min	Students will complete an assessment uncovering their top three Career Clusters.			100% of students complete assessment	Tracked by system		
Add 3 or more Career Clusters to Favorites List	~6 min	Students will add Career Clusters that are of interest to their Favorites List.			100% of students add career clusters	Student adds at least 3 career clusters		
Complete Career Cluster Finder reflection	5-10 min	Students will describe what Career Cluster interests them the most and why. Students will discuss what types of secondary and post-secondary courses they will need to take to pursue careers within that cluster.			100% of students complete reflection	Student completes a survey		

8th Grade Program - Class of 2023

<u>Task</u>	<u>Duration</u>	<u>Learning Objective(s)</u>	<u>Owner</u>	<u>Timeline</u>	<u>Metric of Success</u>	<u>Completion Trigger</u>	<u>Logistics</u>	<u>Resources</u>
			<i>Specific</i>	<i>Date, Time/PD, Place</i>			<i>Classroom needs, tech</i>	
Set a Basic Goal	5+ min	Students will set a goal.			100% of students add a goal	Student adds a goal		

Complete Roadtrip Nation Reflection (and watch videos)	15+ min	Students will watch videos of leaders from a wide variety of personal and professional backgrounds discussing their careers and their paths to their careers. Students will describe the various career paths they learned about will predict what type of career path would be a good fit for them.			100% of students complete reflection	Student completes a survey		
Complete Career Key assessment	15-20 min	Students will complete an assessment uncovering their Holland Interest Codes and accompanying best-fit careers.			100% of students complete assessment	Tracked by system		
Add 7 or more Careers to Favorites List	15 min	Students will add careers that are of interest to their Favorites List.			100% of students add careers	Student adds at least 7 careers		
Complete Career Key reflection	5-10 min	Students will justify if they believe the assessment results accurately describes them and their interests. Students will provide an interesting career fact about a newly suggested career.			100% of students complete reflection	Student completes a survey		
Build Resume	10+ min	Students will construct a resume.			100% of students build resume	Tracked by system		

9th Grade Program - Class of 2022

<u>Task</u>	<u>Duration</u>	<u>Learning Objective(s)</u>	<u>Owner</u>	<u>Timeline</u>	<u>Metric of Success</u>	<u>Completion Trigger</u>	<u>Logistics</u>	<u>Resources</u>
			<i>Specific</i>	<i>Date, Time/PD, Place</i>			<i>Classroom needs, tech</i>	
Set a SMART Goal	5+ min	Students will set a goal.			100% of students add a goal	Student adds a goal		
Complete Roadtrip Nation Reflection (and watch videos)	15+ min	Students will watch videos of leaders from a wide variety of personal and professional backgrounds discussing their careers and their paths to their careers. Students will describe the various career paths they learned about will predict what type of career path would be a good fit for them.			100% of students complete reflection	Student completes a survey		
Complete StrengthsExplorer assessment	20 min	Students will complete an assessment uncovering their top three strengths.			100% of students complete assessment	Tracked by system		

Complete StrengthsExplorer reflection	5-10 min	Students will describe what they understood about their top strengths. Based on the results, students will suggest actionable changes in order to capitalize on their strengths.			100% of students complete reflection	Student completes a survey		
Complete Learning Style Inventory assessment	15-20 min	Students will complete an assessment uncovering their preferred environmental, emotional, and physical learning preferences.			100% of students complete assessment	Tracked by system		
Complete Learning Style inventory reflection	5-10 min	Students will describe what they understood about their learning preferences. Based on the results, students will suggest actionable changes in order to increase their learning potential.			100% of students complete reflection	Student completes a survey		
Update/build Resume	10+ min	Students will construct/build a resume.			100% of students build resume	Tracked by system		

10th Grade Program - Class of 2021

<u>Task</u>	<u>Duration</u>	<u>Learning Objective(s)</u>	<u>Owner</u> <i>Specific</i>	<u>Timeline</u> <i>Date, Time/PD, Place</i>	<u>Metric of Success</u>	<u>Completion Trigger</u>	<u>Logistics</u> <i>Classroom needs, tech</i>	<u>Resources</u>
Set a SMART Goal	5+ min	Students will set a goal.			100% of students add a goal	Student adds a goal		
Complete Roadtrip Nation Reflection (and watch videos)	15+ min	Students will watch videos of leaders from a wide variety of personal and professional backgrounds discussing their careers and their paths to their careers. Students will describe the various career paths they learned about will predict what type of career path would be a good fit for them.			100% of students complete reflection	Student completes a survey		
Complete Do What You Are assessment	20-30 min	Students will complete an assessment uncovering their Myers-Briggs personality type.			100% of students complete assessment	Tracked by system		
Add 7 or more Careers to Favorites List	15 min	Students will add careers that are of interest to their Favorites List.			100% of students add careers	Student adds at least 7 careers		

Complete Do What You Are reflection	5-10 min	Students will describe how the assessment helps them understand themselves better. Based on the results, students will suggest actionable changes they will take to improve their career-college readiness. Students will provide an interesting career fact about a newly suggested career.			100% of students complete reflection	Student completes a survey		
Complete MI Advantage assessment	15-20 min	Students will complete an assessment uncovering their top intelligences.			100% of students complete assessment	Tracked by system		
Add 7 or more Careers to Favorites List	15 min	Students will add careers that are of interest to their Favorites List.			100% of students add careers	Student adds at least 7 careers		
Complete MI Advantage reflection	5-10 min	Students will describe what they understood about their top intelligences. Based on the results, students will suggest actionable changes in order to capitalize on their intelligences.			100% of students complete reflection	Student completes a survey		
Complete the Advanced College Search	10+ min	Students will complete a search to uncover best-fit post-secondary institutions.			100% of students complete the search	Tracked by system		
Add 3 or more Colleges to Favorites List (Colleges I'm Thinking About)	10+ min	Students will add colleges that are of interest to their Favorites List.			100% of students add colleges	Student adds at least 3 colleges		
Update/build Resume	10+ min	Students will construct/build a resume.			100% of students build resume	Tracked by system		
Complete Game Plan Survey	10-15 min	Students will complete a survey indicating their post-secondary preferences.			100% complete the survey	Tracked by system		
11th Grade Program - Class of 2020								
<u>Task</u>	<u>Duration</u>	<u>Learning Objective(s)</u>	<u>Owner</u>	<u>Timeline</u>	<u>Metric of Success</u>	<u>Completion Trigger</u>	<u>Logistics</u>	<u>Resources</u>
			<i>Specific</i>	<i>Date, Time/PD, Place</i>			<i>Classroom needs, tech</i>	
Set a SMART Goal	5+ min	Students will set a goal.			100% of students add a goal	Student adds a goal		
Update/build Resume	10+ min	Students will construct/build a resume.			100% of students build resume	Tracked by system		

C. Stakeholder Engagement Items of the Plan 10-11

10. Stakeholder Engagement:

STUDENTS	How Students benefit from the K-12 Guidance Program	How Students assist with the delivery of the K-12 Guidance Program
	Students will benefit by building skills, knowledge, and attitudes necessary for them to become healthy productive adults. Their participation in the activities below will encourage their individual development.	
	Students will participate in individual student planning to develop goals related to their interests, abilities, and future plans. Students will participate in school wide activities, classroom lessons by grade, small group lessons, individual student support, and interdisciplinary collaboration	
		Students will help with the delivery of the program by incorporating the skills learned in academic, social, emotional and career development lessons into their learning and personal growth.

EDUCATORS	How Educators benefit from the K-12 Guidance Program	How Educators assist with the delivery of the K-12 Guidance Program
		Counselors and educators will provide ongoing support and appropriate resources for parents/guardians regarding their child's personal, social-emotional, and academic and career development to ensure there is an essential link between home and school.
		The mission statement and goals of the Counseling Program will be shared with the educators through a variety of means such as website and meetings to facilitate support of the delivery of the Guidance Plan.
	Educators will be informed about the K-12 Comprehensive Guidance Plan as well as the Career Education and Work Standards. Educators will be connected to the local Career and Technology Center through invitations to tour and/or visit a program area during the sophomore field trips.	

Develop the Action Planning Chart to Engage the Stakeholders to Support the K-12 Guidance Plan for all Students

STAKEHOLDER: EDUCATOR

"Big Idea"	Program Goal "Smart Format"	CEW Standard	Grade Level	Activities Interventions	Data	Timelin e
To connect outside sources to our school staff	During the 2019-2020 school year, connect staff to outside resources for the career development program.	13.1.11A/D/F /H 13.3.8/11/D 13.1.5.D	K-12	Connect students with alumni who are valuable career resources; Provide all faculty a list of local resources for potential classroom guest speakers from area colleges and businesses.	Number of teachers that host an outside speaker; Number of teachers that participate	During the 2019-2020 school year; During the 2019-2020 school year
To connect school staff more to the BC-CTC	During the 2019-2020 school year, increase staff participation in the Beaver County Career and Technology Center from 1 to 2 staff members which take a field trip to the CTC.	13.1.11A/D/F /H	K-12	Teachers will tour BC-CTC and rotate through the various shops to learn what they offer; To accomplish this, one Elementary, Middle School, and High School teacher will be invited to serve as a chaperone for the BC-CTC sophomore field trip.	Staff in attendance	During the 2019-2020 school year
Determine how to educate your staff about the career development program	During the 2019-2020 school year, increase staff understanding of the K-12 School Guidance Plan (Chapter 339).	13.1 13.2 13.3 13.4	K-12	In-Service teachers on the K-12 School Guidance Plan; The district School Counselors will meet monthly.	Professional development /survey/sign-in sheet; Number of meetings	During the 2019-2020 school year

PARENTS	How Parents/Guardians benefit from the K-12 Guidance Program	How Parents/Guardians assist with the delivery of the K-12 Guidance Program
	Parent/guardians shall provide the fundamental support system to enhance the success of their son/daughter's educational process.	
		Parents can be the biggest advocate for their children. They can assist their son/daughters to make appropriate choices in the areas of personal/social, academic, and career development. Parent input to various school counseling programs can be valuable regarding to Career Day, field trips, and individual guidance meetings.

Develop the Action Planning Chart to Engage the Stakeholders to Support the K-12 Guidance Plan for all Students

STAKEHOLDER: PARENTS

"Big Idea"	Program Goal "Smart Format"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Educate parents regarding the K-12 Comprehensive Guidance Program	<p>During the 2019-2020 school year, parents will be asked to serve on the Advisory Council;</p> <p>During the 2019-2020 school year, parents will be educated about the career development plan.</p>	13.1 13.2 13.3 13.4	K-12	<p>Parents will be invited to serve on the advisory council, which will increase their understanding of the K-12 program;</p> <p>Parents will be educated about the counseling program and the K-12 plan via the Naviance program, the school</p>	<p>Number of parents appointed to advisory council;</p> <p>Parent usage data from Naviance</p>	<p>2019-2020 school year, /Ongoing;</p> <p>2019-2020 school year, /Ongoing</p>

				district website, emails, and automated phone calls encouraging them to visit the website to view the career development plan.		
Educate parents regarding the BC-CTC and all post-secondary options.	<p>During the 2019-2020 school year, share and promote materials at Open House to increase parents' awareness of the BC-CTC's Open House;</p> <p>During the 2019-2020 school year, share with parents, in order to promote an understanding of post-secondary options.</p>	13.1 13.2 13.3 13.4	K-12	<p>An email will be sent to parents regarding the Open House, orientation timeline, and process for the BC-CTC; This information will be on the Guidance Website as well; Will have the MS and ES connected to this section of the website.</p> <p>BC-CTC flyers will be available at the districts open houses too; Will advertise through emails and phone calls, the guidance website under the Career Planning Section.</p>	Verbal feedback; Verbal feedback	Fall 2019; During the 2019-2020 school year
Connect parents to an outside (community) resource to learn more about local career opportunities.	<p>During the 2019-2020 school year, make parents aware of the high school guidance page;</p> <p>During 2019-2020 school year, Open House, make resources available to parents to increase their familiarity with career resources by 3 methods.</p>	13.1 13.2 13.3 13.4	K-12	A letter will be sent home to parents at the beginning of the school year, explaining the counseling program; It will note that the K-12 Guidance Plan is available on the district website; And the letter will determine a date and time for an event explaining the career development plan;	Parent survey; Number of parents attending	Once per year; Once per year in the fall semester

				Gather promotional materials regarding apprenticeship programs, CCBC Programs and a variety of local career opportunities and communicate these at open houses in the fall.		
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BUSINESS & COMMUNITY	How Business/Community partners benefit from the K-12 Guidance Program	How Business/Community partners assist with the delivery of the K-12 Guidance Program
	The local business community (including the New Sewickley, Conway and Freedom police and fire departments) will have the opportunity to develop activities to assist the school counselors, faculty, parents and students to become more aware and knowledgeable of community resources, safety procedures, and cultural/activities available in the surrounding area.	
	As partners, the business community will provide numerous activities such as job shadowing, AIU Apprenticeship programs, Career Day, Big Brothers Big Sisters, Children's Hospital, Humane Society, CSI, Beaver County Chamber of Commerce Activities, and other community based educational/career activities.	

		Business/community will help with the delivery of the K-12 Comprehensive Guidance Plan by serving on the Advisory Committee.
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Develop the Action Planning Chart to Engage the Stakeholders to Support the K-12 Guidance Plan for all Students

STAKEHOLDER: BUSINESS & COMMUNITY

“Big Idea”	Program Goal “Smart Format”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Connect with and build outside networks to develop a Career Development Program	During 2019/-2020 school year, we will build relationships with businesses and community members across grade levels, adding at least 1 new business each year; During 2019/-2020 school year school year, increase networking between school & business by two resources; During 2020/-2021 school year school year, hold two advisory council Meetings with new resources present.	13.1.3.E 13.1.3. H 13.1.3F/G 13.3.3 G	K-12	Business and Community members will be invited to serve on the Advisory Council to increase our collaboration with available community resources; Examples of activities include classroom presentations by Former Alumni, During PLT, Career Day, Science Fair, Guest classroom Speakers; To continue to develop a partnership with community organizations, post-secondary schools and businesses to assisting in providing a variety of opportunities for our students	Number of businesses & community members on Advisory Council; Verbal and written follow up; Number of businesses involved	2019/2020 school year; 2019/2020 school year; 2020/2021 school year
Develop a new Career Plan activity for students outside the	During the 2019/-2020 school year, increase number of students participating in career shadowing opportunities; During 2019/-2020 school year students will engage in regularly scheduled field trips	13.1.3.E 13.1.3. H 13.1.3F/G 13.3.3 G	7-12	Provide and promote opportunity for career exploration in relation to student specific interest areas; Promote and encourage student attendance on field trips to explore a varieties of career opportunities.	Verbal Feedback; Attendance and verbal feedback;	2019-/2020 school year; 2019/-2020 school year;

building	to explore a variety of career opportunities; During 20-21 school year, increase number of students participating in apprenticeship/ internship programs			At the elementary level, emphasize career opportunities as a natural extension when participating in scheduled field trips; Promote and encourage students to apply for apprenticeship /internship programs in area of interest.	Verbal feedback	2020/2021 school year
Continue to foster relationships between business and school	During 2019-/2020 school year, increase number of opportunities for business to meet with faculty & students	13.1 13.2 13.3 13.4	K-12	At least 1 new business for 1 teacher at each grade level	Attendance and verbal feedback	2019-/2020 school year

POST SECONDARY	How Postsecondary partners benefit from the K-12 Guidance Program	How postsecondary partners assist with the delivery of the K-12 Guidance Program
	The Partnerships with the post-secondary schools are a valuable asset to the counseling program. This collaboration will enable students to have exposure and opportunities to various post-secondary settings to support and guide the student's future success. Opportunities can include, but not limited to Career Day, college campus visits, college meetings, Dual Enrollment, and College in the High School.	

		Post-Secondary representatives will help with the delivery of the comprehensive plan by serving on the Advisory Committee.
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Develop the Action Planning Chart to Engage the Stakeholders to Support the K-12 Guidance Plan for all Students

STAKEHOLDER: POSTSECONDARY

“Big Idea”	Program Goal “Smart Format”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Increase Parent and Staff Awareness of Post-Secondary Options	During the 2019-2020 school year, share and promote, develop and publish a comprehensive list of the range of options for post--secondary training; During the 2019-2020 school year, share, promote, and increase networking between school & post-secondary options; During the 2019-2020 school year, share, promote, and increase awareness of new trends in the post-secondary setting.	13.1 13.2 13.3 13.4	K- 12	Options will be shared through individual student/parent interactions, classroom presentations, as well as through media (website, mass emails, mail, newsletters, 339 plan, etc); To continue to use student newspaper, promote events on website, social media, through email blasts, Bulldog Beat (Student TV station), classroom presentations, Café Mini college fairs, National College Fair.; Promote the videos “Success in the New Economy,” “Flipping the College Decision Making Paradigm,” “The Insufficient Degree,” and “4 Skills and 4 Steps to a Successful Career.” These videos will be posted on the school district website and via emails to parents.	Verbal and written feedback; Verbal and written feedback; Verbal and written feedback	During the 2019-2020 school year; During the 2019-2020 school year; During the 2019-2020 school year

Create Student Awareness of Unfamiliar Post-Secondary Resources	During the 2019-2020 school year, share, promote, and increase number of students attending college fair; During the 2019-2020 school year, share, promote, and increase awareness of a variety of post-secondary schools; During the 2019-2020 school year, students will use the Naviance program to explore the range of options for post-secondary	13.1 13.2 13.3 13.4	K-12	Promote junior students to attend and provide transportation to events. National College Fair, “What your Major Monday,” Program. Guest Speakers, Career Dress Up Day, Career Day. Options will be shared through Naviance, individual student interactions, and classroom presentations	Reflection form in English; Verbal and/or written feedback; Utilize Naviance completion data	During the 2019-2020 school year; During the 2019-2020 school year; During the 2019-2020 school year
Students will be able to identify and pursue career interests and understand a variety of post-secondary service/work/ education al options	Students will review and compare interest/skills inventories across grade levels; Students will identify a plan for career development after HS graduation; Seniors will present their post-secondary plans to a panel of educators	3.1 13.2 13.3 13.4	K-12	Students will complete interest inventories in multiple grade levels; Students will complete Senior Project exit surveys summarizing plans after graduation; Seniors will share and present their plan to their peers	Naviance data; Completion of Career Portfolio; verbal presentation and student survey	During the 2019-2020 school year; May 2020; May 2020

11. School Guidance Program Advisory Council:

A. First Meeting Date: 4/12/2019

B. Second Meeting Date: 10/4/2019

Stakeholder Group	Name	Title & Organization
STUDENT		
	Jacob Simmons	Student, Freedom Area High School
	Lisa Odebode	Student, Freedom Area Middle School
	Chase Grable	Student, Freedom Area Middle School
PARENT & GUARDIAN		
	Amanda Krampy	Elementary Parent
	Stacie Scheel	Elementary/Middle Parent; Community Education Specialist at Womens Center of Beaver County
EDUCATOR & ADMINISTRATOR		
	Heather Giamaria	Teacher, Freedom Area High School
	Jeanne Ging	Teacher, Freedom Area Middle School
	William Deal	Administrator, Freedom Area High School
	Ryan Smith	Administrator, Freedom Area Middle School
	Emily Mather	Administrator, Freedom Area Elementary School
BUSINESS & COMMUNITY		
	Mike Lewis	Operations Manager, JADCO
	Scott Levenson	Verizon Communications
	Liz Lanshack	Public Relations Coordinator, BCCTC
	Lori Pail	Freedom Area School Board Members
	Mary Ann Petcovic	Freedom Area School Board Members
	Greg Sherman	Freedom Area School Board Members
POST SECONDARY		
	Harry Angelo	Job Training for Beaver County
	Jodi Carver	College in the HS Facilitator

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

12. Career and Postsecondary Resources Supporting the CEW Standard Strands and Career Pathways (or Clusters)

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

ORGANIZATIONS AND AGENCIES

Intermediary Organizations: <i>Connecting, Collaborating, Convening Organizations</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Beaver County Career and Technology Center	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Big Brothers/Big Sisters	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Beaver County Counselors Association	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Pennsylvania School Counselor Association	13.1 13.2 13.3 13.4	See respective Career Cluster from table
American School Counselor Association	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Beaver County IU 27	13.1 13.2 13.3 13.4	See respective Career Cluster from table
US Military Recruiters	13.1 13.2 13.3 13.4	See respective Career Cluster from table

Umbrella Organizations: <i>Organizations that represent a large group of business organizations with a common mission</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Beaver County Chamber of Commerce	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Beaver County Energy & Advanced Manufacturing	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Builder's Guild Apprenticeship Programs	13.1 13.2 13.3 13.4	See respective Career Cluster from table

Community & State Organizations: <i>Agencies representing community and state initiatives, service to communities</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
PDE – Academic Standards for CEW	13.1 13.2 13.3 13.4	See respective Career Cluster from table
PATTAN CCBC HS Academies	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Beaver County Career Link Job Training	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Beaver County Big Brother's Big Sisters	13.1 13.2 13.3 13.4	See respective Career Cluster from table
OVR/PETs BCRC/CAPS Program	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Glade Run Transition Program and Animal Program	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Bender Leadership Community Alternatives	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Mentoring Program Project Search with Jameson	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Hospital Family Behavior Resources	13.1 13.2 13.3 13.4	See respective Career Cluster from table
The Prevention Network	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Highmark's The Caring Place	13.1 13.2 13.3 13.4	See respective Career Cluster from table
The Woman's Shelter	13.1 13.2 13.3 13.4	See respective Career Cluster from table
The Challenge Program (NEW)	13.1 13.2 13.3 13.4	See respective Career Cluster from table
The Beaver County Human Trafficking Task Force	13.1 13.2 13.3 13.4	See respective Career Cluster from table

NETWORKING OPPORTUNITIES

Individual Contacts: <i>Contacts acquired through networking and interaction</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Mike Thompson – Educational Consultant (PDE)	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Dan Pinchot – Penn State Beaver	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Lacy Nettleton – Clarion University	13.1 13.2 13.3 13.4	See respective Career Cluster from table

Kim Turcola – CCBC	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Joyce Cirelli – CCBC	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Jodi Carver – CCBC	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Nancy Honse – CCBC	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Vince Gratteri - PTC	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Stacey Scheele – Woman’s Shelter	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Judge Mike Ross – Apprenticeship Programs	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Tom Linko– CYS Truancy	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Dave Clark – CYS Truancy	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Nicole Anderson – AIU Homeless Initiative	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Sara Salopek - AIU Homeless Initiative	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Dina Ciabattoni, LSW/Continuum of Care Coordinator of Beaver County	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Nelly Peralta - CYS/Juvenile Probation	13.1 13.2 13.3 13.4	See respective Career Cluster from table
LaKeasha Lewis – OVR	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Wendy Dunlap – PHEAA	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Melissa Lanious – Beaver County Transition Council	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Mike Lewis - BVIU	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Katie Parks – SAP Liaison/The Prevention Network	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Barb Martz – SAP Coordinator/The Prevention Network	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Mandi Rae – SAP/County Crisis Coordinator	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Ed Howe – Magistrate	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Officer Tom Liberty – Resource Officer	13.1 13.2 13.3 13.4	See respective Career Cluster from table

Community & Business Meetings: <i>Meetings, which bring cross/community members together to promote growth to further a cause</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Beaver County Counselor’s Association	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Beaver County Transition Coordinator’s Council	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Beaver County Career and Technology Center’s Advisory Committee	13.1 13.2 13.3 13.4	See respective Career Cluster from table

Community Events: <i>Conferences, Workshops, Grand Openings</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Penn State Beaver College Fair	13.1 13.2 13.3 13.4	See respective Career Cluster from table
The National Collegiate Fair at the David L. Lawrence Convention Center.	13.1 13.2 13.3 13.4	See respective Career Cluster from table

ONLINE & OTHER RESOURCES

Internet Based Links: <i>Websites educating others and promoting career development and related topics</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
PA Career Standards https://www.education.pa.gov/K-12/PACareerStandards/Pages/default.aspx#tab-1	13.1 13.2 13.3 13.4	See respective Career Cluster from table
PA Career Guide (A valuable resource as you make those all-important career decisions, Page 9 is an Interest code) https://www.workstats.dli.pa.gov/Products/CareerGuide/Pages/default.aspx	13.1 13.2 13.3 13.4	See respective Career Cluster from table
16 Career Clusters https://www.careertech.org/career-clusters	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Explore Salary and Pay Occupations with the largest job growth http://www.educationplanner.org/students/career-planning/explore-salary-pay/index.shtml	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Employment Projections 2016-2026 https://www.bls.gov/news.release/ecopro.toc.htm	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Mapping your Future Budget Calculator https://www.mappingyourfuture.org/money/calculators.cfm	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Labor Market Information (By the US Dept. of Labor) https://lmi.workforcegps.org/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Occupational Outlook Handbook https://www.bls.gov/ooh/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Bureau of Labor and Statistics https://www.bls.gov/home.htm	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Fastest Growing Occupations https://www.careeronestop.org/Toolkit/Careers/fastest-growing-careers.aspx	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Highest Paying Jobs https://www.careeronestop.org/Toolkit/Wages/highest-paying-careers.aspx	13.1 13.2 13.3 13.4	See respective Career Cluster from table

Highest Paying Careers https://www.careeronestop.org/Toolkit/Wages/highest-paying-careers.aspx	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Fastest Growing Jobs https://www.careeronestop.org/Toolkit/Careers/fastest-growing-careers.aspx	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Fastest Growing Industries https://www.careeronestop.org/Toolkit/Industry/fastest-growing-industries.aspx	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Careers with Most Openings https://www.careeronestop.org/Toolkit/Careers/careers-most-openings.aspx	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Declining Careers https://www.careeronestop.org/Toolkit/Careers/careers-declining-employment.aspx	13.1 13.2 13.3 13.4	See respective Career Cluster from table
www.fafsa.ed.gov	13.1 13.2 13.3 13.4	See respective Career Cluster from table
www.collegeboard.org	13.1 13.2 13.3 13.4	See respective Career Cluster from table
www.actstudent.org	13.1 13.2 13.3 13.4	See respective Career Cluster from table
www.educationplanner.org	13.1 13.2 13.3 13.4	See respective Career Cluster from table
www.pacareerzone.com	13.1 13.2 13.3 13.4	See respective Career Cluster from table
www.onetonline.org	13.1 13.2 13.3 13.4	See respective Career Cluster from table
www.pheaa.org	13.1 13.2 13.3 13.4	See respective Career Cluster from table
www.pasca-web.org	13.1 13.2 13.3 13.4	See respective Career Cluster from table
www.pdesas.org	13.1 13.2 13.3 13.4	See respective Career Cluster from table
www.paworkstats.state.pa.us	13.1 13.2 13.3 13.4	See respective Career Cluster from table
www.schoolcounselor.org	13.1 13.2 13.3 13.4	See respective Career Cluster from table
www.vacareerview.org	13.1 13.2 13.3 13.4	See respective Career Cluster from table
O*NET https://www.onetonline.org/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Career One Stop https://www.careeronestop.org/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
PA Work Statistics https://www.dli.pa.gov/Pages/default.aspx	13.1 13.2 13.3 13.4	See respective Career Cluster from table
PA Career Link https://www.cwds.pa.gov/cwdsonline	13.1 13.2 13.3 13.4	See respective Career Cluster from table

PA Career Zone https://www.pacareerzone.org/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Vocational Information Center http://www.khake.com/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Mapping Your Future https://mappingyourfuture.org/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Drive of Your Life https://www.iyi.org/drive-of-your-life	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Math Careers http://www.ams.org/careers	13.1 13.2 13.3 13.4	See respective Career Cluster from table
My Future https://www.myfuture.com/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
My Next Move https://www.mynextmove.org/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Pennsylvania Apprenticeship Programs https://www.apprentice.org/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Future Road Builders http://www.futureroadbuilders.com/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Builders Guild http://www.buildersguild.org/index.php	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Today's Military http://todaysmilitary.com/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Health and Medical Science Careers https://explorehealthcareers.org/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
We Use Math (Includes Math Careers and How to succeed in Math) http://weusemath.org/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Science, Technology, Engineering and Math (STEM) http://www.careercornerstone.org/	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Innovators and Entrepreneurs in PA Green Careers https://www.keystoneedge.com/	13.1 13.2 13.3 13.4	See respective Career Cluster from table

Media & Advertising: <i>Various marketing methods that provide contacts, career awareness, ideas and workforce information</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Beaver County Times	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Beaver County Times Online	13.1 13.2 13.3 13.4	See respective Career Cluster from table

Freedom Area High Schools Newspaper	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Freedom Area High School Website	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Freedom Area School District Facebook Page	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Freedom Area School District Instagram page	13.1 13.2 13.3 13.4	See respective Career Cluster from table

Publication & Documents: <i>Hard copy materials that offer contacts and career/workforce information</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
PHEAA	13.1 13.2 13.3 13.4	See respective Career Cluster from table
PA Career Guide	13.1 13.2 13.3 13.4	See respective Career Cluster from table
The Real Game	13.1 13.2 13.3 13.4	See respective Career Cluster from table
PA Career Guide	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Success in the New Economy	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Occupation Outlook Handbook	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Naviance (NEW)	13.1 13.2 13.3 13.4	See respective Career Cluster from table

Post-Secondary Options

Postsecondary Options: <i>Colleges, Apprenticeships, Military, Vocational Training</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
4 year Universities and Colleges	13.1 13.2 13.3 13.4	See respective Career Cluster from table
2 year Community Colleges	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Tech Schools	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Apprenticeship programs/Building Guild	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Numerous Branches of the Military	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Training Programs	13.1 13.2 13.3 13.4	See respective Career Cluster from table

13. Career and Technology Center Strategies:

STUDENT AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	# of Students Taught	Location	Stakeholder Delivering	Contact Person	Indicator
K	Career Development Lessons	February/April	all	classrooms	educator	Randal Perkins	Career Awareness
1	Career Development Lessons	February/April	all	classrooms	educator	Randal Perkins	Career Awareness
2	Career Development Lessons	February/April	all	classrooms	educator	Randal Perkins	Career Awareness
3	Career Day Presentations	May	all	classrooms	Student	Randal Perkins	Career Awareness
3	Career Development Lessons	February/April	All	Classrooms	educator	Randal Perkins	Career Awareness
4	Career Day Presentation	May	all	classrooms	student	Randal Perkins	Career Awareness
4	Career Development Lessons	February/April	all	Classrooms	Educator	Randal Perkins	Career Awareness
5	Career Day Presentation	May	all	classrooms	student	Susan Suleski	Career Awareness
5	Beaver County CTC virtual Tour	January	all	BC-CTC Classrooms	CTC/Educator	Susan Suleski	Career Awareness

6	Career Day Presentation	May	all	classrooms	Student/Educator/ Susie Suleski	Susan Suleski	Career Awareness
6	Beaver County CTC Virtual Tour	February	all	BC-CTC	Educator/Student/ BC- CTC	Susan Suleski	Career Awareness
7	Career Day Presentation	May	all	classrooms	Student/Educators	Susan Suleski	Career Awareness
7	Beaver County CTC Virtual/Presentation	January	All	Classrooms	Student/educators/BC- CTC	Susan Suleski	Career Awareness
8	Career Day Presentation	May	All	Classrooms	Student/Educators	Susan Suleski	Career Awareness
8	Beaver County CTC Presentation	January	All	Classrooms	Student/educators/BC- CTC	Susan Suleski	Career Awareness
9-11	Students are invited to the Open House. . .	October	All students in grades 9- 11	Beaver County CTC	Rita Kaplin	Rita Kaplin	Career Acquisition and Retention
9	Students are invited to the orientation and tour if interested in any of the 3- year programs	December	4-5	Rita Kaplin	Rita Kaplin	Rita Kaplin	Career Acquisition and Retention
9-10	HS School Counselor presents information regarding the CTC in the US History course during scheduling	Winter	All Freshman	History Course	Rita Kaplin Chris Bennett	Rita Kaplin	Career Acquisition and Retention
10	Orientation in the English 10 Courses	November	ALL sophomores	Beaver County CTC English 10	Rita Kaplin Liz Landshack	Rita Kaplin	Career Acquisition and Retention
10	Visit #1 (tour &/or Program Visit)	December	40—50 sophomores	Beaver County CTC	Rita Kaplin Liz Landshack	Rita Kaplin	Career Acquisition and Retention
10	Visit #2 (Program Visits)	January	40-50 sophomores	Beaver County CTC	Rita Kaplin Liz Landshack	Rita Kaplin	Career Acquisition and Retention

9-11	Course selection presentations	Winter	All students in grades 9-11	Classrooms (History)	Rita Kaplin Chris Bennett	Rita Kaplin Chris Bennett	Career Acquisition and Retention
9-11	Individual counselor meeting for scheduling	Winter/Spring	All students in grades 9-11	Guidance office	Rita Kaplin Chris Bennett	Rita Kaplin Chris Bennett	Career Acquisition and Retention
11-12	Current CTC students present at various events ie, Freshmen Forum, MS Career Day, Elem School Career Presentation Day	According to the Elem and MS schedule	All Students involved with Elem and MS Events	Elementary and Middle School	Randy Perkins Susie Suleski Rita Kaplin	Rita Kaplin	Career Acquisition and Retention
12	Seniors who are eligible can apply for a Co-Op position with the CTC.	Winter/Spring	# of Seniors who are eligible	CTC/workplace	Rita Kaplin Tom Giesler (CTC)	Rita Kaplin	Entrepreneurship

PARENT AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	# of Parents	Engagement Method	Stakeholder Delivering	Contact Person	Indicator
K	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Rita Kaplin Randy Perkins BC-CTC,	Randal Perkins	Career Awareness & Planning
1	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Rita Kaplin Randy Perkins BC-CTC,	Randal Perkins	Career Awareness & Planning
2	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Rita Kaplin Randy Perkins BC-CTC,	Randal Perkins	Career Awareness & Planning
3	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Rita Kaplin Randy Perkins BC-CTC,	Randal Perkins	Career Awareness & Planning
4	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Rita Kaplin Randy Perkins BC-CTC,	Randal Perkins	Career Awareness & Planning

5	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Rita Kaplin Susie Suleski BC-CTC,	Susan Suleski	Career Awareness & Planning
6	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Rita Kaplin Susie Suleski BC-CTC,	Susan Suleski	Career Awareness & Planning
7	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Rita Kaplin Susie Suleski BC-CTC,	Susan Suleski	Career Acquisition
8	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Rita Kaplin Susie Suleski BC-CTC,	Susan Suleski	Career Acquisition
9-11	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	BC-CTC, Rita Kaplin	Rita Kaplin	Career Acquisition and Retention
10	Information regarding the 10 th grade Orientation process	Ongoing	# of parents that respond to the information	Email, mail website, Facebook page	Rita Kaplin	Rita Kaplin	Career Acquisition and Retention
9-12	FAHS Website information and links to the BCCTC	Ongoing	# of site visits	Emails, Facebook to share information about the website	Rita Kaplin	Rita Kaplin	Career Acquisition and Retention
9-12	Naviance family connections via emails	Ongoing	# of parents who read the emails	Email,, Mail, all calls to home, Facebook	Ron Kelm Rita Kaplin	Ron Kelm Ritia Kaplin	Career Acquisition and Retention
9-11	Counselor individual conferences	Ongoing	# of parents who read the emails	Emails to parents	Rita Kaplin Chris Bennett	Rita Kaplin Chris Bennett	Career Acquisition and Retention
9-11	Table and informational brochures at Open House	Fall	# of brochures and discussions with parents	Information set up for Open House	Rita Kaplin	Rita Kaplin	Career Acquisition and Retention

12	Students who are eligible for Co-Op at the CTC will be informed with specific information.	Spring	# parents of the students involved with	Phone calls to parents	Rita Kaplin Tom Giesler (CTC)	Rita Kaplin	Entrepreneurship
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EDUCATOR AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	# of Educators	Location	Stakeholder Delivering	Contact Person	Indicator
K	Invite to BC-CTC Open House	October	All Kindergarten teachers	BC-CTC	Educators BC-CTC	Randal Perkins	Career Awareness & Planning
K	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All Kindergarten teachers	BC-CTC and/or Webinar	Educators BC-CTC	Randal Perkins	Career Awareness & Planning
1	Invite to BC-CTC Open House	October	All 1 st grade teachers	BC-CTC	Educators BC-CTC	Randal Perkins	Career Awareness & Planning
1	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Randal Perkins	Career Awareness & Planning
2	Invite to BC-CTC Open House	October	All 2 nd grade teachers	BC-CTC	Educators BC-CTC	Randal Perkins	Career Awareness & Planning
2	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Randal Perkins	Career Awareness & Planning
3	Invite to BC-CTC Open House	October	All 3 rd grade teachers	BC-CTC	Educators BC-CTC	Randal Perkins	Career Awareness & Planning
3	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Randal Perkins	Career Awareness & Planning
4	Invite to BC-CTC Open House	October	All 4 th grade teachers	BC-CTC	Educators BC-CTC	Randal Perkins	Career Awareness & Planning

4	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Randal Perkins	Career Awareness & Planning
5	Invite to BC-CTC Open House	October	All 5 th grade teachers	BC-CTC	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
5	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
6	Invite to BC-CTC Open House	October	All 6 th grade teachers	BC-CTC	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
6	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
7	Invite to BC-CTC Open House	October	All 7 th grade educator	BC-CTC	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
7	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
8	Invite to BC-CTC Open House	October	All 7 th grade educator	BC-CTC	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
8	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
9	Invite to BC-CTC Open House	October	All 9 th grade teachers	BC-CTC	Educators BC-CTC	Rita Kaplin	Career Awareness & Planning
9	Invitation to attend the BC-CTC Tour	December or January	All are invited	BC-CTC	Educators BC-CTC	Rita Kaplin	Career Awareness & Planning
10	Invite to BC-CTC Open House	October	All 10 th grade teachers	BC-CTC	Educators BC-CTC	Rita Kaplin	Career Awareness & Planning

10	Invitation to attend the BC-CTC Tour	December or January	All are invited	BC-CTC	Educators BC-CTC	Rita Kaplin	Career Awareness & Planning
11	Invite to BC-CTC Open House	October	All 11 th grade teachers	BC-CTC	Educators BC-CTC	Rita Kaplin	Career Awareness & Planning
11	Invitation to attend the BC-CTC Tour	December or January	All are invited	BC-CTC	Educators BC-CTC	Rita Kaplin	Career Awareness & Planning
12	Invite to BC-CTC Open House	October	All 12 th grade teachers	BC-CTC	Educators BC-CTC	Rita Kaplin	Career Awareness & Planning
12	Invitation to attend the BC-CTC Tour	December or January	All are invited	BC-CTC	Educators BC-CTC	Rita Kaplin	Career Awareness & Planning